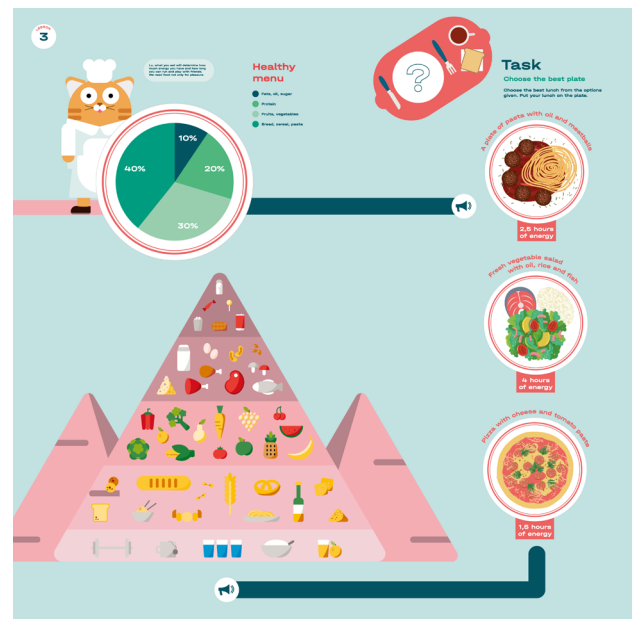
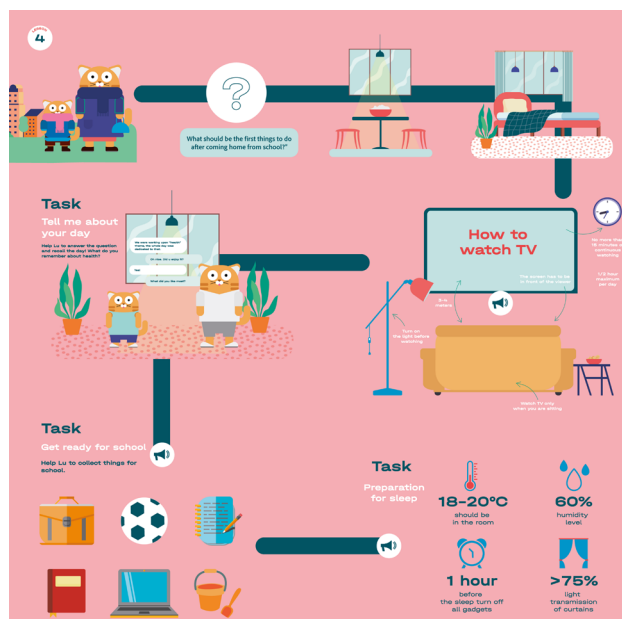
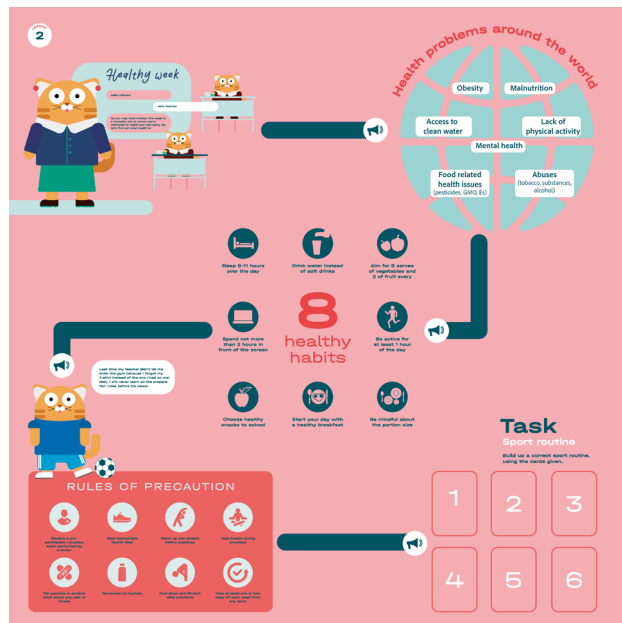


HEALTH AND WELLBEING: TIPS FOR PHYSICAL AND MENTAL HEALTH

Digital Educational Mat & Coding

START



FINISH

Project Number:

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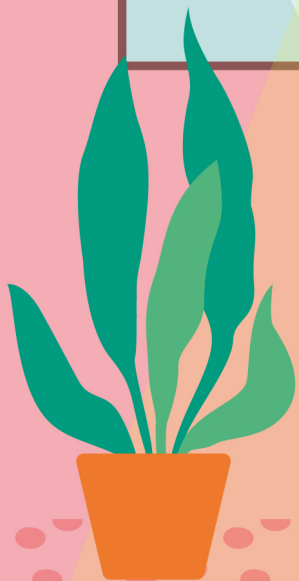
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CONTEXT ANALYSIS



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7/8 Y



HEALTH AND WELLBEING: TIPS FOR PHYSICAL AND MENTAL HEALTH

Teaching program set-up

This project is developed in 4 meetings of about one hour each to be completed sequentially. This kit illustrates the practical indications for each activity and the related timing.

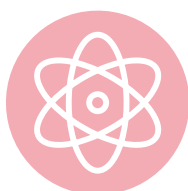
Scenario

In the formative years of childhood, establishing strong habits around health and well-being is crucial for long-term physical and mental development. Children are not only rapidly growing but are also highly impressionable, making it the ideal time to introduce essential practices that will shape their future health. Unfortunately, many children lack the knowledge or motivation to prioritize personal health, hygiene, and nutrition.

This project seeks to address that gap by equipping children with the knowledge and tools they need to take charge of their own well-being. The primary goal is to encourage positive changes in personal hygiene and eating habits through interactive and engaging activities. By teaching children the significance of proper hygiene, balanced nutrition, and self-care in a fun and relatable way, we hope to inspire a generation of healthy individuals who understand the value of taking care of their bodies.

This project addresses these issues using a fictional story about a cat named Lu, who has difficulty with his daily routine and needs help. He often sleeps in and has no time to have a proper breakfast, wash himself properly, exercise: in general his mornings are quite hectic. He also doesn't listen to his parents' advice when they tell him how to eat healthily and his habits. He wants to stay up late, watch TV or play computer games all the time and is often very tired and in a bad mood. The children, together with the fictional character of Miss Strawberry, will have to help Lu to be more organized, healthier and happier.

Involved subjects



SCIENCE



CIVICS



TECHNOLOGY

Pedagogical needs

For children aged 7–8, the pedagogical needs within this project would revolve around fostering engagement, simplifying complex concepts, and encouraging hands-on learning. Here are the key pedagogical needs covered:

- Foundational knowledge on health and hygiene. Children at this age need clear, simple explanations about personal hygiene (e.g., handwashing, brushing teeth) and health practices (e.g., balanced diet), which can be taught through interactive lessons using age-appropriate language and visuals. Simple challenges also encourage children to practice and internalize healthy habits;
- Interactive and fun learning. Incorporating games, storytelling, and interactive quizzes makes learning about health fun and engaging, which helps maintain children's interest and motivation;
- Social and collaborative learning. Group activities, such as working in teams on health-related projects, allow children to learn from their peers and build social skills through shared experiences;
- Building emotional awareness and self-esteem. Activities that link self-care to emotional benefits, like feeling good after exercise or healthy eating, help children understand the connection between health and well-being, while positive reinforcement boosts self-esteem.

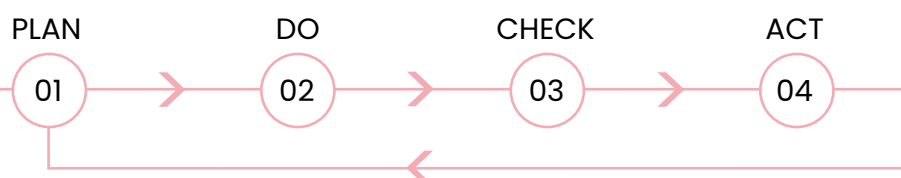
Pedagogical objectives

The pedagogical objectives for a project about health and wellbeing and related topics for children aged 7–8 years can be outlined as follows:

- Understand the importance of basic hygiene practices (e.g., handwashing, brushing teeth) and how they prevent illness;
- Learn about balanced diets, the role of breakfast, and the benefits of eating fruits, vegetables, and whole grains for overall health;
- Gain knowledge about different food groups (proteins, carbohydrates, fats) and how each supports body functions;
- Build healthy habits like maintaining hygiene after school, eating nutritious snacks, and organizing a balanced daily schedule;
- Learn how regular physical activity improves fitness, energy levels, and mental well-being;
- Understand basic global health problems (e.g., malnutrition, lack of clean water) and simple ways they can be prevented;
- Recognize the emotional benefits of good hygiene, nutrition, and physical activity, connecting physical health to feeling good.

Methodology

The **DEMING CYCLE (PDCA Cycle)** is a method for implementing improvements continuously, test changes and solve problems.



01_Plan and schedule teaching units/activities.

02_Carry out the activities (teaching units; theoretical training sessions; practical training/laboratory sessions).

03_Continuous control that the objectives are achieved and that all students have acquired new skills in a homogeneous way.

04_At the end of each session the teacher evaluates the work, observes and identifies critical issues and ways to implement corrective actions for the future.

PERSONAL HEALTH & MORNING ROUTINE

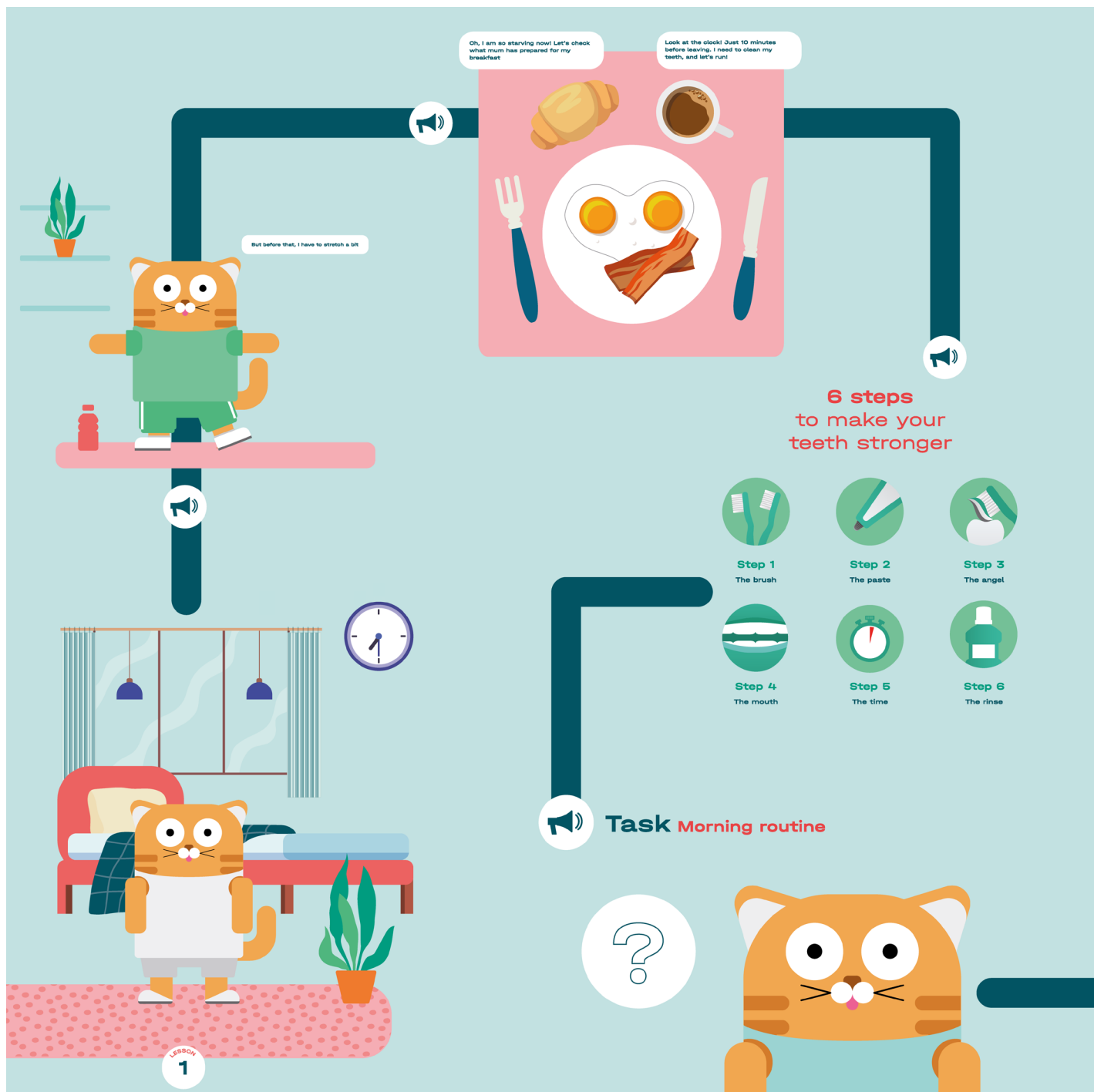


1

LESSON



This section of the map is dedicated to the first lesson.
On a graphic level it presents all the elements useful for narration and related activities.



Pedagogical objectives

Children will gain essential knowledge and practical skills to maintain personal health through proper hygiene, nutrition, and physical activity.

The objective includes:

- Understanding the basics of personal hygiene: why washing hands, brushing teeth, and bathing regularly are important to prevent illness and maintain overall health;
- Learning how germs spread: discovering how poor hygiene practices can lead to the spread of bacteria and viruses, and how to stop them;
- Recognizing the role of breakfast: understanding why breakfast is the most important meal of the day, providing the energy and nutrients needed for school and play;
- Exploring the impact of balanced nutrition: identifying how nutritious meals help the body grow, stay healthy, and fight diseases, with special focus on making healthy food choices;
- Appreciating the importance of daily physical activity: understanding how regular exercise contributes to stronger muscles, improved concentration, and emotional well-being;
- Building daily routines: learning how to create a balanced routine that includes good hygiene, a healthy breakfast, and regular exercise to start the day positively.

Necessary aspects

The story and its activities require:

- an educator who will actively participate during the lesson;
- a display on which to screen the map during and after reading the story and to view the videos proposed for some activities;
- a computer/tablet with which children can carry out part of the activities and programming on Scratch (a free programming environment, with a graphical programming language).

Methodology

ATTENTION:
Time of correction

A mistake in STEAM is a fundamental moment: all mistakes teach something and from them we can learn and improve together. The error must be corrected in a positive way without any penalty (reprimand, negative judgement, etc.) The correction involves the whole group in searching for the best solutions and explaining the reasons (cooperative learning - collective intelligence).

NARRATION (STEP 1) - 5 min

The first 5 minutes will be dedicated to storytelling. During the narration the educator will project the map on a screen and involve the children with relevant questions.

INTRODUCTION /VIDEO - 10 min

The educator will introduce the topic of the importance of a healthy morning routine by starting a group discussion and then showing two explanatory videos.

ACTIVITY 1 /DISCUSSION - 15 min

The children, guided by the educator, will brainstorm in order to help the cat Lu (the protagonist of the story) build healthy habits after waking up.

ACTIVITY 2 /DISCUSSION AND VIDEO - 15 min

The children will make suggestions for a healthier breakfast for Lu the cat. The educator, after letting the children express themselves, shows a video with simple recipes to make at home.

CODING ON SCRATCH (STEP 2) - THROUGHOUT THE LESSON & 15 min

This activity is to introduce block programming on Scratch.

Step 1

The educator reads carefully the story to the children encouraging them to participate.

In this first part, the cat Lu, the protagonist of the story, wakes up doing unhealthy things.

Lu got up early in the morning. «Great»– he thought – «I will have some time to play some video games before school». Without washing or having breakfast he went directly to his desk and turned the computer on. When his mom called him for breakfast he just said, «I am not hungry now, I will grab something at school» and continued playing.

But wait – is this the right thing to do first in the morning? Help Lu organize his routine in a better way.

INTRODUCTION

After reading the story, the educator makes an introduction of the topic by presenting the first section of the map.

Following this, the educator will show two short videos.

In the first lesson, the educator introduces key aspects of personal health by focusing on the importance of hygiene, nutrition, and physical activity. Through engaging explanations and relatable videos, children will learn how these daily habits contribute to their overall well-being.

Why is it important to wash our face and brush our teeth? The educator explains how germs and dirt accumulate on our skin and in our mouths throughout the day. Washing our face helps remove sweat, oil, and bacteria that can cause skin problems, while brushing our teeth prevents cavities and gum disease by removing plaque and food particles. The lesson highlights how these simple hygiene practices not only keep us looking and feeling clean but also protect us from sickness.

How does breakfast influence our energy throughout the day? Children will discover that breakfast is like “fuel” for their bodies. After a long night of sleep, our bodies need energy to function properly, and a nutritious breakfast kickstarts our metabolism, providing the energy needed for school, play, and concentration. The educator emphasizes how skipping breakfast can lead to low energy, poor focus, and tiredness, while a healthy breakfast (rich in fiber, proteins, and vitamins) sets a positive tone for the rest of the day.

What is the importance of exercise for keeping our bodies and minds healthy? The lesson also covers how regular physical activity strengthens muscles, improves heart health, and boosts mood. Children learn that exercise is not just about being fit; it helps their brains by improving memory, concentration, and even making them feel happier by releasing “feel-good” chemicals like endorphins. The educator uses fun examples, like running or playing, to show how staying active not only makes them stronger but also makes them feel more confident and focused in school.

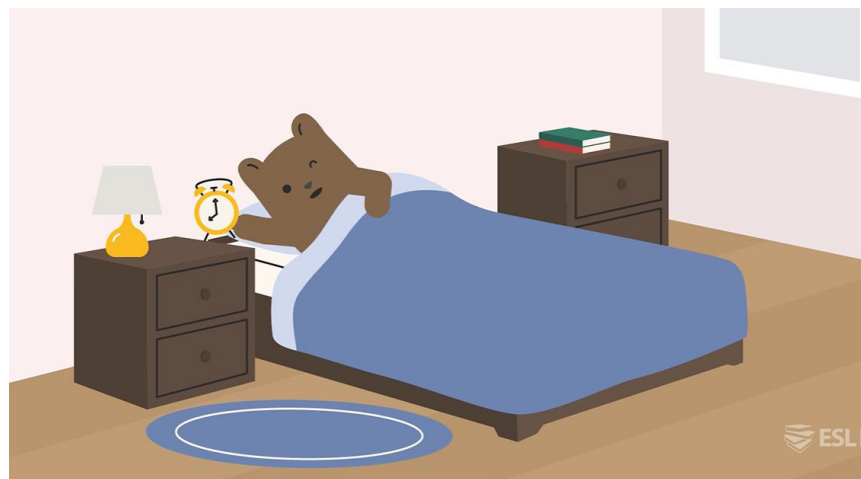
By linking hygiene, nutrition, and exercise to their daily lives in a fun and engaging way, this lesson aims to inspire children to adopt these habits as part of their routine for a healthier lifestyle.

The educator lets the children watch two videos. The first one is called **Wellbeing for Children: Healthy Habits** of 2021 and shows in a simple way the concept behind the word *healthy*.



Press the button to watch the video

The second video focuses on an healthy morning routine. This very short tape, called **Morning Routine – Benji for Beginners** of 2021, shows both the simplicity and effectiveness of healthy habits.



Press the button to watch the video

ACTIVITY 1

The educator will start a discussion on the topic of healthy routine with the children, letting them express themselves by sharing their ideas and personal experiences. Where necessary, the educator will use the explanatory illustrations on the map.

The educator begins an interactive discussion involving Lu, the main character of the story, with whom children can easily identify. They are invited to suggest what Lu should do to start the day in a healthy and productive way.

Through this activity, children brainstorm and offer suggestions, which the educator can write down on the board. As the discussion unfolds, the educator guides children to focus on important morning

habits. For example:

- **Washing face and brushing teeth thoroughly:** Children suggest that Lu wash his face and brush his teeth using the 6-step guide carefully illustrated in the map. These steps start with wetting the toothbrush, applying the right amount of toothpaste, brushing all sides of the teeth, rinsing, and finally drying the face. The educator emphasizes how this routine keeps Lu fresh, removes germs, and prevents tooth decay.
- **Making the bed:** Some children may suggest that Lu make his bed after waking up. The educator explains how this small habit helps Lu start the day feeling organized and responsible, creating an orderly space that promotes focus and calm.
- **Doing some exercise:** The educator encourages children to think about ways Lu might move his body before breakfast, such as stretching, jumping jacks, or taking a short walk around the house. This helps Lu wake up his muscles and increase his energy for the day, showing children how exercise can be fun and energizing.
- **Helping Mom or Dad prepare breakfast:** Children also suggest that Lu could help his parents in the kitchen by setting the table or preparing a healthy breakfast. This helps reinforce the importance of family teamwork and learning to make nutritious food choices.
- **Eating breakfast:** Finally, children agree that Lu should enjoy a balanced breakfast, such as oatmeal, eggs, or fruit, to fuel his body for school and play. The educator emphasizes how breakfast provides Lu with the energy he needs to stay focused and active throughout the day.

By actively involving children in defining Lu's morning routine, the educator not only teaches them healthy habits, but also allows them to own these ideas, encouraging them to incorporate similar routines into their own lives.

○ ACTIVITY 2

The educator will start a discussion on the topic of healthy breakfast with the children, letting them express themselves by sharing their ideas and personal experiences.

The educator initiates a lively group discussion about the importance of having a healthy and balanced breakfast. To engage the children, they focus on Lu the cat, the story's protagonist, and ask for the children's help in making sure Lu starts his day with the right food choices. The children are tasked with brainstorming ideas on what Lu should eat to develop a healthy breakfast routine.

The educator encourages the children to suggest different foods that provide energy and nutrients, prompting them to think beyond sugary cereals or snacks. The children may propose fruits, whole grains, eggs, or yogurt. As they share their ideas, the educator explains why these foods are good choices—highlighting how fruits provide vitamins, whole grains give long-lasting energy, and protein-rich foods like eggs help build strong muscles. The discussion not only reinforces the importance of balance in a meal but also gives the children ownership of helping Lu, motivating them to apply these lessons in their own breakfast routines.

After the group discussion the educator shows the children a video called **5 QUICK HEALTHY BREAKFASTS FOR WEEKDAYS – less than 5 min, easy recipe ideas!** It provides a variety of recipes that children can make with their parents for simple but nutritious and healthy breakfasts.



Press the button to watch the video

Step 2

The educator helps children to carry out the block programming code on Scratch.

During this lesson the class led by the educator will use block programming on Scratch following the steps explained in the first chapter of the dedicated additional pamphlet called ***MAT2. Coding literacy for the lessons.***

HEALTH PROBLEMS & HOW TO AVOID THEM



Healthy week

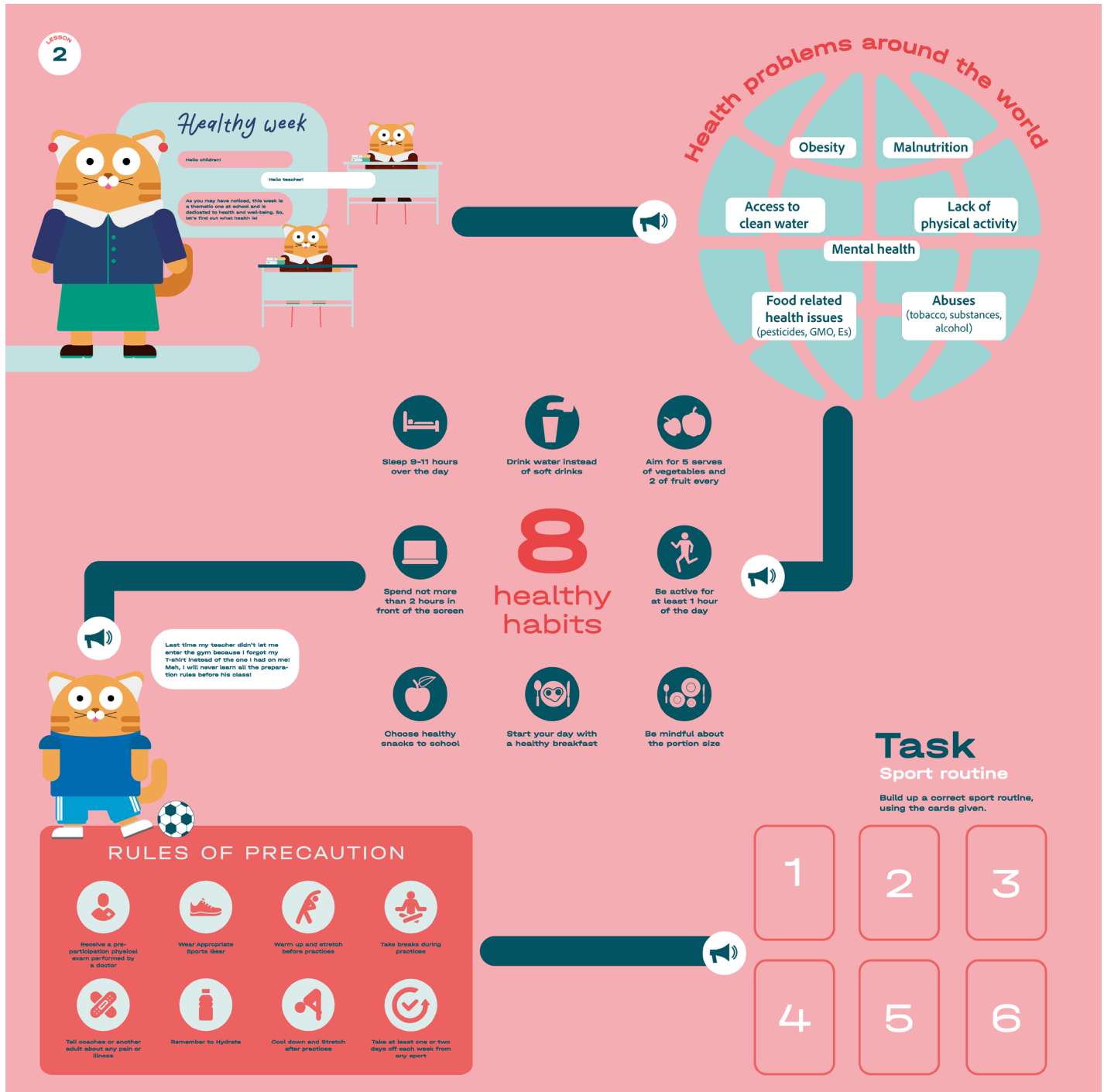
2

LESSON



Section of the map

This section of the map is dedicated to the second lesson. On a graphic level it presents all the elements useful for narration and related activities.



Pedagogical objectives

In this section, children will explore broader health topics, such as global health issues and the impact of physical activity on both body and mind. The objectives can be divided into two macro areas which include:

1. Learn about global health problems and how they can be avoided:

- Understand common global health challenges, such as malnutrition, lack of access to clean water, and infectious diseases, and how they affect people in different parts of the world;
- Discuss simple preventive measures, like vaccinations, clean drinking water, and proper sanitation, and how these can drastically improve global health outcomes;
- Foster empathy by helping children understand how health issues impact different communities and inspire a sense of responsibility.

2. Learn about the importance of physical education and physical exercises for the health of body and mind:

- Understand how regular physical activity strengthens muscles, improves heart health, and helps maintain a healthy body weight;
- Explore mental health benefits of exercise, such as reducing stress, and improving concentration, leading to better emotional balance;
- Encourage active participation in daily physical activities, from organized sports to simple exercises, and explain how physical education helps develop teamwork, discipline, and self-confidence;
- Teach children how physical exercise supports brain function.

Necessary aspects

The story and its activities require:

- an educator who will actively participate during the lesson;
- a display on which to screen the map during and after reading the story and to view the videos proposed for some activities;
- a computer/tablet with which children can carry out part of the activities and programming on Scratch (a free programming environment, with a graphical programming language).

Methodology

ATTENTION:
Time of correction

A mistake in STEAM is a fundamental moment: all mistakes teach something and from them we can learn and improve together. The error must be corrected in a positive way without any penalty (reprimand, negative judgement, etc.) The correction involves the whole group in searching for the best solutions and explaining the reasons (cooperative learning – collective intelligence).

NARRATION (STEP 1.1) – 5 min

The first 5 minutes will be dedicated to the first part of the storytelling. During the narration the educator will project the map on a screen.

ACTIVITY 1 /DISCUSSION AND VIDEOS – 15 min

The educator will introduce the topic of the health problems in society. Then the class will watch three explanatory videos.

ACTIVITY 2 /DISCUSSION AND CALL TO ACTION – 15 min

The educator shows the children a section of the map and then encourage them to make a diary in which they can write down their routine.

NARRATION (STEP 1.2) – 5 min

Other 5 minutes will be dedicated to the second part of the storytelling. During the narration the educator will project the map on a screen.

ACTIVITY 3 /DISCUSSION AND VIDEOS – 10 min

The educator starts a group discussion about the importance of physical activity and its positive effects. Then the class will watch two videos.

ACTIVITY 4 /DISCUSSION – 15 min

The children, guided by the educator, will brainstorm in order to help Lu the cat (the protagonist of the story) build a correct sports routine.

CODING ON SCRATCH (STEP 2) – THROUGHOUT THE LESSON

During the lesson children will do block programming on Scratch.

Step 1

The educator reads carefully the story to the children encouraging them to participate.

Lu is in the class where the teacher explains some of the main health problems we have as a society.

Part 1: Health problems

Lu only started to understand how big the problem of unhealthy habits is. When he went to school on the next day his class teacher Mrs. Strawberry taught them about some of the main health problems we have as a society. He never thought that adults also struggle with health issues and a big part of them is due to their unhealthy eating and bad habits. Mrs. Strawberry explained about obesity, malnutrition, access to clean water, mental health, food related health issues (pesticides, GMO, Es), lack of physical activity, abuses (tobacco, alcohol, etc.) and it really made Lu think how all these problems might be overcome.

ACTIVITY 1

After reading the story, the educator makes a brief introduction about some health problems and about the importance of physical and mental health.

The educator will then give the opportunity to watch three explanatory videos.

The educator introduces the topic by engaging the children in a thoughtful discussion about some of the most common health problems faced around the world. Using simple, child-friendly language, they explain key issues such as obesity, caused by unhealthy diets and lack of physical activity, and malnutrition, where some people do not get enough of the right kinds of food to stay healthy. The educator also touches on the importance of access to clean water, explaining how millions of people struggle with unsafe drinking water, which can lead to diseases.

They continue by discussing mental health, making sure the children understand that just as it's important to take care of our bodies, we also need to care for our minds and feelings. The conversation expands to food-related health issues, like the dangers of pesticides, genetically modified organisms (GMOs), and unhealthy additives (Es) found in processed foods, helping children realize how what they eat can affect their health.

By using relatable examples and connecting these issues to real-life situations, the educator helps the children understand how these global problems affect people in different parts of the world—and why taking care of their health, through good habits, can make a big difference in preventing these challenges.

The educator now lets the children watch some videos. The first one is called **What is Malnutrition?**, published by the *Stanford Centre for Health Education* in of 2023. It explains in a very simple way the causes and the different types of malnutrition in a child between 2 months and 5 years of age.



Press the button to watch the video

The second video is called ***Mental Health For Kids – Positive Habits For Good Mental Health*** of 2023. It explains what is the mental health, which aspects influence it and how people, including children, can take care of it.



Press the button to watch the video

The last video is called ***How Food Affects Your Brain – Mia Nacamulli*** published by *Ted-Ed* in 2016. It shows that every food choice has a direct and lasting impact on the most important organ: the brain.



Press the button to watch the video

○ ACTIVITY 2

The educator shows the children the section of the map where 8 healthy habits are appropriately illustrated.

Then the educator will encourage them to make a diary in which they can write down their routine, trying to find any problems and how to change them.

To help children understand how to overcome health problems, the educator introduces the concept of building healthy habits. They direct the children's attention to the 8 Healthy Habits written on the mat, which include actions like eating nutritious meals, staying active, drinking plenty of water, getting enough sleep, practicing good hygiene, and avoiding harmful substances. The educator goes through each habit, explaining why it's important for staying healthy and preventing issues like obesity, malnutrition, or stress.

Once the children are familiar with these habits, the educator encourages them to take the next step by creating their own health diaries. In these diaries, the children will reflect on their current routines and habits, noting how healthy they really are. They will be asked to think critically: Do they follow most of these healthy habits? Is there something they could improve? For example, maybe they notice they don't drink enough water or skip breakfast. The educator motivates kids to set small, achievable goals for improving their routines, such as eating more fruits or incorporating 10 minutes of exercise each morning.

This activity not only helps children recognize areas where they can make positive changes, but also promotes self-awareness and responsibility for their own health and well-being. By tracking their habits, they can make gradual improvements, creating a stronger foundation for long-term health.

○ Step 1.2

The educator reads carefully the second part of the story to the children encouraging them to participate.

Lu is in the gym for physical education class. Here he questions himself about some issues.

Part 2: Physical education

After the class with Mrs. Strawberry, it was time for the physical education class. It was Lu's favorite class – they could do different fun things. Yet sometimes the teacher – Mr. Jumpingjack – was very insisting on them to be cautious. «Why would we need to be cautious of playing basketball, volleyball, running?!» thought Lu.

○ ACTIVITY 3

After reading the story, the educator makes a brief introduction on the importance of physical activity, emphasizing its positive impact on both physical and mental health.

The educator will then give the opportunity to watch two explanatory videos.

The educator introduces the topic by engaging the children in a conversation about why physical activity is essential for keeping their bodies strong and healthy. They explain that regular exercise helps build muscles, improves heart health, and boosts energy, but it's also important to perform exercises correctly to avoid injuries like sprains or strains. The educator demonstrates simple, safe movements and highlights the importance of warming up before any physical activity to prevent trauma.

Next, the educator shifts focus to the connection between physical health and mental well-being. They explain that when we move our bodies, it doesn't just help our muscles—it also helps our brains by releasing “feel-good” chemicals called endorphins. These chemicals can make us feel happier, more relaxed, and better able to focus. The children learn how physical exercise not only helps them stay fit but also improves their mood, reduces stress, and sharpens their concentration, helping them perform better in school and feel more confident in their daily lives.

The educator now lets the children watch two videos. The first one is called ***What happens inside your body when you exercise?*** of 2017 and explains in a child-friendly way what happens in the body, especially at the cardiac level, when you practice physical activity.



Press the button to watch the video

The second video focuses not only on the body's response but also on the brain's reaction to physical activity. It is called ***How playing sports benefits your body ... and your brain - Leah Lagos and Jaspal Ricky Singh*** published by Ted-Ed in 2016.



Press the button to watch the video

○ ACTIVITY 4

Now that children are better acquainted with the topic of physical activity and its benefits, they can help Lu build a correct sports routine, starting from the advice illustrated in the map. The educator will guide the discussion, allowing each child to express themselves freely.

Now that the children have a solid understanding of the benefits of physical activity, they are invited to help Lu the cat build a proper sports routine. The educator now shows the map which outlines key exercises and safety tips for Lu – and all kids – to follow. The children actively participate by discussing which exercises Lu should include in his routine, such as stretches to warm up his muscles, jogging to improve endurance, and playful activities like jumping jacks or dancing to keep it fun and engaging.

As they work together, the educator encourages the children to think about how often Lu should exercise and for how long, ensuring a balanced routine that includes rest days. They also remind the children to focus on the advice from the map, like starting with light stretches to avoid injury and gradually increasing the intensity of exercises. By helping Lu, the children not only reinforce their own knowledge of how to stay active and healthy but also gain a sense of responsibility for creating a safe and effective routine for their furry friend. This interactive activity makes the learning process enjoyable and memorable, encouraging the children to apply these healthy habits to their own lives.

After the discussion, if deemed necessary, the educator can show a fun video that children can follow to practice. It is called ***Move Your Body! (Exercise Dance Song) – Danny Go! Brain Break & Movement Activity for Kids*** published in 2022.



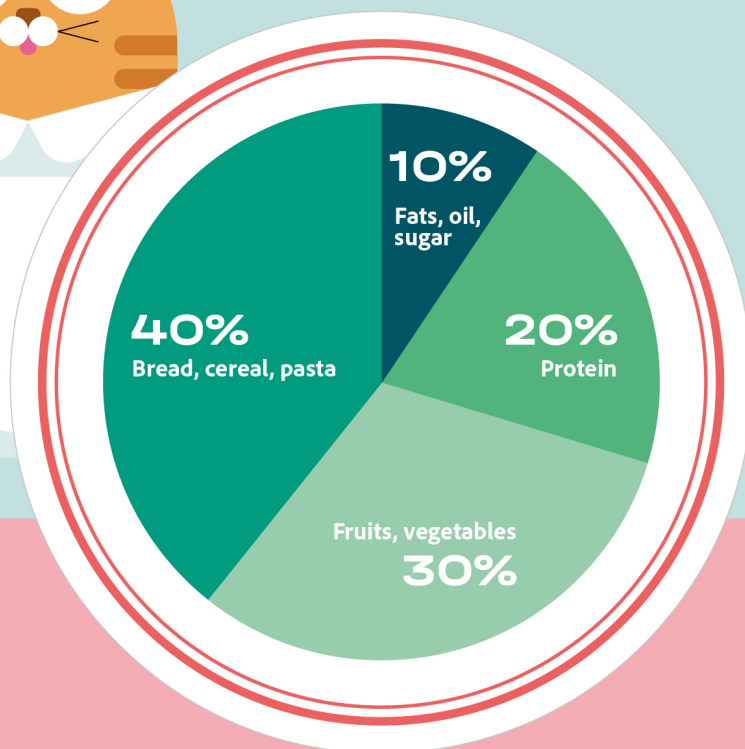
Press the button to watch the video

Step 2

The educator helps children to carry out the block programming code on Scratch.

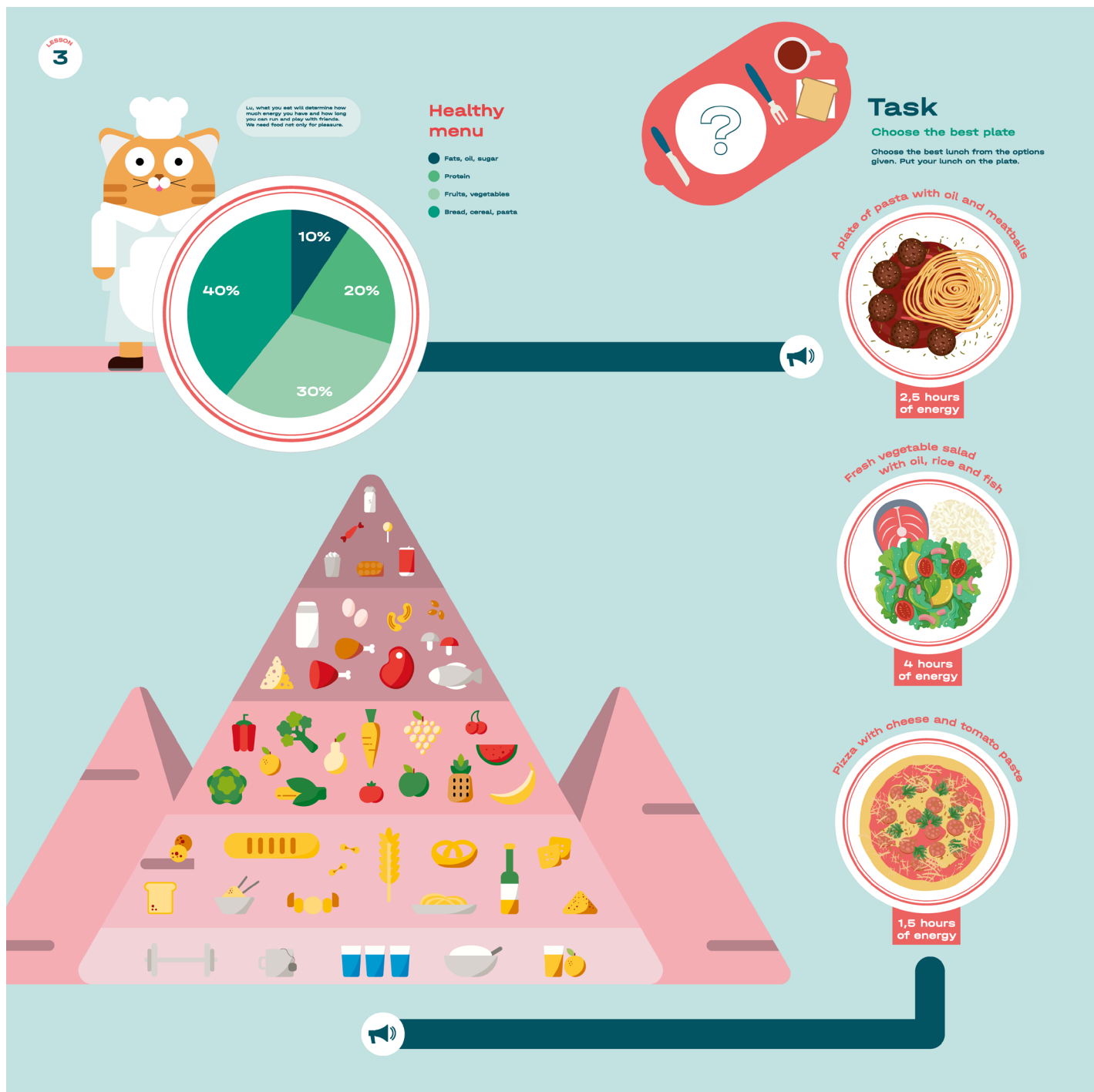
During this lesson the class led by the educator will use block programming on Scratch following the steps explained in the second chapter of the dedicated additional pamphlet called ***MAT2. Coding literacy for the lessons.***

FOOD & NUTRITION



3
LESSON

This section of the map is dedicated to the third lesson.
On a graphic level it presents all the elements useful for narration and related activities.



Pedagogical objectives

In this section, children will explore the fundamental role of nutrition, focusing on different food groups and the importance of macronutrients. The objectives include:

- Learn about the main food groups: fruits, vegetables, grains, proteins, and dairy, and how each contributes to a balanced diet;
- Discover the importance of variety in meals to ensure the body receives a wide range of nutrients;
- Understand the three primary macronutrients – proteins, carbohydrates, and fats – and their specific roles in the body;
- Learn how proteins help build and repair muscles, carbohydrates provide energy, fats support brain function and overall cell health;
- Discover the role of essential micronutrients like vitamins (A, B, C, D, etc.) and minerals (iron, calcium, potassium), which help strengthen the immune system, bones, and overall bodily functions;
- Develop an understanding of portion sizes and the importance of including all macronutrients in daily meals to support growth and energy needs;
- Recognize “sometimes foods” (high in sugar, salt, or fat) versus “everyday foods” that are essential for good health;
- Learn how water plays a vital role in digestion, body temperature regulation, and overall health, emphasizing the need to stay hydrated.

Necessary aspects

The story and its activities require:

- an educator who will actively participate during the lesson;
- a display on which to screen the map during and after reading the story and to view the videos proposed for some activities;
- a computer/tablet with which children can carry out part of the activities and programming on Scratch (a free programming environment, with a graphical programming language).

Methodology

ATTENTION:
Time of correction

A mistake in STEAM is a fundamental moment: all mistakes teach something and from them we can learn and improve together. The error must be corrected in a positive way without any penalty (reprimand, negative judgement, etc.) The correction involves the whole group in searching for the best solutions and explaining the reasons (cooperative learning – collective intelligence).

NARRATION (STEP 1) – 5 min

The first 5 minutes will be dedicated to storytelling. During the narration the educator will project the map on a screen and involve the children with relevant questions.

INTRODUCTION /VIDEO – 15 min

The educator will introduce the topic of the importance of having a correct diet to lead a healthy and balanced life. A video about the food pyramid will be shown afterwards.

ACTIVITY 1 /CHOOSE THE DISH – 15 min

The children, guided by the educator, will brainstorm in order to choose the most balanced dish among those proposed.

ACTIVITY 2 /COMPOSE THE DISH – 15 min

The children have the task of creating, starting from the categories of the food pyramid, a complete and healthy meal. At the end the educator will start a discussion about the results.

CODING ON SCRATCH (STEP 2) – THROUGHOUT THE LESSON & 10 min

This activity is to practice block programming on Scratch.

Step 1

The educator reads carefully the story to the children encouraging them to participate.

Here Lu the cat suffers from bad behaviors assumed during his morning routine.

Lu was already starving after physical education class. He did not have breakfast because he told his mom he was not hungry and would grab something at school, but he never managed to do that. Now he felt grumpy and wanted to eat the world. Before letting them to go for lunch Mr. Jumpingjack told them to choose their food wisely and be careful of what they get because it would determine their energy and mood. Lu remembered about the food pyramid his mom mentioned but he did not pay much attention on it and now he struggled to remember how to make his food choices so that it is both healthy and tasty and give him enough energy to last till he gets back home for dinner. Will you help him kids?

INTRODUCTION

After reading the story, the educator makes an introduction of the topic by presenting the third section of the map.

Following this, the educator will show a short video.

The educator begins a live, interactive discussion with the children to introduce and explain the food pyramid, a simple tool to help them understand how to make healthy food choices. Using the illustration of the map, the educator explains that the food pyramid is divided into different levels, each representing a food group that contributes to a balanced diet.

Starting at the base of the pyramid, the educator emphasizes the importance of fruits and vegetables, which should make up the largest part of their meals, providing essential vitamins, minerals, and fiber. Moving up the pyramid, they discuss the next level: whole grains, such as bread, rice, and pasta, which give their bodies the energy to play, learn, and grow.

As the discussion continues, the educator explains the role of proteins, such as beans, meat, fish, and eggs, which help build strong muscles. She also emphasizes the need for dairy products, such as milk and yogurt, to strengthen bones and teeth. Near the top of the pyramid, the educator explains that fats and oils should be consumed in moderation, showing how healthy fats, such as those found in nuts and avocados, are better for the body than processed snacks.

Finally, children learn that foods high in sugar and salt are at the very top of the pyramid and should only be eaten occasionally. The educator encourages children to think about how they can build their own healthy plates by following the pyramid, choosing a variety of foods from the lower sections and limiting those at the top. Through this engaging discussion, children come to understand the importance of balance, variety, and moderation in their diets and how the food pyramid serves as a helpful guide for making healthy choices every day.

Following the explanation, the teacher shows the children a video dedicated to the food pyramid called **THE FOOD PYRAMID | Educational Video for Kids** of 2017.



Press the button to watch the video

ACTIVITY 1

The educator, after introducing the activity, guides the children in their choice, encouraging them to reflect on what they have learned.

The educator introduces an engaging activity where children are tasked with choosing the best meal options from the school meals, using the images on the map as a guide. The map shows three different school meal options, with each plate displaying a variety of foods, from fruits and vegetables to proteins, grains, and foods containing oil.

Children are encouraged to carefully analyze each plate, drawing inspiration from the informative illustrations on balanced nutrition throughout the rest of the map. As they compare options, they are challenged to identify which plates provide the best combination of nutrients. For example, a plate with whole grains, lean proteins, and vegetables is highlighted as a better choice than one with sugary snacks or fatty foods. The educator guides them through questions such as “Which plate gives you the most energy for the day?” and “What foods help your body stay strong and healthy?”

Throughout the activity, the educator reinforces the importance of variety, encouraging children to look for colorful plates with a mix of fruits, vegetables, proteins, and grains. Ultimately, children gain practical skills for making smart food choices, learning to choose meals that nourish their bodies and keep them energized for school and play.

ACTIVITY 2

Now that the children have become more familiar with the topic, they have the task of composing a balanced dish, with the help of the educator who will make sure to repeat the categories of the food pyramid.

Using the food pyramid on the map as their guide, the children are now tasked with creating their own healthy lunch plates. They are provided with a variety of food images representing different food groups – fruits, vegetables, proteins, grains, and dairy – and are encouraged to think about how to compose a balanced and nutritious meal. The educator reminds them to focus on variety, making sure to include plenty of colorful fruits and vegetables, along with a good source of protein and whole grains.

As the children thoughtfully select items for their plates, they must consider how each food fits into the different levels of the pyramid. Should they add more vegetables to balance out the grains? Is there enough protein to give them energy and strength? They also reflect on portion sizes, recognizing that some foods (like sugary or fatty items) belong in smaller amounts at the top of the pyramid.

Once everyone has finished composing their plates, the educator leads a group discussion. Each child presents their plate to the class, explaining why they chose certain foods and how their meal follows the guidelines of the food pyramid. The educator encourages thoughtful reflection, asking questions like, “Why did you choose more vegetables?” or “What could you add to make this plate even healthier?” This discussion allows the children to express their understanding of healthy eating while also learning from each other’s choices. Through this interactive activity, they develop a stronger sense of how to apply the food pyramid to their daily lives and make more informed decisions about their meals.

Step 2

The educator helps children to carry out the block programming code on Scratch.

During this lesson the class led by the educator will use block programming on Scratch following the steps explained in the third chapter of the dedicated additional pamphlet called ***MAT2. Coding literacy for the lessons.***

HEALTHY EVENING ROUTINE



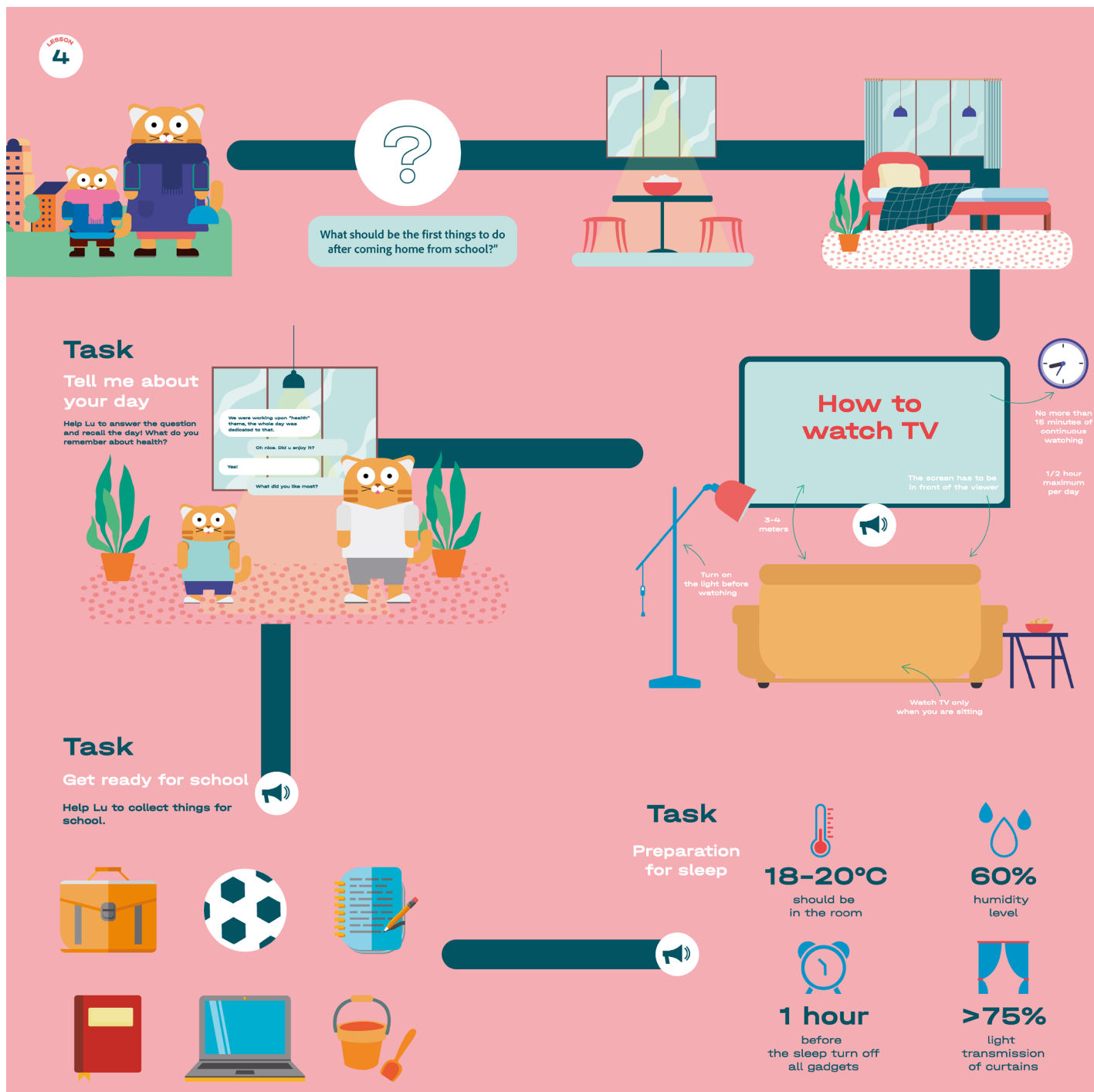
4

LESSON



Section of the map

This section of the map is dedicated to the fourth lesson. On a graphic level it presents all the elements useful for narration and related activities.



Pedagogical objectives

This section focuses on helping children establish a structured and healthy routine after school. The objectives include:

- Learn how having a regular routine after school helps create stability and reduces stress, making it easier to balance responsibilities like homework, relaxation, and personal health;
- Encourage habits such as washing hands, changing clothes, and brushing teeth to maintain cleanliness and prevent the spread of germs after a busy day;
- Understand the importance of choosing nutritious snacks to refuel after school, rather than reaching for sugary or processed options;
- Learn how incorporating a balance of physical activity and quiet time contributes to both physical and mental well-being after school;
- Encourage children to reflect on their day by setting aside a few moments to relax or share their feelings with family members to nurture emotional health and mental clarity;
- Teach children to take ownership of their routine by completing simple tasks like packing their school bag for the next day, tidying their space, and helping with light chores around the house;
- Emphasize the importance of winding down by limiting screen time, engaging in calming activities before bed, and organizing for the following day, setting the stage for a good night's sleep and a fresh start the next morning.

Necessary aspects

The story is structured in blocks and requires:

- an educator who will actively participate during the lesson;
- a display on which to screen the map during and after reading the story and to view the videos proposed for some activities;
- a computer/tablet with which children can carry out part of the activities and programming on Scratch (a free programming environment, with a graphical programming language).

Methodology

ATTENTION:
Time of correction

A mistake in STEAM is a fundamental moment: all mistakes teach something and from them we can learn and improve together. The error must be corrected in a positive way without any penalty (reprimand, negative judgement, etc.) The correction involves the whole group in searching for the best solutions and explaining the reasons (cooperative learning - collective intelligence).

NARRATION (STEP 1) - 5 min

The first 5 minutes will be dedicated to storytelling. During the narration the educator will project the map on a screen and involve the children with relevant questions.

CODING ON SCRATCH (STEP 2) - THROUGHOUT THE LESSON & 20 min

This activity is to practice block programming on Scratch. Then children will watch a video about the importance of hygiene, in particular washing hands after school.

ACTIVITY 1 /DISCUSSION AND VIDEO - 10 min

The educator will talk to the children about the importance of reducing screen time and discuss modern electronic device addiction and how it affects us neurologically. A video on the topic will be shown afterwards.

ACTIVITY 2 /DISCUSSION - 10 min

The children, guided by the educator, will brainstorm in order to help Lu the cat (the protagonist of the story) build a correct evening routine.

ACTIVITY 3 /DISCUSSION - 15 min

At the end of the project, the children and the educator will discuss the topics covered in the four lessons. The educator will ensure that each child expresses himself.

Step 1

The educator reads carefully the story to the children encouraging them to participate.

Here Lu the cat is at home with his family and before going to sleep he tells what he learned new during the *Health day*.

Lu's mother picked him up from school and they both went home through the park. Lu's father had prepared dinner. Lu almost forgot to change his clothes and wash up before sitting down for dinner. Luckily his father reminded him!

After dinner Lu sat down in the living room to watch some of his favorite YouTube videos. He sat not too close to the TV and watched just a couple of funny videos. Lu's father was curious about his day at school and wanted to chat about it. Lu shared with his dad what he had remembered from the *Health day* at school.

It is already late. Lu has to prepare himself for bed. But first he needs to organize his bag for the next day.

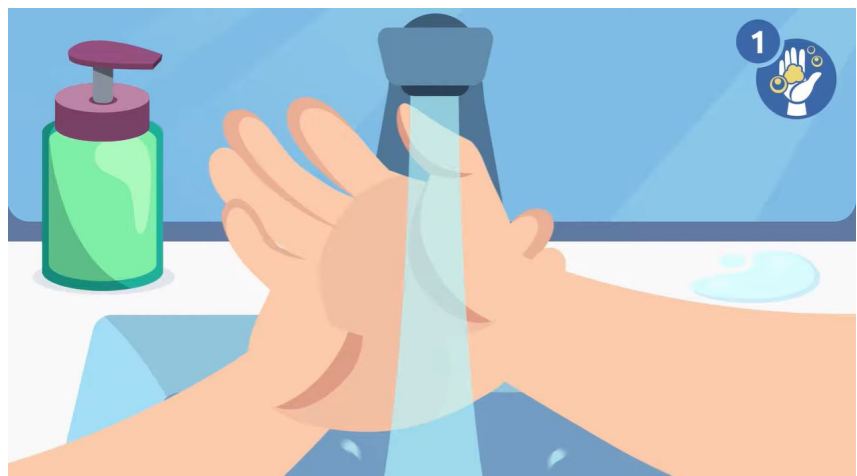
Step 2

The educator helps children to carry out the block programming code on Scratch.

Then let the children watch a video about the importance of hand washing.

After reading the story the class led by the educator will use block programming on Scratch following the steps explained in the fourth chapter of the dedicated additional pamphlet called ***MAT2. Coding literacy for the lessons.***

To emphasize the importance of hygiene, after the programming activity on Scratch, children will watch a short tape called ***10 Steps to Washing Your Hands (Short Version) - Hygiene Habits for Kids*** of 2020. As the title suggests, this educational animated video is aimed at teaching all the steps to wash your hands.



Press the button to watch the video

ACTIVITY 1

The educator starts a discussion with the children about the importance of reducing screen time and then shows them a relevant video.

At this stage the educator will show the children the section of the map dedicated to this topic.

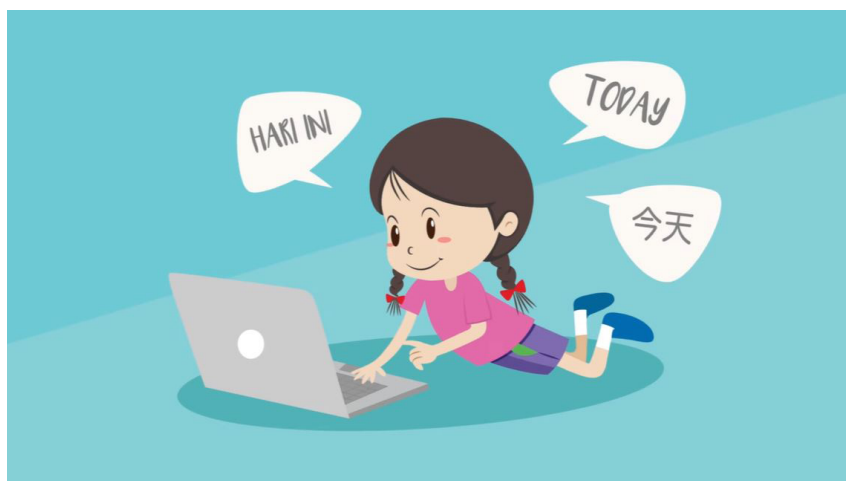
Staying on the topic of good daily habits, the educator opens a discussion on the modern-day addiction to electronic devices and its impact on children's lives. Using simple, relatable examples, the educator explains how excessive use of smartphones, tablets, and video games can affect the brain, particularly in terms of concentration, sleep patterns, and emotional well-being. They highlight how too much screen time can overstimulate the brain, making it harder to focus on schoolwork, leading to irritability, and even interfering with a good night's sleep by disrupting the body's natural rhythm.

The educator goes on to explain the neurological effects of constant screen use, including the release of dopamine—the “feel-good” chemical—which can make video games and social media highly addictive. By engaging the children in a thoughtful conversation, they encourage the group to reflect on their own habits: How much time do they spend on their devices each day? How does it make them feel?

To promote healthier habits, the educator emphasizes the importance of reducing screen time and replacing it with more enriching activities like playing outside, reading, or spending time with family and friends. The discussion also includes practical tips, such as setting daily limits on screen time, taking regular breaks, and creating “device-free” zones or times, such as during meals or before bedtime.

By highlighting these alternatives, the educator helps children understand how reducing screen time can improve their focus, mood, and overall well-being, while fostering more balanced and fulfilling and healthy daily routines.

After this class discussion, the kids will watch a video called **Tips for Healthier Screen Time** of 2016. This tape offers helpful tips for kids and adults on how to balance screen time in this digital age.



Press the button to watch the video

ACTIVITY 2

The children, guided by the educator, will brainstorm in order to help Lu the cat build a correct evening routine.

For this activity, children are again asked to help Lu the cat, this time to prepare for the next school day. Before bed, children are asked to suggest everything Lu should gather and organize to ensure a smooth start to the day. The educator encourages children to think about all the important items Lu will need, such as packing his backpack, choosing clothes, and preparing school supplies.

As children express themselves freely, they suggest various things Lu should pack: his notebooks, pencils, lunchbox, water bottle, and maybe even a healthy snack. They also talk about how to pack his clothes the night before to avoid the morning rush. Some kids may even suggest setting an alarm to make sure Lu wakes up on time! The educator guides the conversation, encouraging children to think practically and logically about what Lu might forget if he doesn't prepare in advance.

The activity helps children reflect on the importance of being organized and responsible. By guiding Lu the cat through this routine, they reinforce their understanding of planning and self-discipline and how a little preparation the night before can lead to a stress-free and successful school day. Through this creative task, children not only help Lu, but also gain valuable life skills that will be useful in their routines.

○ ACTIVITY 3

The educator begins a summary discussion with the class, ensuring that each child contributes his or her own ideas and experiences.

If necessary, the educator will show the maps of the 4 lessons.

For this final activity, the children are asked to reflect and summarize everything they experienced during the *Health day*, which corresponded to the four lessons of the project. The educator encourages them to think about each lesson, what they enjoyed, and what they found most surprising or important.

As they recount the first lesson, children discuss the importance of **personal hygiene**, such as brushing their teeth and washing their hands, and how these simple habits protect them from illness. Moving to the second lesson, they recall learning about **physical exercise** and how staying active not only keeps their bodies strong but also improves their mood and focus. When reflecting on the third lesson, they share their insights about **nutrition**, emphasizing the role of different food groups, the importance of balanced meals, and how to make healthy choices at school. Finally, for the fourth lesson, they talk about building **daily routines**, particularly what they should do after school and how to prepare for the next day.

The educator invites the children to express how they plan to incorporate these healthy habits into their own lives, whether it's eating a healthier breakfast, exercising more, or limiting screen time. This reflection gives the children a chance to internalize the lessons, celebrate what they've learned, and leave with a sense of achievement, equipped with practical tools for improving their own health and well-being.

PARTNERS



5





BULGARIA

Zinev Art Technologies Ltd. is a company developing, implementing and managing European projects and providing consultations in the spheres of culture, art, Internet-based activities and education, VET, e-learning and school education development, as well as regional development.



SAPIENZA
UNIVERSITÀ DI ROMA

ITALY

Sapienza University of Rome, (Department of Planning, Design, Technology of Architecture). Sapienza was founded by Pope Boniface VIII in 1303. It is one of the oldest universities in the world and the second largest University in EU, with 11 faculties, 63 departments, 111.000 students and more than 4.700 professors.



ITALY

The CISL Scuola (Confederazione Italiana Sindacati Lavoratori - Scuola) is the union of the staff of primary and nursery schools, secondary schools and vocational training of the CISL. It was founded in 1997 by the union of SINASCEL (National Union Elementary School) and SISM (Italian Union of Middle School).



ITALY

Pixel is an education and training institution based in Florence (Italy). Pixel was founded in 1999. Pixel's mission is to promote an innovative approach to education, training and culture, this is done mostly by trying to exploit the best potential of ICT for education and training.



ROMANIA

EuroEd Primary School includes a Kindergarten and a primary school. Both are accredited by the Romanian Ministry of Education. It promotes the EU dimension of education and it also encourages multiculturalism and multilingualism by providing education to children of different nationalities or ethnic groups.



PORTUGAL

The Agrupamento de Escolas Miguel Torga is a school located in Bragança, Portugal, an inland city of the country. The school consists of three buildings, two for preschool and elementary school and one for secondary and high school. There are 88 teachers, 2 psychologists and also a speech therapist.



SPAIN

Escienciaci is an SME based in Zaragoza established in 2006 as a spin-off of the University of Zaragoza. **Escienciaci Eventos Científicos S.L.** is dedicated to the management and organization of science dissemination projects. The company offers both consulting services and the design of educational programs.

