

Passport to Health Project

Description of the organisations

1. **Poland - Primary School No. 28 with Integrated Classes**, located in Lublin in a district with multi-family housing. 869 students, aged 6-15 years. 144 teachers and 71 administrative staff, 4 school counsellors and psychologists. Model School of Natural and Computer Sciences. Children from different backgrounds, also of Ukrainian nationality and children of emigrants returning to Poland. A regional leader in subject competitions. 44 classes (including 10 integrated ones). Gyms, a pitch, climbing walls, swimming pool. Certificate for Nutrition and Physical Activity- Friendly School. Certificate for Health Promoting School. Action: 'Eat wisely' (Health and Social Affairs Department of the Lublin City Hall) – 'Keep Fit'- a national programme. Certificate for research on the analysis of risk factors and for supporting proper development carried out by the Institute of Mother and Child under the National Health Programme. School kitchen-641 lunches (fruit and natural yoghurt for meals; free lunches for poorer children). Sports activities: Cycling May, Cycling Spring, Solidarity Run, Sport Volunteering. Health monitoring results: 211 cases of obesity and overweight, 2415 visits to outpatient clinics per year, including 40% somatic cases, neuroses, giving up on sleep to a computer, no school sandwich, overuse of energy drinks. Statistical research does not translate knowledge related to the theory of correct behaviour into life attitudes. Low attendance of 7th-8th grade students on gymnastics and swimming classes. A need for training in the implementation of pro-healthy habits and for active participation of both parents and teachers. Project staff: Katarzyna Sugier - PTH project coordinator of an international team, SEN teacher, coordinator of the EU project 'I can do more, I can do anything,' Programmed classes; Agnieszka Adamczyk- teacher of English, tutor of Student Council and Volunteering School Club. In 2009-2011, project coordinator, runs a school theatre (contacts with partners; dance classes); Katarzyna Łukowska-teacher of English, supervisor of the English teachers group (local student activities and translations); Anna Chodun- biologist, coordinator of health programmes, tutor of integrated classes (popularisation of the project and designer of the Project Journal); Ewa Ćwik-biologist, SEN teacher, experienced in integrated teaching, participation in EU projects (local dietary activities); Małgorzata Konarzewska - geographer, coordinator of a team of teachers of Science, organiser of school trips (activities in natural surroundings); Beata Urbańska - P.E. teacher, water rehabilitation therapy (sports activities); Marta Karykowska - swimming coach, organiser of cycling projects, volunteer in sports activities (local activities, contact with the media). A team experienced in the implementation of Erasmus + projects and passionate teachers. The size of the group, its project experience and language competences will ensure the implementation of the planned project in case of resignation of any of the persons responsible for the project.

2. **Greece - Primary School No. 11 in Alexandroupolis** located in north-eastern Greece. It has 315 students (aged 6-12) in 15 classes and 40 teachers. Among our students we have the ones of gypsy, Armenian and Russian origin and pupils with special educational needs supported by assistant teachers. Our students have the opportunity to broaden their horizons through extracurricular activities held in our school and through participation in various programmes such as Comenius, E-twinning and Erasmus +. The school has an auditorium, a large playground, a volleyball and basketball court and a small amphitheatre. There is a school canteen where students can get healthy snacks. The school's participation in the project will provide the students and teachers with the opportunity to contact people from other countries and cultural backgrounds and to share ideas and experiences. It will enrich the school programme with interesting and motivating health promoting activities. By sharing our ideas and promoting good practices in developing the physical needs of our pupils, we will increase their nutritional awareness and promote habits that are conducive to maintaining physical stamina

and health. Based on observations and data provided by the school nurse, it is estimated that around 10% of the school community is struggling with obesity, which is mostly due to low activity and a sedentary lifestyle. This figure is also confirmed by a study carried out by the Greek Ministry of Education in 2015. A survey conducted among parents shows that they very rarely spend time with their children in an active way, preferring board games, cinema and occasional walks. We want the project to reach out to a large number of students, especially those from the disadvantaged group (obese, physically weak individuals, minorities) and their parents. The international character of the project will increase the motivation and confidence of students and teachers in using a foreign language as a communication and self-development tool. We hope that our participation in the project will change eating habits and increase physical activity of the participants. It will also provide an opportunity for teachers to learn new forms of physical activity, and for the whole school community to learn about the customs of other European countries and to exchange good practices. Persons responsible for running the project: 1. S. Charalampidou, English teacher and deputy head teacher, experienced in EU projects; project coordinator, maintaining foreign contacts and running local dietary activities, 2. K. Keramaris, head teacher of a primary school, teacher of civics, in the project a person responsible for finance and logistic and administrative issues. 3. T. Tziampazis, P.E. teacher, folk dance instructor, sports and nature lover, in the project responsible for sports activities. A large number of teachers involved locally will ensure the replacement of the project team members.

3. Slovenia - Simon Jenek Primary School is located on the outskirts of Ljubljana, the capital city of Slovenia. It is attended by 304 students with a 9-year curriculum. The school employs 24 teachers. The building is equipped with its own kitchen and canteen serving diversified meals, with lots of fruit and vegetables. There are no vending machines with unhealthy food or drinks. There are two football pitches, a basketball court, outdoor exercise equipment and a running track. The school programme includes swimming lessons, classes preparing for a cycling proficiency certificate. The school organises summer and winter sport and nature camps, extracurricular activities promoting less popular sports, including cricket, American football, rugby, martial arts, ski jumping, dancing, floorball, boules, dog sled races, mountain and cross-country skiing. 5% of all our students are children with special educational needs, 1% are children of immigrants. The majority of our pupils are willing to participate in physical education classes. However, we are concerned about a group of students who avoid physical activities and have low motivation. Among them there are children who are physically weaker and affected by behavioural addictions (excessive use of the telephone, Internet, video games, social networking sites, television). They make up about 25% of the pupils attending our school. These students lead a sedentary lifestyle and do not have too much of physical activity. Despite the possibility of choosing a type of physical activity and a programme tailored to their needs, they avoid P.E. classes. Our school has decided to take part in the 'Passport to Health' project to benefit from the experience of other countries in dealing with this problem. We want to offer our students interesting forms of sports activities, to make them develop habits related to a healthy lifestyle. We want teachers and students to establish international cooperation that will contribute to their professional and personal development. The key people responsible for the project will be: 1. Matjaž Ovsenek - P.E. teacher, school website administrator, organiser of mountain and cross-country competitions 2. Aleš Borčnik - P.E. teacher, swimming, volleyball and boules coach. 3. Tina Trobec, teacher of Science, dietician, responsible for the promotion of healthy eating principles, speaker at the EDUvision international conference 'The usefulness of the food pyramid and nutritional plate.' 4. Jana Brelih Humar - special educator, responsible for supporting students with special educational needs. 5. Anja Zorman - English teacher, responsible for language preparation of students and translations. This is our first international cooperation project. For our part, we offer the

experience of trainers of unusual sports disciplines, the ability to organise large sports events, reliable knowledge in the field of nutrition and healthy lifestyle.

3. **Spain - Esclavas SCJ School** is a Catholic school located in Benirredra, a small town near Valencia. It is attended by 825 students aged 3 to 18. They study in 31 groups (6 groups in kindergarten, 12 classes of primary school, 8- secondary school and 4- vocational school). The school is equipped with a computer lab, library, workshop, dining room, laboratory and assembly hall. It employs 53 teachers and 6 administrative staff. A foundation is its operating authority which runs 14 other schools throughout Spain. More information available on our website: <https://benirredra.esclavasscj.com/>. Our teachers have noticed that an easy access to digital technology at an increasingly young age has a negative impact on children's physical activity and interpersonal relationships. They estimate that the majority of children (90%), aged 11-16, have smartphones and spend most of their time in virtual space. These devices steal the time they should spend performing outdoor activities. A sedentary lifestyle, accompanied by improper diet results in health problems. Our aim is to make our students develop the scientific, personal and social competences. We'll teach them how to be reflective, responsible, tolerant and respectful. We want to be a health-promoting school, to develop the competence of pupils and teachers who will make the right dietary choices and spend time actively. We want to give students the opportunity to participate in international projects in order to broaden their horizons and raise their aspirations. The project will be an opportunity for our staff to share knowledge and experience with other teachers across Europe. We expect that this will increase our motivation to introduce innovative solutions to promote a healthy lifestyle. The project team is made up of: 1. Carla Díaz, a Spanish and French teacher, experienced in student exchange programmes, interested in IT and educational innovations, responsible for the linguistic preparation of students and translations. 2. Guillermo Llinares, teacher of history and geography, experienced mediator, coordinator of the National Committee of Youth Movement, IT enthusiast, in the project responsible for the website and promotion. 3. Daniel Zacarés, biology teacher, head of quality department, experienced in active learning techniques, responsible for local activities. 4. Alicia Arnau, Spanish and Valencian teacher, member of the environmental committee, enthusiast of a healthy lifestyle. In the project responsible for local activities. 5. Vicente Salom, P.E. teacher, experienced in organising sports events, in the project responsible for local activities and sports activities. 6. Nacho Peris, IT teacher and school head teacher, in the project responsible for contacts with media. 7. Jorge Moragues, PhD, maths and IT teacher, experienced in European projects; in the project- coordinator of the whole team of teachers.

5. **Romania** - At the **Teoretic Pâncota Secondary School** there are 1147 pupils aged 6-19, including 250 pupils from middle school, aged 11-14. They come from nearby urban and rural areas. A quarter of them are in a difficult economic situation, 8% come from families facing labour migration problems and 3% have special educational needs. Children of the Hungarian and German minorities also attend our school. The school staff consists of 68 experienced teachers, a psychologist, two teacher assistants and two nurses. Our biology and P.E. teachers have particular concerns about the health situation of the students. They have noticed the consequences of a decrease in physical activity among young people. Students seem tired and they obviously lack energy during P.E. classes. Another phenomenon which we have observed is the increase in obesity among older children (about 10% of middle school students). Although a healthy lifestyle is part of our curriculum (health education classes, first aid courses) and despite the fact that we run gymnastics classes (a gym with changing rooms), our students gain weight and are not particularly active. The problem is unhealthy eating, with a preference for fast-food. By means of this project we want to increase physical activity among our students by involving them in outdoor activities: excursions, field games, dance classes. We want to conduct cooking courses, debates on healthy eating habits and competitions. Students seem reluctant to participate in

such activities, therefore this project will motivate them to take up physical activity and introduce the principles of healthy eating into their lives. It will broaden their theoretical knowledge and show the right values. We plan to involve about 60 pupils, including those with fewer opportunities. The project team will be composed of: 1. Manuela Guiu - an English teacher, experienced in Comenius projects, coordinator of the Romanian Erasmus+ Fly project team, 2015-2018; in this project, a person responsible for providing language support to students and organising local and international activities. Andrea Potre - teacher of English and Romanian language, PhD student in philology; responsible for organising international meetings and language support. 3. Luciana Orban - teacher of Romanian; responsible for the coordination of the project team and correspondence with the partner schools and evaluation of the project. 3. Mihaela Leudean, teacher of English and Romanian, experienced in working with students with special needs; she will be responsible for preparing international activities and disseminating information on our project website. 4 Adela Gorce - teacher of Romanian, PhD in Philology, experienced in implementing Leonardo da Vinci projects; responsible for the selection of pupils, dissemination of the project and internal evaluation. We will ensure team members substitution.

6. Germany - Anna-Essinger Realschule is a middle school located on the outskirts of Ulm with 520 children aged 10-16 years and 45 teachers. It is an all-day facility, classes are held until 5 p.m. Students not only gain knowledge but also spend their free time here. The school runs many projects and extracurricular activities related to ecology, prevention of addiction and mobbing, principles of healthy eating and practical vocational training, gardening and cooking. The school has a state certificate of a school promoting physical activity. In the programme, students have 4 hours of P.E. lessons (6 hours of P.E. lessons in classes with a sports profile). We offer sports camps combined with learning to ski or surf. Students can spend their lunch breaks in the sports facilities (football pitches, basketball court, playground, climbing wall). There is a sports equipment rental and a gym. Specially qualified coaches conduct basketball, hockey, handball and football classes. Many pupils achieve excellent sports results and belong to the youth national team. Their position in the peer group is high. We observe a group of students who are not very active, who do not want to practise sports or participate in P.E. classes. They are often obese (about 15% of all pupils) and physically weaker, which creates a risk of exclusion from the peer group. The programme also includes optional Home Economics classes, where the main issue is balanced nutrition and learning how to prepare meals. The school is equipped with a large kitchen with all the necessary appliances and cooking equipment. There is a canteen which offers 4 different meals, including healthy and vegetarian diet. Students have access to a salad bar and a drinking water fountain. The school has not participated in the Erasmus project before. However, our infrastructure and work experience are our strong points. The aim of the project is consistent with the mission of the school. Participation in the project will help to increase the involvement of less active students, to exchange ideas and experiences in promoting a healthy lifestyle. It will be an opportunity for us to learn about cultural differences and to learn tolerance. The exchange of materials and communication through Internet platforms will make an opportunity to learn how to use IT tools. Project team: J. Lotz - teacher of English and P.E., head of sports profile, school coordinator in the project. M. Brenner - headmaster and a teacher, experienced in the Erasmus+ project in another school, contact with the media, logistic support. P. Schaible: P.E. teacher and head of the Home Economics department, in the project- activities related to diet and cooking. E. Oswald Nimtz: home economics and P.E. teacher, tutor of the Student Council, training for teachers, in the project responsible for sports activities. G. Ganzenmüller: deputy head teacher, P.E. teacher, in the project responsible for promotion and dissemination. We will ensure substitution of the project staff.

Project description

Priorities and topics

HORIZONTAL: shared values, civic engagement and participation

SCHOOL EDUCATION: Early school leaving prevention, addressing the problems of students from disadvantaged groups

Justifying the reasons for the project implementation and explaining why it should receive funding.

In most European countries, the quality of life, the level of hygiene and the availability of medical care are being systematically improved. Despite this fact, according to KPMG statistics, in 2018, for the first time, the life expectancy of Europeans decreased. One of the causes of this situation is obesity resulting from reduced daily physical activity, mechanisation and computerisation of our lives and the consumption of processed products, rich in fat, sugar and salt. The number of obese teenagers is increasing (NIK [Supreme Chamber of Control] Report, 2019). Obesity is an aesthetic problem, but above all a medical and social one. At school, it causes the exclusion of obese and less physically fit children from peer groups, their reduced self-esteem, exposure to emotional disorders and therefore lower academic performance. Obesity is also correlated with material status. Poorer children consume cheaper, unhealthy foods causing obesity. Both predictors of peer exclusion are gaining in importance. During previous Erasmus+ projects we have noticed a common problem with partner schools: decreasing attendance in P.E. classes by some adolescents, especially those who are less fit and obese, and their reluctance to make any effort. The reason for this may be the inappropriate form in which P.E. classes are held, and the fear from competition and grading system. These pupils do not experience the joy of physical activity and natural hunger for exercise. Their perception of the relationship between inactivity and mental and physical condition does not result in making appropriate health choices. In the case of many families, the obligation to create conditions conducive to the promotion of a healthy lifestyle has been transferred to the school, which, as an institution, is responsible for bringing up young people capable of taking care of their health. In this way, we are strengthening not only the individual capital of our pupils, but also social capital. We contribute to building a modern model of life. Health is a supranational value. Globalised lifestyles demand that we act not only at local level, but also in cooperation with schools in other countries. According to the project partners, the problem of unhealthy adolescent habits is common and serious. It should be subject to well-thought-out systemic measures based on the exchange of rich pedagogical experience. We feel the need to seek inspiration and support in an international team. We want students from different countries to motivate one another, to become ambassadors for a healthy lifestyle in their communities. Pupils enriched with intercultural experiences will take a critical look at the current model of leisure activities and nutrition. The project activities will influence the personal development of the participants in terms of their aspirations, language competences, cooperation skills, use of IT tools, which will contribute to the successful undertaking of social functions.

Objectives and specific results to be achieved. How are the objectives linked to the chosen priorities?

General objective - to increase the number of students systematically taking up physical activity and eating healthily. The general objective has been divided into 9 specific objectives: To increase health awareness among children, teachers and parents. To create conditions for pupils to engage in attractive and diverse forms of physical activity in a safe and enjoyable atmosphere. To reduce the fear

of physical activity among less fit and obese children. To motivate parents and children to spend time actively. To increase the competence of teachers in their role as health promoters. To increase the awareness of the importance of P.E. classes among teachers. To introduce students into making conscious consumer decisions. To introduce changes in the nutrition of children and adults being in line with the principles of healthy eating. To increase the sense of self-awareness and self-assessment among less physically fit students. Non-material results: Students: 1. to increase their sense of self-awareness and responsibility for their health 2. to develop healthy eating habits 3. to increase their fitness and physical performance and thus increase their self-esteem 4. to discover the joy of movement 5. to spend time actively with their peers, teachers and parents 6. to learn about the cultural and natural heritage of their country and Europe. Teachers: 1. to learn new ways of conducting attractive P.E. classes 2. to increase their competence in health promotion 3. to learn to conduct collaborative activities instead of competitive ones 5. to establish cooperation with professionals and health promotion institutions 6. to increase their competence in foreign languages. of the School: 1. to establish cooperation with the students' families in the field of health education 2. to build the image of schools promoting a healthy lifestyle. 3. to establish permanent cooperation with other schools from the EU 4. to enrich their teaching offer in the field of educational, physical, IT and language activities. Material results: Project Journal with descriptions and photo relations of local and international activities; films with sets of sports exercises; cookbooks; library with physical activity scenarios; recordings of webinars promoting a healthy lifestyle; multimedia presentations on nutrition principles; models, educational posters; calendar with health plan and health tips. In order to change your lifestyle to a healthier one you need the motivation and support of others. Building up a network of support and positive role models is an expression of our responsibility for one another. By living a healthy life, people not only build their personal potential but also enrich their social capital. Students who are obese and less physically fit make the disadvantaged group. Excluding them from peer groups reduces their self-esteem, exposes them to depression and emotional disorders and thus leads to the risk of early school leaving. By influencing their lifestyles, we increase their educational opportunities and competences which are useful in modern society.

How will the planned activities contribute to achieving the project objectives?

The growing reluctance to physical exercise is becoming a global problem. It has a number of consequences which are not only health-related, but also social. With the development of technology, children are spending more and more time in virtual reality and, consequently, are not taking up physical activity. The high speed of life means that there is a lack of time to prepare healthy meals in accordance with the principles of a balanced diet. More and more frequently children are eating fast-food instead of slow food. The main objective of the project, which is to increase the number of pupils taking up systematic physical activity and eating in a healthy way, requires as follows: 1. creating conditions in which the students effectively take care of their health. According to our observations, most of the P.E. lessons are based on working with physically fit students. For overweight students with low motor skills, physical activities are associated with failure and poorer grades. In addition, there are many technical elements in the P.E. curriculum which are difficult to achieve by less fit children, which results in their frustration and reluctance to participate in classes (replacing rivalry with cooperation, creating an atmosphere of emotional safety, giving up the element of grading, creating an atmosphere of free play). 2. exchanging experiences in order to seek the most effective solutions (international meetings). 3. close cooperation of the school and family environment, which will be achieved by involving parents in joint tasks with children (family nordic-walking, joint family exercises). 4. using the assistance of professionals (meetings with diabetologists, psychologists, dieticians). We

encourage students to search for knowledge about the needs of the body and the ways it functions. 5. maintaining pro-healthy habits. It is a long-term process, therefore the project activities are spread over time and have a cyclical character (cycling and hiking trips). 6. taking into account the developmental stage of children aged 11 - 14 (rope park, canoeing, cycling trips) 7. shaping attitudes in the intellectual dimension (multimedia presentations about principles of healthy nutrition, calculation of BMI and calories of meals), emotional (attractive forms of physical activity and ways of spending free time) and volitional (contact with peers from other countries). 8 Increasing teachers' competence to act as health promoters (exchange of good practices, self-improvement to be a good role model). 9 Shaping consumer attitudes (creating sugar content models, label analysis). 10. development of the social and cultural sphere (cooperation, responsibility for personal and group effects, learning about other cultures, learning tolerance). 11 Placing the activities in the natural environment which has a beneficial impact on human well-being (mountain trekking, camping, dog sledge races).

Have you used or do you intend to use eTwinning, School Education Gateway or the Erasmus+ Project Result Platform to prepare, implement or continue the project? If so, please specify in what way.

The School Educational Gateway platform was widely used in the preparation of KA1 projects, which were implemented by the coordinating school and some of the partner schools. Using the course catalogues for staff, we selected training courses to meet the needs of our facilities. It was the contacts obtained during these courses that resulted in the establishment of partnership cooperation between Polish, Greek and Romanian schools. In addition, the Educational Gateway School helped us find one of the project partners, i.e. the Spanish school. During the project phase, we will also use the resources of the SEG platform: publications, guides and didactic materials, and we'll follow the webinars and courses offered there. So far, two schools of the partnership have used the eTwinning programme to implement inter-school and Erasmus + projects. During the 'Passport to Health' project implementation we will use the eTwinning programme, in particular the Twin Space tools for communication between partners through individual and group video chats. Activities carried out during short-term student exchanges and international staff training meetings will be streamlined on the platform so that as many project participants as possible, including those staying at home, could take part in them. We will use the platform to conduct video conferences and webinars on promoting healthy lifestyles. The Twin Space space will also be used to publish project materials: videos, photos, multimedia presentations, lesson plans, models, posters, cookbooks, tutorials. We will set up a Project Journal in English, in which we will document our activities. Students participating in the project will also become members of the Twin Space. They will be able to follow project events in other partner schools through the Project Journal, correspond with students from these schools and express themselves on project forums. Some students will also receive the status of 'student-administrator', which will increase the level of project democratisation. After the completion of the project we will continue international cooperation through the e-Twinning platform. At the project writing stage, the Erasmus+ Project Result Platform was an inspiration for our planned activities. During the implementation of the 'Passport to Health' project, we will use it to publish the results of our activities. It will also include our project logo and website, which will be supplemented with photo-reporting, written reports, video recordings of local activities and international meetings, multimedia presentations and class scenarios. As part of project promotion and dissemination, we will design open events, which will correspond with individual local and international activities. A videoconference at the beginning of the project will be an opportunity to establish the responsibility of partners for moderating the project on the platforms.

Please explain whether and how you plan to create opportunities for a school with an eTwinning school badge to share their eTwinning experience and provide support to other participating schools with smaller eTwinning experience.

Among the current partners there is a school from Greece which has been awarded the eTwinning label. During the first training meeting for teachers, we will provide opportunities to share our experience on eTwinning tools and ways of using them. The coordinating school also has skills in this area. We have gained extensive experience in using eTwinning tools by implementing interschool and Erasmus+ projects: Log in Nature and Creation and Motivation. Within the eTwinning programme, teachers organised the following projects: 'I am a young European', 'European Mini Playback Show', 'Places in Europe you would like to see', 'European Football Knowledge Tournament', 'European Fairy Tales in an after-school club', 'European Menu in a school canteen', 'Environmental protection in European countries', 'European Lessons in classes 1-5', 'From drawing to programming', 'European Culture.' Pupils and teachers from Romania and Latvia were invited to cooperate. Our facility also organised eTwinning workshops for teachers from all over the Lublin region, and our teachers were trained at workshops in Prague and Athens. The school was awarded the European Quality Label in 2009 for the project 'Children in a Road Traffic. In addition, our teachers and the school were awarded for the popularisation of eTwinning, for a rich programme implemented during the eTwinning celebrations at school and for building a European attitude among the pupils. We intend to introduce partners without experience in eTwinning to use it locally and internationally: 1. we will set up a Passport to Health profile on the eTwinning platform, where we will create a website and the Project Journal. 2. we will guide partners through the registration procedure on the platform. 3. we will organise a workshop for project staff members from the partner schools during the first training visit: Application of the eTwinning platform to 'Passport to Health' project activities. A school from Greece will supervise the meeting. 4. we will establish the rules of uploading content in the Twin Space. 5 We will provide instructions on how to upload materials and use the programme resources. 6. We will organise technical trials involving posting materials, creating events, conducting video conferences. 7. we will use the teacher's tutorial to learn the programme tools. 8. we will share the duties of moderating the project on the eTwinning platform. 9 We will make sure that the project team from each country selects a person responsible for the practical side of the Twin Space. 10 Teachers with experience in eTwinning will commit themselves to assisting their colleagues. 11. we will use teacher tutorials to learn the tools of the programme. 12 We will prepare instructions for the registration and use of eTwinning for pupils and their parents and post them on the schools' websites. 13. we will use the pupils' tutorial to share participants' skills.

Project participants

Students who are interested in a healthy lifestyle and are willing to take care of their health will be selected to participate in the project. A separate group will consist of students who have low self-esteem due to overweight or obesity and are unable to establish proper relationships with their peers. The project assumes that in 2 years period sixty students, aged 11-14, will take part in the project in each partner organisation, with a total number of 360 participants. The unhealthy lifestyles have different causes. Thus, the project participants can be divided into the following categories: 1 Children coming from families where the recommendations for proper nutrition, even the basic ones, are not followed. Parents do not show them the correct models. Pupils often do not eat breakfast and do not eat regularly. They avoid eating fruit and vegetables. Culinary workshops, meetings with professionals, etc. will help to solve the problem. 2 Children who have little knowledge about healthy food. They are not able to make informed choices about products which bring a beneficial effect on their health. They choose fast food, sweetened drinks and salty snacks. They do not know how to remove these harmful

products from their diet. Culinary workshops, meetings with experts, creating healthy lifestyle pyramids. 3 The project participants will also include children who avoid physical activity and lead a sedentary lifestyle. These students are often at risk of becoming addicted to playing computer games for a long time. The virtual world that surrounds them provides an excess of stimuli and these children do not feel the need for physical activity. Hiking and cycling trips, walks, aerobics, dancing. 4 Children whose parents organise many additional activities for them. These parents do not see the need for their children's physical activity, so they focus on passive forms of rest. Pupils in this group have too little time for active outdoor activities. These children see a large imbalance between their physical fitness and that of their colleagues. They feel worse, less fit and often do not want to participate in P.E. lessons for this reason. Attractive physical activities such as canoeing. 5 Teachers of various subjects will be included in the project in order to enhance their competences, expand their work skills by gaining knowledge about the principles of healthy lifestyle. 6 Parents will be very important participants in the project, as they are the first to shape the pro-healthy attitudes of their children. Joint movement games will integrate family members, teach them how to have fun with one another. Planned workshops and trainings will provide parents with necessary professional knowledge. 7. All willing employees of the school that are interested in the project. The project will be widely disseminated, also among local participants not taking part in the mobility. These recipients will be able to participate in open actions, trainings, exhibitions, webinars, demonstrations, and will use the teaching aids and scenario library.

Participants with fewer opportunities.

Does the project involve students being in a situation that makes it difficult for them to participate in planned activities? Yes.

How many participants can be included in this category? 320.

What kind of situations can these participants find themselves in? Disability. Social obstacles. Economic obstacles. Health problems.

How will you help these people to participate fully in the planned activities?

1. Economic obstacles. Children from poor families, with unemployed parents or parents threatened with unemployment, parents without a permanent job, with many children. The economic situation makes them unable to use sports facilities and organised forms of active recreation. All planned activities and other forms of activity will be financed from the project budget. In the case of foreign trips, students with a particularly difficult financial situation will receive all the necessary economic support, e.g. travel equipment, passport fee. Local activities will involve free trips, workshops and culinary activities. 2. Disability. In the case of disabled students, the organisation of trips and all local meetings will require the participation of a larger number of specialist teachers and teacher assistants. Specialist equipment will be purchased for this purpose. In order to overcome barriers during the organization of trips, we'll hire buses adapted to special needs of disabled people. The conditions of workshops, excursions and activities will be modified according to the type of pupils' disabilities. 3. Health problems. Students with obesity caused by an inappropriate diet, sedentary lifestyle, lack of physical exercise, allergies. These children usually have low self-esteem and feel helpless when rejected by their peers. That is why it is important that they receive encouragement and mental support as well as some proposals for physical activity. Pupils who are nervous or reveal aggressive behaviour, have problems with concentration, are not accepted by their peers or have educational difficulties. This group of children may come from families at risk of demoralisation. They are often unaccepted by their peers, which leads to frustration and sometimes even physical aggression. They need support and acceptance. An increasing number of pupils suffer from depression. Lack of exercise and poor nutrition are contributing to the development of many diseases at an ever younger age.

These students need full inclusion in planned activities. Physical activity and healthy eating will enable them to get rid of stress and strengthen their self-confidence. It will reduce their impulsivity and irritation. 4. Social obstacles. This group will also include neglected pupils, coming from single-parent families or families having problems with raising their children. The situation of poverty and economical crisis is most often the reason why children from such homes receive too little interest from their parents. Adults are preoccupied with their own problems and do not see the values of a healthy lifestyle. The project will assist such families by providing psychological reinforcement, inclusion into the group and integration with peers. Interesting activities for parents will encourage them to be physically active and to point out the right direction in pro-healthy activities.

Project management.

Funding for project management and project implementation. Funds in the category of 'Project management and implementation' are allocated to all Strategic Partnerships based on the number of participating organisations and the project duration. The purpose of these funds is to cover the various expenses that may arise in each project, such as planning, communication and management meetings, small-scale project materials, virtual cooperation, local project activities, promotion, dissemination and other similar activities not covered by other types of funding. The role of organisations. Monthly funding per organisation. Number of organisations.

Funding. Coordinator: 500.00 EUR 1 12,000.00 EUR Partner: 250.00 EUR 5 30,000.00 EUR. Total: 642,000.00 EUR. Project management and implementation.

The tasks and responsibilities of each partner school, the project management and the cooperation and communication between the partners during the project implementation.

Communication between the partners will take place via e-mail, communicators and the eTwinning platform. Evaluation will be carried out as planned, using on-line surveys, monitoring of material results placed in the Twin Space and during video conferences or international visits. The cooperation will take place in accordance with the principles of democratisation, by increasing the participation of teachers and pupils from partner schools. The whole cooperation is supervised by the coordinating school, which sets and supervises the deadlines for the performance of tasks, takes care of the quality of work and its consistency. The budget will be managed by the accountants of individual institutions. Most of them have experience in managing the budget of EU projects. The time management will be based on a detailed schedule. Videoconferencing and monitoring of the epidemiological situation in partner countries will be helpful in assessing the risk associated with the pandemic. We will evaluate the schedule on an ongoing basis and make all necessary corrections. Coordinators from individual schools will be responsible for the timely completion of tasks.

I. PRIMARY SCHOOL No 28 will be responsible for: 1. the project coordination, 2. monitoring and evaluation of the project (together with the Spanish school) 3. reporting 4. organisation of a short term exchange of student groups (C3).

II. 11 DIMOTIKO SCHOLEIO ALEXANDROUPOLIS will be responsible for: 1. moderating the presence of the project on the eTwinning platform, and in particular in the Project Journal (together with the Romanian school) 2. organising the short-term student exchange (C2).

III. OSNOVNA ŠOLA SIMONA JENKA will be responsible for: 1. archiving methodological materials for teachers and school management on the topic: 'How to promote healthy lifestyles in school practice most effectively?' (based on the activities of the local partners), 2. organising a short training programme for employees

IV. (C5). ESCLAVAS SCJ SCHOOL will be responsible for: 1. evaluation of the project (together with the Polish school) 2. organisation of the short-term student exchange (C4) 3. administration of the project website (together with the German school).

V. LICEUL PANCOTA TEORETIC will be responsible for: 1. moderating the Project Journal on the eTwinning platform (together with the Greek school) 2. organising a short training programme for employees (C1) 3. publishing a cookbook with recipes for healthy meals and proposing a balanced eating programme for teenagers.

VI. ANNA ESSINGER REALSCHULE will be responsible for: 1. issuing a calendar promoting a healthy lifestyle 2. organising short-term student exchanges (C6). 3. administration of the project website (together with the Spanish school). Each school will be additionally responsible for: 1. coordination and implementation of local activities in their country in accordance with the project schedule 2. organisation of short-term exchanges for their students 3. budget control within the allocated funds 4. internal and external dissemination of the project results.

The manner of selecting project partners and ways of supporting less experienced partners during project implementation.

The Passport to Health project assumes the cooperation of schools facing educational challenges in terms of health and civilisation. We have invited partner schools from Greece, Romania, Germany, Spain and Slovenia to our activities, with the Polish school as the project initiator. The idea of the project originated during an earlier cooperation with schools from Romania and Greece, which, like us, have noticed the growing problem of avoiding physical activity by their students, frequent absences from physical education classes, preference for a sedentary lifestyle and bad eating habits. The project experience of our school made it possible to refer to the results of the previous Log in Nature project, which dealt with the problem of a lack of contact with nature. We saw how much more needs to be done in terms of involving children in physical activity, caring for a healthy diet and resting outdoors. We have decided to invite other schools to work with us and find a solution to this problem. The contacts established during the KA1 projects and the tools of the School Education Gateway Platform were used to find schools experiencing similar problems. An important element of establishing cooperation was to conduct an on-line survey in potential schools of the future partnership, with 491 students taking part. The results showed low physical activity of some of them. 13% of children take up physical activity only once a week, and more than 8% do not have any at all. 25% of the pupils often miss out on P.E. classes. The most frequent reasons are aversion to P.E. classes (22%), problems with performing the exercises proposed during the lessons (21%) and the feeling of shame that accompanies them during physical activity (14%). The results obtained by the students of individual schools were a key element in the selection of project partners. The schools from Germany and Slovenia are the least experienced in international cooperation and are taking the first steps in this field. Therefore we, as a school experienced in projects, decided to assign a teacher playing the role of a project patron to each of them. The role of this teacher will be to provide assistance and support to inexperienced partners at every stage of writing and implementing the project and to share knowledge and experience gained in previous years. Our team's advantage is the fact that we are aware of the difficulties that schools may encounter when taking their first steps in international cooperation in terms of smooth communication, implementation of local action schedules and dissemination of project results. We will make sure that all project partners exchange their project experience using IT tools to ensure constant contact and information transfer during the project implementation and, if necessary, support and discuss the project activities. We are certain that despite the lack of experience, these schools will succeed in their project work.

Learning, teaching, training activities.

The participating partners agree on the logistical and practical issues of travel, accommodation, insurance and the safety of participants during the trip with the host of a specific meeting. They take into account the needs of individual groups of people and adapt the planned activities to their psychophysical abilities. Meetings are carefully prepared and planned by the host. Participants will receive Europass Mobility documents. Specific rules of qualifying the children for the trips will be established, taking into account the assumptions of the project, which schools will adapt to their conditions. 60 students will be selected to take part in the programme from each of the partner schools. This group will include students with health problems, obesity, lack of physical activity and students wishing to take care of their health. The total number of students will amount to 360 over the two years of the project. The age limit will be 11-14. Teachers will select pupils for the following groups: The talented, creative pupils will represent about 20%. A) Children from poor families, facing problems with raising their children, single-parent families, families at risk of unemployment and those facing adaptation problems. They will receive support in the form of free trips, materials, free participation in joint physical exercises and trips. In extreme cases, the equipment necessary for the journey and the passport will also be financed. B) Pupils with physical and mental limitations: obese, less physically fit students, those showing symptoms of Internet addiction, depressed, with concentration problems, not accepted by their peers. The support of this group will consist in psychological assistance for both parents and children, conducting various types of talks, workshops, joint physical activities, proposals for project participation, setting out roles, integration with peers. Pupils A and B represent about 70%. 10% will be children with different types of disabilities for whom it is difficult to use different forms of movement. Their support will consist in adjusting the conditions of trips and activities according to the type of their disability. Participants with special needs or with lesser opportunities will be assisted by specialist teachers and assistants who will help them with practical and organisational issues during local trips and meetings. Specialist equipment will be purchased to meet their needs. In order to overcome barriers during the trips, we'll hire coaches adapted to the needs of disabled people. For pupils at risk of physical deficit and with physical disabilities, all planned activities and other forms of activity will be financed from the project budget. The project will also involve teachers of Science, Geography, Physical Education, tutors and specialist teachers. They will participate in international training for teachers of partner schools and local activities that are planned in individual schools.

Project schedule

| Code | Activity type | Commencing in | Activity description |
|------|---|---------------|---|
| C1 | Short training programmes for employees | Nov. 2020 | Be healthy, be strong |
| P1 | Other project activities | Nov. 2020 | MAKING STUDENTS FAMILIAR WITH THE OBJECTIVES OF THE PROJECT - The idea of the project will be promoted in the school communities. Willing students will be offered participation in the project. CHOOSING THE PROJECT LOGO - A competition will be announced among the partner schools. As a result of the online vote, we will choose the most interesting logo for the 'Passport to Health' project. The logo will |

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| | | | <p>be common to all countries and will allow us to express the idea of the project.</p> <p>COMPETITION FOR A PASSPORT DESIGN - each school will conduct a competition for a passport design. This activity will help to engage students and will be an opportunity to promote the project in the school community. In their passports, students will collect stamps for gaining merit badges in the following categories: physical activity, nutrition, self-awareness.</p> <p>HARE AND HOUNDS - outdoor sport and recreation activities for students divided into several groups. Activities held in close contact with nature will reduce the fear from physical activity among less fit children and will provide an opportunity for project participants to get to know one another.</p> <p>TEACHER TRAINING VISIT IN ROMANIA</p> |
| P2 | Other project activities | Jan. 2021 | <p>HEALTH ON A PLATE- workshops with a nutritionist organised for children and their families. Contemporary nutrition pyramid; the hand principle, daily meals plan. The aim is to build a system of knowledge concerning the principles of nutrition and inspiring action. The parents' assistance will help us to build child support network.</p> <p>STEP BY STEP - fun activity involving a pedometer. Students will take notes of the number of steps they have taken in a week time. This task will encourage them to reflect on their own physical activity. It will be repeated periodically in order to consolidate the habit of walking, including climbing the stairs. Fast walks are forms of movement most beneficial to our muscular and skeletal systems. They can be performed in any place and under any conditions.</p> <p>MAKE YOUR PARENTS MOVE - students will make short films presenting physical exercises performed together in the family. This activity aims to involve parents in physical activity with their children.</p> |
| C2 | Short-term student exchanges | March 2021 | Healthy cooking mania. |
| P3 | Other project activities | March 2021 | <p>The healthiest and most appealing LUNCH-BOX - a contest for best photos and recipes. Through this action we will encourage children and their parents to prepare a nutritious and diversified lunch. We want to create a trend among children to eat healthy products and take time to prepare their meals. This is important in times of constant rush and fast-food consumption. Calculation of the energy value of a meal based on the summary tables of nutrition standards prepared by the Institute of Food and Nutrition.</p> <p>IT'S ALWAYS BETTER WITH MUSIC - group exercises with music, integration activities through learning</p> |

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| | | | <p>'Belgian' dance. Workshops held by a school dance club. This task is intended to make students experience the joy of having fun and moving their bodies, which is the basis of every individual's well-being.</p> <p>INTERNATIONAL MEETING IN GREECE</p> |
| P4 | Other project activities | April 2021 | <p>MYTHS AND FACTS ABOUT OBESITY - preparing multimedia presentations and showing them to the school community. The Internet and magazines are full of 'wonderful' diets. Some of them are dangerous to health. The task will help students to confront the problem of eating disorders and the pressure young people are subjected to these days.</p> <p>FAVOURITE OUTDOOR GAMES - through physical activity we positively influence the development of the cardiopulmonary system (healthy heart and lungs), locomotive organs (healthy bones, muscles and joints) and nervous system (correct coordination and control of movement) in a form that is pleasant for students. The activity will show children the possibility of spending their free time actively in a peer group.</p> |
| C3 | Short-term student exchanges | May 2021 | Activity for everyone. |
| P5 | Other project activities | May 2021 | <p>FOOD GOOD FOR YOUR BRAIN - meeting with a nutritionist combined with cooking. Students will learn about products that enhance brain performance, intellect, concentration and memory. They will learn what to eat to keep the brain in a good condition, and which products are better avoided. They will prepare simple dishes which keep the brain in good shape.</p> <p>WHAT WILL QUENCH YOUR THIRST? - experiments comparing the effects of drinking coke, sweetened drinks and water on your body. Water as the best thirst-quenching liquid.</p> <p>IN A JUNGLE GYM - a trip to the rope park. The aim of this activity is to provide participants with active and joyful relaxation in natural surroundings. When overcoming the obstacles of the rope park, children will have the opportunity to develop a sense of self-confidence, to coordinate their movements and break the barrier of height anxiety. Participants will develop learn the feelings of courage, fortitude, solidarity, fellowship and duty.</p> <p>INTERNATIONAL MEETING IN POLAND</p> |
| P6 | Other project activities | June 2021 | 5KM BIKE RIDE, a joint physical activity of children and their parents aimed at supporting students' psycho-physical development. It will make them understand the reasons and sense of making effort for one's own body, fitness, health and coordination. Students will get to know the neighbouring areas. They will prepare |

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| | | | <p>themselves logistically for the road. The trip should encourage them to organise a similar trip for their families.</p> <p>A FAMILY BIKE RIDE - recording and placing the films in the Project Journal.</p> <p>CHILL OUT - a meeting with a school psychologist discussing the impact of stress on our health and ways of dealing with it. The aim of the classes is to teach the skills of coping with the tension that appears in difficult situations, to recognise the signs of stress, to bring closer the meaning of positive thinking and to learn some relaxation exercises. The classes conducted in an active form will allow students to learn how to deal with stress being a frequent cause of compulsive overeating.</p> |
| P7 | Other project activities | Sept. 2021 | <p>REGIONAL CUISINE, e.g. baking cebularze (onion pies) in an onion pie museum or participating in bread baking workshops. The aim of the classes is to learn how to produce traditional, healthy, unprocessed food, based on seasonal products and replaced by highly processed food. Introducing students into slow food instead of fast food. Slow food is what our grandmothers used to cook. Slow food is not only traditional, natural food, but also a kind of philosophy that encourages us to slow down.</p> <p>COOKING WITH GRANDMA - Students will get a recipe for their grandmother's favourite dish and will document cooking it together in the Project Journal.</p> <p>AQUA AEROBIC - the main objective of the classes is to improve the students' fitness, develop the coordination of individual muscle parts and shape the positive attitude towards physical activity and exercises in water. The pleasure of beneficial contact with water, especially encouraging students with fear of water.</p> |
| C4 | Short-term student exchanges | Oct. 2021 | Slow food, slow life - happy people. |
| P8 | Other project activities | Oct. 2021 | <p>VITAMIN ADVENTURE - preparing a short presentation about the principles of healthy eating presented in a funny form. The presentation will be combined with the promotion of healthy food and shown in the kindergartens or in an after-school clubs. It will be part of the project results dissemination.</p> <p>ACTIVITY FULL OF EMOTIONS - a trip to a place of nature combined with a field game, physical exercises, culinary workshops and relaxation in contact with nature. It is a great way to promote a healthy lifestyle. Participants will learn about the natural, historical and cultural values of the area. They will learn about the species of inedible and poisonous plants and the dangers resulting from their consumption. The</p> |

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| | | | <p>participants will propose a menu for the time of the trip - tasty meals, consistent with the principles of healthy eating. This task will be an opportunity to experience the joy of physical activity and contact with nature.</p> <p>Planning a menu will increase their sense of gaining control over issues related to nutrition.</p> <p>INTERNATIONAL MEETING IN SPAIN.</p> |
| P9 | Other project activities | Nov. 2021 | <p>DOES SUGAR GIVE ENERGY? - creating charts and models showing the sugar content of drinks and food products. The aim of the workshop is to determine the sugar content of food and beverages by using glucose test strips. Students will learn to read product labels and prepare models of sugar content. They will learn about sugar substitutes and their advantages and disadvantages.</p> <p>MUSIC REDUCES STRESS- learning the integration dance "Cotton Eye Joe". Dance is one of the ways of experiencing and conveying emotions, a form of physical and spiritual expression, a way to play and relax. It enables the regeneration of physical and mental forces and increases motor fitness. The aim of the classes is to support the students' harmonious physical development, to satisfy their natural need for movement, to learn how to live together in a harmonious group and to obey the established rules. This activity will help to increase students' awareness of their own bodies, will enhance their coordination and motor fitness.</p> |
| C5 | Short-term student exchanges | Dec. 2021 | Be active, be fit. |
| P10 | Other project activities | Dec. 2021 | <p>OUR TRADITIONAL REGIONAL CHRISTMAS DISHES - a joint project involving designing a cookbook with Christmas dishes from different parts of Europe. Students work out recipes for the Christmas dishes they prepare at home. HOW TO BUY HEALTHY PRODUCTS? - workshops with an expert on the subject of label reading, food storage and meal planning. Designing a dictionary with the names of ingredients in English. This task is intended to build conscious consumer attitudes.</p> <p>INTERNATIONAL MEETING IN GERMANY</p> |
| P11 | Other project activities | Jan. 2022 | <p>FAMILY NORDIC WALKING. Participants will learn the technique of walking and its advantages: weight loss and muscle strengthening, prevention of cardiovascular and spinal diseases and relieving the strain on joints. The classes will have a positive impact on family relations. Nordic walking can be practised in any climate, in any terrain, on all surfaces and, most importantly, all year round.</p> |

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| | | | SIGNIFICANCE OF SLEEP TO ONE'S HEALTH - workshops with a psychologist. The aim of the workshop is to show the impact of sleep on our health. Both students and their parents will learn the principles of hygiene of the central nervous system. They will become aware of the importance of sleep, which is particularly valuable for people addicted to games and social media. |
| P12 | Other project activities | Apr. 2022 | <p>KEEP FIT - using the knowledge students have gained so far, they design their own board games with healthy lifestyle rules. Students divided into groups will design and produce games for different age levels. The games will be stored in the after-school club or the school library and will serve as didactic tools for other students to be used in biology, science classes or lessons on healthy lifestyle.</p> <p>RELAXATIONAL EXERCISES - workshops with an expert. The main aim of the classes is to improve mental comfort. Students will learn the correct relaxation exercises and will be able to perform them together with their parents. Relaxation exercises are one of the best ways to fight stress. Especially recommended for people who are exposed to frequent and prolonged stress associated with different life situations. The biggest advantage of this type of activity is that it can be done virtually anywhere.</p> |
| P13 | Other project activities | May 2022 | <p>FIT CANTEEN - Can we change school menus? The project participants will conduct a short survey among those students and teachers who eat their meals in the school canteen. They will prepare a list of favourite healthy dishes. Next, they will meet with the school nutritionist who will explain to them the rules governing the menus and will answer their questions. The participants will present the results of the school survey to the nutritionist. They will all have a discussion on possible changes in the school menu.</p> <p>A FAMILY MAY DAY - Participants of the project will prepare a plan (route, movement games, healthy menu) and will take part in a family May Day. They will use the acquired knowledge and skills to spend time actively and pleasantly in natural surroundings. This activity will foster the integration of the family, and teach them to take responsibility for the performance of conferred tasks. The aim is to encourage parents to spend time together actively with their children and to eliminate the fear of nature.</p> |
| P14 | Other project activities | June 2022 | HEALTH PLAN - Preparing a personal model of a healthy lifestyle. Achieving success depends on proper definition of objectives, the planning of tasks leading to a goal and their consistent implementation. Each project participant will prepare their own HEALTH PLAN. They will make their own self-diagnosis and will |

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| | | | <p>choose 3 objectives related to the areas where they can achieve the greatest success, and will write them down in the form of specific tasks. Students will implement their health plans during summer holidays. After the summer break they will assess which plans they have managed to implement. The project participants are aware of the impact of their own lifestyles on their health, they are able to analyse their habits and plan changes in their lifestyles which will have a positive impact on their health.</p> <p>TIME FOR HEALTH - divided into small groups, the project participants will plan and perform a daily portion of physical activity in their favourite form. This task helps to consolidate good habits. They will prepare a photographic account of their activity.</p> |
| P15 | Other project activities | Sept. 2022 | <p>HEALTH CALENDAR - preparing a health calendar. Participants of the programme will gather photos, recipes and health tips they would like to include in the calendar. The German partners will then sort out the materials received from all partners and will prepare a calendar for the year 2022.</p> <p>HEALTH PLAN - volunteers will present a visualisation of their health plans. A personal model of a healthy lifestyle was prepared by the students in June and implemented for at least 30 days of summer holidays. They will also prepare multimedia albums presenting their long-term holiday activities, which will be published in the Project Journal. Students will also prepare multimedia albums of long-term holiday activities, which will be published in the Project Journal. Students who have been most persistent in their HEALTH PLANS will receive prizes.</p> |
| C6 | Short training programmes for employees | Oct. 2022 | The most efficient activities in promoting healthy lifestyle. |
| P16 | Other project activities | Oct. 2022 | <p>A ball for School Health Ambassadors - ceremonial ending of project activities during a joint costume ball. Integration games and dances learned during the project activities. Summary of work results. Project participants will receive Health Ambassadors Diplomas. We will evaluate the usefulness of the project for its participants, school community and local environment.</p> <p>TEACHER TRAINING MEETING IN SLOVENIA</p> |

Description of trips

| Code | Activity Title | Leading Organisation | Activity type | Commenting in | Number of participants | Number of accompanying persons | Financing |
|-------|---|---|---|------------------------------------|------------------------|--------------------------------|----------------|
| C1 | Be healthy, be strong | Liceul Teoretic Pancota(E10073739, Romania) | Short training programmes for employees | Nov. 2020 April 2022 | 25 | 0 | 20.125,00 EUR |
| C2 | Healthy cooking mania | 11 DIMOTIKO SCHOLEIO ALEXANDR OUPOLIS(E10139756, Greece) | Short-term student exchange | March 2021 | 35 | 10 | 28.505,00 EUR |
| C3 | Activity for everyone | Primary School No 28 with Integrated Classe(E10168827, Poland) | Short-term student exchange | May 2021 | 35 | 10 | 28.505,00 EUR |
| C4 | Slow food, slow life - happy people | ESCLAVAS DEL SAGRADO CORAZÓN DE JESÚS (BENIRRED RÁ)(E10195569, Spain) | Short-term student exchange | Oct. 2021 | 35 | 10 | 29.610,00 EUR |
| C5 | Be active, be fit | Anna-EssingerRealschule(E10164923, Germany) | Short-term student exchange | Dec. 2021 | 35 | 10 | 27.065,00 EUR |
| C6 | The most efficient activities in promoting health lifestyle | Osnovna šola Simona Jenka(E10246643, Slovenia) | Short training programmes for employees | Oct. 2022 | 25 | 0 | 19.650,00 EUR |
| Total | | | | | 190 | 40 | 153.460,00 EUR |

Detailed Activity Description (C1)

Romania – ~~November 2020~~ April 2022

An international teacher training meeting in Romania, whose main topic will be the question: How to prepare children to influence their own lifestyles so that they can achieve a balance between the physical, mental and social spheres and achieve full health? We will address the problem that exists in all partner communities. We will exchange experiences, which will enrich our teaching workshop, in order to become credible as pedagogues through showing the right behavioural patterns. We will propose to our students innovative forms learned at the meeting, especially those which are attractive to young people in their pro-healthy development. We will set out the rules of cooperation with health professionals. We will get to know places inspiring for activities in nature: relaxation in the forest, hiking, physical activities, workshops, culinary competitions. We'll experience the joy under the influence of therapeutic proximity to nature; we'll take part in physical exercises adapted to the specific needs of each person in the team. Day 1. Project participants get to know one another and integrate during the school tour. Participation in the culinary competition. Presentation of local traditional dishes prepared from unprocessed food. Day 2. Sports activities. Playing in international teams, performing physical activities, running, dancing, playing football and ping-pong. Walking in the forest, having a picnic and a competition. A visit to farms producing vegetables. Workshop for project staff: Application of the eTwinning platform to Passport to Health project activities. Day 3: Workshops on healthy lifestyle addressed to students. Pupils from the local school will present a daily menu, prepare regional dishes from seasonal products, organise workshops on well-balanced meals. Dance lessons with an instructor in Arad class to improve fitness and health. A visit to Lavandair, advantages of using lavender products. Traditions of aromatherapy and herbal medicine. Presentation of farms where farmers produce vegetables. Instruction for registration and placement of materials on the eTwinning platform. Day 4: A trip to Arieseni - forest trails, mountain hiking, cave touring allowing to obtain satisfaction from physical effort, to experience healing contact with nature - relaxation workshop, techniques of achieving mental balance, feeling of happiness. Day 5 - workshops with a nutritionist on healthy food. A walking tour of Arad. We will experience the joy of movement. We will use the following working methods: group work, demonstration, field workshop, debate, lecture, creative work, discussion, visualisation. The experiences and activities from the teacher training will be practically applied in cooperation with students of the partnership schools. Results of the meeting: photo-report from culinary shows, a visit to a farm, sports activities and other events, posters on the quality of modern food, educational training materials, films from relaxation workshops.

Does this activity combine actual travelling with virtual exchanges through eTwinning? Yes. Please explain how this will be achieved and what the expected benefits are.

We will establish a Project Journal in English. Thus, the project activities will become transparent for the direct recipients of the project, children, teachers, parents, school staff and other interested persons. Through the use of the Twin Space platform we will share our experiences and cooperate with an international group of enthusiasts of teaching and bring up a healthy generation of young people. We will report on the actual events among the participants of the meeting in articles, using modern technology. We will publish thematic films, virtual educational screenings showing the importance of local culture in the way the dishes are composed. The designed educational materials will be made available for teachers. We will disseminate proven didactic ideas. A graphical catalogue of rules for selecting dietary ingredients and a lecture by a nutrition expert will be posted in the section of educational materials. Photographic documentation of integration and movement classes, marches, culinary workshops included in the documentation of tasks will allow all interested parties to participate in mobility events. The students of the host school will gain satisfaction from promoting a

healthy lifestyle. Our documentation will become an inspiration for the international community. We will publish sets of photographs from mountain trails as well as exemplary games and movement exercises. The hosts of a meeting will get a chance to draw attention to the natural beauty of their own region and present it in a photo gallery, artwork, posters. Communication tools will be used for a quick transfer of plans, tasks, current needs and effects. Efficient information flow within the countries and in the whole project will improve self-control of current activities through thematic videoconferences and chat on everyday project work. Gathering the effects of our work in the materials section will facilitate control over the effects of long-term activities.

How will the participants involved benefit from this action?

As an international group of teachers, we will take a number of self-development measures necessary for exerting proper educational influence on pupils in order to make them take care of their own health. We will ensure our credibility as health promoters. We will address the problem that exists in the countries of all our project partners. We will enrich the teachers' work experience. We will have the healing contact with nature. We will work out ways of selecting dietary ingredients. We will experience the joy of movement. We will use the following working methods: field workshop, debate, lecture, creative work, discussion, visualisation. We will explain the possibilities of adapting tasks to the local conditions of the partners. We will establish cooperation with experts in the field of developing healthy lifestyles. We will analyse trends in social change and opportunities to draw on cultural traditions and scientific achievements. We will prepare photographic material as an inspiration in making effort to build our students' health. We will enrich the methodological workshop of our pedagogical work. We will create posters with the technique of projected thermography. We will exchange experiences related to the problem of numerous diseases developing as a result of unhealthy lifestyle, civilization changes, stress, unrealistic requirements, ignoring the needs of the body, addictions, avoiding physical effort, reluctance to prepare a healthy meal. We will become aware of the needs of human body. We will learn about the traditions of the region. We will appreciate the need for a positive approach to life. We will exchange experiences in using the influence of nature on our health. We will gain new practical skills. We will get satisfaction from working with children in an international team. We will meet new people with different pedagogical potentials. We will gather photographic and video material. We will learn to critically select products while shopping. We will establish safety rules during cooking and travel. We will practise the technique of visualisation of speech through a poster. We will prepare posters as an example of projected thermography.

Detailed Activity Description (C2)

Greece – March 2021

The main idea of the meeting is 'Healthy cooking mania.' Nowadays, students have insufficient contact with natural, unprocessed food and limited knowledge about it. Tastes learned in childhood are consolidated and make a life-long taste pattern, evoking good memories. It is important that they are linked to healthy food. Participants will learn about the processes of organic food production and will experience the wealth of natural flavours. The following working methods will be used at the meeting: school lessons, cooking workshops, classes with experts, visiting places of cultural and historical importance, getting to know the natural environment from the school area through the physical activity and elements of camping. The course of the meeting: Day 1: Participants integrate and get to know one another while having fun together. Participation in English lessons and P.E. lessons at the hosting school. Getting to know the Greek educational system in the area of health promotion activities. Multimedia presentations of local activities conducted in partner schools. Visiting the city authorities. Visiting the Ethnological Museum of Thrace - preparing dishes according to the recipe from

ancient times. Day 2: Excursion to the Dadia National Park. Contact with nature, activities in the forest, warm-up activities, trekking, mountain biking, orienteering. Culinary workshops: preparation of traditional Greek cheesecake using natural, local products. Visiting the Silk Museum in Soufli. Day 3: Mediterranean cuisine - culinary workshops with the chef (traditional Greek recipes). Visit to the oldest olive garden (over 2000 years old). Visit to the oil factories, advantages of olive oil and its use. Workshop with a nutritionist: The role of unsaturated fats in the diet. Day 4: Visit to the island of Tasos, visit to places of historical and cultural importance. Getting to know organic agricultural production on the island (honey and olive oil). Workshops with an expert: Why is unprocessed food healthy? Day 5: Visit to the Evros river Delta, observation of water birds in their natural environment, canoeing. Visit to a fish market - positive role of fish in people's diet. Summary of the meeting. Oxford debate in English by participants divided into two international teams: 'Do I live to eat or do I eat to live?' The participants will take part in English and P.E. lessons and extracurricular activities together with students from the Greek school. The guests will use the school's infrastructure and eat meals inspired by regional cuisine in the school canteen. Results of the meeting: Posters summing up the Oxford debate. 2. videos on the vlog recorded during cooking workshops and movement classes. 3. Students learn about the role of fish and unsaturated fats in the diet. 4. Students get to know water birds in their natural environment. 5. Students broaden their eating habits and experience the taste of natural products. 6. Students experience the pleasures of physical activity in natural environment.

Does this activity combine actual travelling with virtual exchanges through eTwinning? Yes. Please explain how this will be achieved and what the expected benefits are.

Before departure (first exchange of student groups) a detailed plan of the visit will be posted on the eTwinning Platform. There will also be a videoconference for the teachers participating in the meeting, during which logistical and content-related details of the visit will be discussed and the organisers from the hosting school will answer the participants' questions. During the visit on the eTwinning Platform, the participants will place a virtual walk around the hosting school, short videos documenting the trip to the Dadia National Park (trekking, mountain biking, orienteering, elements of camping), a visit to the oldest olive garden and oil factories and a photo report from the visit to Tasos Island (organic farming) and the Evros River Delta. The workshop with an expert on the subject 'Why is unprocessed food healthy?' will be presented in the form of a webinar for participants staying at home. A parallel discussion to the Oxford debate will take place on the project forum: 'Do I live to eat or I do I eat to live?'. This will encourage other participants to organise similar debates in their countries. It will stimulate the creativity of students. The project diary will also include a presentation of the various forms of physical activities proposed during the stay in Greece together with documentation of healthy, traditional Greek dishes. The use of eTwinning tools will enable all the participants staying at home to be involved and will facilitate cooperation between schools, teachers and pupils. It will also allow for better communication, getting to know one another and improvement of students' language skills (developing social and language competences). Thanks to the platform, we will learn from our partners and familiarise ourselves with new educational materials that we will use in our classes.

How will the participants benefit from this activity?

Participants will become aware of the impact of healthy eating on their lives. The proposed activities will allow them to experience the pleasure of contact with nature and physical activity relieving the accumulated emotional tension as well as to eat food prepared from natural local products. They will learn how to use organic products during the cooking workshops. They will also learn about local recipes. Students will experience the fun and joy of physical activities and cooking classes. They will share their knowledge and skills with their parents, thus becoming the ambassadors of healthy eating in their immediate environment. They will apply the principles of healthy lifestyle in their families.

Through cooperation in international teams, they will get rid of prejudices and make international friendships. During the Oxford debate they will learn to express their views in a cultural manner and break down communication barriers. They will all increase their motivation and competence in language learning.

Detailed Activity Description (C3)

Poland – May 2021

The second short term student exchange, with the slogan 'Activity for everyone.' Many pupils are discouraged by sport because the proposed activities are too difficult for them and bear the risk of failure. We will propose different forms of physical activities, adapted to different levels of physical fitness of the participants. We will make it possible to visit interesting places in our region with an international group of friends, to take part in field activities, excursions, map games and culinary workshops. We will show them how to prepare healthy regional and picnic food. Day 1: Participant introduction and integration. Participation in Science, P.E. and swimming classes. Presentation of local activities performed by participants. School culinary workshops conducted by a nutritionist under the motto 'Healthy food for the brain.' Day 2: Excursion to Kazimierz Dolny. Nordic walking on the route: Plebanka Gorge, Mięćmierz, boulevard on the Vistula River, Market Square. Walking techniques, warm-up, strengthening and stretching exercises with trekking poles. Culinary workshops in the Sarzyński Restaurant promoting slow-food. Sightseeing Kazimierz at night time, a trip with torches. A joyful and interactive form of visiting the city - the Root Gorge. Day 3 - rope park – 'In the Kazimierz monkey grove' - 4 routes of various difficulty levels adapted to the skills of children and adults. Ferry crossing across the Vistula to Janowiec, walk to the Castle. Picnic on the rock / healthy lunch box/, off-road game with a map developing orientation skills. Day 4: Canoeing trip on the route: Osmolice - Prawiedniki, learning the principles of steering and rowing, observation of the river ecosystem. Campfire, FIT GRILL - handmade vegetable and meat shish kebabs. Integration games, learning to dance the 'Belgian' dance. Designing a book with outdoor games popular in different countries. Day 5: an urban game in the Old Town of Lublin 'Find the Jagiellonian Treasure.' Climbing workshops at school. Climbing activities with the instructor's support. Aqua aerobics in the school swimming pool. Waterpolo games. Summary of the meeting: preparing a field map with places visited during the stay and related physical activities. Together with the students of the Polish school, the participants will take part in ordinary Science lessons, physical education, swimming lessons and some extracurricular classes (wall climbing) . The guests will use the school's infrastructure and eat meals in the school canteen inspired by regional cuisine. Results of the meeting: 1. photos from the visited places, exhibition of funny shots from particular forms of activity. 2. a book with outdoor games popular in different countries. 3. getting to know the rules of using the map and orienteering. 4. getting to know the river ecosystem. 5. consolidating the principles of safety, security and self-control during climbing on a wall and in a rope park. 6. enjoyable participation in unusual sports activities and culinary workshops.

Does this activity combine actual travelling with virtual exchanges through eTwinning? Yes.

Please explain how this will be achieved and what the expected benefits are.

On the eTwinning Platform, the meeting participants will place a virtual walk around the host school, together with short videos documenting the city game in Lublin, a trip to Kazimierz (a night expedition with torches) and a photo report from Nordic Walking classes, as well as a visit to a rope park and canoeing trip. In the Twin Space, participants will publish their own terrain maps to share their

knowledge and new spatial orientation skills. This will encourage other participants to organize similar activities in their countries. The Project Journal will also include a presentation showing various forms of physical activity proposed during the stay in Poland, together with documentation of healthy meals prepared in various forms and places. Thanks to the platform, all participants of the project and international visit participants will have the opportunity to take part in the culinary workshop 'Healthy food for the brain', which will be made available in the form of a live transmission. The use of the eTwinning tools will make it possible to involve in the activities all the participants staying at home. It will also facilitate cooperation between schools, teachers and pupils, and will allow for better communication as the students will get to know one another and improve their language and social skills.

How will the participants benefit from this activity?

Trips in our region will make it possible to offer participants various forms of physical activity: trekking, Nordic Walking, orienteering, canoeing. Each of these actions can be taken regardless of the participants' place of residence and level of mobility. This type of physical activity can be carried out either individually or in a class or family group. Guests will expand their culinary experiences, enrich the menu with new, healthy dishes. Culinary workshops and the recipes they have learned will help them include the proposed dishes into their menus. They will find out what products are beneficial for the work of the central nervous system. The participating teachers will learn the forms of conducting classes in the swimming pool and outdoors. They will learn how to organise physical activities based on cooperation and fun rather than on competition. Participants from the host school will increase their responsibility for the tasks assigned to them. They will learn how to prepare a city game which will be an opportunity to get to know their neighbourhood better. They will all increase their motivation to learn languages and their competence in this area.

Detailed activity description (C4)

Spain – October 2021

The school is located in an attractive touristic area, combining natural beaches and mountains. The region has a rich historical and culinary culture and offers a varied range of active leisure activities. In addition, the town of Benirredra, where the school is located, has a convenient connection with Valencia, the third largest city in Spain, which combines culture, historical and modern wealth and art. Therefore, the activities proposed during the student exchange trips have been linked to the geographical location of the school and the culture of the region. Day 1: Visiting the school and its surroundings, taking part in biology, English and P.E. lessons. Games during which the visitors and the hosting students introduce one another. Day 2: Multisport activities on the beach (beach volleyball, football). These activities will take place on the beach in Gandia near the harbour offering various sports facilities for beach volleyball and football. Flamenco national dance lessons. Day 3: Walking around the harbour. Visit to a rowing club, rowing activities on 8-seater boats and canoes. Students learn about the importance of teamwork of the whole crew, the roles of its individual members and rowing techniques. They will try their hand at rowing. A cooking demonstration of the 'Fideua'- a dish consisting of regional pasta and seafood caught in the harbour. Tasting of the prepared dish. Discussion: The advantages of the Mediterranean diet and other regional cuisines. Day 4: Excursion to Valencia . Visit to 'Ciudad de las Artes y la Ciencia.' (<https://www.cac.es/en/home.html>), a museum of science of the 21st century, which allows you to learn everything about life, science and technology

in an interactive and friendly way. Students will take part in interactive exhibitions and scientific activities related to modern technology and the latest developments in science, workshops on Molecular Food, a film projection on the functioning of the human body and a tour of the Oceanarium. The major objective of these classes will be to stimulate students' curiosity and critical thinking, and at the same time to surprise and entertain them with curiosities from the world of science, technology and environment. Day 5: Visit to the Serra Calderona National Park, mountain trekking, climbing to the highest peak of the El Gorgo mountain range. Picnic in natural surroundings. Healthy snacks - tapas - made from local products. Participants will take part in English, Science, P.E. lessons, physical education and extra-curricular activities (rowing) together with students of the Spanish school. The guests will use the school infrastructure and eat meals in the school canteen inspired by regional cuisine. Results of the meeting: 1. Photo report from the visited places uploaded onto the Project Journal 2. Films from the culinary show and rowing classes. 3. Charts presenting the ingredients and advantages of Mediterranean cuisine. 4. Acquiring knowledge of the coniferous forest ecosystem in the Mediterranean climate. 5. Learning how to cooperate and to be co-responsible while practising sport.

Does this activity combine actual travelling with virtual exchanges through eTwinning? Yes. Please explain how this will be achieved and what the expected benefits are.

A detailed visit plan will be posted on the eTwinning Platform before departure. There will also be a teleconference for teachers participating in the meeting, during which the logistical and content-related details of the visit will be discussed, and the organisers from the host school will answer the participants' questions. We will start a forum discussion on the students' knowledge about the Mediterranean diet. After the mobility has been completed, the Twinspace Platform will be used to exchange materials such as posters, photos and videos of the visit. A detailed report on the mobility, a virtual walk around the host school, a film from the rowing club and a cooking show will be included in the Project Journal. After the visit, we will organise an online meeting where students and teachers will exchange their impressions of the trip. On a video conference, the teachers will discuss the conclusions of the meeting. The platform will also be used to share lesson scenarios and methodological materials. Posting the programme of the visit and organising an online conference will help to prepare the visit in detail, give participants a greater sense of security and improve cooperation between partner schools. Making films and reports from the events available online will allow the project participants staying at home to take part in the event. The online meeting on return will enable teachers and students to maintain the contacts and relations established during the visit. It will also provide an opportunity to improve communication skills in English.

How will the participants benefit from this activity?

The phenomenon of teenagers' addiction to digital devices, observed in all partner schools, reduces the scope of their physical, social and emotional experiences. The mono-diet with the prevalence of highly processed products, with high content of sugars, fat and salt, impoverishes their taste preferences. Children eat only what they know well. The proposed activities are aimed at the participants experiencing the pleasure of contact with nature, physical activity that helps to relieve the accumulated emotional tension and eating dishes prepared from natural local products. Participants learn the principles of teamwork during rowing classes. They will learn to follow the rules and be responsible for the outcome of the whole team. They will learn the taste and smell of natural ingredients of Mediterranean cuisine and expand their food preferences. They will learn the beneficial effect of the Mediterranean diet on health. They will get to know the marine and oceanic fauna of Spain. They will experience success in overcoming their weaknesses during mountain climbing. Both

younger and older project participants will experience the peace and pleasure of contact with Spanish culture according to the motto 'slow life, slow food - happy people.'

Detailed activity description (C5)

Germany – December 2021

'Be active, be fit' - a short-term student exchange. Unlike other partner schools, the hosting school runs classes in Home Economics. The organisers will share their experience in this area. A team of P.E. teachers and students will present their ideas for developing their passion for sports. Day 1: Meeting. Participants integrate and get to know one another by participating in joint activities. Learning about the school's pro-health programmes, exchange of experiences. A tour of the historical centre of Ulm combined with a city game prepared by the students of the host school. Day 2: Trekking trip to the Alps, participants of the trip will be equipped with an application with a pedometer. A trip to the mountains means facing your own weaknesses, taking up new challenges and overcoming obstacles. Mountain trekking strengthens the immunity system, makes the body more oxygenated, which positively affects the work of the respiratory, circulatory and nervous systems. In addition to health objectives, the trip will have a cognitive purpose as the participants will be able to see the topography and nature of high mountains. Presentation and sport activities with the use of carioles, i.e. sledges used in alpine rescue operations. Day 3: Participation in home economics classes regarding sustainable nutrition and learning how to prepare meals. How to buy healthy products? - workshop with an expert on label reading and food storage. Designing a dictionary with English names of ingredients. This task is aimed at educating informed consumer attitudes. Sports activities: ice rink activities. Day 4: Shopping at the local market and cooking in the school kitchen. Pupils divided into mixed international groups led by their German colleagues will prepare a regional dish called Gemusemaultaschen. After the joint cooking, students will taste the prepared dish. Sports activities: learning the integration dance system 'Cotton Eye Joe' or some other dance. Day 5: Summary of the activities performed during the meeting in Ulm. Graphic design and compilation of a joint cookbook with Christmas dishes from different parts of Europe. City sightseeing. Participants accompanied by students from the German school will take part in home economics classes, physical education and extracurricular activities on the ice rink. Guests will use the school's facilities and eat meals in the school canteen inspired by regional cuisine. Results of the meeting: 1. cookbook in English with traditional Christmas dishes from the partner countries. 2. a vlog containing films recorded during cooking workshops and physical activity classes. 3. dictionary in English and native language containing the names of ingredients placed on labels. 4. Students will learn the principles of safe behaviour in the mountains. 4. They will learn about high mountain vegetation. 4. they will enjoy participating in unusual sports activities and culinary workshops.

Does this activity combine actual travelling with virtual exchanges through eTwinning? Yes. Please explain how this will be achieved and what the expected benefits are.

The meeting participants will place a virtual walk around the host school, a short film from a trip to the Ulm, trekking in the Alps and a presentation using carioles on the eTwinning platform. 'How to buy healthy products?' - a workshop with an expert on label reading and food storage presented in the form of a webinar for project participants staying at home. The platform will also include a photo report on other activities. The use of eTwinning tools will enable more participants to take part in the activity and will facilitate cooperation between teachers, pupils and schools. It will allow to communicate actively in English, to make friends and acquire skills desired in the 21st century. Placing virtual tours, workshops, tasks and competitions on the eTwinning platform will enable every project participant to take part in them. Thanks to the platform we will learn from our partners and familiarise

ourselves with new educational materials. Some of the materials will be used as didactic aids for Science or Geography lessons. This task will have particular advantages in developing language and social competences.

How will the participants benefit from this activity?

Attractive and diverse forms of physical activity will contribute to increasing students' health awareness. Pupils will be able to choose the type of physical activity that really suits them. This will increase their self-esteem. They will feel the joy of movement. They will spend time actively with their peers and teachers. Working together will improve their life and social skills. A trip to the mountains will develop their responsibility and respect for nature. They will get to know the local fauna and flora. Such diverse activities will positively influence the physical, emotional and intellectual potential of the participants. Cooking together will contribute to building social bonds, positive interpersonal relations and will increase readiness to help and to cooperate. Pupils will learn about the culture of other nations on many levels. They will acquire a better communicative knowledge of English. They will break stereotypes and make international friendships. They will expand on their creativity. We hope that the long-term effect of this meeting, as well as other project activities, will be the creation of a habit of daily physical activity, which will increase students' health together with their economic and social potential.

Detailed Activity Description (C6)

Slovenia - October 2022

Activity description- Please describe its course, methodology and expected results. - How will this be linked or integrated into regular activities of the schools involved? International training for teachers from partner schools. The main topic of the workshops, training and discussion will be: 'How to build the motivation of children in order to engage them in conscious physical activity, and especially those children with reduced mobility, obesity and long-term habits of passive leisure activities? How have the project activities helped the P.E. teachers to work with children and young people? Exchange of professional experience. Ways to disseminate and share the products of the Passport to Health project and to ensure the sustainability of its results. Day 1: Participants integrate and get to know one another. Presentation of the Simon Jenek school in Smlednik. The P.E. teachers introduce their international colleagues into the specifics of their work. The guests will watch a video presenting the host teachers working with children with reduced mobility and obesity. Discussion on technical, methodical and psychosocial problems and obstacles that teachers face. Day 2: School teachers will introduce teachers from other countries to the project they have carried out in their school in Smlednik: 'We monitor heartbeat.' They will present the handbook they have developed for teachers who would like to carry out a similar project among their pupils, giving step-by-step instructions. Day 3: Meeting with disabled athletes from Ljubljana, participants of the Paralympics. The sportsmen will tell the participants what their sporting path looked like, what helped them to reach the top, what changes could be introduced in schools in order to help young people with reduced mobility. Day 4: Study visit to Bled Bohinj, a tourist destination used for winter and summer sports. Discussion and exchange of experiences on how to use natural heritage and its cultural value in the educational and upbringing work, especially in terms of physical education. Day 5: Conference on forms of work with low-motivated pupils. Presentation of teachers' experiences. Teachers will share their ideas, presentations and lesson scenarios they brought with them. They will analyse the Twin Space tab on the eTwinning Platform, where pupils uploaded films, interviews, articles, portfolios of the project

results, and teachers presented their lesson scenarios and project activities. They will include materials and photos from the training trip, which will serve as a basis for sharing ideas.

Does this activity combine actual travelling with virtual exchanges through eTwinning? Yes. Please, explain how this will be achieved and what the expected benefits are.

Teachers from the school in Smlednik will place a virtual walk around their school on the eTwinning platform so that teachers and pupils from partner schools can learn about the specifics of the school and its work. Before the trip, the teachers will meet in a videoconference to set the details of the meeting in Smlednik and create a project event, and both the students and teachers will place their Health Calendar on the Twin Space before their trip to Slovenia. During the training meeting, the teachers will place films and images with methodological materials for physical education teachers in the Project Journal, which will include scenarios and ideas for activities with pupils with different physical aptitudes. This way, teachers from partner schools who do not take part in the meeting will be able to familiarise themselves with new educational materials and use them in their work. It will also enable the project to cover a wider range of teachers outside the project, especially those teachers who will be interested in looking for interesting forms of working with pupils with reduced mobility. How will the participants involved benefit from this action? Teachers participating in the project will learn new methods and improve their skills in conducting interesting P.E. lessons, which they will be able to use more often in their work. Teachers will get a ready-made instruction for the 'We monitor heartbeat' project, which they will be able to carry out in their schools. They will enrich their workshop and learn new working methods by exchanging experiences with other teachers. Pupils will be more motivated to participate in the lessons thanks to interesting teaching methods. Working together on the Twin Space tool will increase the teachers' digital competence and give young people the opportunity to post project materials in English. Pupils will be encouraged to create their own physical activity materials and to contact their peers through international video conversations.

Continuation

How do you intend to assess whether the project objectives have been achieved? We will evaluate the achievement of the project objectives through a quantitative and qualitative evaluation according to the adopted schedule.

We will apply the same evaluation methods to all partner schools. While designing the project, we conducted an on-line preliminary diagnosis of the problem, i.e. the attitudes of target group towards physical activities, pro-health behaviour and the way of spending free time. Conducting a survey at the beginning of the project and at the end will enable comparison of the obtained data. In the final phase we will be interested in changes in the lifestyles of the project participants and the control group. For the qualitative evaluation, we will select groups of several students with whom we will conduct an in-depth interview comprising a set of questions, the scenario of which will be made available to all partner schools. The information obtained from the interview will make it possible to name the acquired soft competences. We will collect sound files. We will plan project tasks in the form of a timetable with specific assignments for teachers and pupils. During the video conferences of the international project team, we will exchange observations of both students and teachers. We will check the level of commitment and satisfaction of the participants. We will prepare and present artistic works on the project to the school community. Comments collected in the Wish and Impressions Box will facilitate the ongoing project evaluation and elimination of errors. Pupils will earn a Health

Passport in the form of a booklet. There they will collect stamps from the acquired pro-healthy skills (I took part in the camping, developed a culinary guide, etc.), which will be an indicator of their activity level. Among the results of the project, we will prepare exhibitions on current events (e.g. bicycle ride). We will design and publish the Cookbook of the Passport to Health. We will edit the Project Journal in an electronic form, in which we will record events with comments from students, parents and teachers. We will prepare methodical materials from culinary workshops and sports activities. We will design and publish a Calendar with proposals for health promoting activities. We will record instructional videos for exercises, dance lessons and relaxation activities. We will organise an interview with the head teacher about the impact of the project on school itself. The school staff will express their opinion about the project in questionnaires. After the first year of the project, we will correct the shortcomings and identify good practices for long-term implementation. At the end of the project activities, an on-line evaluation questionnaire will summarise the health-promoting attitudes of the students. We will examine the satisfaction of project participation, the increase in students' aspirations and ways of expressing beliefs about their new lifestyles. After the analysis, we will publish the results on the project website and on school websites. We will formulate conclusions and recommendations on the involvement in pro-healthy self-improvement. We will evaluate international meetings by making entries in the Project Journal.

How will participation in this project contribute to the development of the schools involved in the long term? Do you plan to continue using the results of the project or continue implementing some of the activities after the end of the project?

The project activities will certainly contribute to the long-term development of the schools involved in introducing a healthy lifestyle. 1. We believe that the changes initiated by the 'Passport to Health' project will increase the physical activity of the project participants and reduce the risk of obesity in the group of young people. Students struggling with overweight and obesity as well as reduced physical fitness will increase their physical activity and include the principles of a balanced diet in their menu, which will affect their self-esteem and enhance their confidence in being able to succeed in other areas as well. It will also strengthen their position in the peer group and their sense of well-being. Thus, this will reduce the risk of failure and premature drop-out from the educational system. Participants who experience the satisfaction of taking up physical activity adapted to their abilities and carried out in an atmosphere of emotional safety, without evaluation and competition, will break their fear of physical activity and will change their attitude towards P.E. classes. 2. The teachers taking part in project activities together with their students will become credible role models and promoters of healthy lifestyle. The P.E. teachers will verify their understanding of the purpose of physical activity as leading to the need for physical activity, rather than preparing for sports success and record-breaking. They will learn working methods based on group cooperation and mutual help instead of competition. They will set a good example for other teachers. 3. The prepared educational materials will remain in the partner schools for a long time, so that they can be used repeatedly during P.E. lessons, Science, form periods and home economics classes. 4. According to the latest results of psychological research, it is the promotion of pro-health attitudes that is a priority in the prevention of chemical and behavioural addiction. The Passport to Health project will contribute to enriching preventive and educational programmes of schools with methodological tools and didactic aids to develop pro-health attitudes of the pupils. In the long term, this will reduce the risk of addiction among teenage pupils. 5. The activities initiated by the project will be used to enrich proprietary curricula and to develop pedagogical innovations. Teachers will incorporate the experience gained in the project into their methodological workshop. 6. The menus of school canteens will be discussed among chefs, students, parents and nutritionists. These debates will lead to changes introduced in the menus in accordance with the

principles of a balanced diet and the student preferences. They will contribute to greater democratisation in school management and a lesson on civic responsibility for our pupils and their parents.