

INDEX

	PAGES
1. INTRODUCTION	1
2. ORGANIZATIONS	3
3. KNOWLEDGE AREAS	4
3.1. Sportive Challenge	4
3.2. Mental Health and Emotional Education	9
3.3. Nutrition	13
4. KEY COMPETENCES	17
4.1. Communicative Competence	17
41.1. Language Skills	17
4.2. Personal and Social Competence	18
4.3. Health Competence	20
4.4. Digital Competence	21
5. EU DIMENSION.	22
6. CONCLUSION	23



1

Introduction

This project, entitled *HEALTHY MIND, HEALTHY LEARNER*, was created by four partner schools from different parts and realities (rural, urban) of the European Union: Spain [Catalonia], France [Reunion Island], Italy and Lithuania with a common goal: to help our students in and outside school to feel good not only with their bodies but also with their minds. Today, young generations are faced more or less with the same difficulties or bad habits.

That is why we want to focus on three main topics:

- Mental Health (and Emotional Education),
- Nutrition,
- Exercise (Physical or Sportive activities).

To achieve the aims of this project, it was necessary:

- To develop good practices regarding emotions and feelings. Tips to feel more self-confident and easy exercises to relax.
- To learn more about the importance of having good eating habits. They are the recipe for longevity and to keep the doctor away as much as possible.
- To move and exercise regularly, as a way to relieve the pressure felt during the day and increase a feeling of well-being.

If these three goals are reached, a great number of people will feel the difference and we will be able to say that we have contributed to the well-being of these Erasmus participants!

The official language is English. Thus, our students will definitely improve their linguistic skills as they will need to communicate throughout the two years of the project.

They will then receive an Europass Certificate to attest their participation in an Erasmus mobility as well as a Passport of language for their level reached in the target language (here English). This will be very useful for their further studies or even job applications.

Other skills that will be mastered thanks to this project are: ICT tools, oral communication skills to present in front of an international audience, sociability, organization, planning...

The participants' main aim will also be to share what they have discovered or learnt during the mobility with their peers back at school. The project website will be linked to the school website so that the school community and anyone interested can easily follow the project.

As the main objective of the project is an exchange of good practises, we will all learn from each other at different levels. Indeed, as we come from different European countries, the school organization and management may differ from one country to another. As we have already experienced in former projects, we try to deal with students' inclusion, truancy and special needs students.



2

Organizations

CATALONIA (SPAIN)



INSTITUT
FRANCESC
MACIÀ
SPAIN

REUNION (FRANCE)



LYCÉE JEAN
JOLY
FRANCE

IONIŠKIS (LITHUANIA)



JONISKIO R.
GASCIUNU
PAGRINDINE
MOKYKLA
LITHUANIA

PUGLIA (ITALY)



ISTITUTO
SECONDARIO
DI 1° GRADO
PETRARCA
ITALY

Knowledge Areas

Participants worked through three main topics:

- ✓ Sportive activities: Healthy body in a healthy mind (Biology and PE lessons and sportive challenges)
- ✓ Mental Health and Emotional Education: How students self-esteem can be improved to overcome sportive challenges and be more self-confident. Relaxation and managing stress techniques when facing stressful situations (competitions, exams, oral presentations...)
- ✓ Nutrition. How important is what I eat in order to be healthy.

3.1. Sportive challenge

As our project is based on the positive effect of sport at different levels, a SPORTIVE CHALLENGE will be organized in each meeting.

The students will be fully actors in the preparation and organization of these challenges.

CATALONIA (SPAIN)

TRIATHLON in a fitness center and **OUTDOOR ACTIVITIES**.

Our main goal was to inspire our students love for nature and environment and the relationship between physical activity, health and well-being.





REUNION (FRANCE)

ADVENTURE RACING

Our destination was completely new for all participants so we wanted to make them discover the diversity of our landscapes through sport activities and challenge themselves in order to overcome their limits and be more self-confident when they have new situations to face.

- Orienteering in a forest.
- Paddle relay in the lagoon.
- Hiking in technical trails.

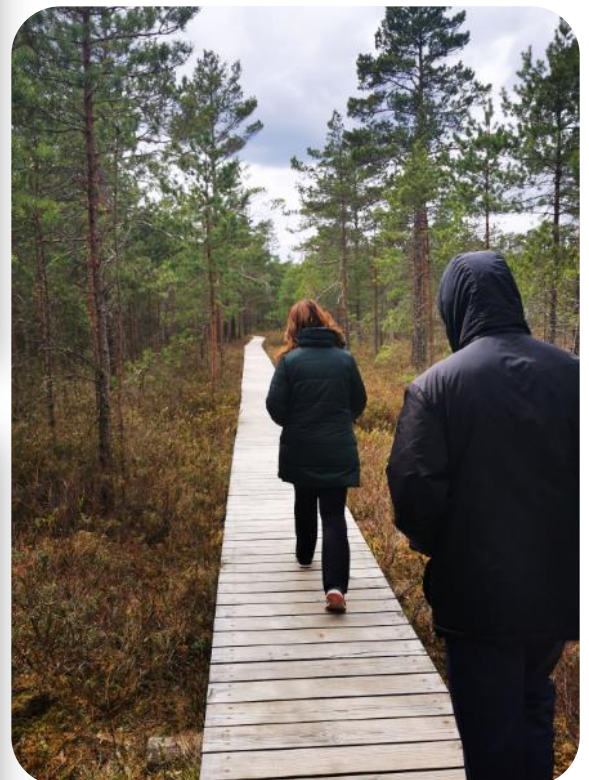


JONIŠKIS (LITHUANIA)

MINI OLYMPIC GAMES

Our goal is to encourage young people to move, including various physical activities, during which they would experience joy, success, team communication, pleasure and relax. During the mobility in our country participants tried:

- Dance system
- Kangoo shoes
- Orienteering in swamps.



PUGLIA (ITALY)

TREKKING

Our goal was to walk in the silence of nature learning to resist in the most difficult paths by training body and mind, enjoying the landscapes and finding harmony with oneself.



3.2. Mental Health and Emotional Education

CATALONIA (SPAIN)

The activities done during this project were meant to increase students' knowledge base regarding their physical health and their mental health. The activities were conducted in a way that both body and mind would have a workout at the same time. Sightseeing and culture learning was done on foot to increase the students' physical fitness.



REUNION (FRANCE)

We organized two workshops to make students aware of the importance of taking care of themselves and their body.

- DIY workshop for hand-made soap and deodorant, without any chemical products for a healthier life.
- Yoga session to connect their mind and their body as much as possible.



JONIŠKIS (LITHUANIA)

Since it was the Covid 19 pandemic, it was very important to follow strict hygiene requirements, so our team organized a handmade soap making workshop. It was made according to the wishes of the students, choosing colors, shapes, and smells.



PUGLIA (ITALY)

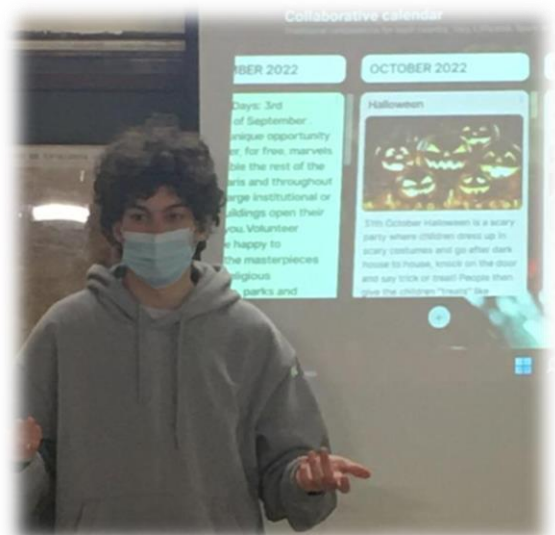
Aqua gym is a great workout and a fun way to focus on the health of our body. The resistance of the water, during aerobic activity, tones the muscles and improves their resistance, tone, elasticity and strength. Furthermore, the context in which the students practiced this sport was very funny.

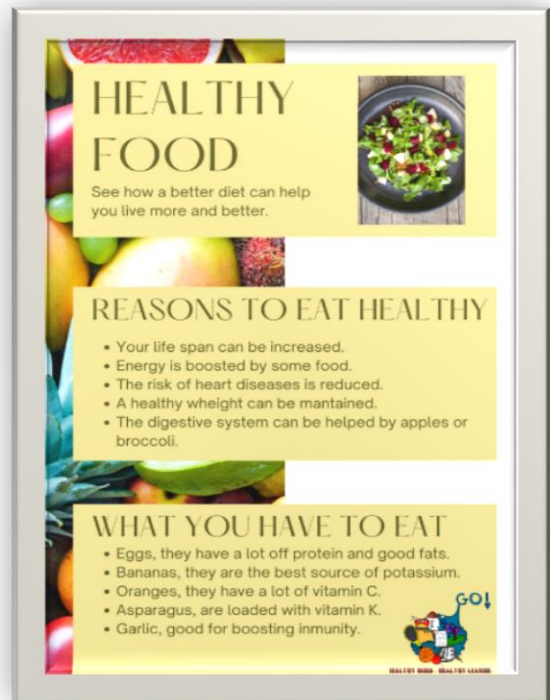
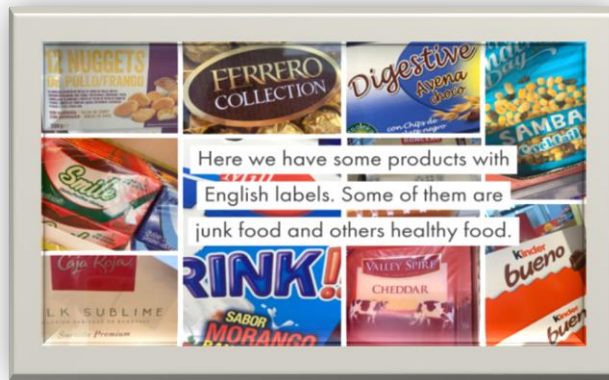


3.3. Nutrition

CATALONIA (SPAIN)

Nutrition activities were conducted to make students more aware of the benefits and threats of good and bad nutrition habits and how to deal with this question. Students elaborated and tasted a Mediterranean diet and we spoke about the benefits of this kind of nutrition.





REUNION (FRANCE)

We invited a dietitian for a conference about healthy eating habits, especially for teenagers. There was an exchange of questions and answers about the topic. It highlighted the fact that they still have much to learn about the composition of their meals or the quantity of water they should drink every day, and why.



Summary

- Main facts
- Healthy breakfast
- Healthy lunch
- Healthy dinner



Healthy dinner

- 1 salmon share
- 1 rice share
- 1 slice of bread
- 3 glasses of water
- 1 banana



Dinner must provide 30 to 35% of your energy intake

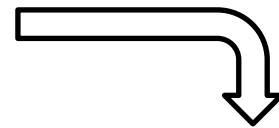
JONIŠKIS (LITHUANIA)

Eating habits are very important in human life. Most young people choose the food they like. There are too many sweets in their diet, so our team organized an educational excursion to a chocolate factory, where participants learned not only the history of chocolate, but also the benefits of chocolate for the human body. Participants made their own candies from selected ingredients



PUGLIA (ITALY)

A nutritionist illustrated to all students how a healthy lifestyle combined with proper nutrition and sports practice helps us live longer and be in harmony with ourselves and everything around us. We also visited an oil mill: students saw the various stages of processing in an oil mill and understood the healthy organoleptic properties of extra virgin olive oil.





4

Competences

4.1. Communicative Competence

4.1.1. Language Skills

CATALONIA (SPAIN)

Project participants improved mainly English, Spanish and Catalan (French and German also)

Grammar, writing, expression and oral skills in English ,Catalan, Spanish mainly (also French and German)

A hiking glossary was created in all the participants' languages

Oral presentations about healthy lifestyle tips and well-being.

REUNION (FRANCE)

Student exchanges were very positive in terms of language skills, even though some of them were sometimes hesitant and shy, they always managed to make themselves understood.

For their trip to Italy, they had a glossary to help them with basic language while they were with their host families.

The goal was really to adapt themselves as much as possible to the local culture and exchange and share experiences with them.

JONIŠKIS (LITHUANIA)

Project participants improved their English language skills - grammar and speaking. While participating in mobilities, students had to prepare and present presentations about their countries, schools, traditional holidays, sports, and bad habits. During mobilities in other countries, students had to communicate with other participants and with members of the host family.

PUGLIA (ITALY)

All the students who participated in the project improved their English language skills: speaking, writing, listening and reading.

4.2. Personal And Social Competence

CATALONIA (SPAIN)

This project was a chance for our students to know various cultures, a chance to open up, a chance to meet students and to make new friends. Moreover, we also helped in preparing youth for the demands and challenges of everyday life; in developing students' personal and social skills, such as personal and social responsibility, cooperation, and other prosocial skills

Moreover, activities must be positive with regard to the impact on interacting with others and making friends.

REUNION (FRANCE)

Being autonomous and taking initiatives are not always easy when you are a teenager, and especially in a foreign country. So the objective was really to make them face new challenges, find their way around, order their meal, understand signs in the street, etc. Daily life situations in a foreign country are not always easy to manage but it was very rewarding for them.

JONIŠKIS (LITHUANIA)

Adolescence is a very difficult period, so it was gratifying to see that the participants improved their social and personal competences-communicating and cooperating during various activities, being polite and helpful, keeping agreements, sharing their opinions, learning tools, and sports equipment.

PUGLIA (ITALY)

Participants acquired new knowledge and skills essential for their personal and socio-educational development through informal learning, active student participation, inclusion and creativity.





4.3. Health Competence

CATALONIA (SPAIN)

Our main goal in this project is to empower students to be physically active and increase, if possible, their lifespan. We also would like that our students could recognise and implement healthy habits for daylife and the benefit of practicing PE or activities and other related sports.

REUNION (FRANCE)

With this HMHL project, the idea was really to raise awareness about the benefits of practicing regularly any sport activity. The school community got involved and we built some partnerships thanks to this project that will continue in the long term.

JONIŠKIS (LITHUANIA)

This project benefited the participants. The youth by doing different activities gained knowledge about the benefits of movement and a healthy lifestyle, how to cope with stressful situations, personal self-awareness and self-control, and taking care of the individual's physical and mental health.

PUGLIA (ITALY)

During all the mobilities our students have experienced the benefits of physical education through different sports disciplines. They understood the importance of healthy habits in daily life.

4.4. Digital Competence

CATALONIA (SPAIN)

APP related to HEALTHY HABITS.

Photo and video editors, slideshow editors.

REUNION (FRANCE)

Our students learned how to create short videos about their mobilities in order to share them with their classmates or publish it on the high school website. They also made slideshow presentations.

JONIŠKIS (LITHUANIA)

Students and teachers learned to use different digital competences- they tried new programs like videos, Canva, Paddlet, apps related to healthy lifestyle, slide shows. We used it for dissemination- in project publicity events and presentations in the school community.

PUGLIA (ITALY)

Students learned how to create short videos, made slide presentations. They worked together in a cooperative learning attitude with students from other countries, learned to use different digital skills and tried new programs such as video, Canva, Paddlet.

5

EU Dimension

CATALONIA (SPAIN)

Our school has improved our international exposure and EU dimension, knowing other realities and breaking stereotypes about Europe and other countries.

REUNION (FRANCE)

These different mobilities and especially the feedback of the students when they returned to school were very positive because they shared their new vision of Europe and especially this motivation to move abroad and widen their horizons with new perspectives.

JONIŠKIS (LITHUANIA)

The international impact made an impact on the project participants. During each mobility and visiting new countries the students broaden their horizons, got to know other cultures and religions.

PUGLIA (ITALY)

Students who participated in the Erasmus + mobilities have integrated into the different realities of European countries, enriching themselves with a new vision of Europe, broadening their horizons with new future perspectives





6

Conclusion

CATALONIA (SPAIN)

Thanks to this Erasmus project and after all meetings and activities done, all our aim goals were accomplished. The project promoted healthy-living habits, experiences from different countries and cultures and a better social understanding inside the European Union. countries.

REUNION (FRANCE)

The project has enabled our students to push their limits and overcome different stressful situations. For some of them, it was the first time they left their families or even took the plane for such a long distance. Relieving the pressure, breathing deeply, observing the situation or the problem from different perspectives, concentrating on the solution instead of the problem, our students have learned a lot and will never forget their Erasmus+ experience.

PUGLIA (ITALY)

The Erasmus experience was and will be, for our students, one of the most significant journeys of their lives: for the first time they traveled by plane and spent more days away from their families, they compared themselves with other European students both as regards the study with group work, both on the culinary traditions of the various nations, on the sports practiced and on the way to have fun.

This experience was full of emotions, discoveries, reflections and discussions.



Erasmus+



ERASMUS PROJECT K229

HEALTHY MIND HEALTHY LEARNER 2019-2022

INSTITUT FRANCESC MACIÀ

LYCÉE JEAN JOLY

ISTITUTO SECONDARIO DI 1^GRADO PETRARCA-PADRE PIO

JONISKIO R. GASČIŪNŲ PAGRINDINĖ MOKYKLA

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

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



Project code: 2019-1-FR01-KA229-063176