

Europeana Learning Scenario

Title:

HEALTH ALLIANCE: Mens sana in corpore sano

Author

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Abstract

Maintaining physical, mental and emotional well-being can be really challenging, especially during COVID lockdowns all over Europe. Comparing practices of different countries to maintain their physical, intellectual and emotional fitness – this scenario organizes students in teams that will actively change their daily practices, learn cooperatively about another country's sport and culture, and present their conclusions in class after three weeks.

Through the course of three weeks students engage in a chosen sport activity on a daily basis and keep a personal workout log. They also learn how to make a new dish. They choose a country they will focus on and learn something from (and about) - its sports, culture events, food, most read book(s) and lockdown practices. It brings together Physical Education, Psychology, Literature, ICT, English language and Culinary Arts. It requires an open mind, extensive research online, reading and writing skills and critical thinking. It fosters skills such as literal and digital literacy, physical and emotional well-being, and boosts cultural awareness. During the time of implementation students will monitor the influence of different activities on their well-being.

Keywords

Well-being, fitness, health, literacy, reading, lockdown

Table of summary

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Subject	Physical Education, Psychology, Art, Culinary Arts, English Language and Literature, ICT
Topic	Maintaining well-being in the time of lockdown
Age of students	16-18
Preparation time	3 hours
Teaching time	10 x 45' lessons Most of students' work is done at home as research, collaboration and creative expression – flipped classroom The time in class - live, online or blended - is used for discussion, timely coordination, motivation and students' presentations
Online teaching material	Microsoft Forms Jamboard Genially Padlet Moovly or Powtoon Kahoot
Offline teaching material	Sports equipment – exercise matt, pilates balls, roller blades, etc., pressure gauge, optionally - smartphones / smart watches Vegetables and other ingredients for a chosen dish, cutlery, spice
Europeana resources used	Social Distancing in Cultural Heritage Gifts Histories of Dutch football in lockdown Sporting heritage colouring book Skiing and Ski Slopes



[Healthy Body](#)
[Sporting Heritage and Culture in Photographs, Films, Sound Recordings and Texts](#)
[Pandemics](#)
[Healthy Eating](#)
[European Sport Heritage](#)

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Integration into the curriculum

The topic of this learning scenario will fit into five of seven interdisciplinary themes of Croatian national curriculum: Personal and social development, Learning how to learn, Civic education, Health, and Use of ICT. Interdisciplinary themes are integrated as important outcomes in all subject curriculums.

Aim of the lesson

By the end of the implementation students will have become aware of the importance of continuous investment in their well-being. They will realize that well-being requires activities in multiple aspects: physical – nurturing your body, mental – employing intellectual activity - reading / attending cultural events / watching films / creating art; and emotional – making choices that shape a personalized and comfortable environment. Teams will have learned something about a chosen country's culture and its ways to deal with isolation and changes the Covid pandemic has brought. They will use that knowledge to understand and improve their own physical and mental well-being.

Outcome of the lesson

Students will improve their know-how on how to implement physical and mental exercising into their daily routines, and fight laziness of body and mind during lockdown. They will be more comfortable in conducting an online research, using Europeana and other online resources and present their team's work using a corresponding digital format. They will be more skilled to find cultural content online to correspond their personal needs and copy other countries' successful practices spending hours at home. Students will recognize and start to employ all the key factors of their well-being.

Trends

Project-Based Learning, Lifelong Learning, Collaborative Learning, Flipped Classroom, Outdoor Education, Gamification, Student Centered Learning, Assessment, Personal Learning Environment, Cloud Based Learning, Open Source Learning, Informal Learning

21st century skills

This learning scenario corresponds to the following 21st century skills:

HEALTH LITERACY – *the scenario empowers students to be in control of their own well-being. They will learn about the history of sport in Europe, one country in particular, execute a three-week workout plan including some healthy diet and cultural content. They will learn about another country's most common ways to maintain a healthy body and mind and cross-reference it to their personal experience.*

CIVIC LITERACY – *learning about sport, culture and literature of another country and comparing it to one's own.*

CREATIVITY – *students choose what to create as an end product and how to show their findings - in different forms, using different digital tools – this goes in line with ICT LITERACY - use of various digital tools such as: Padlet, Forms, Genially, Moovly, working collaboratively on Google Slides, Microsoft Forms, etc.*

CRITICAL THINKING – *students are encouraged to value the information they come across in reference to their personal needs and experience. They also choose what to read and explain their preference, which event(s) to go to and which sport activity suits them best.*

COMMUNICATION & COLLABORATION – students communicate within the teams, with the teacher as coordinator, and with the whole class sharing their ideas and observations. They agree on a country they will focus on, share ideas about cultural events, share the responsibilities among the team and draw together a final conclusion.

INFORMATION LITERACY & MEDIA LITERACY – using Europeana and navigating to other media resources to find out about healthy habits and cultural choices of a respective country builds up students’ abilities to focus on and choose the relevant content.

INITIATIVE AND SELF-DIRECTION – students take on responsibility for their own fitness and state of mind – their health. They learn that it mainly depends on them. They choose and gradually build upon their daily routines and keep record of it. The scenario offers a questionnaire which regularly checks the benefits of their activities.

Activities

Name of activity	Procedure	Time
<p>Well-being = an umbrella term</p>	<p>In the first session students get familiarized with the topic of well-being and the aim of the learning scenario is explained.</p> <p>They brainstorm what well-being means for them, placing post-its with their ideas on a Jamboard shared in the teacher’s presentation. The definition of well-being is discussed and scrutinized. Students are encouraged to custom-shape the definition.</p> <p>They talk about well-being during the lockdown(s), what changed in the situation of crisis and made it harder for people to feel good and healthy.</p> <p>Europeana resources are introduced – a humorous presentation of some lockdown routines through gifs.</p> <p>Then the aim and the organization of the scenario is explained and students begin by introspective - completing a questionnaire about their current well-being (more precisely, over the past three weeks). Students are then divided into teams of four.</p> <p>The aim of the scenario is to actively improve our well-being, learning from and taking after other nations’ responses to crisis. Each team will find an ally – a European country (whose contents can be found on Europeana). Since the emphasis is on sport and physical activities, more Europeana sites about sports should be displayed – there students learn to navigate in search of what they need for their team’s chosen focus.</p> <p>As a kickoff activity for the scenario, each team chooses and colours an image in a Sporting Heritage Colouring Book and uses it as the team’s amblem. Images are from museums, libraries and archives across the continent - from depictions of different sports to posters from the Olympic Games.</p>	<p>45’</p>
<p>Aim and the tasks: Improve our well-being</p>	<p>First, the individual task of the scenario is explained.</p> <p>A workout log: each member of a team will regularly exercise each day for minimum 10 minutes - the type of exercise can vary. Record of exercising can be kept in personalized patterns. Students are offered a pattern for their well-being monitoring, but they can change its categories for what is more relevant for them.</p> <p>Apart from that, each team chooses a country to focus on and uses Europeana and external resources to find out what sport is popular there, what cultural events can be found there even during Coronavirus measures and what people like to read and eat. Countries should vary and ideally, they cover different regions of Europe (Northern, Western, Middle, South-Eastern).</p> <p>Each member will have one specific responsibility within the team – Sport Captain, Culture Captain, Cooking Captain, and Reading Captain. Some back-up activities need to be completed by all.</p> <p>Students are led through the scenario aim and tasks by Health alliance: Mens sana in corpore sano, an interactive presentation which navigates them through stages, contains links to fill-in forms, and which they can access for reference from home as well.</p> <p>At the end of a lesson students can take the quiz to show they understood the task.</p> <p>Team Task 1 – Sporting Heritage – has to be completed by the next lesson.</p>	<p>45’</p>

Name of activity	Procedure	Time
European Sporting Heritage: On the move	<p>Presentation: Team Task 1</p> <p>A team member for sport (Sport Captain) has chosen an entry (exhibition, blog entry, or video) from Europeana Sport Heritage Collection. The country provider should be the one the team has chosen for an ally. The Sport captain presents it to the class (infographic, blog, video with comment).</p> <p>All other members have found bits of sports news from an ally country among Europeana or other online resources, social media etc., shared them within the team and the most interesting ones are included in the Captain's presentation.</p> <p>Students are now reminded of Team Task 2 – Culture Snacks – which has to be prepared for the next lesson.</p>	45'
Mental well-being: Culture snacks	<p>Presentation: Team Task 2</p> <p>All members have previously searched for information on a successful cultural event realized in the past two years in their ally country, using Europeana and other online sources. Culture Captain gathers all their findings and presents only the one they found most interesting (infographic or blog entry). The importance of exposure to cultural content is discussed.</p> <p>Students are reminded to prepare the results of Team Task 3 for the next lesson.</p>	45'
Physical well-being: Healthy snacks	<p>Results: Team Task 3</p> <p>Cooking Captain of the team has found a picture representing healthy nutrition on Europeana Healthy Eating, then looked for a recipe of an ally country's dish and prepared it. In the presentation of this activity, they must include a Europeana photo, plus actual photos of the dish being made, with the told or written recipe - not taken from the internet. Suggested format: video or blog with photos. The role of food in keeping healthy is discussed.</p> <p>Teams discuss the progress of individual tasks – how do they like their workout? What activities have they opted for?</p> <p>Students now focus on the upcoming Team Task 4 – Reading.</p>	45'
Emotional well-being: Reading	<p>Results: Team Task 4</p> <p>All members have chosen a book/a literary extract they have read during the lockdown which has helped them learn something about themselves or feel better. Reading Captain finds out which book was the most read book in the ally country, finds a few reviews, preferably an extract in English and after reading it, writes their own review. The review must be well structured. It focuses on why that particular book gained momentum during lockdown in that country. (How) does it relate to the current issues and does it empower the current state of mind? The content required is mainly critical thinking and a personal view.</p> <p>Other students' reading choices are discussed as well as the importance of reading. Their reviews are presented if there is extra time. If the team decide, some are included in the final report.</p> <p>Teams shift their focus on Team Task 5, material for which is due next lesson.</p>	45'
Other Useful Practices	<p>Team Task 5</p> <p>Members have searched online for how the ally country spends time being locked down and socially distanced – time to share their findings.</p> <p>The team also discuss: what other activities and changes in routine can help people remain healthy and positive during isolation and lack of social contact? Rearranging a room, taking up a new hobby, wearing light colors, helping someone, learning a new skill... using Jamboard. The best suggestions are outlined in a blog, video or infographic in class.</p>	45'
Analysing workout logs Preparing end-product	<p>A mental well-being questionnaire is completed again. Each team will draw conclusions comparing the difference between their individual scores.</p> <p>At this stage students compare personal workout logs to discuss the role of physical activity in improving their well-being over the past three weeks.</p> <p>In the end, students start working on their end product, final presentation in Padlet that will bring together the work of four Captains. Some classes might prefer to make an interactive presentation in Genially.</p>	90'

Name of activity	Procedure	Time
	<p>Each column of the padlet (or an interactive slide in a presentation) brings one key aspect in maintaining our well-being during coronavirus lockdown(s): Sporting Heritage & Physical Activity, Cultural Events, Healthy Food, Reading, Other Useful Practices. Four sections must contain presentations of each Captain plus what the team found interesting when dealing with the topic. The fifth – Other Useful Practices is outlined in that day’s collaboration in class. The last one, the sixth, is a ‘ticket out’ - a game to check if the audience read/listened attentively. The game can be a Kahoot quiz, or Escape room / anything else interactive. The members agree on the questions in class, but the game may have to be designed outside school time.</p>	
Team presentations	<p>Each team presents their Padlet/Genially. All students listen, and in the end take only one quiz/escape room – the team who designed it does not participate. All the other games remain available within respective padlets/geniallies and if students take them and are successful, their listening/reading comprehension can be graded.</p>	45'

Assessment

The most suitable assessment for this scenario is [peer assessment](#) conducted along the way and finished upon the completion of the scenario. At each stage of the project, however, it is possible to motivate students who make the greatest effort with a grade. The optional rubric is [here](#).

***** AFTER IMPLEMENTATION *****

Student feedback

Students will complete an [LS assessment questionnaire](#). They will also be encouraged to share how they feel every step of the way during the implementation, so that if necessary, the scenario can be adjusted.

Teacher’s remarks

Upon the implementation of this scenario the teacher fills in rubric for [self-assessment](#).

About the Europeana DSI-4 project

[Europeana](#) is Europe’s digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe’s museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet’s task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

[Warwick Edinburgh Mental Well-being Scale](#)

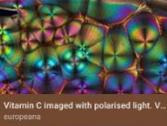
[Example Research on Reading in Netherlands](#)

End product example in Padlet

padlet

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TEAM X HEALTH ALLY: Netherlands
 Champions of ingenuity

<p>SPORTING HERITAGE</p> <p>This amazing country managed to...</p>  <p>Game over? Histories of Dutch football... In 2020, in a matter of just a few weeks, ...</p> <p>Popular sport activities in Netherlands</p> <p>You can see what we found out about sport in Netherlands here</p> <p>Ingenious ideas during lockdown: let's ski!</p> <p>Masters of engineering manage to build ski slopes just above the coastline</p>  <p>Check this out!</p>	<p>CULTURE SNACKS DURING PANDEMIC LOCKDOWN</p> <p>Virtual walk through Van Gogh Museum</p> <p>The Netherlands has been in lockdown since 15 December 2020 and this is at force until at least 2 March. During this period all current cultural events are either cancelled or organized online, whereas traveling to and from the Netherlands is strongly discouraged.</p> <p>Their regular events after the date are planned as usual: Museumnacht on March 06, TEFAF Maastricht March 13-21, the world's leading art and antique fair, Keukenhof on March 20 – a flower park with tulips, and many more.</p> <p>However, if the country remains locked down, what you can do is - visit museums online.</p> <p>We chose the virtual walk through the Van Gogh.</p> <p>If you choose to take this walk, you will experience the luxury and splendour of the museum halls as if you were there. Enjoy the less known paintings like 'The harvest', 'The yellow house' or his most famous ones: 'Rises' or 'Self-portrait with grey felt hat' just by scrolling your mouse or keypad. You can also learn where the artist</p>	<p>HEALTHY EATING</p> <p>Healthy dieting in Europe</p> <p>Healthy eating Europeana</p> <p>Eating healthy is important. In the picture below we can see vitamin C imaged with polarised light. As for the Dutch healthy recipes, we tried White Bean Soup or Fassoulatha. Here is how you do it: ... (photos with ingredients and how to treat them / video)</p>  <p>Vitamin C imaged with polarised light. V. ...</p>	<p>READING IN NETHERLANDS</p> <p>Marieke Lucas Rijneveld: The Discomfort of Evening</p> <p>The International Booker Prize winner 2020. The author's starting point is coping with the loss of someone you love. She was obviously preoccupied with...</p> <p>Best readings</p> <p>If I were to draw a conclusion from a booklet about most successful titles in Netherlands over the past two years, it would be, the Dutch do not escape reality as much as I expected, but rather delve into secret threads of relationships, coming of age, history and politics.</p>  <p>New-Dutch-Fiction-Spring-2020 PDF document www.literatuurpod.nl</p> <p>What Team X reads lately</p> <p>infographics or ...</p>	<p>OTHER USEFUL PRACTICES</p>	<p>TICKET OUT: Learned anything?</p> <p>Kahoot escape room</p>
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