

Co-funded by the  
Erasmus+ Programme  
of the European Union

ERASMUS+/ KA2/ 2020-1-ES01-KA229-081755

Contributors:

COORDINATOR:

IES Huarte de San Juan, Spain

Alfonso Cobos Quesada (coordinator of the project)

Scoala Gimnaziala "Nicolae Coculescu", Romania

Mihaela Dancea (school coordinator)

Muhsin Yazicioglu Ortaokulu, Turkey

Ersin Tayyar (school coordinator)

PARTNERS:

2nd Protypo Gymnasio of Athens, Greece

Alexandros Lazaridis (school coordinator)

I. OŠ Žalec, Slovenia

Jasmina Vršnik (school coordinator)

Anja Špiljar

Alex Wirth

Ana Antloga

## Table of contents

Introduction	4
Outdoor activities for a better life	7
Fundamentals of a healthy diet	34
Sport's impact on the quality of life	38
Emotional health	42
Social integration through physical activity	47

## Introduction

Stay healthy. Enjoy life. is an international project coordinated by Alfonso Cobos Quesada from IES Huarte de San Juan, Spain and it was established to improve the quality of life, focusing on all aspects of health that affect our attitude towards life and therefore also prevent bad habits, early leaving school and improve school work. Guided by two basic problems: the search for internationalization and the need for improving the healthy habits of our students is why we decided to launch this program of exchange of good practices.

Through participation in this project, we wanted to achieve two main goals:

1. To get the greatest number of students, and particularly those in a more disadvantaged situation, to acquire healthier physical, mental and social habits.
2. To implement a program of healthy habits that allow problems to be detected early and to act in anticipation of school failure.

We have divided the project into 5 parts or topics, each with its specific activities and each school was responsible to prepare activities for one topic:

- 1-. Outdoor activities for a better life (I. OŠ Žalec, Slovenia)
- 2.-Fundamentals of a healthy diet ( IES Huarte de San Juan, Spain)
- 3.-Sport's impact on the quality of life (Muhsin Yazicioglu Ortaokulu, Turkey)
- 4.-.Emotional health (Scoală Gimnazială "Nicolae Coculescu", Romania)
- 5.-Social integration through physical activity (2nd Prototypos Gymnasio of Athens, Greece)

- IES Huarte de San Juan, Spain
- OŠ Žalec, Slovenia,
- Muhsin Yazicioglu Ortaokulu, Turkey
- Scoala Gimnaziala "Nicolae Coculescu", Romania
- 2nd Protypo Gymnasio of Athens, Greece



If you want to know more about the project, visit the website

<https://stayhealthyenjoylife.wordpress.com/>

In this handbook, you will find different activities that will help you define students' overall well-being and improve different aspects of their health.

## OUTDOOR ACTIVITIES FOR BETTER LIFE ( I. OŠ Žalec, Slovenia)

### Outdoor learning

Learning is a big part of students' lives and the majority of learning is done indoors. This activity aims to move to learning outdoors and motivate students to spend more time outdoors. Learning outdoors is based on learning by doing, through which they remember better and longer.

### Preparation:

Use a topic from the curriculum, write objectives and plan an outdoor learning activity.

### Objectives:

- Students learn in fresh air and sun to get the benefits of oxygen and vitamin D to achieve better cognitive results.
- Students learn by doing which increases blood and oxygen flow, which positively affects cognitive development, physical health, and mental well-being.

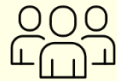
Evidence: Instructions for work, photos (or videos) of outdoor learning.

OR feel free to use some of the plans written by participating teachers.

## ISOMETRIC PROJECTION IN A DIFFERENT WAY – IN THE NATURE



45'



individually/in pairs/  
in groups



forest/park



branches, twigs, camera,  
scissors or pruning shears

### Objectives:

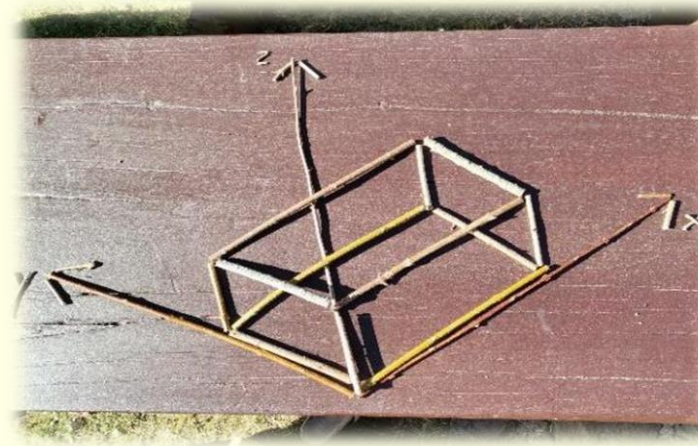
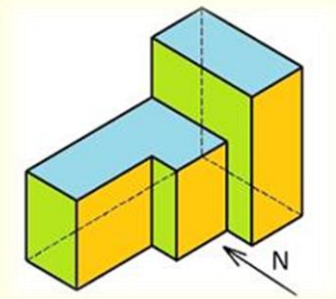
- to explain how to draw objects in isometric projection,
- to describe the making of the image in isometric projection,
- to sketch or build or draw an object in isometric projection and to find the possible usage of isometric projection in practice.

### Instructions:

Before the activity revise the definition of isometric projection with students and draw it on paper.

1. Prepare an object you are going to present in an isometric projection or your notebook with examples. Prepare a camera or a phone to take photos of your work.
2. Go into the nature – to the forest edge or into the forest and find branches, twigs of different lengths and thicknesses.
3. Find a suitable place in the nature where your final work will be clearly visible to take some photos.
4. Break branches and twigs into appropriate lengths.
5. Using thinner branches form a coordinate system (coordinate system label and name – arrows and x, y and z-axis).
6. Using thicker branches present an object in isometric projection.
7. Take photos of every step.

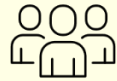




## WATER FILTER



45'



individually/in pairs/  
in groups



near a body of water



a large plastic bottle, utility  
knife or scissors, gauze or  
similar fabric (cotton),  
charcoal or felt, very fine  
sand, coarse sand, stones

### Objectives:

- to revise the method of filtration and the result we get from it,
- to find out we can make a natural filter of natural materials which actually works,
- to learn a life long useful skill.

### Instructions:

Filtration is a method of separation where we separate hard particles from the liquid.

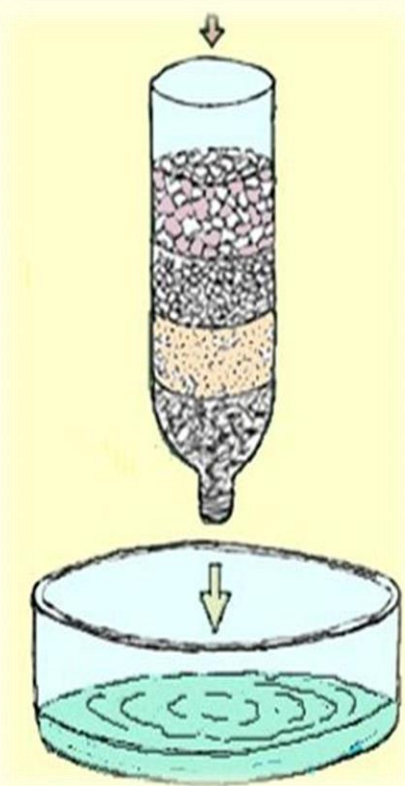
1. Cut the plastic bottle in half with the help of an adult. It will be the easiest if you use a utility knife. If you don't have it, use scissors.
2. The upper part of the plastic bottle will become a filter, the lower part of the plastic bottle will be a clean water container. Turn the upper part up side down and place it on the lower part of the plastic bottle.

3. Place in the top part in the following order: gauze, crushed charcoal, fine sand, coarse sand and stones.

4. Slowly pour polluted water into the filter and observe how clean water is collected in the bottom.

If we don't know the source of water, we shouldn't drink it or we should clean it well. By boiling it for at least 10 minutes we can kill most of the microorganisms. This water will taste worse than usually, so it's better if we use it to prepare tea or soup.

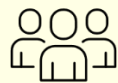




## VELOCITY



45'



individually/in pairs



Flat area (pavement, stadium  
etc)



A measuring tape, a  
stopwatch, a calculator

### Objectives:

- to achieve better results through practical work
- to learn that velocity is the quotient of distance and time and will be able to use the equation to calculate the velocity.

### Instructions:

#### Activity 1

- 1 Go outside

### Activity 2

1. Use an online map (for example Google Maps) to measure the route to a school, shop, friend or nearby forest.
2. Measure the time it takes to get to your destination.
3. Calculate your average velocity.

### Activity 3

1. Find two fixed points along the road (for example two trees).
2. Measure the distance between these two points.
3. Measure the time it takes for cars to travel the distance between these two points.
4. Calculate speeds of the vehicle. Did the drivers obey the speed limit valid on this section of road?

5.

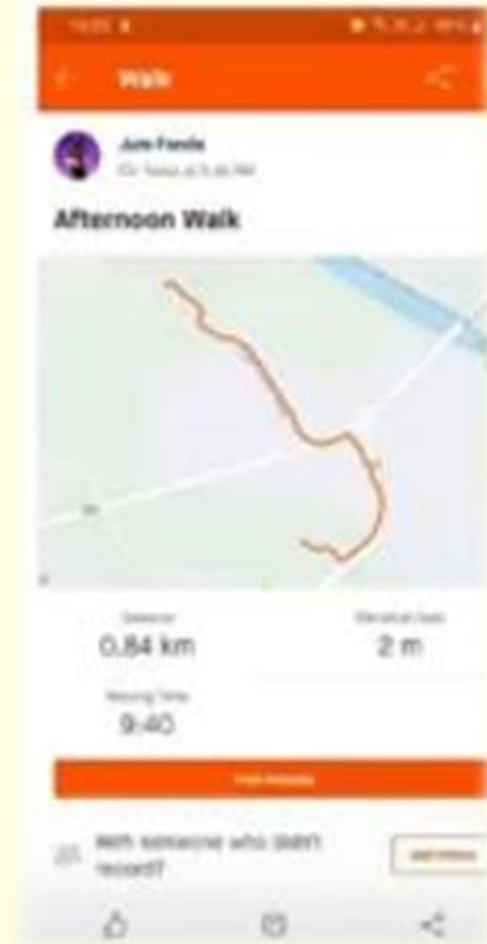
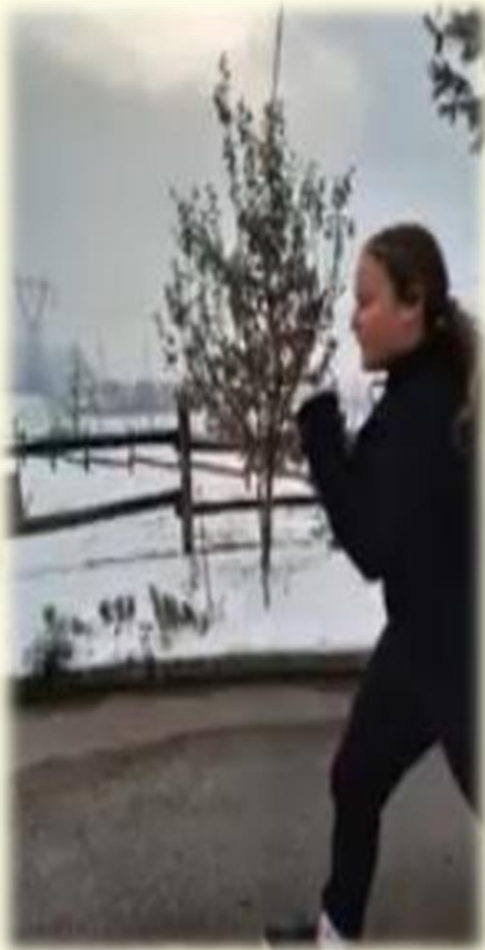
*calculate the speed  
of the car*



$$\text{Speed} = \frac{\text{distance}}{\text{time}}$$



distance

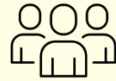




## COMPASS ORIENTATION



30' – 40'



In groups of 4 or 5



Flat area (pavement, stadium  
etc.)



Compass, Pad and pencil,  
Map (optional)

### Objectives:

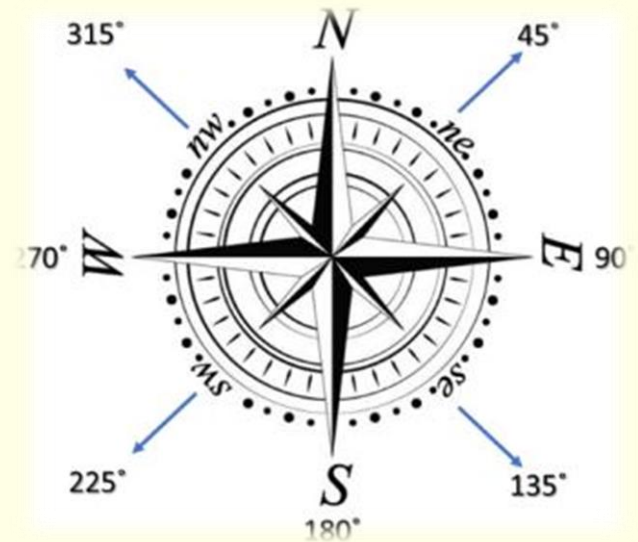
- To discover the associations between compass points and angles.
- To improve observation, communication and collaboration.

### Instructions:

They all have to discover the same locations but in a different order so that they don't cheat each other.

1. Student are given instructions on how to use a compass - magnetic or mobile application.
2. They practice how to take a bearing.
3. All groups start from the same position like a big tree or a rock
4. They stand by for the signal to start.
5. Count the number of paces and move in a straight line to cover the distance
6. All groups must discover the spots according to the coordinates.
7. The winner is the group that finishes first and they are asked to discover specific spots.
8. Record a route from the starting point to the hidden one


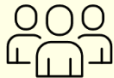


For experienced students, this activity could be played as an orienteering game to find the "treasure" which would be a series of indications or characters. When all hidden spots are found, a word or phrase will be produced.







## TREASURE HUNT

 120'	 In groups of 4 or 5	 The city centre of Celje	 Mobile phone with an internet connection, Viber, pencil, paper, chalk
---	--	---	--

### Objectives:

- To learn actively about Celje sights at your own pace.
- To improve observation, communication and collaboration.

### Instructions:

Form groups of students and assign one to report to you via Viber. Arrange groups around the city so they don't meet and send them riddles for the starting point.

1. Find the place from the riddle (observe the surroundings, ask people on the street, use the internet)
2. Write the name of the place to your teacher on Viber.
3. If you are right go to the location and do the task that is given to you via Viber.
4. If you are wrong you are going to receive a clue to help you proceed.
5. After you send the task to the teacher you will receive a riddle for the next location.

. At the end the last point is at a chosen ice cream parlour they all find 'the treasure' – ice cream.

The given example is prepared for the city of Celje, however you can prepare a similar task by adapting sights, riddles and clues.

LOCATION	TASK 3	RIDDLE 1	CLUE 2
REGIONAL MUSEUM OF CELJE	Find out when the last count of Celje died and post on Viber.	The biggest museum in Celje.	It holds remains of Celjski grofi.
THE RAFTMAN STATUE	Run across the bridge and make a selfie with the city castle in the background. Post on Viber.	He brought wood from the upper Savinja valley.	Statue near river Savinja.
CITY PARK	Do 10 squats, 10 jumping jacks and a 10-second run. Record and post on Viber.	A bunch of trees grow there.	People go there to enjoy nature and fresh air.
CAPUCHIN STAIRS AND MONASTERY	Walk up the stairs (don't forget to count them, write the number of stairs on Viber) and make a photo at the top with Celje in the background. Post on Viber.	You have to go up to get there.	You have to climb a lot of stairs to get to this church.
WATER TOWER	Learn a couple of lines of a well-known Slovenian song. Sing, record and post on Viber.	This semi-circular stone defence tower was part of the town walls.	It has a plate indicating the highest floods ever to hit Celje.
ALMA KARLIN STATUE	Find three countries Alma Karlin visited and post on Viber.	She travelled a lot.	Her statue is located in the town centre.



CELJE HALL	Learn a traditional Slovene dance. Dance to music, record and post on Viber.	Germans built it as a countermeasure against Narodni dom.	It is located near the train station.
CHURCH OF SAINT MAXIMILIAN OF CELEIA	Interview one of the by-goers (explain, ask for permission to record and tell it is only going to be used for educational purposes) about what makes them happy and healthy. Ask them about their name, age and five more questions. Be prepared and look like a professional reporter! Don't laugh!	The graveyard around this church was demolished when a major road to the town centre was built.	This church is located opposite the bus station.
STARI PISKER	Learn Slovenian words for: health, happiness, love, friendship, sport Use the chalk and write it (CREATIVITY) on the pavement.	On a cold winter night in December 1944 partisans released prisoners from this German prison.	A famous restaurant in Celje now has this name.
JOSIP PELIKAN STATUE	Use a pencil and draw an old camera or Josip Pelikan. Put all the drawings together, make a photo, and post it on Viber.	Famous photographer from Celje.	His statue is located in the town centre.





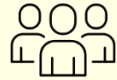




## VISIT NORTH MINING DISTRICT



6 hours



in groups



countryside



questionnaire, mobile  
phones

### Objectives:

- to learn about the legacy that Iberians, Greek, Carthaginians and Romans left on the mining district of our area.
- to identify specific geological aspects worked in class.
- to develop the students' physical skills walking 15 km on foot.

### Instructions:

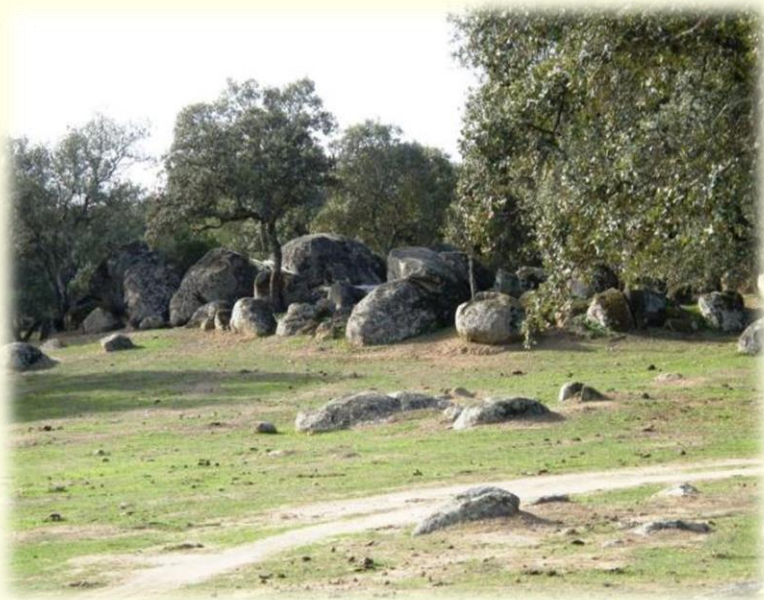
Before the activity is carried out, in history and geology lessons, the students are explained a general overview of the past legacy left in our area by the Iberian, Greek, Carthaginian and Roman people as well as the typical geological structures than can be found here. (This is a cooperative activity between the History and Geology subject).

1. Before doing the walk, prepare a questionnaire where students can answer those different aspects that they have seen in class so that they can find them out during their walk.
2. Start the path chosen stopping in those specific places where students can find the worked information.
3. To fill in some parts of the questionnaire, they have to take pictures of the geological aspects established to see if they are able to recognise them in nature.
4. At the end of the walk and stopping in different parts of the route (remember it is 15 km long), students are asked to fill in the questionnaire with their mobile phones using the pictures they have collected during the walk and applying what they have learnt).





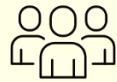




## VISIT TO LINARES-BAEZA STATION



6 hours + extra work  
in class



in pairs/ in groups



countryside / town



mobile phones, cameras

### Objectives:

- to learn about the different aspects related to the geological characteristics and landscape so peculiar of the Guadalimar river valley and its brown water.
- to identify specific geological aspects worked in class.
- to identify and learn about the five train stations that our city had in the past to know about the mining heritage of our Andalusian area.
- to develop the students' physical skills walking 17 km on foot.

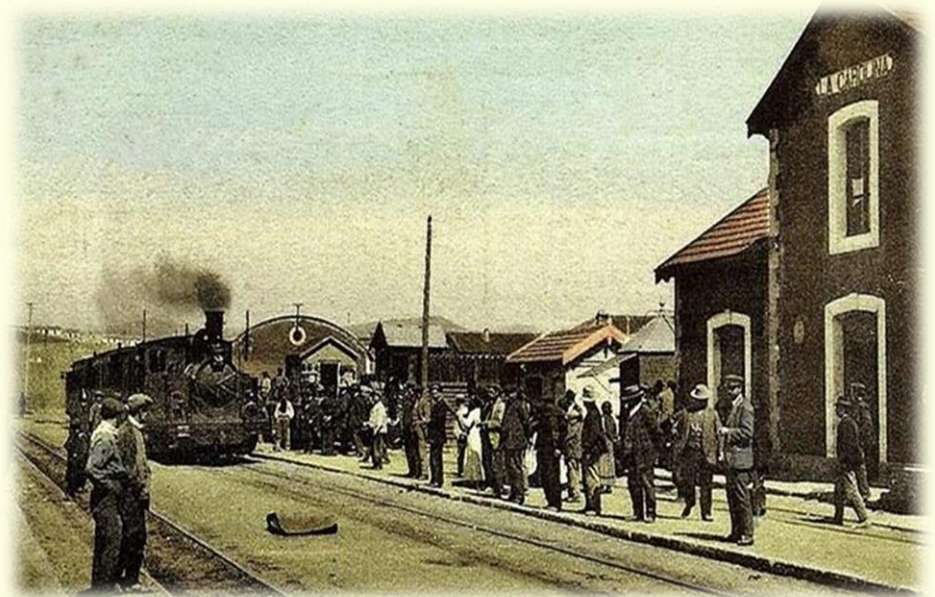
### Instructions:

Before the activity is carried out, in history and geology lessons, the students are explained a general overview of the past legacy left in our area having to do with the five train stations that stood out in the past as part of our important mining roots as well as the typical geological structures that can be found here. (This is a cooperative activity between the History and Geology subjects).

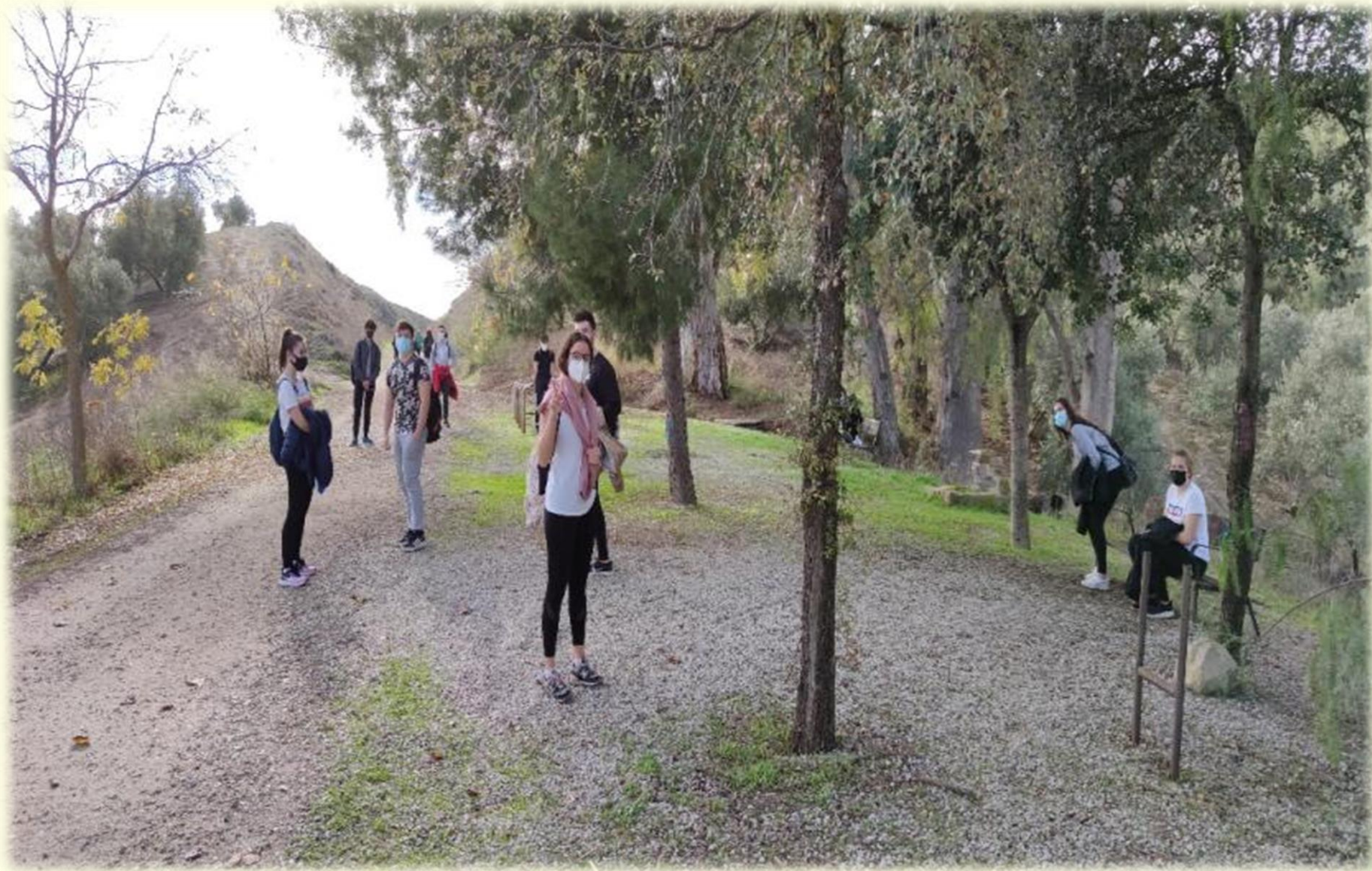
1. Previously at home, students in groups have made research about the different train stations.
2. Start the path chosen to stop at the five train stations and in each one, the group in charge of that station has to explain the most outstanding information about it for the rest of the groups to learn something about it.



3. At the same time, students are asked to take photos of those aspects that have caught their attention during the path.
4. During the walk the students will stop in different parts of the route (remember it is 17 km long)
5. Finally, in class, students are asked to distribute themselves in different groups to report about a train station different from the one they had done the research including the information they have learnt after the route and their partners' explanations and the pictures taken during it.







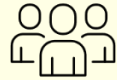




TO PLANT SOME TREE CUTTINGS



3 hours



in pairs/ in groups



countryside



tree cuttings / hoes / water

#### Objectives:

- to be conscious about the importance of respect for nature.
- to know how to plant a tree or plant.
- to be careful about the environment.

#### Instructions:

1. Ask for permission from the city hall to be able to plant some new tree cuttings in the area where we were walking and developing the previous activities.
2. Choose those places where there aren't any trees and where it could be successful for them to grow.
3. Explain to the students the steps to follow so that they learn how to do it correctly by giving some examples.
4. Let them plant the tree cuttings in pairs or groups with the idea of making them independent and they feel they can do it on their own.
5. Ask them to pay attention to the exact place where they plant them so that they can come back in the future to see their »environmental footprint«.











## FUNDAMENTALS OF A HEALTHY DIET ( IES Huarte de San Juan, Spain)

The food choices we make can have an important impact on our health. For that reason, we think that it is highly advisable to make students aware of the different tips they can follow to stay healthy without avoiding enjoying life. To achieve this goal, we have been working on several aspects to make students reflect on this topic and develop their critical thinking about it. We have discussed food myths, food-based dietary pyramids in the different countries involved, and traditional and healthy food in each country finally with all the information worked previously, the students have been asked to create their weekly menu established on a healthy and balanced basis. The foremost goal is to make our students aware of the importance of following a healthy diet as a chosen option and not an imposed one.

## GOOSE FITNESS

 60'	 in groups (6-7 people)	 gym / park / playground	 photocopies of the board of the game of goose/photocopies of physical instructions and questions about healthy food and habits/dice/counters
--	---	--	--

### Objectives:

- to develop physical skills.
- to learn and practise a healthy social lifestyle.
- to cooperate and work in groups to solve problems and make decisions.

### Instructions:

1. Prepare some photocopies of a board of the game of the goose.
2. Prepare some cards where there are physical instructions and questions about healthy food and habits.
3. Divide the students into groups of 6-7 people.
4. Give each group a board of the game of the goose and the cards with the physical instructions and questions + a dice and a counter per person.
5. The rules for the Goose fitness are as follows: The students have the cards face down and in turns, they throw the dice. According to the number, they move their counter on the board if they can do correctly the physical instruction established on the card or if they can answer



correctly the question. If everybody in the group agrees that he/she is right, she/he moves forward to his/her counter on the board. If the rest of the group thinks he/she is wrong, then he/she doesn't move. The winner is the first to arrive at the end of the board doing the physical activities and answering correctly.







## SPORT'S IMPACT ON THE QUALITY OF LIFE (Muhsin Yazicioglu Ortaokulu, Turkey)

It is accepted and known that we must make our students accustomed to doing sports, help them develop their abilities, keep them healthy and encourage socializing at school. The quality of life of the students will be at the maximum level through sports. Sports, including the disabled, are in the field of interest of different parts of society without making any difference. Sports enable students to be energetic and to integrate with society more positively.

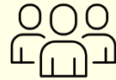
The most important objective is to raise them as constructive, creative and productive individuals with healthy, happy and balanced personalities. With the games and sports, it is ensured that the person is physically strong, mentally awake and healthy.

When students play games and sports, they don't only learn to act according to the rules, but also correct their characteristics such as aggression and moodiness that take place in society. They can control themselves by curbing the behaviours that may harm themselves and take place as a leader in society using their intelligence and taking place as a leader in the society by being constantly disciplined. Physical education, which is a complementary and inseparable part of general education, is also the education of the personality based on the principle of the integrity of the organism.

## TRADITIONAL CHILDREN'S GAMES - dodgeball



40'



12 + 3 (substitutes)



Gym, schoolyard



A ball

### Objectives:

- To make eye contact while speaking,
- To understand gestures and facial expressions,
- To join the conversation,
- To tell about his own feelings and thoughts,
- To improve hand, foot and eye coordination,
- To keep balance and move.
- To provide flexibility and quickness,
- To act in groups.

### Instructions:

Before the activity form groups and explain the rules. Demonstrate with a group.

1. The players line up on the end line (short side) and enter the field with the referee's signal. The back area, which is assumed to be the Side line extension behind the end line, is the place belonging to the goalkeepers.

The fields behind the 1<sup>st</sup> referee are the eliminated players' waiting areas. The area to wait is right and left of the assistant referee for the game leader. Substitute players and team members are left and right of the referees at the table.

2. Teams are lined up on the end line as 1,2,3,4,5,6,7,8,9,10,11,12,13. When the referees invite them to the field, the goalkeepers move to their own field, located behind the opposing team.

3. The line included in the playing field is determined according to the categories. The player in the line is the player in the game. The game starts, stops and pauses with the referee blowing his whistle.

4. Players on the field can hit any player from the opposing team. In order for this hit to be considered correct, the hit is completed as a result of contacting the opposing player from the air without the ball touching the ground and falling to the ground. No player is considered eliminated upon contact with a bouncing ball. The other team tries to hit whichever area the ball is in. The offensive direction is the side of the ball. When the ball goes out of the field on the opposing team's side, the same team has the right to attack.

5. If one team has no players left to play on the field, the other team wins the set. All members, not only goalkeepers are active offensive players. Therefore, the other team wins the set as a result of eliminating 12 players on the field.

6. A point is scored when the team that has the right to attack with the whistle signal of the first referee eliminates a player from the opposing team. The eliminated player is out of the set.

7. The team with the most sets wins the match. Sets can end up with 3-0 or 2-1.



## EMOTIONAL HEALTH (Scoală Gimnazială "Nicolae Coculescu", Romania)

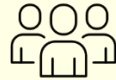
Emotional health is an important part of overall health. It is about how we think and feel, it is the ability to cope with both positive and negative emotions, thoughts and behaviours and about managing the ups and downs of our daily life. Having good emotional health is a fundamental aspect of fostering resilience, self-awareness and overall contentment. Emotional health is closely connected to physical health, because people who often experience strong negative emotions, such as stress and depression and don't have the skill to cope with them positively, often tend to relieve those emotions in bad habits (smoking, eating too much, drinking alcohol etc.) and consequently causing physical problems by silencing their emotional ones.

Physical health represents one dimension of emotional health. Physical activity plays an important role in being emotionally healthy.

## STRESS-RELIEVING EXERCISES



15' – 20'



20+



Outdoor area/ Open Space/  
Park



A (fitness) mat/blanket/towel

### Objectives:

- Learning how to release stress through physical activities.

### Instructions:

Go somewhere into the nature, bring your mat/blanket/towel and do one or more activities.

- Aerobic exercises, which may be the fastest way to get stress-busting benefits, by elevating the heart rate and releasing endorphins in the brain.
- Yoga, which is often thought of as the gold standard in exercising for stress and anxiety relief.
- Breathing exercises, which are a powerful means of helping you calm down and re-center.
- Stretching, which can give you the option to move within mobility limitations and focus on the physical health to alleviate stress and anxiety.











## SOCIAL INTEGRATION THROUGH PHYSICAL ACTIVITY (2nd Protypo Gymnasio of Athens, Greece)

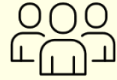
Building a multicultural environment means we also have to encourage social integration. Social integration is a precursor for future global unity and peace while being highly related to Olympic ideals such as friendship, respect and other values. There is a necessity for their implementation in modern society as far as life skills development and European future prosperity. Concerning the individuals, there is also a high connection between well-being, success and the feeling of being accepted and functioning well with others.

Various types of activities focus on communication and collaboration so that adolescents interact with each other and feel competent in building, this way, relations of friendship and trust.

## SOCIAL INCLUSION



20' – 30'



in groups



Open space area/schoolyard



Rings, balls

### Objectives:

- To get to know each other while having to do collaborative tasks developing physical and mental skills.

### Instructions:

#### Procedure

After players have been randomly divided into mixed groups (each group consists of various players' nationalities), they are given instructions to do a specific task requiring communicative and collaborative skills using rings and balls. All teams go through all activities and the winner is the one that will finish in the shortest time. The keys are communication and collaboration.

#### Getting ready

The teacher says what has to be done and explains the rules. Players are divided into mixed groups taking positions alphabetically according to the first letter that their name begins. They stand by for the signal to start.

### Activity description

1. Using a ring by each player.
2. Moving the ball using both legs.
3. Providing feedback to each other.
4. Placing the ball on the target.
5. Moving and changing positions in a row
6. Motor skills.
7. Communication skills
8. Collaboration skills

All players squat down with a ring of gymnastics placed directly in front of them. A ball is inside the ring of the first player. At the buzzer, the first player of each group carries the ball using both legs into the ring of the next teammate and immediately stands up running as fast as possible to place the ring and squat down at the top of the team. The procedure is repeated by all until the finish point is defined from the beginning.

Players need to find the best way to communicate physically or mentally so that they collaborate and help their team to carry out the task as fast as possible in a successful way.



