



Healthy & Learning Lifestyle

Pupil assignment Portfolio



Co-funded by the
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Healthy & Learning Lifestyle

Pupil assignment:
You are what you eat!



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ASSIGNMENT FACTSHEET

This assignment includes these topics:

- Nutrition ✓
- Exercise
- Mental health
- Physical health ✓
- Your own (healthy and learning) lifestyle ✓
- The lifestyle of others ✓
- The healthy and learning lifestyle circumstances at home
- The healthy and learning lifestyle circumstances at school
- Other topic, being:

This assignment is:

- Challenge based
- Exchange oriented ✓
- Aimed at personal development

This assignment includes these pupil activities:

- Investigate or research ✓
- Contact experts and practitioners
- Present and discuss their findings ✓
- Other activity, being:

This assignment includes elements of these school subjects:

- Math
- English ✓
- Physical Education
- Biology ✓
- Geography
- ICT ✓
- Physics
- History
- Other subject(s), being:

Key words or hashtags for this assignment are:

Nutrition
Eating habits
Daily reference intake



You are what you eat!

SHORT DESCRIPTION

In this assignment pupils will investigate what is considered a healthy diet and what systems and guidelines exist for this. Pupils will furthermore keep track and examine their own eating and drinking habits and learn about nutrients, carbohydrates, fat, protein, minerals, and vitamins.

PUPIL TARGET

14-16 year olds in secondary school.

REQUIERED KNOWLEDGE, SKILLS AND COMPETENCES

Describe which competences, skills and knowledge pupils need up front.

Pupils should be able to already...

- Look up information and interpret this
- Use online apps
- Analyse (own) research data
- Present and discuss the outcomes

Pupils should know already....

- The most basic elements of food and drinks, in terms of ingredients and nutrition.
- The basics of the English language (to connect with pupils abroad)

**GROUP SIZE AND
WAY OF
EXECUTION**

This is an Individual assignment with sharing, discussion and presentation elements upon completion of the assignment.

TIMEFRAME

Preparation: Very little preparation time and effort is needed by the teacher.

Expected total duration of the assignment: Pupils are requested to track their eating and drinking habits for a full week and then reflect on it. So all in all, about 10 days in length with small effort every day .



FULL DESCRIPTION OF THE ASSIGNMENT

The assignment consists of three parts, it is up to you to work out these three parts and to incorporate them as one, which means that you have to hand them in as a whole.

It is up to you to decide which form of working out you choose. You can choose to work in Word, but Prezi, PowerPoint, etc. are also good options. Choose something that suits you and of which you are sure that it reflects all requested content. Make sure that you do not only work out the assignments, but that you also write a title / table of contents / introduction / etc. It depends on your form of elaboration how you give form to this!

Part 1

Investigate what is considered a healthy diet and what systems and guidelines exist for this. Find a visual representation of this and describe this concisely.

Part 2

The guideline you found probably consist of different food groups or elements. For each part of it, write something that you sometimes eat. You can also make it more visual like a collage, with pictures of something you eat which fit the different categories.

Part 3

Keep a food and drinks diary for a week. There are handy apps developed to help you do this, look them up.

Make sure it is a continuous week, for 7 consecutive days. Only then will it give a representative picture of your food intake and you can draw meaningful conclusions.

Make sure you have a complete food log, so not only what you ate and drank, but also what the nutritional values are.

Make sure it is clear, logically laid out and therefore easy to read.

Evaluate your food diary and draw a conclusion. What can you say about it? Look up what energy or calory balance means (this is different for each person) and go into this topic.

In the end, make a short presentation about your findings and recommendations to be presented to pupils in your class and to pupils abroad in other schools in Europe. Make sure to include all three parts of the assignment!

MATERIALS NEEDED

Pupils could look up and use existing apps in the App Store / Google Play Store for the assignment which allow you to track what you eat and drink. These app support the user with ingredient and food content registration for analysis.

LEARNING GOALS

Upon completion of this assignment, Pupils will know:

- What guidelines exist for a healthy diet and of which elements this consists;
- What food groups typically contain which nutritional properties

Pupils will be able to:

- Reflect on how their own daily food and drinks consumption compares to this;
- Make more informed decisions on their (healthy) lifestyle

ASSIGNMENT DEVELOPER

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ONLINE INTERACTIVE & INTERNATIONAL FOLLOW-UP ASSIGNMENT

Typical food!

DESCRIPTION OF THE ONLINE ASSIGNMENT

Pupils come together in groups, 2 pupils per country.

Pupils present and describe to each other typical and traditional food from their country: 1 dish/drink which is traditional and typical from their country but not (so) healthy, and 1 dish or drink which is traditionally also from their country and the same time also quite healthy! Pupils explain to each other why these are healthy and not so healthy.

ORGANISATION AND WAY OF EXECUTION

Organisation

In groups of 2 per country

Technically

Via Microsoft Teams, first plenary session, then breakout rooms in groups and a plenary ending.

Expected total duration: 1h in total.

LEARNING GOALS

Upon completion of this online assignment, pupils will know:

- What typical and traditional dishes and drinks are in their own country and in other countries;
- How these dishes relate to a healthy diet

Pupils will be able to:

- Engage in conversation in international context with their peers

ASSIGNMENT DEVELOPER

Name: Frank Hiddink

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Healthy & Learning Lifestyle

Pupil assignment:
**For sport, please press
“Run!”**



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ASSIGNMENT FACTSHEET

This assignment includes these topics:

- Nutrition
- Exercise ✓
- Mental health
- Physical health ✓
- Your own (healthy and learning) lifestyle ✓
- The lifestyle of others ✓
- The healthy and learning lifestyle circumstances at home
- The healthy and learning lifestyle circumstances at school
- Other topic, being:

This assignment is:

- Challenge based
- Exchange oriented ✓
- Aimed at personal development

This assignment includes these pupil activities:

- Investigate or research ✓
- Contact experts and practitioners
- Present and discuss their findings ✓
- Other activity, being:

This assignment includes elements of these school subjects:

- Math
- English ✓
- Physical Education
- Biology ✓
- Geography
- ICT ✓
- Physics
- History
- Other subject(s), being:

Key words or hashtags for this assignment are:

Exercise
Workout Routine
Technology



For sport, please press “Run!”

SHORT DESCRIPTION

In this assignment pupils will investigate, think about and test various stereotypes concerning technology, sports, and healthy lifestyle when at the same time they will reflect on how technology improved or made their physical health worse. They will furthermore examine and discuss their own experiences, they will keep track of their own daily habits and sport stats through various apps and finally, they will get acquainted with new sports technologies to test how the latter will motivate them or not.

PUPIL TARGET

12-15 year olds in secondary school.

REQUIERED KNOWLEDGE, SKILLS AND COMPETENCES

Describe which competences, skills and knowledge pupils need up front.

Pupils should be able to already...

- Look up information and interpret this
- Use online apps
- Analyse (own) research data
- Present and discuss the outcomes

Pupils should know already....

- The basics of sports and technology
- The basics of the English language (to connect with pupils abroad)

**GROUP SIZE AND
WAY OF
EXECUTION**

This is an Individual assignment with sharing, discussion and presentation elements upon completion of the assignment.

TIMEFRAME

Preparation: Very little preparation time and effort is needed by the teacher.

Expected total duration of the assignment: Pupils are requested to track their daily exercise habits and stats for a full week and then reflect on it. So, all in all, about 5-7 days in length (depending on each student's exercise habits) with small effort every day



FULL DESCRIPTION OF THE ASSIGNMENT

The assignment consists of three parts, it is up to you to work out these three parts and to incorporate them as one, which means that you have to hand them in as a whole.

It is up to you to decide which form of working out you choose. You can choose to work in Word, but Prezi, PowerPoint, etc. are also good options. Choose something that suits you and of which you are sure that it reflects all requested content. Make sure that you do not only work out the assignments, but that you also write a title / table of contents / introduction / etc. It depends on your form of elaboration how you give form to this!

Part 1

Investigate what is considered a healthy and balanced workout routine for teenagers, what systems, guidelines and new technologies exist for this. Find a visual representation of this and describe this concisely.

Part 2

The guideline you found probably consists of different workout habits and routines. For each part of it, write a workout exercise that you frequently do. You can also make it more visual like a collage, with pictures or videos of the workout plan that you followed.

Part 3

Keep a workout diary for approximately a week. There are handy apps developed to help you do this (e.g. Sworkit), look them up. Make sure it is a continuous run, for 5-7 consecutive days.

Only then will it give a representative picture of your workout routine and you can draw meaningful conclusions.

Make sure you have a complete workout plan, so that all the exercises that you completed are presented. Make sure it is clear, logically laid out and therefore easy to read.

Evaluate your workout planner and draw a conclusion. What can you say about it? Look up what proper workout flow means (this is different for each person) and go into this topic.

In the end, make a short presentation about your findings and recommendations to be presented to pupils in your class and to pupils abroad in other schools in Europe. Make sure to include all three parts of the assignment!

MATERIALS NEEDED

Pupils could look up and use existing apps in the App Store / Google Play Store for the assignment which allow you to track all types of daily exercise (e.g., Sworkit). These apps support the user with analytics and statistics for each type of exercise they choose while the user could possibly keep other useful types of personal data for their final self-assessment.

LEARNING GOALS

Upon completion of this assignment, Pupils will know:

- How to regulate a workout planner with the help of technology

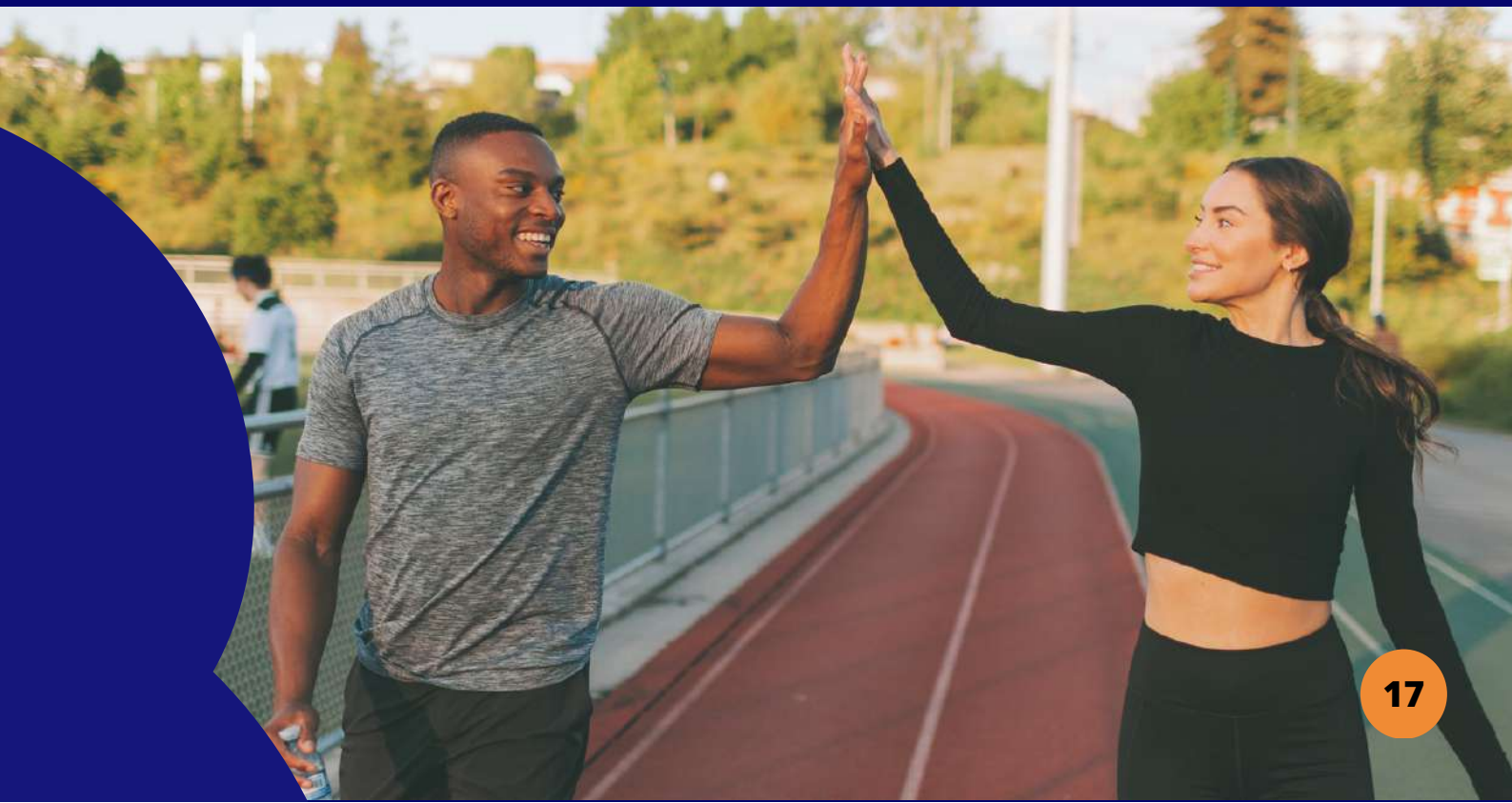
Pupils will be able to:

- Set workout goals and make a detailed self-assessment
- Make more informed decisions on their workout habits

ASSIGNMENT DEVELOPER

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SHORT ONLINE ASSIGNMENT

Exercise Styles

DESCRIPTION OF THE ONLINE ASSIGNMENT

Pupils come together in groups, 2 pupils per country.

Pupils present and describe to each other a popular sport/workout and a less popular workout/sport in their country: 1 sport/workout from their country which is considered the most popular, and 1 sport/workout which is less popular but right now it is becoming a new trend. Pupils explain to each other their benefits and why these are so popular or not.

ORGANISATION AND WAY OF EXECUTION

Organisation

In groups of 2 per country

Technically

Via Microsoft Teams, first plenary session, then breakout rooms in groups and a plenary ending.

Expected total duration: 1h in total.

LEARNING GOALS

Upon completion of this online assignment, pupils will know:

- What typical and traditional sports/workouts are in their own country and in other countries;
- How these sports/workouts relate to a balanced workout and a healthy lifestyle

Pupils will be able to:

- Engage in conversation in international context with their peers

ASSIGNMENT DEVELOPER

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Healthy & Learning Lifestyle

Pupil assignment:
Masks ON! - Masks OFF!



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ASSIGNMENT FACTSHEET

This assignment includes these topics:

- Nutrition
- Exercise
- Mental health ✓
- Physical health
- Your own (healthy and learning) lifestyle
- The lifestyle of others
- The healthy and learning lifestyle circumstances at home
- The healthy and learning lifestyle circumstances at school
- Other topic, being:

This assignment is:

- Challenge based
- Exchange oriented
- Aimed at personal development ✓

Key words or hashtags for
this assignment are:

Healthy Lifestyle
Mental Health
Personal Development

This assignment includes these pupil
activities:

- Investigate or research
- Contact experts and practitioners
- Present and discuss their findings ✓
- Other activity, being: ✓

This assignment includes elements of
these school subjects:

- Math
- English ✓
- Physical Education
- Biology
- Geography
- ICT
- Physics
- History
- Other subject(s), being: Personal development/ Interpersonal Emotional Management/ Intrapersonal Emotional Management (the subjects name may vary from country to country) ✓



Masks ON! - Masks OFF!

SHORT DESCRIPTION

In this assignment pupils will work on transmitting their perception of themselves and the way they consider others see them, using art therapy techniques

PUPIL TARGET

12-15 year olds in secondary school.

REQUIERED KNOWLEDGE, SKILLS AND COMPETENCES

Describe which competences, skills and knowledge pupils need up front.

Pupils should be able to already...

- Use Google meets/Zoom/Microsoft teams
- Use English at a minimum A2 level (to interact with pupils abroad)
- Talk about their feelings and open to others

GROUP SIZE AND WAY OF EXECUTION

This starts as an Individual assignment and then will be a Group one, with sharing, discussion, and presentation elements upon completion of the assignment, in groups no larger than 20 pupils (or maximum 5/country if it is online).

TIMEFRAME

Preparation time need by teacher (and pupils):
Between 1-2 hours to procure the materials needed.

Expected total duration of the assignment (to execute the assignment): 50 minutes (offline or online).



FULL DESCRIPTION OF THE ASSIGNMENT

Part 1 (before classroom):

- Previously ask the children to bring for their class assignment the following materials:
- Pencils / markers/ pens / crayons
- Magazines / Newspapers
- Tissue paper
- Scissors
- Sequins
- Sparkles
- Feathers
- Glue
- Printed mask (see model attached- they can choose between the 2 models).

Part 2 (30 minutes):

Request the kids to use the front of the mask to depict how they believe others perceive them using drawings, symbols, and words.

Ask them to draw how they see themselves on the back of the mask, especially in ways that contrast from the front. The teacher could use the following simple instructions:

- Decorate the mask's exterior to reflect how you believe others or the outside world see you.
- Decorate the inside of the mask to reflect your personality (the inner you)
- There is no right or wrong way to go about this. You can also choose from a wide range of materials.

Part 3 (20 minutes):

The teacher will ask the pupils to present their decorated masks helping them to elaborate their description with additional questions, such as:

- Describe the similarities and differences between the interior and outer sections of the mask.
- Why do you think you like for the others to see you like this?
- Is there something about your way of being that you prefer that only some people to know (for example your family, your close friends, etc.)
- What is the relationship between your outward and internal self?
- Do you have some friend or a family member that others consider him/her to be in a certain way, but you know for sure it is not true? Explain.
- What have you discovered about yourself as a result of the mask project?

FULL DESCRIPTION OF THE ASSIGNMENT

If the questions are difficult the teacher could simplify them. Allow kids to discuss and share their masks. Some kids will be hesitant to share their artwork, but you can always urge them to talk about the topic instead of exhibiting it.

As conclusion, the teacher could use the following text to summarize the class: Masks are all about communication via the worn image of a face. You have seen that sometimes there is a difference between the way we see each other, the way others see us and the way we really want to be. We even put a mask on our Instagram, Tik Tok or Facebook account, presenting a “cooler” version of ourselves.

Masks have the ability to bring to consciousness how we see ourselves or what we want we could be.

This project assumes that we all wear masks, revealing different sides of ourselves to the outside world.

It's fine to have these feelings, and this process simply aids us in better understanding ourselves and accepting our many qualities and also helps us to start making plans as to reach our best version (the way we want to be), and to let others see that as well.

We simply increase our awareness of this and practice embracing all aspects of ourselves.

MATERIALS NEEDED

- Pencils / markers/ pens / crayons • Magazines / Newspapers
- Tissue paper
- Scissors
- Sequins
- Sparkles
- Feathers
- Glue
- Printed mask (see model attached- they can choose between the 2 models)

LEARNING GOALS

Upon completion of this assignment, Pupils will know:

- Make a difference between the way they see each other; the way others see them and the way they really want to be
- Start thinking about way to self-improve, as to reach the better version of themselves
- Start thinking of better ways to communicate with the exterior about themselves, so that the gap between the way they are/ the way they want to be and the way others see themselves to be shorter.

ASSIGNMENT DEVELOPER

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ONLINE INTERACTIVE & INTERNATIONAL FOLLOW-UP ASSIGNMENT

Social Media Masks ON! - Masks OFF!

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this assignment pupils will work on transmitting their perception of themselves and the way they consider others see them.

ORGANISATION AND WAY OF EXECUTION

Organisation In groups (how big, how many, per country, mixed, individually?), etc.

- Maximum 20 pupils (or 5 pupils/country)

Technically Which online tool(s)? plenary session? breakout rooms? etc.

- Use Google meets/Zoom/Microsoft teams

Expected total duration: 50 minutes

FULL DESCRIPTION OF THE ASSIGNMENT

Have the students sit together in small online breakout rooms of 2 or 4.

They would then exchange and look up their social media account details (Facebook, Instagram or so) with each other. Then they take some time to research and then say a few things about the other(s), based on the online media presence of their peers: hobbies, the way they are/seem, etc. Then check it with them in their conversion and talk it over. This way they discover who is behind “the (social media) mask”, and how other see them, and how they see others.

The teacher will guide the pupils to answer based on questions such as:

- What do you think about the social media profile you have just seen? (It is happy, cool, mysterious, not many information, etc.)
- What did you like best about that profile? - What hobbies do you think the person behind that profile has?
- Do you think you have things in common? What things?
- If it was that person birthday, what gift would you give him/her?
- Would you like to add/share similar things on your profile (recreate some pictures, for example)?
- If the person from that person would be an animal, what animal would he/she be? Why?

At the end, each pupil will comment the descriptions received from their peers (what they agree with/ what they don't agree with, things to add, etc.).

As conclusion, the teacher could use the following text to summarize the class:

On social media people sometimes present a different image about themselves, a more “cooler” one, as they consider to be. It is like putting a mask on your face. You have seen that sometimes there is a difference between the way we see each other, the way others see us and the way we really want to be. Masks have the ability to bring to consciousness how we see ourselves or what we want we could be.

FULL DESCRIPTION OF THE ASSIGNMENT

This project assumes that we all wear masks, revealing different sides of ourselves to the outside world. It's fine to have these feelings, and this process simply aids us in better understanding ourselves and accepting our many qualities and also helps us to start making plans as to reach our best version (the way we want to be), and to let others see that as well. We simply increase our awareness of this and practice embracing all aspects of ourselves.





Healthy & Learning Lifestyle

Pupil assignment:
Everything for our health



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ASSIGNMENT FACTSHEET

This assignment includes these topics:

- Nutrition ✓
- Exercise ✓
- Mental health ✓
- Physical health ✓
- Your own (healthy and learning) lifestyle ✓
- The lifestyle of others ✓
- The healthy and learning lifestyle circumstances at home
- The healthy and learning lifestyle circumstances at school
- Other topic, being: obesity among students ✓

This assignment is:

- Challenge based ✓
- Exchange oriented ✓
- Aimed at personal development ✓

This assignment includes these pupil activities:

- Investigate or research ✓
- Contact experts and practitioners
- Present and discuss their findings ✓
- Other activity, being:

This assignment includes elements of these school subjects:

- Math ✓
- English ✓
- Physical Education ✓
- Biology ✓
- Geography
- ICT ✓
- Physics
- History
- Other subject(s), being:

Key words or hashtags for this assignment are:

Obesity
Movement
Technology



Everything for our health

SHORT DESCRIPTION

In this activity, pupils will search for information about obesity and the risk of this condition upon physical, mental and emotional health.

Pupils will think about and elaborate a fitness program for a teenager with medium obesity, they will motivate their choice. Moreover, they will examine and talk about personal experiences, they will try to communicate with overweight teenagers in their school through anonymous questionnaires and they will collect information related to their daily habits.

PUPIL TARGET

12-15 year olds in secondary school.

REQUIRED KNOWLEDGE, SKILLS AND COMPETENCES

Pupils should already

- Know basic sports and technology elements
- Have basic communication skills in English (to communicate with students from the other countries).

Pupils should already be able to

- Search information and interpret it
- Use online apps
- Analyse data that have resulted from their research
- Present and discuss the acquired results

**GROUP SIZE AND
WAY OF
EXECUTION**

This activity is to be conducted individually, it implies sharing, discussing and presenting the results at the end of the activity

TIMEFRAME

Preparation time need by teacher: Very little time and effort are necessary from the teacher to prepare this activity

Expected total duration of the assignment (to execute the assignment): Pupils are asked to get informed about obesity and the risks of this condition upon physical, mental and emotional health. They will study the daily habits of an overweight teenager regarding their eating habits and physical efforts and then they will make a swot analysis that will result in a fitness program for a teenager with medium obesity. They will motivate their choice.



FULL DESCRIPTION OF THE ASSIGNMENT

The assignment consists of three parts, it is up to you to work out these three parts and to incorporate them as one, which means that you have to hand them in as a whole.

It is up to you to decide which form of working out you choose. You can choose to work in Word, but Prezi, PowerPoint, etc. are also good options. Choose something that suits you and of which you are sure that it reflects all requested content. Make sure that you do not only work out the assignments, but that you also write a title / table of contents / introduction / etc. It depends on your form of elaboration how you give form to this!

Part 1

Investigate what is considered to be overweight and the effects of this condition at European and global levels. See how physical effort and a healthy lifestyle help to overcome and decrease obesity.

Part 2

Students will ask their colleagues to answer the online questionnaires to gather information about their classmates' daily program. Gather the results about bad habits and (un)healthy lifestyle and make a short report.

Part 3

Based on your studies, elaborate a fitness program + nutrition (for a week) for an overweight teenager and motivate your choice. In the end, make a short presentation about your findings and recommendations to be presented to pupils in your class and to pupils abroad in other schools in Europe. Make sure to include all three parts of the assignment!

MATERIALS NEEDED

Pupils can search and use apps that already exist in App Store/Google Play Store for this activity. Google Forms is recommended for the questionnaires, but you can also use an app of your choosing.

LEARNING GOALS

Upon completion of this assignment, Pupils will know:

- About obesity and its risks
- How to assess results and elaborate a program

Pupils will be able to:

- Set targets and make a detailed evaluation
- Elaborate a daily and weekly program of activities for himself/herself and for the teenagers that need it
- Give examples of good/bad practices regarding a healthy lifestyle

ASSIGNMENT DEVELOPER

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Healthy & Learning Lifestyle

*The Importance of Water for
the Human Body*



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ASSIGNMENT FACTSHEET

This assignment includes these topics:

- Nutrition ✓
- Exercise
- Mental health
- Physical health ✓
- Your own (healthy and learning) lifestyle ✓
- The lifestyle of others
- The healthy and learning lifestyle circumstances at home
- The healthy and learning lifestyle circumstances at school
- Other topic, being:

This assignment is:

- Challenge based
- Exchange oriented ✓
- Aimed at personal development ✓

This assignment includes these pupil activities:

- Investigate or research ✓
- Contact experts and practitioners
- Present and discuss their findings ✓
- Other activity, being:

This assignment includes elements of these school subjects:

- Math
- English ✓
- Physical Education
- Biology ✓
- Geography
- ICT
- Physics
- History
- Other subject(s), being:

Key words or hashtags for this assignment are:

Nutrition
Eating habits
Daily reference intake



The importance of water for the human body

SHORT DESCRIPTION

In this activity, students will receive information about adequate water consumption as well as the importance of water for the human body. In addition, students will track and analyze their own habits of hydration.

PUPIL TARGET

7-16 year olds in primary, secondary and high school grades.

REQUIERED KNOWLEDGE, SKILLS AND COMPETENCES

Describe which competences, skills and knowledge pupils need up front.

Pupils should already know how to:

- Seek information and interpret it
- Use apps online
- Analyze data e (own) results from researches
- Present and discuss the results obtained

Pupils should be able to already:

- Know ways of hydration of the human body
- Have basic knowledge of English (to connect with students abroad)

**GROUP SIZE AND
WAY OF
EXECUTION**

This is a group activity that involves elements of sharing, discussing and presenting the results at the completion of the activity.

TIMEFRAME

Preparation time need by teacher (and pupils): Very little preparation time and effort is needed by the teacher.

Expected total duration of the assignment (to execute the assignment): Students are asked to follow their hydration habits (drinking for a whole week and then meditating on it.) So, encompassing all aspects, about 10 days in duration, with a little effort every day.





Healthy & Learning Lifestyle

*Active Mind, Healthy Body:
Exploring Brain-Body
Connection*



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Active Mind, Healthy Body: Exploring Brain-Body Connection

SHORT DESCRIPTION

This assignment combines physical education and biology to investigate the connection between physical activity and cognitive function. Pupils will utilize the Lü Playground, an interactive fitness and learning system, to engage in various physical activities that stimulate brain activity. They will explore the effects of exercise on the brain and create a presentation showcasing their findings.

PUPIL TARGET

Secondary school pupils aged 14-16.

REQUIRED KNOWLEDGE, SKILLS AND COMPETENCES

Basic understanding of the human brain and its functions, familiarity with the Lü Playground system, and an interest in the relationship between physical activity and cognitive performance.

**GROUP SIZE AND
WAY OF
EXECUTION**

Small groups (3-4 pupils). The assignment is executed through physical activities using the Lü Playground, research, data collection, analysis, and presentation creation.

TIMEFRAME

2-3 weeks.



FULL DESCRIPTION OF THE ASSIGNMENT

a) Introduction

Provide an overview of the assignment and its objectives. Explain the concept of the brain-body connection and the potential benefits of physical activity on cognitive function.

b) Lü Playground Exploration

Pupils engage in various physical activities using the Lü Playground system. They explore different games and exercises designed to stimulate brain activity and enhance cognitive performance.

c) Research and Data Collection

Pupils conduct research on the relationship between physical activity and brain function. They collect data on cognitive measures such as memory, attention, and problem-solving before and after engaging in the Lü Playground activities.

d) Data Analysis and Findings

Pupils analyze the collected data and draw conclusions about the effects of physical activity on cognitive function. They identify patterns, correlations, and potential mechanisms underlying the brain-body connection.

e) Presentation Creation

Pupils create a visually engaging presentation showcasing their findings. They present their data, analysis, and conclusions to the class, highlighting the potential benefits of physical activity for cognitive health.

MATERIALS NEEDED

Access to the Lü Playground system, research materials, data collection tools (e.g., surveys, cognitive tests), presentation software.

LEARNING GOALS

- Understand the brain-body connection and the impact of physical activity on cognitive function.
- Gain practical experience with the Lü Playground system and explore its potential benefits.
- Develop research and data analysis skills.
- Enhance presentation and communication skills.

SCHOOL SUBJECTS COVERED

Physical Education, Biology.

HASHTAGS

#BrainBodyConnection #ActiveMindHealthyBody
#LüPlayground





FOLLOW-UP ASSIGNMENT

Brain-Boosting Fitness Challenge

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this online collaborative session, secondary school pupils from different countries come together to design a brain-boosting fitness challenge for their peers. Building on the "Active Mind, Healthy Body: Exploring Brain-Body Connection" assignment, participants will share their findings, exchange ideas, and create a collaborative fitness challenge that combines physical activity and cognitive stimulation.

ORGANISATION AND WAY OF EXECUTION

Participants will be divided into small groups comprising individuals from different countries. Using online collaboration tools, they will discuss their findings, brainstorm fitness activities that engage the brain, and develop a collaborative fitness challenge plan. Each group will present their fitness challenge to the whole group for feedback and suggestions.

LEARNING GOALS

- Foster cross-cultural understanding and collaboration on brain-boosting fitness activities.
- Apply research findings on the brain-body connection to practical challenges.
- Enhance teamwork and communication skills in a multicultural setting.
- Promote physical activity and cognitive stimulation





Healthy & Learning Lifestyle

Healthy Ecosystems, Healthy Lives



Co-funded by the
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Healthy and Learning Lifestyle is funded under the Erasmus+ programme, Key Action 2:
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Healthy Ecosystems, Healthy Lives

SHORT DESCRIPTION

This assignment combines biology and geography to explore the interconnections between ecosystems and human well-being. Pupils will investigate the impact of environmental factors on health, analyze the relationship between biodiversity and ecosystem services, and propose strategies to promote both ecosystem conservation and human health.

PUPIL TARGET

Secondary school pupils aged 14-16.

REQUIRED KNOWLEDGE, SKILLS AND COMPETENCES

Basic knowledge of biology and geography, an understanding of ecological concepts, and research skills.

**GROUP SIZE AND
WAY OF
EXECUTION**

Individual or small groups (3-4 pupils). The assignment can be completed through research, individual or group work, and presentations.

TIMEFRAME

2-3 weeks.



FULL DESCRIPTION OF THE ASSIGNMENT

a) Introduction

Provide an overview of the assignment and its objectives. Explain the importance of healthy ecosystems for human well-being and the connections between biodiversity, ecosystem services, and human health.

b) Research and Analysis

Pupils conduct research on specific ecosystems and their impact on human health. They analyze the relationship between biodiversity and ecosystem services such as clean water, food security, and climate regulation.

c) Case Study Analysis

Pupils examine case studies that demonstrate the positive or negative effects of ecosystem health on human communities. They analyze the factors that contribute to these outcomes and identify lessons learned.

d) Proposal for Ecosystem Conservation and Health

Based on their research and case study analysis, pupils develop proposals for promoting ecosystem conservation and human health. They propose strategies to enhance ecosystem resilience and community well-being.

e) Presentation and Discussion

Pupils present their proposals and engage in a discussion with classmates. They provide feedback, suggestions, and potential collaborations to improve their proposals.

MATERIALS NEEDED

Internet access for research purposes, writing materials, access to case studies and research articles.

LEARNING GOALS

- Understand the interconnections between ecosystems and human well-being.
- Analyze the relationship between biodiversity, ecosystem services, and human health.
- Apply research and analysis skills to propose strategies for ecosystem conservation and community well-being.
- Enhance presentation and communication skills.

SCHOOL SUBJECTS COVERED

Biology, Geography.

HASHTAGS

#HealthyEcosystems #BiodiversityAndHealth
#EcosystemConservation





FOLLOW-UP ASSIGNMENT

Global Collaboration for Healthy Ecosystems

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this online collaborative session, secondary school pupils from various countries will work together to address the challenges and opportunities related to ecosystem conservation and human health. Building on the "Healthy Ecosystems, Healthy Lives" assignment, participants will engage in discussions, share their proposals, and collaborate on an action plan for promoting healthy ecosystems globally.

ORGANISATION AND WAY OF EXECUTION

Participants will be divided into small groups comprising individuals from different countries. Using online collaboration tools, they will discuss the similarities and differences in their proposals, identify common challenges, and brainstorm potential collaborative actions. Each group will present their collaborative action plan to the whole group for feedback and suggestions.

LEARNING GOALS

- Foster cross-cultural understanding and collaboration on global environmental issues.
- Encourage critical thinking and problem-solving skills.
- Develop teamwork and communication skills in a multicultural setting.
- Identify opportunities for collaborative action to promote healthy ecosystems and human well-being.





Healthy & Learning Lifestyle

*Mindful Eating for Holistic
Health*



Co-funded by the
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of the European Union

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Strategic Partnerships Call 2020 with agreement number: 2020-1-NL01-KA201-064672



Mindful Eating for Holistic Health

SHORT DESCRIPTION

This assignment combines psychology and home economics to explore the practice of mindful eating and its impact on overall well-being. Pupils will learn about the psychological and physiological aspects of eating, develop mindful eating techniques, and create a healthy and balanced meal plan that incorporates mindfulness principles.

PUPIL TARGET

Secondary school pupils aged 14-16.

REQUIRED KNOWLEDGE, SKILLS AND COMPETENCES

Basic knowledge of psychology and nutrition, an understanding of healthy eating habits, and open-mindedness to practice mindfulness.

**GROUP SIZE AND
WAY OF
EXECUTION**

Individual or small groups (3-4 pupils). The assignment can be completed through research, individual or group work, and presentations.

TIMEFRAME

2-3 weeks.



FULL DESCRIPTION OF THE ASSIGNMENT

a) Introduction

Provide an overview of the assignment and its objectives. Explain the concept of mindful eating and its potential benefits for physical, mental, and emotional well-being.

b) Research and Analysis

Pupils conduct research on the psychology of eating, mindful eating techniques, and the impact of mindfulness on healthy food choices. They analyze scientific studies and personal accounts.

c) Mindful Eating Practice

Pupils engage in practical exercises to experience mindful eating. They apply mindful eating techniques during meals, focusing on sensory experiences, non-judgmental awareness, and gratitude.

d) Creating a Mindful Meal Plan

Based on their research and mindful eating practice, pupils create a healthy and balanced meal plan that incorporates mindfulness principles. They consider nutritional needs, mindful food choices, and the importance of portion control.

e) Presentation and Reflection

Pupils present their meal plans and reflect on their experiences with mindful eating. They share insights, challenges, and the potential impact on their overall well-being.

MATERIALS NEEDED

Internet access for research purposes, writing materials, access to nutrition resources, ingredients for practical exercises (food items for mindful eating practice).

LEARNING GOALS

- Understand the psychological and physiological aspects of eating.
- Apply mindfulness techniques to eating habits.
- Create a healthy and balanced meal plan.
- Enhance presentation and communication skills.

SCHOOL SUBJECTS COVERED

Psychology, Home Economics.

HASHTAGS

#MindfulEating #HolisticHealth #NutritionAndWellness





FOLLOW-UP ASSIGNMENT

Global Mindful Eating Exchange

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this online collaborative session, secondary school pupils from different countries will come together to share their experiences with mindful eating and exchange cultural perspectives on food and well-being. Building on the "Mindful Eating for Holistic Health" assignment, participants will discuss the challenges and benefits of mindful eating in their respective cultures, share mindful recipes, and explore the role of food in promoting overall wellness.

ORGANISATION AND WAY OF EXECUTION

Participants will be divided into small groups comprising individuals from different countries. They will engage in discussions, share personal experiences with mindful eating, and exchange recipes that incorporate mindful principles. Each group will present a summary of their discussions to the whole group for further insights and cross-cultural learning.

LEARNING GOALS

- Foster cross-cultural understanding and appreciation for diverse food cultures.
- Encourage the sharing of personal experiences with mindful eating.
- Exchange mindful recipes and culinary traditions.
- Reflect on the relationship between food, culture, and well-being.





Healthy & Learning Lifestyle

Healthy Cooking Showdown



Co-funded by the
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Healthy Cooking Showdown

SHORT DESCRIPTION

This assignment combines home economics and chemistry to engage pupils in a hands-on culinary experience. Pupils will participate in a healthy cooking competition where they apply their knowledge of nutrition and chemical reactions to create delicious and nutritious dishes.

PUPIL TARGET

Secondary school pupils aged 14-16.

REQUIERED KNOWLEDGE, SKILLS AND COMPETENCES

Basic knowledge of nutrition, cooking techniques, and an understanding of chemical reactions in cooking.

**GROUP SIZE AND
WAY OF
EXECUTION**

Small groups (3-4 pupils). The assignment is executed through practical cooking sessions where pupils collaborate to prepare and present their dishes.

TIMEFRAME

2-3 weeks.



FULL DESCRIPTION OF THE ASSIGNMENT

a) Introduction

Provide an overview of the assignment and its objectives. Explain the importance of healthy cooking, nutrition, and the role of chemical reactions in food preparation.

b) Recipe Research and Selection

Pupils research and explore different healthy recipes that incorporate specific ingredients and cooking techniques. They consider nutritional value, flavor profiles, and presentation.

c) Cooking Session

Pupils collaborate to prepare their chosen healthy recipes. They apply their knowledge of cooking techniques, nutrition, and chemical reactions to ensure optimal flavors and textures.

d) Presentation and Evaluation

Each group presents their dish to the class. They explain the nutritional benefits, cooking methods employed, and the chemical reactions that occur during the cooking process. Peers and the teacher evaluate the presentation, taste the dishes, and provide feedback.

MATERIALS NEEDED

Ingredients for cooking, cooking utensils and equipment, access to a kitchen or cooking facilities, evaluation forms for presentation and taste evaluation.

LEARNING GOALS

- Apply nutrition knowledge to create healthy and balanced meals.
- Understand the role of chemical reactions in cooking and how they affect flavor and texture.
- Enhance teamwork and collaboration skills through group cooking activities.
- Improve presentation and communication skills.

SCHOOL SUBJECTS COVERED

Home Economics, Chemistry.

HASHTAGS

#HealthyCooking #NutritionInAction
#CulinaryChemistry





FOLLOW-UP ASSIGNMENT

Global Healthy Recipe Exchange

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this online collaborative session, secondary school pupils from different countries will come together to share their favorite healthy recipes. Building on the "Healthy Cooking Showdown" assignment, participants will discuss the cultural significance of their recipes, exchange cooking tips, and create a collaborative recipe collection representing diverse cuisines from around the world.

ORGANISATION AND WAY OF EXECUTION

Participants will be divided into small groups comprising individuals from different countries. They will engage in discussions, share their favorite healthy recipes, and compile them into a collaborative recipe collection using online collaboration tools. Each group will present their favorite recipe and explain its cultural significance to the whole group.

LEARNING GOALS

- Foster cross-cultural understanding and appreciation for diverse cuisines.
- Exchange healthy cooking tips and techniques.
- Create a collaborative recipe collection representing global culinary diversity.
- Reflect on the connection between food, culture, and health.



The background is a dark green chalkboard. In the top left, there is a small illustration of two children playing with a ball. Below them is a tablet with the word 'HaLL' in white text on an orange background. The chalkboard is covered with various white chalk drawings: a large plus sign, a minus sign, the letters 'a', 'b', 'c', 'd', 'e', 'f', 'g', 'h', 'i', 'j', 'k', 'l', 'm', 'n', 'o', 'p', 'q', 'r', 's', 't', 'u', 'v', 'w', 'x', 'y', 'z', and a simple stick figure.

HaLL

Healthy & Learning Lifestyle

*Fit Math: Exploring Math
through Physical Activity*



Co-funded by the
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of the European Union

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Fit Math: Exploring Math through Physical Activity

SHORT DESCRIPTION

This assignment combines math and physical education to engage pupils in a fun and active learning experience. Using the Lü Playground, pupils will participate in math-based physical activities that require problem-solving, calculations, and critical thinking skills. They will apply mathematical concepts in a real-world context while improving their physical fitness.

PUPIL TARGET

Secondary school pupils aged 14-16.

REQUIRED KNOWLEDGE, SKILLS AND COMPETENCES

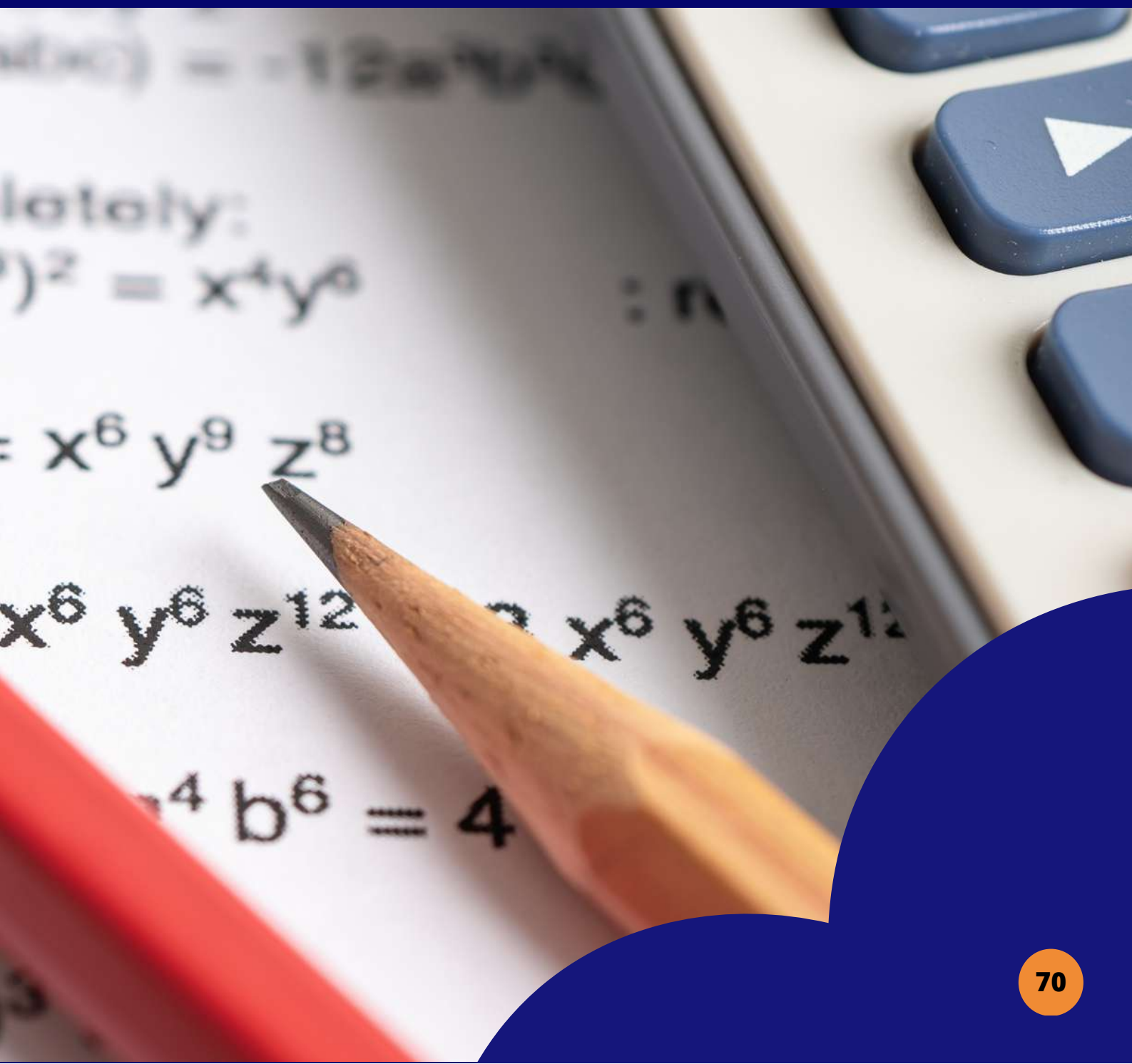
Basic math skills including arithmetic operations, algebraic concepts, and problem-solving abilities. Familiarity with the Lü Playground system and an interest in combining math and physical activity.

**GROUP SIZE AND
WAY OF
EXECUTION**

Small groups (3-4 pupils). The assignment is executed through physical activities using the Lü Playground, collaborative problem-solving, and discussions.

TIMEFRAME

2-3 weeks.



FULL DESCRIPTION OF THE ASSIGNMENT

a) Introduction

Provide an overview of the assignment and its objectives. Explain the benefits of combining math and physical activity, and how the Lü Playground will be used as a tool for active learning.

b) Math-Based Physical Activities

Pupils engage in a variety of physical activities using the Lü Playground system. Each activity incorporates math concepts such as distance, angles, speed, or time. Pupils apply their math skills to complete challenges and solve problems while being physically active.

c) Collaborative Problem-Solving

Pupils work in small groups to solve math problems related to the physical activities they performed. They discuss strategies, make calculations, and analyze the results together. The emphasis is on applying math skills in a real-world context.

d) Reflection and Discussion

Pupils reflect on their experiences with the math-based physical activities and collaborative problem-solving. They discuss the challenges faced, the connections between math and physical activity, and the benefits of active learning.

e) Presentation and Showcase

Each group prepares a presentation showcasing their favorite math-based physical activity and the mathematical concepts involved. They present their findings to the class, demonstrating how math can be integrated into physical activity.

MATERIALS NEEDED

Lü Playground system, math problem-solving resources, presentation materials.

LEARNING GOALS

- Apply mathematical concepts in a real-world context.
- Improve physical fitness and motor skills through engaging physical activities.
- Enhance problem-solving and critical thinking abilities.
- Foster teamwork and collaboration skills.

SCHOOL SUBJECTS COVERED

Math, Physical Education.

HASHTAGS

#FitMath #ActiveLearning #MathInMotion



FOLLOW-UP ASSIGNMENT

Global Math Challenge: Active Problem Solving

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this online collaborative session, secondary school pupils from different countries come together to participate in a math challenge that combines problem-solving and physical activity. Building on the "Fit Math: Exploring Math through Physical Activity" assignment, participants will engage in math-related physical challenges, share their solutions, and collaborate on global problem-solving activities.

ORGANISATION AND WAY OF EXECUTION

Participants will be divided into small groups comprising individuals from different countries. Using online collaboration tools, they will discuss the math challenges they encountered during the "Fit Math" assignment and share their problem-solving strategies. Each group will present their favorite math challenge and its solution to the whole group for further discussions and comparisons.

LEARNING GOALS

- Foster cross-cultural understanding and collaboration on math problem-solving activities.
- Apply math skills in physical challenges.
- Enhance teamwork and communication skills in a multicultural setting.
- Reflect on the importance of math in everyday life and physical activities.





Healthy & Learning Lifestyle

*CodeFit: Combining Coding
and Physical Activity*



Co-funded by the
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CodeFit: Combining Coding and Physical Activity

SHORT DESCRIPTION

This assignment combines coding and physical education to encourage pupils to create interactive fitness games using coding principles. Pupils will use coding platforms and the Lü Playground to develop games that promote physical activity and healthy lifestyles. They will apply coding concepts, problem-solving skills, and physical activity knowledge to design and implement their games.

PUPIL TARGET

Secondary school pupils aged 14-16.

REQUIRED KNOWLEDGE, SKILLS AND COMPETENCES

Basic understanding of coding concepts (such as variables, loops, and conditionals), familiarity with coding platforms, basic knowledge of physical activity and its benefits, problem-solving and logical thinking skills.

**GROUP SIZE AND
WAY OF
EXECUTION**

Small groups (3-4 pupils). The assignment is executed through collaborative coding sessions, physical activity design, testing, and presentation.

TIMEFRAME

2-3 weeks.



FULL DESCRIPTION OF THE ASSIGNMENT

a) Introduction

Provide an overview of the assignment and its objectives. Explain the importance of combining coding and physical activity to promote healthy lifestyles and engage in active learning.

b) Coding Principles

Pupils review coding concepts and platforms suitable for game development. They explore coding platforms that allow the integration of physical activity sensors, such as the Lü Playground system, and learn how to create interactive games using code.

c) Game Design and Development

Pupils work in groups to brainstorm and design their own interactive fitness games. They identify game objectives, create game mechanics using coding principles, and incorporate physical activities that align with health and fitness goals.

d) Testing and Iteration

Pupils test their game prototypes using the Lü Playground system. They collect feedback, identify areas for improvement, and iterate on their game design and coding implementation to enhance the user experience and maximize physical activity engagement.

e) Presentation and Showcase

Each group presents their completed interactive fitness game to the class. They explain the coding concepts applied, the game mechanics, and the physical activities incorporated. They also share their insights on the connections between coding, physical activity, and healthy lifestyles.

MATERIALS NEEDED

Lü Playground system, coding platforms (such as Scratch or Python), access to coding resources and tutorials, writing materials for game design documentation.

LEARNING GOALS

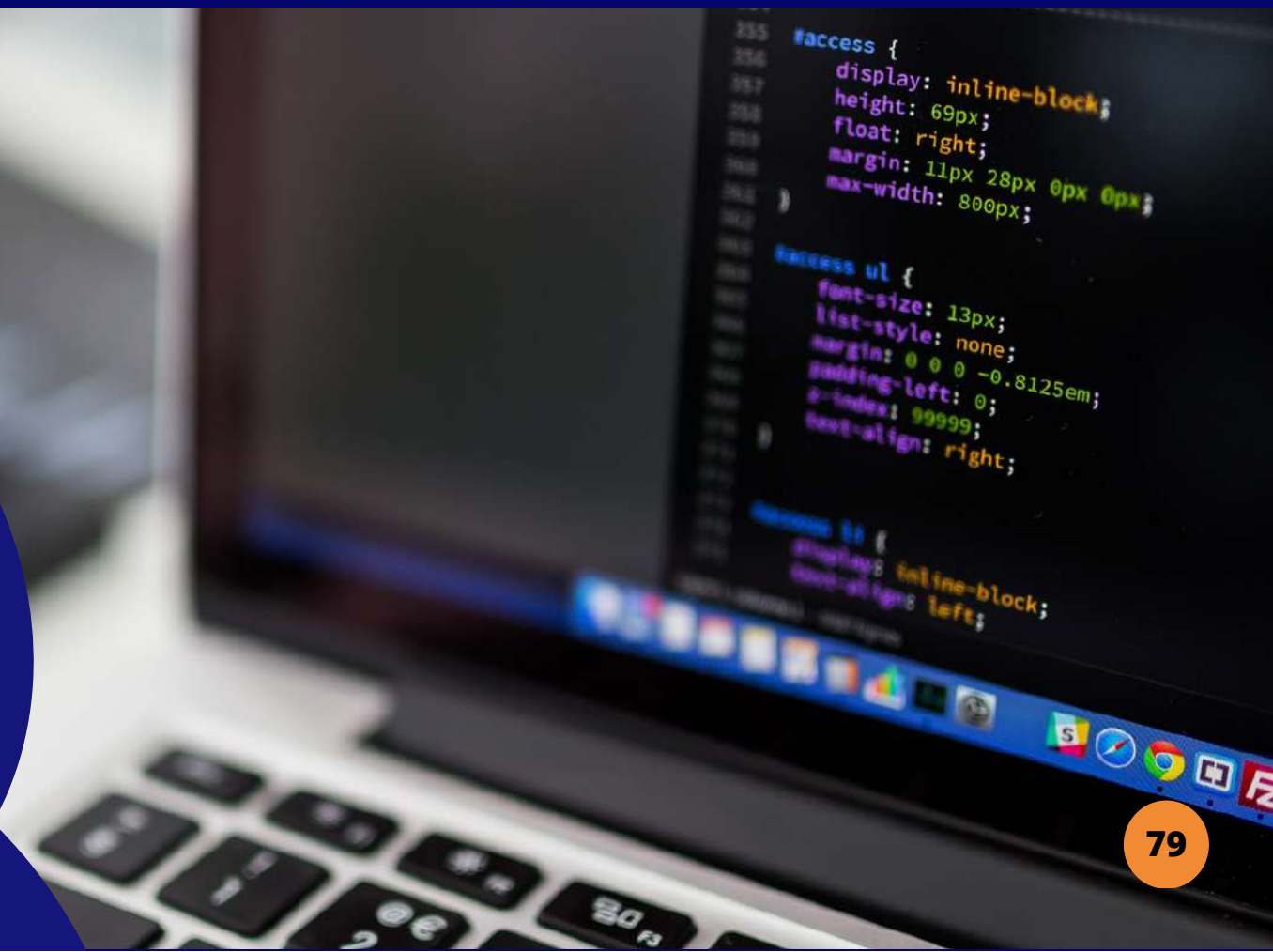
- Apply coding concepts and principles in a real-world context.
- Design and develop interactive fitness games that promote physical activity.
- Enhance problem-solving and logical thinking skills through game development.
- Improve collaboration and teamwork abilities.

SCHOOL SUBJECTS COVERED

ICT, Physical Education.

HASHTAGS

#CodeFit #InteractiveFitness
#CodingAndPhysicalActivity





FOLLOW-UP ASSIGNMENT

Global Game Jam: Active Game Showcase

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this online collaborative session, secondary school pupils from different countries come together to share and showcase their interactive fitness games developed in the "CodeFit" assignment. Building on their coding and physical activity knowledge, participants will present their games, engage in friendly competition, and provide feedback to their peers.

ORGANISATION AND WAY OF EXECUTION

Participants will be divided into small groups comprising individuals from different countries. Using online collaboration tools, they will share their game designs, video demonstrations, and gameplay instructions. Each group will present their game to the whole group, and participants will have the opportunity to try out and provide feedback on each other's games.

LEARNING GOALS

- Foster cross-cultural understanding and collaboration in game development.
- Showcase and celebrate interactive fitness games that combine coding and physical activity.
- Enhance presentation and communication skills.
- Provide constructive feedback and insights on game design and implementation.





Healthy & Learning Lifestyle

*Healthy Living Magazine:
Promoting Health in English*



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Healthy Living Magazine: Promoting Health in English

SHORT DESCRIPTION

This assignment combines English as a foreign language and health education to engage pupils in creating a magazine that promotes healthy living. Pupils will improve their English language skills while researching, writing, and designing articles on various aspects of a healthy lifestyle, such as nutrition, exercise, mental well-being, and healthy habits.

PUPIL TARGET

Secondary school pupils aged 14-16, English as a foreign language learners.

REQUIRED KNOWLEDGE, SKILLS AND COMPETENCES

Basic knowledge of English grammar, vocabulary, and writing skills. Familiarity with health-related topics and a willingness to research and learn about healthy living practices.

**GROUP SIZE AND
WAY OF
EXECUTION**

Individual or small groups (2-4 pupils). The assignment is executed through research, writing, design, and compilation of the magazine.

TIMEFRAME

3-4 weeks.



FULL DESCRIPTION OF THE ASSIGNMENT

a) Introduction

Provide an overview of the assignment and its objectives. Explain the importance of promoting health through effective communication in English.

b) Research and Topic Selection

Pupils research various aspects of healthy living, such as nutrition, exercise, mental well-being, and healthy habits. They select specific topics of interest to develop articles for the magazine.

c) Article Writing and Editing

Pupils write informative and engaging articles on their chosen topics. They focus on using appropriate vocabulary, grammar, and sentence structures in English. Peer editing and teacher feedback are incorporated for revision.

d) Magazine Design and Layout

Pupils create the layout and design of the magazine using digital tools or traditional methods. They consider visual elements, fonts, and images to enhance the readability and aesthetic appeal of the magazine.

e) Compilation and Presentation

Pupils compile their articles and design into a final magazine. They present their magazines to the class, highlighting the key features, and sharing their knowledge about healthy living practices.

MATERIALS NEEDED

Access to research materials (books, articles, websites), writing materials, digital design tools or physical art supplies for magazine layout, access to printers for magazine production.

LEARNING GOALS

- Improve English language skills, including vocabulary, grammar, and writing proficiency.
- Develop research skills and knowledge about healthy living practices.
- Enhance digital or artistic design skills for magazine layout.
- Build presentation and communication skills.

SCHOOL SUBJECTS COVERED

English as a Foreign Language, Health Education.

HASHTAGS

#EnglishLanguageLearning #PromotingHealth





FOLLOW-UP ASSIGNMENT

International Health Campaign: Sharing Healthy Living Practices

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this online collaborative session, secondary school pupils from different countries come together to share and discuss their magazine articles on healthy living. Building on the "Healthy Living Magazine" assignment, participants will present their articles, exchange ideas, and collaborate on creating an international health campaign that promotes healthy living practices worldwide.

ORGANISATION AND WAY OF EXECUTION

Participants will be divided into small groups comprising individuals from different countries. Using online collaboration tools, they will share their magazine articles, discuss the health practices highlighted in their articles, and explore cultural differences and similarities in promoting health. Each group will collaborate on creating a digital or physical campaign material that promotes healthy living practices and can be shared globally.

LEARNING GOALS

- Foster cross-cultural understanding and collaboration on promoting healthy living practices.
- Share knowledge and experiences related to healthy living from different cultural perspectives.
- Develop creativity and critical thinking skills in designing a health campaign.
- Enhance communication and presentation skills in an international context.





Healthy & Learning Lifestyle

*Healthy Lifestyle Showcase:
Expressing Health through
Art and Performance*



Co-funded by the
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of the European Union

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Healthy Lifestyle Showcase: Expressing Health through Art and Performance

SHORT DESCRIPTION

This assignment combines English as a foreign language and performing arts to engage pupils in expressing the concept of a healthy lifestyle through art forms such as drama, dance, and visual arts. Pupils will use their creativity and artistic skills to create performances and visual displays that convey the importance of a healthy lifestyle without involving research or writing.

PUPIL TARGET

Secondary school pupils aged 14-16, English as a foreign language learners.

REQUIRED KNOWLEDGE, SKILLS AND COMPETENCES

Basic understanding of English language and vocabulary related to health and healthy lifestyle. Familiarity with art forms such as drama, dance, or visual arts, and a willingness to express ideas through creative means.

**GROUP SIZE AND
WAY OF
EXECUTION**

Individual or small groups (2-4 pupils). The assignment is executed through artistic creation, rehearsals, and presentations.

TIMEFRAME

2-3 weeks.



FULL DESCRIPTION OF THE ASSIGNMENT

a) Introduction

Provide an overview of the assignment and its objectives. Explain the importance of promoting a healthy lifestyle through artistic expression and creativity.

b) Artistic Exploration

Pupils explore different art forms such as drama, dance, and visual arts as tools for expressing ideas. They learn about various techniques and elements used in each art form and how they can be applied to convey messages related to a healthy lifestyle.

c) Artistic Creation

Pupils select an art form of their choice and create a performance or visual display that represents different aspects of a healthy lifestyle. They use their creativity and artistic skills to convey messages of nutrition, physical activity, mental well-being, or any other relevant topics.

d) Rehearsal and Refinement

Pupils rehearse and refine their artistic creations, focusing on improving their performances, movements, or visual aesthetics. They provide constructive feedback to each other and make necessary adjustments to enhance the overall impact of their presentations.

e) Showcase and Reflection

Pupils present their artistic creations to the class. They explain the messages conveyed through their performances or visual displays and reflect on the artistic choices they made to represent a healthy lifestyle.

MATERIALS NEEDED

Art supplies based on chosen art forms (e.g., paints, brushes, costumes, props), suitable performance space (e.g., classroom, auditorium), audiovisual equipment (if required), access to music or sound effects.

LEARNING GOALS

- Improve English language skills, particularly vocabulary related to health and healthy lifestyle.
- Develop creativity, artistic expression, and performance skills.
- Enhance communication and presentation skills through non-verbal means.
- Reflect on the connections between art and promoting a healthy lifestyle.

SCHOOL SUBJECTS COVERED

English as a Foreign Language, Performing Arts (e.g., Drama, Dance), Visual Arts.

HASHTAGS

#HealthyLifestyleShowcase #ArtisticExpression
#PromotingHealth





FOLLOW-UP ASSIGNMENT



Global Healthy Lifestyle Exhibition: Celebrating Artistic Expressions

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this online collaborative session, secondary school pupils from different countries come together to share and celebrate their artistic creations on a healthy lifestyle. Building on the "Healthy Lifestyle Showcase" assignment, participants will present their performances or visual displays, exchange feedback, and collaborate on creating a global online exhibition that showcases artistic expressions related to promoting health.

ORGANISATION AND WAY OF EXECUTION

Participants will be divided into small groups comprising individuals from different countries. Using online collaboration tools, they will share videos, photos, or recordings of their artistic creations. Each group will curate a virtual exhibition space where they display their works and provide descriptions and reflections on the artistic choices made. Participants will explore the exhibitions, engage in discussions, and provide feedback on each other's artistic expressions.

LEARNING GOALS

- Foster cross-cultural understanding and appreciation for artistic expressions on promoting a healthy lifestyle.
- Showcase and celebrate the diversity of creative interpretations and art forms.
- Provide constructive feedback and insights on artistic choices and presentations.
- Enhance online collaboration skills and cultural sensitivity.





Healthy & Learning Lifestyle

***Healthy Lifestyle Exhibition:
Expressing Health through
Visual Arts***



Co-funded by the
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of the European Union

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Healthy Lifestyle Exhibition: Expressing Health through Visual Arts

SHORT DESCRIPTION

This assignment combines language and visual arts to engage pupils in expressing the concept of a healthy lifestyle through creative visual artworks. Pupils will use their artistic skills and imagination to create visual representations that convey the importance of a healthy lifestyle without involving research or writing.

PUPIL TARGET

Secondary school pupils aged 14-16.

REQUIRED KNOWLEDGE, SKILLS AND COMPETENCES

Basic understanding of language concepts and vocabulary related to health and healthy lifestyle. Familiarity with visual arts techniques and a willingness to express ideas through visual means.

**GROUP SIZE AND
WAY OF
EXECUTION**

Individual or small groups (2-4 pupils). The assignment is executed through artistic creation, critique, and exhibition.

TIMEFRAME

2-3 weeks.



FULL DESCRIPTION OF THE ASSIGNMENT

a) Introduction

Provide an overview of the assignment and its objectives. Explain the importance of promoting a healthy lifestyle through visual arts and the power of non-verbal communication.

b) Artistic Exploration

Pupils explore different visual arts techniques and styles as tools for expressing ideas. They learn about elements of art such as line, shape, color, and composition and how they can be used to convey messages related to a healthy lifestyle.

c) Artistic Creation

Pupils select a specific aspect of a healthy lifestyle (e.g., physical activity, balanced diet, mental well-being) and create a visual artwork that represents their chosen theme. They use their creativity, artistic skills, and the elements of art to convey the message effectively.

d) Critique and reflection

Pupils participate in peer critique sessions where they provide feedback on each other's artworks. They discuss the visual impact, message clarity, and effectiveness of the artistic choices. Pupils reflect on their own artwork and consider how they successfully expressed the concept of a healthy lifestyle.

e) Exhibition and Presentation

Pupils curate a physical or virtual exhibition of their artworks. They present their artworks to the class, explaining the artistic choices made, the messages conveyed, and the emotions evoked by their creations.

MATERIALS NEEDED

Art supplies based on chosen medium (e.g., paper, canvas, paints, drawing materials), exhibition space (physical or virtual), audiovisual equipment for presentation if needed.

LEARNING GOALS

- Enhance language skills through visual communication and expression.
- Develop creativity, artistic skills, and aesthetic appreciation.
- Foster critical thinking and reflection on artistic choices and message conveyance.
- Build presentation and communication skills through art appreciation and explanation.

SCHOOL SUBJECTS COVERED

Language, Visual Arts.

HASHTAGS

#HealthyLifestyleExhibition #VisualArtExpression
#PromotingHealth





FOLLOW-UP ASSIGNMENT

International Art Dialogue: Celebrating Visual Expressions of Health

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this online collaborative session, secondary school pupils from different countries come together to share and celebrate their visual artworks created in the "Healthy Lifestyle Exhibition" assignment. Building on their artistic expressions, participants engage in a virtual art dialogue, exchange cultural perspectives, and collaborate on creating a digital gallery that showcases visual expressions of health from around the world.

ORGANISATION AND WAY OF EXECUTION

Participants will be divided into small groups comprising individuals from different countries. Using online collaboration tools, they will share images or videos of their artworks. Each group will curate a digital gallery where they display their artworks along with descriptions and reflections. Participants will explore the galleries, engage in discussions, and provide feedback on each other's visual expressions.

LEARNING GOALS

- Foster cross-cultural understanding and appreciation for visual expressions of health.
- Showcase and celebrate the diversity of artistic interpretations and cultural perspectives.
- Provide constructive feedback and insights on artistic choices and message conveyance.
- Enhance online collaboration skills and cultural sensitivity.





Healthy & Learning Lifestyle

*Healthy Lifestyle Challenge:
Exploring the Science of
Nutrition and the Art of
Culinary Delights*



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Healthy Lifestyle Challenge: Exploring the Science of Nutrition and the Art of Culinary Delights

SHORT DESCRIPTION

This multidisciplinary assignment combines science and culinary arts to engage secondary school pupils aged 14-16 in a hands-on exploration of healthy eating habits and culinary skills. The assignment encourages pupils to prepare nutritious meals and understand the scientific principles behind healthy food choices, without involving research or writing for the pupils.

PUPIL TARGET

Secondary school pupils aged 14-16.

REQUIRED KNOWLEDGE, SKILLS AND COMPETENCES

Basic understanding of scientific concepts related to nutrition, basic culinary skills or a willingness to learn, and the ability to work collaboratively in a team.

**GROUP SIZE AND
WAY OF
EXECUTION**

Small groups (3-4 pupils). The assignment is executed through practical cooking activities and scientific discussions.

TIMEFRAME

2-3 weeks.



FULL DESCRIPTION OF THE ASSIGNMENT

In this assignment, pupils will explore the science behind healthy eating habits and develop culinary skills to create nutritious meals. The assignment consists of the following tasks:

a) Task 1 - Nutritional Analysis

Pupils analyze the nutritional content of common food items, comparing their macronutrient and micronutrient compositions. They discuss the importance of a balanced diet and identify nutrient-rich foods.

b) Task 2 - Recipe Development

Pupils work in groups to develop a recipe for a healthy, balanced meal. They consider taste, texture, and nutritional content when creating their recipe.

c) Task 3 - Culinary Skills Workshop

Pupils participate in a culinary skills workshop where they learn techniques such as knife skills, cooking methods, and meal presentation. They practice these skills while preparing their chosen recipe.

d) Task 4 - Meal Preparation

Pupils prepare their selected recipes, focusing on proper ingredient measurement, cooking techniques, and food safety practices.

e) Task 5 - Scientific Presentation

Pupils present their prepared meals to the class, discussing the nutritional benefits and the scientific principles behind their recipe choices.

MATERIALS NEEDED

Ingredients for recipe preparation, kitchen equipment and utensils, access to nutritional databases or resources, presentation materials.

LEARNING GOALS

- Develop an understanding of the science behind healthy eating habits and nutrition.
- Enhance culinary skills and knowledge of cooking techniques.
- Foster teamwork and collaboration in recipe development and meal preparation.
- Improve presentation and communication skills through scientific discussions.

SCHOOL SUBJECTS COVERED

Science, Culinary Arts.

HASHTAGS

#HealthyLifestyleChallenge #NutritionScience
#CulinaryDelights





FOLLOW-UP ASSIGNMENT

International Recipe Exchange: Sharing Healthy Culinary Traditions

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this online collaborative session, secondary school pupils from different countries come together to share their traditional healthy recipes. Building on the "Healthy Lifestyle Challenge" assignment, participants engage in a cultural exchange of recipes, exploring diverse culinary traditions and promoting global understanding and appreciation for healthy eating.

ORGANISATION AND WAY OF EXECUTION

Participants will join an online meeting platform where they will be divided into small groups comprising individuals from different countries. Each group will share a traditional healthy recipe from their culture, discussing its nutritional value, cultural significance, and preparation methods. Participants will exchange ideas, ask questions, and appreciate the diversity of culinary traditions.

LEARNING GOALS

- Foster cultural understanding and appreciation for different culinary traditions.
- Promote global connections and collaboration through shared recipes and cultural experiences.





Healthy & Learning Lifestyle

*Healthy Lifestyle
Exploration: A Field Trip for
Health and Wellness*



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Healthy Lifestyle Exploration: A Field Trip for Health and Wellness

SHORT DESCRIPTION

This multidisciplinary assignment combines outdoor exploration and scientific inquiry to engage secondary school pupils aged 14-16 in an experiential learning journey focused on healthy lifestyle choices. The assignment involves a field trip outside the school premises, where pupils will actively participate in hands-on activities, investigations, and discussions related to health and wellness.

PUPIL TARGET

Secondary school pupils aged 14-16.

REQUIRED KNOWLEDGE, SKILLS AND COMPETENCES

Basic understanding of health concepts, observational skills, critical thinking skills, and the ability to work collaboratively in a team.

**GROUP SIZE AND
WAY OF
EXECUTION**

Small groups (4-6 pupils). The assignment is executed through a field trip and subsequent group discussions.

TIMEFRAME

1-2 days for the field trip and 1-2 weeks for follow-up activities.



FULL DESCRIPTION OF THE ASSIGNMENT

The assignment comprises the following tasks:

a) Task 1 - Pre-field trip Preparation

Pupils research and familiarize themselves with the selected location for the field trip, its natural surroundings, and relevant health-related topics.

b) Task 2 - Field Trip

Pupils visit a local park, nature reserve, or another suitable outdoor location known for promoting healthy lifestyles. During the field trip, pupils engage in various activities, such as hiking, cycling, or engaging in physical fitness challenges. They also explore the natural environment and discuss its impact on well-being. Pupils document their experiences through photographs or videos.

c) Task 3 - Data Collection and Analysis

Pupils compile and analyze the data collected during the field trip. This may include observations, measurements, or recordings related to physical activity levels, natural surroundings, and their effect on mental and physical well-being.

d) Task 4 - Reflection and Group Discussion

Pupils share their experiences, observations, and analyses in a group discussion. They reflect on the connections between physical activity, nature, and overall health and well-being.

e) Task 5 - Action Plan

Pupils collaboratively develop an action plan to promote healthy lifestyle choices within their school or local community based on their field trip findings and reflections.

MATERIALS NEEDED

Transportation to the field trip location, appropriate outdoor clothing and footwear, digital cameras or smartphones for documentation, notebooks for data collection, writing materials for reflection and planning.

LEARNING GOALS

- Promote an understanding of the interconnections between physical activity, nature, and well-being.
- Develop observational and analytical skills through data collection and analysis.
- Foster teamwork and collaboration through group discussions and the development of an action plan.
- Encourage personal reflection and critical thinking about healthy lifestyle choices.

SCHOOL SUBJECTS COVERED

Physical Education, Science, Environmental Studies.

HASHTAGS

#HealthyLifestyleExploration #OutdoorWellness
#FieldTripFun





FOLLOW-UP ASSIGNMENT



International Healthy Lifestyle Campaign: Sharing Our Field Trip Experiences

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this online collaborative session, secondary school pupils from different countries come together to share their experiences and insights gained from the field trip. Participants engage in discussions, share multimedia presentations, and exchange ideas on promoting healthy lifestyle choices in their respective communities.

ORGANISATION AND WAY OF EXECUTION

Participants will join an online meeting platform where they will be divided into small groups comprising individuals from different countries. Each group will present their field trip experiences, highlighting the key findings, reflections, and action plans developed. They will engage in cross-cultural discussions, share photographs or videos, and collaborate on designing an international healthy lifestyle campaign.

LEARNING GOALS

- Develop cross-cultural understanding and appreciation of different perspectives on healthy lifestyle choices.
- Apply critical thinking skills to analyze and reflect on the field trip experiences.
- Enhance communication and presentation skills through multimedia presentations.
- Foster collaboration and teamwork in developing an international healthy lifestyle campaign.





Healthy & Learning Lifestyle

*Healthy Lifestyle Challenge:
Creating a Holistic Wellness
Program*



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Healthy Lifestyle Challenge: Creating a Holistic Wellness Program

SHORT DESCRIPTION

This multidisciplinary assignment engages secondary school pupils aged 15-17 in designing a holistic wellness program that promotes healthy lifestyle choices. Pupils and teachers collaborate across different subjects to develop comprehensive initiatives addressing physical, mental, and emotional well-being.

PUPIL TARGET

Secondary school pupils aged 15-17.

REQUIERED KNOWLEDGE, SKILLS AND COMPETENCES

Basic understanding of health concepts, research skills, critical thinking skills, communication skills, and the ability to work collaboratively in a team.

**GROUP SIZE AND
WAY OF
EXECUTION**

Small groups (4-6 pupils) paired with a teacher mentor. The assignment is executed through research, group discussions, and collaborative project development.

TIMEFRAME

6-8 weeks.



FULL DESCRIPTION OF THE ASSIGNMENT

This assignment comprises the following tasks:

a) Task 1 - Research on Holistic Wellness

Pupils conduct research on different aspects of holistic wellness, including physical, mental, and emotional well-being. They explore topics such as nutrition, exercise, stress management, mindfulness, and self-care practices.

b) Task 2 - Group Discussions and Needs Assessment

Pupils, together with their teacher mentors, engage in group discussions to identify the specific needs and challenges related to holistic wellness in their school or community. They conduct surveys or interviews to gather information from peers, teachers, and other stakeholders.

c) Task 3 - Program Design and Planning

Pupils work in their groups to design a comprehensive wellness program that addresses the identified needs and challenges. They develop initiatives, activities, and strategies for promoting physical, mental, and emotional well-being among their peers.

d) Task 4 - Implementation and Evaluation

Pupils, with guidance from their teacher mentors, implement the wellness program in their school or community. They organize workshops, events, or campaigns to promote healthy lifestyle choices and collect feedback to evaluate the effectiveness of their initiatives.

e) Task 5 - Reflection and Future Recommendations

Pupils reflect on their experience and assess the impact of their wellness program. They identify successes, challenges, and areas for improvement, providing recommendations for sustaining and expanding the initiatives in the future.

MATERIALS NEEDED

Research materials, computers or devices with internet access, presentation materials, survey or interview tools, resources for program implementation (e.g., venue, equipment, promotional materials).

LEARNING GOALS

- Develop research and critical thinking skills related to holistic wellness.
- Enhance communication and teamwork skills through group discussions and project planning.
- Foster leadership and initiative-taking by designing and implementing a comprehensive wellness program.
- Cultivate reflection and evaluation skills to assess the effectiveness of their initiatives.

SCHOOL SUBJECTS COVERED

Health Education, Physical Education, Psychology, Sociology.

HASHTAGS

#HolisticWellnessChallenge #HealthyLifestyleProgram #WellBeingMatters





FOLLOW-UP ASSIGNMENT

International Wellness Symposium: Sharing our Holistic Approaches

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this online symposium, secondary school pupils aged 15-17 from different countries come together to share their holistic wellness programs and exchange ideas. Participants present their initiatives, discuss challenges and successes, and collaborate on future plans for promoting well-being in their schools and communities.

ORGANISATION AND WAY OF EXECUTION

Pupils will join an online meeting platform where they will be divided into small groups comprising individuals from different countries. Each group will present their wellness program, including key initiatives and outcomes. They will engage in cross-cultural discussions, share ideas, and provide feedback and suggestions for further improvement and collaboration.

LEARNING GOALS

- Foster cross-cultural understanding and collaboration among pupils from different countries.
- Encourage sharing of best practices and innovative approaches in promoting holistic wellness.
- Inspire participants to implement new ideas and initiatives based on the experiences of others.
- Cultivate a sense of global citizenship and responsibility towards promoting well-being on a broader scale.





Healthy & Learning Lifestyle

*Code for Health: Building a
Healthy Lifestyle App*



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Code for Health: Building a Healthy Lifestyle App

SHORT DESCRIPTION

This multidisciplinary assignment engages secondary school pupils aged 15-17 in coding a mobile application that promotes healthy lifestyle choices. Pupils combine coding skills with knowledge from other subjects to develop an interactive and informative app that encourages users to adopt healthy habits.

PUPIL TARGET

Secondary school pupils aged 15-17.

REQUIRED KNOWLEDGE, SKILLS AND COMPETENCES

- Basic coding knowledge (e.g., variables, loops, conditionals).
- Understanding of healthy lifestyle concepts and practices.
- Creative thinking and problem-solving skills.
- Collaboration and teamwork skills.

**GROUP SIZE AND
WAY OF
EXECUTION**

Small groups (3-4 pupils) working together with a teacher as a facilitator. The assignment is executed through a combination of coding sessions, brainstorming, and project development.

TIMEFRAME

4-6 weeks.



FULL DESCRIPTION OF THE ASSIGNMENT

Pupils will engage in the following tasks to develop a healthy lifestyle app:

a) Task 1 - App Concept and Design

Pupils identify the target audience and key features of their healthy lifestyle app. They brainstorm ideas for the app's design, layout, and user interface.

b) Task 2 - Coding and App Development

Pupils utilize their coding skills to develop the app's functionality. They create interactive features such as tracking daily activities, providing healthy recipes, offering workout routines, or delivering motivational messages.

c) Task 3 - Content Creation and Integration

Pupils research and gather relevant content, such as nutritional information, exercise guidelines, and mental health resources. They integrate this content into the app to provide users with accurate and helpful information.

d) Task 4 - Testing and Refinement

Pupils test the app's functionality, usability, and overall user experience. They collect feedback from peers and make necessary refinements to improve the app's performance.

e) Task 5 - Presentation and Demonstration

Pupils present their developed app to their classmates and teachers. They demonstrate its features, explain the rationale behind their design choices, and highlight the benefits of using the app for promoting a healthy lifestyle.

MATERIALS NEEDED

Computers or devices with coding software (e.g., Scratch, Python), research materials (online resources, books), presentation materials.

LEARNING GOALS

- Apply coding skills to develop a functional and interactive mobile application.
- Integrate knowledge of healthy lifestyle concepts and practices into a practical solution.
- Foster creativity and problem-solving abilities through app design and development.
- Enhance collaboration and teamwork skills through group project work.

SCHOOL SUBJECTS COVERED

Coding/Computer Science, Health Education.

HASHTAGS

#CodeForHealth #HealthyLifestyleApp #TechWellness





FOLLOW-UP ASSIGNMENT



Global App Showcase: Promoting Healthy Lifestyles Worldwide

DESCRIPTION OF THE ONLINE ASSIGNMENT

In this online showcase, secondary school pupils aged 15-17 from different countries come together to present and share their developed healthy lifestyle apps. Participants engage in discussions, provide feedback, and explore possibilities for collaboration in promoting healthy habits on a global scale.

ORGANISATION AND WAY OF EXECUTION

Participants will join an online meeting platform where they will have the opportunity to showcase their developed apps. Each group will present their app's features, target audience, and the impact they envision it to have. They will receive feedback from participants and discuss potential collaborative efforts to expand the reach and impact of their apps.

LEARNING GOALS

- Foster cross-cultural understanding and collaboration among pupils from different countries.
- Share and learn from diverse app development approaches and perspectives.
- Provide constructive feedback and suggestions for improving the presented apps.
- Explore opportunities for collaboration in promoting healthy lifestyles on a global level.







www.healthy-lifestyle.school

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Learning
Hub
Friesland

Geseme
Medical experts.
Safety specialists.

Klare Koek.



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