

# EDUCATIONAL GUIDE



Exchange of good practices for  
Addressing Health & Wellbeing at Schools  
Pr. Number 2023-2-SK01-KA210-000176581



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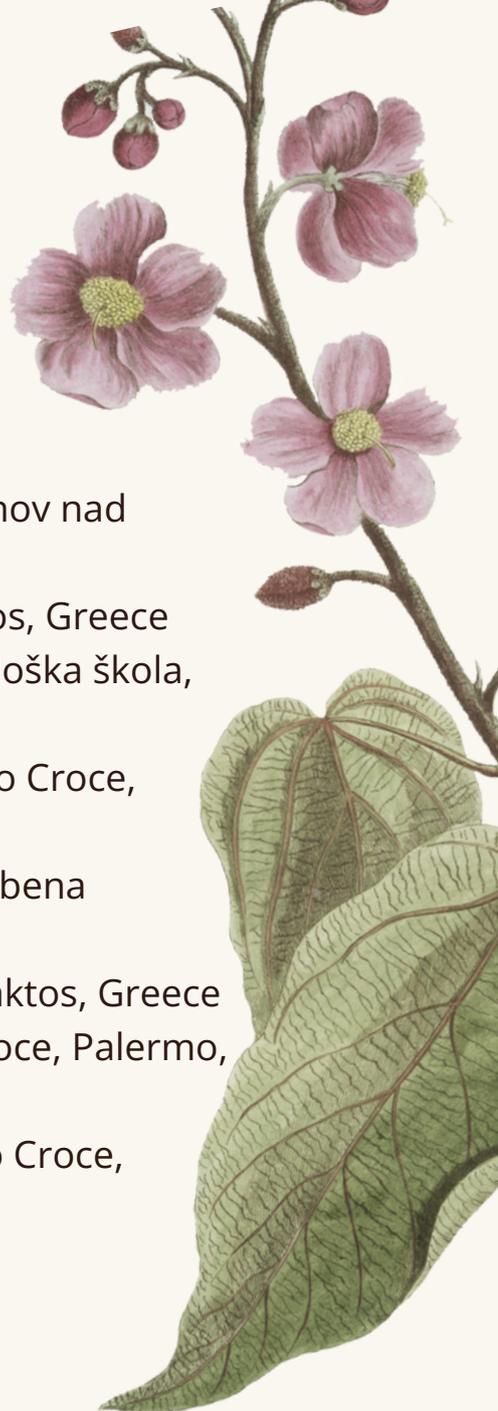
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# Project Overview

Recognizing that health and well-being are fundamental to a student's ability to learn, grow, and thrive but also that schools play a crucial role in shaping not only academic success but also the physical, mental, and social well-being of young people, the Erasmus+ KA210 project, "Addressing Health and Well-being at Schools," brought together educators, students, and communities to foster a holistic approach to well-being through targeted initiatives and international collaboration.

During 18 months, through one virtual mobility and four physical study visits in partner organizations and their cities, a variety of thematic workshops implemented in a blended learning - monthly to eTwinning twinspace and physical, and engagement in global awareness days, this initiative aimed to empower schools to create healthier learning environments and instill lifelong habits of well-being among students. Every experience, every meeting, every exchange of ideas enriched not only our own educational understanding, but also everyday school life.

Activities were implemented by using STEM, CLIL, IBSE approaches by conducting scientific research, selecting and evaluating digital sources, investigating disinformation and misinformation in articles, facing digital challenges and creating quality content by using ICT tools. As sustainable Development Goals (SDGs) are closely interconnected in promoting health and well-being within schools during our activities we tried to integrate them as follows so as to create a holistic approach that would lead to better learning outcomes, reduced absenteeism, and lifelong healthy habits:

- SDG 2 – Zero Hunger as proper nutrition is essential for students' physical and cognitive development and schools have to combat malnutrition, ensuring students have the energy and concentration needed for learning.
- SDG 3 – Good Health and Well-being that focuses on providing quality healthcare, mental health support, and disease prevention for students while it also promotes physical activity, healthy eating habits, and mental wellness programs in schools and addresses issues like adolescent health, substance abuse prevention, and access to vaccinations.
- SDG 4 – Quality Education as healthy students learn better — good nutrition, hygiene, and healthcare improve attendance and academic performance. Additionally, this goal promotes inclusive and equitable education, ensuring all children, regardless of health conditions, can attend school.

- SDG 6 – Clean Water and Sanitation as access to clean drinking water and proper sanitation prevents diseases and promotes hygiene in schools and reduces absenteeism due to waterborne diseases and lack of sanitation facilities.
1. SDG 12 – Responsible Consumption and Production that a) encourages sustainable food choices in school meals, reduces food waste and promotes healthier diets, b) teaches students about environmental sustainability, including reducing plastic use and promoting eco-friendly habits and supports sustainable school environments by minimizing resource wastage and promoting ethical consumption. Encouraging sustainable agriculture and food security ensures long-term benefits for students' health.

This guide is a legacy of this learning journey, recording not just practices, but a vision for a school culture that prioritizes holistic well-being, inclusion, and sustainability. It serves as a comprehensive resource for schools, providing insights into key health-related topics, multiple interconnected health and wellbeing dimensions that contribute to a balanced and fulfilling life, structured activities, and international observances that promote well-being. From mental and emotional resilience to physical fitness, nutrition, environmental health, and responsible consumption, each section offers valuable knowledge and practical strategies to integrate into school life.

By utilizing this guide, hopefully it will be a valuable tool for every teacher who wishes to modernize and enrich their teaching approach to these topics so that educators and students alike will gain a deeper understanding of essential health topics and develop critical life skills.



# Introduction

Today's generation of students faces unprecedented challenges, such as the pandemic, climate change, and constant exposure to digital stimuli (Hossain et al., 2022; Taylor, 2020). These challenges highlight the need for a holistic approach to education that prioritizes student health and well-being (Hossain et al., 2023; Norwich et al. 2022). A percentage of adolescents report anxiety or depression, while there is an increase in lifestyle-related health problems, such as obesity and diabetes (Carpena, 2022; Buttermore et al. 2021). The health and well-being of students are the foundation for their holistic development and success in life, so traditional educational models that often prioritize academic achievement over the holistic development of the individual are no longer sufficient (Bücker et al., 2018; Mercer, 2021).

In this context, the concept of well-being takes on particular importance. Well-being includes not only the daily experience of positive emotions but also a state of effective functioning that allows the individual to realize their potential. It is therefore a multifaceted concept that includes elements of emotional well-being, purposeful living, autonomy, fulfilling relationships and overall life satisfaction (Shir & Ryff, 2022). These components are inseparable from the physical, mental and social aspects of life, contributing to a holistic sense of well-being (Rohde et al., 2020).

However, a growing body of research demonstrates the critical link between health and well-being and educational outcomes, making it a central issue in contemporary pedagogy (Pezzano, 2024). Health and well-being initiatives can help students develop important social skills, such as empathy, communication, and collaboration (Vila, 2021). By promoting a positive and inclusive school climate, schools can create opportunities for students to build healthy relationships and support each other (Long et al., 2021). By addressing students' physical, mental, emotional, and social needs, schools can create a supportive environment that promotes learning (Darling-Hammond & DePaoli, 2020). Indeed, physical and mental health, well-being, and emotional intelligence are foundations for success in all areas of life and influence a student's ability to learn, concentrate, and achieve their educational goals (Darling-Hammond & DePaoli, 2020; Grové & Laletas, 2020). When students feel valued, supported, and cared for, they are more likely to engage in their learning and be motivated to succeed. Addressing health and wellness issues can help reduce absenteeism and tardiness, leading to increased classroom attendance and better learning outcomes (Kearney et al., 2022).

The latest Health Behavioral Study (HBSC) in adolescents, conducted in 2021-22 in collaboration with the WHO Regional Office for Europe (Rakić, Jelena Gudelj, Hamrik, Zdenek, Dzielska, Anna, Felder-Puig, Rosemarie, Oja, Leila. et al., 2024), shows a serious deterioration in the mental health and well-being of adolescents as a result of their eating behavior, substance use, incorrect body image, lack and/or reduced physical activity and inadequate sex education. It is therefore imperative that experts in the field of prevention and promotion of adolescent health collaborate to design interventions for school, family and community that can, with evidence, reverse the emerging trend of deterioration and enhance the well-being of this very important population. This conclusion is in full agreement with the results of other researches that show that better supporting the health and well-being of students requires collaboration between school and family in the implementation of programs aimed at prevention to promote healthy eating, physical activity and mental health in schools (Pulimeno et al., 2020).

- Training teachers in recognizing signs of physical and mental distress in children is essential to provide appropriate support, while creating a supportive and inclusive school environment where children feel safe and accepted is more imperative than ever in our time (Hoover & Bostic, 2021). To measure well-being, teachers can look for the presence of resilience factors, such as coping skills, perceived social support from peers and teachers, positive thinking patterns and strong relationships (Hargreaves & Shirley, 2021; Rettig, 2023). As a measure of well-being, Seligman's PERMA model is considered promising based on several studies (Kovich et al., 2023). It includes five positive psychological components: positive emotion, commitment, relationships, meaning and achievement, which compose a holistic picture of well-being (Wagner et. al; 2020).
- International organizations recommend the implementation of health promotion and education programs in combination with environmental education, since environmental education aims to create responsible and environmentally friendly individuals with self-confidence (Koelen & Van den Ban, 2023; McKenzie et al., 2022). In addition, contact with nature has been shown to contribute to the mental well-being of students since it reduces stress and increases concentration as well as the production of serotonin and dopamine, neurotransmitters associated with improving mood and a sense of well-being (Pirchio et al., 2021).

Research data also shows that a balanced diet provides the brain with the necessary nutrients to function properly, while a lack of vitamins and minerals can lead to fatigue, difficulty concentrating and reduced memory (McKerrow et al., 2020). At the same time, adequate sleep is necessary for the body to recover and strengthen memory, while lack of sleep is associated with learning difficulties, reduced attention and increased irritability (Baranwal et al., 2023). Accordingly, exercise improves blood circulation in the brain,

increases levels of endorphins (hormones of euphoria) and reduces stress, which can affect a child's ability to concentrate, complete assignments and maintain good relationships with classmates and teachers (Becheva, 2023). At this point, it is worth noting that chronic conditions such as asthma, diabetes or allergies can affect a child's daily life and make learning difficult, while low self-esteem can lead to a fear of failure and discourage them from trying (Mumanya, 2020; Vazquez-Ortiz et al., 2020). On the contrary, developing emotional intelligence helps them face the challenges of school life more effectively (Vila et al., 2021).

Fully understanding that human health is inextricably linked to the health of the planet, educators from four countries (Slovakia, Greece, Italy, Serbia) collaborated and designed the approved Erasmus+/eTwinning project "Addressing Health and Wellbeing at Schools and beyond" with the aim of examining the multi-level interactions between health, nutrition and the environment, analyzing the factors that influence this interdependence and proposing solutions for a more sustainable future.

This project was implemented in the TwinSpace through the eTwinning platform (ESEP), which offers a unique environment for the development of multinational and multidisciplinary collaborations within the framework of Erasmus+ projects, contributing also to the development of skills necessary for success in the 21st century. Scientific data show that multinational and multidisciplinary collaboration in the field of health and well-being in schools is an extremely important and growing trend, given that the exchange of knowledge, experiences and good practices between teachers, researchers and health professionals from different countries and scientific fields can lead to innovative approaches to promoting health and well-being. In this project, psychologists, nutritionists and medical educators and individuals created activity materials that address both the psychological and physical needs of students. Furthermore, the collaboration with agricultural educators contributed to the combination of health education with environmental sustainability in order to contribute to the improvement of the quality of life of students, increasing their well-being levels and reducing their health risks.

Through the collaboration in eTwinning, the carrying out of studies concerning the health and well-being of students is significantly facilitated. This process not only allows the evaluation of the progress of the project, but also the collection of valuable material and statistical data. This data contributed to understanding of the needs of students and the development of even more effective interventions aimed at improving their health and well-being in the school environment.

The project activities included the participation of students in studies based on validated self-report questionnaires aimed at investigating:

- food choices (Food Frequency Questionnaire, and students' adherence to the Mediterranean Diet,

- their emotional state and their view of their body image (Body-Esteem Scale for Adolescents and Adults (BESAA),
- anxiety (State Trait Anxiety Inventory) and well-being through a subjective measure of well-being consisting of five domains: positive emotions, engagement, relationships, meaning and achievement. (PERMA Study).

The thematic units developed in the physical and virtual activities of the project were directly related to the UN Sustainable Development Goals (SDGs). The activities revolved around the choices of adolescents regarding their eating habits, alcohol use, smoking, reduced physical activity, attachment to social networks that are directly or indirectly linked to the prevention of chronic diseases, such as cardiovascular diseases, diabetes and cancer, as well as the mental health and well-being of adolescents, reinforcing the need to achieve SDG 3 (Good Health and Well-being). At the same time, cases of malnutrition and overnutrition, mental eating disorders, such as anorexia nervosa and bulimia, were examined, highlighting the need for education and awareness-raising, contributing to SDG 4 (Quality Education) with an emphasis on improving young people's awareness of healthy choices. Finally, the environmental impact of food production and the impact of climate change on health and food security, aiming to make it clear that climate change affects health through the increase in extreme weather events, the spread of infectious diseases and the degradation of air and water quality, and to underline the connection with SDG 6 (Clean Water and Sanitation). At the same time, because the impacts of climate change on food production and security reinforce the need for strategic adaptation actions, as they also affect SDG 2 to eradicate hunger, threatening agricultural production and access to safe and nutritious food, there has been an effort to promote sustainable food choices both for the protection of the environment and for the promotion of human health, strengthening SDG 12 (Responsible Consumption and Production) and 3 (Good Health and Well-being), while ensuring a sustainable future.

Making use of the educational scenarios and WebQuests designed to implement the above activities, this guide was created for educators who would like to approach similar topics. The guide contains examples of good practices that have been implemented and is accompanied by a supportive educational materials (worksheets, video presentations, final products, etc.) for STEM (Science, Technology, Engineering, and Mathematics), CLIL (Content and Language Integrated Learning) and IBSE (Inquiry-Based Science Education) approaches, which not only enhance learning, but also have clear benefits for environmental and health education, since they contribute to the cultivation of environmental awareness and students' responsibility for their personal health.

We considered that by using them in the implementation of the project, students develop the ability to see the connections between ecosystems, human activities and their health, promoting responsible behaviors that contribute to the protection of the environment, while through research and analysis, they can understand how dietary choices, overconsumption of resources and the use of chemicals affect both the environment and public health. Also, through data analysis and inquiry-based activities, students better understand health risks, learning how to make healthier and more sustainable choices. By implementing these methodologies, educational materials become more effective and contemporary, allowing students to delve deeper into the connections between the environment, health, and sustainable practices.

Because an additional goal is to improve the digital skills of teachers and students, the implementation of the activities is based on the use of WEB2.00 tools that also enhance the well-being of students, such as:

- Genial.ly, which allows the visualization of data and information in a creative and attractive way and contributes to improving communication skills and strengthening critical thinking, while at the same time strengthening their well-being, as they are actively involved in learning in an interactive and enjoyable way,
- Pixton Comics and BookCreator, which enable students to create comics and digital books respectively, to express ideas, emotions and knowledge in a creative way, improving writing and storytelling skills, while also functioning as a tool to enhance emotional expression, self-confidence and psychological well-being,
- PosterMyWall and Canva, which facilitate the creation of presentations, posters, graphics and other materials and enhance visual thinking and creativity, while improving the digital skills and aesthetic ability of students students, while the teamwork and collaboration they promote enhance social support and a sense of achievement that are important for well-being
- Padlet which offers the possibility of collaborative walls, where students can share ideas, thoughts and resources and encourages interaction, communication and social support, which are fundamental for mental health and well-being
- Google Slides with which they can collaborate on presentations in real time, enhancing the sense of connection and social support, elements necessary for emotional well-being.

# Partner Organizations



**Gymnázium Cyrila Daxnera** is a secondary grammar school. It has existed since 1952 and provides a four-year course of general education for further studies at universities or other forms of higher education. The curriculum corresponds with the national standards, which includes mother tongue and literature (Slovak), foreign languages (English, German, Russian) on level B2 of the Common European Framework, sciences (humanities and natural sciences), IT, PE. After leaving school (passing the written and oral exams), students continue in their studies at universities (the number of students who do so exceeds 90%). The school also does a lot of volunteering (partnership with disabled children school in town, hospitals - children's ward, blood donations, raising money for charities and charitable events), students parliament with the students board who organize activities for students, parents and the public.

**1st EPAL Nafpaktou** provides initial professional education & training to secondary school students in the following areas/specialties:

1. Food and Environment Agriculture: Food and Beverage Technologists
2. Electrical, Electronics & Automation: Electricians, Electronics
3. Mechanical Engineering: Technical Vehicles, Refrigeration-Ventilation and Air-Conditioning, Plumbing
4. Finance & Administration: Administration & Economy
5. Information Technology: Tech. PC and PC Networks
6. Health Care & Wellness: Nursing, Aesthetics, Hairdressing

It also provides a post-secondary course of study, booking jobs and providing laboratory courses/supervision for graduates who wish to attend the Post-Secondary Year- Apprenticeship Class.

**Hemijsko-prehrambena tehnološka škola** is a secondary vocational school founded in 1957. It is located in the territory of the city of Belgrade, the capital of Serbia.

The classes are organised in three separate buildings. There are two educational fields covered within our school, one is Chemistry, non-metals and printing and the other Agriculture, production and processing of food. From its foundation up to now, the school has been trying to adapt to the labour market needs and has been participating in educational reforms. The

school has a successful cooperation with several European companies, e.g. "Delhaize Group ". For our students, we organise practical classes at our social partners' companies throughout the school year. From the beginning of Erasmus+ calls availability in Serbia, our school has been participating in different other calls: Academy of Central European Schools (ACES), Regional Youth Cooperation Office (RYCO), CARDS, IPA 2011, Open Discovery Space(ODS), eTwinning.

**Liceo Scientifico Statale Benedetto Croce** is a State secondary school specialising in scientific subjects. There are 1,500 students coming from various areas of the town and from the surrounding villages. The students of this school generally go on to university and succeed in getting into scientific branches, but many of them also choose to move to social studies.

The main aim of the school is to prepare the students for a successful university or working career by encouraging them to gain self-confidence, to use the English language and modern technologies effectively, to think systematically, to increase the awareness of their own interests and capabilities, to bring out their personal features and to advise them about the appropriate faculties and institutions according to their choice of occupation. They would like to spread these ideas in the European dimension.



# Project Framework, Palermo, Italy

Leading organization of the activity is Liceo Scientifico Statale Benedetto Croce (Italy). The activity, as it was described in our application form, was held both in virtual and physical ways. We discussed the following topics during our online meeting:

- Project background-Roadmap-Risk management-Roles & responsibilities
- Project scope overview and Next steps
- Signing of the consortium agreement.

There the date of our physical activity was postponed for the 9th to 11th of April 2024. It was a pleasant surprise to find that at the same time, teachers from Spain, Germany and Finland would also be at the school that would host us, as part of job shadowing (ACTION KA1).

During three consecutive days, 12 students and 7 teachers from the collaborating schools and 12 students and 3 teachers from the host school collaborated in a series of activities carried out in English, with the aim of collecting data for the creation of the final products of the visit, as defined in the project proposal.

The activities were carried out in the school's event hall as well as in well-equipped computer laboratories, as well as with on-site visits by both students and teachers.

After a warm welcome note from the project coordinator for the host school as well as from the school principal, a presentation regarding the project was presented by the Slovak coordinator. Then the students were divided into transnational groups and took part in "ice-breaking" activities in the form of theatrical scenes designed by groups of students based on the presentation of an activity developed within the framework of the Erasmus+ Sophie project, by one of the members of an Italian NGO that had been invited by our hosts with the aim to encourage conversations around the challenges of the digital world, emotional intelligence, clear communication and addressing concerns related to children's digital well-being.

Immediately afterwards, a training workshop was held for students and teachers on the use of the eTwinning Twinspace by the coordinator of the Greek school, an eTwinning ambassador.

Then, teachers and students were separated. Teachers dealt with the subject of the project and what the future steps should be, while the students exchanged views and expectations for their participation in this specific program. Then there was a discussion on how important it is for people of all ages to play sports and have at least some mild form of physical activity. The students took part in sports activities at the school, mainly basketball and volleyball, and then a walking tour of the city followed.

On the next day, in the context of the celebration of World Health Day, students discussed and designed posters for public awareness, using the applications Canva and PosterMyWall. Finally, they presented them in plenary. Then we went to the computer room, where the students connected to the project's twinspace and took part in the questionnaires:

- PERMA PROFILER, a validated 23-question survey that measures five pillars of well-being known as PERMA: Positive Emotion, Commitment, Relationships, Meaning, Achievement while also assigning a score for overall well-being, health and negative emotions.
- State Trait Anxiety Inventory, a validated 20-item self-report assessment questionnaire that studies anxiety.
- Body-Esteem Scale for Adolescents and Adults (BESAA), a self-report questionnaire that asked whether they were satisfied with their weight and their appearance in general.

After the process was completed, we left the computer room and were led back to the event room where there was a discussion about stress, what causes it, how it appears, how each person experiences it individually, how we can combat it, etc.

A planned excursion to SPIAGGA DI MONDELLO, one of the famous beaches of Palermo, was an opportunity for students and teachers to experience holistic well-being by engaging in physical activity, reducing stress, connecting socially, and learning about environmental sustainability. It aligned perfectly with the goals of the Erasmus+ project on health and well-being, offering a hands-on approach to learning while enhancing students' quality of life.

The next day, Thursday 11/04/2024, we once again found ourselves in the school event room where a meeting was scheduled with local health agencies to present the project. As part of this meeting, a briefing was also held by Ms. Lucia Siracusa, Professor of Pulmonology, on tuberculosis. Questions from teachers and students followed and then the Italian students presented the results of their research on tuberculosis. The presentation of works of art that focused on tuberculosis is noteworthy.

At the end of the process, the meeting was evaluated by students and teachers.

The meeting was a real opportunity to understand the issues that will concern us throughout the implementation of the project, as well as to develop environmental values, cultural training, exchange of experiences and deepening of English communication skills for the participating teachers and students.



# World Health Day



## **Objectives:**

To raise awareness about the importance of health and its various dimensions.

To encourage students to express their understanding of health through creative poster-making.

To enhance digital literacy by using online design tools like Canva and PosterMyWall.

To promote teamwork and collaboration among students in designing impactful messages about health.

**Task:** Create a visually appealing and informative poster highlighting the importance of health and its different dimensions (physical, mental, emotional, social, and environmental health) by using Canva or PosterMyWall.

Poster designing activities contribute to students' overall well-being by reducing stress, enhancing self-expression, and promoting mindfulness. The process of designing a poster allows students to engage in a meaningful and enjoyable task, which can improve their mood and provide a sense of accomplishment. Collaborative efforts also strengthen social bonds, helping students develop a sense of belonging and improving their emotional well-being. Through these activities, students not only gain knowledge but also experience personal growth and mental resilience.

Moreover, such creative activities provide a creative platform for students to explore and express their understanding of health-related topics. Engaging in such tasks enhances their awareness of various health dimensions, including physical, mental, emotional, social, and environmental well-being. By using digital tools, students develop valuable design and communication skills while reinforcing positive health messages. Additionally, working collaboratively on these projects fosters teamwork, encourages peer learning, and boosts confidence. The visual representation of health messages makes complex topics more accessible, inspiring both the creators and viewers to adopt healthier lifestyles.



The PERMA Profiler survey allows students to gain insight into their own well-being by assessing key aspects such as positive emotions, engagement, relationships, meaning, and accomplishment. By reflecting on these dimensions, students can develop a greater awareness of their emotional and psychological health, leading to a more proactive approach to personal well-being.

Engaging in this self-assessment which promotes mindfulness and self-reflection, students are encouraged to identify strengths and areas for growth. The results can serve as a foundation for setting personal well-being goals, improving resilience, and fostering a positive mindset. Additionally, discussing survey results with peers can facilitate meaningful conversations about mental health, reducing stigma and promoting a supportive school environment.

By integrating this activity into health and well-being education, students not only measure their current well-being but also learn practical strategies for enhancing their quality of life.

The PERMA Profiler is a validated, 23-question survey that measures five pillars of well-being known as PERMA: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. By taking the survey, you will receive scores ranging from 0-10 for each pillar along with scores for overall well-being, health, and negative emotions.

**Objectives** of the PERMA Profiler Activity:

- To help students assess their well-being across key dimensions.
- To encourage self-reflection and mindfulness about personal health and happiness.
- To provide students with insights into their strengths and areas for improvement in well-being.
- To foster open discussions about mental health and emotional well-being in a supportive environment.
- To empower students with strategies for enhancing their overall well-being and resilience.

## **Task**

Follow this link: [PERMA Profiler Survey](#) to take part in the survey. Your responses are entirely voluntary and will be stored anonymously and securely.

# The State-Trait Anxiety Inventory (STAI)



The State-Trait Anxiety Inventory (STAI) is a widely used psychological tool that measures two types of anxiety: state anxiety (temporary and situational) and trait anxiety (long-term personality-based). This assessment helps individuals understand their anxiety levels and how they react to different situations.

## **Objectives of the STAI Activity:**

- To help students assess their levels of situational (state) and long-term (trait) anxiety.
- To encourage self-awareness regarding stress and emotional regulation.
- To provide insights into how anxiety affects well-being and daily life.
- To equip students with strategies for managing anxiety and fostering resilience.
- To promote discussions about stress management and mental well-being.

The STAI activity provides students with a valuable opportunity to assess their anxiety levels, increasing their self-awareness regarding stress and emotional health. By distinguishing between temporary (state) anxiety and long-term (trait) anxiety, students can better understand how different situations impact their well-being.

Engaging in this survey allows students to recognize patterns in their emotional responses and develop coping mechanisms to manage stress more effectively. Schools can use the collective results to implement tailored support programs, fostering a healthier and more resilient learning environment. Furthermore, discussing anxiety openly in the classroom helps reduce stigma, encouraging students to seek help when needed and promoting a culture of mental well-being and support.

Participating in well-being surveys like the PERMA Profiler and STAI can have significant benefits for students' health and overall well-being. These assessments encourage self-reflection, helping students understand their emotions, stress levels, and personal growth areas. By identifying strengths and areas for improvement, students can take proactive steps to enhance their mental and emotional well-being.

Regular engagement with such surveys in schools fosters an environment that prioritizes mental health. It promotes awareness, reduces stigma around discussing emotions, and encourages students to seek support when needed. Additionally, teachers and school staff can use the insights gained from these surveys to tailor well-being programs, create a more supportive learning environment, and implement strategies to address students' needs.

# Body Esteem Scale for Adolescents and Adults (BESAA)



The Body Esteem Scale for Adolescents and Adults (BESAA) is a self-report questionnaire designed to assess an individual's feelings and attitudes about their body and appearance. Developed in the 1980s by researchers such as Franzoi and Shields, the scale was created to measure both cognitive and affective components of body image. The instrument is typically structured into several subscales that may address aspects such as:

- Appearance: How individuals evaluate their overall looks.
- Weight: Specific concerns related to body weight and shape.
- Attribution: How individuals interpret others' evaluations or the social feedback regarding their bodies.

This tool has been widely used in both research and clinical contexts, serving to identify body image concerns and track changes over time or in response to interventions.

## **Objectives**

1. Assessment of Body Image
2. Early Detection of body dissatisfaction which can be a risk factor for developing mental health issues such as depression, anxiety, and eating disorders.
3. Effectiveness of interventions aimed at improving body image Evaluation
4. Research Utility

Body Esteem Scale for Adolescents and Adults is not only a valuable research tool for understanding body image but also serves as an important instrument for promoting student well-being. By identifying areas of concern early, schools can implement supportive interventions that help students build a healthier self-image.

The connection between body esteem and student well-being is particularly significant, given that adolescence and young adulthood are critical periods for identity formation and self-concept development. Here are several ways in which the Body Esteem Scale links to student well-being:

**Mental Health Screening:** Low body esteem is closely associated with various mental health issues such as depression, anxiety, and eating disorders. By using the BESAA as part of a broader screening process, school counselors and psychologists can identify students who might be at risk for these challenges and intervene early.

**Impact on Academic Performance:** Students with negative body image may experience lowered self-esteem and increased stress, which can adversely affect concentration, classroom participation, and overall academic performance. Monitoring body esteem can help educators recognize when a student's well-being is compromised and potentially impacting their school work.

**Social Relationships and Peer Interactions:** Adolescents often face pressure from peers and social media regarding appearance. Students with low body esteem may be more vulnerable to bullying, social isolation, or unhealthy comparisons. The BESAA can provide insights into how these dynamics are affecting students, prompting programs aimed at promoting healthy self-image and resilience.

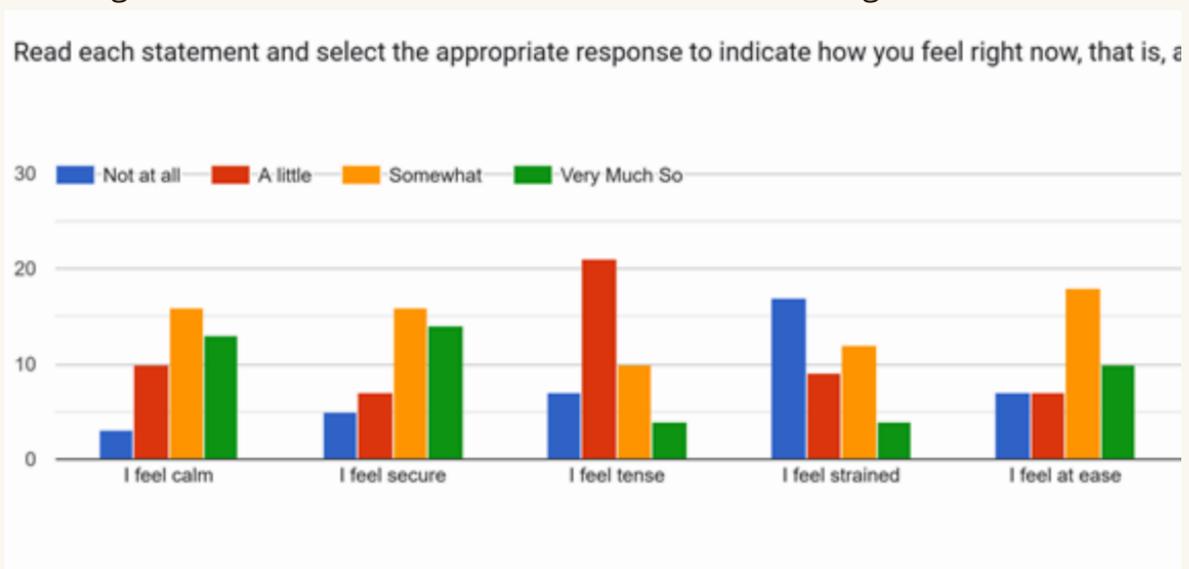
**Informing School Programs and Policies:** Data from body esteem assessments can help schools design targeted interventions, such as body image workshops, counseling services, or extracurricular activities that promote self-acceptance and healthy lifestyles. These programs can contribute significantly to a positive school climate and overall student well-being.

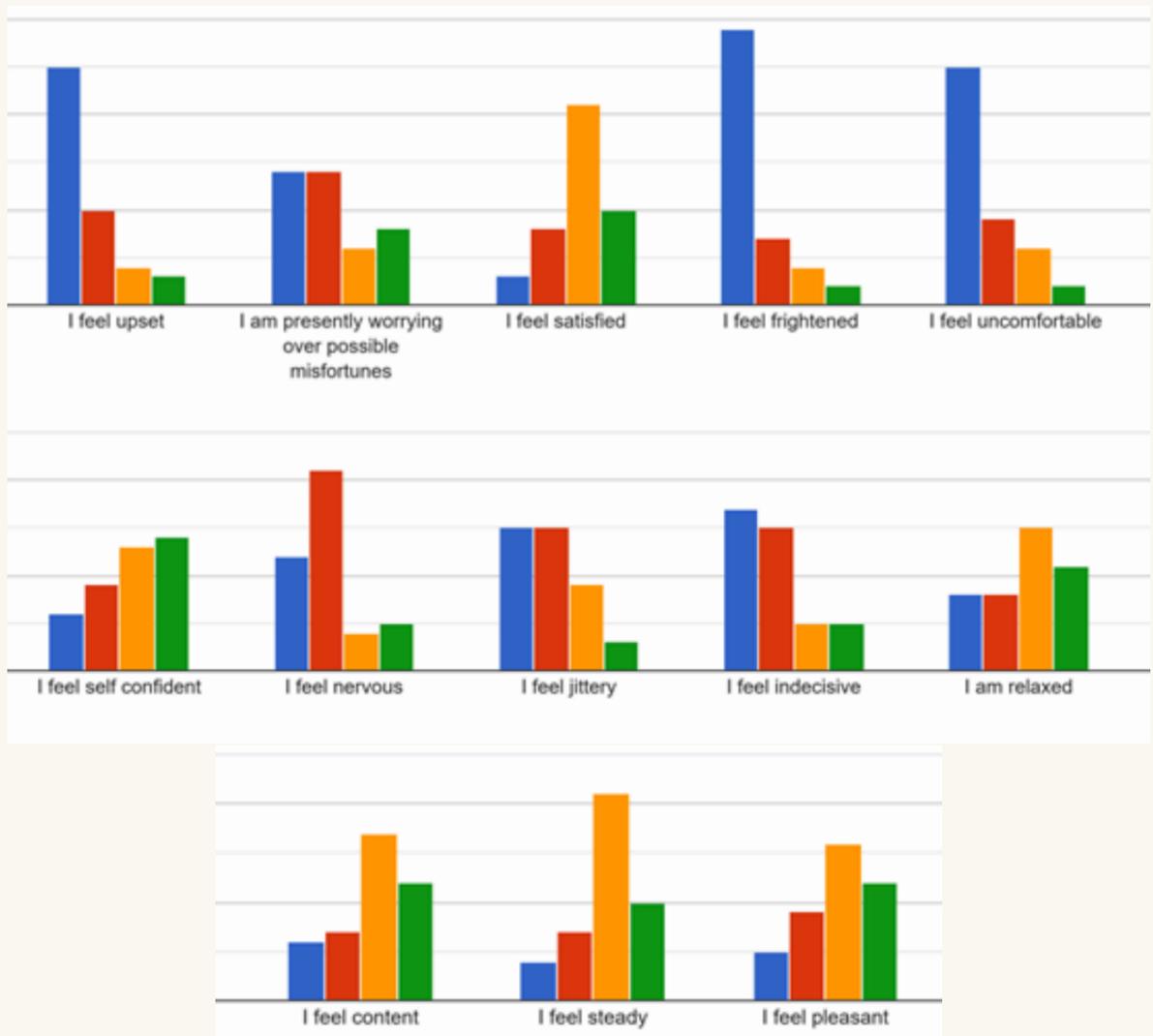
**Longitudinal Monitoring:** Given that body image issues can evolve during the school years, the BESAA can be used periodically to track changes in student body esteem over time. This allows educators and mental health professionals to evaluate the long-term impact of school-based initiatives aimed at improving body image and well-being.



# Surveys' results

The initial phases of the research have been completed with the participation of individuals who took part in the mobilities in Italy (near the end of the school year) and Greece (before the start of the new school year). The data showed that students experienced additional stress in the first period, suggesting that academic pressure is a key factor causing stress in students, while the summer holidays contributed significantly to their emotional recovery. To address this situation, educational institutions should emphasize mental health initiatives, especially during exam periods, to support students in managing stress. The research findings also revealed important aspects regarding the impact of stress and external conditions on students' body image. The follow-up survey conducted after the summer demonstrates a significantly more positive body image, which can be attributed to the physical and mental rejuvenation that often accompanies the summer holidays. During this period, students may not have had as much time for self-care, relaxation, and physical activity, which in turn increased their sense of well-being and self-confidence about their bodies. This positive change may also be linked to the slower pace and absence of academic pressure, allowing students to focus more on their overall well-being.





In contrast, in the first phase, a significant increase in stress levels was observed and a corresponding negative impact on self-perception and body image. Many students reported that they rarely or never felt satisfied with their bodies, a phenomenon attributed to increased academic pressure and lack of time for self-care. Indeed, stress has been identified as a factor that can reduce self-esteem and cause negative perceptions about appearance, especially when students are unable to maintain self-care habits, such as exercise and proper nutrition. During periods of intense academic activity, such as preparing for and taking exams, students spend more time studying and less time taking care of their bodies, which can make them feel dissatisfied with their appearance.

Furthermore, it is important to note that the interaction between stress and body image is not simply a matter of physical appearance. The psychological burden of stress can profoundly affect a person's perception of themselves, reducing overall self-esteem and self-confidence.



Lack of self-care during times of stress can lead to a vicious cycle, where stress reinforces negative body image, which in turn exacerbates stress and feelings of inadequate self-esteem.

This dynamic highlights the importance of mental and physical care for students, especially during high-pressure periods, such as exam periods. It is essential that educational institutions provide students with tools and support to manage stress, not only for academic success but also to maintain their mental and physical health. Promoting physical activity and self-care, even during the most demanding periods, can have a positive impact on students' self-concept and overall well-being.

The findings of the PERMA study suggest that students have low scores on meaning and achievement, indicating that they do not experience a strong sense of purpose or satisfaction from their activities. This lack of meaning may be related to the academic pressure and high levels of instruction they experience, which can lead to frustration. In addition, a large percentage of students report feelings of loneliness and high well-being below 7. This indicates that many feel isolated, even within the school environment, and that loneliness can negatively affect their mental health.

These findings highlight the need for support for students' mental health in order to enhance their sense of meaning and reduce feelings of loneliness and frustration. However, further research involving a larger sample is necessary to deepen our understanding of students' stress patterns, as well as their body image satisfaction and emotional intelligence in general, so that we can develop comprehensive strategies that benefit a wider student population.

For this reason, it was decided to conduct the surveys at the level of the organizations, in order to record, analyze, and compare the results, thus allowing for the evaluation of the overall impact and results resulting from their participation.



# Mental health and emotional wellbeing

Mental health and emotional wellbeing are crucial aspects of our lives, particularly in the high-pressure environment of high school.

It is essential for fostering a supportive school environment and promoting overall wellbeing to have a better understanding of mental health issues that are common among students in adolescence.

## Objectives

By the end of the session, students will be able to:

- Recognize common mental health issues in adolescence.
- Reflect on the importance of emotional well-being and self-care.
- Identify personal coping strategies and calming tools.
- Collaborate to create a shared digital Stress Toolkit using Padlet.

Teacher presents the context, based to the following video presentation:



Mental Health and Wellbeing [https://youtu.be/04Aojj\\_eRJ4](https://youtu.be/04Aojj_eRJ4)

Launch a Kahoot quiz to review key concepts and check understanding: <https://create.kahoot.it/details/eb414ab4-7201-44d8-939a-d69f6e101f5b>

Reflect on how we can combat such issues so as students identify that behind regular exercise, healthy eating and sufficient sleep, a personal stress toolkit could help if it's personalized with things that make them feel calm, safe, and supported, such as positive affirmations or inspiring quotes that boost their mood, calm items, playlist of calming or uplifting music, thoughts, emotions, or things you're grateful for, etc.

# World Sleep Day



World Sleep Day, observed annually on the Friday before the spring equinox, aims to celebrate the benefits of good sleep and raise awareness about the impact of sleep problems on individuals and society. It encourages better understanding, prevention, and management of sleep disorders. The event also serves as a reminder to prioritize sleep health for overall well-being. That is why sleep day was incorporated in our awareness days celebrations.

## **Objectives:**

- **Promote Sleep Health:**

World Sleep Day highlights the importance of sleep for physical, mental, and social well-being.

- **Raise Awareness of Sleep Disorders:**

It draws attention to various sleep disorders like insomnia, sleep apnea, and their causes.

- **Reduce the Burden of Sleep Problems:**

By increasing awareness and encouraging action, World Sleep Day aims to lessen the societal burden of sleep problems.

- **Celebrate Healthy Sleep:**

It's a day to appreciate the benefits of a good night's sleep and its positive impact on various aspects of life.

## **Task:**

The task was to study and research the presentation created by Gamma on this link:

<https://view.genially.com/6841363f79f78f98f943a1f7/presentation-worldsleepday-1pptx>

and according to the information provided in the presentation find out if the AI can be trusted. The task required students to factcheck the information, collaborate on sharing the knowledge gained based on the research and become aware of not only the importance of sleep and its biological dimensions, learn to think critically and improve skills related to being able to distinguish between correct and trustworthy web sources and the ones spreading questionable information. Students shared their findings in the following Padlet: <https://padlet.com/erasmushealthschools2024/world-sleep-day-ixefcd6nrrs8qsiv>.

# World Mental Health Day



The 2024 theme set by the World Federation of Mental Health was workplace mental health. The theme highlights the importance of addressing mental health and wellbeing in the workplace, for the benefit of people, organisations, and communities.

## Objectives:

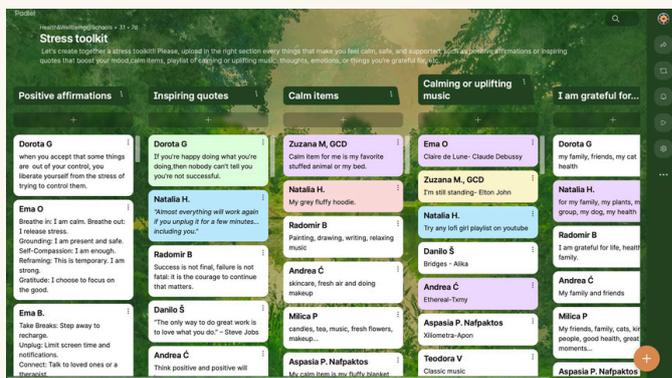
World Mental Health Day, observed annually on October 10th, aims to raise global awareness of mental health issues and mobilize efforts to support mental wellbeing. The key objectives include reducing stigma, educating the public, and advocating for improved access to mental health services.

## Task:

In our project, besides activities dedicated to the annual topic, students uploaded to the following padlet

<https://padlet.com/erasmushealthschools2024/stress-toolkit-jqsyno6tftaeia3f>

things that make them feel calm, safe, and supported, such as positive affirmations or inspiring quotes that boost their mood, calm items, playlist of calming or uplifting music, thoughts, emotions, or things they are grateful for. This way students created a stress toolkit which can be referred to and used in everyday situations quickly, effectively and with the content relevant to the target group of young people. Students also created as part of a workshop during our physical mobility in Belgrade, entitled "Our Wish For Everything", a tree of wishes to reflect on their own priorities and thus understand and become aware of life pleasures that contribute to the overall wellbeing and mental health..





# Physical Health and Fitness

**Physical health** is a state of the body in which all organ systems are functioning optimally, without the presence of disease, injury or dysfunction. It is the foundation of overall health and well-being, as it allows a person to perform daily activities without excessive fatigue and with a good level of energy.

Physical health depends on several factors, including:

1. **Nutrition** – A balanced diet rich in vitamins, minerals, proteins and healthy fats supports the functions of the body.
2. **Physical activity** – Regular exercise strengthens muscles, improves circulation, strengthens the heart and lungs, and contributes to mental health.
3. **Sleep** – Quality and sufficient sleep allows the body to regenerate and function properly.
4. **Hydration** – Water is essential for all body functions, including temperature regulation and the elimination of toxins.
5. **Prevention and medical care** – Regular check-ups, vaccinations and timely treatment of diseases.
6. **Health habits** – Avoiding smoking, alcohol and other harmful substances.
7. **Stress and Mental Health** – Chronic stress can negatively impact physical health.

**Fitness** is the body's ability to perform physical activities effectively and includes components such as strength, endurance, flexibility, and coordination. Fitness is an important part of physical health because:

- **Improves cardiovascular health** – reduces the risk of heart disease.
- **Helps control weight** – burns calories and speeds up metabolism.
- **Strengthens muscles and bones** – reduces the risk of osteoporosis and injuries.
- **Improves mood and mental health** – releases endorphins.
- **Increases energy and productivity** – better physical fitness means less fatigue.

# 1. IDENTIFICATION COMPONENTS

## Objective:

To understand the importance of physical health and fitness, and how various lifestyle factors contribute to maintaining a healthy body and overall well-being.

## Task:

To identify and explain the key components that influence physical health, including nutrition, physical activity, sleep, hydration, prevention, healthy habits, and stress management, as well as to describe the role of fitness in supporting physical health.



## 2. EUROPEAN FITNESS CHALLENGE

**Objective:** Physical activity through fun and sharing traditions.

Connect culture, physical activity and creativity! As part of this task, students should present a physical activity, game or traditional movement that is characteristic of their country (or another European country) and that helps develop fitness, motor skills and a healthy body.

Write something about that activity: the name of the activity, who usually does it (children, adults, athletes, etc.), how it is done, how it affects developmental abilities. Of course, this can also include going to the gym, running,... And post it at the following link below:

<https://padlet.com/erasmushealthschools2024/european-fitness-challenge-1fu88d56aslma8lq>



## 3. - STEPS TO HEALTH

**Objective:** Encouraging movement and team spirit among students.

People all over the world use the app to count their steps and record how many kilometers they have walked during the day, week or month.

Find an app on your mobile phone that records and analyzes your step count. Take a screenshot of your step count data for a month, from February 1 to February 28, 2025. Upload that image to Twinboard.

Then open the shared document, the link is below, and fill in the table with your step count data.

[https://docs.google.com/spreadsheets/d/1CYivJhWDDQkQigqg\\_fcZ79FT7ylqlxj5mLLL-An4d08/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1CYivJhWDDQkQigqg_fcZ79FT7ylqlxj5mLLL-An4d08/edit?usp=sharing)

STEPS TO HEALTH (Feb 1 - Feb 28, 2025)							
A	B	C	D	E	F	G	
Student's name	Country	Total Steps Taken in a Month	Total Kilometers Walked in a Month	Average steps per day over a month	The highest number of steps taken in one day	Total number of days within which the step goal was reached	
1	Gordana P, Teacher	177 969	112,37	6 591	12 040	10	
2	Anja L.	218 914	138,23	7 826	14 213	19	
3	Andrea C	175 878	111,05	6 514	15 614	13	
4	Nikolina N	191 608	120,98	6 368	14 693	27	
5	Nera R	141 507	89,35	5 241	12 320	7	
6	Daniilo Š.	168 956	144,81	6 257	11 841	25	
7	Teodora V	129 652	88,76	4 630	17 258	8	
8	Boris P	392 742	247,99	13 091	23 233	26	
9	Rado S, teacher	213 576	160,18	7 828	12,9	28	
10	Teo O	178 584	133,94	6378	9123	28	
11	Sofia P	95 116	70,287	3347	10 897	28	
12	Zuzanna M	146 272	109,71	5 224	7 562	28	
13	Aspasia M, Teacher	97 221	69,1	8 655	15 486	5	
14	Aspasia P	95 712	67,8	3 988	15 486	5	
15	Blank V						

# International Sport Day



International Sport Day, officially known as the International Day of Sport for Development and Peace, is celebrated annually on April 6th. This day highlights the power of sport to drive social change, foster community development, and promote peace and understanding across cultures. Established by the United Nations in 2013, the day commemorates the inaugural modern Olympic Games held in Athens in 1896.

## Objectives:

As it serves as a reminder of sport's potential to transcend borders and unite people from diverse backgrounds through shared values of teamwork, fair play, and mutual respect, our tasks aimed students to:

- Understand the significance of sport in promoting social inclusion, teamwork, and mutual respect.
- Reflect on how sport can be used as a tool for positive social change.
- Apply the values of fair play, inclusion, and respect to real-life scenarios in and beyond school.
- Actively participate in celebrating sport through collaborative school-based activities.

## Task:

In 2025, the theme was: “Leveling the Playing Field: Sport for Social Inclusion” so the project activities aimed at discussing the variety of aspects related to the theme based on a mind map created by the app mylens AI provided on this link: <https://school-education.ec.europa.eu/en/etwinning/projects/addressing-health-and-well-being-schools-and-beyond-healthschool/twinspace/pages/international-sport-day>.

School-wide sport events (e.g., inclusive games, friendly competitions, collaborative physical challenges) were organized during the celebration of this day in all the partner organizations, but also during our physical mobility in Nafpaktos, Greece representing the Olympic Games.





# Healthy Eating and Nutrition

Healthy eating and proper nutrition play a crucial role in the overall wellbeing of students and staff at schools. A balanced diet supports physical health, mental focus, emotional stability, and long-term development, creating a positive learning environment and benefiting students beyond their school years.

Additionally, encouraging local, seasonal, and plant-based foods supports both personal health and environmental sustainability. Moreover, educating students about mindful eating helps reduce waste and promotes responsible consumption.

In the next subpages, we are going to explore the importance of healthy eating and nutrition in schools through key topics:

- Nutrients – Understanding essential nutrients and their role in growth, energy, and overall health.
- Nutrition in Adolescence – Addressing the unique dietary needs of teenagers for optimal development.
- Overnutrition & Undernutrition – Examining the effects of both excessive and insufficient nutrient intake on student wellbeing.
- Nutritional Assessment – Identifying ways to evaluate and improve students' nutritional status in school settings.

By implementing these topics under the umbrella of healthy eating and nutrition, we aim to create a school environment that fosters better health, improved learning outcomes, and lifelong healthy habits.



**Nutrients** are all chemical compounds of organic or inorganic origin that are included in the composition of foodstuffs, and which have a certain role in human nutrition.

They are divided into 2 groups according to the amount required for the proper functioning of the organism:

1. **MACRONUTRIENTS**, main (basic) group of nutrients. Nutrients required in relatively large amounts.

- carbohydrates
- fats and oils (lipids)
- proteins

2. **MICRONUTRIENTS**, supplementary nutrients. Nutrients required in smaller amounts.

- mineral substances
- vitamins

According to their role in the body, nutrients are divided into:

1. **ENERGY** - which give energy to the body - carbohydrates, fats, proteins

2. **BUILDING** - which serve to build body fluids - amino acids, proteins, calcium, phosphorus

3. **PROTECTIVE** - which enable and regulate the proper flow of biochemical processes in organism - biocatalysts such as water, vitamins, proteins (constituent parts of enzymes) and some mineral substances.

Division of nutrients according to chemical composition:

1. Inorganic compounds (substances that do not contain a carbon atom) - water and mineral substances

2. Organic compounds (substances containing a carbon atom) - carbohydrates, proteins, fats, vitamins.

Do you know which chemical compounds make up the human body? In what percentage they are represented in the body? What is their importance for the health and well-being of people?

Let's take a look at the following presentation

<https://view.genially.com/66c064560ba9f60682af030b/presentation-nutritions>



## Food Journal - International Exchange of Healthy Recipes

One way to better understand different cultures is to exchange traditional recipes that are characteristic of the partner country. The goal of the activity "International Exchange of Healthy Recipes" was to introduce students to the national cuisines of the partner countries, through the presentation of traditional recipes. In addition, the recipes promoted healthy eating habits with explanations of their nutritional and traditional value.

**Objective:** Promoting healthy eating and learning about national cuisines.

**First task:** Students present the chosen traditional recipe to other partner schools in a joint international student presentation. Students describe the preparation method and the materials needed for the selected food, pictures illustrating the preparation, as well as the benefits that the selected food has for our health. Below is a link to the joint presentation.

[https://www.canva.com/design/DAGfIVAyF0M/XFuQXJqdiHYhIhKU6TYirg/edit?utm\\_content=DAGfIVAyF0M&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGfIVAyF0M/XFuQXJqdiHYhIhKU6TYirg/edit?utm_content=DAGfIVAyF0M&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

**Second task:** Students from partner schools prepare that food at home or at school based on the recipe from the presentation. After that, they take pictures of their product and post the pictures in a joint presentation.

You can view the final product of this activity at the link:

<https://www.canva.com/design/DAGfIVAyF0M/o-Y7S06Z1LKXY0Cif8hwjA/view>



# Responsible consumption and production, Nafpaktos, Greece

The planned activity entitled “Responsible Consumption and Production” took place between 3 September 2024 and 6 September 2024 with the participation of all project partners from Vranov nad Topľou, Belgrade and Palermo.

This activity focused on educating students about sustainable consumption and production, also exploring many aspects of adolescent nutrition (substance and alcohol use, case studies on overnutrition, malnutrition and eating disorders), the journey from farm to fork (including study visits to local businesses, carbon footprint calculation, study of future health and environmental challenges linked to food production and consumption), as well as research related to adolescent health and well-being. Thus, through interactive sessions, students explored challenges related to food and health, gaining insights into how responsible consumption and sustainable production can mitigate these issues.

## **Main objectives:**

- Raise awareness about the environmental and health implications of consumption patterns;
- Equip students with knowledge and tools for sustainable decision-making in acquiring, using, and disposing of products;
- Encourage reflection on the health risks associated with nutrition, substance use, and nightlife activities;
- Promote understanding of sustainable production methods through real-world experiences;
- Empower students to think critically about future food and health challenges and their role in addressing them;
- Foster cross-cultural exchanges and collaborative learning to inspire global thinking on sustainability.

We, the partners, decided to follow the student hosting pattern so the participating students were hosted by Greek families. Teachers were accommodated at the local hotel to keep the spirit of close collaboration.

Activities started with a welcoming session for teachers and students with introductions and ice breaking activities, such as ;

- **Common Ground**, where students had to discover shared interests or experiences, creating connections based on commonalities (e.g., favorite foods, hobbies, places they've visited), making use of polls' padlet.
- **Hopes & Fears**, so students to voice what they are looking forward to and what might be worrying them about the mobility meeting and help us to create a positive experience, as peers had to offer reassurance and possible solutions to others' fears and celebrate their hopes.

In the second part of the first day activities we dived into the exploration of Consumption Habits :

- Nutrition and Substance Use in Adolescence so students to understand their impact on health and well-being,
- Why Does Consumption Matter? with case studies on Eating Disorders, Undernutrition, and Overnutrition
- Food Frequency Questionnaire

We shared lunch in the school and then we started by calculating our carbon food footprints so as students to develop how some of their favorite foods (like imported snacks) had a larger environmental impact than they expected but also to make them think twice about how their diet affects not just their body—but the planet. This activity was followed by the "Farm to Fork" digital escape room. Hosting school chose this activity to be implemented by using gamification so students collaborate and take part to digital problem-solving by solving riddles that traced the journey of food from its origin to our plates, reveal how many invisible steps are involved in a more engaged, fun and efficient way.

Later, we hunged out exploring the city sightseeing in teams.

The second day was all about seeing the bigger picture. We had planned some outdoor activities to local food production and packaging so to develop sustainable practices adapted. These visits included:

- An aquafarm (Avramar),
- A food packaging industry (Kotronis packaging)

Aim of the first visit, was for students to realize how controlled and monitored the conditions had to be in an aquaculture farming, from oxygen levels to feed quality. They were fascinated by the technology used to raise fish sustainably and they realized that when done right, aquaculture can actually protect wild fish stocks and feed growing populations.

As for the tour to the plastic manufacturing facility that produces packaging for food products, it was eye-opening to see just how much plastic is needed to keep food safe and fresh. We were guided through different sections of the plant: first, the area where raw plastic pellets were melted and molded; then, into the part where sheets were formed, printed, and shaped into containers, wraps, and bottles we see in supermarkets every day. Our guide explained that everything from temperature regulation to chemical additives was calibrated with the goal of ensuring safety, hygiene, and durability. They also explained how certain plastics are chosen specifically to preserve freshness or protect food from light, bacteria, or damage during transport. The engineers also showed us prototypes of biodegradable packaging. We strongly believe that this visit made us reflect on the importance of innovation, and how our personal choices (like avoiding single-use plastics) can make a difference.

Then outdoor sport activities on the beach, where we laughed, played, and simply had fun. It was a perfect way to bond, stay active, and experience balance—a core theme of this entire journey. Mandala art competition that was planned, unfortunately never completed.

The third day, found us to an environmental center DRO a place with stunning natural surroundings, where we got to live a unique experience: participating in a series of outdoor activities inspired by the Olympic Games.

The center's staff had creatively designed challenges that tested not just our physical abilities, but also our teamwork, resilience, and environmental awareness. Students weren't just playing games, they were honoring nature and each other.

After that experience we went back at school so to continue our activities with a digital gallery walking regarding the Mediterranean Diet and how could responsible consumption and production help to reduce the health risks.

As our partners from Slovakia had an early departure, the closing ceremony was scheduled for the end of this day. Students besides certificates and Europasses received some gifts by the parents' council and a book encouraging them to transform it to a scrapbooking travel book, adding their memories and keeping them unforgettable in their lives.

The last day we dived even deeper with a WebQuest about future food-related health and environmental challenges. Working in teams, students discussed climate change, water scarcity, food deserts—real issues through case studies in our countries that made the topic feel urgent and global.

In the next pages you can explore the lesson plans and webQuests used during this mobility.

Take home message of this 4-day physical activity was: **Nature provides a free lunch, but only if we control our appetites.**



# Nutrition in Adolescence



Adolescence is a pivotal stage in human development, marked by significant physical, emotional, and cognitive changes.

During this period, proper nutrition is essential for supporting growth and development, influencing not only physical health but also mental well-being and academic success.

Understanding the specific nutritional needs of adolescents can help guide healthier choices that will benefit them throughout their lives.

## Lesson Plan: Nutrition in Adolescence – A Path to Lifelong Health

### Learning Objectives:

By the end of this lesson, students will be able to:

1. Explain the physical and mental health needs during adolescence.
2. Describe the importance of balanced nutrition and its impact on academic and emotional wellbeing.
3. Conduct research collaboratively using digital tools.
4. Create and deliver a presentation based on their findings.
5. Reflect on personal eating habits and make informed health choices.

### Materials Needed:

- Internet access
- Student devices (laptops/tablets)
- Access to:
  - **Mind Map:** [https://coggle.it/diagram/ZrcDuSaTr4Htm-5c/t/-/6e3541710e1b86f760ba5d867d24c184b418add795894b45dbfcb8ec5cf\\_a9baa](https://coggle.it/diagram/ZrcDuSaTr4Htm-5c/t/-/6e3541710e1b86f760ba5d867d24c184b418add795894b45dbfcb8ec5cf_a9baa)
  - **Genial.ly Presentation:** <https://view.genially.com/66b705c741926a255e769576/horizontal-infographic-review-nutrition-in-adolescence>
  - **Google Slides Template:** <https://docs.google.com/presentation/d/144jTH0iLNd7lpbp6N-C2W91l2fBBlaPKKlve4yz-SHg/edit?usp=sharing>
- Digital collaboration tools (Google Docs, Slides, Padlet, etc.)
- Projector/screen

## Lesson Procedures:

### 1. Introduction (10 min)

- Brief talk on adolescence as a critical stage for growth and mental health.
- Pose a question:
- “How does what you eat impact how you feel, think, and perform in school?”
- Show the Mind Map and go over its main branches together.

### 2. Group Formation (15 min)

- Divide students into teams (mixed groups by nationality, if in an international project).
- Present “Nutrition and Substance Use in Adolescence” Genial.ly presentation.
- Assign each group one of the topics presented in the Genial.ly presentation.

### 3. Exploration & Research (20 min)

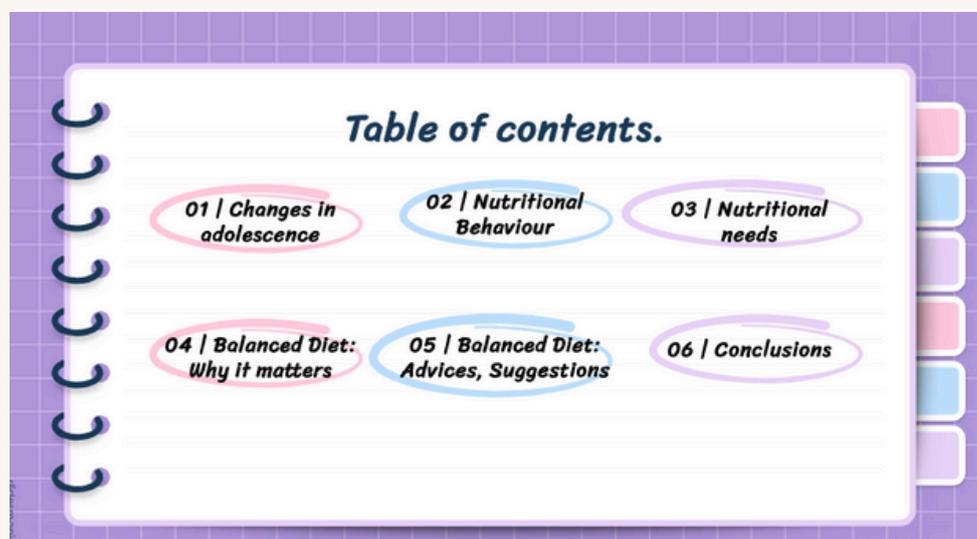
- Students explore their topic using the above presentation but also some reliable online sources.
- Encourage note-taking, citation of sources, and collaboration.

### 4. Collaborative Slide Design (45 min)

- Students use the Google Slides template to:
  - Insert their content (text, visuals, infographics)
  - Organize key ideas based to the content.

### ◆ 5. Group Presentations (45 min)

- Each group presents their slide deck (~5–7 minutes).
- Peers ask 1–2 questions per group to encourage discussion.
  - Teacher provides feedback on: Content accuracy, Visual clarity, Team collaboration



# Why Does Consumption Matter? Eating Disorders, Undernutrition, and Overnutrition



As we all know, social development in adolescence, MME, and social media influence to your nutritional behaviour, leading sometimes to 'poor' food choices due to peer pressure, convenience, and marketing of unhealthy foods that can have detrimental effects contributing to various health issues, including obesity, diabetes, and mental health disorders.

Students worked based to a webquest (<https://www.createwebquest.com/study-cases-eating-disorders-undernutrition-and-overnutrition>), having as mission to investigate the three study cases—Eating Disorders, Undernutrition, and Overnutrition—by working through a series of guided activities. Then they had to present their findings in a detailed report that addresses the following key questions:

1. **What are the causes and effects of each condition?**
2. **How does each condition affect individuals and communities?**
3. **What strategies can be implemented to prevent and treat these conditions?**

## **STEP 1. Understanding the Basics:**

### **Material used:**

- Genial.ly presentation: Obesity in adolescence

<https://view.genially.com/66b8fd4a41926a255ec88c8c/presentation-obesity-in-adolescence-a-growing-concernpptx>

- Genial.ly presentation: Eating disorders

<https://view.genially.com/66b7208541926a255e79fc9e/presentation-eating-disorders>

- Some more useful resources:

<http://www.myhealth.gov.my/en/nutritional-deficiencies-in-adolescents/>

<https://www.mdpi.com/2227-9067/10/4/695>

<https://www.cambridge.org/core/journals/proceedings-of-the-nutrition-society/article/adolescent-nutrition-and-health-characteristics-risk-factors-and-opportunities-of-an-overlooked-life-stage/CC016068EE530D70892C762F119356FD>

<https://www.frontiersin.org/journals/nutrition/articles/10.3389/fnut.2024.1346929/full>

<https://www.cambridge.org/core/journals/public-health-nutrition/article/nutritional-status-of-schoolage-children-and-adolescents-in-low-and-middleincome-countries-across-seven-global-regions-a-synthesis-of-scoping-reviews/E6C52C9D2204BD8AFBE29811DDBF6658>

<https://www.mdpi.com/2072-6643/15/11/2433>

<https://www.scielo.br/j/jped/a/h7c6HQXK3zDL44SfmN5m4hp/?lang=en>

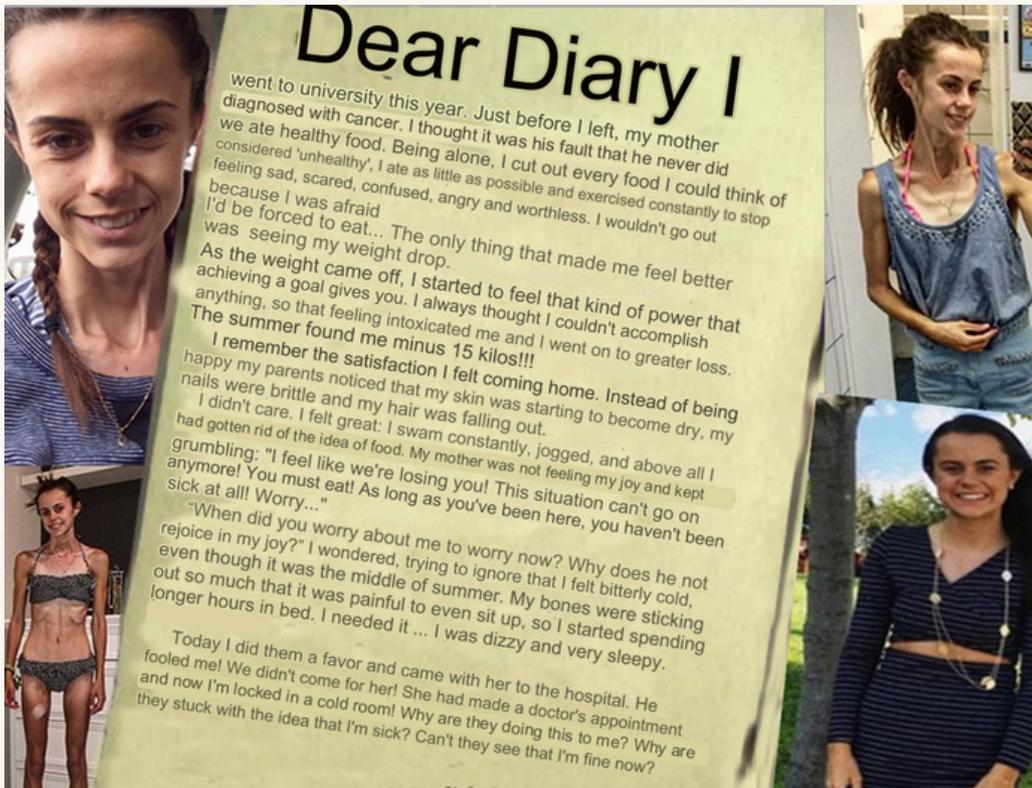
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC11222907/>

## STEP 2. Case Studies:

Students were divided in 3 teams:

### TEAM A: Eating disorders: Case Study

Students worked in a padlet, asked to take a look at the following photos (these are translated by using Google translation as their origins were designed for the "Health and Nutrition" subject in Greek language)



They were encouraged to try to form the psychological profile of the protagonists, the causes that led them to the specific disorder and the symptoms that lead you to understand what they suffer from. At the end they had to think of the commonalities of the two stories.

### **TEAM B: UNDERNUTRITION:**

**CASE STUDY** Southern Italy, particularly regions like Calabria, Sicily, and Campania, has historically faced challenges with undernutrition, especially in its rural areas. Although Italy is a developed country, significant disparities exist between the wealthy northern regions and the poorer southern regions. These disparities are influenced by environmental, economic, and social factors, contributing to the persistence of undernutrition in certain populations.

Explore how environmental, economic, and social factors contribute to the problem and what efforts are being made to combat it.

### **TEAM C: OVERNUTRITION:**

**CASE STUDY** Overnutrition is increasingly prevalent among adolescents in urban areas of Greece. This trend is alarming because it not only affects the current health of young people but also sets the stage for chronic diseases later in life, such as obesity, diabetes, and cardiovascular conditions. The rise in overnutrition among Greek adolescents is influenced by a combination of lifestyle changes, cultural shifts, and food availability, particularly in urban settings like Athens and Thessaloniki. Could you make a research and investigate how lifestyle, cultural factors, and food availability contribute to the condition?

### **STEP 3. Presentations:**

At the end, they had to post their information to padlets, accompanied with three (3) informative posters/team: one for obesity, one for eating disorders and one for nutrient deficiencies in adolescence to be used for a public health campaign aimed at addressing these three conditions.

# Survey on eating habits: Food Frequency Questionnaire



Please indicate how often you consume the following foods on average over the past month. Mark the frequency that best applies to you. \*

	Never	1-3 times per month	Once a week	2-4 times per week	5-6 times per week	Once a day	2-3 times per day	4 or more times per day
Bread (white, whole grain, etc.)	<input type="radio"/>							
Rice	<input type="radio"/>							
Pasta	<input type="radio"/>							

<https://docs.google.com/forms/d/e/1FAIpQLSfFYwRMHYbO9jYKEtwZKp1pwAKL4EFME86tSndLsicmEdzhhA/viewform>)

This survey helped us to identify dietary habits (e.g. how often students consume fruits, vegetables, junk food, sugary drinks, or skip meals) but also the nutritional gaps or excessive intake of unhealthy items. As poor nutrition is linked to fatigue, anxiety, lack of focus, and behavioral issues, this also supported us to develop our next activities so to improve both mental and physical health through better food habits.

On the other hand, the survey can highlight if certain foods (e.g. packaged snacks or meat) are overconsumed, pointing to unsustainable habits. Understanding consumption patterns helps reduce over-purchasing or over-serving, especially in school canteens and we as educators could connect students' personal choices to global impacts:

- Environmental cost of high meat/dairy consumption
- Benefits of plant-based diets and local foods

## How to Use the Survey Results in Practice:

- Create a Report showing healthy vs. unhealthy trends.
- Host a Workshop where students discuss how their diets affect personal health and the planet.
- Set Goals as a school (e.g., "30% increase in fruit intake by next term").
- Start Campaigns like "Meatless Mondays" or "Waste-Free Wednesdays."

# World Obesity Day



World Obesity Day is observed every year on March 4th to raise awareness about a growing global issue – obesity. This day is an opportunity to talk about the importance of proper nutrition, physical activity, and mental well-being as key factors in preventing obesity.

## **What is Obesity?**

Obesity is a chronic condition characterized by excessive fat accumulation in the body. It is not just a matter of appearance but a serious health concern that can lead to heart disease, type 2 diabetes, joint problems, and even depression.

In the school environment, students often face challenges such as poor eating habits (fast food, snacks, sugary drinks) and lack of physical activity due to prolonged screen time. The education system plays an important role in preventing obesity by promoting healthy habits from an early age.

## **Objective:**

The goal of World Obesity Day is to **raise awareness about the harmful effects of obesity on health and to encourage individuals, communities, and governments to take action in preventing and treating this disease.**

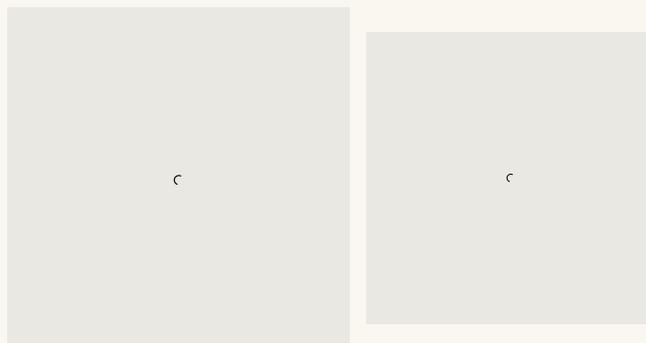
Special emphasis is placed on education, adopting healthy lifestyle habits, reducing the stigma faced by people living with obesity, and improving support systems for those in need. The theme for 2024 was 'Let's Talk About Obesity And...', and for 2025 was 'Changing Systems, Healthier Lives'.

## **Task:**

**2024:** We started with a short presentation on the rise of obesity worldwide, including statistics, health risks, and the role of environment, marketing, education, and healthcare access so to define our topics and key terms, such as obesity, personal responsibility, and public health. Then we set as our essential question: "Is obesity primarily a personal responsibility issue or a public health crisis?" and students were divided in two groups:

- Group A: Argues that obesity is primarily a personal responsibility (diet, exercise, lifestyle).
- Group B: Argues that obesity is a public health crisis (food deserts, advertising, healthcare access, etc.).
- Each group gathered arguments, data, and real-life examples to support their position and posted them to a debate type padlet.

**2025:** After the presentations or lectures at the partner schools, a discussion followed, after which the students created some posters and/or infographics, presentations and comics about different aspects of obesity and posted them on Padlet.



# World Hunger Day



**World Hunger Day** is observed every year on October 16th, initiated by the Food and Agriculture Organization (FAO) of the United Nations. The main goal of this day is to raise awareness about global hunger, malnutrition, and poverty, which continue to affect millions of people around the world despite the advancements in food production and technology. The theme for World Hunger Day 2025 is “Sowing Resilience”. Set by The Hunger Project, it highlights how climate change is making food insecurity worse – and how investing in resilient agriculture can help communities adapt and thrive.

## **Objective:**

By the end of this awareness day’s celebrations, students will be able to:

- Understand the scope and complexity of global hunger.
- Identify causes of hunger, including both natural and human-made factors.
- Reflect on the role of individuals, communities, and global systems in addressing food insecurity.
- Express informed opinions in a structured debate.
- Promote awareness and advocacy through creative and research-based activities.

## **Task:**

Discussions on the connection between hunger, food waste, social justice, and environmental sustainability were held in each partner organization. Then students were divided in two groups and a debate based to the essential question “Is hunger caused more by natural disasters or human choices?” took part.

- Team A argues: Hunger is primarily caused by natural disasters (e.g., droughts, floods, climate change)
- Team B argues: Hunger is primarily caused by human choices (e.g., war, food distribution, waste, policy failures)

Besides others, to the debate were included hunger facts in our countries. At the end, students created posters and infographics so to raise awareness about hunger through visual messagings and posted them to a padlet.

# Farm to Fork journey



This escape room entitled “Understanding Where Your Food Comes From” (<https://view.genially.com/66c443aa6dee9a9f5548e890/interactive-content-farm-to-fork-journey>) was designed To help students understand the different stages of the food production and supply chain, assess its environmental impact, and reflect on responsible food choices.

## Learning Outcomes:

By the end of the lesson, students will be able to:

- Describe the main stages in the food supply chain (production, processing, distribution, consumption, and waste).
- Analyze how each stage affects environmental sustainability.
- Collaborate and problem-solve in a game-based learning activity.
- Reflect on personal responsibility and sustainable consumption habits.



## Key Competencies Developed:

- Critical Thinking & Problem Solving (Escape room puzzles)
- Collaboration & Communication (Team-based reflection)
- Digital Literacy (Navigating Genially escape room)
- Environmental Awareness (Connecting food choices to sustainability)
- Civic Responsibility (Understanding the impact of consumption)

## Step-by-Step Procedure:

### 1. Introduction (10 min)

- Ask: “Do you know where your food really comes from?”
- Briefly introduce the stages of the food chain: farm → processing → transport → store → plate → waste.

### 2. Escape Room Activity (30 min)

- Students work in small groups (3–4) and complete the Farm to Fork Journey escape room.
- Objective: Unlock all stages of the food chain and learn key facts about sustainability and food systems.

### 3. Debrief & Group Reflection (20 min)

- Use a whiteboard or Padlet to map key terms discovered: carbon footprint, water use, food waste, local food, etc.
- Discussion questions:
  - What surprised you most about the food journey?
  - Which stage do you think has the biggest environmental impact? Why?
  - What can we do as consumers to reduce that impact?

### 4. Wrap-up & Takeaway (10 min)

- Each group shares one action they can take for more responsible food habits.
- Closing thought: “Every meal is a chance to vote for the world you want.”

## Assessment:

Observation of participation in escape room

Engagement and understanding shown in discussion

# Nutritional Assessment



Nutritional assessment is a comprehensive approach to evaluating the dietary and nutritional status of adolescents, crucial for early detection of nutritional issues, including obesity, undernutrition, and micronutrient deficiencies.

There are five (5) domains of Nutrition Assessment:

- 1) Food and Nutrition Related History (e.g, Food Frequency Questionnaire).
- 2) Anthropometric Assessment (e.g. BMI, WHR, %Fat in body composition).
- 3) Biochemical data, medical tests and procedure assessment.
- 4) Nutrition-focused physical examination (NFPE).
- 5) Person's history.

Students were asked to step into an escape room (<https://view.genially.com/63a83d63811115001104c51a/presentation-need-to-lose-weight>) having as background a virtual dietetic office where there was a doctor/dietitian and an obese patient. They were advised to listen closely to the dietitian, search for hidden elements so to explore more for the above presented domains of Nutritional Management, and solve quizzes to advance further. This escape room was originally designed by the Greek partner for the activities of an eTwinning project, entitled "Diet Inspectors", but it's adapted as we thought that suits our needs.

The first activity involves a quiz with two critical thinking questions with recall of prior knowledge, very easy, in order to provide satisfaction incentives and increase the commitment of all students. After a correct solution, the student is given a reward and the first secret number is revealed. In the second phase, the basic nutritional assessment tools are mentioned, the students are asked to calculate their Body Mass Index. This is followed by the theoretical background and the calculation of the mean-power relationship and the categorization of the result in terms of health risk. Then the role of the percentage of fat in the body and the methods of calculating it are analyzed. Then they took part in a quiz of computational questions in which they are asked to apply in practice what was investigated, in order to finally conclude whether a patient of theirs needs to follow a nutrition program. They were also asked to identify tools that are necessary in the nutritional assessment of an individual and to think critically to answer the questions of a knowledge quiz. Successfully solving of the quizzes leads to the identification of the remaining secret numbers. Once the student has completed all the stages, they are asked to enter all the secret codes in order to be able to escape from the virtual work environment.

# Which would be the most important health and environmental challenges linked to food that will be faced in the future?



Students were called through a webQuest (<https://www.createwebquest.com/which-would-be-most-important-health-and-environmental-challenges-linked-food-will-be-faced-future>) to uncover the biggest threats to our planet and our well-being. Then, they had to provide some innovative solutions.

## **STEP 1 Health and Environmental challenges nowadays:**

Share with students the following paper that presents the health and environmental challenges we are facing nowadays.

*"The food we consume today is deeply connected to both our health and the environment, and the challenges associated with our food systems are becoming increasingly complex as global populations grow and industrial activities expand. These challenges impact individual well-being and have significant implications for the planet's sustainability.*

*One major health issue is the "double burden of malnutrition," where undernutrition and overnutrition coexist, highlighting disparities in global food systems. While undernutrition affects millions in developing countries, leading to stunted growth and higher mortality, overnutrition in developed nations is causing rising rates of obesity, diabetes, and heart disease. The shift towards processed foods high in sugars, fats, and salt has exacerbated these diet-related diseases, which are now among the leading causes of death worldwide. Additionally, the globalization of food supply chains has brought new challenges in food safety.*

*On the environmental side, food production has a substantial ecological footprint, contributing significantly to greenhouse gas emissions, deforestation, water scarcity, and biodiversity loss. Industrial agriculture, while boosting food production, has also led to environmental degradation. Livestock farming, in particular, demands large amounts of resources and is a major source of methane, a potent greenhouse gas. Deforestation for agriculture further harms biodiversity and ecosystems.*

*Climate change is already affecting agriculture, leading to reduced crop yields and food insecurity due to extreme weather, changing precipitation, and rising temperatures. With the global population expected to reach nearly 10 billion by 2050, the demand for food will intensify, further straining the environment."*

## STEP 2 Investigation:

Students will be divided in two teams:

- **TEAM 1: Health Challenges:**

- Future trends in diet-related diseases (e.g., obesity, diabetes, malnutrition).
- The impact of food safety and emerging pathogens.
- The influence of global dietary changes on public health.
- Zoonotic diseases and food system

Useful resources:

- <https://www.wur.nl/en/show/food-security-11.htm> This article focus to the effects of food insecurity to health and well-being.
- <https://www.nimhd.nih.gov/resources/understanding-health-disparities/food-accessibility-insecurity-and-health-outcomes.html> Food Accessibility, Insecurity and Health Outcomes.
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10069820/> This article is focusing to the connection of food systems to zoonotic spillover and possible measures for prevention.
- <https://www.sciencedirect.com/science/article/pii/S2352771424000533> This paper is about zoonoses management through One Health approach, referring to improving the ability to address current zoonoses as well as preventing future ones.
- **TEAM 2: Environmental Challenges:**
  - The environmental impact of food production, including greenhouse gas emissions, water use, and biodiversity loss.
  - The consequences of climate change on food security.
  - The role of food waste and its environmental implications.

Useful resources:

- <https://www.sciencedirect.com/org/science/article/pii/S275380952400019X> This paper discusses strategies to address global biodiversity loss and improve

- ecosystem resilience by emphasizing holistic actions to conserve natural ecosystems. It highlights the need for responsible resource management, changes in diets, and increased food diversity. The paper also stresses the importance of understanding the beneficial interactions between microorganisms and plants, particularly in changing environments, and calls for the use of biotechnology to enhance future food processing and quality.
- <https://www.mdpi.com/2071-1050/11/1/222> In this study were systematically analyzed the future challenges of the agriculture and food systems by focusing on (1) their root causes and trends; and (2) the interlinkages among the solutions proposed to address the challenges using social network analysis tools.
- <https://onlinelibrary.wiley.com/doi/10.1002/fft2.173> This review is focused on the evolution of food supply systems, starting from the Green Revolution to food supply chains, providing a significant perspective on sustainability.

Both teams were asked to post their findings regarding the future health and environmental challenges to a padlet and then to further investigate future challenges and existing solutions, and propose new ideas to address the challenges they had identified to a Tricider, considering technological advancements, policy changes, and lifestyle modifications.

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## Which would be the most important health and environmental challenges linked to food that will be faced in the future?

**Introduction**

The way we produce, consume, and waste food has significant implications for both human health and the environment. As the global population grows and climate change accelerates, these issues will become even more critical. In this WebQuest, you will explore the most important health and environmental challenges related to food that we are likely to face in the future. Your task is to investigate these challenges and propose solutions to address them.

**Task**

HEALTH CHALLENGES	SOLUTIONS	ENVIRONMENTAL CHALLENGES	SOLUTIONS
<p><b>TEAM 1</b></p> <p>As global food systems evolve, so too do the health challenges linked to what we eat and how our food is produced. These challenges intersect with issues like inequality, environmental pressures, and emerging diseases.</p> <p><b>Future Trends in Diet-Related Diseases</b></p> <p>Diet-related diseases such as obesity, type 2 diabetes, and</p>	<p>Efforts to tackle these issues must be multidisciplinary and inclusive:</p> <ul style="list-style-type: none"> <li>• Strengthen food safety standards and surveillance systems.</li> <li>• Promote sustainable agriculture and biodiversity.</li> <li>• Improve food accessibility through urban planning and social support.</li> </ul>	<p><b>TEAM 2</b></p> <p>Modern food systems play a vital role in feeding the world — but they also place immense pressure on the environment. As the global population grows, it becomes critical to understand and address the environmental consequences of how we produce, process, distribute, and consume food. Food production is one of the largest contributors to global</p>	<p><b>Solutions for a Sustainable Food Future</b></p> <p>To reduce environmental pressures, we need system-wide changes:</p> <ul style="list-style-type: none"> <li>• Shift to plant-rich diets and diverse crops.</li> <li>• Support sustainable and regenerative agriculture.</li> <li>• Enhance supply chain efficiency to reduce waste.</li> </ul>



# Environmental Wellbeing

Environmental wellbeing refers to the quality of our surroundings and how they impact our physical and mental health. In the context of schools, environmental wellbeing plays a crucial role as a positive school environment contributes to better concentration, lower anxiety, and higher motivation among students and teachers. Schools that prioritize both environmental and personal wellbeing create a holistic approach to education, leading to long-term benefits for students' academic and personal lives.

Additionally, sustainable schools with clean air, proper ventilation, and green spaces contribute to a healthier atmosphere, lower carbon footprints and through eco-friendly practices that implement these contribute to a broader environmental wellbeing, and enhance students' sense of responsibility and connection to nature, which also boosts mental wellbeing- especially if these emphasize outdoor learning and nature-based activities.

As you can understand, when schools prioritize environmental awareness and education, students develop habits that support both their personal wellbeing and the health of the planet. Creating environmentally responsible citizens leads to a broader societal shift toward sustainability and global wellbeing.

Under this initiative, we will explore two key aspects of environmental wellbeing:

- Carbon Footprint – Understanding how our daily activities contribute to carbon emissions and exploring ways to reduce energy consumption, promote sustainable transportation, and implement eco-friendly practices.
- Water Footprint – Examining the importance of water conservation, reducing waste, and implementing efficient water management systems in schools to ensure sustainability and responsible usage.

By integrating these topics into school policies and educational programs, we can create an environment where students develop eco-conscious habits, reduce environmental impact, and contribute to a healthier planet for future generations.

# Carbon Footprint



The carbon footprint—the total amount of greenhouse gases emitted by our activities—has a direct impact on both personal and planetary wellbeing. High emissions contribute to poor air quality, increasing respiratory and cardiovascular health issues. At the same time, climate change caused by excessive carbon emissions can trigger stress, anxiety, and even displacement, particularly affecting young people and vulnerable communities. On the other hand, lifestyle choices that reduce our carbon footprint—such as walking or cycling instead of driving, or eating more plant-based, locally sourced foods—can lead to better physical health, improved mental wellbeing, and a stronger connection with nature.

From a broader perspective, reducing our carbon footprint is central to promoting responsible production and consumption. Sustainable production practices aim to minimize energy use, reduce waste, and avoid overexploitation of resources. Likewise, informed consumers can lower their impact by choosing products that are energy-efficient, have minimal packaging, are locally made, or are designed to last. By rethinking what and how we consume, we contribute to a more circular economy—one that supports not only environmental sustainability, but also social equity and long-term economic resilience.

Thus students were encouraged to calculate their carbon footprint by using the calculator provided to the URL: <https://www.footprintcalculator.org/>





Every year on **April 22nd**, people around the world **celebrate Earth Day**, a day dedicated to protecting the environment and preserving our planet. This day reminds us how important it is to take care of nature, plants, animals, the air we breathe, and the water we drink. On this day, many activities are organized—tree planting, cleaning up parks and rivers, recycling workshops, and educational programs for both children and adults.

## **How Did Earth Day Begin?**

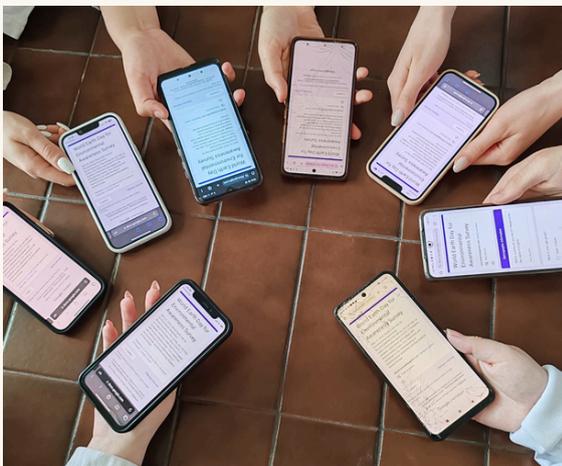
Earth Day was first celebrated in 1970 in the United States, when over 20 million people took to the streets to express their concern about pollution and the destruction of nature. Thanks to that initiative, a global environmental movement was born. Today, Earth Day is celebrated in over 190 countries.

## **Objective:**

Our planet is home to billions of living beings—humans, plants, and animals. However, daily human activities are having a serious impact on nature. Air and water pollution, excessive use of plastic, deforestation, and climate change are just some of the problems we face. Earth Day reminds us that each of us has a role to play in protecting the planet.

By celebrating this day:

- we learn about ecology and environmental protection,
- we are encouraged to change our daily habits (for example, using reusable bags instead of plastic ones),
- we develop a sense of responsibility toward the environment,
- and we inspire others to get involved in eco-friendly activities.



## **What Can We Do to Help?**

Even small changes in behavior can make a big difference. Here are a few examples: turn off lights when you don't need them, recycle paper, plastic, glass, and metal, plant a tree or flowers in your yard or at school, don't litter in nature, and walk or ride a bike instead of driving a car whenever you can.

## Activities of students and teachers as part of celebrating Earth Day

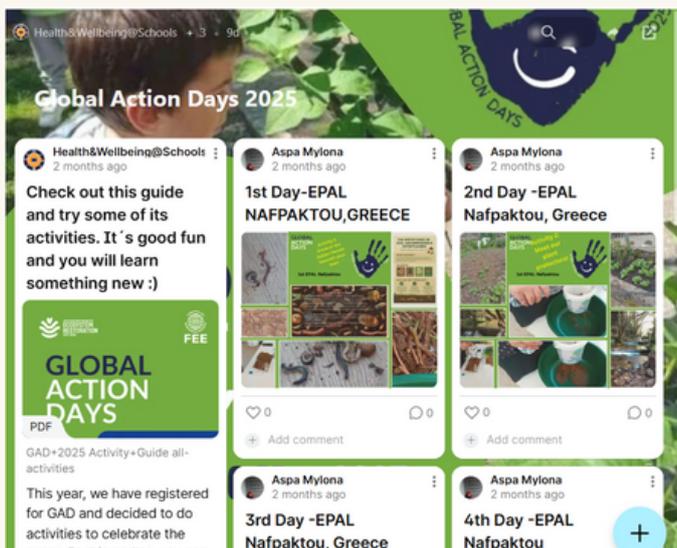


International Earth Day is celebrated every year on April 22. On the occasion of Earth Day, the planting of plants and the collection of plastic bags were organized in the school yard. Students of the 2nd grade and teachers of **the Chemical and Food Technology School, Belgrade**, participated in this activity.

Students of **Gymnázium Cyrila Daxnera in Vranov nad Topľou, Slovakia** decided to do the cleaning of a picnic area near the town centre as part of Erasmus+ project activities to celebrate Earth Day and this way help the environment and take some action.



<https://youtu.be/ozPGXmzRhpq>



Students of **1st EPAL Nafpaktou, Nafpaktos, Greece**, organized activities based to the theme for Earth Day 2024 – “Planet vs. Plastics” 2025 – Our Power, Our Planet and the celebration of global action days.

# World Vegetarian Day



**World Vegetarian Day** is celebrated every year on **October 1st**. This day is dedicated to promoting a vegetarian diet, which involves excluding meat, fish, and other animal products from daily meals. Vegetarianism is not only a way of eating but also a lifestyle that supports health, environmental protection, and animal rights.

## **Objective:**

The main goal of this day is to raise awareness about the benefits of a vegetarian diet and to encourage people to rethink their eating habits. Vegetarianism offers many advantages not only for individuals but also for the entire planet.

1. **Health** - a vegetarian diet is rich in fruits, vegetables, grains, nuts, and legumes, which can help prevent many diseases such as heart conditions, diabetes, and certain types of cancer. People who follow a vegetarian lifestyle often have lower blood pressure and better cholesterol levels.
2. **Animal protection** - World Vegetarian Day reminds us of the ethical aspect of food. Many people choose vegetarianism to avoid cruelty and violence towards animals in industrial food production.
3. **Environmental protection** - producing meat has a significant negative impact on the environment – it requires large amounts of water, land, and energy, and livestock farming contributes to greenhouse gas emissions, which accelerate global warming. A vegetarian diet reduces these harmful effects and helps preserve natural resources.
4. **Promoting sustainable living** - given the growing global population and increasing food demand, switching to a plant-based diet is considered one of the most important steps towards a sustainable future.

## **How is World Vegetarian Day celebrated?**

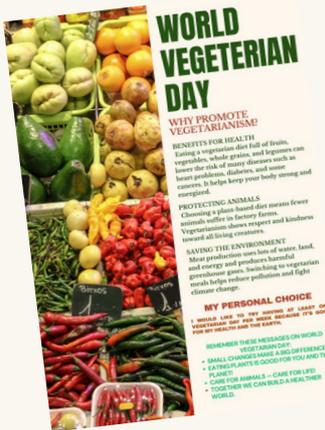
On this day, various activities are organized, such as lectures, workshops, vegetarian food tastings, promotional campaigns, and educational programs. The goal is to inform as many people as possible about the benefits of vegetarianism and encourage them to try this way of eating for at least one day or for a longer period.



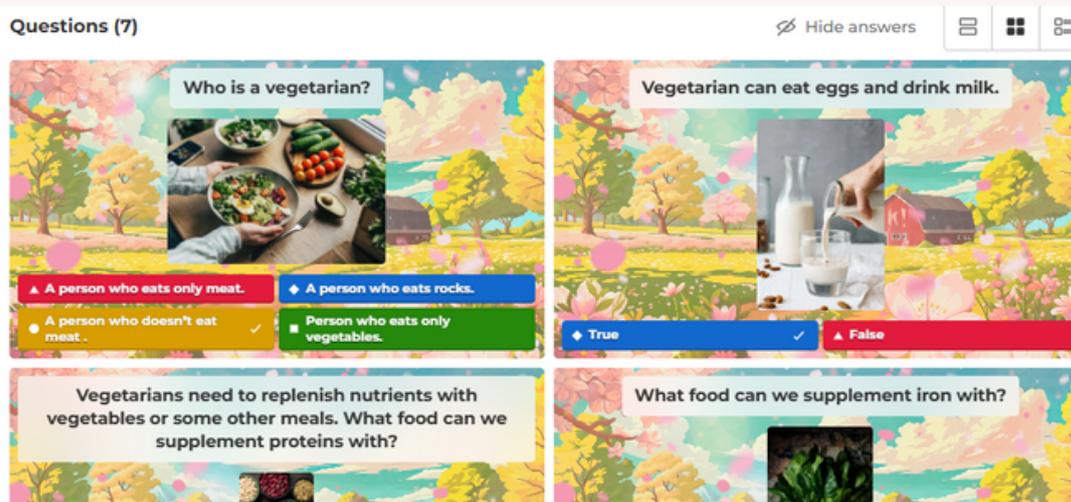
**Task:**

Create a poster or infographic on the topic "Why is it important to promote vegetarianism?" Explain the main benefits of a vegetarian diet for people's health, how vegetarianism helps protect animals, and how it contributes to environmental conservation. Also, share whether you would try being a vegetarian or have at least one vegetarian day a week, and explain why. Highlight the key messages of World Vegetarian Day and encourage others to think about their eating habits.

You can see some examples here:



Students also took part in a kahoot quiz:





# Why is water and sanitation important for health?, Belgrade, Serbia

The planned activity entitled “Why is water and sanitation important for health” took place between 22 October 2024 and 25 October 2024 with the participation of all project partners from Nafpaktos, Vranov nad Topľou and Palermo.

Planned activities were divided into:

- 1) STEM activities to the microbiology, organic and analytical chemistry, and food technology laboratories
- 2) STEM outdoor learning activities: work in the field, case study, discussions
- 3) Fake News–Disinformation - Misinformation.
- 4) Personal Water Footprint Calculation

so to analyze lots of topics our SDG 6 (clean water and sanitation) and its role for health and wellbeing.

The activities were carried out in well-equipped laboratories of informatics, microbiology, analytical chemistry, and food technology, while on-site visits were also integrated. In addition to these, in the teachers’ meetings we settled practical issues for the further implementation of the project.

Upon our arrival, the parents who would host our students and the teachers from the partner school were waiting for welcoming us.

On Tuesday, October 22, the teachers from the host school picked up the teachers from the hotel and guided them to the host school where the official start of the project meeting took place with a welcome note from the school principal, the project coordinator from the host school and the official project coordinator from Slovakia. Then the presentations of the participants, cities and schools were made.

Immediately afterwards, the students were divided into transnational groups so that we could proceed directly to the first activity of the meeting, which aimed to get to know the students so that we could continue later, in the same groups, with the laboratory exercises that were carried out in the laboratories of Analytical and Organic Chemistry and Food and Beverage Technology.

Then, students were divided into groups and guided by the teachers and students of the host school, implemented the following laboratories:

- Proof of the existence of glucose in fruits and vegetables.
- Proof of the existence of starch in foods.
- Proof of the existence of vitamin C in fruits and vegetables.
- Determination of free chlorine in water.
- Detection of benzoic acid in cola-type soft drinks.
- Detection of artificial colors in juices.

Once finished, the students had to present the steps they followed and their conclusions in a collaborative padlet.

The second day of our activities on 23/10/2024 found us in a branch of the Agricultural School "Ogledno dobro Radmilovac", following the path of water and wine. We started our activities by visiting the "Mali Dunav", the tourist attraction of the Agricultural School, a river course - a living model of the Danube River over 1,000 meters long, created in the bed of the former polluted Šugavac stream. The water in the Little Danube comes from an aquifer from which it is pumped from a depth of over 120 meters and then "springs" into the artificial "spring" of the Little Danube, designed according to the real source of the Danube River in the Black Forest. The upper part of the Center - the "Little Danube Wilderness" extends along the left and right forest banks of the upper course of the "Little Danube". It covers an area of about 6 hectares. The lower part of the stream runs through the center of the main area of the "Little Danube" Center, covering 5.5 hectares (which is open to visitors). In this enchanting landscape we saw a small aquatic botanical garden, the public aquarium with an exhibition of fish from the Danube and its tributaries, the zoo with an exhibition of live aquatic birds, the "Her Majesty - WATER" corner, the turtle corner, the Fishing Hut - Museum, the island of the Evolution of Life on Earth, the prehistoric settlement of fishermen (walking through prehistory from Pećina to the Vinča culture), while we had the pleasure to dive in the fields of Oenology and Beekeeping, through a tour to University winery's wine and vermouth cellars as well as the Quality Control laboratory. We took part in a tasting test where we were asked to identify the difference between wines whose aging was done in stainless steel tanks compared to those whose aging was done in wooden barrels, we learned to distinguish "pure" wine, we watched a presentation where the stages of making white, red and rosé wine were analyzed.



This wonderful day ended with the viewing of the opera "La Traviata" at the National Theater for the teachers and a youth group for the students.

On 10/24/2024, the third day of the activities, we found ourselves back at school. We started our activities in the microbiology laboratory to implement the following activities:

- Preparation - Baker's yeast as a natural preparation
- Preparation - Stable colored preparation of baker's yeast
- Preparation - Preparation of "live" Infuzum Sena
- Preparation - Stable colored preparation of dental plaque
- Observation of microorganisms in contaminated water.

This was followed by a visit to a river water disinfection/treatment station to make it drinkable. Afterwards, the students participated in a workshop related to well-being (Workshop "Well-being at school: First a mess then no stress!") which was based on activities that had been implemented in an award-winning eTwinning project of the Host School. This was followed by a seminar on food toxicology by dr sc. Danijela Djukić Ćosić, professor at the Department of Pharmacy, University of Belgrade.

The fourth day, October 25, began with a workshop based on the publication of the Greek Ministry of Culture and Tourism "Voices of Water Myriads" which attempted to highlight the importance and various dimensions of the value of water in people's lives from antiquity to the present day. The title of the activity was inspired by the poetry of Odysseus Elytis and summarized in three words the innumerable forms of water, the water landscape and the human works that emerged from them. The students wrote and/or drew on the forms what water means to them and decorated them with the stamps that accompanied the material. This was followed by a Kahoot quiz about water and one about food additives, and finally the students created their own wish tree, writing cards of wishes for health and well-being.

The whole activity ended with the awarding of certificates.





## **What is World Water Day?**

World Water Day is observed every year on March 22. It was established by the United Nations in 1993 to highlight the importance of freshwater and advocate for the sustainable management of water resources.

The significance of World Water Day lies in raising awareness about the global water crisis and promoting actions to ensure sustainable water management.

## **Why It Matters?**

1. **Raises Awareness** - It brings global attention to water-related issues such as water scarcity, pollution, lack of access to clean drinking water, and sanitation.
2. **Encourages Action** - Governments, organizations, and individuals are encouraged to take steps toward improving water access and quality, especially in underserved communities.
3. **Supports the UN's Sustainable Development Goals (SDGs)** - Specifically, it supports Goal 6: Clean Water and Sanitation for All by 2030.
4. **Promotes Education** - It helps people understand the value of water in everyday life, agriculture, industry, and ecosystems.
5. **Inspires Innovation** - It encourages the development of new technologies and policies to manage water more efficiently and equitably.

## **Annual Themes**

Each year, World Water Day has a specific theme (e.g., Water and Climate Change, Groundwater, Accelerating Change) to focus attention on a particular aspect of water management.

The theme for World Water Day 2025 was "Glacier Preservation".

This theme highlighted the urgent need to protect glaciers, which are critical sources of freshwater for billions of people. The focus was on raising awareness about the rapid melting of glaciers due to climate change and promoting sustainable water management practices to secure future water supplies [1].

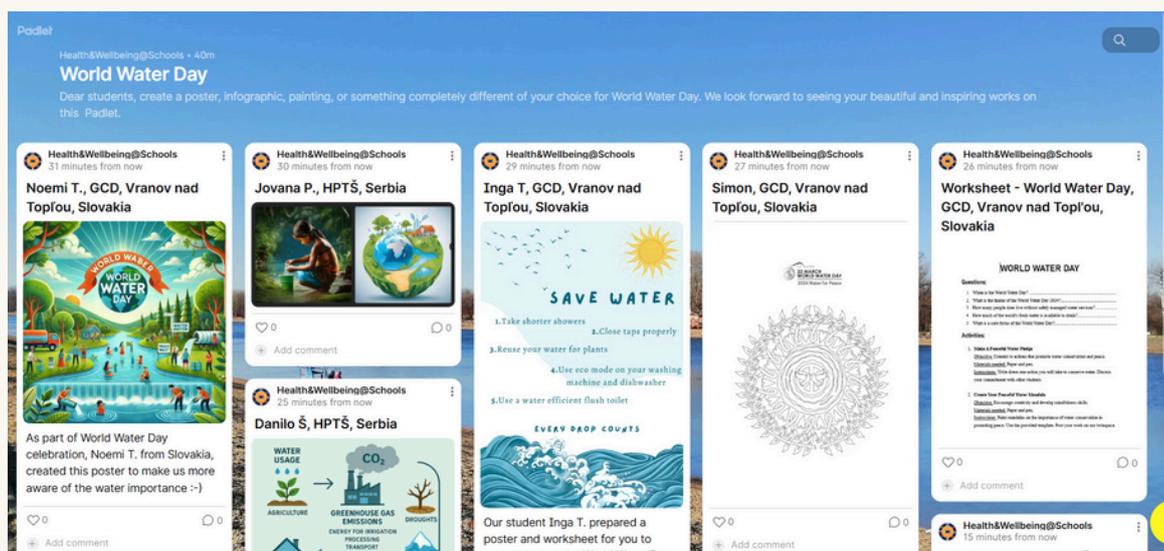
This year's observance was also linked to the first-ever World Day for Glaciers, marking the beginning of the International Year of Glacier Preservation (2025) and the Decade of Action on Cryospheric Science (2025–2034) [1].

## **References**

[1] [Global events for World Water Day 2025 | UN-Water](#)

On the occasion of World Water Day, students created a poster, infographic, painting, or something completely different of their choice and posted their beautiful and inspiring works on Padlet, the link to which is below.

<https://padlet.com/erasmushealthschools2024/world-water-day-umru7ukcjsqojv6q/slideshow>



The Workshop Miracle of water voices was held during our meeting in Belgrade :

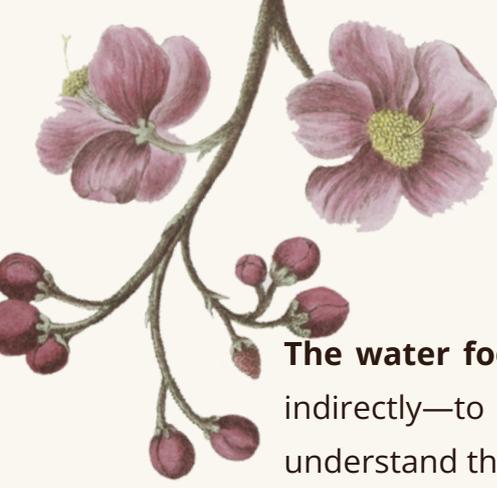


## **"Water Chemistry - Water Quality Parameters" and "Air Pollution and Forest Ecosystems" - lecture**

On Banovo Brdo, on the slopes of Košutnjak, there is a green oasis – the arboretum. It is an open-air classroom of the Faculty of Forestry. Practical and field teaching of students of this faculty takes place in the arboretum. 218 deciduous and 24 coniferous tree species have been planted there, of which 77 are indigenous and 146 are foreign tree species. As a separate part of the arboretum, there is also an alpine garden with about 40 species of ornamental plants and 80 ferns. The Faculty of Forestry also has a greenhouse and beds for growing seedlings. In addition to its scientific, educational and decorative function, this garden of the Faculty of Forestry enriches the air with oxygen, reduces pollution and noise, and regulates the temperature.

The employees of this faculty are happy to receive guests, so our students also visited the arboretum and attended lectures in the ceremonial hall of this faculty as part of the block classes. The topics of the lectures were "Water Chemistry - Water Quality Parameters" and "Air Pollution and Forest Ecosystems".





# The Water Footprint

**The water footprint** is a measure of how much freshwater is used—directly and indirectly—to produce goods and services or to support a lifestyle. It helps us understand the hidden water costs behind everyday activities and products.

## Three Types of Water Footprint

### 1. Blue Water Footprint

Water taken from surface or groundwater sources (rivers, lakes, aquifers) for irrigation, industrial use, or household consumption. Example: Water used to irrigate crops or cool power plants.

### 2. Green Water Footprint

Rainwater stored in the soil and used by plants. Example: Rain-fed agriculture like growing wheat or corn.

### 3. Grey Water Footprint

The amount of freshwater needed to dilute pollutants to meet water quality standards. Example: Water needed to absorb fertilizer runoff from farming.

## Why It Matters?

- Environmental impact: Overuse of water can lead to droughts, reduced river flows, and ecosystem damage.
- Sustainability: Helps individuals, companies, and governments make informed decisions to reduce water use.
- Global awareness: Encourages responsible consumption and highlights the water-intensive nature of certain products (e.g., beef, cotton, coffee).

The students were encouraged to calculate their water footprint by using the calculator provided to the URL: <https://watercalculator.org/>

The screenshot shows the homepage of the Water Footprint Calculator. At the top, it asks "What's your water footprint?" in a teal font. Below this, a paragraph explains that the calculator helps estimate total water use, including water from the tap, food (like a sandwich), and electricity. There are two buttons: "CONTINUE >" and "RESTART ↺". Below the buttons is the Spanish text "¿Cuál es su Huella Hídrica?". At the bottom, there is a section titled "Dive deeper" with the subtitle "Tips, articles and educational material". The "WATER FOOTPRINT CALCULATOR" logo is in the top right corner.

# International Day of Awareness of Food Loss and Waste



**The International Day of Awareness of Food Loss and Waste** is another important global observance that secondary school students should learn about — especially in connection with sustainability, climate action, and hunger reduction.

What is the International Day of Awareness of Food Loss and Waste?

This day is observed every year on September 29. It was established by the United Nations to raise awareness about the importance of reducing food loss and waste — both to fight hunger and to protect the planet.

Some little known facts about the food and how we manage it:

1. One-third of all food produced is wasted. That's about 1.3 billion tons every year — enough to feed billions of people who are hungry.
2. Food waste happens at every stage — from farm to fork. Food is lost during harvesting, transport, storage, and also wasted by supermarkets, restaurants, and households.
3. Wasting food also wastes resources. Throwing away food means wasting the water, land, energy, and labor used to produce it — and it contributes to climate change through methane emissions in landfills.
4. Young people have the power to change this. By making smart choices at school and at home, students can help reduce food waste and spread awareness.

What we can do to help

- Reducing food waste helps end hunger.
- It saves money and natural resources.
- It reduces greenhouse gas emissions.
- It supports a more sustainable future.

Students of 1st EPAL Nafpaktou made use of fruit and vegetable leftovers so to prepare vegetable cubes to be used for soups, pickled vegetables, tomato sauce, and jams but also pieces of art through expired products.





We started our lesson by asking students:

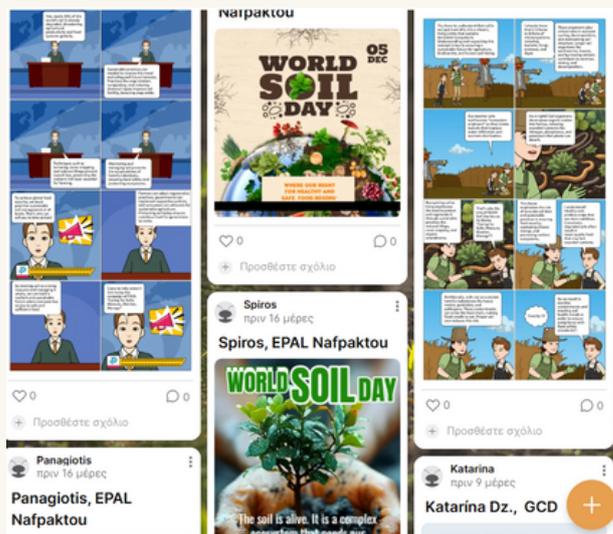
## Did you know?

- It can take up to 1 000 years to produce just 2-3 cm of soil.
- Up to 58% more food could be produced through sustainable soil management.
- Agricultural production will have to increase by 60% to meet the global food demand in 2050.

b) by presenting a video entitled “Let’s talk about soil” (<https://youtu.be/invUp0SX49g>)

Then we informed them that the annual topic is **“Caring for soils: measure, monitor, manage”**, explaining that our planet’s survival depends on the precious link with soil as over 95 percent of our food comes from soils but in the face of climate change and human activity, our soils are being degraded.

We also explained them that erosion disrupts the natural balance, reducing water infiltration and availability for all forms of life, and decreasing the level of vitamins and nutrients in food.



We closed our discussions, concluding that sustainable soil management practices, such as minimum tillage, crop rotation, organic matter addition, and cover cropping, improve soil health, reduce erosion and pollution, and enhance water infiltration and storage. These practices also preserve soil biodiversity, improve fertility, and contribute to carbon sequestration, playing a crucial role in the fight against climate change.

Then students were asked to make a research and collect info regarding the annual topic so to design material for a campaign, and upload them to a padlet.

# World Environment Day



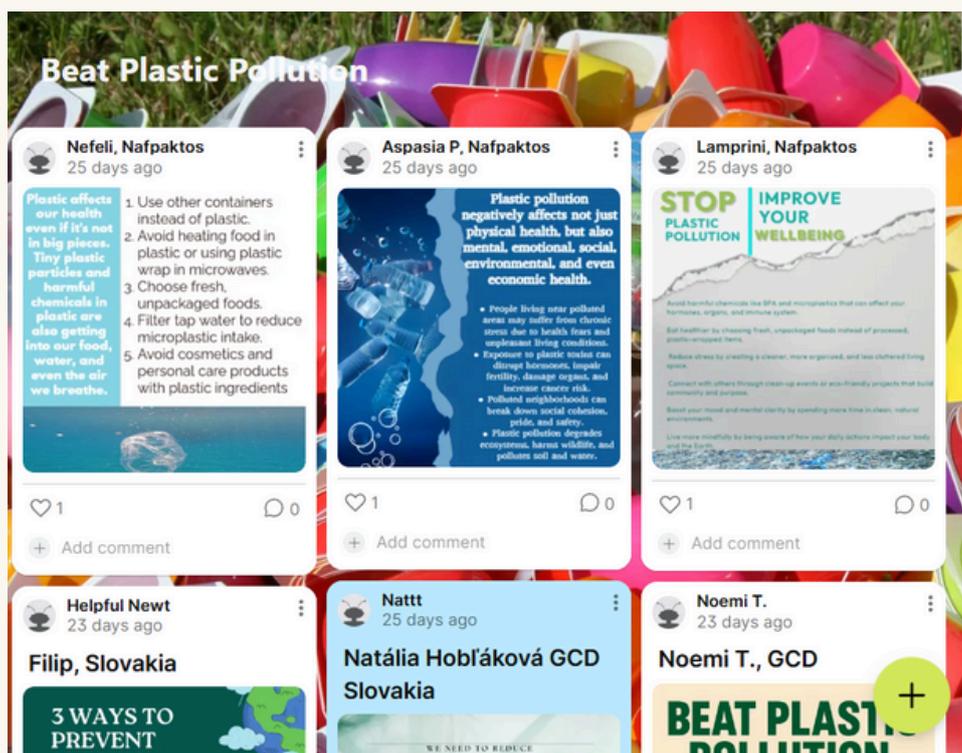
World Environment Day is celebrated every year on June 5. It was established by the United Nations in 1972 and is the biggest international day for the environment.

## Purpose of World Environment Day

- To raise awareness about **environmental issues** such as pollution, climate change, deforestation, and biodiversity loss.
- To encourage **global action** for the protection and restoration of the environment.
- To promote **sustainable practices** among individuals, communities, businesses, and governments.

As we celebrate World Environment Day 2025 with the theme “Beat Plastic Pollution,” we invite all students to get creative and use their talents to make a difference! Whether it’s through artwork, recycled crafts, short videos, poems, or posters, your creations can help raise awareness and inspire others to protect our planet.

Use your voice and imagination to show how reducing plastic can lead to a healthier world — for both people and nature.





## Health And Wellbeing, Vranov nad Topľou, Slovakia

The planned activity entitled Health And Wellbeing took place between 2 December 2024 and 6 December 2024 with the participation of all project partners from Nafpaktos, Belgrade and Palermo. The first day of the activity was the travelling day and we were more than happy to welcome our partners in our town. We, the partners, decided to follow the student hosting pattern so the participating students were hosted by Slovak families. Teachers were accommodated at the local hotel to keep the spirit of close collaboration.

Activities were divided in two main areas:

1. healthy nutrition and diets popular among students (find out which of them are the most popular and what students know about them, myths related to them and spreading true facts about them),
2. Finding ways to mental well-being in relation to nutrition (food and drinks) available and/or provided by the school canteen. Suggesting after-school activities within the school or outdoors to improve mental comfort which, if utilized well, may lead to better performance at school.

On Tuesday the activity started with the welcome ceremony at the school teachers' lounge and after the welcome speech by the director of the school, PhDr. Zuzana Dragulová, PhD. we continued with ice-breaking activities in the school canteen organized in mixed transnational teams. During the ice-breakers the teachers took a guided tour of Gymnázium C. Daxnera, attended a few lessons and exchanged information about a variety of educational practices in our countries. After the tour participants gathered in the staff room again for the presentation of students scientific research – Filip Záhorák and Frederika Ondiszová presented their results of their student paper on cholesterol and lowering the levels of cholesterol in blood by means of herbal tea mixture prepared in cooperation with professor Beata Hubková, a professor at the Medical Faculty of University of Pavol Jozef Šafárik in Košice. The follow-up quiz on the presentation showed that the audience listened carefully.

After the presentation, students did a small research themselves. As formerly grouped for ice-breaking activities their task was to collaborate in the teams to study the most popular diets (keto diet, paleo diet, fasting diet, vegan/vegetarian diet, low-carb diet and mediterranean diet) focusing mainly on myths and misinformation related to them. The teams then presented their findings in front of the others. The aim of this task was to make students aware of the need to search for correct information, collect it from various sources and evaluate it critically. By working in groups we aimed to support collaborative spirit across the countries, develop social and communication skills, particularly in foreign language and, of course, improve their ICT skills as well. In the end the teams also had to prepare a questionnaire for other teams and evaluate together what they have learned. By teaching each other, students are supposed to achieve higher level of engagement and willingness to learn, which was the method applied as part of this task.

After the lunch break, students continued to work in teams again, this time studying the school canteen menu producing feedback and recommendations as if being nutritionists. In the evening, the program continued with a visit to a nearby town of Prešov, where the guests had a chance to experience pre-Christmas atmosphere at the open air market with cultural events in High Street. When planning activities beforehand, we paid attention to sequencing all activities in the way that started with involvement, providing informational background, utilizing the collected material and evaluation based on critical thinking. The cultural event provided a welcomed bonus bringing relaxation and excitement of the new with a little insight into everyday reality of the hosting country.

The next day of the activity focused on mental health with the expertise provided by association called Liga za duševné zdravie, INTEGRA n.o. (<https://www.integradz.sk/>) with their educational program for schools - Šialený? No a! (<https://sialeny-no-a.sk/>) This international organization is based in Germany and specializes on supporting mentally disadvantaged people or people with some mental issues to integrate in the society more easily and effectively. Our school has developed closer cooperation with this association on a regular basis and takes advantage of using the service of experts in this area. Their programme for schools focuses on improving relationships among students in each class and teaches them tolerance and mutual understanding for people with different abilities.

This time we were divided in two groups – one involved teachers and the other only students. Teachers took part in interactive presentation given by the director of the branch in Michalovce, Ms M. Hurová describing the work of this NGO alongside with particular examples and cases from real life. After the presentation teachers continued with Ms Hurová in a discussion about the challenges they have to face when it comes to dealing with students with various forms of mental issues. Students worked separately with other supervisors from the NGO, one of them being mentally disadvantaged. The students did not know about it and they were about to discover that in the end of activities so that they will understand the fact that mentally disadvantaged people can be fully integrated in society and become valuable members of the society. The particular activities involved describing their emotions, feelings and mental condition which they had to express through emojis. The follow-up activities were based on group or team work in which they had to collaborate in creating a poster. In the end the 3-hour session, one of the supervisors with mental issues presented her story and the students had a chance to interact and react to this surprising fact. The particular activities aimed to make young people aware of their own attitude and possible prejudice that mentally disadvantaged people have to deal with every day. After the break for lunch and processing the experience inside their souls, the programme continued with two workshops focusing on dealing with disinformation and misinformation on the Internet and subsequently one about mental health and well-being at school. The workshop concerning online threats was led by Vladimír Šnidl, a journalist of the respected daily newspaper Denník N, who specializes in social media and threats related to them. During his interactive presentation Mr Šnidl talked about the mechanisms used by social media, how they work and how they can influence young people in terms of their opinions, preferences, beliefs or values. He used the example of the social networks most popular with young people.

Afterwards, the educational part of the activity continued with the school psychologist workshop, during which Mrs. Silvia Frištková first presenting the subject of wellbeing at school and school environment and the corresponding interrelated effects. At the end of the presentation students did a common activity prepared by the psychologist aimed to make students aware of direct influence of overall wellbeing on their academic performance.

The educational part of the day concluded with the presentations of the students' work that they had prepared before the mobility according to the prearrangements agreed online by the coordinators. The topics were assigned to teams of students representing each participating school and they were related to variety of awareness days celebrations – the World AIDS Day by the Italian team, soil protection by the Greek team, human rights concept by the Slovak team to the challenges at the school environment presented as a short drama performance prepared by the Serbian team of students. The programme was designed to cover the most important topics and subjects related to the project and provided different angles from which the issue of health at schools can be perceived while still providing time for intercultural exchange, socializing and creating closer relationships across the different backgrounds.

The subsequent activity on the next day followed the content and objectives of the project and we focused on enhancing and improving computer skills, communication skills and critical thinking experience. The point of the following activity was to learn to work with a new web tool/application according to instructions given by a student and develop effective collaboration within the transnational teams to come up with a plan and map of out-of-school outdoor activities which are supposed to help students relax and gain the desired balance of mental and physical health.

The task for the mixed groups of students was to use the application TravelMap and produce a map showing various places around the vicinity of each school in partner countries, mark the outdoor facilities, add pictures or videos and comments related to the facility. In the end, students presented their maps and in turns described the facilities they chose giving explanations why they chose the particular places. The aim of this activity was to understand and realize the fact that students do not really need to travel to some specialized facility and potentially spend time and money on something that can be easily replaced with the valuable and effective equivalent.

The activity thus focused on developing ICT skills by using web 2.0 tools and other applications by carrying out tasks related to the project topic. The students remained in mixed groups and the task included utilizing the knowledge of outdoor facilities within the area of participating towns.

The tasks requirements were based on mutual communication, exchange of knowledge in a foreign language and the need to involve personal and interpersonal skills in creating the common outcome. To be more exact, students' task was to create a small map of outdoor facilities within their home area which can be used by students to improve their mental wellbeing and overall health in general. When finished, students were to take turns in presentations and explain their choices. Suggesting after-school activities within the school or outdoors to improve mental comfort which, if utilized well, may lead to better performance at school was the main focus of the activity.

Link to our results at the meeting related to diet myths and travel maps: <https://padlet.com/erasmushealthschools2024/vranov-activity-th55b40gmny7zgjg>

After the presentations and the lunch break, the programme schedule continued with critical thinking workshop in the Museum Of Victims Of Communism in Košice so after the transport to the city, we took part in a guided tour and the subsequent workshop within the amenities of the museum. The aim and expected impact of the workshop is to make students understand how important it is to use your political rights wisely and responsibly in the context of their future. Communism, being an ideology generally considered as one of oppressing democracy and freedom, is presented through lives of individual people and their stories present an insight into everyday lives affected by the political system.

The students who were all born into democratic systems have a chance to see how life can change if we do not evaluate political opinions, campaigns and propaganda critically and without thinking about possible consequences. During the workshop students could experience, at least for a while, what the fight for freedom was like by reading the current news, exploring the ways of spreading opposing political views and discussing the questions of freedom in totalitarian regime with the guides of the museum and also us, the teachers.

The time of the activity, which was close to Christmas, gave way to intercultural exchange related to the holiday season celebrated all around the world in its local varieties and modifications. It is always a good idea to provide an insight into authentic everyday life events and we took advantage of a music performance in the High Street in Košice, tasting local food sold in small stands and kiosks and enjoying the unique atmosphere of pre-Christmas period.

The days of our activity were intentionally set in this period of the year and despite some disadvantages that adverse weather conditions might bring, we believe the benefits outweighed the little discomfort. This kind of intercultural exchange is one of the aspects of Erasmus mobilities that will stay in the memory for a long time and helps mutual understanding and cooperation in a significant way.

The last day of our activity was dedicated to getting to know other parts of our country, learning about its natural beauties and gaining new information about Slovakia. As agreed previously, after the closing ceremony with certificate awarding we decided to go on a trip to the High Tatras and visit Chodník korunami stromov at Bachledova dolina. The weather conditions on that particular day were truly winter-like, which surprised our guests, especially from Palermo, who, some of them experienced this kind of weather with snowing and cold wind for the first time. Overall, it was an experience of another kind after so much hard work during the working time of the activity. The visit to the national park and enjoying this unique place definitely left everyone with positive impressions and energy as we learned from the feedback in conversations and sharing our common experience.

Link to the video summary of the activity in Vranov, Slovakia:

<https://www.facebook.com/share/v/16AvJAHZ9d/>



# World Cancer Day



World Cancer Day is an international event observed on February 4th each year to raise awareness about cancer, encourage its prevention, detection, and treatment, and to show support for those affected by cancer worldwide, reducing the stigma associated with cancer, supporting patients and caregivers, advocating for better cancer care, and work towards a world without cancer.

This Day provides an opportunity to educate the public about the importance of leading a healthy lifestyle, including maintaining a balanced diet, engaging in regular physical activity, avoiding tobacco and excessive alcohol consumption, and protecting oneself from environmental carcinogens.

Thus, we encourage you to take part in the annual campaign for 2024, with the slogan "Close the care gap", and the call to unite our voices and take action.

Slovak school GCD prepared a leaflet about World Cancer Day which was presented at the online meeting on 14 February 2024:

**Why is World Cancer Day celebrated?**

- Purpose of celebrating this day is to reduce the number of cancer patients and to reduce the death rate causing due to it.
- Make people aware of how to identify the symptoms of cancer.
- Educate people, as well as to prepare government and non-governmental organizations to help in fighting this deadly disease all over the world.
- Reduce misconceptions about cancer and to help people in getting the right information about it.

**Disinformation**

There are several myths related to this disease as people behave with cancer patients untouchable, they think that if people will live with cancer patients they will also get cancer. This day is celebrated to remove these kinds of social myths. Therefore, people must know how and what type of treatment is given to cancer patients. Cancer people have all the right to live like normal people and they must feel self-respect and should get a normal environment in their home and society.

**Cancer is a collection of diseases in which uncontrolled growth of cells starts, due to which trillion of cells is formed. As we know that human cells grow and divide to form new cells as per the requirement of the body. When cells become old or damaged, they die and new cells take their place. But in cancer, it does not happen. When in a body, cancer develops, cells become abnormal, old cells instead of dying, survive and when there is no need for new cells, they also developed. These extra cells divide and divide and grow**

**Causes of cancer**

- Genetics
- Smoking
- Drinking alcohol
- Side effects of medicines
- Overweight
- Infection and inflammation
- Non-nutritious diet
- Tobacco Chewing
- Not doing exercise ... etc

**Symptoms of Cancer**

- Sore throat
- Frequent coughing
- While eating difficulty in swallowing
- Uncontrolled lump of any kind in the body
- Flow of water or blood from any part of the body
- Moles growth increases and changes its colour
- No long-term recovery of any wound
- Loss of appetite
- Losing or gaining weight without any reason
- Feeling of tiredness or laziness all the time
- Difficulty or painful urination...etc.

**World Cancer Day**  
FEBRUARY 4<sup>TH</sup>

**Normal Cells** vs **Cancer Cells**

**Illustration:** A doctor in a blue coat and green cap is hugging a patient in a pink shirt. The patient has a heart symbol on their chest.

The theme of World Cancer Day 2025-2027, "United by One", puts people at the centre of concern and explores new ways to make a difference.

To mark this day, we formed three international teams of students. The teams were tasked with exploring one of the themes that connect the Mediterranean diet and cancer prevention.

The theme of TEAM 1 was: Types of Cancers That the Mediterranean Diet Can Help Prevent

The theme of TEAM 2 was: Components of the Mediterranean Diet Associated with Cancer Prevention

And the theme of TEAM 3 was: Scientific Studies Supporting the Link Between the Mediterranean Diet and Cancer Prevention

The teams posted their findings in the corresponding Padlet.



# World Diabetes Day



What is World Diabetes Day?

**World Diabetes Day** is observed every year on November 14. It was created by the International Diabetes Federation (IDF) and the World Health Organization (WHO) to raise awareness about diabetes, a chronic disease affecting millions of people around the world.

The date marks the birthday of Sir Frederick Banting, one of the discoverers of insulin in 1921.

What is diabetes?

**Diabetes** is a condition where the body cannot properly use or produce insulin, a hormone that controls blood sugar levels.

There are different types of diabetes:

- Type 1: The body does not produce insulin (often begins in childhood or adolescence).
- Type 2: The body doesn't use insulin well (can develop at any age, often linked to lifestyle).
- Gestational diabetes: Occurs during pregnancy.

Diabetes is serious, but manageable. With proper care, healthy food choices, regular activity, and medication if needed, people with diabetes can live long, healthy lives. Healthy habits help prevent Type 2 diabetes. Eating nutritious foods, exercising regularly, avoiding sugary drinks, and maintaining a healthy weight all help reduce the risk.

Over 500 million people worldwide live with diabetes. Many people don't know they have it — awareness and early diagnosis are key.

Learning about diabetes encourages empathy, health awareness, and healthy living for everyone.

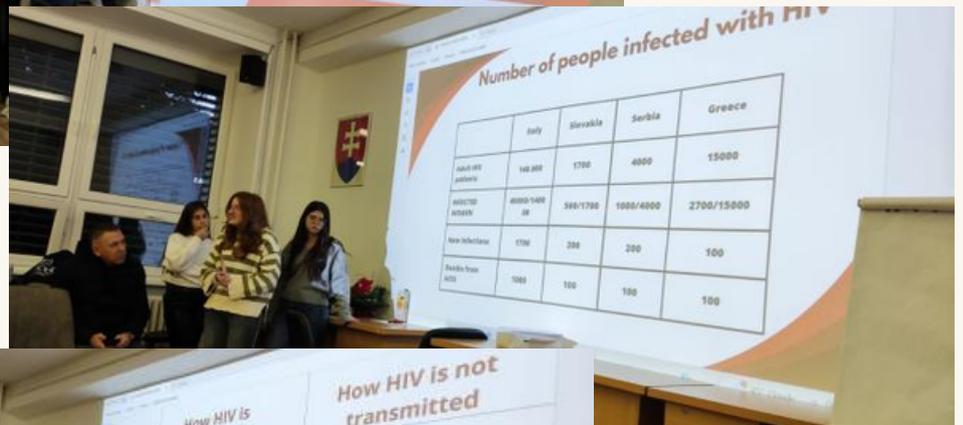


# World AIDS Day



World AIDS Day serves as an important reminder that we must remain steadfast in our commitment to prevent new HIV infections and provide essential services to all people living with HIV globally. The first World AIDS Day took place in 1988, providing a platform to raise awareness about HIV and AIDS and honor the lives affected by the epidemic. There has been significant progress in addressing HIV and AIDS thanks to advancements in medical research, increased access to treatment and prevention, and a broader understanding of the virus.

In our project, as part of awareness days celebrations, our students from Palermo prepared a presentation and presented it during our mobility meeting in Vranov nad Topľou in the first week of December 2024. They talked about the causes, diseases related to AIDS, prevention and treatment of this potentially deadly disease, which may lead to death if not treated or ignored. They also talked about the stigma that usually comes along the disease and myths and facts that will help us understand and deal with this issue responsibly and without any prejudice.



# World No Tobacco Day



World No Tobacco Day 2024: protecting children from tobacco industry interference. 31 May is the World No Tobacco Day (WNTD). This year, once again, WHO and public health champions from across the globe will come together to raise awareness about the harmful influences of the tobacco industry on youth. Attached is a link to a presentation edited by a teacher from the 1st EPAL Nafpaktos, which was used at celebrations held at the school:  
<https://view.genially.com/680c0686912e790ca850e94b>



Based on the presentation, students posted their awesome work, designed using any Web 2.00 tool, to spread awareness about this day on Padlet:  
<https://padlet.com/erasmushealthschools2024/no-tobacco-day-aq3p2cd5qow1oiv1/slideshow>



## Workshop "No filter needed: the real face of e-cigarettes and energy drinks"

Two workshops were held on 29. April 2025 and 14. May 2025 at our school. The experts who presented this topic were Prof. dr. Danijela Đukić-Ćosić and Assistant. dr. Katarina Baralić, University of Belgrade, Faculty of Pharmacy, Department of Toxicology "Akademik Danilo Soldatović", Serbia.

Our dear colleagues from the Faculty of Pharmacy gave an interesting lecture on the harmfulness of e-cigarettes and energy drinks. The lecture attracted the attention of a large number of students who, after the lecture, had the opportunity to talk to the experts about their dilemmas, doubts or misconceptions about e-cigarettes and energy drinks.



April 29, 2025



May 14, 2025





# Social Wellbeing and Inclusion

In modern society, the concepts of social well-being and inclusion have become fundamental pillars on which every community's development rests. Social well-being is not only about the absence of poverty or basic existential security; it refers to the overall quality of life of individuals, families, and communities. Inclusion means actively involving all social groups in social, economic, and cultural processes.

## **What Does Social Well-being Mean?**

Social well-being represents a state where people have access to basic needs such as food, housing, healthcare, and education, as well as opportunities to realize their personal and social potentials. It is a concept that encompasses economic prosperity but also emotional and mental health, safety, stability, and social connections. A society aiming for social well-being provides chances for every member to live with dignity and to develop according to their abilities.

## **The Role of Inclusion in Building Society**

Inclusion is an active process of removing barriers that prevent certain groups from fully participating in social life. These groups often include people with disabilities, minorities, the poor, the elderly, or other marginalized populations. The real goal of inclusion is to create a society where differences are not obstacles but sources of strength and richness for the community.

Only an inclusive society can ensure that every individual has equal opportunities for education, employment, healthcare, and social engagement. Inclusive policies and programs reduce social inequalities, contributing to greater social peace and stability.

## **Challenges and Obstacles**

Although social well-being and inclusion are ideals we all strive for, practice shows that achieving these values is often hindered by various social, economic, and political challenges. Inequality in wealth distribution, lack of adequate social services, discrimination, and stereotypes remain major factors preventing equality and inclusion.

Additionally, the rapid pace of technological and economic change brings new challenges, such as the digital divide, which further distances vulnerable groups from full participation in society.



## **Why Is Investing in Social Well-being and Inclusion Important?**

Investing in social well-being and inclusion brings multiple benefits—not only to individuals but to society as a whole. Societies with higher levels of social well-being enjoy better public health, lower crime rates, stronger economic growth, and greater social cohesion. Inclusive societies are more resilient in crises because they are better prepared to meet the needs of all their members.

Moreover, inclusion fosters diversity of ideas and creativity, which are key to innovation and sustainable development. When everyone has the opportunity to contribute, society becomes richer and more resilient.

## **How to Achieve Social Well-being and Inclusion?**

Achieving these goals requires coordinated cooperation between governments, local communities, civil society, and the private sector. Policies need to:

- Ensure access to quality education and healthcare for all.
- Develop employment programs targeting marginalized groups.
- Invest in social infrastructure and family support.
- Combat discrimination and promote human rights.
- Encourage citizen participation in decision-making.

## **Goals of social welfare and inclusion:**

1. Ensure the basic needs of life — Access to food, housing, health care and education for all citizens.
2. Increase the quality of life — Creating conditions for a healthy, safe and dignified life.
3. Reduce social inequalities — Fight against poverty, discrimination and marginalization.
4. Foster social cohesion — Strengthening trust and solidarity among different social groups.
5. Promote equality and inclusion — Provide everyone with equal access to social, economic and cultural opportunities.
6. Support active participation of citizens — Involvement of all layers of society in decision-making and social life.
7. Improve societal resilience — Preparing for effective crisis resolution through support for vulnerable groups.

### **Tasks to achieve goals**

- Developing and implementing inclusive policies — Creating laws and programs that remove barriers for marginalized groups.
- Provision of social services — Provision of accessible and quality health care, education and social assistance services.
- Education and raising awareness — Informing society about the importance of inclusion and combating prejudice.
- Improving the labor market — Creating employment opportunities for people from vulnerable groups.
- Support to local communities — Strengthening the capacity of communities to provide assistance and support to their members.
- Monitoring and evaluation — Regular monitoring of the state of social welfare and inclusion and adjustment of measures.
- Encouraging cooperation — Establishing partnerships between government, civil society, the private sector and international organizations.

### **Conclusion**

Social well-being and inclusion are not only moral imperatives but practical necessities for any society that aims to be stable, just, and progressive. By creating an environment where everyone has the opportunity to live with dignity and contribute to the community, we build the foundation for a better tomorrow. We must never forget—the true strength of society lies in its ability to include all its members, without exception.

# International Day of Women and Girls in Science



The International Day of Women and Girls in Science is celebrated on February 11 every year since 2016. This observance was adopted by the United Nations General Assembly to promote the full and equal access and participation of women in the fields of science, technology, engineering and mathematics (STEM).

The International Day of Women and Girls in Science is implemented every year by UNESCO in cooperation with UN Women. Both organizations work with national governments, intergovernmental organizations, civil society partners, universities and corporations to achieve the common goal of promoting the role of women and girls in scientific fields and celebrating those who are already successful in this field.

<https://www.womeninscienceday.org/>

As part of this activity, students had the task of writing the name and surname of a woman scientist (year of birth and death) of their choice. Also, they had to write a few sentences about the chosen scientist: In which country did she live and work? What science did she study? In which field of science did she make the greatest contribution?

The students published their work on the following link on the Linoit application.

<http://linoit.com/users/sekaalhemicarka/canvases/Women%20and%20Girls%20in%20Science>

The canvas displays several student-created cards for scientists:

- Helena Kandarová (1977-present):** A Slovak toxicologist, the only one of her kind in... (Download 3.79KB)
- Helena Kandarová (1977-present):** She's a Slovak toxicologist, the only one of her kind in...
- Thanasis A, 1st EPAL Nafpaktou, Greece:** (No text visible)
- Dr. Margaret [Name obscured]:** an accomplished pediatrician and psychiatrist specializing as a psychoanalyst. She spent her career wanting to help children heal, later focusing on children's mental health.
- Margaret Elaine Hamilton:** born on August 17, 1936 in Peoli, Indiana. She is a computer scientist, systems and software engineer and entrepreneur, and she is among the most important personalities in the field. Thanks to her Apollo 11 was able to make its trip to the Moon, while, as an engineer, she led the team that programmed the Apollo 11 code.
- Irene Joliot-Curie (1897-1956):** daughter of Marie Curie, French chemist and physicist. Winner of the Nobel Prize for Chemistry in 1935. Sofija I., Serbia
- Antonia Trichopoulou:** born in 1938 in Greece. She is a nutrition epidemiologist specializing in the impact of the Mediterranean diet on health. It has been described as "the mother of the Mediterranean diet". She has published more than 900 scientific papers and was president of the Federation of European Nutrition Societies (FENS). She developed the MedDiet Score, a questionnaire regarding adherence to the Mediterranean Diet.
- Evi Sf, Greece:** (No text visible)
- Dr. El [Name obscured]:** of medical oncology. Having joined The Royal Marsden and The Institute of Cancer Research in 1955, she helped establish The Royal Marsden's Sarcoma Unit in the 1970s, which offered a specialised multi-disciplinary team to care for people with cancer – a rare concept at the time. She was also a key player in establishing some of the most widely used chemotherapy drugs.

### "The Collection of Greats of Serbian Chemistry" - Faculty of Chemistry

Students from Hemijsko-prehrambena tehnološka škola, visited the Faculty of Chemistry and toured the Collection of Greats of Serbian Chemistry. The Collection of Greats of Serbian Chemistry, a museum collection of the University of Belgrade - Faculty of Chemistry, is dedicated to preserving the university's heritage in the field of chemistry. It specializes in the assessment and exhibition of cultural heritage in the field of chemistry, the scientific development of chemistry and the display of chemistry teaching aids.

During this visit, students had the opportunity to learn about the status, position, and number of women in science working within the Faculty of Chemistry.





# Digital Wellbeing and Screen Time Management

The digital revolution has transformed the way we live and study, bringing screens to the center of our daily lives. Technology allows us to access information, communicate in real time and simplify tasks that once took days. However, time spent in front of screens can have negative impacts, affecting our mental, physical and social well-being. This is why conscious management of digital time has become a key element to maintaining a healthy balance in our lives. In fact, spending too many hours in front of a screen has well-documented effects: eye strain, insomnia, stress and even anxiety and depression are among the most common problems associated with excessive use; furthermore, recent studies have confirmed that spending too much time in front of screens reduces the ability to concentrate and worsens the quality of social interactions, highlighting the need for effective management of time in front of the screen.

What can we do to manage the time we spend in front of a screen? The first thing is to identify and reduce the moments in which we browse without a real need, that is, checking social media for no reason, browsing websites without a defined purpose or updating emails compulsively, in short the so-called dead times. This is important because in this way we can replace these moments with more constructive activities. To identify "dead times" we can monitor the time spent on each app or site using the apps that many devices have that offer statistics on usage time and that can help us better understand our habits. Once analyzed, we set daily goals to progressively reduce the use of superfluous apps.

Another important step is to eliminate digital distractions. Constant notifications, sounds and vibrations often keep us anchored to the screen, interrupting activities that could be done more efficiently and with less stress. Reducing or disabling notifications for less important applications can make the difference.

Setting a daily limit for the time spent in front of the screen is an effective strategy to keep digital use under control.

Screen time management is a matter of habit. Cultivating a healthy relationship with digital devices means establishing rules and routines that allow you to use them in a balanced way.

A good practice is to establish “digital breaks” during the day: moments in which to step away from the screen, stretch, or simply take a minute off.

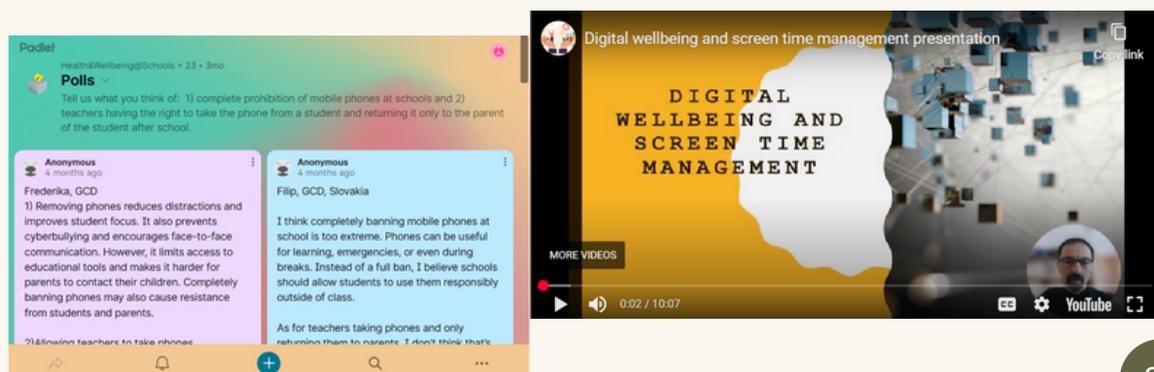
Balancing digital time with non-digital activities is essential to maintaining overall well-being. Activities such as reading a book, taking a walk, cooking, or engaging in a manual hobby are excellent alternatives to the screen, which allow you to disconnect your mind and recharge your batteries.

One way to limit screen time is to designate an area of the house as a “screen-free zone.” This could be the bedroom, the living room, or a specific area dedicated to relaxation. Limiting the use of devices in certain places creates a sense of separation and promotes relaxation.

Here is a brief summary of what has been said so far in a clear infographics:



Starting with these details and a video presentation so to play a Kahoot quiz based on it about digital well-being and screen time management. You can watch the video presentation via the link: <https://youtu.be/03vvVZbLbCE>. Students were tasked with expressing their opinions on school-related cell phone issues in Padlet (<https://padlet.com/erasmushealthschools2024/polls-qs81Ingneh0h1zs/slideshow>).



# Safer Internet Day



Safer Internet Day serves as a reminder of the shared responsibility we have to make the internet a safer and more enjoyable place for all users, regardless of age, background, or location.

The day encourages collaboration among various stakeholders, including government agencies, schools, businesses, and non-profit organizations, to address online safety issues collectively. It fosters partnerships and initiatives aimed at creating a safer and more inclusive internet for everyone.

As our project will be implemented mainly online we'll take part on this celebration campaign, promoting positive online behavior, such as kindness, respect, and digital citizenship, and emphasizing the importance of creating a positive online culture where everyone feels safe, respected, and valued. Additionally, Safer Internet Day is closely linked to one of our topics: well-being in several ways:

1. **Mental and Emotional Health:** The internet plays a significant role in people's daily lives, impacting their mental and emotional well-being. Safer Internet Day promotes positive online experiences and teaches individuals how to navigate digital spaces safely, reducing the risk of online harassment, cyberbullying, and other negative encounters that can harm mental health.
2. **Sense of Security:** By promoting online safety practices and raising awareness about potential online threats, Safer Internet Day helps individuals feel more secure and confident in their online interactions. Feeling safe and protected online contributes to overall well-being and peace of mind.
3. **Healthy Relationships:** Safer Internet Day emphasizes the importance of building healthy and respectful relationships online. It educates individuals about appropriate online behavior, including how to communicate respectfully, resolve conflicts peacefully, and maintain positive relationships in digital environments. Positive online relationships can enhance social well-being and foster a sense of belonging and connection.
4. **Empowerment and Control:** Safer Internet Day empowers individuals to take control of their online experiences and make informed choices about their digital interactions. By learning about privacy settings, security measures, and online etiquette, people can better protect themselves from potential risks and maintain a sense of control over their online lives, which positively impacts their overall well-being.

5. Digital Literacy and Resilience: Participating in Safer Internet Day activities promotes digital literacy skills and resilience in the face of online challenges. By equipping individuals with the knowledge and skills to critically evaluate online content, identify misinformation, and respond effectively to online threats, Safer Internet Day helps build resilience and confidence in navigating the digital world, contributing to overall well-being.

To mark Safer Internet Day, a team of teachers from the 1st EPAL Nafpakt have created an escape game that you can play via the link below.

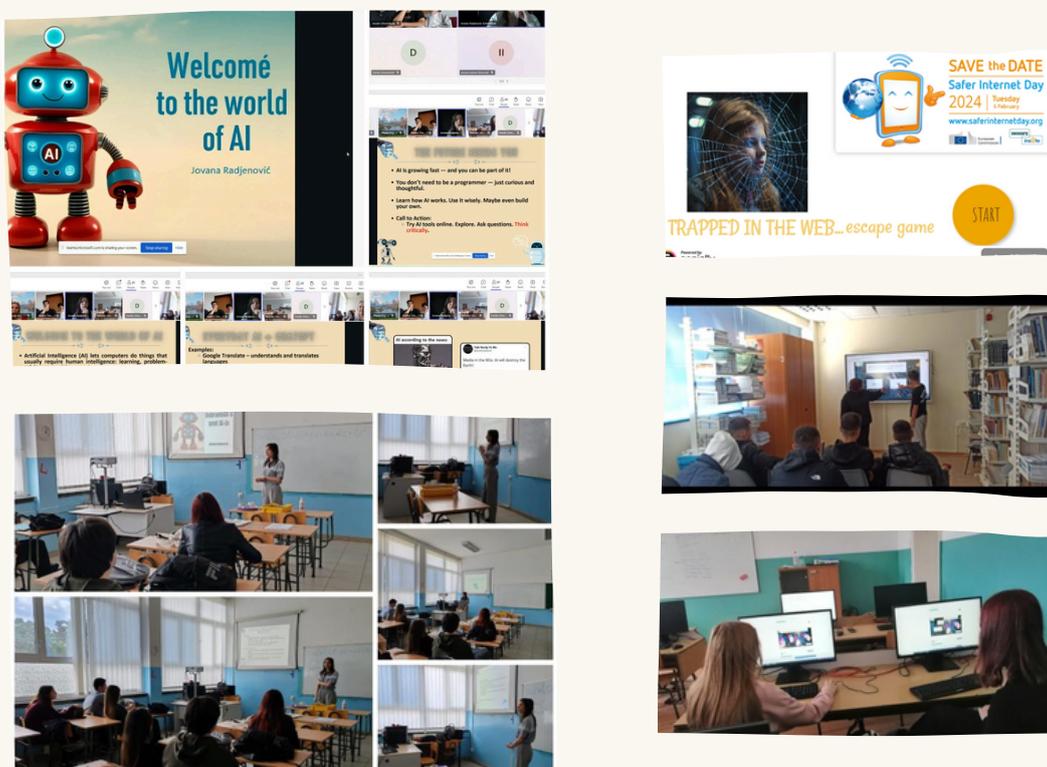
<https://view.genially.com/65c0005e8d7f890014c8ba22>

In a workshop titled "Welcome to the World of Artificial Intelligence", MSc Jovana Radjenović, Teaching Assistants at the Faculty of Mining and Geology, University of Belgrade, Department of Applied Mathematics and Informatics, talked to students about the good and bad sides of artificial intelligence.

The workshop "Welcome to the World of AI" was held on May 14, 2025 in an online format and on May 27, 2025 face to face.

Artificial Intelligence (AI) lets computers do things that usually require human intelligence: learning, problem solving, recognizing speech or images. It's not magic — it's data + math + smart code. AI is already part of your everyday life: phones, apps, even your classroom

The term 'Artificial Intelligence' was first used in 1956.





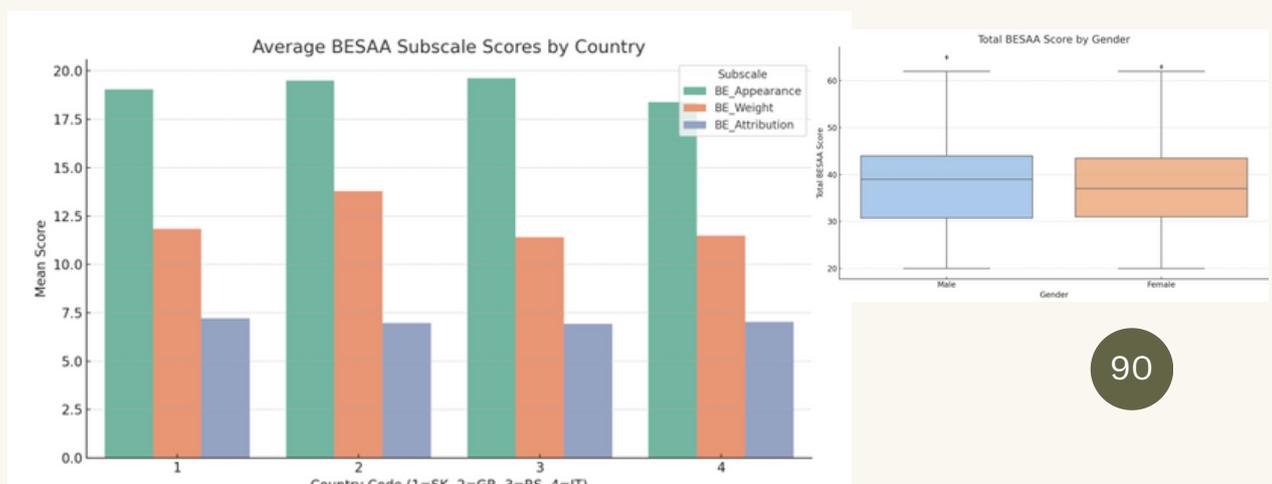
# Surveys' results

Descriptive statistics, Pearson correlations, and subgroup comparisons (gender, country) were computed.

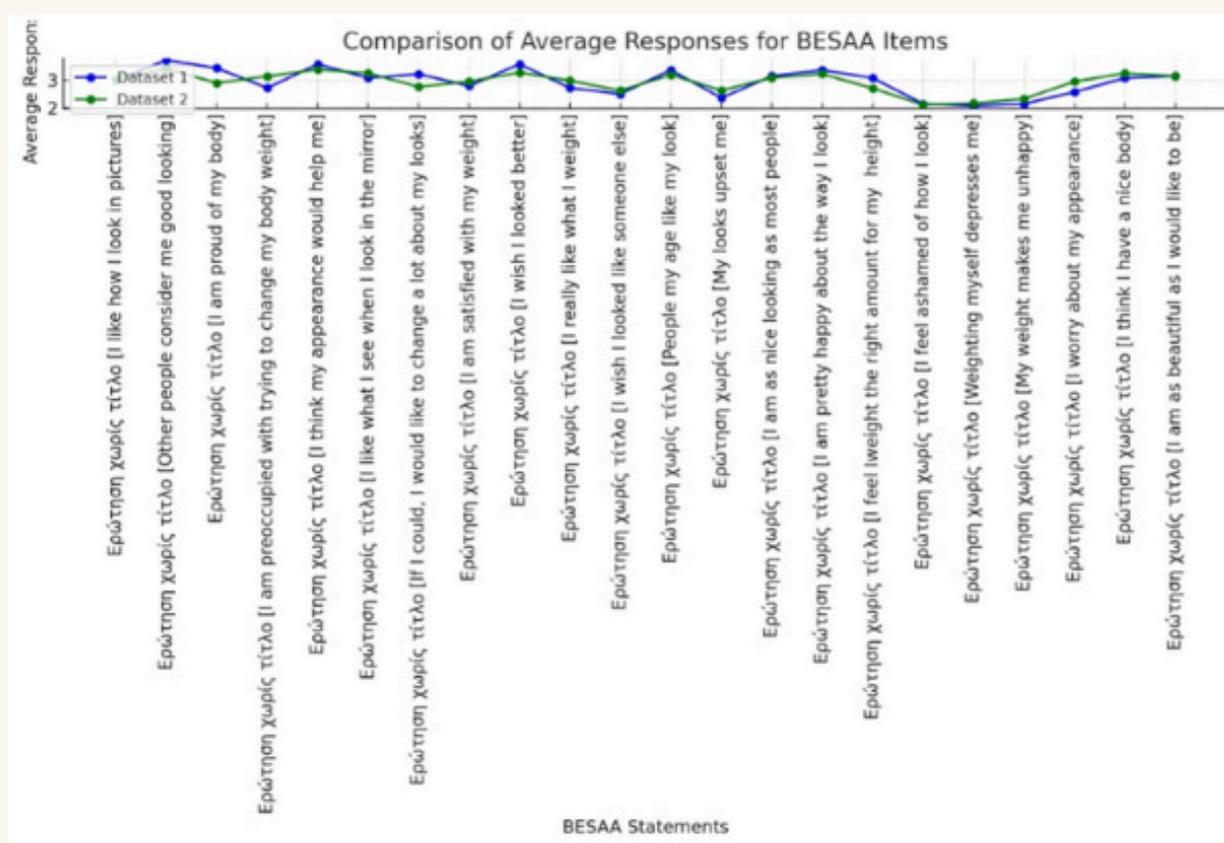
Descriptive statistics revealed that in The Body Esteem Scale for Adolescents and Adults (BESAA) analysis, Greek and Italian participants exhibited higher average body esteem scores than Slovak and Serbian participants, particularly in the Appearance subscale. The analysis showed strong positive correlations among all BESAA subscales (Appearance, Weight, Attribution) and the total score, indicating high internal consistency. For example, in most demographic groups, the correlation between BE\_Appearance and BE\_Total exceeded  $r = 0.85$ . Gender differences were observed: females consistently reported higher scores across all subscales.

Country	Gender	BE_Appearance			BE_Weight			BE_Attribution			BE_Total		
		count	mean	std	count	mean	std	count	mean	std	count	mean	std
Slovakia	Female	44	19.04545	3.147199	44	12.20455	5.5931	44	7.522727	3.151143	44	38.77273	9.714204
	Male	57	19.05263	3.372266	57	11.54386	4.75496	57	6.982456	3.014792	57	37.57895	8.785027
Greece	Female	43	19.55814	3.002398	43	14.4186	5.421441	43	6.883721	3.382091	43	40.86047	9.95605
	Male	29	19.41379	3.201754	29	12.86207	4.72625	29	7.068966	2.750728	29	39.34483	7.570034
Serbia	Female	40	19.4	3.061757	40	11.8	5.831831	40	7.375	3.183994	40	38.575	9.684477
	Male	32	19.875	3.190207	32	10.90625	5.384322	32	6.375	2.848316	32	37.15625	9.211176
Italy	Female	41	18.21951	2.660002	41	11.39024	5.517599	41	7.317073	2.787822	41	36.92683	8.536364
	Male	37	18.56757	2.995743	37	11.59459	5.664016	37	6.72973	3.123821	37	36.89189	9.805848

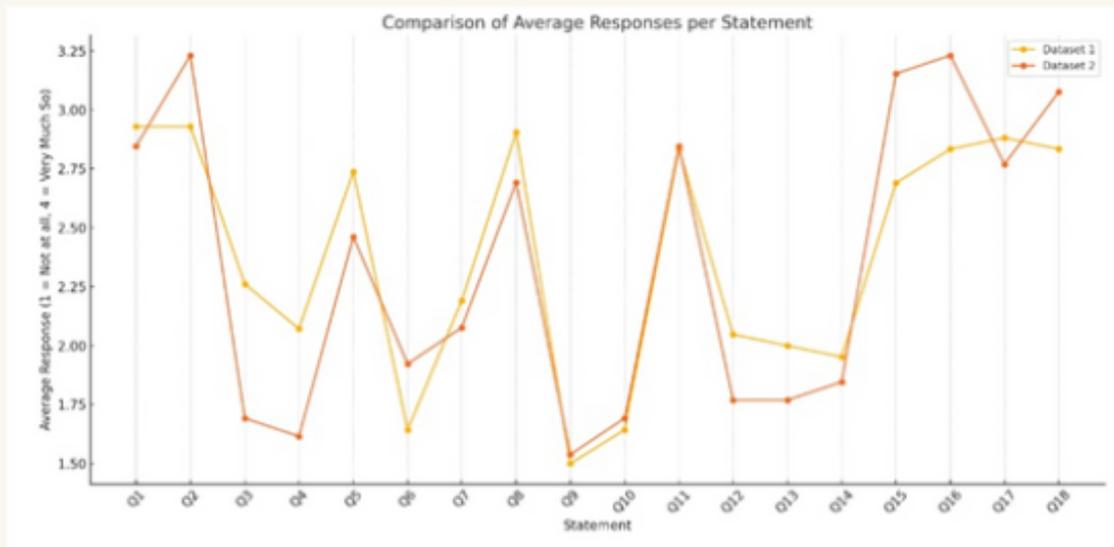
Females reported higher total scores than males across all countries. Strong positive correlations ( $r > 0.80$ ) were observed between each subscale and the total score, confirming high internal consistency. The following figures illustrate key trends by gender and country. The BESAA demonstrates strong reliability and validity across diverse cultural contexts. The findings highlight gender and cultural variations in body esteem, suggesting that psychological and educational interventions should consider sociocultural dynamics.



In the following graph is presented a comparison of average responses for individual BESAA (Body Esteem Scale for Adolescents and Adults) items between the two periods of the survey. We can observe that these follow very similar trends, indicating consistent response patterns across items. A few items show small but visible differences between the datasets. For example, "I am perceived as trying to change my body (e.g., diet, exercise)" and "I wish I looked like someone else" may show slightly more variance, suggesting possible shifts in self-perception or body comparison. Other areas show slight decline, particularly related to weight dissatisfaction or appearance-related emotions. Given the negative responses to items about shame, dissatisfaction, and perceived external pressure, more intervention programs on body image and self-esteem might be beneficial, especially if targeting those specific concerns.



Descriptive statistics show variation in STAI scores by country and gender. Females generally reported higher anxiety levels than males. The independent samples t-test revealed a statistically significant gender difference in total STAI scores. ANOVA results confirmed significant differences in anxiety levels across the four countries, suggesting that both cultural and gender factors play a role in shaping anxiety. The cultural variability in scores underlines the importance of localized approaches to mental health awareness and intervention strategies.



On the above graph is presented in comparison on STAI statements among the two phases of the survey. There's an improvement in calmness, sense of security, upset feeling, sense of jitteriness, tension, strain and emotional clarity. It also shows a slight decline on how comfortable they feel and a reduced confidence for some individuals. Descriptive analysis confirmed variation in body esteem and anxiety scores across countries and genders. However, correlation analysis revealed weak relationships between body esteem and anxiety.

By combining data from a Food Frequency Questionnaire with BESAA and STAI we explored whether eating patterns are associated with self-perception and emotional health. Although correlations are generally weak, suggesting that food frequency alone may not strongly predict anxiety or body esteem.

However, modest positive correlations were observed between some nutrient-rich foods (e.g., leafy greens, olive oil) and body esteem measures. Conversely, consumption of processed foods (e.g., chips, soft drinks) showed slight positive correlation with anxiety scores.

	BE_Total	BE_Appearance	BE_Weight	BE_Attribution	Total_STAI_Score
Rice	0.138786315	0.04362166	0.129138695	0.143958666	0.006315265
Bread	0.098368106	0.034712769	0.082992015	0.113203872	-0.009772778
Olive oil	0.08514103	0.105891463	0.062937968	0.036676697	0.027480728
Cheese	0.071282972	0.007802656	0.096974313	0.035364587	-0.005341684
Oranges	0.070576928	0.121565664	0.032733656	0.029129526	0.036355409
Butter	0.063719838	0.079283093	0.026213488	0.065776801	0.04297629
Leafy greens	0.06177638	0.091491592	0.041614494	0.01804847	0.064982187
Plant oils	0.057035583	0.028885142	0.051254936	0.050694715	0.048281067
Meat	0.056136382	-0.03676108	0.083566508	0.058388288	0.037381074
Chicken	0.051350778	0.018651983	0.073701526	0.004190779	0.012732061
Tomatoes	0.051105609	0.061167831	0.055801843	-0.008845753	0.110402823
Pasta	0.049814758	-0.00347092	0.055425261	0.055787149	-0.002011267
Carrots	0.042558061	0.066332366	0.029494083	0.00658801	0.126196483
Chocolate	0.036050168	-0.025754729	0.055206996	0.037455064	0.166086073
Breakfast cereals	0.035446447	-0.007714737	0.047450093	0.030338266	-0.021723791
Potatoes	0.028846091	0.026805147	0.024013523	0.016726982	0.083093559
Beans/Legumes	0.027536298	0.065811604	0.012162733	-0.0064775	-0.038942532
Margarine	0.021370246	0.097283481	-0.007454922	-0.021433451	0.04762461
Apples	0.021060141	0.031272534	0.01994379	-0.004387982	-0.057376192
Biscuits	0.017324125	-0.033023503	0.02210686	0.046470662	0.135315033
Coffee	0.016677502	0.015124702	0.006528543	0.022859061	0.031254765
Fish	0.000111633	0.057848338	-0.026795988	-0.011320822	0.082344945
Berries	-0.001591856	0.064156212	-0.006865506	-0.060193391	0.165367542
Soft drinks	-0.004009416	0.069515408	-0.037838909	-0.016857288	0.064818078
Eggs	-0.012202072	-0.104262967	0.018067292	0.039047752	0.036352414
Yogurt	-0.041124411	-0.005270437	-0.028686945	-0.068808412	-0.003534998
Milk	-0.041930115	-0.032225202	-0.059433905	0.012942485	0.023143765
Bananas	-0.043358005	-0.033282903	-0.039621241	-0.025902793	0.105150134
Other fruits	-0.066485652	-0.011338755	-0.071639033	-0.059858633	0.022751031
Alcohol	-0.071377589	0.033640413	-0.078894156	-0.109445211	-0.040149373
Chips	-0.086371865	-0.082997443	-0.067192257	-0.055503842	0.1355583
Fruit juice]	-0.093119705	-0.061797517	-0.090180687	-0.057168493	-0.057579579
Eggs	-0.012202072	-0.104262967	0.018067292	0.039047752	0.036352414
Yogurt	-0.041124411	-0.005270437	-0.028686945	-0.068808412	-0.003534998
Milk	-0.041930115	-0.032225202	-0.059433905	0.012942485	0.023143765
Bananas	-0.043358005	-0.033282903	-0.039621241	-0.025902793	0.105150134
Other fruits	-0.066485652	-0.011338755	-0.071639033	-0.059858633	0.022751031
Alcohol	-0.071377589	0.033640413	-0.078894156	-0.109445211	-0.040149373
Chips	-0.086371865	-0.082997443	-0.067192257	-0.055503842	0.1355583
Fruit juice]	-0.093119705	-0.061797517	-0.090180687	-0.057168493	-0.057579579

Foods that show notably positive correlations with overall body esteem:

- Rice (0.14) – strongest positive
- Bread (0.10)
- Olive oil (0.08)
- Oranges (0.08)
- Carrots (0.04)
- Beans/Legumes (0.28) – highest
- Apples (0.22)
- Yogurt (0.16)

Strongest positive correlations with the subscale of feeling more satisfied about body weight:

- Rice (0.13)
- Beans/Legumes (0.10)
- Bread (0.06)
- Meat (0.08)
- Apples (0.09)

Fruit juice (-0.06) and Chips (-0.06) have the strongest negative correlation with anxiety, which is counterintuitive unless possibly comfort-eating reduces perceived anxiety in the short term. Most other items show very weak correlations (close to zero), suggesting food choices here have little to no strong link with anxiety levels in this sample.





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