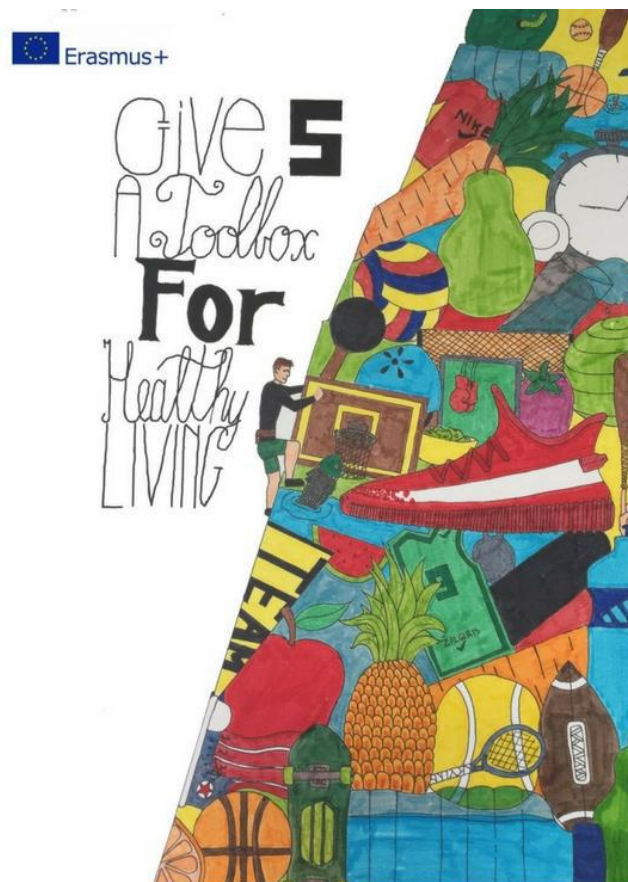




GIVE 5: A HEALTHY LIVING TOOLBOX- THE WHOLE SCHOOL PROGRAM (2017-2019)





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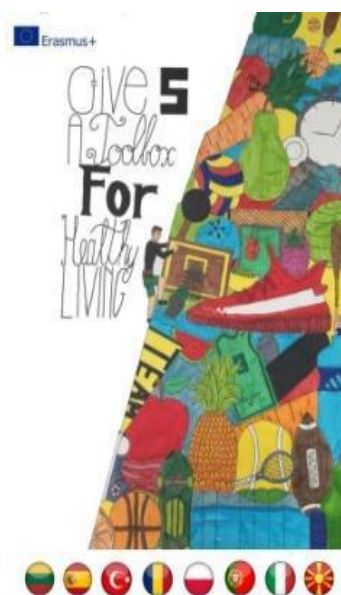
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Erasmus+

1. Foreword

'Give 5: A Toolbox for Healthy Living – the whole school program' was a two-year, intercultural project. It was a strategic partnership of Poland, Romania, Spain, Italy, North Macedonia, Portugal, Lithuania and Turkey. We intended to promote social inclusion and improve our students' education by equipping them with basic skills and key competences as well as strengthen the qualifications of our teachers.

Our strategic partnership aimed to exchange experiences and know-how on school healthy programs between different European schools to produce an innovative 'Give 5 - Healthy Living Toolbox – the whole school program'. As a result, we improved our schools' actions to care for the students' health. We encouraged the participation of students who belong to minorities, socially disadvantaged and those with special educational needs.

The project followed two main directions:

- activities for students that aimed to support social inclusion, healthy lifestyle, basic skills and key competences at the partner schools and during the blended mobilities of students
- exchange of good practices among teachers

The project was divided into five stages:

1. BE WELL: wellbeing - social skills, relationships, body language, coping with stress
2. BE ECO: eco - friendly lifestyle, taking care of environment, school gardens
3. BE SAFE: safety in everyday life, safety on roads, first aid, hygiene
4. BE NOURISHED: the importance of breakfast, healthy recipes, drinking water
5. BE FIT: sport at school, everyday gymnastics, outdoor games

We encouraged students' communication during the project by adding extra topic: be communicative and we organized virtual communication and the exchange of letters between partner schools.

Eight project meetings were organized: 4 transnational meetings for teachers and 4 blended mobilities for students.

The project - based activities were integrated into the curricula of the schools and into students' school activities connected with the schools' existing programs. Moreover, we learned from the best practices of partner schools and cooperated with local partners from the healthy living industry. Participating teachers implemented the knowledge and abilities into their school work for the benefit of the students. We disseminated our work on the project website, eTwinning TwinSpace, school blogs and social media to share our best practices.

Through our project the eight partners inspired teachers to be active, reflective professionals who take ownership of their own professional development as well as their students' results.



2. Healthy Living Programs in partner schools

In **Szkoła Podstawowa nr 3 z Oddziałami Integracyjnymi in Lubsko, Poland**, the school program is based on the values: truth, beauty, good language, independence, work, sensitivity, patriotism and the feeling of belongings to the local community. The program aims at achieving physical, psychological, social maturity of students. We teach them to cope with stress, resist peer pressure and acquire conflict resolution skills.

The goals of the education are: comprehensive development of the students in the emotional, social, cultural, moral, ecological, health and intellectual dimensions. Parents play a fundamental and leading role in the child raising process. The school performs an supportive function, although in some areas (education, adaptation to social life) important.

The program follows two directions: it gives class teachers topics which should be realized during class lessons and it gives values/directions which should be realized by subject teachers in all lessons. BE WELL, BE ECO, SAFE, NOURISHED and FIT aspects are included into the subject curricula and realized as regional and national programs too.

BE WELL

We have the biofeedback therapy and some specialists to work with disadvantaged students. We care for their wellbeing by organizing class and school events to build bonds and teach them to cooperate. We work on their good manners every day. The school cooperate with local institutions which can support our students. We also encourage students' respect for culture, art, artistic creation and shape patriotic attitudes and respect for my country,

BE ECO

We organize Earth Day, Clean the Earth event and invite the local forest man and other professionals to teach students to look after the environment. The school garden was expended. There are special bins at school for recycling paper, plastic and glass. Students collect batteries and waste paper.

BE SAFE

The school nurse supports students in emergency situation and realizes the prevention program. In Technology lessons students are taught traffic rules and they pass cycling licence. We organize meetings with emergency services and workshops on cyber bullying, drugs, bullying, first aid. Fire alarms are organized to prepare our students for possible danger. Before holidays we organize special talks on safety for our students.

BE NOURISHED

Students eat fruit and drink milk at school thanks to European programs. We organize "Breakfast give you the Power" event to encourage them to have breakfast every day.

BE FIT

Our students like sport and games in breaks. We organize Sports' Day to promote fitness and encourage students to be involved in PE lessons. They take part in school, local and regional sport competitions.

The Italian school **Istituto Comprensivo “J.Stella” Muro Lucano – “G.Deledda” dpt in Pescopagano** is implementing into the curricular school plan a Healthy Living program. School is the right place to promote some educational plans about “healthy living style and wellness” so that pupils can acquire the fundamental knowledge and be able to behave properly. They are achieving some different activities related to the five topics of Erasmus+ project: “Give 5: A Healthy Living Toolbox - a whole school program”.

BE WELL

Promoting relational competences: they worked on good manners for relationships among their peers, teachers and parents; emotions and empathy.

Promoting active living with physical activity habits: the PE teacher planned some activities good for inclusion and wellness.

BE ECO

Recycling points: they prepared recycling bins for paper and plastic in each class and in the hall too, reusing cigarette boxes.

Gardening: they prepared some pots for plants inside and outside the school building reusing plastic bottles and tyres. they also prepared “compost” to fertilize the plants.

Recycling crafts: they created different things reusing all sort of material (old jeans, socks, bottle caps, tins and more).

Nature walks: they organised “nature walks” to appreciate “nature” and reflect how important is to take care of the environment.

BE SAFE

Postal police meeting: they explained the risks of internet and how to use the websites safety.

Civil protection expert meeting: they explained how to behave during natural disaster especially during earthquake because we live in an area damaged by the earthquake.

Traffic policeman meeting: he explained the main road signs students have to know when they are on the road.

Emergency management workshops: first aid, emergency call. Safety poem corner: students wrote some short poems about: ”Traffic lights, crossing the road, Mr. Sun can be a little mean, take care of your teeth”.

BE NOURISHED

Fruit in the school: it is administered by the Education Ministry. The aim is to develop healthy eating habits, fruit is important in our daily diet and students have to know that.

Food pyramid workshop: students have to understand that a human body needs food to function properly so that they can identify the food categories and create a healthy menu.

BE FIT

The sport day: students take part in the competitions among the class groups in different sports and games.

National sport competition – some students, selected by the PE teacher, compete at National level in different sports.

The healthy lifestyle education program taught in the „Versmes“ pro-gymnasium, Klaipeda, Lithuania is based on the legal act of the Ministry of Education and Science of the Republic of Lithuania :

<https://www.e-tar.lt/portal/en/legalAct/b10c19209a9a11e69ad4c8713b612d0f>

The **mission** of the program is to ensure successful education of children, contributing to a child's physic, physical and social welfare. The program is implemented in accordance with the following education **principals**: integrity, accessibility, and personalizing, contextualizing, respect for an individual and sex equality, discretion.

BE WELL. The school works on the establishment and maintenance of a harmonious interpersonal relationship. The better students and teachers are able to master their emotions, the greater their capacity to enjoy life, cope with stress, and focus on important personal priorities. Aggressive behaviour often results from the frustration of having a limited ability to express feelings. The school social educator and the psychologist help the students who have problems with their emotions. Campaigns like “Snowball”, “Friend program”, visits to the “Youth line” help the students understand their emotions and overcome their aggression. Bullying can happen anywhere. It can occur in the neighbourhood, while going to school, at school, and while on-line. The school has joined the Olweus Bullying prevention program. It is designed to improve peer relations and make schools safer, more positive places for students to learn and develop.

BE ECO. Our society is very sensitive to the environmental problems. The school is trying to raise students' environmental awareness. When planning the implementation of the environmental awareness, the school combines the integration of subjects, formal and non-formal education and provides the most suitable methods. There are special containers all around the school for recycling paper, plastic and glass. Every year the school takes part in the international campaign „Let's do it“. The students have to collect rubbish in the area around the school and clean the territory.

BE NOURISHED. Healthy lifestyle is on the focus of the Lithuanian government. The themes about healthy diet, proper eating habits, food additives have been included into the educational programmes. Our school has been participating in the Project administered by the Ministry of Agriculture and the Ministry of Social security and labour “Milk for children” and “Fruit for children”. This project helps children to develop healthy eating habits. During the project all the children from primary classes receive fresh fruit and ecological milk products every day. Teachers organize various activities, exhibitions, festivals based on the healthy food agenda. what is more, an annual “Healthy lifestyle” week is organized.

BE SAFE. Teaching first aid and human safety is included into the school curriculum. Students are taught to behave safely in the street, in water, with electric appliances, etc. Road safety is a great subject in which even the youngest children know something about because everyone uses roads, and road danger impacts on everyone. The school takes part in an annual national competition “Šviesoforas” (traffic lights) and achieves good results. The students from the second form attend a special programme and learn to swim. It is very important as our city is next to the sea. The school invites professionals from the police or Health Center to deliver lectures on the topics of safety.

BE FIT. Physical education is getting more and more important as students tend to spend a lot of time at the computer. The main benefits of sport are improved health and fitness, and the development of social and communication skills. The students of our school are very sporty. Students participate in various competitions after school, have active breaks (they dance or perform amusing exercises), our PE teachers use various methods to make the lessons interesting.

The mission of **Hristijan Karposh school, Kumanovo North Macedonia** is to provide a safe working environment which provides a solid educational program for all of its students, regardless of their ethnic or religious classification, or gender. Thus, its vision is to make it a place that students attend with pleasure and that offers an up-to-date, adapted educational program to all of its students. Its Healthy Living Program consists of several segments that greatly correspond to the project stages.

BE WELL

The school works on creating and maintaining a positive social and emotional climate. Each class teacher plans and organizes educational and creative workshops on basic life skills with the students, sometimes including the parents as well. These provide a wide range of topics, related to personal development, interpersonal and social relations, healthy lifestyle, protection of the environment, etc. Presentations and workshops regarding children's rights continue to be organized, as well as projects aiming at multiculturalism and intercultural curriculums. Important focus is placed on parental involvement in extracurricular activities. The school psychologist is responsible for organizing workshops and lectures for parents, as well as advisory meetings, where parents are given directions on how to act when their child needs assistance in facing various difficulties. There is a cooperation with the Social Services in our city.

BE ECO

The school has a comprehensive eco agenda, which is reviewed each year. There is a variety of campaigns, workshops and project activities related to this topic (collection of paper, plastic and glass waste, creative reuse of waste materials, planting trees and flowers, cleaning activities with teachers and students, etc.). raising awareness for a clean and healthy environment is a part of the curriculum as well, so each teacher individually organizes eco activities in the classroom.

BE FIT, BE NOURISHED

Taking care of one's own health is an imperative at our school. Apart from the compulsory PE lessons, our students attend school sport clubs and take part in various competitions. Workshops and lectures on the importance of healthy food are part of the curriculum. The students have the opportunity to go swimming at the municipal indoor pool. There are regular medical check-ups in cooperation with the medical institutions, vaccinations and annual dental check-ups. The school organizes field trips and excursions.

BE SAFE

There are procedures and regulations that guarantee the safety of our students while at school. Teachers make sure all students are familiar with them. The school has a long-term cooperation with the police and the insurance companies. There are so called safety teams in our school that function with the expert help of the police, whose representatives help our students in organizing safety debates, night patrolling with parents and creating brochures for safety in traffic. As far as internet safety, Computer Studies teachers teach and advise students on the potential dangers as part of their curriculum. Ninth-grade students take part in a workshop about developing healthy and safe sexual intercourse habits. These are organized in cooperation with the medical center in Kumanovo.

In our school, **Agrupamento de Moure e Ribeira do Neiva**, Portugal we adopted several Healthy Living Programs:

BE WELL

We have a cabinet in our school where all the students can go and talk, discuss and solve all sorts of problems like emotional, social, family. In this cabin, we have different people: teachers, a psychologist, a nurse, social work. They also have direct contact with outside institutions like Youth Court, Youth Protection Association or the National Health.

All the students are involved in several activities related with Sexual Information at school. This program also aims to develop teachers' knowledge, skills and confidence in teaching this issue and it has different activities for each grade. It is developed since primary school.

BE SAFE

The school also provides workshops to students on the topics “Basic Life Support” and “First Aids”. They also are involved in National Campaigns related to Cancer, Sun protection, Eating healthy and others. Since 2009, the National Program for the Promotion of Oral Health has begun to cover children and young people up to the age of 16 who attend public schools or private social solidarity institutions (IPSS). Every year, our school gives a “dentist-check” for students to go to the dentist and have their teeth treated.

BE NOURISHED

We have a nutritionist that makes the menu of our school canteen. We have, normally two menus: a normal and a vegetarian. However, we can also do a diet menu, if asked. Everything is done according to the nutritionist recommendations.

The project "Heroes of Fruit - Healthy School Snack" is a national school intervention initiative whose main objective is to motivate children to importance of daily fruit consumption, definitively adopting this food habit. Free provision of fruit and vegetables in public education and training establishments provided. The project also brings children important lessons on nutrition, exercise, hygiene, wellness, environmental protection, savings, among many other values of citizenship that help them grow healthier, more active, and happier.

BE FIT

Physical activities are also a main concern at our school. We have several sports clubs: badminton, archery, canoeing, athleticism, acrobatic gymnastic and rollerblading. All these sports can be done by all the students and most of them have their practice when the students don't have classes (especially in the afternoons). They do school competitions but also national competitions. School sports is an official program of the Ministry of Education with the goal of providing access to regular and quality sports, contributing to the promotion of students' school success, healthy lifestyles, values and principles associated with citizenship active.

This school sport contributes to the fight against failure and dropout of school and promote healthy lifestyles that contribute to the balanced formation of students, helps students with special educational needs of a prolonged nature and students at risk of dropping out and failure at school, encourage the participation of students in the planning and management of school sports activities, namely their role as leaders, judges, timekeepers and referees, develop knowledge about sports ethics, revealing a "Fair-Play" spirit, accepting victory and defeat as normal events arising from the game and contribute to the creation of a sports culture at school.

BE ECO

Our school has been for some years a Eco-School with several national Eco flags won.

In all parts of our school (corridors, classrooms, students room...), there are recycle points for students to use. We also have an Eco-Club that works every week with activities related to the protection of the environment.

The Romanian school **Școala Gimnazială Izbiceni** implements into the curricular school plan a Healthy Living program. School is the right place to promote some educational plans about “healthy living style and wellness” so that pupils can acquire the fundamental knowledge and they are able to behave properly. Teachers carry out some different activities according to 5 dimensions that are related to the topics covered in this Erasmus+ project:

BE WELL

Promoting relational competences: they work on promoting active living with physical activity habits – the PE teacher planned some activities good for inclusion and wellness.

BE ECO

Recycling points in every class: we prepare recycling bins for paper and plastic in each class and in the hall too, special containers to recycle paper, glass, batteries, old clothes/toys...

Gardening: they prepare “compost” to fertilize the plants.

Nature trips: every year students visit natural parks in our region so that they became aware of the importance of taking care of the environment.

Recycling crafts: they create different things reusing all sort of material (old jeans, socks, bottle caps, tins and more).

BE SAFE

Postal police meeting: they explain the risks of the Internet and how to use the websites safely.

Civil protection expert meeting: they explain how to behave during natural disasters especially earthquakes because we live in an area damaged by the earthquake.

Traffic policeman meeting: he explains to students the main road signs they have to know when they are on the road.

Emergency management workshops: cardiopulmonary resuscitation, first aids, nose bleeding

Police visits: students chat about road safety, practical workshop driving small cars/bicycles, pedestrian responsibilities and the Internet risks.

BE NOURISHED

Fruit in the school: it is administered by the Educational Ministry. The aim is to develop healthy eating habits. Fruit is important in our daily diet and students have to know that.

BE FIT

Regional and national sport competitions: sports competitions among local schools in our school or town, participation in contests in the county and country.

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The Spanish partner school **CEIP BILINGÜE CIUDAD DE MÉRIDA** implements a Healthy Living program into the internal policy. We carry out some different activities according to 5 dimensions that are related to the topics covered in Erasmus+ project:

BE WELL

“Ayuda entre iguales”- Peers help project: The program to encourage coexistence and interaction among students. The oldest ones take care of the little ones and help them solve conflicts through dialogue. We work on empathy, assertiveness and social skills.

BE ECO

School garden/orchard: they grow vegetables all year long (lettuce, beans, tomatoes, spinach, strawberries, carrots...). Then they cook them at school and students have salad and healthy snacks.

Recycling points in every class, corridor and outside school. Special containers to recycle paper, glass, batteries, old clothes/toys...

Nature trips: every year students visit natural parks from our region so that they became aware of the importance of taking care of the environment.

Recycle crafts: use of recycled materials for art and craft lessons.

BE SAFE

Emergency services workshops: cardiopulmonary resuscitation, first aids, nose bleeding

Police visits: students chat about road safety, practical workshop driving small cars/bicycles, pedestrian responsibilities and internet risks.

Firefighter’s workshop: information about how to leave places where fire is set, things to avoid, how to help people breathe...

Experts in the Internet: workshop for parents about the risks of internet for their children, recommended websites to use, how to activate parental control in children’s devices...

BE NOURISHED

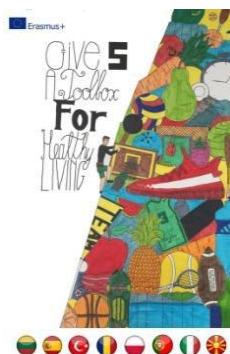
Fruit program: students are given free fruit for snacks at break time.

Healthy cookery: healthy dishes taste made by students and families.

BE FIT

Gymkhana Mérida: sports competitions among all school in our city.

Swimming pool: our students in 4th and 5th grade attend swimming lessons.



The program of Turkish school, **JALE NECDET ÖZBELGE İLKOKLU** covers the issues of bringing together our students without any language, race or gender discrimination, meeting the social needs in the school, respecting the values of the society they live in, adopting their social rules, researching, solving problems and leading the development and change. Families and schools. We aim to help our students gain gains in anger management, coping with stress, hygiene and other healthy lifestyles. In our school, our work includes the skills of being a team and working harmoniously within the group.

The program (Master of Science (MSc) in Information Management) is conducted in cooperation with classroom teachers, Counselors, Parents and other local institutions and organizations.

According to the evaluation studies conducted at the end of the previous school year, the development areas of the students were determined as follows.

Physical development area:

1. Living various experiences in a day spent at school
2. Development of certain coordination skills
3. Active participation in the learning process
4. Adopting healthy lifestyle

Social Development Area

1. Sharing responsibility
2. Working in cooperation
3. The need to belong
4. Communication Skills

Emotional Development Area

1. Expressing feelings and thoughts in a comfortable way
2. Recognizing and accepting feelings of others
3. Self-development and overcoming difficulties
4. Self-confidence development

The duties of the school in educational activities are as follows:

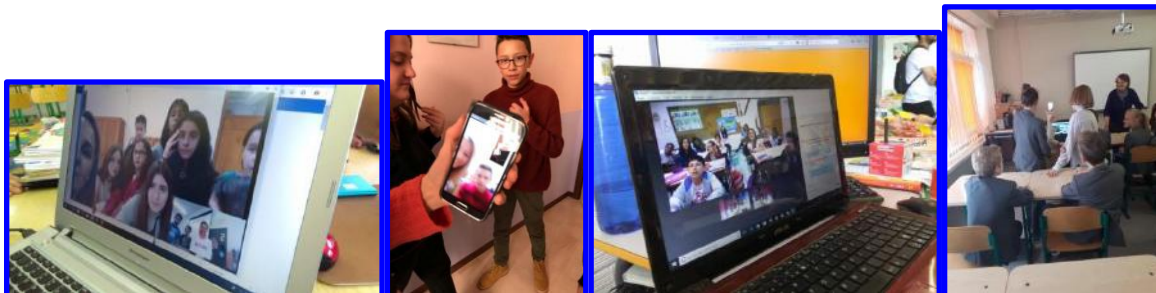
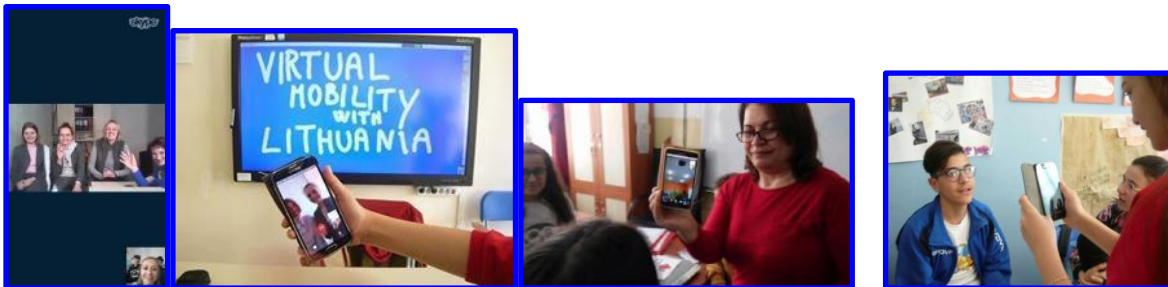
- to ensure that all students have the best physical, mental and social well-being possible
- to ensure the development of school children in a healthy environment
- to raise the health level of children, their families and society

Transmitting health information to students and to gain positive behaviours about health

1. Improve tolerance to religion, language, race, gender, ethnicity, etc.
2. To develop verbal and non-verbal transmission skills.
3. To recognize the duties, responsibilities and rights of the students
4. Supporting family tradition and respecting rules
5. Working in cooperation, being a team
6. Participation in local institutions and organizations
7. To educate citizens who love their homeland, citizens

Be communicative: virtual mobilities

We encouraged students' communication during the project by adding extra topic: BE COMMUNICATIVE. Teachers organized virtual mobilities and exchanged letters between the partner students.



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Participation in mobilities: TPMs and LTTAs

The **1st TPM** took place in October 2017 at **Szkoła Podstawowa nr 3 z Oddziałami Integracyjnymi in Lubsko, Poland**. The participants were 2 teachers from each partner country.

The main agenda included:

- 1) meetings with the Polish students: the welcome ceremony and watching videos about partner schools
- 2) evaluation of the questionnaires for students about partner countries and their lifestyles
- 3) discussion of risk handling and dissemination
- 4) sharing the school healthy programs
- 5) discussion about a logo competition, the project website, outside banners, school leaflets
- 6) setting plans for collecting and trying out good practices including the layout of a worksheet
- 7) CLIL lessons for the local students, a workshop on learning English and ICT for Polish students and project teachers.
- 8) observation of inclusion policy and formative assessment in the Polish school.
- 9) meeting with local authority in the town council



The activities during the **1st LTTA at Agrupamento de Escolas de Moure e Ribeira do Neiva in Portugal** in January 2018 included:

- 1) the welcome ceremony: introducing the school, students, teachers, school tour
- 2) presentation of work done on BE WELL in the project schools, evaluation of work done at schools, presentation of be safe good practices,
- 3) meeting with local authority in the town council
- 4) workshop for partner students:
 - using ICT in the local House of Knowledge
 - social skills, relationships, team building, coping with stress,
 - in the school garden - coping with stress through contact with nature,
 - art work: painting and origami
- 5) CLIL lesson - body language and sanity
- 6) sport lesson in the local sport club Clube Náutico de Prado
- 7) Tolerance Day - art activities in the school library
- 8) a visit to Casa do Povo de Ribeira do Neiva - a company related to wellbeing branch
- 9) a visit to school Ribeira do Neiva – integrating activities for project students
- 10) cultural visits to Porto and Braga



The 2nd LTTA took place in the Italian school **Istituto Comprensivo "J.Stella"** in March 2018. The project group worked on BE ECO activities. The main agenda included:

- 1) the welcome ceremony: introducing the school, students, teachers, school tour
- 2) presentation of work done on BE ECO in the project schools to monitor and evaluate the project work
- 3) a visit the Town Hall - meeting with the Mayor
- 4) sightseeing Pescopagano: the history of the area
- 5) a cultural excursion to Matera
- 6) CLIL lesson for the project students: 'Working in a garden'
- 7) workshops on taking care for the local environment and eco-friendly lifestyle
- 8) a visit to "Gasparri" Dpt in Castelgrande – talking with the students and students about their work done in the project, eco exhibition in the school, presentation of the local folk group
- 9) a visit to I.C. "Stella" in Muro Lucano – observing the inclusion policy in the school which attend students from minorities, visiting classes and listening to the presentations of the local students on be eco topics related to our project activities
- 10) a visit to the local Recycling Company
- 11) a visit the "Righetti" vocational school – learning about the vocational education system in Italy, workshops in three classes: electronics, prosthodontics, ophthalmology



The 2nd TPM at Jale Necdet Özbelge İlkokulu in Turkey took place in May 2018. The participants were 2 teachers from each partner country.

The main agenda included:

- 1) welcome ceremony and introduction of the participants, the Turkish students, the school staff, the principal and the head teacher.
- 2) CLIL lessons for the Turkish students
- 3) lessons on basic skills for the Turkish students and project teachers
- 4) information about the Turkish educational system the history of the area
- 5) meeting with the representative of the local government
- 6) a trip to traffic training park
- 7) the observation of inclusion policy and formative assessment in the Turkish school
- 8) the evaluation of the best practices
- 9) cultural activities in Bergama



The 3rd TPM in Klaipėdos “Versmes” progimnazija in Lithuania took place from 24th to 26th September 2018. The participants were 2 teachers from each partner country.

The main agenda included:

- 1) welcome ceremony: introduction to the school and staff
- 2) presentation of the Lithuanian education system and cultural, historical aspects of the area
- 3) a workshop on key competences for the Lithuanian students and project partners: observing integrated English language and human security lessons
- 4) a tour of the school, observation of inclusion policy and formative assessment
- 5) a visit to the mayor of Klaipėda town
- 6) a visit to Ethnocultural center: Lithuanian heritage
- 7) presentations of the activities already done on BE SAFE at partner schools
- 8) CLIL lessons conducted by the partner teachers for Lithuanian students.
- 9) a visit to Public Health Center. Workshop “First Aid“
- 10) sharing the best practices on topic 4 “Be Nourished“
- 11) an excursion around Klaipėda Old Town and a cultural excursion to Palanga



The 3rd LTTAs at CEIP Ciudad de Mérida in Spain took place in February 2019.

The project group worked on BE NOURISHED activities.

The main agenda included:

- 1) welcome ceremony with the presence of the principle, the school staff, the students and the local representatives
- 2) school tour
- 3) evaluations of Be nourished good practices in each school – presentations prepared by all the partners
- 4) workshops for the students: “Drinking water”, “Healthy pyramid”
- 5) CLIL lesson: “Healthy traditional Mediterranean recipes”
- 6) a visit to Academy of Hostelry: workshop on healthy eating, baking rolls and preparing curry
- 7) Merida sightseeing: visits to Roman monuments
- 8) a cultural visit to Badajoz and Cáceres



The 4th LTTA at Hristijan Karposh, Kumanovo, North Macedonia took place from 31st March to 6th April 2019. The project group worked on BE FIT activities.

The LTTA followed the plan:

- 1) welcome ceremony with the presence of the principle, the staff management, the school staff, the students and the local representatives
- 2) student workshop: Creative Bookmarks
- 3) presentation of the Macedonian educational system, Presentation of Macedonia
- 4) a visit of the school April Fools' Day Mask Ceremony
- 5) BE FIT workshops: Swimming Adventure, GYM TEAM FUN, SMART FITNESS
- 6) meeting with the Mayor and presentation of the BE FIT good practices
- 7) exploring the ancient observatory Kokino
- 8) a cultural visit of St. John the Baptist (Bigorski) Monastery at the Mavrovo National Park and Ohrid and Vevchani Waterfalls.



The 4th TPM in Izbiceni, Romania

The last project meeting of coordinators took place in Romania from 27th to 30th May 2019

The last project meeting of coordinators took place in Romania from 26th to 30th May 2019.

The main agenda included:

1. Welcome meeting at the partner school in Izbiceni, Romania: introduction to school and staff
2. Visiting the kindergarten .
3. Welcoming ceremony at the school - artistic show
4. A workshop on key competences for the Romanian students and project partners (observing integrated English language and human security lessons).
5. Presentation of Romanian education system and cultural, historical aspects of our area
6. Evaluation of the work on the topic 3 and 4 and LTTA in Spain and Macedonia.
7. Making a summative impact assessment, preparing SWOT analysis and discussing the final report.
8. Evaluating the dissemination plan and the questionnaires, observing the inclusion policy and formative assessment in the Romanian school.
9. Visiting the Hydroelectric power and the Olt river Dam in Izbiceni
10. Visiting the Town Hall - Meeting with the Mayor.
11. A trip on Danube river in Corabia town port
12. Cultural excursion to Sinaia (Peleş Castle)



4.Presentation of eight partner schools

Szkoła Podstawowa nr 3 z Oddziałami Integracyjnymi im. Adama Mickiewicza is located in Lubsko, the west of Poland. Our students are aged 7-14, we have integrated classes for students with special educational needs and offer pre-school education for children.

The school website: <https://sp3lubsko.edupage.org/>



CEIP Ciudad de Mérida, located in the south-west of Spain is a state bilingual school. We have over 400 pupils aged from 3 to 12 years old.

The school website: cpciudademerida.educarex.es



Istituto Comprensivo "J.Stella" consists of three department schools (Nursery, Primary, Secondary) located in three different very little towns (Muro Lucano, Castelgrande, Pescopagano) in Potenza, Italy. The three little towns are in the mountains.

The school website: <https://www.icstellamuro.edu.it/wp/>



Jale Necdet Özbelge İlkokulu is a school in Urla, the west of Turkey. Both primary and secondary school have four grades. Our students start school at the age of four and graduate fourteen.

The school website: <http://jaleneccdetozbelgeilkokulu.meb.k12.tr/tema/>



Klaipėdos Versmės progimnazija is one of the biggest educational institutions in Klaipėda, Lithuania. 936 students aged from 7 to 14 attend our school.
The school website: www.versme.ku.lt



Scoala Gimnaziala Izbiceni is located in the south-west of Romania. We educate students between 6 to 14 years old from a rich multicultural and multinational environment. Some pupils in our school come from the nearby villages.
The school website: <http://www.scoalaizbiceni.ro>



Hristijan Karposh is a public primary school situated in Kumanovo, North Macedonia. We provide formal education to about 1220 students in the age range from 6 to 14 years, from 1st to 9th grade.. The students are of ethnically different background.
The school website: hristijankarposh.jimdo.com



Agrupamento de Escolas de Moure e Ribeira do Neiva (AEMRN) has an autonomy contract with the Ministry of Education. The cluster has 5 primary schools.
The school website: aemourerneiva.ccems.pt



5. Good practices at schools on the project theme

5.1. BE WELL

The Latin proverb "*Mens sana in corpore sano*" is a famous Latin quotation, derived from the Satire X of the Roman poet Juvenal, presumed between 509 a.C. - 27 BC.

The expression "health mind, health body" symbolizes healthy mind and healthy body. It means physical and mental well-being. This topic is intended to draw attention to the unity and complementarity existing (or should exist) between the body and the mind.

And to have a healthy mind and a healthy body we have to do physical exercise, rest, have a good diet, physical and oral hygiene, among many other things, that we must perform daily.



Topic:	BE WELL
Country:	Lithuania
Name:	Sam
Age:	12-13 year-old students (up to 15 students in a group).
Duration:	20-30 minutes
Objectives:	- encourage understanding of how harmful inconsiderate words and actions could be -develop empathy, tolerance to each other
Equipment:	A sheet of A4 paper with a picture of a kid called 'Sam'.
Description:	The students and the classroom teacher sit in a circle. The teacher takes a piece of paper with the picture of "Sam" and says: 'Children, imagine that Sam is our classmate. He came to study to our school last year, but he hasn't made any friends yet. Nobody wants to talk to him. He is often offended and sneered at as he differs from the others in his appearance and looks. Have you ever been in the situation like Sam is? Name the words or the examples of hurtful actions Sam has been insulted'. The students say offensive phrases or name actions one by one. The teacher crumples the paper whenever he/she hears a phrase but does not comment. When everybody says something, the teacher shows the crumpled paper to the students and asks the students to explain what has happened to Sam. The pupils try to draw parallels between the crumpled paper and a crushed person and discuss the situation. After that the teacher asks the question 'How could we help Sam and repair the damage done?' The students offer a variety of ideas: apologies, friendship, invitation to a birthday party and so on. With each example the teacher tries to smooth the paper (Sam) out. After all the students give their examples, the teacher shows them 'Sam'. They are asked to express their opinion what has happened to 'Sam'. What conclusions could be drawn?
Comments:	Everybody is asked to express his/her feelings and emotions, how they feel after this activity.

Topic:	BE WELL
Country:	Spain
Name:	Dialogic Literary Circles
Age:	9-10 years old
Duration:	60 minutes. Once a week.
Objectives:	<ul style="list-style-type: none"> -develop a pleasant atmosphere at school. -promote reading habits. -improve students' communicative competence. -understand other people's point of view and opinions. -work on main society issues. -enrich students' vocabulary. -increase students' interaction among peers.
Equipment:	Classical reading books, chairs, paper and pen.
Description:	<p>Students read at home specific pages from classical books and underline those words/sentences/paragraphs or ideas that are meaningful for them. Then, in a piece of paper, they write the reasons why they chose that lines. When it is "dialogic literary circles" time, students sit in a circle with their books and notes. Someone is the moderator and establish the turns for students to speak (The first times the moderator will be the teacher).</p> <p>The moderator starts the discussion asking for general opinions about the pages read and people raise their hands to ask for speaking turn. They explain their opinions and then they analyse what every students have already underline.</p> <p>Page by page the moderator has to say: i. e. "Page 35, does anyone find something interesting in that page?" If so, students who found something relevant will raise their hand, quote the exact lines and explain what they mean to him/her. Everyone can interact and express their feelings.</p>
Comments:	When I do this with my students I realise what things are truly important for them, we have come across with very interesting topics such as situation of Cataluña in Spain, refugees, discrimination, bullying, the value of family... It is a very good activity to deep in students' point of views and feelings.

Topic:	BE WELL
Country:	Turkey
Name:	Our Emotions
Age:	7-13 years old
Duration:	30-40 min
Objectives:	-control emotions and expresses them appropriately. -observe the change in the emotions of themselves and their friends and find inferences about the reasons for this change.
Equipment:	Blankets (sheets, etc.), music player, colour cartons, crayons, glue, paper.
Description:	The masks that express the feelings are prepared in advance together with the students. (Happy, unhappy, angry, silent ...) The group is divided to form two teams, and the blanket held by the two leaders, separates the two groups. One person from each group approaches the batten. The leaders lower the blanket and try to tell the expression of the face of the person in front of the blanket. It is the mask that tells the feelings of the other person correctly.
Comments:	The teacher asks all the students what they felt. Students tell what they are feeling and thinking. They express their thoughts about empathy and understanding of the opposite.



Topic:	BE WELL
Country:	Turkey
Name:	Voice Photo
Age:	7-13 years old
Duration:	30-40 min
Objectives:	<ul style="list-style-type: none"> - develop the ability to express students' feelings using their bodies. - share their thoughts, desires, needs, and moods in concern with other people through body language.
Equipment:	–
Description:	<p>The students are told that they will create a photo without advance preparation.</p> <p>We will not give them any clues, we will improvise.</p> <p>"Now a volunteer friend will come here and create a pattern of a photo. You will study this pattern to try to understand what your friend is doing, where you are, who you are, how you feel. At the point when you think you understand, you will go to her/his side and join her/him to complete this pattern and you will create a photo. There will be six people in every photo to be placed.</p> <p>When your sixth friend joins the photo, the group will be completed. While the photo is being created; you have to be careful that the photos are playable - that an event, a movement and a conflict element is reflected in the photographs. When your photo is complete, the two photographers create a dialogue that reflects the element of a conflict between them. By these dialogues, you will be able to tell us about the event in the photo and your place in the world The transition from the body form to the dialogue and discussion is underway.</p>
Comments:	

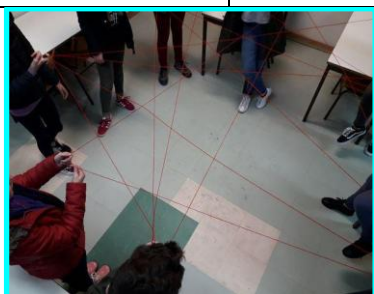
Topic:	BE WELL
Country:	Romania
Name:	The Riddle
Age:	6 -14 (primary school students)
Duration:	One lesson
Objectives:	-to develop the students' teamwork skills - to develop their ability to use the given information properly
Equipment:	Writing table / 2 sheets of flipchart, markers
Description:	The teacher divides students into 4-6 groups. S/he gives each group two words (advantages and disadvantages/good and bad behaviour) regarding, for example, the Internet. Each group is supposed to write the explanation/definition. No group knows what words the other group received. The teacher collects the explanation/definition written by the students and reads them. Each group is required to write down all the words given by the teacher to all groups at the beginning of the lesson. The materials can be collected on the poster.
Comments:	



Topic:	BE WELL
Country:	Poland
Name:	The Apple
Age:	7-14 (primary school students)
Duration:	5 minutes per a person
Objectives:	<ul style="list-style-type: none"> - to show the differences between good and bad emotions - to feel others' emotions - to promote well being among students
Equipment:	An apple
Description:	<p>Everyone takes an apple. They can describe it (how beautiful it is). Later they throw the apple on the floor, chair or desk. It changes the colour gradually while throwing. When it is destroyed and looks like rotten or some pieces are taken out, the students describe this apple again. The teacher comments that a bullied person feels like the apple. The students talk with the teacher about their emotions: before, while, after throwing and the feelings of the bullied person. Everyone is advised to write their own reflection on a piece of paper. They are collected on a poster which can be made after this activity.</p>
Comments	



Topic:	BE WELL
Country:	Portugal
Name:	Web
Age:	7 -13 years old
Duration:	30 - 45 m
Objectives:	- to develop values of citizenship, solidarity and respect for differences. - to promote well-being among students.
Equipment:	Colourful wool ball
Description:	<p>Teacher and students sit in chairs, in a circle. The teacher has a ball of wool in his hand and says "I am (name), I am ... (quality) and I like ..." and then throws the ball to a student, holding the wire end of the ball. This pupil holds/fasten the yarn in his finger and repeats, "I am (name), I am ... (quality) and I like ..." and throws the ball again to another student, not dropping the wool's yarn of his hand. Repeat this action until you reach the last student. At this point, the web is assembled.</p> <p>The teacher reflects with everyone the importance of being an integral part of the mesh formed and what can happen if someone drops their yarn, if someone pull it, if someone does a bad action ...</p>
Comments:	Staying in a circle, the teacher begins by asking if they enjoyed participating. Takes a positive response to ask why and if anyone else thought the same. With the web assembled, we explore the issues of being part of a society and how our action affects and can be affected by the actions of others.



Topic:	BE WELL
Country:	Italy
Name:	Good Manners
Age:	11 (students attending the first class of secondary school)
Duration:	30 minutes once a week
Objectives:	- to encourage and improve the relationships with others and the -to communication skills using good manners -to develop politeness as a social skill
Equipment:	Notebook , poster board, pen, pencil, colours, felt pens
Description:	<p>The teacher reads a rhyme about “good manners” and the students repeat it. The teacher explains them “politeness” is an important social skill that can help to make friends, succeed professionally, and show respect. After that the teacher invites the students to answer to some questions – “Are you polite?” “How many polite words do you know?”</p> <p>After this pair work activity, the teacher suggests them to draw the garden of good manners on their notebooks using the “magic words”.</p> <p>Then they prepare a paper poster about the “garden of good manners”.</p> <p>They also see these videos that will help them to improve communication skill.</p> <p>https://youtu.be/iOnIe9Qrz6s</p> <p>https://youtu.be/o1WJnbJDTS0</p>
Comments:	This lesson plan will help students to understand how important this social skill is to live together in a pleasant atmosphere (family, school, society).



Topic:	BE WELL
Country:	North Macedonia
Name:	Across the River
Age:	8-14-year-olds
Duration:	20 – 25 minutes
Objectives:	<ul style="list-style-type: none"> -introduction to the concept of facing failure while studying -learning to make a plan for surpassing failure while studying -inciting initiatives for self-engagement and timely request for help -accepting failure as an integral part of everyday life and work
Equipment:	<ul style="list-style-type: none"> · Student / Teacher Worksheet “Across the River” · Teacher worksheet “The Solution” · Paper and pens/pencils · River made of recycled plastic bags (optional) <p>APPENDIX 1 Be well Macedonia</p>
Description:	<p>Students sit in a circle. The teacher presents the problem to be solved by reading out loud the story from the worksheet “Across the River”. Students are asked to make groups of 4-5. In each of the groups the students should appoint the roles of the man, the wolf, the lamb and the stack of hay to each other. If there are more students, the rest of them act as helpers/observers. Each of the groups should try all possible ways for how the man can get the lamb, the wolf and the stack of hay across the river without any of them ending up eaten. They get 15 minutes for this activity. After that the groups that have the solution act it out for the others to see. In case none of the groups finds the solution, the teacher gives it, while some of the students act it out.</p>
Comments:	<p>This activity should help students to realize that both success and failure are an integral part of our lives. Also, they get to feel that every success motivates them to learn and achieve more by increasing their self-confidence. In order to achieve some sort of success, it is not enough to simply repeat things in vain, but to analyse the situation and make a solid action plan.</p>

5.2. BE ECO

“EARTH provides enough to satisfy every man’s need, but no every man’s greed “ - Gandhi
We are living in an extremely unhealthy environment , harmful to all living beings. “The world is in our hands.” We have to protect it , preserve our natural resources and, where possible, to repair damage and reverse trends. This topic focus the attention to preserve, enhance and embrace the natural features of the land.



Topic:	BE ECO																																									
Country:	Lithuania																																									
Name:	Packaging Audit																																									
Age:	10-14																																									
Duration:	A week																																									
Objectives:	-to provoke thought on recycling and waste management -to learn about the amount of rubbish we throw away																																									
Equipment	A sheet that will be used to record the items bought each week																																									
Description:	<p>In this activity students will analyze the amount of packaging that is brought into their home each week by carrying out a packaging audit. Students will be looking at the packaging around the products their family buys each week. They will be counting the number of layers of packaging around each product, and analyzing what the packaging is made from and where it goes after unpackaging.</p> <p>A sheet that will be used to record the items bought each week should be designed. Here is an example:</p> <table border="1"> <thead> <tr> <th>How packaged?</th> <th>Number of items bought</th> <th>Packaging is made of</th> <th>Packaging can be recycled</th> <th>Packaging can be re-used</th> <th>Packaging cannot be recycled or re-used</th> <th>Where does packaging go in my family</th> </tr> </thead> <tbody> <tr> <td>Loose</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>One layer</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Two layers</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>More</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							How packaged?	Number of items bought	Packaging is made of	Packaging can be recycled	Packaging can be re-used	Packaging cannot be recycled or re-used	Where does packaging go in my family	Loose							One layer							Two layers							More						
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	Loose																																									
	One layer																																									
	Two layers																																									
	More																																									
<p>After one week the teacher should collect all the record sheets. Students can now study these as a class to find out:</p> <ul style="list-style-type: none"> • The ratio of loose to packaged items e.g. there are 5 loose items bought for every 20 packaged items. • The average amount of packaging (number of layers). • The breakdown of packaging materials – which material is used the most? Why do you think this is? • How much of the packaging can be recycled? • How much of the packaging can be reused. 																																										
Comments:	<p>Discussion</p> <ol style="list-style-type: none"> 1.What does over-packaging mean? 2.What proportion of your weekly household rubbish is packaging? 3.Why is packaging important? 4.What might be done to reduce the amount of packaging waste? 																																									

Topic:	BE ECO
Country:	Lithuania
Name:	Decomposers Activity
Age:	7-14
Duration:	A week or more
Objectives:	-to provoke thought on recycling and waste management -to learn about the amount of food we throw away
Equipment:	A paper plate with food A ziplock bag A strip of heavy-duty tape A label A cup of water APPENDIX 1 Be eco Lithuania
Description:	Students put the food that they have not eaten for their lunch onto the paper plate, pour some water, seal the plate with the food in a ziplock bag, stick a label with the date and name on the bag and put it in a warm place. The students observe the process of decomposition. After it is finished they may use the substance in a school garden as a fertilizer.
Comments:	<ol style="list-style-type: none"> 1. Students observe the amount of food they throw away, 2. They find out the way how to use the waste effectively.



Topic:	BE ECO
Country:	Spain
Name:	We Love Recycling
Age:	any age
Duration:	Permanent
Objectives:	<ul style="list-style-type: none"> - to raise awareness of the importance of recycling - to change students and teachers recycle habits -to protect our environment - to teach students how to recycle, how to separate different waste
Equipment:	Blue bins and yellow bins/ two different empty boxes
Description:	<p>We have equipped all our school with recycling bins, there are two types of bins. Blue bin is for all types of paper and yellow bins is for plastic.</p> <p>When we have paper that we don't use anymore we put it in the blue bin (old students works, last two/three year exams, extra copies that came out as mistakes...)</p> <p>The yellow bin is used for the plastic that comes from students snacks for break time or when we do arts and crafts.</p> <p>Once or twice per month students will go to the big recycling bins that we have around the school to empty the school bins so that they become aware of the importance of recycling.</p>
Comments:	<p>Also we recycle glass in our school and bottle corks</p> <p>We consider that recycling is very important so we cannot design short term activities but permanent ones.</p>



Topic:	BE ECO
Country:	Turkey
Name:	Reassessment of Waste
Age:	7-14
Duration:	45-60 minutes
Objectives:	-developing students' creativity and design skills -prevention of environmental pollution by decreasing the amount of waste, reuse of waste materials
Equipment:	Any kind of household waste that they can use scissors glue various ropes and papers
Description:	Firstly students design the musical instrument they want to make, Then they use their creativity to make this musical instrument from what they want.
Comments:	In this event, if the teacher wants, they may invite their parents to attend the activity together with their students.

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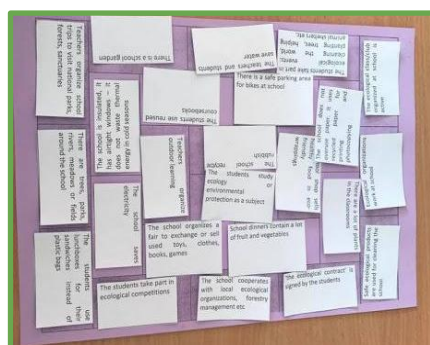
Topic:	BE ECO
Country:	Turkey
Name:	Environmental Education By Music
Age:	7-14
Duration:	60
Objectives:	-to be aware of the child's surroundings -to live in a better quality and clean environment in the future and to reduce environmental problems in the 21st century to a minimum,
Equipment:	Musical instruments made by students from the recycled waste materials
Description:	1.Song about the environment for a class or school chorus, creation of the repertoire. 2.In music lessons, students will be able to imitate the voices of natural phenomena they hear in their surroundings, animal sounds that are a part of the life cycle. 3.Listening to works related to the environment.
Comments:	Teachers can also give environmental education in different dimensions through music, using their own creativity



Topic:	BE ECO
Country:	Romania
Name:	My Greeting Card (Making greetings for Environment Day)
Age:	6-14-year-olds
Duration:	45-50 minutes
Objectives:	<ul style="list-style-type: none"> -to develop creativity - to develop communication skills and group cooperation - to increase confidence - to develop a positive attitude towards the environment
Equipment:	Coloured cards, stickers, seeds, straw, glue, adhesive tape, colored paper, cloth
Description:	<p>1.The teacher asks simple questions to make students familiar with the topic of the activity:</p> <p>"What is the environment / nature?"</p> <p>"Do you know there is a date when everybody celebrates the Environment Day?"</p> <p>"What wishes can we send on this day?"</p> <p>2.The students are given the materials to make the cards (coloured cards, stickers, seeds, straw, glue, adhesive tape, coloured paper, cloth).</p> <p>The students can choose the colour of the greeting card and the materials they use.</p>
Comments:	It is good to encourage children to make decisions regarding the type of materials they use and how they can be combined. It is an activity that stimulates the creativity of everyone but also the communication skills and cooperation within the group.



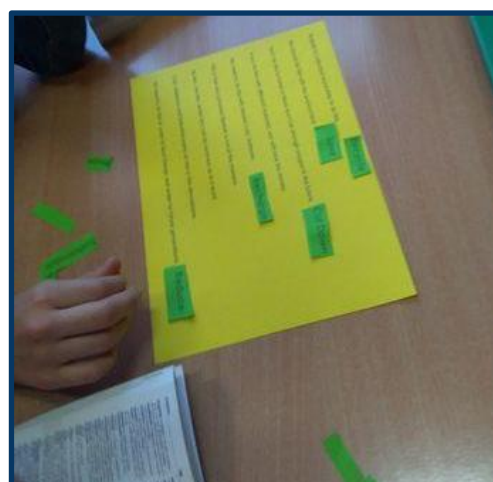
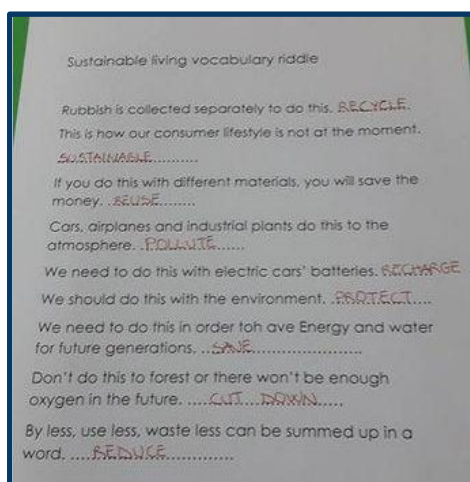
Topic:	BE ECO
Country:	Poland
Name:	Eco School
Age:	9-14 (primary school students)
Duration:	One lesson (45 minutes)
Objectives:	-determining the factors which show whether the school is eco friendly -supporting his/her own opinion
Equipment:	The board, 24 cards for every group (APPENDIX 3 be eco Poland)
Description:	The students are divided into groups of four. Each team receives the board and the 24 cards. The cards contain factors which are essential for a school to be eco friendly. The board contains 3 kinds of areas: the fields number 1 show the most important factors, number 2 – less important and number 3 – the least important. The cards are shuffled and distributed between the students. They read the cards and decide how important these factors are. The student who starts the game chooses the card which contains the most important opinion and puts the card on the area number 1. The others do the same. Later they choose cards to put on the area number 2 (every student puts 2 cards), later – on number 3 (every student puts 3 cards). The game finishes when all the cards have been arranged on the board To sum up the activity, all the groups tell which factors are the most important. They write the results on the common poster. The class checks which factors are introduced in their school and which not – how eco friendly the school is. They discuss what should be changed in their school.
Comments:	



Topic:	BE ECO
Country:	Portugal
Name:	Tree of Commitments
Age:	8-12
Duration:	45 m
Objectives:	<p>-to give visibility in the school to activities related with Be Eco.</p> <p>-to make students responsible for their actions, setting in the tree the commitments of all those who intend to defend the forest.</p> <p>-to promote native forest and native species.</p>
Equipment:	<p>Cards for the students.</p> <p>A big tree done with recycled materials (old newspapers, recycled paper..) or a big broken branch from a tree to fix the sentences done by the students.</p> <p>APPENDIX 4 Be eco Portugal</p>
Description:	<p>Participants will be challenge to write a commitment in the commitment card regarding protection, prevention and intervention in the forests of their country.</p> <p>The students post/stick their commitments in the tree.</p>
Comments:	<p>It can also be used a real tree at school, lined up, in order to facilitate the setting of commitments without harming the tree.</p> <p>Example: dressing the tree with a cork board, or with fabric or otherwise decided by each country. Subsequently the "commitments" can be posted inside the school, in a visible place.</p>



Topic	BE ECO
Country	Italy
Name	Eco-friendly Living Vocabulary Riddle
Age	12/13
Duration	60 minutes
Objectives	- to enhance memory power and speaking/writing skills as well - to develop concentration trying to remember answers from the previous readings
Equipment	Previous readings about - The 3 Rs, Green school, Care for Earth, Pollution, Deforestation - Board, some sheets , pen/pencil APPENDIX 5 Be eco Italy
Description	Write the clues on the board/sheets or gives the clues orally and ask the students to think as well as find out what it is. It can be played individually or in small groups to encourage them. At the end of the activity they will read their answers. Who will give the right answer gets a point for each correct word. The teacher will congratulate the winner. It can increase “active learning” among students.
Comments	



Topic:	BE ECO
Country:	North Macedonia
Name:	Don't Get Wassted
Age:	8-14-year-olds
Duration:	45-60 minutes
Objectives:	<ul style="list-style-type: none"> - increasing awareness of how students can avoid sending waste to the landfill - interacting with each other
Equipment:	<ul style="list-style-type: none"> · Laminated cards with pictures of waste items (eg. Glass bottle, newspaper, etc.) · Clothespins · Cards with suggestions for material, both realistic and idealistic to assist facilitator with guided discussion (see second attachment) · REDUCE, REUSE, RECYCLE, TRASH, and COMPOST signs (see below) <p>APPENDIX 6 Be eco North Macedonia</p>
Description:	<p>Use a clothespin to attach a card to each player's back. Tell the players that each card represents an item that often ends up in a landfill.</p> <p>Explain that each player is expected to find out what kind of waste item is on his or her back.</p> <p>Each player will then ask "yes or no" questions to other players that will help him learn the identity of his waste item. The other players will answer these questions as appropriate. (Clues can be given if a player gets stuck).</p> <p>Throughout the room signs saying REDUCE, REUSE, RECYCLE, TRASH, and COMPOST will be posted. After each player has discovered the identity of his/her waste item, he/she will go to the sign in which he/she feels his material belongs (i.e. newspaper = recycle, banana = compost).</p> <p>Then have each participant tell what their material was and other possible ways it could be handled in (i.e. newspaper = compost).</p>
Comments:	This activity should help students to realize what the difference between Reducing, Reusing, Recycling and Compost is.

5.3. BE SAFE

Providing a safe and secure environment at our schools is priority each and every day. We also intend to equip our students with safety skills used in everyday life.

BE SAFE, the second topic of the Give 5 Healthy Living Toolbox, includes activities to ensure our students to know how to react correctly during natural disasters and in emergency.

The partners proposed activities on first aid skills, traffic safety, the role of a friendly policeman as well as role-plays to promote right conduct in crowded areas. The activities aim at introducing appropriate behaviour patterns when our students can be in emergency.

Talking to our students about safety being a top priority should be a practice teachers must continue to preach throughout the school year.



Topic:	BE SAFE
Country:	Lithuania
Name:	First Aid Skills. An Emergency Call. A role play
Age:	10-14
Duration:	45 minutes
Objectives:	<ul style="list-style-type: none"> - to provoke thought on behavior in case of emergency - to remind the emergency service phone number - to provoke thought on the information which is important to the operator
Equipment:	Cards with the text Recorded message APPENDIX 8 Be safe Lithuania
Description:	<p>Up to 6 students are required.</p> <ol style="list-style-type: none"> 1. The friend (patient) 2. The child 3. The emergency number operator (We have 112 in Lithuania) 4. Recorded message 5. Emergency operator 6. The ambulance siren! <p>Each part has a separate card. Hand these out to the students and ask them to read them through. Each student is then asked to pretend they are the person on their card and act out the play. At the end you can discuss with the class what to do if a first aider does not know the address or phone number where the emergency is occurring, or are not sure what information is important to tell the operator.</p>
Comments:	Students must know what to do if you can't find a phone or adult help; know emergency numbers; discuss with family members what to do in an emergency.



Topic:	BE SAFE
Country:	Spain
Name:	It Is an Emergency
Age:	Any level
Duration:	1 Session
Objectives:	- to get children to use social and language skills in dramatic play to understand and identify emergencies.
Equipment:	- play props including a toy phone
Description:	<p>1 Gather children to talk about emergencies. Ask, "What is an emergency?" Together, list emergencies that children have experienced or heard about: a fire, someone choking, someone who is lost. Write their responses on an experience chart and read them back. Summarize their thoughts into a few basic "emergency statements," such as "It's an emergency when someone is hurt or won't wake up or when someone can't get help themselves." Talk about actions children can take in an emergency, including telling an adult.</p> <p>2 Explain to children: "We're going to take turns pretending there is an emergency. When you think you see an emergency, come sit near me." Go over your emergency plans once more.</p> <p>3 With a volunteer, act out one of the examples you listed together. Perhaps the child could pretend to fall, her eyes would close, and she wouldn't wake up to your calls. You could say, "Dietra, Dietra, are you OK?" When Dietra does not answer, pretend to call 911 or the emergency phone number in your area. Later, act out various other emergencies listed on your chart, allowing children to dramatize the situations.</p>
	<p>For younger children: Provide an assortment of toy emergency vehicles children can use to further explore emergency situations.</p> <p>For older children: Give them additional emergency situations to solve. Be sure that these scenarios are not too intense or frightening but will allow children to consider appropriate ways of addressing the emergencies.</p> <p>Remember: You might prepare further activities to help children practice saying their first and last names clearly, reciting their addresses, and using a phone to call for help.</p>

Topic:	BE SAFE
Country:	Spain
Name:	Our First Aid Kit
Age:	7 - 8 years old
Duration:	45 - 50 minutes
Objectives:	- to be aware of the importance of having a first aid kit at school (or carrying it in excursions) to help in an emergency situation. .To learn and to pronounce well specific vocabulary.
Equipment:	· Cardboard, scissors, glue, pencil and crayons. · Video: https://www.youtube.com/watch?v=aK9xrsK7vPg · APPENDIX 9 Be Safe Spain
Description:	Students sit in groups of 5/6. The teacher explains why is necessary having a first aid kit at school and carrying it when going on an excursion. After that, students will watch a video about the main things that a first aid kit should have, on the Interactive Digital Board. They will also be shown images with the vocabulary and then students will deal with the pronunciation of the new words by repeating after the teacher. Then, they will colour, cut out and make their own first aid kit. Finally, students will present orally their handicrafts.
Comments:	This activity helps students to realize that having a first aid kit at school (excursion) or even at home is of crucial importance to help people in an emergency situation. Everything can be adapted to the characteristics of the students and the school centre.



Topic:	BE SAFE
Country:	Turkey
Name:	Natural Disasters
Age:	7 - 14 (primary school students)
Duration:	For a week
Objectives:	- to know how to take precaution in case of Natural Disasters - to know what to do during natural disasters
Equipment:	Newspaper replicas, pictures, slogan posters, posters, poems, letters, photos
Description:	The students will make a display by arranging newspaper clippings, pictures, slogan letters, posters, poems, letters, photographs and create a mural. The poems, writings and pictures they made about Natural Disasters will be on display.
Comments:	Students will learn about all aspects of natural disasters with this study and learn that other students in the school must be aware of it.



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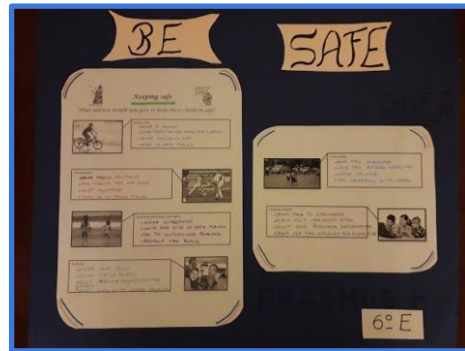
Topic:	BE SAFE
Country:	Turkey
Name:	Traffic Safety - Traffic Signs
Age:	7 - 14 (primary school students)
Duration:	40 - 45 minutes
Objectives:	The students will notice the elements of traffic that they may encounter.
Equipment:	Various paper, cardboard and waste materials, glue, scissors.
Description:	<ul style="list-style-type: none"> - the students search for the traffic rules using different resources in their surroundings. - students share what they have learned with friends in school. - activity is performed to learn visual traffic elements. Three dimensional traffic sign studies are done.
Comments:	Care must be taken to ensure that the names of streets, pedestrian crossings, school passes, traffic police (pedestrian-related behaviour), traffic lights, traffic signs and vehicle words are used during the event.



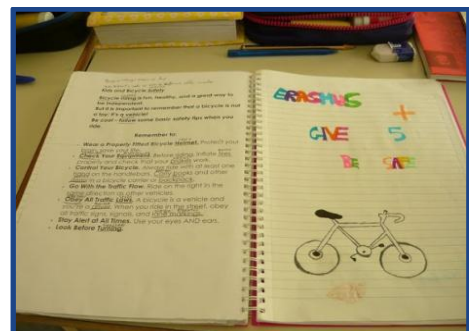
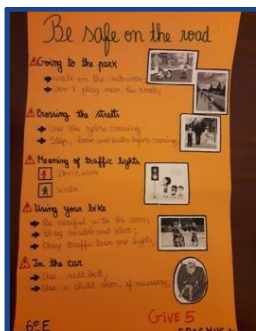
Topic:	BE SAFE
Country:	Romania
Name:	My Friend, the Policeman
Age:	10 - 12
Duration:	45 minutes
Objectives:	<ul style="list-style-type: none"> - learning traffic signs and road rules - forming preventive behaviour skills of current pedestrians and future road users - inter-institutional prevention cooperation - prevention of traffic accidents - prevention of juvenile victimization and juvenile delinquency - forming positive attitudes towards employees of institutions acting in emergency services
Equipment:	posters, cards, chips, boards, diplomas, informative materials
Description:	<p>Based on the educational partnership established between the Izbiceni Gymnasium School and the Izbiceni Police Department, the local policemen participates at a meeting with pre-school and school children.</p> <p>The goal is to involve school children in attractive activities, and through the play, stories and pictures teach them to understand what is good and what is bad.</p> <p>Police can also present several issues regarding the prevention and combating of physical, verbal or other aggressions that can be exercised over pupils. They can help to raise awareness of the problem of violence in this environment by students or teachers..</p>
Comments:	During this activity, students can learn traffic rules on public roads, the meaning of the colors of the electric traffic lights .This activity also should aim to strengthen the police-school partnership in order to develop an anti-criminal and antivictimal educational process.

Topic:	BE SAFE
Country:	Poland
Name:	Survival Chain
Age:	8 - 12
Duration:	45 minutes
Objectives:	- learning the first aid elements - acquiring some first aid skills and making them automatic
Equipment:	Materials to make the circles on the floor (for example ribbons or hula hoop), the cards with the names of the survival chain elements (they can be drawn on the board), materials for the poster (paper, pens)
Description:	<p>Several elements of the survival chain are identified:</p> <ol style="list-style-type: none"> 1.Safety 2.Checking the consciousness 3.Calling for help 4.Checking the breathing 5.Resuscitation 6.The ambulance <p>1. The teacher presents the survival chain (see the attached document with the circles) and gives some information on every element (see some basic information in the attached document). The information depends on the students' age.</p> <p>2. The students make the circles on the floor (ribbons or hula hoop) and practice naming the elements of the survival chain.</p> <p>3. Then, the students practise one by one. They come into the first circle, say the name (SAFETY), give the information learnt, go into the next circle and so on till the last circle.</p> <p>4. Later the students make „The survival chain poster‘. They are divided into 6 groups. Each group works on one element of the survival chain. They draw the picture in 'the paper circle' to illustrate the topic. The class puts the circles together on one poster.</p>
Comments:	During a 45 - minute lesson, a teacher can teach the names of the survival chain and gives basic information. Students can practice one by one and draw simple pictures.

Topic:	BE SAFE
Country:	Portugal
Name:	Keeping Safe
Age:	7-13 years old
Duration:	45 minutes
Objectives:	<ul style="list-style-type: none"> - to develop values of citizenship, solidarity and respect. - to promote well-being among students. - to investigate, plan and practise strategies to promote health, safety and wellbeing
Equipment:	Worksheet, board and writing material APPENDIX 10 Be Safe Portugal
Description:	Students are asked to make groups of 4-5. In each of the groups the students should think of two advices for each topic. After, students will work as a class and all the groups will give suggestions to fill in the worksheet.
Comments:	It can be done a poster with the worksheet to be posted in the school or a flyer to give to the students.



Topic:	BE SAFE
Country:	Italy
Name:	Keeping Kids Safe on the Roads
Age:	11-14
Duration:	A week or more
Objectives:	<ul style="list-style-type: none"> - recognising the different parts of the road and know how to behave - having the skills and knowledge to cross the road safely Identifying safe places to play - knowing safe cycling practices - having appropriate behaviours in and around a vehicle
Equipment:	<p>Some videos :Traffic Rules And Signs For Kids Tips for Road Safety for Kids</p> <p>https://youtu.be/bUwPNVEBZxA How to Cross the Street</p> <p>https://youtu.be/Htr-SMmP5uM Always Wear A Helmet</p> <p>https://youtu.be/NF8CiNXEmcU</p> <p>Readings about this topic</p> <p>Appendix 11 Be Safe Italy</p>
Description:	After some readings and videos the students will explain what is necessary to do in some situations (you can use the worksheet). They can also write a dialogue or practise role play explaining how important is to have a good behaviour for a safety life.
Comments:	To test their knowledge , students can enjoy trying to solve some anagrams for example : Our topic - DOAR TYSAFE Reach the pavement on the other side - ROCSRS The stripes on the road where you can cross – BEZAR GINSSOCR People walking - STPEDAINER It's yellow, red and green - FARTICF GILHT

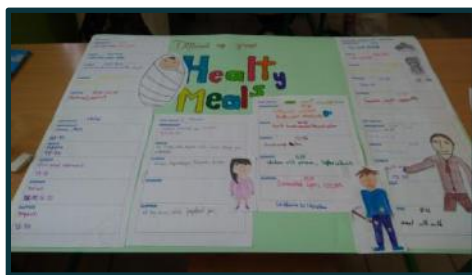


Topic:	BE SAFE
Country:	North Macedonia
Name:	Too Many People – Too Little Space
Age:	11-14-year-olds
Duration:	45-60 minutes
Objectives:	<p>-increasing awareness of potential dangerous situations students might encounter in certain places (cafès, discos, stadiums, concerts, playgrounds) and at certain hours (late evening)</p> <p>-introducing appropriate behaviour patterns, i.e. motivating students to adapt their behaviour according to a specific place / situation</p> <p>-making students understand the need for safety rules and restrictions</p>
Equipment:	-
Description:	<p>Involve students in an activity where you deliberately create a crowded situation and develop a short discussion on how they felt and if they faced certain dangers.</p> <p>Divide students in 7 groups. Name 5 potentially dangerous situations they need to think about and act out, e.g. at a stadium, at a concert, on a school trip, at the playground and getting home late in the evening. Inform students they need to pay attention to the following questions:</p> <ol style="list-style-type: none"> 1.Which situation did you choose? 2.What potential dangers did you choose to present? Why is that important? <p>After that, develop a discussion with the whole class:</p> <ol style="list-style-type: none"> 1.Name situations that involve a large number of people in one place. What are the potential dangers in each one of them? What’s the difference between being alone and in a group? 2.Are there any risky/dangerous places on your way home from school late in the evening? What are they? Why are they dangerous? 3.How do you need to act in such situations? Who do you need to ask for help? 3.How should you react when an unknown person tries to start a conversation with you late in the evening?
Comments:	

5.4. BE NOURISHED

Nowadays the eating habits are changing everywhere and the use, and abuse of manufactured food, is increasing considerably due to rhythm of life that our society demands (lack of time to prepare traditional food, ignorance of the ingredients used in manufactured food, immediacy in getting everything ...). For these reasons the amount of fast or take away food the population is consuming grows every day. These kind of food is proved to be not as healthy as traditional food is. For this reason the main aim of this dimension of the project is to make people aware of the importance of eating healthy food and come back to more healthy eating habits. This topic encompasses not only traditional dishes but also take into account the food pyramid to have a balanced diet, the interest to know what we are actually eating or the importance of water in our diet and life.

In conclusion, the topic aims to give people the opportunity to get their health better.



Topic:	BE NOURISHED						
Country:	Lithuania						
Name:	Food Additives						
Age:	10-14						
Duration:	45 min						
Objectives:	<ul style="list-style-type: none"> - to identify food additives - to understand different sources of food additives - to understand different roles and functions of food additives in food 						
Equipment:	<p>APPENDIX12 Be Nourished Lithuania</p> <p>Food labels (photos taken at shopping centers or found at home)</p> <p>List of food additives</p> <p>A table for filling in the information</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Food product</th> <th style="width: 33%;">Additives found in a food label</th> <th style="width: 33%;">Why is the additive added?</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Food product	Additives found in a food label	Why is the additive added?			
Food product	Additives found in a food label	Why is the additive added?					
Description:	<p>The teacher asks students to look for food labels at home or in the shop (the more ingredients the product contains the better).</p> <p>The teacher presents the list of food additives and describes their functions in a food product.</p> <p>Students work in groups (3-4) and try to find food additives in food labels.</p> <p>They fill in the table and present their research results in class.</p> <p>The teacher and students discuss positive and negative aspects of using food additives in the food they us..</p>						
Comments:	Students must know how to understand food labels, identify useful and useless or even harmful food additives.						



Topic:	BE NOURISHED
Country:	Spain
Name:	A Nourishing Advertisement!
Age:	7-14 years old
Duration:	2 lessons of 45 minutes.
Objectives:	<ul style="list-style-type: none"> - to promote healthy food habits - to highlight the healthy properties of some typical products (from your country or your region) - to bear in mind the food pyramid to cook a nourishing breakfast. - to record a video
Equipment:	<ul style="list-style-type: none"> · Video camera/mobile phone · Healthy food · A poster of the food pyramid (cardboard, felt tip pens, rulers, ...) · Web page: https://youtu.be/0KbA8pFW3tg · The IDB and a computer
Description:	<p>In a lesson of Natural Sciences, the teacher explains the different groups of the food pyramid and how to mix them to get a balanced and a healthy diet. The explanation will be supported with a video to be played on the Interactive Digital Board. After that, students design a poster. Then, both students and teacher write a short script for children to act it out. Finally, the teacher will record the video of the advertisement.</p>
Comments:	<p>This activity will help our students to be aware of the importance of having healthy food habits, it will also help them to collaborate at home by cooking creative, balanced and nourishing dishes. Students will also practise the English language in a correct way and with an element of fun.</p> <p>Everything can be adapted to the characteristics of the students and the school centre.</p>

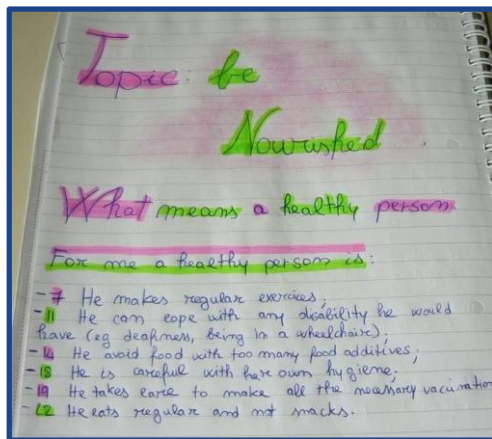
Topic:	BE NOURISHED
Country:	Romania
Name:	Influences on Health – Scenarios
Age:	10-14
Duration:	30 minutes
Objectives:	<ul style="list-style-type: none"> - identification of positive and negative influences on health - demonstrating that health is influenced not only by behavior, but also by social and environmental factors
Equipment:	<p>One copy of the "Scenarios" material- APPENDIX 14 Be Nourished Romania flipchart / board, paper, pens / pencils</p>
Description:	<ol style="list-style-type: none"> 1. Divide participants into groups of 3-5 people. 2. Give each group a scenario and ask them to list the factors that influenced the person in the case study. 3. Ask them to answer questions about the case study. 4. Then, the participants have the task of listing the influences identified on large sheets, and then present them to the classmates.
Comments:	Ask participants to create their own scenarios about health influences, such as: the work environment; group pressure; advertising; pollution; self-image.



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Topic:	BE NOURISHED
Country:	Romania
Name:	What Means a Healthy Person
Age:	10-14
Duration:	30 minutes
Objectives:	- to encouraging students to identify healthy behaviours
Equipment:	One copy per participant - "What means a healthy person "- APPENDIX 22 Be Nourished, Romania pens / pencils
Description:	<p>1. Ask the participants to read carefully the statements in the worksheet and mark the top six of them. They have to do so very quickly to have the "first reaction" answer.</p> <p>2. Then, set up teams of two to share the answers to each other.</p> <p>3. Discuss the results obtained in the large group and guide the discussion on the participants' definition of health. Emphasize the aspects of physical, mental and social health.</p>
Comments:	Make a collage of press articles, advertisements, etc. about what health means.



Topic:	BE NOURISHED
Country:	Turkey
Name:	Food Safety
Age:	10-12 year old students
Duration:	45 minutes
Objectives:	<ul style="list-style-type: none"> - to comprehend food safety and health interactions, - to be able to explain the principles of healthy and qualified food purchase, - to be able to name the danger related to buying and consuming unhealthy food, - to be able to say the principles of storage of purchased foods,
Equipment:	<p>Blackboard, pen and papers (Flip-Chart),</p> <ul style="list-style-type: none"> • Cards with food names and storage media, • Brochures related to the subject, • Picture messages, • Cardboard, scissors, tape. <p>APPENDIX 13 Be Nourished Turkey</p>
Description:	<p>The teacher gives a 10-minute talk about nutrition”. Next, s/he wants to create a story about the purchase, cooking and storage of food together with the students. The participants produce a sentence in accordance with the previous sentence. This continues until the last participant. The teacher can start the story with the following sentence. Ala Ayse, goes to the market to buy something for dinner. The participants continue to create sentences for the story. The teacher limits the story to 10-12 sentences. Introduction: The educator emphasizes the importance of ensuring food safety from field-to-table at every stage of the production-consumption chain to prevent diseases caused by food pollution. The food chain begins in the field, in the garden and in the barn; It states that it ends at the table with the stages of processing, transportation, storage, sales, preparation, cooking and service and explains the aims and objectives of education. Procedure: The educator asks to create a shopping list for a designated dinner.</p>
Comments:	

Topic:	BE NOURISHED
Country:	Poland
Name:	Food Choices
Age:	10-14
Duration:	45 min
Objectives:	<ul style="list-style-type: none"> - to identify factors affecting food choices - to understand what healthy food is - to motivate students to do research on their own and share the knowledge with others
Equipment:	a sheet of paper to make a list of factors affecting food choices, a sheet of paper to make a class poster, coloured pens, ICT equipment to watch a short film or show a presentation
Description:	<ol style="list-style-type: none"> 1. Students are asked to research the healthy eating topic and the food pyramid at home. 2. During the lesson they discuss what factors influence the individual's diet and make the list of factors affecting food choices. The results are written on a piece of paper. 3. Students are divided into 6 groups and given the task: "Prepare one day healthy meals for: a baby/ a 9 –year- old child / a teenager/ an adult (white collar worker), an adult (manual labourer)/ an elderly person. Every group works on one age group. 4. Students are advised to: take into account the meals typical of their country, write down the times of the meals, take into account their local cuisine 5.The teacher prepares the sheet of paper to make one common poster. S/he sticks the list of the factors affecting food choices and draw simple pictures that represents the six age groups. 6. The students stick the daily meals on the common poster. 7. To sum up, they discuss the similarities and differences between the groups.
Comments:	

Topic:	BE NOURISHED
Country:	Portugal
Name:	How To Read Food Labels
Age:	10-14 years old
Duration:	45-90 minutes
Objectives:	<ul style="list-style-type: none"> -knowing what is in the products students are consuming -understand much more about food ingredients -learn which foods contain a higher amount of healthy ingredients and which foods contain ingredients they need to avoid
Equipment:	Internet connection; informative sheet; labels worksheet (1,2,3); comparing labels worksheet
Description:	<p>Beginning by watching the video at https://fit.webmd.com/teen/food/videos/videoread-the-label.</p> <p>Give the informative sheet “Food Label Guide” about what is in a label and what it means. Help students to read and understand it.</p> <p>After, divide the students into pairs and give each student the labels that are in the labels worksheet (you should have enough copies to give each pair of students a pair of labels). Give students the last worksheet (comparing labels worksheet) for them to analyse and compare the two labels and answer the question.</p> <p>Have the students cut-out and bring to school food labels from packaged food items that they use a lot in their homes. Have the students trade food labels with their classmates, analyse and compare the two labels and make a chart with “Good for your health” and another with “Bad for your health”.</p>
Comments:	<p>This activity helps students know what they’re putting into their body. As the saying goes, “You are what you eat.” knowing what to avoid is as important as knowing what healthy ingredients to look for in a product.</p>



Topic:	BE NOURISHED
Country:	Italy
Name:	Healthy Eating
Age:	11 - 14
Duration:	2 lessons
Objectives:	- balanced eating
Equipment:	Posters, worksheet, board, informative material APPENDIX 17 Be Nourished Italy APPENDIX 18 Be Nourished Italy
Description:	<p>First explain the concept of the <i>pyramid – food</i> at the bottom is the most important and <i>food</i> at the top the least important/healthy.</p> <p>With pupils in groups, give them one minute to think of as many types of food as they can.</p> <p>Tell pupils to put their foods into two lists – healthy food and unhealthy food. At this stage, don't tell them if they are right or wrong.</p> <p>Give out the worksheet to pupils and tell them to write the names of the groups on the correct line, working individually.</p> <p>Check as a whole class and explain the concept of the pyramid – food at the bottom is the most important and food at the top the least important/healthy.</p> <p>Tell pupils to think of more food which fits into each group on the pyramid and write it on, using their list of food from stage 3 to help.</p> <p>Tell pupils to think about their eating habits and write what they usually eat in a day (using the present simple and possibly quantifiers), e.g. 'I eat lots of rice, some vegetables like carrots and cabbage...' You may need to give an example first.</p> <p>Pupils compare their eating habits and see who the healthiest eater in their group/class is.</p>
Comments:	This activity aims to develop primary pupils' understanding of healthy, balanced eating and provides practice of basic food vocabulary.

Topic:	BE NOURISHED
Country:	North Macedonia
Name:	Food For Health
Age:	10-14
Duration:	An hour + previous internet research
Objectives:	<p>-students should be able to identify what foods/drinks are useful for particular health conditions</p> <p>-to gain greater understanding of the useful ingredients/nutrients of a particular product/fruit/vegetable, etc.</p> <p>-to increase awareness of the importance of a healthy and balanced diet for a healthy lifestyle</p>
Equipment:	Worksheets, internet research files, pictures / drawings of healthy foods / drinks, poster papers, glue, scissors, crayons, felt-tip pens, etc. APPENDIX 19 Be Nourished North Macedonia
Description:	<p>With larger classes, students can be divided in 7 groups, so each one gets to do a research on one of the health conditions suggested. With smaller classes, groups get to do research on two/three of the suggested health conditions. Each of the groups also gets a worksheet with the products and the plate, so they can discuss and decide how to categorize the products depending on the health condition they are working on.</p> <p>When done, students are encouraged to add more suggestions based on their internet research. Each of the groups gets to present what they have learnt. Students from other groups are encouraged to ask questions and make additional suggestions. Teachers and students get to decide whether their work will be presented on one or more poster papers.</p> <p>When done, all the students agree on a healthy food word (e.g. lemon, vitamin, soup, etc.) in their mother tongue to be “written/spelt” with their bodies, arms, legs (something similar to the Twister game).</p>
Comments:	It is important for students to be fully aware of the importance of healthy food and a balanced diet, as well as of the usefulness/nutritional values of the products they are surrounded by.

5.5. BE FIT

BE FIT is the 5th topic of the Give 5 Healthy Living Toolbox. It comprises activities related to the physical health and wellbeing of students and pupils. Its purpose is to assist in creating good practices promoting everyday gymnastics, outdoor games, dancing and athletics into resourceful means for maintaining a healthy body. Engaging into BE FIT activities would not only help students to develop healthy living habits, but also to keep themselves fit, strong, properly developed and motivated for higher achievements during the learning process. Today's highly technologically equipped world indispensably requires firm consciousness about the importance of being physically active and the benefits this brings to all the aspects of our lives.



Topic:	BE FIT
Country:	Lithuania
Name:	Be Strong With Fun
Age:	7-12
Duration:	45 min.
Objectives:	- to strengthen the main muscle groups, to promote pupils' communication and cooperation.
Equipment:	The game board, a game dice, counters (for playing on the game board), volleyball balls, basketball balls, jumping -ropes, gym mats. APPENDIX 20 Be Fit Lithuania
Description:	<p>There are 10 stops in the gym in which the students complete the exercises. The pupils do the warming-up for 5-7 minutes (running, exercising, stretching exercises, active games). After they are divided into groups of 4 to 6 students.</p> <p>Each team chooses a counter with which the game will be played, all the teams draw lots to find out the order they will start the game. The team that pulls out the first number, throws the dice and moves the counter they have chosen on the geometric figure, the number of which has dropped out. The team goes to carry out the task that is specified by the geometric figure. The same procedure is followed by all the other teams. After completing the task, the students return to the game board and throw the dice again. And the process goes on until it reaches the finish. The teams do not have to follow their queue. The faster they finish the first exercise the sooner they may start another one.</p> <p>If the team's counter appears on the top of the geometric figure with an arrow going up, they put their counter on the geometric figure to which the arrow points and complete that task. If their counter appears on the geometric figure where the lightning shows down, they put the figure on that geometric figure to which the lightning indicates and performs that task.</p> <p>5 minutes for reflection, lesson discussion, self-evaluation.</p>
Comments:	

Topic:	BE FIT
Country:	Spain
Name:	Keep Fit Cycling!
Age:	9-14 years old
Duration:	60 minutes.
Objectives:	-to develop a healthy lifestyle practising sports at school. -to enjoy riding a bike as well as get fit.
Equipment:	Sport clothes, a helmet and a bike. Supplementary material from the PE class equipment such as obstacles.
Description:	The activity will be carried out in the Physical Education class. The teacher will design a circuit with obstacles along the way (cones, poles etc...) in the court of the school or in the surroundings (always with safe measures) for the students to ride along. We can use as many objects as we want to make the circuit more enjoyable.
Comments:	This activity encourages students to develop healthy habits to be fit. Everything can be adapted to the characteristics of the students and the school centre.



Topic:	BE FIT
Country:	Turkey
Name:	Handkerchief Grabbing Game
Age:	6 - 14
Duration:	40 minute
Objectives:	It provides ability, effort, creativity, self-confidence and aesthetics.
Equipment:	Handkerchief, Sport clothes
Description:	<p>The teacher divides the students into two groups.</p> <p>The line is drawn across the field.</p> <p>A student is selected to hold the handkerchief and the child stands in the middle</p> <p>The teacher invites two children. The child takes the handkerchief, runs and tries to go to her/ his team.</p> <p>The others, who represent different teams, try to catch the kid.</p> <p>The one who catches, gets points.</p> <p>If it does not catch the he goes to the other group</p>
Comments:	Gives you the chance to play both inside and outside the field (running, reflex development, sequencing and supporting your friend).



Topic:	BE FIT
Country:	Romania
Name:	Motion and Sport For a Healthy Life
Age:	11-13 years old
Duration:	50 minutes
Objectives:	-development skills and motion kinesthetic
Equipment:	- sports equipment
Description:	<p>Students do simple exercises: gymnastics for warm-up (genuflexions, jumps, arm bends).</p> <p>The teacher divides students into teams. S/he organizes a contest.</p> <p>The students:</p> <ul style="list-style-type: none"> - attend gymnastics group contests - participate in running contests
Comments:	Students should be previously taught what it means to have good cardiovascular fitness and muscular strength/endurance and to be flexible, along with why each component is important.



Topic:	BE FIT
Country:	Poland
Name:	Give 5 Race
Age:	10-14 years old
Duration:	20 minutes
Objectives:	<ul style="list-style-type: none"> - combining key competences with sport - teaching students to cooperate as a team - acquiring healthy lifestyle
Equipment:	<p>Sports clothes</p> <p>APPENDIX 21 Be Fit Poland</p>
Description:	<p>1. Divide the students into 4 teams.</p> <p>2. Tell the students to sit down on the floor. Every student in each team gets a number: 1-5 (see Appendix 21).</p> <p>4. Each number is connected to the problem to be solved (in this example the rules of the multiplication table):</p> <ul style="list-style-type: none"> group 1 – numbers divided by 9 group 2 - numbers divided by 8 group 3 - numbers divided by 7 group 4 - numbers divided by 6 group 5- numbers divided by 5 <p>5. When you say 28, the students who have group 3:</p> <ul style="list-style-type: none"> - stand up and run around (behind all the students) to come back, - give a teammate a five and sit down on their places. <p>The first student who is back gets a point for his/her team.</p> <p>6. The teacher keeps on saying the results of the multiplication table and the students keep running.</p>
Comments:	The game can be used with a variety of other topics i.e. the PE teacher in our school practices Polish spelling rules.

Topic:	BE FIT
Country:	Portugal
Name:	Simon Says
Age:	7-12 years old
Duration:	30-45 m
Objectives:	<ul style="list-style-type: none"> - to be active - to improve your overall health and wellness - engaging in a game of social-wellness with your friends and/or family
Equipment:	Sports clothes or comfortable clothes; other material that you may think necessary.
Description:	1 player takes the role of "Simon" and issues instructions (physical actions such as "jump in the air"; "catch the ball"; "dance the cha-cha for 1m"; crawl like a baby"; "pretend to climb a ladder"; "rub your tummy and pat your head"; "move your arms up and down"; "stand on 1 foot"; "walk on your knees"; "jump backwards 5 times"; "do 3 sit-ups";.....) to the other players, which should only be followed if prefaced with the phrase "Simon says". Players are eliminated from the game by either following instructions that are not immediately preceded by the phrase, or by failing to follow an instruction which does include the phrase "Simon says".
Comments:	Make sure to include a lot of hopping on one foot, stretching and reaching, and jumping up and down. Once you tie physical activity to fun in a child's brain, then it becomes part of their life. The two keys are that it must be fun, and it must be movement-oriented.



Topic:	BE FIT
Country:	Italy
Name:	SuperHero Fitness
Age:	1-14 years old
Duration:	5-20 minutes
Objectives:	The purpose of this activity is to help students associate exercises with the different health-related fitness components: cardiovascular fitness, flexibility and muscular strength/endurance
Equipment:	T-shirts imprinted with the letters F, M and C and/or capes for the Super Heroes to wear.
Description:	<p>Begin by telling the students how the SuperHeroes of the Universe have heard how the children on Earth watch too much TV, eat too much junk food and don't get enough exercise. They have decided to save the children by demonstrating how to get more exercise. The SuperHeroes are Kid Cardio, Mr. Flex and Miss Muscle.</p> <p>Choose 3 students to be the SuperHeroes. When the game starts, the SuperHeroes will try to tag the children from Earth in an effort to help them break away from the television. If a student is tagged by Kid Cardio (s)he must do an exercise for cardiovascular fitness before returning to the game. If a student is tagged by Mr. Flex that student must perform a stretch, and, when a student is tagged by Miss Muscle (s)he must do a strength exercise.</p>
Comments:	Students have previously been taught what it means to have good cardiovascular fitness and muscular strength/endurance and to be flexible, along with why each component is important.



Topic:	BE FIT
Country:	North Macedonia
Name:	Card Fitness
Age:	10-12
Duration:	One PE lesson, can be repeated and modified in cycles
Objectives:	<ul style="list-style-type: none"> - students should be able to strengthen their muscles using a variety of exercises - developing positive competitive skills
Equipment:	Deck(s) of playing cards, a chart (with 10-15 listed exercises for students to see) and a score board (can be made of poster paper, can be a whiteboard, you're free to use your imagination). Prizes / certificates are optional.
Description:	<p>Tell students they will be combining the playing cards with fitness. Allow a student to choose a playing card. Show it to the class. If it's a 7, tell students to do 7 jumping jacks or another exercise listed on the exercise chart. Another student will pick a card. Choose a new exercise. Students will do the exercise the number of times shown on the playing card. Aces are worth 15, face cards are worth ten. Use the jokers for a random number. Each exercise on the chart should be used at least once. Choose different students to pick the cards. Determine the exercise prior to a new card being chosen. For some exercise, you do a number of minutes instead of reps. For example, a 2, could be running in place for 2 minutes. A 7 could be 7 laps around the gym. Continue the exercising until the end of the class.</p> <p>Modification:</p> <p>Remove the lower-numbered or higher-numbered playing cards. Combine decks of playing cards. Use the suits to double or triple the number. Do one exercise a week using the cards. Set up Exercise Stations with a deck of playing cards at each station. Students move in groups of 2-3 to each station for a set time period.</p>
Comments:	The activity will enable students to develop positive competitive skills, strive toward higher goals and activate various parts of their bodies.

6. Evaluation

Every school had prepared at least one good practice on every topic which was presented to other project participants. All the methods were practiced in partner schools and evaluated by the teachers based on the chart presented beneath. The methods included into the toolbox received good notes and they are recommended by teachers who put them into practice.

EVALUATION CHART FOR ACTIVITIES DEVELOPED

Teacher's name: Activity title: Country: Timing:

Please evaluate the activity stated before based on the following criteria:

1= Poor, 2=Fair, 3= Good , 4= Excellent.

	1	2	3	4
1. Activity is suitable for students' age				
1. Activity is well-organized and explained clearly				
1. Objectives proposed have been reached				
1. Contents from activity are adequate and related to the topic (Be well)				
1. Timing proposed for the activity is adequate for the development of the activity.				
1. Resources and material given have been useful.				
1. Students were motivated during the activity.				
1. General overview of the activity.				
1. Positive aspects:				
1. Difficulties or drawbacks:				
1. Any changes suggested:				
1. Observation:				

Evaluation of the Lithuanian good practices

The evaluation of the activities performed within the framework of the project Give 5: A Healthy Living Toolbox - the whole school programme was done using the evaluation charts. The total number of the performed activities was 40. Our team suggested 6 activities for our partners to perform. The evaluation of the activities was really good.

“BE WELL” activity suggested by our team was called “**Sam**”. The partner school teams mentioned that the activity was easy to organize and reminded pupils about the necessity to think about the other people’s feelings and emotions.

We suggested two “BE ECO” activities. “**Packaging Audit**” for senior students and “Decomposers” activity was for the younger children. The only drawback was the time limit. The results of the activities were exceeding expectations as the students could produce a tangible object and discuss serious environmental problems at the same time.

“BE SAFE” activity was called “**First Aid Skills. An Emergency Call**“. It was evaluated by the partner schools as a good activity for practising behaviour in nervous situations to make the students’ reactions automatic.

“BE NOURISHED” activity “**Food Additives**” was about healthy diet and choosing right products. The main problem indicated in the evaluation sheets was the lack of time.

“BE FIT” activity “**Be Strong With Fun**” was happily welcomed by the students. The students were involved into making the board. The activity was used to practise English too.

Evaluation of the Romanian good practices

The Romanian team proposed some good practices on every topic of the project for the rest of the partners to be done in their schools and were evaluated positively by them.

The good practice on BE WELL “**The Riddle**” aimed the students to find out about the advantages and risk of the internet more, to develop the students' teamwork skills, to develop their ability to use the given information properly. They learned about the advantages and risk of the internet. During the class students were active, shared their knowledge about the internet, they were motivated and wanted to think of the riddles. They were relaxed, enjoyed the game, worked perfectly in the teams.

The good practice on BE ECO “**My Greeting Card**” helped our students to think about how important it is to save their planet Earth and how strong human activity can affect it. They worked in pairs. It developed their communication and cooperation skills, encouraged them to tolerate the partner's opinion or find a compromise. During the work, they developed a creative approach to the use of waste. The students were enthusiastic about the task, they used their creativity and imagination to do the job well. They found the idea of saving the Earth very important. It is a good activity for group work to encourage cooperation.

The good practice on BE SAFE “**My Friend, the Policeman**” involved our students in acting various situations, they had great fun. I believe that this activity seemed to be more effective and successful when done outside, in the open, on the spot, along with the representatives of the police. During this activity, the students learnt a few traffic rules on public roads, with children very active and well informed, the ones who explained to us, the police, the meaning of the colours of the electric traffic lights. This activity also aimed to strengthen the police-school partnership in order to develop an anti-criminal and antivictimal educational process.

During the good practice on BE FIT “**Motion and Sport For a Healthy Life**” children were active and enthusiastic about the activity. They were motivated to complete the tasks as fast as they could. Students enjoyed racing and competing against each other. This particular exercise not only developed students’ physical abilities, but also trained their minds while they have an amazing time.

Evaluation of the Spanish good practices

The Spanish team proposed some good practices on every topic of the project for the rest of the partners to be done in their schools and were evaluated positively by them.

The good practice on BE WELL, “**Dialogic Literary Circles**”, helped our pupils to promote reading habits, improve their communicative competence and understand other people's point of view.. It encouraged students' interaction among peers and enriched students' vocabulary.

The good practice on BE ECO, “**We Love Recycling**”, was very well welcome as it provided the students and the schools with a tool to participate more actively in the care of our environment. It raised a feeling of consciousness about helping to look after it and changed attitudes concerning what to do with materials when finish using them.

The good practice on BE NOURISHED, “**A Nourished Advertisement**”, gave students the opportunity to be actors for one day and introduce their most important products to the rest of the partners. Students worked in groups and individually to learn their dialogues and were very motivated when recording the advertisement. They also reinforced their communication skills.

While working on the good practice on BE SAFE, “**Our First Aid Kit**”, pupils learnt what to do if they faced a difficult situation, checking what kind of resource materials they should have in a kit of first aids. They could practice how to cure some simple wounds or diseases someone could have.

The good practice proposed for the BE FIT, “**Keep Fit Cycling**”, was really well evaluated as it gave the opportunity to go out of the school for one day and practice some outdoor sport. It also helped students to learn more about how to ride their bikes safety and avoid some obstacles that may appear on the road.

Evaluation of the Turkish good practices

The evaluation of the activities suggested by our team was very positive.

“BE WELL” activity called “**Our Emotions**” aimed to help children recognize their and other students' emotions and express them properly. During the reflection they talked how it was important to ask about other person's feelings and try to understand him or her.

Our “BE ECO” activity, “**Reassessment of Wastes, Environmental Education By Music**”, helped to develop pupils' creativity, respect for the environment and ability to create musical instruments. After they made the instruments, they decided to create a rhythm of music themselves and to play them all together. In one school, they watched the real instruments as they have them in the classroom while making the instruments from the recycled materials. They even played them trying to imitate some natural sounds related to the environment.

We suggested two “BE SAFE” activities. “**Traffic safety – Traffic signs**” and “**Natural Disasters**”. The first one was evaluated by the partner schools as a good activity for practising the elements of traffic and their meaning. Some students learned the road rules in real life during a trip and later they produced traffic lights signs using recycled materials. “Natural Disasters” was a good activity for developing pupils' knowledge about ways to behave in case of a natural disaster. Pupils were interested in various natural disasters all over the world, compared with those in their native country, discussed the ways to protect themselves.

“BE NOURISHED” activity called “**Food safety**” was about choosing the right storage of products. Students loved analyzing the information and then applying their newly gained knowledge into practice. They found out what kind of food they were supposed to buy at shops, where should they store it and what food to consume to stay healthy. They wrote a short story too and prepared a shopping list for a designated dinner.

The good practice on BE FIT “**Handkerchief Grabbing Game**” engaged students and motivated them to complete the tasks as fast as they could. Students became active, creative and self-confident. It was suggested that the activity should include mathematical exercises or incorporate the native or foreign language.

Evaluation of the Polish good practices

The Polish good practices were done by the partners and accessed positively.

The good practice on BE WELL “**An Apple**” allowed every student throw an apple and describe it. Students understood the importance of responding empathically to the emotions of others.

The good practice on BE ECO, “**Eco School**” helped students to think more globally about the environment. The factors proposed for the definition of eco school helped students understand that learning and experience aren't enough, while their responsible behaviour and action are highly necessary. The factors to define eco school were of wide range and gave more ideas what could the school do to be eco.

Thanks to the good practice on BE NOURISHED, “**Food Choices**” students developed the ability to identify healthy and unhealthy foods. Learning in properly structured groups reinforced skills that are relevant to both group and individual work. Students were also motivated to do their own research and then share their knowledge in the group, as well as developed stronger communication skills.

Students revised the first aid rules, working in the group they practiced the main elements of the first aid while working on the good practice on BE SAFE, “**Survival Chain**”. The pupils were involved in activities naming the elements of the survival chain. Those practical activities helped to make them automatic.

The children were active and enthusiastic about working in a team during “**Give 5 Race**” proposed by Poland as the good practice on BE FIT. They were motivated to complete the tasks as fast as they could and they liked competing with other teams.

Evaluation of the Portuguese good practices

The Portuguese partners did good practices for all topics of the Project and all of them were done by most partners.

After reading all the evaluations that were post on the eTwinning TwinSpace of the project by some partners, we are able to conclude that all the activities had a very good evaluation.

The activity proposed to develop the topic BE WELL “**The Web**” was a success. All set aims were achieved and the students got the opportunity to express their views on today's society. They expressed their qualities and they learnt to respect other people's preferences and abilities. They realized that they need to stick together in order to be stronger.

The good practice on BE ECO “**Tree of Commitments**” was very good too because it allowed students to understand that trees are important and they were not only taught to care and respect natural resources but also to be responsible for their actions. It also developed creativity and collaborative skills.

The Portuguese activity on BE SAFE “**Keeping Safe**” also had a very good evaluation. Students learnt about keeping safe in different situations. They learnt how to behave on the road, when they play, swim, cycle and travel as car passengers.

Regarding the topic BE NOURISHED “**How to read food labels**” the evaluations were quite good as well. Students learnt that reading food labels can help them make good food choices and that will improve their health.

The activity on BE FIT “**Simon Says**” was well accepted by the partner students and it was proper to the topic. They were active and enthusiastic about it and they learnt how important is to be active because it helps them look and feel well.

Evaluation of the Italian good practices

The Italian good practices suggested for the five topics of the project were done by all partners and the activities had a positive evaluation, the results can be read on TwinSpace material section.

The activities suggested on BE WELL: “**Good Manners**”, “**Emotions and Feelings**”, “**Empathy**” were great. Students understood that using “magic words” helps to build respect in the society. They also knew that body language communication is important to identify emotions, understand and support others with sensitivity.

The activity suggested on BE ECO “**Eco Friendly Living Vocabulary**” helped students to enhance memory power and they also learnt about sustainable living vocabulary so that they can be more conscious of how to conserve and use natural resources.

About BE SAFE “**Keeping Kids Safe on the Roads**” students learnt that safety is very important everywhere and especially on the road so that it is necessary to know the road rules and choose specific areas where they can play.

The Italian good practice suggested for BE NOURISHED “**Healthy Eating**” had a positive evaluation. Students learnt good nutrition is an important part of leading a healthy lifestyle.

The activity suggested on BE FIT “**Superhero Fitness**” was really great for all partners. They know that regular exercise and physical activity improve respiratory, cardiovascular health, and overall health.

Evaluation of the North Macedonian good practices

“**Across the River**” – BE WELL activity

The activity is age-suitable, with clearly set objectives. Being topic-relevant, with useful resources supplied, it keeps students motivated toward reaching the goal. Its major positive aspect is that it teaches students to keep searching for a solution and not give up easily after the first drawback. It teaches consistency and cooperation. It may take longer than the predicted time, however, the benefits of being able to find a solution are priceless.

“**Don’t Get Wasted**” – BE ECO activity

This activity has been evaluated as age-suitable and topic adequate. Its objectives have been labelled as clearly set. Students have enjoyed doing it. It teaches useful environment vocabulary while at the same time promoting movement, thinking and sorting. It also promotes positive environmental habits. Finally, it brings home the message that the small things we do every day help us keep the environment clean and healthy.

“**Too Many People**” – **Too Little Space**” – BE SAFE activity

The activity is easily adapted to any student age, since each of them are faced with different safety hazardous situations. This activity increases students’ awareness of potentially dangerous situations and teaches appropriate behaviour patterns. Engaging students in a roleplay, it facilitates acquisition of safe behaviour patterns, and promotes discussion and cooperation skills.

“**Food For Health**” – BE NOURISHED activity

According to the evaluation, the activity is topic related and its goals are clear and easily achieved. It helps students to realize the healing properties of different foods and their importance in resolving a health issue. Increasing awareness about the healthy properties of certain foods brings benefits to students’ lives. It also promotes interaction among students, which makes it enjoyable and productive.

“**Card Fitness**” – BE FIT activity

This activity can easily be adapted to any age, since it allows combination of exercises suitable for various student groups. Strengthening the muscles through a variety of exercises, simultaneously developing positive competitive skills, is a double benefit. The activity can be used as a positive working day booster, or a relief activity after a hard-working school day.

7. Dissemination

We promoted all work done during the projects at institutional, local, national and transnational levels.

Institutional Dissemination:

- project introduction and implementation meetings (for students, teachers and parents)
- participating teachers sharing their experiences and reports with their colleagues at their schools.
- handing out leaflets to the school staff, students and parents.
- updating school project notice boards regularly.

Local Dissemination:

- our impressions were shared through inviting local teachers, representative of local governments, media releases
- the documents, photos and videos were published on school websites and were shared with our students and other students through social media platforms.

National Dissemination was carried out through the internet and teachers' meetings.

Transnational Dissemination:

- information and experiences obtained were made available via the project website and blogs. International sharing was provided with the help of TwinSpace.

Dissemination in Romania

During the project both the school and the local community were informed about the activities and results of the project. The project website as well as the newspaper pages were available to all those interested. The students and teachers involved in the project made Erasmus + presentations for other students and teachers in the school to make them aware of the importance of other European cultures. The Erasmus + corner was set up within the school constantly displaying project-related information, photos during mobility. Erasmus + Corner created at school entrance contained drawings of partner countries' flags, dissemination materials from transnational mobility and learning, teaching and teaching with pupils, pictures with teachers and pupils involved in national and transnational activities. Healthy lifestyle posters made by students were exposed at school entrance near the Erasmus + corner.

The school community was informed about this partnership because the project information regularly appeared on our school website.

We created and distributed the Erasmus + flyer in English and Romanian to students, parents, teachers, local community. Participating teachers shared their experiences and reports at schools; handing out leaflets to the school staff, students and parents; updating school project notice boards regularly.

Our impression are shared through inviting local teachers, representative of local governments, media releases; the documents, photos and videos are published on school websites and were shared with our students and other students through social media platforms.

Dissemination of the Erasmus + project in Ziarul de Olt newspaper, and the dissemination newspaper was distributed to students, teachers and the local community. Presentation of the Erasmus + project to the teachers in the school and representatives of the City Hall and the Local Council within the Teaching Council.

The coordinator disseminated project within the French Pedagogical Circle - Caracal area, Olt County and at the Redea Gymnasium School.

Dissemination in Macedonia

The local media have also been informed about the events and our visits during the two-year duration of the project (TV Plus, our local broadcasting network, as well as the local online newspaper, kumanovonews.mk). The school coordinator and the rest of the project team have prepared a presentation about the overall project phases and activities and presented those to the Department of Education and the Mayor of Kumanovo Municipality. Information about this, as well as about the visit of our partners during the 4th LTTA in Kumanovo has also been posted on the official municipal website.

Regular updates about all activities and events have been posted on the official project website, the etwinning platform and on the Facebook page of the project. Also, the local population and our students have been duly informed about the project and its activities on our school's Facebook page and the school blog.

Dissemination in Lithuania

“Versmes” progymnasium, Klaipeda, Lithuania.

The school project team has used various types of dissemination to make the project results available to the community.

The first level of dissemination was carried out among the school community. Before starting the project the team introduced the project objectives, tasks, partner schools to the students and the staff. The meeting to introduce the project to the parents was organized. The teachers and the students shared their impressions after coming back from the project meetings. The video episodes about the project meetings and the activities performed at school were placed on the school website.

The second level of dissemination was carried out among the community of the town district where the school is located. The project banner placed outside the school and leaflets distributed among the inhabitants of the nearby houses informed people about the project.

The third level of dissemination was carried out among the town community. The most effective way to spread information about the project was to use the means of mass media. The project team initiated publication of articles about the project in local newspapers. The other way to spread the information about the project in the town was to invite people from different institutions to join the project activities (people from the police, health centre, etc.)

The fourth level of dissemination was carried out on the national level. The project was presented to the students and teachers from other schools of the country during the “National Fair of Projects”. The project team introduced the activities performed at school, shared their impressions about visits to the other partner schools.

For the dissemination on the fifth – international level the team most often used the eTwinning platform. We uploaded 38 document folders, 29 videos, 282 photos.



Dissemination in Spain

So far the Spanish dissemination about the Project of “give five: the whole school program” have taken place in two ways or acting lines: an internal and an external dissemination.

As an internal dissemination we can mention, that some meetings have been celebrated in the school to make all the educative staff conscious of the reality of this Project so everybody could help or contribute to its accomplishment and could be beneficial in their professional life. Then, almost all the pupils of the school have participated in some way in the Project, conducting some activities for the good practices, attending to presentations of projects or making some projects themselves. And in the third place, the families of the school have been also informed of the Project and asked for it’s participation and collaboration in it. The activities and results of the presentations and the mobilities of the topics have been posted in the school blog so all the families could have access to them.

For the external dissemination we have tried to get to as much people, media companies or institutions as we could, to do so we developed three levels of dissemination: local, national and international.

As a local level of dissemination we talked to the local newspapers and television and also to the Town hall to let them know the realization of the Project. We also went to the radio to talk about the LTTA celebrated in Mérida in February and The Spanish coordinator Javier Trocolí Torres gave a talk in the Resources Centre for Teachers (CPR) about the Project.

As a national and international level of dissemination we moved to Badajoz to participate in the 3rd International Bilingüal congress celebrated there. The previous and the current coordinator of the project; Maria Jose Durán and Javier Trocolí Torres introduced the Project to people from all around the world and gave out the diptychs of the Project to everybody.



Dissemination in Turkey

Dissemination activities of our school:

The banners on our project were prepared and hung from the schools of our school. brochures describing the project were distributed to all relevant organizations in the community. On the web page of our school, the project was continuously spread about the project.

Project web pages and work on eTwinning were announced through social media. An Erasmus corner was created at school. Local press, radio programs were provided to see our project. Local representatives and representatives of all relevant institutions and organizations were called in the project ceremonies. Seminars on the project were held for teachers and environmental people with various information meetings..



Dissemination in Poland

The Polish coordinator wrote an article after each mobility to the local press. The published article enabled the local community to learn about the project activities and the realization of its goals. After each TPMs and LTTAs the information was displayed in the Erasmus+ Corner where photos and descriptions were disseminated. The School Chronicle was updated with the information about the project activities. The project banners were displaced in the school main hall, on the school outside wall and in the town centre. We used the school anniversary to promote the project in the local community distributing the brochure with the Erasmus+ articles and displaying the information about the present project during the celebration ceremony. The participants watched the presentation which included the project activities. The school social media and the school website was regularly updated with the information about the project. The project blog in Polish was also the channel of dissemination. What is more, the school involvement into the project was widely distributed during the school assessment process among the parents, local authorities and community and educational institutions.



Dissemination in Portugal

The results and the experiences of a project are meaningful only, if they are introduced into use and lead to functional changes. The purpose of dissemination is to influence people's behaviour, so that they will adopt or at least become aware of a new idea which is being disseminated. The use of various kinds of methods is important when planning dissemination. Two of the best are communication media and information at school.

We used the local media to disseminate all our activities to the local community such as mobilities with students or working meetings just for teachers.

To disseminate our activities at school we used the Erasmus Corner, the Erasmus Day and the Europe Day to show and talk about our experiences.

All the activities are planned by the Erasmus group work at our school and they are discussed and explained in all school structures such as: school departments, school management, school coordination, and others.

We feel that our community is interested in the project and that parents are involved. They are the first to be available to participate in the activities and to host the foreign students. We feel that our community is more open-minded to new experiences and they give more importance to self-reliance of their children.

We think that dissemination is well done when the benefit produced by results and good practices helps and encourages students to develop themselves, increases the understanding of the idea of lifelong learning and promotes the adoption of the innovation in society.



Dissemination in Italy

Dissemination at “J.Stella” School in Muro Lucano – Italy

We promoted all works we did during the project as institutional dissemination using the website of school, meeting with students , teachers, parents. The participant teachers shared their experience with other colleagues. We prepared flyers, leaflets, newsletter, exhibition, video, ppt for the school staff, students and parents and updated the notice boards regularly. We also promoted our project on local newspaper, local governments, social media platform, social networks, eTwinning platform.

It is really important that results, experiences and outcomes will enable a wider community to benefit from a work done , to attract interest of potential partners in the future , enhance the own organization reputation and visibility at local and National and International level. The purpose of dissemination is to influence people’s behaviour, so that they will adopt or at least become aware of a new idea, product which is being disseminated. The use of various kinds of methods is important when planning dissemination. We disseminated all our activities to the local community – mobilities, presentation of the activities after each LTTA or TPM – using social media, local newspaper, school website.

We used the Erasmus corner, Erasmus days and the Europe day to show and talk about the experiences.

We set an outside banner on the wall of the school building and also some other banners in the hall .

We also prepared leaflets both in English and National language and flyers to promote our project and the mobilities and distributed among the inhabitants.

For the dissemination at International level we used the eTwinning platform where we uploaded some documents as file, photos and videos in the material section.

School involved not only students and school staff but also parents, local authorities, community and educational institutions.



Erasmus+ corner In Kumanovo, North Macedonia



The Project banner in Merida, Spain



8. The impact of the project

The students

- became socially sensitive, developed acceptance and increased the sense of respect for diversity
- lead a healthy lifestyle thanks to the acquired expertise in the field of healthy living
- are better prepared for the next level of education: their ability of critical thinking, problem - solving, decision-making skills, the spirit of initiative, entrepreneurship, English increased
- became more employable in the future by improving basic skills including research and information gathering, teamwork, ICT skills and key competences
- gained better knowledge of partner countries and their culture and language, became active European citizens with intercultural awareness

The school teachers

- improved the ability to understand and respond to social and cultural diversity, acquired practices to actively engage all students through healthy living activities.
- improved their abilities to determine changes in terms of professional development, modernization and European dimension.
- acquired expertise in social inclusion and healthy living issues
- gained knowledge of other education systems, partner countries and their cultures and language and update their methodological knowledge
- became open to different cultures and prepared to deal with multicultural classes

The partner schools

- provided more learning opportunities for pupils
- acquired management and leadership to promote innovative ways of teaching pupils under the scope of European projects
- reflected on the previous and current practices (methods, programs, curricula)

The families, especially those hosting the students understood different cultures, became engaged in their children's education, they adopted the idea of social inclusion and healthy lifestyle.

Students' opinions about the LTTAs

Lithuanian students' thoughts about their visit to a partner country

Urte (Italy): "The most memorable thing was a trip to Matera. The town is beautiful for old structures. We visited a few museums and tried traditional dishes. Also there were old, carved in the mountain houses which were inhabited about 7000 BC."

Guste (Italy): "Erasmus is an extraordinary experience. A week in Italy is something I will never forget. Meeting local people and living in their family is one of the best things that could happen to me. Being abroad as a tourist is completely different from being abroad as an exchange student. We've made close friends and had warm relationships which have left wonderful memories for us."

Ausrine (Portugal): "During my trip to Portugal, I learnt and started to see how people actually are different by their emotions and temper. We usually see only the outside of people and don't dig too much into their inside, but when you see a person's inside, you find a personality."

Arnas (Portugal): "My language skills have improved, I have learned to communicate with foreign children, talk and find a common language. I liked life in other families very much, which gave me more joy, fun, and new adventures. It was a memorable journey."

Danielius (North Macedonia): "The most exciting thing of the trip to Macedonia was the hiking. I really liked the landscape and the overall look of the mountains. The most memorable thing was the people and especially, the hosts. They were really warm – hearted and caring, they helped me whenever I needed help. They also were really outgoing."

Auguste (North Macedonia): “I liked my host family the most in Macedonia. They were generous, friendly, open-minded. They cooked the best food out of all the restaurants we visited.”

Gytis (Spain): “A family in Spain where I lived did not speak good English. But from their emotions and tears in their eyes when I went back to Lithuania, I understood that feelings can say more than words...”

Gita (Spain): “When I went to Spain I learned how food can change our bodies and how much it means. I really enjoyed meeting with the chef and how she talked about the meaning of food. We baked some healthy food and learned that healthy food can be delicious.”

The Romanian students

Liliana (Italy): ” It has been an unforgettable week. I have spent many wonderful moments with many children from different countries. I visited new places, new schools, new cities, but most importantly, I made new friends.”

Cristina (PescopaganItaly): ” I had a beautiful experience that I will never forget.”

Mirel (North Macedonia): ”It was a very beautiful mobility, I had to make bookmarks, I played basketball, volleyball and soccer with children there, I visited Kokino, an observer 3000 years ago and I was swimming. I went to many monasteries. I went to Ohrid, the largest lake in the country. We were at different tourist points in Ohrid, after we went to St.Naum, a great monastery, about to. After we returned to Kumanovo to our families, I took the dinner and went to bed. The next day we had to go to school to play with children, after that we went to make the presentations, after we went to the mayor of Kumanovo. The day came when we had to go back to the country, it was hard for me to break up from that family, there were beautiful memories left here.”

Liviu Răducu (North Macedonia): ” It was a wonderful week, people were good at heart, and they received me with open arms, Macedonia is a wonderful country with many interesting places worth visiting”.

The Polish students

Julia (Portugal): “I liked the project. I met a lot of interesting people while visiting Portugal and I could practise my English. The workshops were interesting. My host family was really engaging. I also visited interesting places there.”

Klaudia (Portugal): “The mobility was fantastic. We could develop English communication skills, learn about other cultures and cooperate in international groups.”

Wiktor (Italy): It was worth taking part in the Italian mobility to acquire new experiences. My grade is 10/10.”

Nikola (Italy): We visited Pescopagano, Matera, Castelgrande. I lived with Aurora who was great. I was a good experience to learn to live without family.”

Daria (Spain): “The mobility was great. I saw many interesting places. I met a fantastic host family. The atmosphere there was fantastic. I learnt new words and experienced new things, for example: the flight. Spain is amazing and the people are great.”

Amelia(Spain): “The mobility was great. I liked the visit to the vocational school where we baked rolls. They were delicious. I also enjoyed meeting the mayor of Merida.”

Jakub (Spain): “I enjoyed visiting historical buildings. I also like the work on the presentations which we shown at the certificate ceremony in Merida.”

Przemek (North Macedonia): ”The IV LTTA Macedonia was a great opportunity to practice English. I met super people who were nice to me. The most interesting was the trip to Ohrid. I like the town and the mountains on the way. I made friends in Macedonia and I keep in touch with them.”

Maciej (North Macedonia):”I liked the meeting. I had good relations with others. The food was good. I liked sport activities most. It worth taking part in Erasmus+ because you can meet interesting people.”

The Portuguese students

Gabriela (host in Portugal and hosted in Macedonia): “Receiving a foreigner in the Erasmus + project was a very good experience. We met different places, new cultures and new people. I also learned more about the countries and how to develop my English. It was an experience I would like to repeat.”

Rosa (host in Portugal): “The exchange was a good experience for me ... I met new people with different cultures and it was very interesting.

Lara (host in Portugal and hosted in Macedonia): “I enjoyed participating in the ERASMUS mobiles because I was able to meet new friends, I could meet other countries better than I knew and I was very anxious every day. I would like to participate once again.”

Mariana (host in Portugal and hosted in Spain): “In my opinion the experience of receiving a foreign student was wonderful because I met new people and spaces, like girl’s friends received and the country where she lives. I think all the students should try, because besides gaining more culture is also advantageous for our day to day. Regarding being received in a foreign country, I think it has a lot of advantages: we know new places, other cultures and other ways of living, but also some disadvantages like difficulties in terms of communication. I loved both experiences and I hope to repeat both again.”

Andreia (Spain): “In my opinion, being hosted in a foreign home is a very funny and new experience. My experience was fantastic because the family was nice, like all the ones that I contacted in Spain. We also learn a new language, we practice our English and make new friends. I have already received a foreigner at my home and it was also a great experience. On the first day I was afraid, because I didn’t know her but few days after it was easier. Receiving and being received was memorable!”

Luana (host in Portugal and hosted in Italy): “I really enjoyed participating in this initiative that made me know more about other people’s habits and countries. I had a lot of fun and I wish I could have the chance to participate again.”

The Italian students

Aurora, Gaia, Giorgia (Portugal): “We were involved in the Portuguese mobility and stayed in families. It was a great experience both at school and in the families. We met new European friends, learnt about new cultures and customs. We enjoyed the cultural excursions in Braga and Porto too.”

Sara, Genesio, Paolo, Mario (Spain): “We enjoyed this experience both at school and in the families. We met new friends and shared opinions too. We enjoyed the cultural excursions in Merida, Badajoz and Caceres.”

Beatrice, Maria, Nicola, Giuseppe (North Macedonia): “We are so happy because we were involved in the mobility. It was great to meet new friends at school and spent our time in the families that hosted us. The cultural excursions were interesting. We visited Kokino observatory and Ohrid city and other places in the area.”

The Spanish students

Alvaro (PORTUGAL): “When I was in Portugal i made very good Friends. My hoster was called Rui. He had two sisters . What i liked the most were the visitings to Braga and Porto.”

Abril (PORTUGAL): “I was in Portugal. I enjoyed a lot because I made lots of friends from other countries. To be abroad without my parents helped me to be more independent. My favorite activity was when we went to Porto.”

Jara (PORTUGAL): “I was in Portugal , and my favourite activity there was when we went to Porto and had a trip in a boat. I made a lot of Friends there.”

Iván (PORTUGAL): “I enjoyed a lot in Portugal because I mad a lot of Friends . My favourites activities were when we went to visit Porto and Braga.”

Lidia (ITALY): “I went to Italy with my teachers and three friends. I spent one week there, in Pescopagano, and it was marvellous. I made a lot of friends from other countries and I still keeping in touch with them. In addition, the girl that hosted me was fantastic. In my opinion, that experience has changed my life forever. I love it! I would to get involve in another Erasmus+.”

Valeria (ITALY): “I think that this project is fantastic because I met guys from other countries that became Friends. Nowadays I’m still in contact with them. I was in Italy and I liked when we went to Matera and we bought things.”

Marta (ITALY): “I was in Italy. I enjoyed a lot with friends from other countries. The activity that I like the best was handball. We went to other village of Italy. I would like to repeat this experience because in Italy I enjoy a lot and I made a lot of friends. Thanks for hosting me in Italy.”

Natalia (ITALY): “My favourite week was when my Friends of erasmus came to Spain. The thing a liked the most was when we went to Matera in Italy. The last day we were in Italy I was very sad because I felt very good there.”

Sara (NORTH MACEDONIA): “I’ve been in Macedonia and i was the best movility ever!! I made many friends and I’m sure I’ll keep in touch with them, especially with my hoster Ivona and my host Gita. At Macedonia we went to Ohrid and to the observatory of Kokino.”

Irene (NORTH MACEDONIA): “I went to Macedonia.I made very good friends,my favourite activity was when I went to Ohrid.My hoster name is Iva,we had a good time together.The only bad thing is that in the first day we haven't got time to finish the creative bookmakers.But apart of this it was a fantastic experience.I would like to repeat!”

The North Macedonian students

Milena (Italy): “I had a lot of fun. I met a lot of new people and I still communicate with some of them. I am happy that I had the chance to experience something like that.”

Simona (Italy): “I had a really amazing time. We had really cool activities in Italy. My favourite visit was the visit to the vocational school because I had the chance to put myself in a dental place. I really love and appreciate that I had the chance to be a part of an Erasmus + project.”

Simona S. (Italy): “First of all, when I learned that I had the chance to become part of the Erasmus project, I was surprised and very happy. I could not wait to go to Italy. First of all, to make new friendships, to learn more about other national cultures and to progress my English. I want to say a big THANK YOU to the project that gave me a chance to meet many new people who are still part of my life today. Through the project I saw many beautiful places in Italy, I gained experience and knowledge from the local students and I feel wonderful! I hope that I will have other opportunities where I will be able to get involved and give my contribution to the project.”

Leo (Spain): “I had an awesome time in Spain. I made a lot of friends. I loved all the cities we visited. The activities were great. I am grateful that I had the chance to go to Spain.”

Ivona (Spain): “I spent a couple of great days in Spain. The people were very nice and polite. I made a lot of new friends. All in all, it was a great experience. Not to forget, the food was really delicious and different from the food in Macedonia.”

Dario (Portugal): “I loved Portugal. I had a really fun time there. I loved the school so much. It was new and clean, with a lot of interesting facilities. The students and my friends from there were amazing. I’ll never forget the visit to Porto.”

Nemanja (Portugal): “I can only say “WOW!” I loved Portugal, the attitude of the people and their hospitality. I made a lot of new friends, and we still keep in touch.”

9. Conclusion

This has been an interesting journey to search for the best methods for healthy living. We have learnt from each other, shared teaching methods and our inclusion activities. The discussions during the project work were inspiring and helped us to reflect on our own teaching. We feel that it was necessary that the project coordinators met several times during the two-year project. It helped us go deeper in getting to know each other, our schools, countries, inclusion policies and educational systems in each country. We found differences and similarities but the main issue was the European dimension. We proved that the methods can be adopted according to the needs of a school. We managed to develop in teaching and the project gave us also a great opportunity to share our passion with the European teachers. We can strongly recommend this type of project to other European schools which want to introduce social inclusion and healthy living issues into their work.

What is more, the whole school community became integrated around Give 5 project and we also involved local institutions into our project activities.

The results of the project you can find on

<https://give5healthyliving.jimdo.com/>

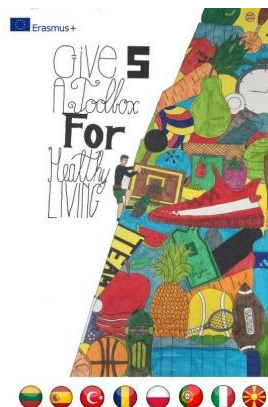
and

<https://twinspace.etwinning.net/35556/home>

The appendices can be found online:

<https://give5healthyliving.jimdo.com/the-toolbox/>

All the pictures used in this publication were taken at partner schools



Erasmus + groups photos

The Lithuanian Erasmus + group



The Spanish Erasmus + group



The Turkish Erasmus + group



The Romanian Erasmus + group



The Polish Erasmus + group



The Portuguese Erasmus + group



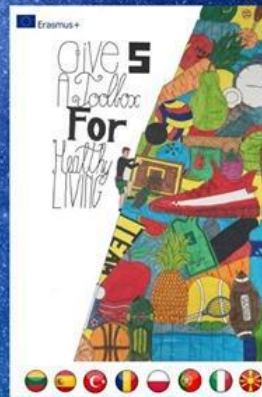
The Italian Erasmus + group



The North Macedonian Erasmus + group



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Thanks

for your



A project newsletter realized by the Italian team

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