



LIVING WITHOUT ADDICTIONS

- DRUG ADDICTION
- ALCOHOL
- CIGARETTES
- MOBILE PHONES
- SOCIAL NETWORKS
- FAST FOOD
- TEAM BUILDING

ERASMUS + Healthy Minds for Healthy Europe

2016-2018

Erasmus + KA2 Project 2016-1-LV01-KA201-022634

Participating Countries

- LATVIA
- GREECE
- LITHUANIA
- CYPRUS
- ITALY
- SPAIN

Dear Erasmus+ family,

Two project years have passed very quickly and now it is the time to say good bye and reflect on the time spent together. Although our project was meant to fight addictions, I have to say that I have become a real project addict and do not want to fight it. So, let's meet in other projects!
 Indra Kalnina



NEW EXPERIENCE

I got a lot of new friends in this project and I still keep in touch with them. I also improved my English language skills as well as experienced being in a foreign country where schools are different.

Krista Kristena, Latvia



Suggested activities on fighting
• ADDICTIONS

IES Mar Serena

COMPARED INTERVIEW

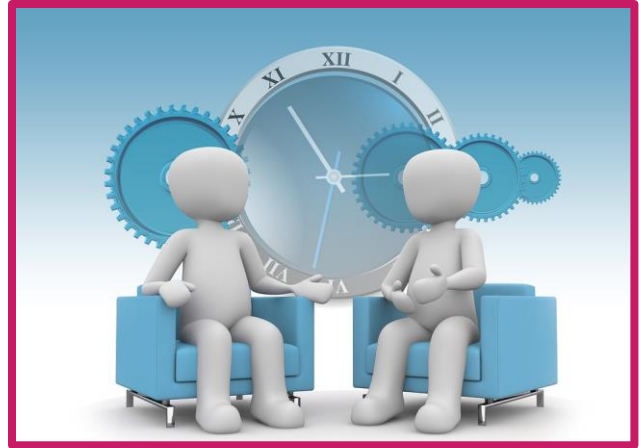


Programa Erasmus+

IES Mar Serena

Task objectives

1. Understand how the addictions work from different viewpoints and understanding that everyone is affected by consequences.
2. Carry out a research project that allows knowing the real implications of alcohol, tobacco or media dependence as the problem is wider than one may first think.



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ACTIVITIES

The activity is divided in the following steps:

- a) Do a questionnaire for each of the addictions that are part of the study, taking into account that the questions will be made with different viewpoints.
- b) Do a detailed description of the different groups that will take part in the interview.
- c) Carry out an interview to as many people as possible, framing them in different groups as stabilised above.
- d) Analysing the results and presenting them on the most adequate form for its understanding and spreading.



EXERCISES

The students will be divided into groups to do the different exercises on the studied addictions:

- a) Making the groups to which the surveys will be addresses: relatives between 30 and 50, relatives older than 50, colleagues or friends, addicts...
- b) Design of the survey with questions addressed to different viewpoints.
- c) Carry out the enquiry to as many people as possible.
- d) Analysing the data y doing the graphics to allow the analysis.
- e) Presenting the results of the analysis through a media presentation.





KA2 project Nr. 2016-1-LV01-KA201-022634 “Healthy Minds for Healthy Europe”

Lesson plans

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
2.	COMPARED INTERVIEW	<p>1. To understand how the addictions work from different viewpoints and understanding that everyone is affected by consequences.</p> <p>2. To carry out a research project that allows knowing the real implications of alcohol, tobacco or media dependence as the problem is wider than one may first think.</p>	<p>a) Making the groups to which the surveys will be addresses: relatives between 30 and 50, relatives older than 50, colleagues or friends, addicts...</p> <p>b) Designing of the survey with questions addressed to different viewpoints.</p> <p>c) Carring out the enquiry to as many people as possible.</p>	A computer in order to draw graphics and to create the media presentation.	<p>One session of 60 minutes to design the survey.</p> <p>Two hours to do the graphics and create a simple presentation using them.</p>

			<p>d) Analysing the data and doing the graphics to allow the analysis.</p> <p>e) Presenting the results of the analysis through a media presentation.</p>		
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Bibliography

IES Mar Serena

MURAL ABOUT SINGS OF ADDICTION AND HELPING SOURCES



Programa Erasmus+

IES Mar Serena

Task objectives

1. Getting to know the different signs or evidences that can be used as indicators of a person suffering from an addiction.
2. Getting to know the different helping sources that exist to help overcoming the different addictions, from official institutions to organizations or associations.



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ACTIVITIES

The task is divided into these different activities:

- a) Looking for information about both evidences or signs and the different helping sources.
- b) Creative design of a mural in order to decorate the participant groups' classrooms doors.
- c) Creation of the mural and its presentation to the teachers and students from other groups.
- d) Creation of a photographic register of the work sessions with which a video will be made to show how the task has been carried out.



EXERCISES

Once the types of addictions to be studied have been distributed over the different groups, these will have to analyze these points:

a) Looking for information about the signs or indications that can help identify the addiction. The research will be made in pairs and then, the different pairs that have been working on this point will share their findings.

b) Looking for information about the institutions, organizations or associations that have as an objective, the prevention and help from the assigned addiction.

c) Creation of a 'mindmap' of signs and evidences versus solutions and help. This activity can be done by two different groups to get different schemes that can be analyzed and then choose the most indicated one or creating one that can combine the best of both of them.

d) Brain storming to propose sketches and pictures that illustrate the key ideas explained in the conceptual map. It is an activity aimed at the whole group where the participation of all the members has to be encouraged.

e) Design of the mural and assignment of the spaces to the different teams. Some teams will make the mural and other teams will be in charge of support them by looking and preparing the pictures that will be used.

f) Creation of the mural by the teams that are in charge of it. This activity can be developed at the same time as the previous one is, becoming in this way collaborative and coordinated activities. Then, the mural must be hanged on the classroom door.



g) During all the working sessions, there will be a person in charge of taking a minimum number of pictures of the different steps of the task. The last step will be the creation of a video that shows the task creation process from the pictures taken.



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Lesson plans

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
4.	MURAL ADDICTIONS.	<p>1. To know the different signs or evidences that can be used as indicators of a person suffering from an addiction.</p> <p>2. To know the different helping sources that exist to help overcoming the different addictions, from official institutions to organizations or associations.</p>	<p>a) Looking for information about the signs or indications that can help identify the addiction. The research will be made in pairs and then, the different pairs that have been working on this point will share their findings.</p> <p>b) Looking for information about the institutions, organizations or associations that have as an objective, the</p>	<p>Internet connection and some electronic device to look for information, such as mobile phone, tablet or computer, and to create the ‘mindmap’.</p> <p>Different types of paper, images and many other tools such as scissors, glue, markers, etc. to create the mural.</p>	8 hours.

			<p>prevention and help from the assigned addiction.</p> <p>c) Creation of a 'mindmap' of signs and evidences versus solutions and help. This activity can be done by two different groups to get different schemes that can be analyzed and then choose the most indicated one or creating one that can combine the best of both of them.</p> <p>d) Brain storming to propose sketches and pictures that illustrate the key ideas explained in the conceptual map. It is an activity aimed at the whole group where the participation of all the members has to be encouraged.</p> <p>e) Designing of the mural and assignment of the spaces to the different teams. Some teams will make the mural and other teams will be in charge of support them by looking and preparing the pictures that will be used.</p> <p>f) Creation of the mural by the teams that are in charge of it. This activity can be developed</p>		
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			<p>at the same time as the previous one is, becoming in this way collaborative and coordinated activities. Then, the mural must be hanged on the classroom door.</p> <p>g) During all the working sessions, there will be a person in charge of taking a minimum number of pictures of the different steps of the task. The last step will be the creation of a video that shows the task creation process from the pictures taken.</p>		
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Bibliography



Suggested activities on fighting
• ADDICTION TO ALCOHOL & DRUGS

IES Mar Serena

ALCOHOL EFFECTS STOP MOTION VIDEO



Programa Erasmus+

IES Mar Serena

Task objectives

1. Learn what the effects of alcohol drinking are on someone's health, both short and long term.
2. Reflect about the social effects that the excessive alcohol consumption produces.




Índex

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ACTIVITIES

The activity is divided in the following steps or activities:

a) Looking for information about the physical damages that alcohol has on our organism and what social consequences can be derived from the excessive consume of this substance.

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- b) Creation of a script about the story that shows, through a series of pictures, how health and social life can be affected by alcohol.
 - c) Design of a storyboard of the story created on the above point.
 - d) Doing a photo session in which enough pictures will be taken to create an animation to narrate the story.
 - e) Putting the pictures together to create the stop motion.

EXERCISES

The participant groups will be divided in teams to repeat each of the activities to be done. The teachers will be the ones in charge of coordinating the actions of each of the teams to make the task work in a correct way. The exercises will be the following:

- a) Looking for information about the alcohol effects on health and what type of social effects can be derived from the drink of this substance.
- b) Create a script that tells the story to be exposed and that portrays some of the effects that have been learnt.
- c) Create a storyboard as a way of putting ideas together and deciding the correct way in which they have to appear so that the narration is effective.
- d) Preparing all the needed material for the photo session, depending on the chosen idea: scenery, characters, chroma...
- e) Photo session to create the animation and assembly of the video with the app Stop Motion Studio, which is available for both Android and iOS and is free.





KA2 project Nr. 2016-1-LV01-KA201-022634 “Healthy Minds for Healthy Europe”

Lesson plans

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	ALCOHOL EFFECTS STOP MOTION VIDEO	1. To learn what the effects of alcohol drinking are on someone’s health, both short and long term. 2. To reflect about the social effects that the excessive alcohol consumption produces.	a) Looking for information about the alcohol effects on health and what type of social effects can be derived from the drink of this substance. b) Creating a script that tells the story to be exposed and that portrays some of the effects that have been learnt. c) Creating a storyboard as a way of putting ideas together and deciding the correct way in	It depends on the type of story and the way in which it will be narrated. In all cases it will be necessary a camera or a mobile phone to take pictures and to assemble them.	4 hours.

			<p>which they have to appear so that the narration is effective.</p> <p>d) Preparing all the needed material for the photo session, depending on the chosen idea: scenery, characters, chroma...</p> <p>e) Photo session to create the animation and assembly of the video with the app Stop Motion Studio, which is available for both Android and iOS and is free.</p>		
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Bibliography

Lesson plan

Theme: Preventing teen addiction on drugs.

Nr.	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	Clear up what drug addiction is.	The teacher by using the brainstorming method will try to get the more ideas possible from students of what drug addiction is. By using this exercise, students will give their ideas loud in front of their classmates. Therefore they will realize that some of their believes and opinions about the subject are mistaken or misinformation.	Board	5 min.
2.	Research the reasons why teenagers use drugs.	Students are divides in groups of five. They are given a piece of paperboard and asked to write the reason of why a teenager will try drugs on the first time. Then their opinions will be exchanged in the entire classroom and afterward be discussed. With this exercise students will face the various reasons of drug addiction. (Possible answers: To become “cool”, gain new experiences, make more friends, become more famous, feel independent, face their anxiety, face their problems etc.)	Baberboards Markers	10 min.
3.	How to face the various pressure incidents from others	Students need to develop strong mechanisms of denying the pressure from others concerning drugs. In order to achieve this, they need to realize that it is ok to defend their selves. This will be achieved with the following exercise. Students will stand in a circle. The teacher will throw a plastic ball to a teenager each time. He will be telling him a phrase that contained pressure in it. The student should reply fast to this phrase with self-confidence but without being rude. (Possible phrases: “If you don’t try this it means you are weak”, “Don’t act like a baby drink this”, “Come on don’t be a fan breaker”, “If you don’t try this, it means that you don’t trust me”	Plastic ball	10 min.
4.				

5.	Raise their self-esteem.	The main way to stand away from drugs is to have high self-esteem. More specifically, the teacher gives each team a mirror and asks their students to face the mirror individually and name a positive characteristic of their self, name something that has already achieved and a future dream of his/her.	Small mirrors	10 min.
	Become familiar with the organizations that can tend to in case of need.	The teacher presents a video, where the local as well as European organizations appear in case of need. This way, teenagers will feel that whenever is needed they have somewhere to tend to.	Projector Computer	5 min.

Bibliography

SCHOOL: ARADIPPOU GYMNASIUM, CYPRUS

TEACHER: CHLOE YIAPANI - ORTHODOXOU



KA2 project Nr. 2016-1-LV01-KA201-022634“Healthy Minds for Healthy Europe”

GREECE 4th Gymnasium Thessaloniki

Lesson plan “Addiction to Alcohol”

Lesson plan GREECE

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
3.	ALCOHOL	The beginning, the use and the first stages of alcohol abuse are rooted in adolescence when young people still live with their families. An important factor here is that adolescents observe and imitate the behavior patterns of their parents, their siblings, their close friends and authentic stereotypes. Parents who are alcoholics become examples for their children. Parental alcoholism can have a considerable negative effect on the	<p>- Activity: Some students took part in a dramatization where they went around the school with white faces and blackened eyes so that they would look like zombies because of their use of addictive substances: they didn't speak and couldn't understand what was going on. This was to make people aware and to make them ask what was going on.</p> <p>- We invited our students in co-operation with our music teacher to look for performers (mainly</p>	Face painting, sheets	3x45 min

adolescent. Many adolescents start drinking to fit in with their peers or from curiosity because they consider that it is trendy, or even because they feel disappointed in themselves or in their surroundings. Therefore the psychological state of the adolescent plays a very important role as to whether they will become alcoholics. Advertising is also a factor that encourages young people since in most countries they are bombarded by advertisements for beers and all kinds of alcoholic drinks. Genetic factors also seem to play a role in alcohol abuse. So the factors which push young people to alcohol start from it being a pleasurable experience until it becomes a conviction that they can overcome their personal problems with alcohol. It is possible to deal with this problem with the help of the family, the will of the adolescent himself, by avoiding advertisements and

musicians)who are aware of addictive substances, particularly drugs. Some representative examples are :

- System of a down- Radio
- The Verve - The drugs don't work
- Wooden swords-Melted Ice cream
- Pavlos Sideropoulos - Heroin
- Nick Cave & the Bad Seeds-Sunday's Slave
- Jimmy Panousis-Young Teresa

		by good advice from specialist doctors. Alcohol abuse in adolescence is a serious problem in Europe and America which seems likely to remain the case for a long time to come.			
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KA2 project Nr. 2016-1-LV01-KA201-022634“Healthy Minds for Healthy Europe”

GREECE 4th Gymnasium Thessaloniki

Lesson plan “Addictions to Drugs”

Lesson plan GREECE

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
2.	DRUGS	<p>-The aim of this type of lesson is to try to put this social difficulty on a proper basis without exaggerations caused by irresponsible interventions.</p> <p>-Reasons and factors which lead to the use of addictive substances</p>	<p>Addiction is dealt with as a serious side effect while at the same time there are some useful medicines like methadone, sleeping pills, and sedatives. This is connected to the worry about a social phenomenon which doesn't only concern certain groups on the margins of society but is also beginning to appear as a problem of wider dimensions.</p> <p>Addictive substances are chemicals which cause addiction or a feeling of physical and mental</p>		2x 45 min

exhaustion accompanied by pain, discomfort and wretchedness.

The addiction caused by addictive substances can be:

- Tolerance
- Addiction

Physical symptoms: when the user's body cannot function properly without the substance.

Psychological: when the user needs the substance to retain his mental health.

Even at the young age of 14-20 years old the person concerned maximizes his or her problems and is gullible and a "thrill-seeker". So the person finds an escape through addictive substances and sets off on the way to self-destruction.

Certain family problems that occur at a vulnerable time can lead young people to deadlock and to the use of addictive substances of all kinds.

Very often friends can be the cause of young people starting to use addictive substances, and

			<p>they don't realize that they are committing suicide at that moment. Some of them simply don't realize the terrible effects that they will afflict on themselves, while others simply don't have the courage to separate themselves from the group that they have aligned themselves with. Furthermore, ignorance about addictive substances is one of the basic reasons that they have spread so quickly and why so many people have started to use them.</p> <p>These issues have been the object of lectures by peer teachers and students who took part in the European programme implemented by our school between 2016-2018.</p>		
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KA2 project Nr. 2016-1-LV01-KA201-022634 “Healthy Minds for Healthy Europe”

THE STORY OF AN ADDICTED FRIEND OF MINE

Hi! My name is Adriana and I would like to tell you a really sad story about my friend Pelagia who was addicted to drugs.

Pelagia and I were both schoolmates and friends. We were two girls full of joy and dreams about our lives. Every day we used to go to school together and on Saturdays we went down town for a stroll or to watch a film at the cinema.

One day on the way out of the cinema we met some friends of our school and some other boys and girls from a nearby school who invited us to go to a fast-food. At first I hesitated because I didn't know them all but as my friend insisted to go I finally accepted to follow them. After we had eaten, some of the kids went out to smoke offering us a cigarette too. I told them that I didn't smoke and that I wanted to go back home. To my surprise my friend Pelagia followed them outside. I was very disappointed when I saw her smoking... I couldn't understand what could have happened so that she didn't want to come back home together as we always used to do.

The following day I called her up at home because I wanted to have a talk with her about last night's behavior. Her voice sounded sleepy. She told me she would call me up later but she didn't. On Monday morning, on our way to school we met one of the boys whom we met on Saturday night. I soon realized that something went wrong. He kissed her and put something in her pocket...

Day by day she changed attitude, she had a bad temper and she began smoking unstoppably. I couldn't recognize my friend. She had sudden changes in her behaviour. She lost weight. One of the most important clues was the withdrawal from her family and our friendship.

She also didn't take care about her personal grooming.

I was worried about my friend who I thought she might be in the beginning of using drugs. I decided to take action. My school has been taking part in an Erasmus project about addictions and being a participant in this project as peer mentor I knew what to look for or to do so that I could help her.

First of all I decided to talk to her although I knew she could feel daunted about her drug use, but it was important for me as a friend to help her. I told her that I didn't intend to hurt her. Then I tried to make her realize she had a problem. When I made sure she understood that abusing drugs is a serious issue she asked her family to help her.

At the end of her adventure I came up to a conclusion: the addicted person needs to feel that there is someone close to him/her and cares about him/her.



KA2 project Nr. 2016-1-LV01-KA201-022634 “Healthy Minds for Healthy Europe”

Skuodas Bartuva progymnasium Lesson plan “Debate on using psychoactive substances “

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	Should drug abuse be considered a health problem rather than a criminal problem?(lesson for older students)	<p>To make the participants of the debate understand the negative impact of drugs and other psychoactive substance on human health and society;</p> <p>To develop critical thinking, responsibility for their own actions and behaviour</p> <p>Identify the addiction to psychoactive substances as a social issue.</p>	<p>Students are divided into 2 groups by drawing different colored tabs.</p> <p>Presentation .The teacher tells the topic of the debate and gets acquainted with active teaching method of debate by discussing the pluses, mandatory rules and teacher’s features.</p> <p>Statements for discussion:</p> <p>1 Is addiction a disease or a choice?</p> <p>Everybody takes drugs for different reasons like: depression, anxiety or treatment. Some people do because they think it's cool. When</p>	<p>Rules for debating (printed or displayed on the screen):</p> <ul style="list-style-type: none"> -respect the group members, -express purpose, -do not speak about personal things, -don’t stay away from topics, 	<p>2x45</p> <p>5 min</p> <p>5 min</p> <p>15 min</p>

			<p>somebody's addicted to something doesn't mean it's their fault just means they need help to stop. Nobody wants to be addicted to anything. It isn't a crime, it's a health problem.</p> <p>2. Should addicts be punished or treated?</p> <p>Drug abuse is a health problem and a criminal problem. It is a health problem obviously because it deteriorates your body and brain, and it is a criminal problem because those drugs are illegal. If the person does not want to seek help he should be forced into rehabilitation.</p> <p>3. Drug addiction is a brain disease.</p> <p>Drug addiction is a mind altering disease. It disrupts the reward function of the brain. It releases the chemical called dopamine which often gets released when we are happy like having good food.</p> <p>People get hooked to drugs after some time and they find it hard to leave. Stoppage can cause severe withdrawal symptoms.</p> <p>4. There are some drugs that help people.</p> <p>Drugs should be considered a health problem because although many individuals abuse them in the wrong way, it does not make it fair to others who need is for medical reasons. Some drugs, if used in the right amounts, have been tested and proved to help people with certain medical problems.</p>	<p>-speak one by one.</p>	<p>15 min</p> <p>15 min</p> <p>15 min</p>
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			Summary of the lesson: drawing and presentation of the problem tree /writing discussed consequences of drug use on the branches.	Paper, markers.	20 min
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<http://www.debate.org/opinions/is-drug-addiction-a-criminal-issue>

Lesson plan

Theme: Preventing Alcohol addiction among young people.

Nr.	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	Catch the students attention on alcohol	The teacher displays three or four different - empty alcohol bottles on the desk and asks the students to guess what their content was and what they have in common.	Empty alcohol bottles without stickers	3 min.
2.	Clear up the meaning of ‘alcohol addiction’	The teacher shows the title with some pictures of addicted people and tries to get students to give their version of what is alcohol addiction is.	Projector, Computer, Presentation software	5 min.
3.	Discuss the reasons why young people might use alcohol.	Students discuss in groups of four the reasons why young people use alcohol. They write their main findings. Each group has a representative who will tell the class their findings. The teacher intervenes when needed and writes the main reasons found on the board.	Board	10 min.
4.	Discuss prevention	The question about what could prevent the use of alcohol among young people is put for open discussion and students are expected to have answers like - severe penalties for the sale of alcohol to teens, increased fines, increasing prices,		10 min.

5.	Create a poster	<p>parents remove alcoholic drinks from home, laws that would restrict advertising, produce more non-alcoholic drinks, develop mechanisms to say 'no' to the pressure from others.</p> <p>The students are asked to use a computer to write individually on one page, some signs about alcohol harm and prevention.</p>	Computer, Presentation software	10 min.
6.	Synopsis	<p>The teacher reads out some of the signs that were created by the students, and shows some of the organizations that deal with alcohol addiction and prevention</p>	Projector, Computer, Presentation software	2 min.

Bibliography

SCHOOL: ARADIPPOU GYMNASIUM, CYPRUS

TEACHER: Michalis Kallenos



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Lesson plan on fighting addiction to alcohol by Ilze Klimbe-Kārklīņa (Latvia)

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	Addiction to using alcohol	To motivate students to think about the bad effects of alcohol on young people.	1. Brainstorming method: What is alcohol addiction? Why do young people use alcohol?	Talk on the types of alcohol. Video https://youtube.com/watch?v=fITTXscFyEg http://www.youtube.com/watch?v=7eyoYWBjtR0	5 min 0:03:44 min 0:09:32 min
			2. Group the students in groups. The groups discuss for/ against the use of alcohol	Students create visual aids.	10 min
			3. Students present their work and make conclusions.	Teacher writes the conclusions on the board.	8 min
			4. Students try to find and offer other alternatives to using alcohol.	Students write their suggestions on the board.	5 min

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4. <https://youtube.com/watch?v=fITTXscFyEg>
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6. <http://www.youtube.com/watch?v=Yr2WbaRFRs>

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
5.	Alcohol	Helping students understand the effects of alcohol on the human body	<ul style="list-style-type: none"> • Activation • Building of tracks that students have to walk while wearing special glasses • Dodgeball match while wearing the special glasses 	Glasses with special lenses which modify the vision, so that the person wearing them feels as if he/she were under the effect of alcohol	90'

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Fiorini, Bocchi, Coretti, Chiesa, Più Movimento, Marietti Scuola

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
6.	Drugs	Helping students learn about different types of drugs and their effects on the human body	<ul style="list-style-type: none"> • Theoretical presentation on different types of drugs • Students are divided into a number of groups according to the number of drugs studied • Each group studies in detail different aspects connected to one type of drug through books, newspapers, videos selected by the teacher • Each group prepares a .ppt presentation for the class • Production of a short video on the activity carried out • All the presentations are collected into a booklet, to be distributed to all the classes of the school 	<ul style="list-style-type: none"> • PC • Videocamera • Books/newspapers selected by the teacher 	240'

Bibliography

Fiorini, Bocchi, Coretti, Chiesa, Più Movimento, Marietti Scuola



Suggested activities on fighting
• ADDICTION TO SMOKING



KA2 project Nr. 2016-1-LV01-KA201-022634 “Healthy Minds for Healthy Europe”

Lesson plan

Theme: Prevent teens addiction from smoking.

Nr.	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	Products containing tobacco.	The lesson begins by asking students to raise their hands if someone has already used tobacco. Those who raised their hands, ask them to explain how it is used by them. Then ask them to consider what tobacco is and the products that contain it, listing their ideas on the board.	Board	5 min.
2.	Why do teens smoke tobacco?	The lesson continues by asking students why teens start smoking , listing their ideas on the board. Their answers may include the following reasons. Otherwise the teacher may use additional questions to help the students find these reasons. <ul data-bbox="645 1037 1467 1420" style="list-style-type: none">• They're curious.• Their friends are doing it (peer pressure).• They believe it's cool.• They want to feel grown up.• They've seen their older siblings trying it.• Their parents or family members smoke.• They want to lose or maintain weight.• They're stressed.• Media and advertising make smoking seem cool.• Teens feel they can stop at any time. So why not try it?	Board	10 min

3	The effect of smoking on our health	<p>Start a discussion with the students by asking them how smoking effects their body? Then play the video "smoking & Health". The students can also use a mini poster "risks of smoking"</p> <ul style="list-style-type: none"> • How smoking effects their heart? Due to all the chemicals present in cigarettes, smokers may suffer from high blood pressure, heart attacks and coronary heart disease • What bone disease are smokers at greater risk of? • Have smokers an increased risk for osteoporosis? • What does smoking do to the immune system? • What is a carcinogen? • How does smoking effects the eyes? • Are cigarettes addictive? 	Video projector poster	5 min
4	The effect of smoking on our appearance	<p>Continue the discussion with the students by asking them what does smoking do to our appearance?</p> <ul style="list-style-type: none"> • What does smoking do to the skin? • Why do smokers often have bags under their eyes? • What is in cigarettes that stains the teeth, nails, and fingers? 	poster	5 min
5	What is the passive smoking	Asks the students what the passive smoking is and how we can protect ourselves		5 min
6	Conclusion	<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Identify reasons to not start smoking • Describe the effects of smoking on the body • Identify reasons to stop smoking 		5 min

SCHOOL: ARADIPPOU GYMNASIUM, CYPRUS

TEACHER: CHRYSTALLA KOYMPAROU



KA2 project Nr. 2016-1-LV01-KA201-022634“Healthy Minds for Healthy Europe”

GREECE 4th Gymnasium Thessaloniki

Lesson plan “Addiction to smoking”

Lesson plan GREECE

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	SMOKING	<ul style="list-style-type: none"> - Students should be reliably informed about smoking and theirb concerns should be addressed - The research and understanding of the reasons why people, especially young people begin the harmful habit of smoking - The strengthening of students' personal skills in opposition to peer pressure. 	<p>The scenario consists of 5 cigarettes or 5 phases and each cigarette plays its own part in the development of the story. There are 5 people too and each of them has a different relationship with smoking .Each person has something different to say and contributes to the completion of the scenario in his or her own way.</p> <p>First we present the 5 protagonists of the story.</p> <p>Dr Health introduces himself/herself as the student's medical and health adviser who</p>		Every step - cigarette for a school hour (45min)

also takes on the role of making them think and posing dilemmas for them.

"**Cigarette**" on the other hand is the enemy of Dr Health who ignores the negative consequences of smoking and defends smokers.

(First cigarette): When Maria returns home from school she by chance finds a packet of cigarettes in her brother's room. After her first surprise, she starts to think about her brother's behavior and worry about it....The students can choose how the story continues with YES or NO.

(Second cigarette): Maria starts to think about the problem again when she sees her brother Michalis smoking in the park. Should Maria speak to her parents about her brother? The students can choose again how the story will continue with YES or NO.

(Third cigarette): Maria's mother, in conversation with Maria realizes that Michalis is smoking even although Maria finds excuses not to betray her

			<p>brother.... In this phase of the activity there is a discussion about the meaning of values...</p> <p>(Fourth cigarette): Grandfather's poor state of health and his decision to stop smoking is the reason for a discussion on the subject of passive smoking and the health problems that smoking can cause.</p> <p>(Fifth cigarette): The story continues with a revealing conversation between Michalis and his father, the purpose of which is to create emotional feelings and impressions.</p> <p>The students are motivated to think about why a young person can start smoking.</p>		
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4. http://www.datagyn.com/artman/publish/article_83.shtml



KA2 project Nr. 2016-1-LV01-KA201-022634 “Veseli prāti veselā Eiropā”

**Lesson plan on eliminating addiction to smoking(40 min)
by Ineta Lapiņa (Latvia)**

Nr.	Theme	Aim of the lesson	Detailed Lesson Procedure	Needed materials	Needed time in minutes
1.	Addiction to Smoking	To learn about the dangers of smoking in order to be able to make a proper, health-friendly decision.	<ol style="list-style-type: none">1. Assess the harmful effects of smoking on the human body.2. Create a thought map on the dangers of smoking.3. Write 5 suggestions for those who smoke.4. Reflect on the activity.	<ol style="list-style-type: none">1. Worksheets for individual work2. Text pages - work with text, group work, thought card.	<ol style="list-style-type: none">1. 10 minutes.2. 20 minutes.3. 5 minutes..4. 5 minutes..

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<http://www.tnooz.com>

Worksheet

The task. Answer the questions in the intended frame!

1. What is addiction?

2. What is abstinence?

3. How many people die of smoking daily in the world?

4. What substances does tobacco smoke contain?

5. How many minutes does one cigarette shorten the human life?

6. What diseases does smoking cause?

7. What are the most important measures to combat smoking to your mind? Write 3 reasons.

TEXT SHEETS

ADDICTIONS

During recent years there has been a lot of talk about the use of addictive substances, drug addiction, alcoholism, smoking and toximania. However, in society, particularly among young people, the number of people exposing themselves to the effects of these destructive substances continues to grow. Carelessness, when young people start using or just try to use harmful substances, usually results in irreversible changes in the body, the human being degraded and perishing quickly. Therefore it is necessary to constantly discuss the harmful influence of addictive substances.

Addiction is an overwhelming tendency to self-use and reuse substances that cause pleasant feelings. The pleasurable feelings or euphoria are short-lived. The feeling of self-fulfillment developing after euphoria reinforces the tendency for repeated use of the substance. It is generally impossible to withdraw from the future use of harmful substances because their discontinuation results in intolerable physical pain and psychiatric disorders, abstinence that resolves with a repeated dose of the substances.

Depending on the substance used, the following shall be distinguished:

- Drug addiction,
- Toxicity.

There is only a legal difference between drug addiction and toxicity. Drug addiction is spoken about when substances used are included in the list of drugs approved by international conventions, such as morphine, heroin, codeine, amphetamine, cocaine, marijuana, etc. If there is an addiction to a substance that has not been recognised as a drug, it is known as oxycoman. Depending on the substance used, the following shall be distinguished:

- Drug addiction,
- Toxicity.

There is only a legal difference between drug addiction and toxicity.

FACTS

Tobacco or nicotine addiction is very widespread. There is no difference that is smoked – cigarettes or cigars –all these products contain nicotine. Nicotine addictive factors are the same as those of drugs, such as heroin and cocaine. Nicotine establishes as much addiction as heroin, alcohol and marijuana. Some facts:

- In the world, 1.1 billion people smoke, of which 200 million are women,
- due to the use of tobacco, 10,000 people die every day, 2.5 million people dying yearly,
- by 2020, smoking is expected to become the main cause of disability and mortality, killing more than 10 million people annually. Smoking truly poses a serious threat to health. It is inevitable and adversely affects almost all organ systems. It is more common for smokers to experience cardiac and vascular system and lung diseases. Their life expectancy is incomparably shorter than the lifetime of non-smokers.

At the start of smoking, the small amount of nicotine that enters into the blood, as if causes pleasant feelings, raises the joy of work, exhilarates, inhibits appetite. But it is only observed in the early stages of smoking. Soon after the “encouraging” effect, people get used to it and can’t do without it anymore. There is a physical dependence on nicotine. Often more nicotine is needed to get the wanted effect. By inhaling cigarette smoke, many people don't really think about the evil that hurts the health.

Nicotine is a powerful poison. It is absorbed into the blood through the mucous membrane and goes into all organs. Without nicotine tobacco smoke contains some 400 harmful substances, including carbon dioxide, blueacid, ammonia, tar and soot. These toxic substances devastate the body, including the central nervous system. The highest concentration of nicotine has been detected directly in the brain. There it accumulates, thus harmful effects continue after smoking. One cigarette shortens the human life by 6-7 minutes. People must choose to live healthy, have a long life or be severely ill and die prematurely.

SMOKING AND HUMAN BODY

As already mentioned, smoking has a damaging effect on the cardiovascular system. The action of nicotine leads to narrowing of the blood vessels leading to increased blood pressure and increased heart rate. It reduces the supply of oxygen to the heart muscle and can cause stenocardia and myocardial infarction. As a result of prolonged smoking, the blood vessels of other organs become sclerotic, narrow and even blocked. This results in deterioration of blood supply to the tissues. It should be said that long-term smokers are most likely to die of heart attacks and strokes (20%), besides they suffer from high blood pressure, stenocardia and impotence.

The harmful effects of smoking on the respiratory organs must definitely be emphasized. Tobacco smoke contains about 40 cancer-causing substances. That's why smokers often get lung cancer. Dust agents in the bronchi cause irritation and inflammation that can contribute to the development of cancer cells. In smokers, tumor is often found in the larynx, oral cavity, esophagus, pancreas, bladder and cervix. In addition, smokers suffer from chronic bronchitis and often develop lung emfizema.

Smokers are recognized by some people for a number of features - their voice grows worse, breathless disorientation, teeth are yellowish and do not shine anymore. In addition, for long-term smokers, the fingers and nails become yellow. These features are not too exaggerated and often leave an unpleasant impression.

Passive smoking is particularly harmful. Smoke from inhaling contains much more harmful substances for non-smokers around the room. People are forced to breathe harmful substances against their will. It is very dangerous for health. Passive smokers, especially children, often develop bronchial asthma or other respiratory diseases, mid-ulcer disease, which may worsen hearing.

Smoking during pregnancy is absolutely unacceptable. Tobacco smoke is one of the most common causes of miscarriages. Smoking pregnant women are more likely to give birth to dead children. In the first months of life, a smoker's baby has an increased risk of sudden death.

How to restrict smoking?

There are the following smoking reduction programs :

- banning of cigarette advertising
- tax increases for tobacco products,
- children and adolescents are restricted to buy cigarettes ;
- health education at schools
- educational actions in the media;
- ban of smoking in public places
- special rules and restrictions on the packaging of cigarettes (ideally for the use of brand names - such as Marlboro, Camel);

The purpose of these measures is to change the attitude of the public towards smoking.

Bibliography



KA2 project Nr. 2016-1-LV01-KA201-022634 “Healthy Minds for Healthy Europe”

Skuodas Bartuva progymnasium LESSON PLAN ON SMOKING PREVENTION

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	“ Non smoking hat.” (for younger students)	<p>The basic idea without using the word "no" over the active activities to find antidotes to such harmful habits like smoking.</p> <p>The objective is also to show for children that only working together can achieve the best result.</p>	<p>1. Introducing the theme, objectives and tasks by giving questions about smoking and non smoking members in their family, commenting bad smell, around smokers, diseases caused by smoking etc.</p> <p>2. Dividing into few groups, using the names of pets. Cards get ready in advance or you can give each to draw. The cards are mixed up. Each takes one card and keeps on silence his or her pet name, no one does not say.</p>	<p>Cards with pictures of pets or paper and colours</p>	<p>2 min.</p> <p>2-3 min</p> <p>3-5 min</p>

			<p>3.. After giving a sign all at the same time begin to play the dumb animal and see what other plays - and finds his workmate or a small group of members.</p> <p>4. Within a given period of time groups of students glue newspapers(or papers)to square shape the larger area they can.</p> <p>5. Folding origami hat according to the example. The last stage of this step -a big hat made by the whole group.</p> <p>6. Each member is invited to go under the ready hat only when someone says one reason what harm gives smoking or why it is even worse for young people. Students go under the cap trying to fit it, if the cap is folded too small they can just stay behind the cap and wait for other members of the group.</p> <p>The winner is the group under(or behind) which cap gather more students.</p>	<p>Glue, sheets of paper, newspaper as needed</p> <p>Hats folding examples on the tables</p> <p>www.marshmelodies.com</p> <p>or watching</p> <p>https://www.youtube.com/watch?v=WjXBxrtI4PE</p>	<p>8-10 min</p> <p>13 min</p> <p>12-15 min</p>
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			(In case students were unable to fold the hat or it was destroyed they can use the shape made on 4 stage of the activity and just stand on the glued paper square).		
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<http://www.marshmelodies.com/lt/345-shlyapa-iz-gazety.html>

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IES Mar Serena

STEP BY STEP VIDEO ABOUT TOBACCO'S EFFECTS

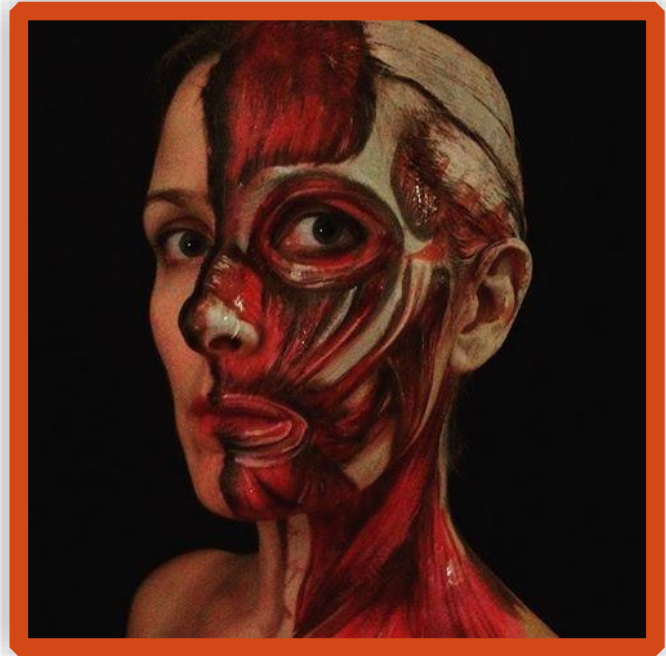


Programa Erasmus+

IES Mar Serena

Task objectives

1. Learn and visualize the long-time damaging effects of tobacco.
2. Raise awareness of the damages that tobacco causes in time. It is more simple and effective to be aware of the effects through the visualization of the damaging effects.



Index

Task objectives.....	1
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ACTIVITIES

The accomplishment of the task is divided into these different steps or activities:

- a) Looking for information about the damages of tobacco and what harmful substances, included in it, provoke them.
- b) Creation of a scenario for recording a video where some of the most toxic substances are shown to scale.
- c) Recording and editing a video where the degenerative process that suffers the body of a smoker, showing a model for it, is illustrated image to image.



EXERCISES

The groups that participate will be divided in teams to distribute each of the exercises. The teachers of the program will be in charge of coordinating the actions of each group to make sure that the task is carried out in an organized way. The activities to be carried out will be:

- a) Looking for information about the toxic substances that cigarettes and snuff rolling have.
- b) Interview to experts so that they can explain the risks of smoking for health. The interview must be recorded in sound format because it will be the audio for the video.
- c) Search and prepare the necessary material, apply scales and build the scenery for the video recording. There will be cigarettes that represent each of the chosen toxics and they must be made to scale in order to illustrate the percentage of these toxics in each cigarette.
- d) Create a storyboard about the video with the pictures in order.
- e) Photographic session and video editing.





KA2 project Nr. 2016-1-LV01-KA201-022634 “Healthy Minds for Healthy Europe”

Lesson plans

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
6.	STEP BY STEP VIDEO ABOUT TOBACCO'S EFFECTS	<p>1. To learn and to visualize the long-time damaging effects of tobacco.</p> <p>2. To raise awareness of the damages that tobacco causes in time. It is more simple and effective to be aware of the effects through the visualization of the damaging effects.</p>	<p>a) Looking for information about the toxic substances that cigarettes and snuff rolling have.</p> <p>b) Interviewing experts so that they can explain the risks of smoking for health. The interview must be recorded in sound format because it will be the audio for the video.</p> <p>c) Searching and preparing the necessary material, apply scales and build the scenery for the video recording. There will be</p>	<p>Internet connection and some electronic device to look for information and record the interview's audio, such as computer, mobile phone or tablet.</p> <p>Different types of paper, images and many other tools such as scissors, glue, markers, etc. to create the scenery for the video session.</p> <p>A camera or mobile phone to take photos and assembly the final video.</p>	

			<p>cigarettes that represent each of the chosen toxics and they must be made to scale in order to illustrate the percentage of these toxics in each cigarette.</p> <p>d) Creating a storyboard about the video with the pictures in order.</p> <p>e) Photographic session and video editing.</p>		
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Bibliography



KA2 project Nr. 2016-1-LV01-KA201-022634“Healthy Minds for Healthy Europe”

Grobiņas ģimnāzija

Lesson plan “Addictions to smoking” by Marita Jūrmale (Latvia)

Tēma	Stundas mērķis	Stundas norise	Vajadzīgie materiāli	Norises laiks minūtēs
Smoking. For students of classes 7 – 9 but can be adapted to any age group.	To introduce students with the harming nature of smoking.	<ol style="list-style-type: none"> 1. Students are divided in groups of 4 -5. 2. The groups play the game 3. At the end of the game all the participants conclude what they have learned during the game and tell about it to the other participants. <p>The questions participants have to answer are as follows:</p> <ol style="list-style-type: none"> 1. What promotes smoking? 2. Tell a funny incident on smoking. 3. How frequent smoking is harmful to health? 4. Mention a positive thing you can get from smoking. 5. Move one step back. 6. Which smoking is is more harmful - active or passive? 7. What could be replaced by a desire to smoke? 8. Move forward 2 steps. 9. Does smoking seem interesting and exciting to you? 10. How does smoking affect your body? 11. What can be done if you have a lot of free time? 12. All standi for 1 minute on one leg 13. What would you like to learn about smoking? 	Counters and dice.	Duration 45 minutes

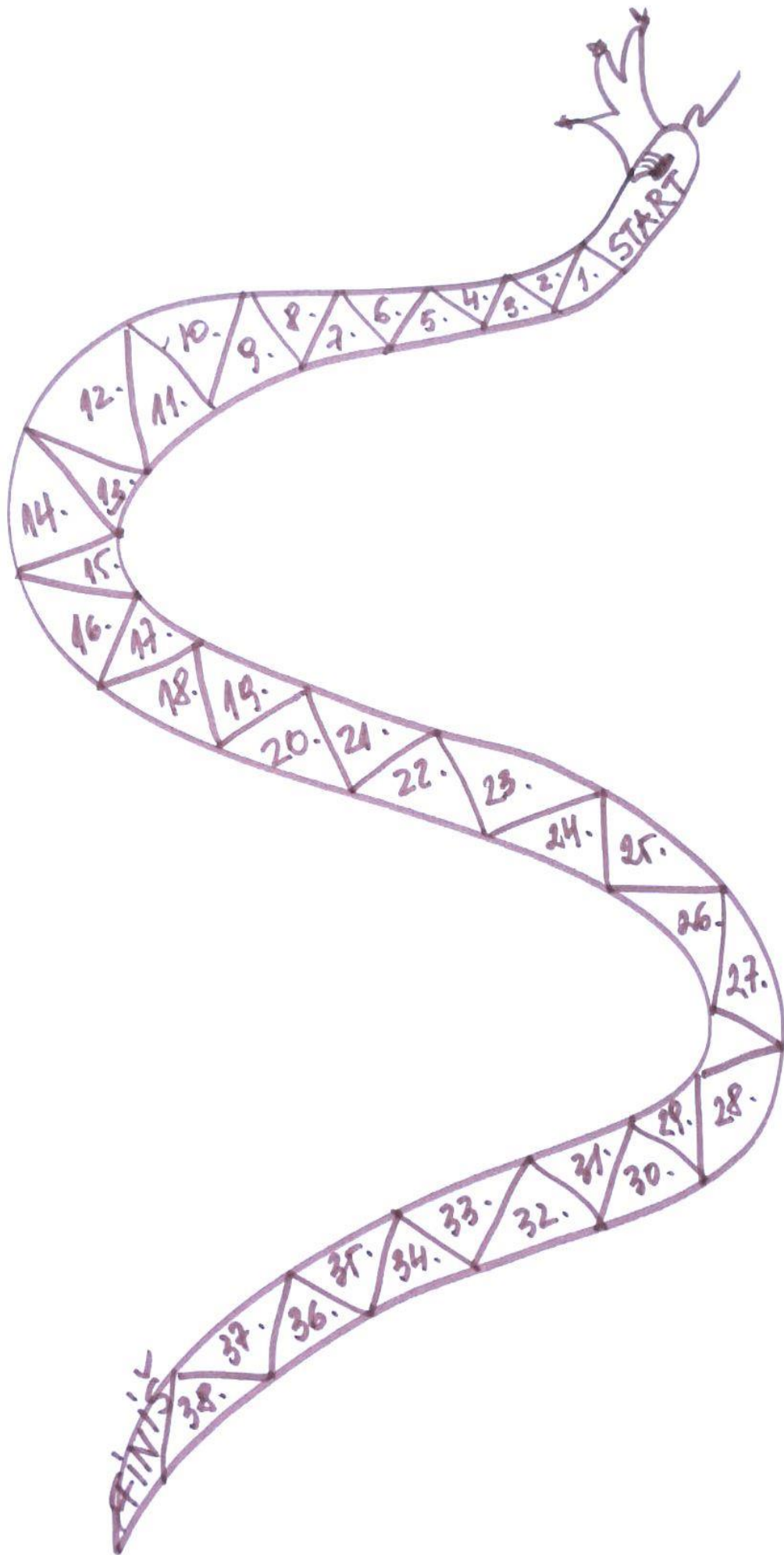
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| | | <ol style="list-style-type: none"> 14. Each member of the team must cross the room in a different way. 15. Who is the people who smoke most often? 16. What you think would be the best way to quit smoking? 17. Move one step back. 18. How does smoking positively affect people? 19. Choose which team member will complement the next game question 20. How much are you interested in whether there are many smokers in your country? 21. How do you think how much money young people consume on smoking per year? 22. Express compliment to each member of the team; 23. Tell how harmfully smoking affects one's health. 24. If you would like to stop your friend from smoking, how would you would do it? 25. What can you replace smoking with? 26. Your opinion about the E cigarette? 27. Show a thing connected with smoking without words. The team guesses what it is. 28. What should each smoker be informed of? | | |
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Koroļeva, I., Mieriņa, I., Goldmanis, M., Trapencieris, M. (2008a). Atkarību izraisīto vielu lietošanas izplatība iedzīvotāju vidū. Rīga: Sabiedrības veselības aģentūra.



Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
2.	Smoking	Helping students understand the effects of smoking on the human body	<ul style="list-style-type: none"> • Theoretical presentation of lungs system • Prezi presentation of the effects of smoking on the human body • Aerobic track with measurement of physiological parameters with heart rate monitor • Analysis of results • Production of short non-smoking videos 	<ul style="list-style-type: none"> • Gym equipment (mats, ropes...) • heart rate monitors • Interactive whiteboard • PC • videocamera 	120' + 60'

Bibliography

Fiorini, Bocchi, Coretti, Chiesa, Più Movimento, Marietti Scuola



Suggested activities on fighting

- **ADDICTION TO SOCIAL NETWORKS&MOBILE PHONES**



KA2 project Nr. 2016-1-LV01-KA201-022634 “Veseli prāti veselā Eiropā”

**Lesson plan on eliminating addiction to social media (40 +40 min)
by Inta Ekte (Latvia)**

Nr.	Theme	Aim of the lesson	Detailed Lesson Procedure	Needed materials	Needed time in minutes
1.	Communication and Online Addiction	To make students understand pros and cons using of Internet and aware of potential danger spending too much hours online.	1 Watch the infographics about history of the Internet	http://www.tnooz.com/wp-content/uploads/2013/01/history-of-internet2.jpg https://infogr.am/internet-37816672	5 min
			2 Pair/ group work: facts that surprised you		5 min
			3 Watch the infographic about history of communication:	https://infogr.am/communication-727	5 min

			4 Pair/group work: Discuss and share: things and facts were a discovery for you.	Blank A3 paper, markers	13 min
			5 Individual work: Do the online quiz	https://1drv.ms/xs/s!At7hTv_u9Rh0gSuPWmgeWk-EZhXT	7 min
			6 Individual and pair work: Find out the results and discuss about them		7 min
			7 Individual work: Write an essay: The Internet in Teenagers Life. 80-100 words	Blank A4 paper, pen	15 -20 min
			8 Individual and group work: Present the essays in groups, discuss about experience		7 min
			9 Group work: Make the suggestion lists ‘Hacks and Hints How to Escape Internet Addiction’: students-students, students-parents, parents-students, parents-parents	Blank A3 paper, markers	7 min
			10 Put the lists at the wall, read, evaluate the ideas.		4 min

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<http://www.tnooz.com>



KA2 project Nr. 2016-1-LV01-KA201-022634 “Veseli prāti veselā Eiropā”

Lesson plan on eliminating addiction to social media
by Inese Ķepale (Latvia)

Nr.	Theme	Aim of the lesson	Detailed Lesson Procedure	Needed materials	Needed time in minutes
1.	Addiction to using social networks and the safety of the published information	To motivate students think about the time they spend in social networks and their safety	1. What is social media network?	Talk on the types of social media networks http://www.stat.lv/kadu-veidu-socialie-tikli-pastav/	7 min
			2. Survey the students on the most popular social networks in the class	List the most popular social networks on the board.	5 min
			3. Students fill in the survey “ Are you addicted to social networks? “	Students fill in the survey. https://www.youtube.com/watch?v=wewG9FEDS48	6 min
			4. Safety in the internet	Talk on the safety in the internet https://drossinternets.lv/lv/info/socialie-tikli	15 min
			5. Students write on a list of paper what they could		7 min

			change in their habits of using social networks.		
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Юный Шерлок, <https://www.youtube.com/watch?v=wewG9FEDS48>

Drošs internets.lv, <https://drossinternets.lv/lv/info/socialie-tikli>



KA2 project Nr. 2016-1-LV01-KA201-022634“Healthy Minds for Healthy Europe”

GREECE 4th Gymnasium Thessaloniki

Lesson plan “Addictions to Internet – Basic website rights”

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
	<p>Basic website rights</p> <p>Age of the group: 14-16 years old</p>	<ul style="list-style-type: none"> • Students gain conscience of the rights and obligations interdependence case. • Students get an idea of how website rights are being defined in the national legislation. 	<p>Introduction 1. Cartoon for piracy</p> <p>http://goo.gl/yGzEU6.</p> <p>Introduction 2. Present a case of website fraud out of a teenagers daily life. After analyzing the case, ask from your students to point out which are the website rights that have been violated.</p> <p>Activity 1 :</p> <p>Project: If there were no laws and restrictions at all and if you</p>		<p>Duration 45 minutes</p>

			<p>could do whatever you liked what would you actually do. Mention at least 4 things:</p> <p>Project: Now think of what would your actions mean for other people – your friends.</p> <p>.....</p> <p>Activity 2: Have a look at the map of basic rights of E.U.</p> <p>One of the most important legal documents of E.U. is the map of basic rights of E.U. (http://www.europarl.europa.eu/ charter/pdf/text_el.pdf). Read chapter 1 "Dignity" and point out the rights that you believe are the most important for the internet use.</p> <p>Activity 3: A first look at the manual of WWW</p> <p>Project: Use the reading technique of “scanning” (http://www.aacc.edu/tutoring/fi le/skimming.pdf) have a quick look to the book “Web We Want” and spot out the chapters and pages from the E.U. map in which the rights below are being</p>		
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			<p>studied</p> <p>Article 1 "Human dignity" Article 7 "Respect of private life" Article 11 "Freedom of expression"</p> <p>A certain right might be mentioned in more than one pages or chapters.</p>		
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4. <https://saferinternet4kids.gr>



KA2 project Nr. 2016-1-LV01-KA201-022634“Healthy Minds for Healthy Europe”

GREECE 4th Gymnasium Thessaloniki

Lesson plan “Addictions to Internet - Basic website rights”

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
	<p>Basic website rights</p> <p>Age of the group: 14-16 years old</p>	<ul style="list-style-type: none"> • Students gain conscience of the rights and obligations interdependence case. • Students get an idea of how website rights are being defined in the national legislation. 	<p>Introduction 1. Cartoon for piracy</p> <p>http://goo.gl/yGzEU6.</p> <p>Introduction 2. Present a case of website fraud out of a teenagers daily life. After analyzing the case, ask from your students to point out which are the website rights that have been violated.</p> <p>Activity 1 :</p> <p>Project: If there were no laws and restrictions at all and if you</p>		<p>Duration 45 minutes</p>

			<p>could do whatever you liked what would you actually do. Mention at least 4 things:</p> <p>Project: Now think of what would your actions mean for other people – your friends.</p> <p>.....</p> <p>Activity 2: Have a look at the map of basic rights of E.U.</p> <p>One of the most important legal documents of E.U. is the map of basic rights of E.U. (http://www.europarl.europa.eu/ charter/pdf/text_el.pdf). Read chapter 1 "Dignity" and point out the rights that you believe are the most important for the internet use.</p> <p>Activity 3: A first look at the manual of WWW</p> <p>Project: Use the reading technique of “scanning” (http://www.aacc.edu/tutoring/fi le/skimming.pdf) have a quick look to the book “Web We Want” and spot out the chapters and pages from the E.U. map in which the rights below are being</p>		
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			<p>studied</p> <p>Article 1 "Human dignity" Article 7 "Respect of private life" Article 11 "Freedom of expression"</p> <p>A certain right might be mentioned in more than one pages or chapters.</p>		
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IES Mar Serena

REVERSE METAMORPHOSIS



Programa Erasmus+

IES Mar Serena

Task Objectives

1. Reflecting about the transformation about how social media influence on the way we relate to the world around us.

2. Focus on how the excessive attention to virtual reality gets us away from our environment, reflecting about the limitation that that behaviour produces on us, stopping us from a full life, getting us away from friends, sport, health



Índex

Task Objectives; **Error! Marcador no definido.**

Índex 2

ACTIVITIES 3

EXERCISES 4

ACTIVITIES

The task is divided in the following steps or activities:



a) Analysing the relationship between the dependence to the mass media and the real daily life.

b) Comparing the lifestyle of a butterfly and a worm, getting to know the metamorphosis process, highlighting the changes and consequences.

c) Making off of a video in which it is clear how 'communication networks' of the mass media restrict the way we communicate.

EXERCISES

The students involved will be divided in teams to do the following exercises:

a) Get informed about the metamorphosis process, paying attention to a worm and butterfly lifestyle.

b) Looking for information about the influence of the mass media on teenagers.

c) Create a storyboard about the comparison between the dependence to mass media with a chrysalis.

d) Record the video to show the comparison between metamorphosis and mobile phone dependence.

e) Putting the video together on a technical way interchanging both processes.

f) Carrying out strategy to spread the video so that the content reaches as many people as possible.





KA2 project Nr. 2016-1-LV01-KA201-022634 “Healthy Minds for Healthy Europe”

Lesson plans

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
5.	REVERSE METAMORPHOSIS	<p>1. To reflect about the transformation about how social media influence on the way we relate to the world around us.</p> <p>2. To focus on how the excessive attention to virtual reality gets us away from our environment, reflecting about the limitation that that behaviour produces on us, stopping us from a full live,</p>	<p>a) Getting informed about the metamorphosis process, paying attention to a worm and butterfly lifestyle.</p> <p>b) Looking for information about the influence of the mass media on teenagers.</p> <p>c) Creating a storyboard about the comparison between the dependence to mass media with a chrysalis.</p>	<p>It is necessary a computer o mobile device to look for information on the Internet.</p> <p>It is necessary a camera or a mobile phone to record the scenes and to assembly the video.</p>	4 hours.

		<p>getting us away from friends, sport, health...</p>	<p>d) Recording the video to show the comparison between metamorphosis and mobile phone dependence.</p> <p>e) Putting the video together on a technical way interchanging both processes.</p> <p>f) Carrying out a strategy to spread the video so that the content reaches as many people as possible.</p>		
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Bibliography



KA2 project Nr. 2016-1-LV01-KA201-022634 “Healthy Minds for Healthy Europe”

Skuodas Bartuva progymnasium Lesson plan about Social Media Addiction

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	The risk factors of Social Media Addiction	<p>Identify the addiction to social media as a social issue.</p> <p>Identify teenagers addicted to social media behavioural characteristics.</p> <p>Identify warning signs of Facebook Addiction</p>	<p>Presentation of the topic.</p> <p>1.The nature of social media addiction.</p> <p>In recent years the mental health community has become increasingly interested in the impact that modern technology has on our lives – both positive and negative. On the positive side, technologies such as Skype, Instagram, and Facebook allow us to stay in contact with family and friends on the other side of the planet. Yet, unfortunately, people spend hours every day updating their status, uploading pictures, commenting on walls, playing Facebook games, reading updates from others, and searching for new friends to add. Plenty of clinicians have</p>	Computer, screen	8 min

			<p>observed symptoms of anxiety, depression and some psychological disorders in people who spend too much time online. Researchers concluded that social media addiction can be stronger than addiction to cigarettes and alcohol.</p> <p>2. The Risk Factors of Social Media Addiction.</p> <p>It is not a formal clinical diagnosis, it is fair to say that many people spend far too much time on social media and may at the very least describe themselves as being “obsessed”. Being addicted to sites like Facebook and Instagram doesn’t sound very serious. A lot of people throw around the term “addicted” pretty lightly, but behavioral addictions, like those to spending time on social media, can be serious. Often, it is correlated with other Internet applications that a teenager is addicted to such as online gaming or sexing. The focus becomes the digital world and the person is less engaged in the physical world of relationships.</p> <p>3. Discuss about 5 signs of Facebook Addiction and find out, if:</p> <p>3.1. You spend a lot of time thinking about Facebook or planning how to use it. You feel a preoccupation to using Facebook or the immediate need to share.</p> <p>3.2. You feel an urge to use Facebook more and more.</p>		<p>5 min</p> <p>10 min</p>
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			<p>3.3. You use Facebook in order to forget about personal problems.</p> <p>3.4. You become restless or troubled if you are prohibited from using Facebook.</p> <p>3.5. You use Facebook so much that it has had a negative impact on your relationships.</p> <p>5. Summary of the discussion: describe yourself as being /not/ partly/ addicted to social media.)</p> <p>6. Practical work.</p> <p>Create and present "demotivation" about social media addiction using Microsoft PowerPoint .</p>	<p>http://www.demotivation.us/newest/all/basic-white-girls-1289413.html</p> <p>Download different pictures</p> <p>Internet access</p> <p>Printer, paper (A4)</p>	<p>10 min</p> <p>12min</p>
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<http://www.demotivation.us/newest/all/basic-white-girls-1289413.html>

Lesson plan

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	Age group 13 – 15 Addiction to Mobile Phone	<p>-To develop pupils understanding of telephone and its uses</p> <p>-To learn about the advantages and disadvantages of mobile phone</p> <p>-To recognize the signs and symptoms of mobile phone Addiction</p>	<ul style="list-style-type: none"> • Begin lesson by asking everyone to think <u>a word or phrase</u> about mobile phone and write it on the board. (Brain storming) • Ask pupils to put the words written on the board in three columns as directed by the Worksheet 1. • Watch a video about how mobile phones are changing people. <p>https://www.youtube.com/watch?v=W6CBb3yX9Zs</p> <p>Team work on Worksheet 2</p>	Board Worksheet 1 Computer Video projector Worksheet 2	2 school periods: 9:20 – 10:50

			<ul style="list-style-type: none">• Ask pupils to make a poster. On the poster they should include all the ideas discussed within their team• Ask pupils to write a slogan and use it on their wallpaper of their mobiles, pc or tablets to remind them to use these “machines” in the right way		
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Bibliography: [https://www.youtube.com/watch?v=W6CBb3yX9Zs,](https://www.youtube.com/watch?v=W6CBb3yX9Zs)

<http://www.health.com/anxiety/cell-phone-addiction>

<https://www.psychguides.com/guides/signs-and-symptoms-of-cell-phone-addiction/>

<https://edition.cnn.com/2017/11/30/health/smartphone-addiction-study/index.html>

<https://fivethirtyeight.com/features/how-to-break-your-phone-addiction/>

SCHOOL: ARADIPPOU GYMNASIUM, CYPRUS

TEACHER: Annita Kamma Loucaides

WORKSHEET 1

Put the words written on the board in these columns

Mobile Phone (MP)

MP Uses	MP Advantages	MP Disadvantages

WORKSHEET 2

Watch this video. <https://www.youtube.com/watch?v=W6CBb3yX9Zs>

Discuss the following within your team.

Is there any shocking data mentioned in this video?

a)

b)

What diseases mobile phone can cause?

a)

b)

c)

d)

e)

In what ways people use nowadays the mobile phone?

a)

b)

c)

d)

Write a statement or a slogan that we can use to urge people to use a mobile phone in the “right” way.

Use all the ideas discussed within your team and make a **poster** including the statement above.

Urge people to use this slogan or poster as wallpaper for phone, pc or tablet.



KA2 project Nr. 2016-1-LV01-KA201-022634“Healthy Minds for Healthy Europe”

Grobiņas ģimnāzija

Lesson plan “Addictions to Internet - Basic website rights”

Nr.	Topic of the lesson	Aim of the lesson	Stages of the lesson	Needed materials	Duration in minutes
	<p>Basic website rights</p> <p>Age of the group: 14-16 years old</p>	<ul style="list-style-type: none">• Students gain conscience of the rights and obligations interdependence case.• Students get an idea of how website rights are being defined in the national legislation.	<p>Introduction 1. Cartoon for piracy</p> <p>http://goo.gl/yGzEU6.</p> <p>Introduction 2. Present a case of website fraud out of a teenagers daily life. After analyzing the case, ask from your students to point out which are the website rights that have been violated.</p> <p>Activity 1 :</p> <p>Project: If there were no laws and restrictions at all and if you could do whatever you liked what would you actually do. Mention at least 4 things:</p>		<p>Duration 45 minutes</p>

Project: Now think of what would your actions mean for other people – your friends.

Activity 2: Have a look at the map of basic rights of E.U.

One of the most important legal documents of E.U. is the map of basic rights of E.U.
(http://www.europarl.europa.eu/charter/pdf/text_el.pdf). Read chapter 1 "Dignity" and point out the rights that you believe are the most important for the internet use.

Activity 3: A first look at the manual of WWW

Project: Use the reading technique of “scanning”
(<http://www.aacc.edu/tutoring/file/skimming.pdf>) have a quick look to the book “Web We Want” and spot out the chapters and pages from the E.U. map in which the rights below are being studied

- Article 1 "Human dignity"
- Article 7 "Respect of private life"
- Article 11 "Freedom of expression"

A certain right might be mentioned in more than one pages or chapters.

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
4.	Social Media	Digital Detox Challenge – Teachers and Students spending 24 hours off-line without using mobile phone, tablets or PC	<ul style="list-style-type: none"> • Describing the project to students and sharing its aim: re-discovery of human interpersonal relationships on a real-life basis, avoiding mediation by social networks and/or any other kind of technological aid • Sharing the idea with class teachers. Trying to involve as many as possible (at least one teacher will have to take the challenge) • Deciding – with students – the best day to carry out the experiment • On fixed date, all mobiles will have to be switched off and collected in a box at school. The box is safely stored in the school's safe. Mobiles will be given back to students after 24 hours • During the challenge, all communication will have to be real-life or through landline phone. Using friends' or parents' mobile is not allowed. • At the end of the challenge students will report their feelings, difficulties, problems, solutions during the 24 hours. <p>After the challenge, the experiment may be carried on by introducing slight variations:</p> <ul style="list-style-type: none"> • 24 hours having removed from my mobile the app I use most • 24 hours with no social networks altogether, 	Box to collect phones School's safe	24h + 1

			<ul style="list-style-type: none">• 24 hours without taking photos with my mobile		
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Suggested activities on
• TEAMBUILDING



KA2 project Nr. 2016-1-LV01-KA201-022634 “Healthy Minds for Healthy Europe”

Skuodas Bartuva progymnasium LESSON PLAN ON TEAM BUILDING

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	<p>The importance and differences of each person. The game STOP& GO</p>	<p>Although we are all different, but we all are important for the team.</p> <p>The objective is to show for students that only working together can achieve the best result .The aim of this activity is to help the group to focus after a break and return to work.</p>	<p>1. By introducing the theme, objectives and tasks is important to say the basic idea of this game that it is about the differences between the group members and to emphasize the importance of each person.</p> <p>2. All participants move freely as long as any player can say "stop" and all players freeze in poses, which at that moment they were. When all movement is stopped, any player can say "Go", and all the players</p>	<p>A hall or a big class to have space for moving</p> <p>All participants move freely</p>	<p>1x45 min</p> <p>2-3 min</p> <p>5-8 min</p>

		<p>themselves again continue moving freely.</p> <p>3. One particular player says "Stop", all remaining players have to stand in the same posture as that player. After the same player says "Go," all the rest must move imitating his movements.</p> <p>4. The group quit talking and it does not perform any movement. All players must observe the environment and move when at least one player moves and stop when at least one player stops.</p> <p>5. Evaluation.</p> <p>By taking the initiative first of others, it is possible to determine which students are likely to be leaders of the teams.</p> <p>It can also become a discussion, asking what stage every player liked best and why. It is the right time for comments about we are different (some prefer the command word, the other - to be encouraged by actions, others – to do everything in silence).</p>		<p>8-10 min</p> <p>10-12 min</p> <p>12-15min</p>
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			Therefore, all different people find their place in the team because they are all important.		
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KA2 project Nr. 2016-1-LV01-KA201-022634 "Healthy Minds for Healthy Europe"

Greek Lesson plan
Team Building

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	Team building	The students are asked to build trusting relations within a team	<ul style="list-style-type: none">Someone is asked to stay still, as a statue, in an unusual or awkward position. Another one, "the sculpturer", is asked to correct the statue's posture or expression, by doing small interventions. He can also ask from another student to come up, next to him, and help him finish his work. The rest of the team suggests a name for the statue. Finally, the sculpturer announces his own idea for the statue's name.Taking ground out of a certain character or object : the sculpturer is	Huts, gloves, scarfs, sheets, ribbons	2X45 min

			<p>allowed to create his work of art, by keeping in mind a certain type or character; for example, a teacher, an old man, a bus driver or a tree etc</p> <ul style="list-style-type: none"> • Taking ground out of a sentiment or a memory: the sculpturer could make his creation by recalling a sentiment or a memory, for example, grief, sorrow, joy, anger, hanger or refuggies tragedy etc. The rest are asked to recognise the sentiment • The teacher and the team group may keep a list of sentiments, where from the sculpturers could make a selection. The group may also discuss sortly about childhood memories, for example, first day at school, a day ride and, after words, in small working groups, they may choose to represent (as a theatrical play) some of those memories. 		
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KA2 project Nr. 2016-1-LV01-KA201-022634 “Healthy Minds for Healthy Europe”

Lesson plans

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	Team building	build cooperation; build trusting atmosphere; set roles within a group	<ul style="list-style-type: none"> • Warm up: give the students (in groups) 5 minutes to absorb and try out specific language to make suggestions and negotiate. • Activity: In eighteen minutes, teams must build the tallest free-standing structure out of 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow. The marshmallow needs to be on top and cannot be reduced or divided. String and tape can be cut into smaller pieces. While the teams are working, the conductor can shout out any progress of the teams, to build up friendly rivalry. The winning structure needs to be stable. • Feedback: have students reflect, on what they have been doing and how they have been doing it (competition, helping each other, stress, support...) 	<ul style="list-style-type: none"> • Measuring tape; • stopwatch; • video projector and sound system (optional) to show and stop the time. <p>For each group of 4-5 people: 20 strings of spaghetti;</p> <ul style="list-style-type: none"> • 1 metre of masking tape; • 1 metre of string; • 1 pair of scissors; • 1 marshmallow. 	30'-45'

Bibliography

https://www.ted.com/talks/tom_wujec_build_a_tower

Lesson plan

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	The big Picture (team building)	<p>For the big picture, teams collaborate and communicate to create an enormous interconnected multi-canvas artwork. The Big Picture team builds exercises and commence with individuals join into a small teams, with each team being responsible for painting one or several individual canvases. Each canvas is a small segment, which will make up the final Big Picture artwork.</p>	<p>Students are divides in groups of four. Then all the students together decide which art masterpiece, they will do.</p> <p>Teams collect brushes, paint, and a diagram outlining their individual canvas. Then they sat down as a team to mix paints to create the right colours and paint their canvas.</p> <p>Students have to realise that in order for the overall artwork to be successful, they need to cooperate with other teams rather than</p>	<ol style="list-style-type: none"> 1. Canvases 2. Brushes 3. Acrylic paints 4. Pencils 5. Erases 6. Rules 	<p>This lesson will take approximately 4 periods of 45 minutes each.</p>

			<p>compete. Hold this in mind, they discuss and cooperate with the other students with canvases to join together, to ensure the lines and colours to match.</p>		
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By doing that, they have an overall picture of how to ensure that each canvas joints perfectly and the final result is “Success”, instead of an individual view.

Bibliography

SCHOOL: ARADIPPOU GYMNASIUM, CYPRUS

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PER LA SCUOLA - COMPETENZE E AMBIENTI PER L'APPRENDIMENTO (FSE-FESR)



Healthy Minds for Healthy Europe

Erasmus Plus Project

2016-1-LV01-KA201-022634

“Team Building”

Adria, 13th-17th February 2017

Introduction

The theme of the Italian meeting of the Erasmus Plus project Healthy minds for Healthy Europe is focused on Team Building, that is the ability to cooperate in shared activities with the aim of fostering group cohesion and developing emotional intelligence and European key competences - the life skills which define an active citizen as a social being, able to interact with others, while fully respecting differences (Unesco, 1994).

While working on the development of emotional intelligence and social personality, the meeting aims at reaching some specific goals, which may grant the responsibility of a choice towards a future characterized by a healthy lifestyle (the main theme of the whole project), distant from any form of addiction, towards the reaching of a subjective, collective and shared psychological and physical balance.

The activities carried out during the meeting in Italy are expressions of moments of ecological communication*, where – through the most pedagogical moments of dialogue – attention is focused on the importance and management of emotions. Such emotions, thanks to their universal character, are instinctively recognized and become an immediate vehicle for non verbal communication.

The handling of emotional intelligence goes along with the issues of team building, since the development of a well balanced personality, ready to interact with social and environmental factors, supports such skills as: cooperation, sharing, acceptance and work, which are at the basis of the new European guidelines as far as education, learning and literacy are concerned.

* Communication which takes place in a balanced and harmonic context, where participants respect each other, and are ready to accept other people's opinions and points of view

The Five elements which allow an effective cooperation in Team Building (cooperative learning)

1. Positive interdependence: students are actively involved in favouring and improving the performance of each member of the group, since any individual action influences and determines the collective action
2. Individual and group responsibility: the cohesion relationship within the group is most effective when individual and collective responsibility are fully understood and are given the same importance.

3. Constructive interaction: students work together, in a welcoming atmosphere, showing attitudes of acceptance and respect to each other, evaluating in positive terms the work done by each member of the group.

4. Enacting of specific skills and role/function division: students plan the work to be done on the basis of each member's competences and skills, in an atmosphere of confidence and reliance

5. Group evaluation: the group evaluates the final product and sets further goals for improvement. Moreover, each member of the group evaluates his/her own specific skills in social interaction.

General teaching aims

1. Learning about the interactive, social and cultural mechanisms which allow team building
2. Promoting the awareness of the possibility to work in a critical way on one's own emotional system
3. Understanding the relationship between reason and emotions
4. Understanding the importance of the relationship between emotions and communication.
5. Knowing different forms of communication - verbal, non verbal, paraverbal - and recognize their social value
6. Using language and symbols in an interactive way
7. Interacting in mixed groups, working in teams, managing conflicts and dealing with diversity

Specific learning aims

Learning new vocabulary (in English) regarding emotional and interpersonal aspects of our life

1. Recognizing and differentiating basic and universal emotions
2. Developing critical awareness of one's emotional style
3. Managing emotional outbursts in a given context
4. Recognizing other peoples' emotions as a moment of human sharing
5. Accepting and understanding other peoples' emotions: empathy skills
6. Getting to know emotional intelligence and ecological communication

Some of the group activities during the meeting

Activity 1: The marshmallow challenge (30 – 45 minutes)

Materials: Measuring tape; stopwatch; video projector and sound system (optional) to show and stop the time. For each group of 4-5 people: 20 strings of spaghetti; 1 metre of masking tape; 1 metre of string; 1 pair of scissors; 1 marshmallow. Language support: worksheet with expressions to make suggestions and negotiate. Reflexion: worksheet to reflect on what has been done (Worksheets are provided in the teacher's Welcome Kit)

Description:

Warmup: give the students (in groups) 5 minutes to absorb and try out specific language to make suggestions and negotiate.

Activity: In eighteen minutes, teams must build the tallest free-standing structure out of 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow. The marshmallow needs to be on top and cannot be reduced or divided. String and tape can be cut into smaller pieces. While the teams are working, the conductor can shout out any progress of the teams, to build up friendly rivalry. The winning structure needs to be stable.

Feedback: have students reflect, through the attached paper, on what they have been doing and how they have been doing it

Aim: build cooperation; build trusting atmosphere; set roles within a group

Activity 2: Feelings and communication (15 minutes)

Materials projector with slides of facial expressions representing different kind of emotions and feelings

Description: the activity is introduced by showing a video with people expressing different emotions, possibly in a different language, so that students realize how emotions are a language in themselves. At the end of the video students' attention is drawn to the projected slides and they try to find out what each expression tells them.

Aim: develop awareness of how some emotions and expressions can be interpreted in different ways, if out of context

Activity 3: Emotions board

Materials: sticking notes, poster with list of emotions

Description: in groups of 9/10 people, the students will draw on sticking notes an emoticon representing each of the feelings mentioned. Once they are finished, one student at a time will choose the emoticon that best represents them (as a person or in this moment), and will place it in its square. While doing so, they may want to explain the reason for their choice. When all students – one at a time - have stuck their emoticon onto the poster, all students together finish to place the drawings in the correct square. A song speaking of emotions may be played

Aim: getting familiar with different emotions and learning to speak about one's own emotions

CONFUSED	ANGRY	SCARED	SHY	GUILTY
HAPPY	STRONG	UNEASY	ANXIOUS	CURIOUS
EMBARASSED	EXCITED	PROUD	CONFIDENT	ARROGANT
BOLD	KIND	CHEERFUL	INDIFFERENT	SAD

Activity 4: Developing self esteem (I like you because...)

Materials: a coloured poster with the inscription "I like you because..."; sticking notes, with the name of a student written on the front.

Description: Each student picks up two sticking notes and writes down a sentence on the back of each card. The sentence, addressed to the person named on the front of the note, is to be continuation of the inscription on the poster (ex: "..... you make me laugh"). The sentence may be signed, or may remain anonymous. Students are to be warned that only positive qualities are to be written on the papers (no such a sentence like "I like you because you are stupid")

At the end of the activity/meeting students will go and look for the notes addressed to themselves and can decide to keep the notes as a memento of the meeting, or leave them.

Aim: Become aware of how other people's comments may influence our self-esteem

Activity 5: Deviant behaviour

Material: a list of deviant types of behaviour, with room for rating them

Description: Each student reads the list of situations described and rates them 0-1-2, according to how bad they think the situation is (0=not very bad; 2=very bad)

For 10 minutes students, in groups of 4/5, take into consideration the situations and try to explain/justify them, also by giving funny/creative interpretations

For 15 minutes the groups come together into one single group, in a circle, and try to share their ideas with the other students. At this point they may decide to change the score they gave at the beginning

Aim: trying to view unusual/deviant situations in a different way, with different eyes; sharing ideas; building a group based on shared values

- How would you feel if one of your friends:
1. Got drunk every weekend.
 2. Took drugs
 3. Smoked
 4. Gambled (slot machines)
 5. Were aggressive and quarreled with everybody
 6. Were always sad and never laughed
 7. Vandalized properties in town
 8. Only talked about football
 9. Over-ate
 10. Always wanted to be hugged
 11. Were a liar
 12. Always felt embarrassed

Conclusion

The final part of the experience will involve the students in a self-evaluation of what they have done over the week, through a specific evaluation paper which will define the quality of their social development and of the development of European citizenship competences

Self-evaluation of Emotional Intelligence

This evaluation paper focuses on team-building behaviour, and it is meant to be used at the end of group activities, to develop awareness on what has been done.

Symbols:

<< very little

< little

□ indifferent

> quite

>> very much

To build an effective team I think it is important to:	<<	<	□	>	>>
Help a friend in need					
Carry out my duties in a responsible way					
Build empathic, altruistic, sincere and balanced relationships					
Take part enthusiastically in group activities					
Modify my behaviour in various situations					
Have an active part in group activities					
Respect rules					
Meet with deadlines and respect other people's skills					
Be flexible					
Know my limits and trust my own resources					
Know how to control my reactions and predict their consequences					
Evaluate what I have done and accept constructive criticism					



KA2 project Nr. 2016-1-LV01-KA201-022634“Healthy Minds for Healthy Europe”

Grobiņas ģimnāzija

Lesson plan “Team Building” by Marita Jūrmale (Latvia)

Theme	Aim	Stages of the lesson	Needed materials	Time
Team building for the students of class 7-9, but can be adapted to any age group students	<p>To introduce the participants to each other, as well as to create a common positive atmosphere in the group;</p> <p>Let the student express his or her attitude. To become a leader;</p> <p>Plan an activity, to learn to work together in a group. To try to solve situations, to substantiate arguments on how students use their acquired knowledge not only during</p>	<p>1. Exercise: "We are all alike because ..."</p> <p>Aim: to get to know each other.</p> <p>Exercise: Participants create two laps - internal and external, facing each other. The number of participants in both circles is the same. The outer circle members tell their partners who are in the inner circle, a phrase starting with the words: "We are alike, because ..."</p> <p>Discussion after the exercise:</p> <ul style="list-style-type: none"> • What emotions did you feel during the exercise? • What did you learn about others? • What did you find interesting? <p>2.Exercise “ Line up !”</p>		Katrai aktivitātei apmēram 45 minutes

	<p>lessons, but also from their own experience,.</p>	<p>Aim: to overcome the barriers between participants in mutual communication.</p> <p>Exercise: Participants stand in close circles and close their eyes. Their task is to line up with their eyes closed starting from the tallest one to the smallest one. Once all the participants have found their place in the line, they open their eyes and look at what has come out.</p> <p>Discussion after the exercise:</p> <ul style="list-style-type: none"> • Has the group succeeded in doing this? • What helped? Did you feel support? • What emotions did you feel during the exercise? <p>3. Exercise "Ten Facts About Us"</p> <p>Aim: to feel like a team.</p> <p>Instructions: Within three minutes you have to record ten facts that you have in common.</p> <p>Discussion after the exercise:</p> <ul style="list-style-type: none"> • Do you have much in common? • What unites you? • What are the values of the organization in which you learn? <p>4. Exercise "Gift"</p> <p>Aim: in 10 minutes to work out positive ending of an exercise, reflection.</p>		
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		<p>Exercise and instructions: The manager says: "Now, let's think what our group could present to the other in order to promote relationship in the group? Let everybody say what he or she gives to the group. I, for example, give you optimism and mutual trust. "</p> <p>Then, each participant tells what he would like to give to the group.</p> <p>Discussion after the exercise:</p> <ul style="list-style-type: none"> • I want to ask you what new you have learned today? • What did you get for yourself, and the group? 		
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Success story.....about team building

It was an amazing experience. We were 12 students from different classes so different ages. When the program started we didn't know each other but everyday through projects, games and many hours spent together we became a strong team. We had many differences like age, personality, hobbies etc but that doesn't prevent us from bonding and creating a good team. We became good friends, we went on a journey together and we had a great time these 2 years. Of course there were some bad moments of crashing either with each other or with our teachers but we overlook them and proceeded below. The Erasmus project is a life experience that will remain unforgettable to all of us and we are grateful to our teachers that gave us the opportunity to have such a unique experience.



**Suggested
activities on
• HEALTHY EATING**





KA2 project Nr. 2016-1-LV01-KA201-022634“Healthy Minds for Healthy Europe”

Grobiņas ģimnāzija

Lesson plan “Addictions to Food” by Marita Jūrmale (Latvia)

Theme	Aim	Stages of the lesson	Needed materials	Time
Healthy Food for the students of classes 7 – 9, but can be adapted to any age group students	To get to know the basic principles of healthy eating.	<ol style="list-style-type: none">1. Discuss the anatomical structure of the digestive tract2. Do you know what a healthy diet is?3. Name the cereals what our body needs!4. Name the vegetables and fruits our body needs!5. Sort the given products into vegetables, fruits and cereals!6. Do you think sweets are healthy and necessary?7. How much water should we use daily?8. What does water do in our body?9. Students listen to a fairy tale and do the task. <p style="text-align: center;">FAIRY TALE</p>	Paper	Duration 45 minutes

Perhaps, you do not know it, but the monkeys believe that all the bananas belong to them. When Brazilian children eat bananas, they say: "I am a monkey." I once knew a little Brazilian boy who was extremely fond of bananas. He used to say, "I am an extraordinary monkey." If you like bananas, Brazilian kids say you're a monkey. I'll tell you a Brazilian story about how it all started.

A long time ago in (where?) _____ only one type of banana grew. There were many and different types of monkeys and lived a small granny who owned (what kind of?) _____ Banana Tree Garden. The little grandmother had a very hard time picking up her bananas, so she concluded a deal with a ((what kind of?)) _____ monkey. She promised the monkey that if he took her banana away, she would give him half of them. The monkey picked up bananas. Sorting his half of the bananas, he gave the little lady those bananas that grow at the bottom of the cluster and were small and bad. He left the beautiful, large and ripe bananas for himself and carried them home to mature in a dark place.

The little grandmother was very angry. She lay sleepless all night, wondering how to revenge the monkey. At last she figured out a (what kind of?) _____ joke.

The next morning she created a wax figure that reminded a (what kind of?) _____ boy. She placed a large basket on (to which part of her body) _____ and put the best ripe bananas that she could find into the basket. They really looked very tempting.

After a while a (what kind of?) _____ monkey arrived.. He saw the wax figure and decided that it was a street vendor - a boy who trades on the street with bananas. The monkey often used to kick the banana merchant trees, roll over their baskets and run away with bananas. That morning he was in a very good mood and decided to try to ask for bananas politely first.

"The merchant, the merchant," he said to the wax figure, "please give me a banana." The figure of the wax did not say a word.

Then the monkey screamed throughout the throat: "The merchant, the merchant, if you do not give me a banana, I will push your cart and spill out your bananas" The wax figure was silent.

The monkey touched the wax figure and hit it with (what part of the body) _____ .It(they)) _____ got stuck in the wax rigidly.

"The merchant, the merchant," the monkey yelled. "Let my _____ .loose and give me a banana, otherwise I will kick you thoroughly with my (what part of your body do you do) _____ " The wax figure did not let him go.

The monkey kicked the wax figure with _____ and _____ got stuck in the wax.

The monkey shouted "The merchant, the merchant's broom, let me go, otherwise I'll touch you with my body." The wax figure did not let him go.

The monkey pushed the wax figure with his whole body. His body got stuck in wax rigidly.

"The merchant, the merchant," the monkey cried, "release my body! Let my body, my two legs, both of my hands go or otherwise I will call all the other monkeys!" The wax figure did not let him go.

Then the monkey began to shout and jerk, and raised such a terrible noise that soon all other monkeys rushed from all sides.

(what kind of?)_____ monkey invented a plan to help (what kind of?)_____ monkey to get out of the gut. The monkeys were supposed to climb in the largest tree. The monkey with the loudest voice had to stand at the top of the pyramid and ask the sun to come and help (what kind of?)_____ monkey to get out of the terrible misfortune.

Large monkeys, small monkeys and medium-sized monkeys acted in accordance with this plan. The monkey with the loudest voice stood at the top of the pyramid, and the sun heard him. The sun arrived without delay and began to melt the wax in which the monkey was stuck. At last he was free.

When the little granny saw what had happened, her pleasure to grow bananas had stopped. She decided to go to another part of the world, where she grew (what?)_____ instead of bananas. She left the monkey her large garden with many banana trees. From that time to this moment, the monkeys believe that they own all the bananas.

10. Students discuss the idea of healthy eating.

Lesson plan on precooked food (fast food)

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
	Age group 13 – 15 Addiction to Precooked food (fast food)	<p>-To develop pupils understanding of what is precooked food.</p> <p>-To learn about the ingredients of this type of food.</p> <p>-To be aware of the negative cause to their health by eating precooked food. (Bulimia, Anorexia nervosa, other health problems)</p>	<ul style="list-style-type: none"> • Begin lesson by watch a video where they will witness the hideous creation of a precooked meal. https://vimeo.com/68365675 • Students are divided in 4 groups of six and choose a color for their team. (yellow, orange, red and green) • Each team will have to answer a small questioner according to their team color precooked food. • Students will present their answers to the entire classroom and with their teacher will be discussed. • Finally they will be asked to suggest and write some actions they will take in their school against precooked food addiction. 	Board Computer Video projector 4 Questioners: <ul style="list-style-type: none"> • Yellow • Orange • Red • Green 	2 school periods: 7:30 – 8:50

Questioner for yellow team

1. What do you think when you hear the term 'precooked food'?
2. How often do you eat precooked food?
3. What is it about precooked food that is so bad for you?
4. Why is precooked food so delicious?

Questioner for orange team

1. Are parents who feed precooked food to their children irresponsible?
2. Do you think there'll be more or less precooked food in the future?
3. What precooked food do you prefer?
4. How can you change your lifestyle to eat less precooked food?

Questioner for red team

1. Do lots of teenagers eat precooked food in your area?
2. Does your school educate you about the dangers of precooked food?
3. Do you think precooked food makers are immoral and should think more about people's health?
4. What do you think of people who eat mostly precooked food?

Questioner for green team

1. Does precooked food or good quality healthy food make you happier?
2. Why does precooked food cost so much?
3. What is the definition of precooked food?
4. What might happen to you if you eat precooked food very often?



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GREECE 4th Gymnasium Thessaloniki

Lesson plan “EATING DISORDERS”

Lesson plan GREECE

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
4.	EATING DISORDERS	Development and growth in self Emotional Education and Self Esteem <u>Additional goals:</u> <input type="checkbox"/> To recognize and report the main symptoms and impact of eating disorders on the health of the individual. <input type="checkbox"/> To recognize that frequently the Mass	<i>-Life values</i> <i>-The development of a safe and healthy life style</i> <i>-Healthy habits and ways of life</i> <i>-Nutrition and Health</i> Students searched for competent authorities who are concerned with the prevention and treatment of psychiatric Eating Disorders at a local and international level:	internet connection	4x45 min

		<p>Media projects unhealthy and unrealistic standards.</p> <ul style="list-style-type: none"> □ To accept themselves and identify ways to strengthen their self esteem. □ To perceive that a balanced relationship with food and exercise strengthens their self image, preventing possible eating disorders. 	<ul style="list-style-type: none"> □ National Eating Disorders Association. Information from: www.nationaleatingdisorders.org □ American Psychological Association. Information from: www.apa.org/topics/eating/index.aspx □ National Eating Disorder Information Centre (NEDIC). Information: http://www.nedic.ca <p style="text-align: center;"><u>ACTIVITIES</u></p> <ol style="list-style-type: none"> 1. "Beauty is " The teacher writes "Beauty is" on the board and the class is asked to do brainstorming: the students say what beauty means to them. 2. "What is perfect or ideal?" The teacher gives out pieces of paper and asks the students according to the gender they belong to, to describe what the perfect body is for them. 		
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3. Radio spot

The students get the following instructions:

The local radio station TEENFM's director, needs your help. To increase awareness of students' eating disorders the radio needs your help and has decided to broadcast a series of five radio programmes to cover the following issues:

- Features of anorexia and bulimia
- Reasons for eating disorders
- Warning signs of eating disorders
- Consequences of eating disorders
- Proper dietary habits for adolescents

The students work in small groups and create an attractive radio spot that gives accurate information to adolescents about eating disorders. Alternatively they can prepare small videos that show the above indicative issues.

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IES Mar Serena

GYMKHANA BEFORE AND AFTER A DIET

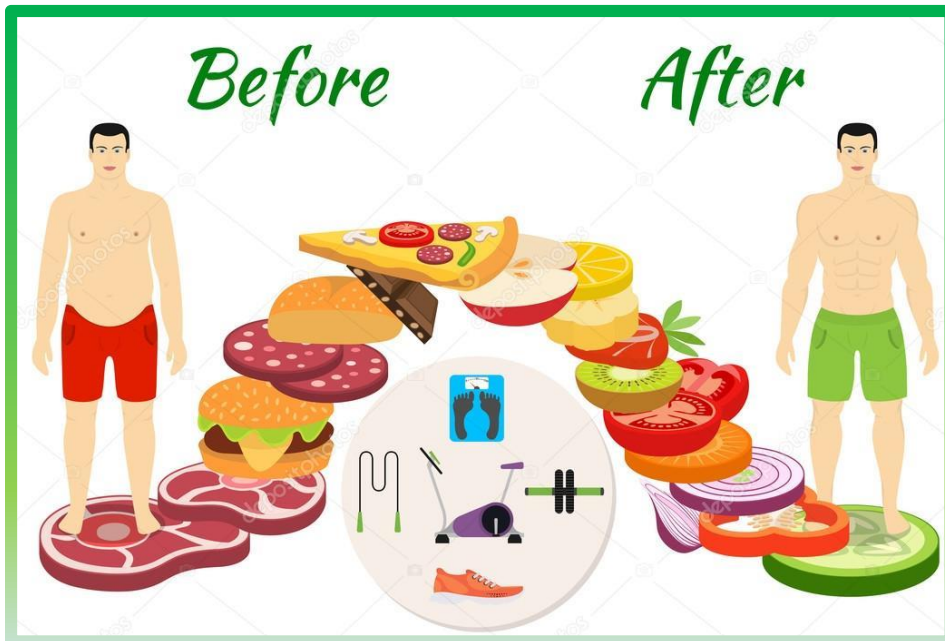


Program Erasmus+

IES Mar Serena

Task objectives

1. Experience in first person which some of the effects of a prolonged bad diet can be as time passes by.
2. Raise awareness of the importance of having a balanced diet as a healthy habit. A bad diet affects life conditions and health.



Content

Task objectives.....	1
ACTIVITIES.....	3
EXERCICES	4

ACTIVITIES

The task has the following steps or activities:

a) Investigate about a healthy diet; proportion between different food groups, recommended quantities, water and physical exercise.




b) Creation of a healthy diet and a diet based on students' likes and energy calculation of each diet in a day.

c) Carry out a physical test before and after of the design of the 'free' diet and questionnaire about feelings and difficulties.

EXERCICES

The students involved will be divided in teams to carry out the different exercises, including the physical tests circuits:

- a) Looking for information about the requisites for a healthy diet.
 - b) Make the energy calculation linked to quantities of the different types of food.
- 
- c) Create a healthy diet for a week, making the energy calculation in relation to a certain quantity of food in the diet.
 - d) Take part in a circuit with physical tests where timings will be done and at the end, a questionnaire about feelings and difficulties will be completed.
 - e) Create a 'free' diet for a week, making the energy calculation associated to the same fixed quantities in the previous diet.
 - f) Do the calculation to convert the rise of calories between the two diets in body mass, extrapolating the results to six months.
 - g) Do the physical test circuit again, but incorporation the corporal mass excess calculated over the participant. Once it is finished, complete the questionnaire of feelings and difficulties.



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Lesson plans

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
3.	GYMKHANA DIET	<p>1. To experience in first person which some of the effects of a prolonged bad diet can be as time passes by.</p> <p>2. To raise awareness of the importance of having a balanced diet as a healthy habit. A bad diet affects life conditions and health.</p>	<p>a) Looking for information about the requisites for a healthy diet.</p> <p>b) Making the energy calculation linked to quantities of the different types of food.</p> <p>c) Creating a healthy diet for a week, making the energy calculation in relation to a certain quantity of food in the diet.</p>	<p>Internet connection and some electronic device to find information, such as mobile phone, tablet or computer, and do calculations or to design questions to the questionnaires after the activity tests.</p> <p>Physical education materials such as fences, cones, jump ropes, and any other that can be used to create the circuit.</p>	<p>Three sessions of sixty minutes each one to look for information, design diets and questionnaires.</p> <p>One session of sixty minutes to complete the activity tests.</p>

			<p>d) Taking part in a circuit with physical tests where timings will be done and at the end, a questionnaire about feelings and difficulties will be completed.</p> <p>e) Creating a 'free' diet for a week, making the energy calculation associated to the same fixed quantities in the previous diet.</p> <p>f) Doing the calculation to convert the rise of calories between the two diets in body mass, extrapolating the results to six months.</p> <p>g) Doing the physical test circuit again, but incorporation the corporal mass excess calculated over the participant. Once it is finished, complete the questionnaire of feelings and difficulties.</p>		
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Bibliography



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Skuodas Bartuva progymnasium

LESSON PLAN ABOUT HEALTHY FOOD

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
1.	A healthy diet and eating habits	1. To develop healthy and regular eating habits. 2. To find out the influence of nutrition on health. 3. To develop the ability to examine food labels and choose only health-friendly products .	1. Introducing the theme, objectives and tasks. 2. Presentation of factors affecting on human health: 40-60% of people's health depends on lifestyle; 30-40% on the ecology; 10-15% on the inheritance And only 8-10% on the health-protection measures 3. Presentation of basic rules for healthy eating: 3.1. Eat more varied food	Computer, projector, screen	3 min. 5 min. 7 min.

			<p>3.2. Maintain a normal body weight</p> <p>3.3. Choose <u>healthy vegetable oils</u> like olive, canola, soy, corn, sunflower, and avoid partially hydrogenated oils, which contain unhealthy trans fats. Remember that <u>low-fat does not mean “healthy.”</u></p> <p>3.4. Eat more variety of vegetables, fruits, and cereal-based products</p> <p>3.5. Limit salt, sugar, sweets and sugary drinks</p> <p>4. Basic principles of a healthy diet:</p> <p>4.1. rationing-even essential nutrients if they are used too much is harmful to health</p> <p>4.2. diversity-. eat the most diversified food because the body gets about 40 kinds of nutrients.</p> <p>4.3. balance- appropriate ratios of protein, fat, carbohydrates, vitamins and minerals.</p> <p>5. Presentation of Healthy Eating Pyramid:</p> <p>6. Giving the task for students .</p> <p>7. Evaluation of the lesson. Questions to be discussed :</p> <p>What are the basic rules for healthy eating you remember?</p> <p>What tells the healthy food pyramid? What is the basic principle of it?</p>	<p>https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/</p> <p>The annex n.1</p>	<p>7 min.</p> <p>5 min.</p> <p>6 min.</p>
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			<p>Can vegetables and fruit be always described as a healthy food?</p> <p>How food choices affect to the human health?</p> <p>Can your food be described as healthy?</p> <p>What are the major mistakes in your eating you could pick out so far?</p> <p>Will this knowledge change your eating habits?</p>		12 min.
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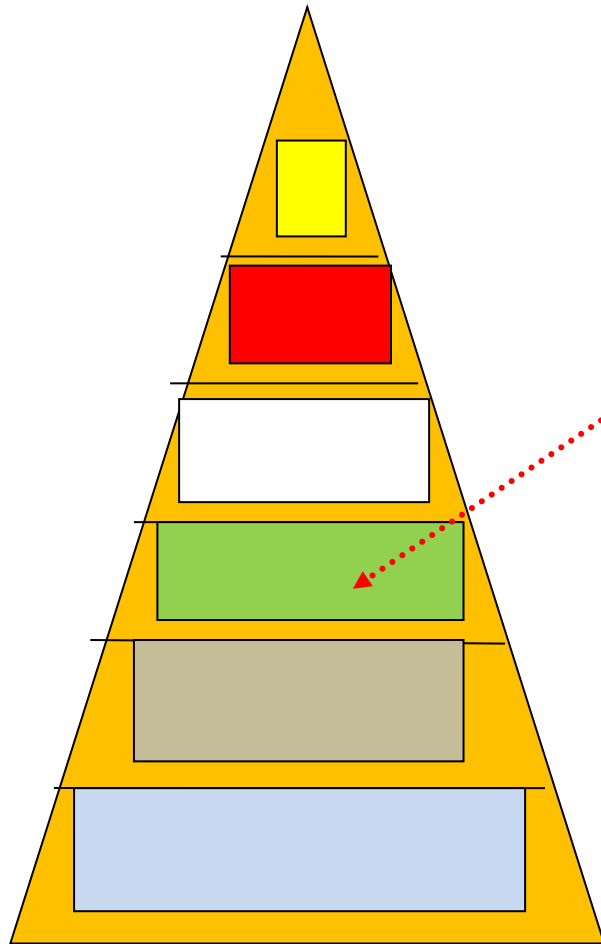
<https://www.healthyfood.co.nz/>

<https://www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx>

<https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/>

Task for students (annex n.1)

Fill out the food pyramid as shown in the following example



water
juice
tomatoes
chocolate
milk
butter
mineral water
carrots
fish
pasta
cucumbers
cake
bread
oranges
strawberries
Olive oil
chicken
pork
eggs
rice
yogurt
cheese

Nr.	Theme	The aim of the lesson	Stages of the lesson	Needed materials	Needed time in minutes
3.	Junk food	Helping students learn food characteristics, learning to read food labels, producing a short video on healthy food.	<ul style="list-style-type: none"> • Theoretical presentation on healthy food • Analysis of some labels of commonly used foods • Analysis of some labels of snacks from the school vending machines • In the gym: different practical activities to activate different types of metabolism to make students understand how each energy substrate is used by our body • Production of a short video on the activity carried out 	<ul style="list-style-type: none"> • Product labels • Step counter/ pedometer • Heart rate monitors • Interactive whiteboard • PC • videocamera 	240'

Bibliography

Fiorini, Bocchi, Coretti, Chiesa, Più Movimento, Marietti Scuola