



# HOW TO WORK USING PBL METHODOLOGY BASED ON A REAL PROJECT? PROMOTING HEALTHY BREAKFASTS

**ERASMUS+ PROJECT NUMBER:** 2018-1-ES01-KA229-050096 *HEALTHIER BREAKFASTS, WISER MINDS (BREWISE)*

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## 1. INTRODUCTION

Introduction of **PBL** (Project based Learning) methodology in schools is a pressing need for the proper running of schools and the success of their students. In fact, it is an experience that aims to provide students with the opportunity to synthesize knowledge from different areas of learning, and critically and creatively apply it to real life situations **acquiring skills** such as collaboration, communication and independent learning. Nevertheless, sometimes the work done using by this methodology is far from **real situations** that students will face in their future life. Thus, we think that these new methods must be applied in the most real way by reproducing work environments in which students could find themselves in the future.

For this reason, teachers from this project have selected **a real goal** and worked on it during 30 months with students of 5 different schools around Europe. Teachers and students have created new materials and shared good practices. As we were five schools from different countries, the vehicular language has been English but you can adapt this project to your own language. The selected goal for our project (*Healthier breakfasts, wiser minds*) was **to promote healthy breakfasts among our school community**. Thus, students could carry out a real project and they will feel responsible for the achievement of the goal or not so that they will be motivated. Students can feel that their tasks have a real result and are meaningful.

In this file you will find a compilation of activities created by students and teachers of the project that everyone can use in order to carry out a real project with students. The activities presented can be used to promote healthy breakfast but also to promote other ideas or needs in your school, the topic is easily **changeable** (bullying, climate emergency, gender equality...). You will also find examples of the products created by the students of the project. Nevertheless, if you are interested in the outcomes and final product produced by our students, you will find them in our official website <https://www.brewise.org/>.

These activities aim:

- To develop key competences and skills.
- To improve English of all participants.



- To improve communication skills.
- To improve ICT and digital competences.
- To improve management skills and entrepreneurial abilities of team work.
- To improve student's motivation.
- To strengthen students' profile to be better prepared for future life and jobs.
- To make students become the agents of their learning.
- To raise awareness about the importance of breakfast.

You will also find in this compilation a big number of **workshops related to healthy habits** that can be done with students of any age and families.

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## ACTIVITY TITLE: LAUNCHING THE PROJECT

### Justification:

This first activity is very important because we have to motivate students and explain them which are teachers' expectations about their performance. It is very important that after this activity they feel as principal actors of this project.

### Materials needed:

- Computer
- Padlet
- Mentimeter

### Resources:

<https://www.alicia.cat/en/>  
<https://www.erasmusfoodlab.nl/home>

### Subjects involved:

Language, ICT

### Procedure:

**Step1:** Teachers ask students what it means “to promote”. They should write and share their ideas in a padlet created by teacher.

**Step2:** Students explain orally their ideas.

**Step 3:** Students have a look on the two websites during 5 minutes and then we debate about what they are promoting.

**Step 4:** Teacher offers students a mentimeter in order to write ideas to promote healthy breakfast in the school community.

### Timing:

2 sessions of 60 minutes

The objectives of this activity aim to develop the following key competences:

KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>LITERACY</b>	Vocabulary	Communicate orally	Disposition to critical dialogue
		Argument	Disposition to constructive dialogue
		Use different types of sources to collect information	
		Critical thinking	
<b>MULTILINGUAL</b>		Read	Curiosity about different languages
<b>DIGITAL</b>	Function and use of software	Use digital content	Reflect and critical attitude
	Function and use of networks	Access to digital content	Ethical and responsible approach
	Legal and ethical principles in digital technologies	Filter digital content	
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Understand different points of views	Positive attitude toward one's personal learning
	Components of healthy mind, body and lifestyle	Reflect and make decisions	Attitude of collaboration, assertiveness and integrity
	Learning strategies	Work both collaboratively and autonomously	Positive attitude toward one's physical well-being
		Communicate constructively	
<b>CITIZENSHIP</b>		Engage with the others in common or public interest	
		Use critical thinking in problem solving	
		Participate in community activities	
<b>ENTREPRENEURSHIP</b>		Use of creativity (imagination, strategic thinking, problem solving)	Sense of initiative
		Reflect critically and constructively	Pro-active being
		Work both collaboratively and autonomously	Desire to motivate others
			Acceptance of responsibility

Self-evaluation chart for students:

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>LITERACY</b>	Express and commenting concepts, ideas, feelings, facts and views using my native language.			
	Reading and perceiving concepts, ideas, feelings, facts and views using my native language.			
	Writing and commenting concepts, ideas, feelings, facts and views using my native language by writing			
	Listening and perceiving concepts, ideas, feelings, facts and views using my native language.			
<b>MULTILINGUAL</b>	Reading and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
<b>DIGITAL</b>	Willing to communicate through the internet in order to store information, recall, restore, evaluate it and use information mutually and I am able to do it.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	Willing to organize my own learning process both individually and in a group through effective time and information administration and I am able to do it.			
	Willing to know the opportunities at personal, vocational and/or business activities and I am able to do it.			
<b>CITIZENSHIP</b>	Willing to join into the communities getting various and solve the conflicts when necessary and I am able to do it.			
<b>DIGITAL</b>	Willing to turn my ideas into action and I am able to do it.			
	Willing to plan projects and administrate them to realize my aims and I am able to do it.			

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## ACTIVITY TITLE: CREATING AND ANALYZING A SURVEY

### Justification:

In order to know if the task of promoting healthy breakfasts among school community is difficult, we should know which our departure point is. Do our students usually have healthy breakfast?

Students will learn how to create and analyze a survey.

### Materials needed:

- Computers
- Googleforms
- Google preentations
- Padlet

### Resources:

- **Presentation** : <https://drive.google.com/file/d/1YNzNITVLsuxhl17oE4yql3qwQPqDv4Vk/view?usp=sharing>
- [https://drive.google.com/file/d/1wlCH5q\\_lBnL\\_rI-adt6lrMjPZedBfu1V/view?usp=sharing](https://drive.google.com/file/d/1wlCH5q_lBnL_rI-adt6lrMjPZedBfu1V/view?usp=sharing)

### Subjects involved:

Maths, English, ICT

### Procedure:

**Step 1:** Teacher explains how to do a good survey with the presentations and some google forms tips.

**Step 2:** Students are organized in groups and each team prepares its own Google questionnaire.

**Step 3:** Students present to the others their own questionnaires and in the end, we vote for the best one, it means which one will give us the most useful information.



**Step 4:** Each team of students write an email to each target group (students of the project, all students of school, families and teachers) in order to ask for collaboration answering the questionnaire.

**Step 5:** Once we have the results of the survey, we analyze them:

- **Looking at google forms graphics**
- **Looking at the excel for open questions**
- **Creating new graphics regarding differences between boys/girls, parents/students, countries, age...\***

**Step 5:** Once the results of the survey have been analyzed, students individually post their ideas in a padlet asking the following question: Which is the main problem in our schools?

**Step 6:** Students prepare a presentation in order to present the results to school community. It's the first step to raise awareness of the importance of breakfast.

**Timing:**

3 sessions of 60 minutes

**Other relevant information:**

Students received these instructions to analyze and create new graphics from surveys:

**1ST EVALUATION SURVEYS**

Hereby a guideline to be able to make some graphs or percentages. You will have to present it in a Power Point in English.

- Look at how many boys and girls answered the survey.
- On the total number of responses, what is the percentage of each sex.
- Look at how many people don't eat breakfast at home every day.
- On the total look what percentage represent.
- Now look at what percentage of the total are girls who don't have breakfast and what percentage of boys who don't have breakfast.
- Do the same for age groups.
- Check out if people who don't eat breakfast match those who lack energy.
- Check out if those who take industrial cereals, industrial juices show that they feel nervous in class.
- Look at those who feel nervous in class and see if anything matches.

The objectives of this activity aim to develop the following key competences:



KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>LITERACY</b>	Vocabulary	Communicate orally	Disposition to critical dialogue
		Communicate in writing	Disposition to constructive dialogue
		Argument	Appreciation of aesthetic qualities
		Use different types of sources to collect information	
		Critical thinking	
<b>MULTILINGUAL</b>	Vocabulary	Understand spoken messages	Curiosity about different languages
		Set conversations	Curiosity about different languages
		Read	
		Write texts	
<b>STEM</b>	Numbers	Apply mathematical principles and processes in everyday contexts	Respect for truth
	Basic operations	Reason mathematically	Willingness to look for reasons and assess their validity
	Mathematical terms and concepts	Communicate in mathematical language	Critical appreciation and curiosity
		Manage statistics data and graphs	
		Understand science as a process for investigation	
		Use logical and rational thought to verify hypothesis	
		Communicate conclusions of a scientific research	
<b>DIGITAL</b>	Function and use of software	Use digital content	Reflect and critical attitude
		Access to digital content	
		Create digital content	
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Feel empathy	Problem-solving attitude
	Components of healthy mind, body and lifestyle	Reflect and make decisions	Attitude of collaboration, assertiveness and integrity
	Learning strategies	Work both collaboratively and autonomously	Positive attitude toward one's physical well-being
		Organise one's learning	
		Communicate constructively	
		Collaborate in teams and negotiate	
		Understand different points of views	
<b>CITIZENSHIP</b>		Engage with the others in common or public interest	Participation in civic activities
		Use critical thinking in problem solving	
		Participate in community activities	

<b>ENTREPRENEURSHIP</b>	Challenges facing an employer, organisation or society	Use of creativity (imagination, strategic thinking, problem solving)	Sense of initiative
		Reflect critically and constructively	Pro-active being
		Work both collaboratively and autonomously	Desire to motivate others
		Communicate and negotiate with others	Acceptance of responsibility

Self-evaluation chart for students:

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>MULTILINGUAL</b>	Expressing and commenting concepts, ideas, feelings, facts and views in a foreign language/s			
	Reading and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
	Writing and commenting concepts, ideas, feelings, facts and views in a foreign language/s by writing.			
	Listening and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
<b>STEM</b>	Developing and applying mathematical thinking in order to solve various problems facing in daily life			
	Willing to use logical and special ways and i am able to do it			
	Willing to use formulas, models, designs and tables and I am able to do it.			
<b>DIGITAL</b>	Willing to communicate through the internet in order to store information, recall, restore, evaluate it and use information mutually and I am able to do it.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	Willing to organize my own learning process both individually and in a group through effective time and information administration and I am able to do it.			
<b>CITIZENSHIP</b>	Willing to join into the communities getting various and solve the conflicts when necessary and I am able to do it.			
<b>ENTREPRENEURSHIP</b>	Willing to turn my ideas into action and I am able to do it.			
	Succeeding any task by using the features of creativity, innovation and taking risk.			
	Willing to plan projects and administrate them to realize my aims and I am able to do it.			

### 3.1. EXAMPLE OF THE FINAL SURVEY THAT STUDENTS OF THE PROJECT SELECTED AND PRESENTATION OF RESULTS.

This was the survey that students decided to apply to all their mates: <https://forms.gle/yBv2LxJqUi6n1LhSAT>

This is the presentation that students prepared after analysing the results: <https://docs.google.com/presentation/d/10COJ1pgZoM-JkHAm2ctCWCvRvx3Kd1f78uQXmXqBbjc/edit?usp=sharing>

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## ACTIVITY TITLE: DESIGNING A POSTER

### Justification:

This is the first activity where students promote our motto.

They have already done surveys and, in this moment, they know which the main problems are. So, they are going to create digital and physical poster denying false ideas about breakfasts.

### Materials needed:

- Computer
- Drawing material
- Canvas or photoshop

### Resources:

- Web browser

### Subjects involved:

Arts, Language (English), ICT, Science

### Procedure:

**Step 1:** Teacher explains how to make a good poster with several examples which were used to analyze how to create a good poster.

**Step 2:** Teacher gives students the instructions: the poster must have a motto, images made by themselves, sentences refuting the false beliefs; the poster can be made digitally or physically with their own drawings.

**Step 3:** Students are organized in groups; each team does the research on the internet to find the arguments to confirm or refute the ideas and make their posters.

**Step 4:** Students prepare a presentation of their posters.

**Step 5:** In the end they vote for the best one. All the posters are displayed on the exhibition corner of the project.

### Timing

2 sessions of 60 minutes

### Other relevant information:

It is important to do a physical and digital poster exhibition in the school. Another alternative is to open this activity to any person from school community. In this case the posters should be in English because they can be exchanged among the different schools of the project, but you can do it in your own language if you just want to inform your own school community.



These are posters that were created by students: <https://ca.padlet.com/erasmus12/tire4dutex6mvg3yd>

The objectives of this activity aim to develop the following key competences:

KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>LITERACY</b>	Vocabulary	Use different types of sources to collect information	Appreciation of aesthetic qualities
<b>MULTILINGUAL</b>	Vocabulary	Understand spoken messages	Curiosity about different languages
	Cultural aspects	Learn languages formally and non-formally	
	Functions of language	Write texts	
<b>STEM</b>	Scientific concepts, theories, principles and theory	Understand science as a process for investigation	Respect for truth
		Use logical and rational thought to verify hypothesis	Willingness to look for reasons and assess their validity
			Critical appreciation and curiosity
<b>DIGITAL</b>	Function and use of software	Use digital content	Reflect and critical attitude
	Legal and ethical principles in digital technologies	Access to digital content	Ethical and responsible approach
		Filter digital content	
		Create digital content	
		Manage and protect information and digital identity	
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Communicate constructively	Positive attitude toward one's physical well-being
	Components of healthy mind, body and lifestyle	Reflect and make decisions	Attitude of collaboration, assertiveness and integrity
	Learning strategies	Work both collaboratively and autonomously	Positive attitude toward one's physical well-being
<b>CITIZENSHIP</b>		Engage with the others in common or public interest	Participation in civic activities
		Use critical thinking in problem solving	
		Participate in community activities	
<b>ENTREPRENEURSHIP</b>	Ethical principles	Use of creativity (imagination, strategic thinking, problem solving)	Sense of initiative
		Reflect critically and constructively	Pro-active being
		Work both collaboratively and autonomously	Desire to motivate others
			Acceptance of responsibility
<b>CULTURAL AWARENESS AND EXPRESSION</b>	World cultural diversity	Express interpret ideas, experiences and emotions	Open attitude
	Artistic creation: written, digital, film, dance, games, music, rituals, architecture...	Engage in creative processes	Respect for diversity of cultural expression
		Identify opportunities through arts	Willingness to participate in cultural experiences

Self-evaluation chart for students:

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>MULTILINGUAL</b>	Expressing and commenting concepts, ideas, feelings, facts and views in a foreign language/s			
	Reading and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
	Writing and commenting concepts, ideas, feelings, facts and views in a foreign language/s by writing.			
	Listening and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
<b>STEM</b>	Willing to use logical and special ways and I am able to do it			
<b>DIGITAL</b>	Willing to communicate through the internet in order to store information, recall, restore, evaluate it and use information mutually and I am able to do it.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	Willing to organize my own learning process both individually and in a group through effective time and information administration and I am able to do it.			
<b>CITIZENSHIP</b>	Willing to join into the communities getting various and solve the conflicts when necessary and I am able to do it.			
<b>ENTREPRENEURSHIP</b>	Willing to turn my ideas into action and I am able to do it.			
	Succeeding any task by using the features of creativity, innovation and taking risk.			
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Knowing the importance of expressing my ideas, experience and emotions in various fields such as music, painting, literature and visual arts in a creative way and I am able to do it.			

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## ACTIVITY TITLE: LEARNING FROM EXPERTS

### Justification:

Students should realize that in order to promote an idea they have to be well informed. They have to be “experts” about the topic if they want to transfer the ideas to all the school community.

In this case, as we are promoting healthy breakfast, teachers provide students with some scientific documents in English about the topic. Students read them, summarize them and try to create simple presentations to be presented to all the teachers and students of the school.

### Materials needed:

- Computer, articles, multimedia support.

### Resources:

Documents: <https://twinspace.etwinning.net/75314/pages/page/1468428>

### Subjects involved:

Language, ICT, Science

### Procedure:

**Step 1:** Create groups and read the assigned articles.

**Step 2:** Analyze one of the articles and make a summary of them.

**Step 3:** Prepare a presentation in their own language to present the conclusions to students of their same and other grades.

**Step 4:** Present the conclusions to school community.

### Timing

4 sessions of 60 minutes

### Other relevant information:

Example of the presentation that one of the students’ team did:

<https://docs.google.com/presentation/d/1NzbYexrx4Sa7WQGWfK8dnrTluQmRblWm4fr3KxxTCEs/edit?usp=sharing>

This activity can be done either in English or your own school language, even if some of the documents are in English.



The objectives of this activity aim to develop the following key competences:

KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>MULTILINGUAL</b>	Vocabulary	Understand spoken messages	Curiosity about different languages
	Cultural aspects	Set conversations	
	Functions of language	Read	
		Write texts	
	Learn languages formally and non-formally		
<b>STEM</b>	Scientific concepts, theories, principles and theory	Understand science as a process for investigation	Respect for truth
		Understand science as a process for investigation	Willingness to look for reasons and asses their validity
		Communicate conclusions of a scientific research	Critical appreciation and curiosity
<b>DIGITAL</b>	Function and use of software	Use digital content	Reflect and critical attitude
		Access to digital content	Ethical and responsible approach
		Create digital content	
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Work both collaboratively and autonomously	Positive attitude toward one's personal learning
	Components of healthy mind, body and lifestyle	Reflect and make decisions	Attitude of collaboration, assertiveness and integrity
	Learning strategies	Communicate constructively	Positive attitude toward one's physical well-being
		Organise one's learning	Problem-solving attitude
		Collaborate in teams and negotiate	
		Understand different points of views	
<b>CITIZENSHIP</b>	Basic concepts relating to individuals, groups, work organisations, society, economy and culture	Engage with the others in common or public interest	Respect for human rights
	European common values	Use critical thinking in problem solving	Participation in in civic activities
	Main developments in world history	Participate in community activities	Support social diversity
	Social and political movements	Understand the role of media in democratic societies	Promotion of culture of peace and non-violence
	Diversity in Europe		Compromise with social justice and fairness
<b>ENTREPRENEURSHIP</b>		Use of creativity (imagination, strategic thinking, problem solving)	Sense of initiative
		Reflect critically and constructively	Pro-active being
		Work both collaboratively and autonomously	Desire to motivate others
			Acceptance of responsibility

Self-evaluation chart for students:

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>MULTILINGUAL</b>	Expressing and commenting concepts, ideas, feelings, facts and views in a foreign language/s			
	Reading and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
	Writing and commenting concepts, ideas, feelings, facts and views in a foreign language/s by writing.			
<b>STEM</b>	Developing and applying scientific thinking in order to solve various problems facing in daily life			
<b>DIGITAL</b>	Willing to communicate through the internet in order to store information, recall, restore, evaluate it and use information mutually and I am able to do it.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	Willing to organize my own learning process both individually and in a group through effective time and information administration and I am able to do it.			
	Having awareness of my learning process and needs and have the ability to over the barriers to learn in successful way and I am able to determine current opportunities.			
	Willing to know the opportunities at personal, vocational and/or business activities and I am able to do it.			
<b>CITIZENSHIP</b>	Willing to join into the communities getting various and solve the conflicts when necessary and I am able to do it.			
	Willing for active and democratic participation and I am able to do it.			
<b>ENTREPRENEURSHIP</b>	Succeeding any task by using the features of creativity, innovation and taking risk.			

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## ACTIVITY TITLE: HEALTHY BREAKFAST CAMPAIGN

### Justification:

Students get in groups and create a campaign to promote healthy breakfast making a poster, providing a healthy recipe, carrying out the publicity of their campaign. They deliver a healthy breakfast to the school community. They make leaflets with the information about the breakfast they serve.

### Materials needed:

Laptops, printed posters, printed leaflets, ingredients to prepare the breakfast, utensils, plates, trays, other kitchen appliances.

### Resources:

Fundació Alicia powerpoint presentation: [https://10970a96-51a1-4c8c-a411-9d42acfaf33c.filesusr.com/ugd8140f8\\_1d37c966c36f404499ff33d4ea358d2a.pdf](https://10970a96-51a1-4c8c-a411-9d42acfaf33c.filesusr.com/ugd8140f8_1d37c966c36f404499ff33d4ea358d2a.pdf)

### Subjects involved:

Language, cooking, maths, science, Arts

### Procedure:

**Step 1:** Students make the working groups. Teachers give them a presentation on what a healthy breakfast must contain. Then, they decide the breakfasts recipe that they want to prepare.

**Step 2:** Students make lists of the food they need to buy, with the quantities and also the list of material they need to bring for the preparation and serving of the breakfast.

**Step 3:** They design the posters to advertise the term healthy breakfast among the course of students that it will be given to. They design the leaflets that they will give with the breakfast.

**Step 4:** They prepare a short presentation to explain their healthy breakfast to the target students.

**Step 5:** They make and serve the breakfast on the scheduled date.

### Timing

For each healthy campaign: 3 sessions of 60 minutes

### Other relevant information:

Some examples of recipes and photos are in our Twinspace: <https://twinspace.etwinning.net/75314/pages/page/1475394>

The objectives of this activity aim to develop the following key competences:

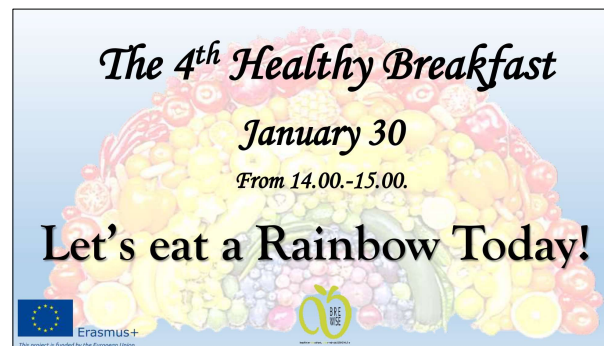
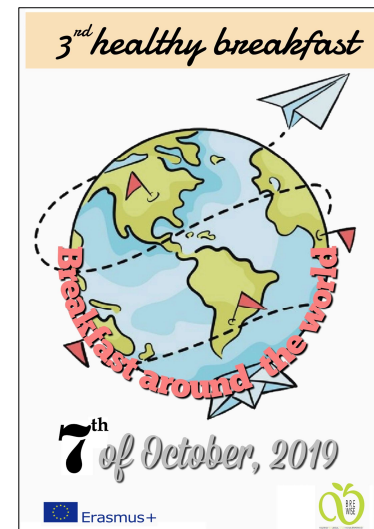
KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>MULTILINGUAL</b>	Vocabulary	Write texts	Appreciation of cultural diversity
	Functional grammar	Set conversations	Curiosity about different languages
<b>STEM</b>	Basic operations	Apply mathematical principles and processes in everyday contexts	Support environmental sustainability
	Measures and structures	Reason mathematically	
<b>DIGITAL</b>	Function and use of software	Create digital content	Reflect and critical attitude
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Identify one's capacities	Positive attitude toward one's personal learning
	Components of healthy mind, body and lifestyle	Reflect and make decisions	Attitude of collaboration, assertiveness and integrity
		Work both collaboratively and autonomously	Positive attitude toward one's physical well-being
		Communicate constructively	
		Collaborate in teams and negotiate	
		Understand different points of views	
Feel empathy			
<b>CITIZENSHIP</b>	Diversity in Europe	Engage with the others in common or public interest	Participation in in civic activities
	European common values	Participate in community activities	
<b>ENTREPRENEURSHIP</b>	Economic and social opportunities	Use of creativity (imagination, strategic thinking, problem solving)	Sense of initiative
	Challenges facing an employer, organisation or society	Reflect critically and constructively	Pro-active being
	Ethical principles	Work both collaboratively and autonomously	Desire to motivate others
		Mobilize resources	Acceptance of responsibility
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Local, regional, European and global cultures, languages, traditions and heritage	Express interpret ideas, experiences and emotions	Open attitude
	Artistic creation: written, digital, film, dance, games, music, rituals, architecture...	Engage in creative processes	Respect for diversity of cultural expression
	World cultural diversity	Identify opportunities through arts	Willingness to participate in cultural experiences

Students' self-evaluation chart:

KEY COMPETENCE	HAVE I IMPROVED.....?	MAYBE	YES	NO
<b>MULTILINGUAL</b>	expressing and commenting concepts, ideas, feelings, facts and views in a foreign language/s			
	writing and commenting concepts, ideas, feelings, facts and views in a foreign language/s by writing.			
<b>STEM</b>	developing and applying mathematical thinking in order to solve various problems facing in daily life			
<b>PERSONAL, SOCIAL AND LEARNING</b>	willing to organize my own learning process both individually and in a group through effective time and information administration and I am able to do it.			
	willing to know the opportunities at personal, vocational and/or business activities and I am able to do it.			
<b>CITIZENSHIP</b>	willing to join into the communities getting various and solve the conflicts when necessary and I am able to do it.			
	willing for active and democratic participation and I am able to do it.			
<b>ENTREPRENEURSHIP</b>	willing to turn my ideas into action and I am able to do it.			
	succeeding any task by using the features of creativity, innovation and taking risk.			
	willing to plan projects and administrate them to realize my aims and I am able to do it.			
<b>CULTURAL AWARENESS AND EXPRESSION</b>	knowing the importance of expressing my ideas through visual arts in a creative way and I am able to do it.			

## 6.1. OUR 5 HEALTHY BREAKFAST CAMPAIGNS

These were the posters to disseminate the healthy breakfasts that were created by students:



7-

## ACTIVITY TITLE: TEACHING THE OTHERS (CREATION OF WORKSHOPS)

### Justification:

Another way to promote healthy diet: students create workshops to be carried out in our school and also in other primary schools of the city and for families as well.

### Materials needed:

A lot of different materials such as cardboards, cans and cartons of soft drinks, photocopies, laptops, ...

### Resources:

Templates to use as didactic guides of the workshops. They filled them out and uploaded them in the project padlet.

### Subjects involved:

Language, ICT, Science, cooking

### Procedure:

**Step 1:** Students get into groups. They decide on what topic they want to prepare the workshop and fill in the templates with the information required. They explain the other groups their ideas and get feedback from the teachers.

**Steps 2:** They design the workshops and think about the material they need.

**Step 3:** They present the workshops to their partners and later they present them in other schools.

**Step 4:** They adapt the workshops to be done with the youngest students and families.

### Timing:

6 sessions of 60 minutes

**Other relevant information:**

Template given to students in order to prepare the workshop:

<b>WORKSHOP LESSON PLAN</b>	
<b>TITLE:</b>	
<b>COUNTRY:</b>	
<b>MAIN SUBJECT:</b>	
<b>DURATION</b>	
<b>HOW MANY STUDENTS?</b>	
<b>WHERE?</b>	
<b>MATERIAL:</b>	
<b>KEY COMPETENCES / LEARNING AIMS:</b>	
<b>DEVELOPEMENT OF THE ACTIVITY:</b>	
_____	
_____	
_____	
_____	

The objectives of this activity aim to develop the following key competences:

<b>KEY COMPETENCE</b>	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ATTITUDES</b>
<b>LITERACY</b>	Vocabulary	Communicate orally	Socially responsible use of language
	Different styles and registers	Use different types of sources to collect information	





		Adapt communication to the situation	
<b>MULTILINGUAL</b>	Vocabulary	Write texts	Appreciation of cultural diversity
	Cultural aspects	Set conversations Learn languages formally and non-formally	
<b>STEM</b>	Numbers	Apply mathematical principles and processes in everyday contexts	Respect for truth
	Measures and structures	Manage statistics data and graphs	Willingness to look for reasons and assess their validity
	Basic operations	Use logical and rational thought to verify hypothesis	Critical appreciation and curiosity
	Scientific concepts, theories, principles and theory		
<b>DIGITAL</b>	Function and use of software	Use digital content	Reflect and critical attitude
	Function and use of networks	Create digital content	
	Legal and ethical principles in digital technologies		
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Identify one's capacities	Positive attitude toward one's personal learning
	Components of healthy mind, body and lifestyle	Reflect and make decisions	Attitude of collaboration, assertiveness and integrity
		Work both collaboratively and autonomously	Positive attitude toward one's physical well-being
		Organise one's learning	
		Communicate constructively	
		Collaborate in teams and negotiate	
		Understand different points of views	
Feel empathy			
<b>CITIZENSHIP</b>	Basic concepts relating to individuals, groups, work organisations, society, economy and culture	Engage with the others in common or public interest	Participation in civic activities
	Diversity in Europe	Participate in community activities	
<b>ENTREPRENEURSHIP</b>		Use of creativity (imagination, strategic thinking, problem solving)	Sense of initiative
		Reflect critically and constructively	Pro-active being
		Work both collaboratively and autonomously	Desire to motivate others
<b>CULTURAL AWARENESS AND EXPRESSION</b>			Acceptance of responsibility
	Local, regional, European and global cultures, languages, traditions and heritage	Identify opportunities through arts	Open attitude
	Artistic creation: written, digital, film, dance, games, music, rituals, architecture...	Engage in creative processes	Respect for diversity of cultural expression
	World cultural diversity		

Self-evaluation chart for students:

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>LITERACY</b>	Express and commenting concepts, ideas, feelings, facts and views using my native language.			
<b>MULTILINGUAL</b>	Expressing and commenting concepts, ideas, feelings, facts and views in a foreign language/s			
<b>STEM</b>	Developing and applying mathematical thinking in order to solve various problems facing in daily life			
	Willing to use logical and special ways and I am able to do it			
<b>DIGITAL</b>	Willing to communicate through the internet in order to store information, recall, restore, evaluate it and use information mutually and i am able to do it.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	Willing to organize my own learning process both individually and in a group through effective time and information administration and I am able to do it.			
	Willing to know the opportunities at personal, vocational and/or business activities and I am able to do it.			
<b>CITIZENSHIP</b>	Willing to join into the communities getting various and solve the conflicts when necessary and i am able to do it.			
<b>ENTERPRENEURSHIP</b>	Being able to join social life and business in an effective and positive way and I am able to do it.			
	Willing to turn my ideas into action and I am able to do it.			
	Succeeding any task by using the features of creativity, innovation and taking risk.			
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Knowing the importance of expressing my ideas in a creative way and I am able to do it.			

## 7.1 EXEMPLE OF WORKSHOPS

This is a compilation of all the workshops that **students** created during this activity: <https://ca.padlet.com/erasmus12/uitiosd84d8c>. You will appreciate that some of the students used the chart that teachers proposed but other created other types of documents. Find some examples in pdf or text in order to compare the final result and the procedure. The power point presentations, kahoots, padlets used for these workshops are linked in the padlet.

### 7.1.1

TITTLE	GUESS WHAT!
<b>COUNTRY</b>	Spain
<b>MAIN SUBJECT</b>	Characteristics of some vegetables
<b>DURATION</b>	30 minutes
<b>HOW MANY STUDENTS?</b>	20 -25
<b>WHERE?</b>	In a normal classroom
<b>MATERIAL</b>	<ul style="list-style-type: none"> <li>• knives, glasses, 2 electric mixers, 1 bottle of water, 1 k tomatoes, 1 green pepper, 1 garlic, 1 cucumber, 2 spoons of olive oil, 4 spoons of vinegar, bread, salt, 1 onion.</li> <li>• A cardboard divided in healthy and unhealthy products with some food with Velcro.</li> <li>• Some labels with the nutrients of the gazpacho products and drawings of the gazpacho products</li> </ul>
<b>KEY COMPETENCES / LEARNING AIMS</b>	<ul style="list-style-type: none"> <li>• Communicate in a foreign language</li> <li>• Work in a team (take decisions, produce a home-made fruit juice together)</li> <li>• Properties of food</li> <li>• Cultural heritage</li> </ul>
<b>DEVELOPEMENT OF THE ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. Students are divided in different groups and lead students give them some pictures of healthy and unhealthy food.</li> <li>2. Students stand up and stick pictures in the big cardboard chart (Velcro) that it's in the blackboard. While they are sticking products, lead students explain why are they healthy or not.</li> <li>3. Then, lead students show other students' drawings of the ingredients of "gazpacho" (a typical summer appetizer in Spain) and ask them to match with the labels that show the nutrients of these vegetables.</li> <li>4. Finally, students prepare gazpacho for everyone and taste it.</li> </ol>

7.1.2.

TITLE	SWEET=MC2
COUNTRY	Spain
MAIN SUBJECT	Sugar in industrial juices and other beverages
DURATION	40 minutes
HOW MANY STUDENTS?	20 -25
WHERE?	In a normal classroom
MATERIAL	2 cans of redbull, 2 cans of coke, 2 cans of Fanta, 2 bottles of individual chocolate and milk drink, 2 individual bottles of liquid yogurt, 2 individual bottles or bricks of fruit juice, 2 individual ecological fruit juice, 200 sugar cubes. And then 2 liquidizers, glasses, knives for all the students in the workshop, 3 pineapples, 10 mangos and 20 oranges.
KEY COMPETENCES / LEARNING AIMS	<ul style="list-style-type: none"> <li>• Communicate in a foreign language</li> <li>• Get aware of the composition of industrial drinks</li> <li>• Get aware of the quantity of sugar we need per day and the quantity that we really eat.</li> <li>• Work in a team (take decisions, produce a home-made fruit juice together)</li> </ul>
DEVELOPEMENT OF THE ACTIVITY	<ol style="list-style-type: none"> <li>1. Students show the quantity of sugar a baby, a child/teenager and an adult need per day (see <a href="#">presentation</a>) in small dishes with the sugar cubes.</li> <li>2. Students spread the other students in two groups and give them the beverages and 100 sugar cubes. Students ask each team to put the quantity of sugar cubes they think each drink contains beside the product (10 minutes).</li> <li>3. Once students' teams have finished, lead students give the correct answers.</li> <li>4. A question should be asked: Is then an industrial fruit juice healthy? Why? Other students give their opinion.</li> <li>5. Lead students explain the difference between added sugar and fructose (sugar from fruits) and the consequences in our body.</li> <li>6. The workshop finishes with the elaboration of a natural juice with pineapples, mangos and oranges. Students peel and cut the fruits and then they liquidize them.</li> <li>7. All students taste the home-made non sugar added juice.</li> </ol>

7.1.3

TITLE	<b>HEALTHY TRADITIONAL BREAKFAST</b>
<b>COUNTRY</b>	Croatia
<b>MAIN SUBJECT</b>	Healthy eating
<b>DURATION</b>	20'
<b>HOW MANY STUDENTS?</b>	10-35
<b>WHERE?</b>	In the classroom
<b>MATERIAL</b>	PPT presentation, large sheets of paper (A3), felted pens, traditional breakfast ingredients (Croatia had corn porridge, prosciutto slices, chicory drinks with milk)
<b>KEY COMPETENCES / LEARNING AIMS</b>	<ul style="list-style-type: none"> <li>• Presentation skills, foreign language skills (English language), group management skills/ cooperation, creativity, communication and critical thinking aims</li> </ul>
<b>DEVELOPEMENT OF THE ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. The students presenting talk about traditional diet of a country with the specific aim at breakfast. (2 min)</li> <li>2. Using PPT they show the reasons why people of a country eat certain kind of food. (3 min)</li> <li>3. Students are put in groups (according to the teams) and given sheets of paper and felted pens. They have 5 minutes to draw and label the ingredients of a healthy breakfast of their country. Everything is done in English. (5 min)</li> <li>4. Students of other countries present their country's traditional breakfast. (5 min)</li> <li>5. Everybody briefly discusses on the cross-reference of healthy and traditional features in their country's breakfast. (5 min)</li> </ol>

7.1.4

<b>TITLE</b>	<b>BREAK THE FAST</b>
<b>COUNTRY</b>	Poland
<b>MAIN SUBJECT</b>	This lesson helps young people understand the importance of eating a healthy breakfast every day.
<b>DURATION</b>	45 min
<b>HOW MANY STUDENTS?</b>	max.25
<b>WHERE?</b>	In the classroom
<b>MATERIAL</b>	Teacher can use pictures or prepare a presentation, but it's mainly discussion. Creating a poster: crayons, paper or computers to make digital posters.
<b>KEY COMPETENCES / LEARNING AIMS</b>	<ul style="list-style-type: none"> <li>• Communicate in a foreign language</li> <li>• Get aware of the importance of healthy breakfast</li> <li>• Get aware of what makes a healthy breakfast</li> <li>• Sharing opinions, team work.</li> </ul>
<b>DEVELOPEMENT OF THE ACTIVITY</b>	
<p>SCRIPT USED BY STUDENTS FOR DEVELOPMENT OF THE ACTIVITY</p> <p><i>Before facilitating this lesson, you may want to review the following information about breakfast habits for young people. These facts can be shared with the youth during your discussions.</i></p> <ul style="list-style-type: none"> <li>• <i>Studies show that kids who eat breakfast tend to eat healthier overall and are more likely to participate in physical activities which helps in maintaining a healthy body weight.</i></li> <li>• <i>Kids will often skip breakfast, which makes them feel tired, restless, and irritable.</i></li> <li>• <i>Breakfast gives the body the refueling it needs for the day ahead after going without food for 8 to 12 hours during sleep.</i></li> <li>• <i>What they eat in the morning is important too. Choosing breakfast foods that are rich in whole grains, fiber, and protein while low in added sugar may enhance their attention span, concentration, and memory — which they need to learn in school.</i></li> </ul>	

## INTRODUCTION

1. Ask the youth, what does the word “breakfast” mean?

Break = to separate or divide.

Fast = a period of time without food. Breakfast means to break the fast.

2. How many hours does your body normally fast from suppertime to breakfast? How about from breakfast to lunch?
3. Why is “breaking” your fast by eating in the morning so important? Young people can share ideas and brainstorm why it is important. Possible answers include: less tired, less likely to overeat later in day, more likely to choose healthful foods, think more clearly, perform better at school and extra-curricular activities.
4. Explain to the youth that our bodies were not designed to go from suppertime to lunch the next day without eating so our brain and body go into what is referred to as a “starvation mode”. This is where your brain and body start to conserve energy as a natural mechanism to protect you from starvation, which may leave you feeling more tired, irritable, less able to concentrate, and overall sluggish.

## DEVELOPMENT

### Breakfast Recommendations for Young People

1. Ask the youth for some reasons why young people don’t eat breakfast. Possible answers include: want to sleep more, not enough time, nothing to eat at home, not hungry that early in the morning, takes too long to prepare, don’t like typical breakfast foods.
2. Ask the youth for some solutions. Possible answers include:
  - o Go to bed 15 to 30 minutes earlier.
  - o Get up 15 minutes earlier or set out clothes and shower the night before.
  - o Eat school breakfast.
  - o Pack breakfast or a snack to eat on way to school.
  - o Plan three easy quick breakfasts ahead of time.
  - o Eat leftovers from last night’s dinner.
3. Ask, what makes a healthy breakfast? A healthful breakfast is one that has many nutrients, includes foods from different food groups (fruits, vegetables, grains, dairy, and protein). It should be low in added sugars and fats, high in vitamins and fiber.
4. Introduce the poster activity and have the youth plan and research a breakfast meal and then create a poster or PowerPoint including nutrient information. Grade his or her recommendations by breakfast completeness (at least three of the five food groups included), taste, appearance, and time it takes to prepare.
5. Assign a day to have young people present their breakfast idea to the group.

## CONCLUSION

Breakfast is a very important meal during the day. Without breakfast our bodies don’t get the jumpstart they need to operate at their fullest potential throughout the day. Encourage young people to share with their families the ideas they gained through this activity, and to work on making breakfast a routine part of their day.

7.1.5

<b>COOKING LESSON</b>		
<b>DEVOTED TIME</b>	40 minutes x 2 (1 block-lesson)	
<b>MAIN TOPIC</b>	Healthy Breakfast and Snacks – Necessity of Every Kid and Teenager	
<b>STEPS OF THE LESSON</b>		
<ol style="list-style-type: none"> <li>1. Beginning of the lesson. Getting ready for the work. Take the necessary products, wash them, peel them, if necessary. The students take the needed utensils, dishes and get ready to make the meals.               <ol style="list-style-type: none"> <li>a. Objectives:                   <ol style="list-style-type: none"> <li>1. Find out what is a healthy food</li> <li>2. Learn the nutrients</li> <li>3. Watch the video about healthy food</li> <li>4. Learn about the healthy eating pyramid, make it</li> <li>5. Revise all the names of the mealtimes</li> <li>6. Find out why breakfast is the most important mealtime</li> <li>7. Analyze our breakfasts</li> <li>8. Find recipes of healthy breakfasts and snacks</li> <li>9. To get ready for a presentation.</li> </ol> </li> </ol> </li> <li>2. The main part of the lesson. Making (cooking) different dishes following the recipe. (The students work in pairs; each pair makes a different dish)</li> <li>3. Laying the table and degustation.</li> <li>4. The final part of the lesson. Evaluation of the work</li> <li>5. Washing the dishes and cleaning the working place.</li> </ol>		
<b>LIST OF DISHES</b>		
<ol style="list-style-type: none"> <li>1. Baked Banana Chips</li> <li>2. Fruit Salad</li> <li>3. Energy Boosting Snacks</li> </ol>	<ol style="list-style-type: none"> <li>4. Oat Flake Cookies</li> <li>5. Smoothie</li> <li>6. Salad ‘‘ Lust’’</li> </ol>	<ol style="list-style-type: none"> <li>7. Cold Soup</li> <li>8. Hot Banana Toasts with Honey</li> <li>9. Breakfast Tortilla</li> </ol>



7.1.6

NUTRIENTS AND FOOD		
OBJECTIVES AND GOALS	LEARNING GOALS	LEARNING MATERIAL
<ul style="list-style-type: none"> <li>To understand the importance of healthy Food</li> <li>Habits and its influence in Human Body balance.</li> </ul>	<ol style="list-style-type: none"> <li>Tell the difference between nutrients and food.</li> <li>Summarize Nutrient's functions in the Human Body.</li> <li>Tell the difference between organic and inorganic Nutrients.</li> <li>Establish a relation of cause/effect between a healthy diet and the preventing of Modern Society Diseases (obesity, cardiovascular diseases, cancer)</li> <li>Recognize the importance of Promoting Healthy Food Habits through the Mediterranean Diet.</li> </ol>	PowerPoint «Alimentação». <b>Annex</b>
SUMMARY		
<ul style="list-style-type: none"> <li>Nutrients and Food.</li> <li>Nutrients and their functions: water, minerals, vitamins, proteins, fats.</li> <li>Mediterranean Diet and promotion of healthy food Habits.</li> </ul>		
STRATEGIES AND ACTIVITIES		
<ol style="list-style-type: none"> <li>Discussion based on a PowerPoint Presentation</li> </ol>		
EVALUATION		
<ul style="list-style-type: none"> <li>Quality and relevance of the interventions.</li> <li>Interest and motivation.</li> <li>Cooperation.</li> </ul>		

7.1.7

SUGARS IN NUTRIENTS		
OBJECTIVES AND GOALS	LEARNING GOALS	LEARNING MATERIAL:
<ul style="list-style-type: none"> <li>To understand the importance of having healthy food habits and making a wise choice of the food we eat.</li> </ul>	Test the presence of different nutrients in different kinds of food.	Instruction Sheet «Pesquisa de glúcidos em nutrientes». <b>Anex 4</b> Lab Material
SUMMARY		
Lab activity: «Research about sugars in Nutrients».		
STRATEGIES AND ACTIVITIES:		
1. Activity performed in the Science Lab.. 2. Pear Work (groups of 3/ 4 students)		
EVALUATION		
<ul style="list-style-type: none"> <li>Autonomy, attention and accuracy in performing the practical activity.</li> <li>Responsibility and cooperation.</li> <li>Quality of oral interventions in the presentation of Process and results of the research.</li> </ul>		

7.1.8

<b>MEDITERRANEAN DIET</b>		
<b>CONTENTS</b>	<b>LEARNING GOALS</b>	<b>LEARNING MATERIAL</b>
<ul style="list-style-type: none"> <li>Mediterranean Diet and Health Promotion.</li> </ul>	To recognize the importance of the Mediterranean Diet in the Promotion of a healthier life.	PPT <b>Annex 2 Worksheet Annex 3</b>
<b>OBJECTIVES</b>		
<ul style="list-style-type: none"> <li>To understand the importance of a healthy choice of food and its influence in Human Body balance.</li> <li>To recognize the importance of the Mediterranean Diet in the Promotion of a healthier life.</li> </ul>		
<b>SUMMARY</b>		
Worksheet: «Os portugueses comem bem?». (Do Portuguese eat well?)		
<b>ACTIVITIES</b>		
<ol style="list-style-type: none"> <li>PowerPoint Presentation.</li> <li>Worksheet. (done in pairs)</li> <li>Debate about Portuguese Food Habits.</li> </ol>		
<b>EVALUATION</b>		
<ul style="list-style-type: none"> <li>Quality of the interventions.</li> <li>Interest and Motivation. Pear work.</li> </ul>		

7.1.9

### WORKSHOP LESSON PLAN

<b>TITLE</b>	<b>LET'S PLAY WITH HEALTHY AND UNHEALTHY PRODUCTS!</b>
<b>MAIN SUBJECT</b>	Best products for a healthy breakfast
<b>DURATION</b>	60 minutes
<b>HOW MANY STUDENTS?</b>	25 (students aged 5-6)
<b>WHERE?</b>	Playground and classroom
<b>MATERIAL</b>	<ul style="list-style-type: none"> <li>• Paper and pencil</li> <li>• Images of healthy and unhealthy products</li> <li>• Big cardboard food pyramid</li> <li>• Images for memory game (pear, banana, chocolate, cake, strawberries, chips, lollypops, cupcake, kiwi, peach, Nutella, apple)</li> <li>• Fruits: bananas, apples, pears</li> <li>• Pyramid: <a href="https://www.alicia.cat/uploads/news/docs/PIRAMIDE%20CAT.%20CAS.%20ANG-1.pdf">https://www.alicia.cat/uploads/news/docs/PIRAMIDE%20CAT.%20CAS.%20ANG-1.pdf</a></li> </ul>
<b>KEY COMPETENCES / LEARNING AIMS</b>	<ul style="list-style-type: none"> <li>• Communicate in a foreign language</li> <li>• Get aware of healthy and unhealthy products</li> <li>• Learn the stages of the food pyramid</li> <li>• Work in a team (take decisions, produce a fruit salad together)</li> </ul>
<b>DEVELOPEMENT OF THE ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. Students will have to look for images of healthy and unhealthy products that previously will have been hidden in the playground.</li> <li>2. When they find all the images, they have to place them in the food pyramid (previous explanation).</li> <li>3. The most important thing is that they understand the structure of food pyramid in order to know that healthiest products are in the base.</li> <li>4. Then, students play a memory game where they will have to do pairs with healthy and unhealthy products.</li> <li>5. After that, students play "Pictionary" and one of the questions should be: Is it healthy or unhealthy?</li> <li>6. Finally, students make a fruit salad in groups.</li> </ol>

8-

## ACTIVITY TITLE: PUBLISHING IN INSTAGRAM AND TWITTER

### Justification:

Objective: to use the networks correctly for educational purposes.

### Materials needed:

- Mobile phone
- Instagram
- Twitter

### Resources:

- Web browser

### Subjects involved:

Language, ICT, Arts

### Procedure:

**Step 1:** The teacher checks that all participating students know how to use Instagram and Twitter. It is very important to present students the rules of netiquette.

**Step 2:** The teacher asks the students to create an Instagram account and a Twitter account.

**Step 3:** The teacher gives the instructions for the use of Instagram and Twitter accounts: information on all the activities carried out will be published.

**Step 4:** A calendar of publications of artistic photos of each student's real breakfasts will be created with a comment on whether or not it is a healthy breakfast. Of course, the photos must be taken by the students themselves.

### Other relevant information:

<https://www.instagram.com/brewise2018/>

9-

## ACTIVITY TITLE: CREATING A YOUTUBE CHANNEL WITH VIDEO RECIPES

### Justification:

Objective: to use the networks correctly for educational purposes.

### Materials needed:

- Computer
- YouTube
- Ingredients for cooking
- Kitchen tools
- A kitchen

### Resources:

- The Alice Foundation presentation on what a healthy breakfast should be.
- Web browser

### Subjects involved:

Language, ICT, Arts, cooking

### Procedure:

**Step 1:** Ideas, review of the documents of the Alice Foundation to prepare a healthy breakfast recipe.

**Step 2:** Make storyboard of the recipe and a script.

**Step 3:** Video recording and editing.

**Step 4:** Post the video on the YouTube channel.

### Timing:

3 sessions of 60 minutes

### Other relevant information:

[https://www.youtube.com/channel/UCTodvgqoddcrgD\\_4SbYXeZQ/playlists](https://www.youtube.com/channel/UCTodvgqoddcrgD_4SbYXeZQ/playlists)

The objectives of the last two activities aim to develop the following key competences:

KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>MULTILINGUAL</b>	Vocabulary	Write texts	Appreciation of cultural diversity
	Cultural aspects	Set conversations	
<b>STEM</b>	Basic operations	Apply mathematical principles and processes in everyday contexts	Respect for truth
	Measures and structures		
<b>DIGITAL</b>	Function and use of software	Create digital content	Reflect and critical attitude
	Function and use of networks	Manage and protect information and digital identity	Ethical and responsible approach
	Legal and ethical principles in digital technologies		
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Identify one's capacities	Positive attitude toward one's physical well-being
	Components of healthy mind, body and lifestyle	Reflect and make decisions	
		Communicate constructively	
<b>ENTREPRENEURSHIP</b>		Use of creativity (imagination, strategic thinking, problem solving)	Sense of initiative
			Pro-active being
			Desire to motivate others
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Local, regional, European and global cultures, languages, traditions and heritage	Express interpret ideas, experiences and emotions	Open attitude
	Artistic creation: written, digital, film, dance, games, music, rituals, architecture...	Engage in creative processes	Respect for diversity of cultural expression
	World cultural diversity	Identify opportunities through arts	Willingness to participate in cultural experiences

Self evaluation chart for students:

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>MULTILINGUAL</b>	expressing and commenting concepts, ideas, feelings, facts and views in a foreign language/s			
	writing and commenting concepts, ideas, feelings, facts and views in a foreign language/s by writing.			
<b>DIGITAL</b>	willing to communicate through the Internet in order to store information, recall, restore, evaluate it and use information mutually and I am able to do it.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	willing to know the opportunities at personal, vocational and/or business activities and I am able to do it.			
<b>ENTREPRENEURSHIP</b>	Being able to join social life and business in an effective and positive way and I am able to do it.			
	willing to turn my ideas into action and I am able to do it.			
	succeeding any task by using the features of creativity, innovation and taking risk.			
<b>CULTURAL AWARENESS AND EXPRESSION</b>	knowing the importance of expressing my ideas, experience and emotions in various fields such as music, painting, literature and visual arts in a creative way and I am able to do it.			



10-

## ACTIVITY TITLE: WRITING A BLOG RECIPE

### Justification:

Students learn how to write a recipe of a healthy and inexpensive breakfast. This material can be used later for dissemination or for English lessons.

### Materials needed:

- Computer
- Mobile phone
- Artistic material

### Resources:

- Web browser

### Subjects involved:

English, ICT, Arts, cooking

### Procedure:

- Step 1:** Teacher introduces the structure of the language for the presentation of recipes in a blog.  
**Step 2:** Teacher remember to students the 3 basic elements of a healthy breakfast: dairy product, fruits or vegetables and carbs.  
**Step 3:** Students write the recipe, make a drawing or photo.  
**Step 4:** Students edit the post in the blog.  
**Step 5:** Students publish the post.

### Timing:

2 sessions of 60 minutes

### Other relevant information:

<https://www.esmcargaleiro.pt/erasmus/brewise/category/sem-categoria/>


The objectives of this activity aim to develop the following key competences:


KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>MULTILINGUAL</b>	Vocabulary	Learn languages formally and non-formally	Appreciation of cultural diversity
	Functional grammar	Read and write	
<b>STEM</b>	Measures and structures	Apply mathematical principles and processes in everyday contexts	
	Basic operations		
	Technology processes		
<b>DIGITAL</b>	Function and use of software	Use digital content	Reflect and critical attitude
	Function and use of networks	Access to digital content	Ethical and responsible approach
	Legal and ethical principles in digital technologies	Filter digital content	
		Create digital content	
	Manage and protect information and digital identity		
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Identify one's capacities	Positive attitude toward one's personal learning
	Components of healthy mind, body and lifestyle	Reflect and make decisions	Attitude of collaboration, assertiveness and integrity
		Communicate constructively	Positive attitude toward one's physical well-being
<b>ENTREPRENEURSHIP</b>		Use of creativity (imagination, strategic thinking, problem solving)	Sense of initiative
			Pro-active being
			Desire to motivate others
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Local, regional, European and global cultures, languages, traditions and heritage	Express interpret ideas, experiences and emotions	Open attitude
	Artistic creation: written, digital, film, dance, games, music, rituals, architecture...	Engage in creative processes	Respect for diversity of cultural expression
	World cultural diversity	Identify opportunities through arts	Willingness to participate in cultural experiences

Self evaluation chart for students:

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>MULTILINGUAL</b>	Reading and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
	Writing and commenting concepts, ideas, feelings, facts and views in a foreign language/s by writing.			
<b>STEM</b>	Developing and applying mathematical thinking in order to solve various problems facing in daily life			
<b>DIGITAL</b>	Willing to communicate through the internet in order to store information, recall, restore, evaluate it and use information mutually and I am able to do it.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	Willing to organize my own learning process both individually and in a group through effective time and information administration and I am able to do it.			
	Having awareness of my learning process and needs and have the ability to over the barriers to learn in successful way and I am able to determine current opportunities.			
<b>ENTREPRENEURSHIP</b>	Being able to join social life and business in an effective and positive way and I am able to do it.			
	Willing to turn my ideas into action and I am able to do it.			
	Succeeding any task by using the features of creativity, innovation and taking risk.			
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Knowing the importance of expressing my ideas, experience and emotions in various fields such as music, painting, literature and visual arts in a creative way and I am able to do it.			

## 10.1 ALTERNATIVE ACTIVITY FOR BLOG





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

**PROJECT:** 2018-1-ES01-KA229-050096

**HEALTHIER BREAKFASTS, WISER MINDS (BREWISE)**

**WORKSHOP: BLOG**


**MATERIAL:** LAPTOPS OR COMPUTERS

**OBJECTIVES OF THE ACTIVITY:**  
TO MAKE MORE POSTS IN OUR BLOG.

**KEY COMPETENCES:**  
To write expositive texts using the elements of the communicative situation and applying contextualization strategies.

**DESCRIPTION OF THE ACTIVITY:**

SESSION	MIN.	ACTIVITY
1 <sup>st</sup> SESSION	60 MIN.	<ul style="list-style-type: none"> <li>We will create 3 different groups of mixed students and they will think about 6 proposals of Healthy breakfast and they will write them in the blog for less than 3 euros. They must be <b>breakfast boxes to go to school.</b></li> </ul>
2 <sup>nd</sup> SESSION	90 MIN.	<ul style="list-style-type: none"> <li>We go to the supermarket and buy all the ingredients.</li> </ul>
3 <sup>rd</sup> SESSION	120 MIN.	<ul style="list-style-type: none"> <li>They will try to prepare it and take photos for the blog.</li> </ul>



11-

## ACTIVITY TITLE: DEBATING

### Justification:

- 1) To develop and improve speaking and listening skills and to build self-esteem.
  - 2) To learn to see one statement or idea from various perspectives, through critical thinking, critical listening and critical speaking.
  - 3) To turn facts and statistics into a strong argument and a well-reasoned response
  - 4) To know how to structure your speaking
  - 5) To speak with the right pace, tone, language and body language to engage the audience.
- Competences: oral communication (to plan and prepare talks and to learn strategies to interact to start, keep and finish speeches), reading comprehension, writing skills.

### Materials needed:

- Computers

### Subjects involved:

Language, sciences, history

### Procedure:

**Step 1:** Teachers create 6 teams for a **mini debate league**.

**Step 2:** They have to prepare the pros and cons for the following questions and look for information to argue about them:

1. Do you think that religious food restrictions have anything to do with health?
2. Do you think that countries with a higher life expectancy have a healthier diet?
3. Do you think new fashionable fad diets have to do with health or with commercial interests?
4. Do you think people with a higher economic status have a healthier diet?

**Step 3:** Students can prepare documents for the debate performance.

**Step 4:** During the mini debate league students will debate about a question designated by lot drawn and they will have to argue for or against also by lot drawn.

### Timing:

4 sessions of 60 minutes

### Other relevant information:

Video of the finalist in the last day of debate: <https://youtu.be/AJLSdxxYyRc>

The objectives of this activity aim to develop the following key competences:

KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>LITERACY</b>	Vocabulary	Communicate orally	Disposition to critical dialogue
	Functional grammar	Communicate in writing	Disposition to constructive dialogue
	Functions of language	Adapt communication to the situation	Appreciation of aesthetic qualities
	Different styles and registers	Argument	Socially responsible use of language
		Use different types of sources to collect information	
	Critical thinking		
<b>STEM</b>	Scientific concepts, theories, principles and theory	Apply mathematical principles and processes in everyday contexts	Respect for truth
		Understand science as a process for investigation	Willingness to look for reasons and assess their validity
		Use logical and rational thought to verify hypothesis	Critical appreciation and curiosity
		Manage statistics data and graphs	
<b>DIGITAL</b>		Use digital content	Reflect and critical attitude
		Access to digital content	Ethical and responsible approach
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Identify one's capacities	Positive attitude toward one's personal learning
	Components of healthy mind, body and lifestyle	Reflect and make decisions	Attitude of collaboration, assertiveness and integrity
		Work both collaboratively and autonomously	Positive attitude toward one's physical well-being
		Organise one's learning	Problem-solving attitude
		Communicate constructively	
		Collaborate in teams and negotiate	
		Understand different points of views	
Feel empathy			
<b>CITIZENSHIP</b>	Basic concepts relating to individuals, groups, work organisations, society, economy and culture	Engage with the others in common or public interest	Respect for human rights
	Main developments in world history	Use critical thinking in problem solving	Participation in civic activities
		Participate in community activities	
<b>ENTREPRENEURSHIP</b>	Ethical principles	Use of creativity (imagination, strategic thinking, problem solving)	Sense of initiative
		Reflect critically and constructively	Pro-active being
		Communicate and negotiate with others	Desire to motivate others

Self-evaluation chart:

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>LITERACY</b>	Express and commenting concepts, ideas, feelings, facts and views using my native language.			
	Reading and perceiving concepts, ideas, feelings, facts and views using my native language.			
	Writing and commenting concepts, ideas, feelings, facts and views using my native language by writing			
	Listening and perceiving concepts, ideas, feelings, facts and views using my native language.			
<b>STEM</b>	Willing to use logical and special ways and I am able to do it.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	Willing to organize my own learning process both individually and in a group through effective time and information administration and I am able to do it.			
	Having awareness of my learning process and needs and have the ability to over the barriers to learn in successful way and I am able to determine current opportunities.			
<b>CITIZENSHIP</b>	Willing to join into the communities getting various and solve the conflicts when necessary and I am able to do it.			
	Willing for active and democratic participation and I am able to do it.			
<b>ENTREPRENEURSHIP</b>	Willing to turn my ideas into action and I am able to do it.			

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## ACTIVITY TITLE: CREATING COMMERCIALS

### Justification:

The goal is to obtain and relate visual, verbal, iconic, statistical information from one or different sources and especially from the current media. Students should learn the different phases in the development of the advertising message.

The objective for the project is to promote and disseminate healthy breakfast through tutorials with students from the center and outside.

### Materials needed:

- Drawing material
- Audio visual material or a mobile phone

### Resources:

- Web browser

### Subjects involved:

Language, ICT, Arts

### Procedure:

**Step1:** Teacher explains to the students what an advertisement should contain: a slogan, a jingle, a message.

**Step2:** Groups of 5 or 6 students are created.

**Step3:** Students think about the ideas and draw a script and a storyboard.

**Step4:** The add is recorded.

**Step5:** The videos are edited in YouTube editor. The commercial should be one minute long and should promote healthy breakfast.

**Step6:** Videos are uploaded in the YouTube channel.

### Other relevant information:

[https://www.youtube.com/channel/UCTodvgqoddcrGd\\_4SbYXeZQ/playlists](https://www.youtube.com/channel/UCTodvgqoddcrGd_4SbYXeZQ/playlists)



The objectives of this activity aim to develop the following key competences:

KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>MULTILINGUAL</b>	Vocabulary	Write texts	Appreciation of cultural diversity
	Cultural aspects	Set conversations	
<b>DIGITAL</b>	Function and use of software	Create digital content	Reflect and critical attitude
	Function and use of networks	Manage and protect information and digital identity	Ethical and responsible approach
	Legal and ethical principles in digital technologies		
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Identify one's capacities	Positive attitude toward one's physical well-being
	Components of healthy mind, body and lifestyle	Reflect and make decisions	
		Communicate constructively	
<b>ENTREPRENEURSHIP</b>		Use of creativity (imagination, strategic thinking, problem solving)	Sense of initiative
			Pro-active being
			Desire to motivate others
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Local, regional, European and global cultures, languages, traditions and heritage	Express interpret ideas, experiences and emotions	Open attitude
	Artistic creation: written, digital, film, dance, games, music, rituals, architecture...	Engage in creative processes	Respect for diversity of cultural expression
	World cultural diversity	Identify opportunities through arts	Willingness to participate in cultural experiences

Self evaluation chart for students:

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>MULTILINGUAL</b>	Expressing and commenting concepts, ideas, feelings, facts and views in a foreign language/s			
	Writing and commenting concepts, ideas, feelings, facts and views in a foreign language/s by writing.			
<b>DIGITAL</b>	Willing to communicate through the internet in order to store information, recall, restore, evaluate it and use information mutually and I am able to do it.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	Willing to know the opportunities at personal, vocational and/or business activities and I am able to do it.			
<b>ENTREPRENEURSHIP</b>	Being able to join social life and business in an effective and positive way and I am able to do it.			
	Willing to turn my ideas into action and I am able to do it.			
	Succeeding any task by using the features of creativity, innovation and taking risk.			
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Knowing the importance of expressing my ideas, experience and emotions in various fields such as music, painting, literature and visual arts in a creative way and I am able to do it.			

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## ACTIVITY TITLE: CREATING A MAGAZINE

### Justification:

Students create a magazine that summarizes the activities of the project that serves to expand communication channels between schools, students and families and that can also be used in the future for English lessons.

### Materials needed:

- Computer
- Skeleton edition of the magazine with the appropriate paging.
- Drawing material for the elaboration of the cover

### Resources:

- Google drive
- Image editor

### Subjects involved:

English, ICT, Arts

### Procedure:

**Step 1:** Selection of the articles to be published based on the activities carried out.

**Step 2:** Selection of the photos that will be published related to the activities.

**Step 3:** Drafting the articles.

**Step 4:** Layout and editing of the different pages.

**Step 5:** Printing.

**Step 6:** Distribution.

### Other relevant information:

This is an example of a magazine created by the students of the project: [https://issuu.com/bellera5/docs/c\\_pia\\_de\\_revista\\_brewise](https://issuu.com/bellera5/docs/c_pia_de_revista_brewise)

The objectives of this activity aim to develop the following key competences:

KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>MULTILINGUAL</b>	Vocabulary	Learn languages formally and non-formally	Appreciation of cultural diversity
	Functional grammar	Read and write	
<b>DIGITAL</b>	Function and use of software	Use digital content	Reflect and critical attitude
	Function and use of networks	Access to digital content	Ethical and responsible approach
	Legal and ethical principles in digital technologies	Filter digital content	
		Create digital content	
		Manage and protect information and digital identity	
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Identify one's capacities	Positive attitude toward one's personal learning
	Components of healthy mind, body and lifestyle	Reflect and make decisions	Attitude of collaboration, assertiveness and integrity
		Communicate constructively	Positive attitude toward one's physical well-being
<b>ENTREPRENEURSHIP</b>		Use of creativity (imagination, strategic thinking, problem solving)	Sense of initiative
			Pro-active being
			Desire to motivate others
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Local, regional, European and global cultures, languages, traditions and heritage	Express interpret ideas, experiences and emotions	Open attitude
	Artistic creation: written, digital, film, dance, games, music, rituals, architecture...	Engage in creative processes	Respect for diversity of cultural expression
	World cultural diversity	Identify opportunities through arts	Willingness to participate in cultural experiences



Self evaluation for students:

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>MULTILINGUAL</b>	Reading and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
	Writing and commenting concepts, ideas, feelings, facts and views in a foreign language/s by writing.			
<b>DIGITAL</b>	Willing to communicate through the internet in order to store information, recall, restore, evaluate it and use information mutually and I am able to do it.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	Willing to organize my own learning process both individually and in a group through effective time and information administration and I am able to do it.			
	Having awareness of my learning process and needs and have the ability to over the barriers to learn in successful way and I am able to determine current opportunities.			
<b>ENTERPRENEURSHIP</b>	Being able to join social life and business in an effective and positive way and I am able to do it.			
	Willing to turn my ideas into action and I am able to do it.			
	Succeeding any task by using the features of creativity, innovation and taking risk.			
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Knowing the importance of expressing my ideas, experience and emotions in various fields such as music, painting, literature and visual arts in a creative way and i am able to do it.			



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## ACTIVITY TITLE: THEATER PLAY

### Justification:

Students create a guided visit through the school related with famous paintings and healthy breakfast.

### Materials needed:

- Computers, Arts books, theater play clothes and material

### Resources:

Arts books

### Subjects involved:

Language, Arts, Drama

### Procedure:

**Step 1:** In groups of two, students look up for famous European paintings and chose the one the like the most.

**Step 2:** They introduce a basic element of a healthy breakfast in the painting. For example, an apple, milk...

**Step 3:** They write the script for the theater play. They simulate they are the characters in the painting and take life when the spectator goes by the painting.

**Step 4:** Students rehearse the theater play.

**Step 5:** They play it for the other students of the school or any other visitor.

### Other relevant information:

This is an exemple of script produced by students:



### ***GARDEN (Portrait of Vincent Van Gogh)***

*Hi, I'm the self-portrait of Vincent Van Gogh. I was painted by Vincent. . . Well, actually, I painted myself. I was born on March 30th 1853 and I was died on July 29th, 1890. I didn't sell any paintings until I died. What a mess.*

*Why do you look my kiwi?*

*Well, you know that kiwi reduces stress and nerves? It's because it has high content of Vitamin C . It also helps the blood to circulate better, thanks to the amount of vitamins C, E . . . Kiwi contains omega-3 and 6 fatty acids.*

*Bye, my friends, and eat kiwi.*

### ***LABORATORY (Girl with a pearl earring of Johannes Vermeer)***

*Hi, I'm known as Girl with a pearl earring. I was painted by Johannes Vermeer in 1665 in the Netherlands. Over the centuries my portrait's title change and in the 20th century people started calling it as Girl with a pearl earring because of the pearl earring I wear.*

*Oh! I almost forgot. I wanted to comment you some interesting things about milk.*

*Milk provides a lot of nutrients, sugar and minerals like calcium like phosphorus.*

*Many different cultures incorporated milk in their foundational myths and legends and valued it as the "food of the gods."*

### ***CANTEEN (The scream of Edvard Munch)***

*My picture is called The scream. My creator is Edvard Munch, he was born in Norway in 1863 and died in Norway in 1944.*

*My painting has 4 versions created between 1893 and 1910. The painting shows an androgynous figure placed in the foreground. The objective of my friend and painter Edvard Munch was to represent me in a situation of despair. But now, I'm happy because I don't see de burger.*

### ***ART CLASSROOM (Las Menina of Velázquez)***

*I'm a Menina of the picture Las Meninas, painted by Velázquez at 1656. As you now, Velasquez was a very important knight. His well-known cross is represented with carrots. Why? Because carrots are a very important vegetable. This have a lot of vitamins C, E, B3... a lot of minerals and antioxidant, too few calories and it is mostly made of water. That means it hydrates our cells. The best thing is that carrots can be eaten in very different ways, soups, raw, boiled, carrot juice, etc.*

*So, as you know they help your sight and your health.*

*Thanks for watching me, and eat healthy, and carrots!!!*



***GYM (Liberty guiding the people of Eugène Delacroix)***

*Hi, as you can see, I'm "La Liberté guidant le peuple". Eugène Delacroix created me in 1830 (eighteen, thirty) and I'm a painting of romanticism. I represent a scene of July 1830 revolution where the people of Paris reveal themselves against King Charles X of France.*

*By the way, I wanted to comment you some interesting things about bread. Bread is rich in fiber, carbohydrates, vitamin B, proteins of vegetable origin and minerals like; calcium, iron, phosphorus, potassium and magnesium. All these nutrients give us energy for all the day.*

***TECHNOLOGY CLASSROOM (Mona Lisa of Leonardo da Vinci)***

*Hi, I think that all of you knows who I am. I'm the Mona Lisa and I spend all of the days of the year in the Louvre. I was painted in to 1503, by Leonardo da Vinci.*

*People knows me because I'm a very enigmatic woman, and nobody knows the real facts on me.*

*They say that I was the mother of him, and also the Neighbor. What do you think?*

*Another enigmatic fact is that She has her hands on the abdomen because she was pregnant, and for that, she has the fruit of the sin of history.*

*But how it says, an apple a day keeps the doctor away. It has very vitals vitamins and helps to down the cholesterol and the sugar in the blood.*

***DRAMA CLASSROOM (The Birth of Venus of Alessandro Botticelli)***

*Good morning, and welcome to my classroom, I introduce myself, I am Venus / Aphrodite, the goddess of love. The painting that I'm, the birth of Venus, was painted by Sandro Botticelli, in 1485. For many years I have been the most beautiful goddess in the world. As you can see, yes, I'm naked, this is because Sandro painted me just when I was born. I guess that you are wondering why I carry a banana, the thing is that bananas have many positive properties, one of them thanks to potassium, which makes it much more relaxed and lowers the tension. That said, I let you continue with the visit.*

A short video: <https://youtu.be/ZGSP9ylCv0A>



The objectives of this activity aim to develop the following key competences:

KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>MULTILINGUAL</b>	Vocabulary	Understand spoken messages	Appreciation of cultural diversity
	Cultural aspects	Set conversations	Curiosity about different languages
		Read	
		Write texts	
		Learn languages formally and non-formally	
<b>DIGITAL</b>	Legal and ethical principles in digital technologies	Use digital content	Reflect and critical attitude
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Feel empathy	Positive attitude toward one's personal learning
	Components of healthy mind, body and lifestyle	Communicate constructively	Attitude of collaboration, assertiveness and integrity
		Work both collaboratively and autonomously	Positive attitude toward one's physical well-being
		Organise one's learning	Respect of diversity
<b>CITIZENSHIP</b>	Basic concepts relating to individuals, groups, work organisations, society, economy and culture	Engage with the others in common or public interest	Participation in civic activities
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Local, regional, European and global cultures, languages, traditions and heritage	Express interpret ideas, experiences and emotions	Open attitude
	Artistic creation: written, digital, film, dance, games, music, rituals, architecture...	Engage in creative processes	Respect for diversity of cultural expression
	World cultural diversity	Identify opportunities through arts	Willingness to participate in cultural experiences

Students' self evaluation chart:

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>MULTILINGUAL</b>	Expressing and commenting concepts, ideas, feelings, facts and views in a foreign language/s			
	Reading and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
	Writing and commenting concepts, ideas, feelings, facts and views in a foreign language/s by writing.			
	Listening and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	Willing to organize my own learning process both individually and in a group through effective time and information administration and I am able to do it.			
	Having awareness of my learning process and needs and have the ability to over the barriers to learn in successful way and I am able to determine current opportunities.			
	Willing for active and democratic participation and i am able to do it.			
<b>ENTREPRENEURSHIP</b>	Willing to turn my ideas into action and I am able to do it.			
	Succeeding any task by using the features of creativity, innovation and taking risk.			
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Knowing the importance of expressing my ideas, experience and emotions in various fields such as music, painting, literature and visual arts in a creative way and I am able to do it.			

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## ACTIVITY TITLE: TRANSFORMING TALES

### Justification:

The objective is to modify traditional tales by introducing the healthy breakfast.

### Materials needed:

- Computer
- Drawing material

### Resources:

- Tales' books

### Subjects involved:

English, ICT

### Procedure:

**Step 1:** Teacher offers students to participate in a Mentimeter to name famous tales. The winners will be those to be transformed.

**Step 2:** Teachers present the students a video with a modified tale.

**Step 3:** Different groups of 4-5 students are created.

**Step 4:** Students write and illustrate the assigned tale.

**Step 5:** Students record the tale in audio and present it to other students.

**Step 6:** Publication of the tale in a magazine.

### Other relevant information:

[https://issuu.com/bellera5/docs/tales\\_magazine\\_brewise](https://issuu.com/bellera5/docs/tales_magazine_brewise)

The objectives of this activity aim to develop the following key competences:

KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>MULTILINGUAL</b>	Vocabulary	Understand spoken messages	Appreciation of cultural diversity
	Functional grammar	Write texts	Curiosity about different languages
	Cultural aspects	Read	
<b>DIGITAL</b>	Function and use of software	Use digital content	Reflect and critical attitude
	Legal and ethical principles in digital technologies	Create digital content	Ethical and responsible approach
		Manage and protect information and digital identity	
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	I work both collaboratively and autonomously	Positive attitude toward one's personal learning
	Components of healthy mind, body and lifestyle	Communicate constructively	Attitude of collaboration, assertiveness and integrity
		Collaborate in teams and negotiate	Positive attitude toward one's physical well-being
			Respect of diversity
<b>CITIZENSHIP</b>	Diversity in Europe	Participate in community activities	Respect for human rights
	European common values		Participation in civic activities
			Support social diversity
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Local, regional, European and global cultures, languages, traditions and heritage	Express interpret ideas, experiences and emotions	Open attitude
	Artistic creation: written, digital, film, dance, games, music, rituals, architecture...	Engage in creative processes	Respect for diversity of cultural expression
	World cultural diversity	Identify opportunities through arts	Willingness to participate in cultural experiences

Students' self evaluation chart:

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>MULTILINGUAL</b>	Expressing and commenting concepts, ideas, feelings, facts and views in a foreign language/s			
	Reading and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
	Writing and commenting concepts, ideas, feelings, facts and views in a foreign language/s by writing.			
	Listening and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
<b>DIGITAL</b>	Willing to communicate through the internet in order to store information, recall, restore, evaluate it and use information mutually and i am able to do it.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	Willing to organize my own learning process both individually and in a group through effective time and information administration and I am able to do it.			
	Having awareness of my learning process and needs and have the ability to over the barriers to learn in successful way and I am able to determine current opportunities.			
<b>CITIZENSHIP</b>	Willing to join into the communities getting various and solve the conflicts when necessary and I am able to do it.			
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Knowing the importance of expressing my ideas, experience and emotions in various fields such as music, painting, literature and visual arts in a creative way and i am able to do it.			

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## ACTIVITY TITLE: EVALUATING THE PROJECT

### Justification:

Students should learn how to carry out a survey and analyze its results at the end of a project.

### Materials needed:

- Computer

### Resources:

- Mentimeter
- Padlet
- Google Forms
- Googledrive

### Subjects involved:

Language, ICT, Maths

### Procedure:

- Step 1:** Quick practical evaluation on Mentimeter answering the question: What did you have for breakfast this morning?
- Step 2:** Teacher presents another quick activity where students should identify the mistakes in some unhealthy breakfasts photos.
- Step 3:** A small group of students create a survey in order to know what the students learned about healthy breakfasts during the project.
- Step 4:** Students analyze the results of the survey.
- Step 5:** Teacher asks students to do a brainstorming in padlet about the pros and cons of the project, best and worse activities.
- Step 6:** With all the information, students create a final presentation with the results, qualitative and quantitative.

### Other relevant information:

This is the example of our final evaluation carried out by students: <https://padlet.com/erasmus12/ip6pwvn0gmgkuxfm>

In this activity we look forward to develop the following key competences:

KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>LITERACY</b>	Vocabulary	Communicate orally	Disposition to critical dialogue
		Communicate in writing	Disposition to constructive dialogue
		Argument	Appreciation of aesthetic qualities
		Use different types of sources to collect information	
		Critical thinking	
<b>MULTILINGUAL</b>	Vocabulary	Understand spoken messages	Curiosity about different languages
		Set conversations	
		Read	
		Write texts	
<b>STEM</b>	Numbers	Apply mathematical principles and processes in everyday contexts	Respect for truth
	Basic operations	Reason mathematically	Willingness to look for reasons and asses their validity
	Mathematical terms and concepts	Communicate in mathematical language	Critical appreciation and curiosity
		Manage statistics data and graphs	
		Understand science as a process for investigation	
		Use logical and rational thought to verify hypothesis	
		Communicate conclusions of a scientific research	
<b>DIGITAL</b>	Function and use of software	Use digital content	Reflect and critical attitude
		Access to digital content	
		Create digital content	
<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Feel empathy	Problem-solving attitude
	Components of healthy mind, body and lifestyle	Reflect and make decisions	Attitude of collaboration, assertiveness and integrity
		Work both collaboratively and autonomously	Positive attitude toward one's physical well-being
	Learning strategies	Organise one's learning	
		Communicate constructively	
		Collaborate in teams and negotiate	
		Understand different points of views	

<b>CITIZENSHIP</b>		Engage with the others in common or public interest	Participation in civic activities
		Use critical thinking in problem solving	
<b>ENTREPRENEURSHIP</b>	Challenges facing an employer, organisation or society	Use of creativity (imagination, strategic thinking, problem solving)	Sense of initiative
		Reflect critically and constructively	Pro-active being

Self-evaluation chart for students:

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>MULTILINGUAL</b>	Expressing and commenting concepts, ideas, feelings, facts and views in a foreign language/s			
	Reading and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
	Writing and commenting concepts, ideas, feelings, facts and views in a foreign language/s by writing.			
	Listening and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
<b>STEM</b>	Developing and applying mathematical thinking in order to solve various problems facing in daily life			
	Willing to use logical and special ways and i am able to do it			
	Willing to use formulas, models, designs and tables and i am able to do it.			
<b>DIGITAL</b>	Willing to communicate through the internet in order to store information, recall, restore, evaluate it and use information mutually and i am able to do it.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	Willing to organize my own learning process both individually and in a group through effective time and information administration and i am able to do it.			
<b>CITIZENSHIP</b>	Willing to join into the communities getting various and solve the conflicts when necessary and i am able to do it.			
<b>ENTREPRENEURSHIP</b>	Willing to turn my ideas into action and i am able to do it.			
	Succeeding any task by using the features of creativity, innovation and taking risk.			
	Willing to plan projects and administrate them to realize my aims and i am able to do it.			



## 18- KEY COMPETENCES FOR ALL THROUGHOUT LIFE

This is the complete chart that we have to take into account. It can be adapted in accordance with the activity. OUR PURPOSE IS TO DEVELOP THIS KEY COMPETENCES IN OUR STUDENTS. The chart is an interpretation of the UE instructions released in 2019 (<https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>)

KEY COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
<b>LITERACY</b>	Vocabulary	Communicate orally	Disposition to critical dialogue
	Functional grammar	Communicate in writing	Disposition to constructive dialogue
	Functions of language	Adapt communication to the situation	Appreciation of aesthetic qualities
	Different styles and registers	Argument	Socially responsible use of language
		Use different types of sources to collect information	
Critical thinking			
<b>MULTILINGUAL</b>	Vocabulary	Understand spoken messages	Appreciation of cultural diversity
	Functional grammar	Set conversations	Curiosity about different languages
	Functions of language	Read	Respect for minority languages
	Cultural aspects	Write texts	
		Learn languages formally and non-formally	
<b>STEM</b>	Numbers	Apply mathematical principles and processes in everyday contexts	Respect for truth
	Measures and structures	Reason mathematically	Willingness to look for reasons and assess their validity
	Basic operations	Communicate in mathematical language	Critical appreciation and curiosity
	Mathematical terms and concepts	Manage statistics data and graphs	Support environmental sustainability
	Basic principles of natural world	Understand science as a process for investigation	
	Scientific concepts, theories, principles and theory	Use logical and rational thought to verify hypothesis	
	Technology processes	Use and handle technological tools and machines	
Impact of science and technology on natural world	Communicate conclusions of a scientific research		
<b>DIGITAL</b>	Function and use of software	Use digital content	Reflect and critical attitude
	Function and use of networks	Access to digital content	Ethical and responsible approach
	Legal and ethical principles in digital technologies	Filter digital content	
		Create digital content	
		Manage and protect information and digital identity	



<b>PERSONAL, SOCIAL AND LEARNING</b>	Codes of conduct and rules of communication	Identify one's capacities	Positive attitude toward one's personal learning
	Components of healthy mind, body and lifestyle	Reflect and make decisions	Attitude of collaboration, assertiveness and integrity
	Learning strategies	Work both collaboratively and autonomously	Positive attitude toward one's physical well-being
		Organise one's learning	Respect of diversity
		Communicate constructively	Resilience development
		Collaborate in teams and negotiate	Problem-solving attitude
		Understand different points of views	
		Feel empathy	
<b>CITIZENSHIP</b>	Basic concepts relating to individuals, groups, work organisations, society, economy and culture	Engage with the others in common or public interest	Respect for human rights
	European common values	Use critical thinking in problem solving	Participation in civic activities
	Main developments in world history	Participate in community activities	Support social diversity
	Social and political movements	Understand the role of media in democratic societies	Promotion of culture of peace and non-violence
	Diversity in Europe		Compromise with social justice and fairness
<b>ENTREPRENEURSHIP</b>	Economic and social opportunities	Use of creativity (imagination, strategic thinking, problem solving)	Sense of initiative
	Challenges facing an employer, organisation or society	Reflect critically and constructively	Pro-active being
	Ethical principles	Work both collaboratively and autonomously	Desire to motivate others
		Mobilize resources	Acceptance of responsibility
		Make financial decisions	
		Communicate and negotiate with others	
Cope with risk			
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Local, regional, European and global cultures, languages, traditions and heritage	Express interpret ideas, experiences and emotions	Open attitude
	Artistic creation: written, digital, film, dance, games, music, rituals, architecture...	Engage in creative processes	Respect for diversity of cultural expression
	World cultural diversity	Identify opportunities through arts	Willingness to participate in cultural experiences

## 19- STUDENTS SELFEVALUATION RUBRIC

It is the main table and for each activity it has been adapted.

KEY COMPETENCE	HAVE I IMPROVE.....?	MAYBE	YES	NO
<b>LITERACY</b>	Express and commenting concepts, ideas, feelings, facts and views using my native language.			
	Reading and perceiving concepts, ideas, feelings, facts and views using my native language.			
	Writing and commenting concepts, ideas, feelings, facts and views using my native language by writing			
	Listening and perceiving concepts, ideas, feelings, facts and views using my native language.			
<b>MULTILINGUAL</b>	Expressing and commenting concepts, ideas, feelings, facts and views in a foreign language/s			
	Reading and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
	Writing and commenting concepts, ideas, feelings, facts and views in a foreign language/s by writing.			
	Listening and perceiving concepts, ideas, feelings, facts and views in a foreign language/s.			
<b>STEM</b>	Developing and applying mathematical thinking in order to solve various problems facing in daily life			
	Willing to use logical and special ways and I am able to do it			
	Willing to use formulas, models, designs and tables and I am able to do it.			
	Willing to use knowledge community technology (kct) for business and free time activities and i am able to do it.			
<b>DIGITAL</b>	Willing to communicate through the internet in order to store information, Recall, restore, evaluate it and use information mutually and I am able to do it.			
<b>PERSONAL, SOCIAL AND LEARNING</b>	Willing to organize my own learning process both individually and in a group through effective time and information administration and i am able to do it.			
	Having awareness of my learning process and needs and have the ability to over the barriers to learn in successful way and i am able to determine current opportunities.			
	Willing to know the opportunities at personal, vocational and/or business activities and I am able to do it.			



<b>CITIZENSHIP</b>	Willing to join into the communities getting various and solve the conflicts when necessary and i am able to do it.			
	Willing for active and democratic participation and I am able to do it.			
<b>ENTERPRENEURSHIP</b>	Being able to join social life and business in an effective and positive way and I am able to do it.			
	Willing to turn my ideas into action and I am able to do it.			
	Succeeding any task by using the features of creativity, innovation and taking risk.			
	Willing to plan projects and administrate them to realize my aims and I am able to do it.			
<b>CULTURAL AWARENESS AND EXPRESSION</b>	Knowing the importance of expressing my ideas, experience and emotions in various fields such as music, painting, literature and visual arts in a creative way and i am able to do it.			

## 20- ICT TASKS AND APPLICATIONS USED IN THE ACTIVITIES

TASK	APPLICATION OR ICT TOOL
<ul style="list-style-type: none"> <li>Organising ideas</li> </ul>	<ul style="list-style-type: none"> <li>Padlet</li> </ul>
<ul style="list-style-type: none"> <li>Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>Padlet and mentimeter</li> </ul>
<ul style="list-style-type: none"> <li>Writing documents</li> </ul>	<ul style="list-style-type: none"> <li>Word and LibreOffice</li> <li>Wordreference</li> <li>Email</li> </ul>
<ul style="list-style-type: none"> <li>Creating charts</li> </ul>	<ul style="list-style-type: none"> <li>Word, Excel, LibreOffice</li> </ul>
<ul style="list-style-type: none"> <li>Sharing documents</li> </ul>	<ul style="list-style-type: none"> <li>Google drive and twinspace</li> </ul>
<ul style="list-style-type: none"> <li>Creating collaborative documents</li> </ul>	<ul style="list-style-type: none"> <li>Google drive</li> </ul>
<ul style="list-style-type: none"> <li>Storing documents</li> </ul>	<ul style="list-style-type: none"> <li>Google drive and twinspace</li> </ul>
<ul style="list-style-type: none"> <li>Creating presentations</li> </ul>	<ul style="list-style-type: none"> <li>Power Point, Google drive, Canvas</li> </ul>
<ul style="list-style-type: none"> <li>Creating posters</li> </ul>	<ul style="list-style-type: none"> <li>Canvas and photoshop</li> <li>Scanner</li> </ul>
<ul style="list-style-type: none"> <li>Promoting ideas in a community through social networks</li> </ul>	<ul style="list-style-type: none"> <li>Instagram and Twitter</li> <li>YouTube</li> </ul>
<ul style="list-style-type: none"> <li>Doing a survey</li> </ul>	<ul style="list-style-type: none"> <li>Google forms</li> </ul>
<ul style="list-style-type: none"> <li>Analysing a survey</li> </ul>	<ul style="list-style-type: none"> <li>Google forms and Excel</li> </ul>
<ul style="list-style-type: none"> <li>Creating videos</li> </ul>	<ul style="list-style-type: none"> <li>YouTube video editor</li> </ul>



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<ul style="list-style-type: none"><li>• Writing a blog</li></ul>	<ul style="list-style-type: none"><li>• Image editor</li><li>• Blogger</li></ul>
<ul style="list-style-type: none"><li>• Creating games</li></ul>	<ul style="list-style-type: none"><li>• Kahoot</li><li>• Padlet and Mentimeter</li></ul>
<ul style="list-style-type: none"><li>• Working online</li></ul>	<ul style="list-style-type: none"><li>• Meet application</li><li>• Twinspace</li></ul>
<ul style="list-style-type: none"><li>• Writing a magazine</li></ul>	<ul style="list-style-type: none"><li>• Google drive (word and presentations)</li><li>• Wordreference</li><li>• Issuu publish application</li></ul>