# Welcome aboard the Healthy and Cool Contest of our Erasmus+ YEAH Project!

# The aim of this contest is to help students become more aware of the different aspects of a healthy lifestyle and help bring students closer so that they can create strong, healthy bonds of friendship while sharing experiences and wisdom in a challenging and fun way!

# Students are expected to work collaboratively in groups of two or three partners. Group members are required to assume responsibility, organise and prioritise activities, share tasks and help each other towards the successful completion of the project.

# The project consists of a variety of activities called challenges and end-products.

# The project is considered complete when all end-products have been submitted and a class presentation has been made and assessed.

# Here are some rules:

# • The group is successful when each member of the group is successful!

# • All group members need to be actively involved in all the activities.

# • Points will be allocated for each activity.

# • The group who will have collected the most points are the winners!

# • The prize may be chosen by the coordinating teachers of each school.

The main focus of all activities is inner peace, health and healthy relationships based on sharing, understanding and helping each other. In order to meet all challenges and complete all tasks and end products you will need to watch the film *Pay it Forward!*

**Challenge 1 – Warming up!**

1. **Guess the word in the hanged-man game below:**

I’m not telling you it is going to be easy,

I’m telling you it’s going to be worth it!

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1. **Discuss in your groups and define the term *volunteerism*:**

Name any volunteer organisations you can think of: Red Cross, Red Crescent, Alkionides, etc.

Have you ever volunteered in any of these groups? How did it make you feel? If you haven’t, would you like to become a member of any volunteer group?

How does volunteering affect volunteers in a positive way, in your opinion? (to be answered by students. If their answers are not adequate to invite them to watch the film and give another response upon finishing the viewing)

**Challenge 2 – Post Viewing**

**Watch the film *Pay it Forward!* and do the following activities:**

1. **Fill in the gaps in the paragraph below:**

Pay it Forward is a ……………………………………… (type of film) released in ……………….… and directed by ………………… The main stars are ……………………….....

……………………………………………………………………………………………………………………………

The film is set in ………..…. and tells the story of ………………………………………………… who has to do an innovative project, as part of his ……………………………………………… class. He chooses to name his project: ‘……………………………………..………………………’

The film begins with a scene where a ……………….……………… is abandoned in the middle of nowhere in heavy rain. His car …………………………………………… and out of the blue a stranger ………………………………. him and gives him ……………………………… Jaguar car, telling him the car is him from them onwards.

The film is addressed to …………………………………………..…………………….…… audience.

The screenplay is an adaption form ………………………………………………………..………….

1. **Name the characters portrayed in the poster below, explaining what their relationship is in the film**:

**1**

**2**

**3**

………………………………………………….………………………………………………….………………………………………………….………………………………………………….

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1. **Circle the adjectives that best describe the following:**

|  |  |
| --- | --- |
| **The script is:**  | well-written poorly written original clever  |
| **The acting of the cast is:**  | powerful excellent poor  |
| **The plot is:** | confusing unimaginative dramatic thrilling  shocking highly entertaining full of hilarious scenes far-fetched thought provoking emotionally manipulative  |
| **The characters are:** | well-developed strong humorous realistic convincing boring predictable weak  |

1. Provide a dictionary definition of the expression: ‘pay it forward!’

(respond to a person's kindness to oneself by being kind to someone else)

Explain how this expression is used in the film:

It’s the title young Trevor gives to his social studies project.

**Challenge 3 – How would you pay it forward?**

1. Trevor’s class assignment aims to get students to ‘devise a plan and put it into action with the intent to change the world for the better’. How appropriate, do you think, this type of project is for 12-year-olds? Explain why/ why not, in about 120 words.

Or

The film has received mixed reviews. Critics of the film argue that it is not advisable for a young teenager of Trevor’s age to intervene and try to help people out of a very dangerous situation? Do you agree? Explain why/ why not in about 120 words.

1. Trevor’s idea led to a sequence of chain effects in the life of people around him, but also in the lives of other characters he may have never encountered himself.

These changes represent the turning points in the plot. Make a diagram/poster in which you refer to: (a) the people who helped someone, (b) the people who received the help, (c) the type of help that was given, (d) whether it was successful and (e) how and whom to these characters eventually ‘paid it forward’. Organise your diagram/poster in such a way that the chain effect is made clear:

Trevor: Jerry (homeless), Jerry (second chance-pocket-money: short-term FAILURE), teacher-mother (match-made), Adam (bullied classmate)

Jerry: Mother (her car), suicidal woman (bridge)

Mr Simonetti, teacher: Mother (match-made), repair mother-Trevor’s relationship, self-esteem, distanced from ex-husband, repair relationship with own mother (These stories lead to the conclusion that a negative situation can cause chain effect results, leading to the destruction of people’s lives. For example: negative impact of alcoholic mother, led to daughter’s early pregnancy and eventual addiction to alcohol, relationship with abusive husband, etc.)

Mother: Grandmother (forgave own mother), allowed Grandmother to meet grandson, Teacher (emotional acceptance in a relationship)

Grandmother: saved African American from being arrested by the police- after robbery, Jerry,

African American: saved judge’s daughter in hospital

Judge: gave his Jaguar car to journalist

Journalist: helped release the African-American involved in robbery

1. Do you think that any of these cases was more worthy than others? Why? (open answer)

**Challenge 4 – Be your own Director!**

1. Choose one scene from the film that has made a particular impression to you and present it in class. (open answers)
	1. Explain what happens in this scene and which characters are involved
	2. How it relates to the rest of the story
	3. Why you think it is important
	4. What audio-visual means the director has used to create a long-lasting effect on the viewers?
	5. Write down the script for the specific scene and change it so that it becomes meaningful in your life or the life of a person you are acquainted with. Act the scene out with your team mates and video-record it. Make sure that each ‘actor’ has a specific role to play in this scene.

How has the acting experience made you feel? Explain.

**Challenge 5 – Do *Pay it Forward*! – Whole Class Activity**

Organise a network of volunteers to put the idea of paying it forward into practice in your lives. Who have you decided to help? How? Why?

Keep paying it forward for at least two weeks and keep a learner’s diary of what you did, how you felt, who benefited from it and if you think it was worth it and why. (open answers)