7. “A healthy lifestyle”

Developed by Form 1A/B students

Long-term project

Theme: Well-being

1A/B form students decided to chose the theme as they thought it is the most interesting and important issue in our contemporary world. Since more and more teenagers are spending their free from school time in front of their computer screens or with a mobile phone in their hands, the students chose activities which would direct their efforts towards exploring topics in their projects that are of interest to them.

In the frame of the project “A healthy lifestyle” students formed small groups, chose the leader, assigned the task for the group and the teacher’s name they were going to turn to for advice.

Art group:

1. Evelina Gancevska (the leader)
2. Patrycja Markievič
3. Augustyn Gancevski
4. Robert Gancevski

- **A poster with the logo of the StarT project** (Art group, supervised by Mr Gancevski , the father of Evelina, Robert,Daniel and Augustyn Gancevski)

Task:

- to design a logo, work with a camera and keep a diary of the project, prepare a 3 min video of the fair.

Augustyn Gancevski brought a camera to school, took photos of all the participants. Then, with the help of his siblings made the logo with all the participants’ faces. Also, all the photos included in the project and the filming were done by Augustyn Gancewski.

- **Presentations about Finland** (All students, supervised by English teacher Mrs Žilinska)

Task:

- to get acknowledged with history, culture and geography of Finland
- to improve public speaking skills

Students carefully selected the topics of their presentations. Political system and government, history, famous Finns, cinematography, Lapland, cuisine and music were their first choice. PowerPoint presentations were prepared and presented to local community. Although students rose to a challenge, it was seen during the presentations that students need to develop public speaking skills. They made mistakes, tried to hide their faces behind the notes, avoided eye contact looking at the screen instead. Nevertheless, students gained lots of knowledge about Finland and shared the knowledge with their peers.

- **A visit to the Finnish Embassy**

In December, the whole group of students who participated in the Start project went to the Finnish embassy. When we arrived, we were met by the employees who kindly offered Finnish buns to us. Later, we were invited to the conference room for the meeting with the ambassador. He was glad to speak English to us, as his Lithuanian was not as fluent as English. He told us about his life in different countries, his family and how he became the ambassador. Of course, he told us a lot of things about the culture and people in Finland. He had prepared a presentation which we all listened to with great interest. Although we had already learned some interesting facts about Finland before the trip to the Embassy, we also knew a lot of new interesting information about nature, economy and education system in Finland. When our stay at the Embassy came to an end, we took pictures together and used a Finnish word "Kiitos" to thank the ambassador for the meeting. (by Eva Šuškevič)





- Participation in the skiing event organized by Vilnius Travellers' Association on 15th January 2017. (All the students involved in the project, supervised by PE teacher Mr Pavilovski)

On Sunday morning we went skiing with our group. In the beginning we went to school where our teacher of physical education gave us jackets with the logo of the school, the logo of our group participating in the Finnish competition, as well as skis. As the place of the Scandinavian entertainment was near the school, we went on foot. The weather was sunny and quite good, so we were not shaking from cold.

Our skiing track started on the bridge. Of course, we did not know how to use the skis, but the farther we walked, the easier it was to ski. We enjoyed beautiful landscapes and the view of snow-covered trees. We were supporting each other while skiing, because not all of us could ski fast and in a proper way. And even those who knew how to ski fast, kept falling. Also, we had short breaks for relaxing and taking pictures. When we finished our route, we were met by people who distributed magnets, tea and sweets. Everyone really liked this type of sport. (by Eva Šuškevič)


- **"Just Dance",** learn to dance (All students, supervised by PE teacher M.Pavilovski)

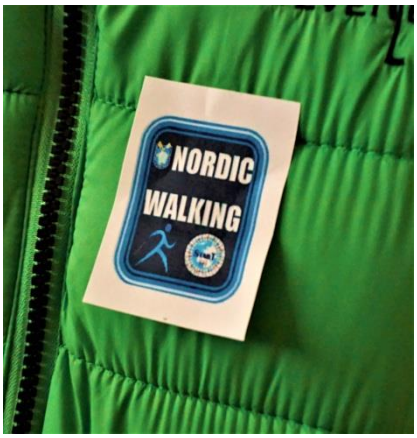
PE teacher M.Pavilovski encouraged the students to take up “Just dance”. He pointed out that according to recent studies rhythm games have been used for health purposes. For example, research has found that dancing games dramatically increase energy expenditure, they burn more calories than walking on a treadmill. Games that involve physical activity could be used to combat obesity. The students took to the idea immediately, danced with great enthusiasm and enjoyed themselves.



- **Nordic Walking** event. (All school community)

In the frame of the Start Project Nordic Walking event was organized on February 1st,2017. While searching the Internet for more information about Finland, students came across an article by Mauri Repo, a Finnish physical education teacher, who introduced Nordic walking exercises and its importance for the health.

While walking, students counted the number of steps they made and the amount of calories they burnt. Along with having fun, they burnt 137 kcalories each one and breathed in fresh winter air. At the end of the event students treated themselves to some cookies and hot tea to warm up.






- **Finnish cuisine** (Culinary group, supervised by Mrs Gasparovič, Technology teacher)

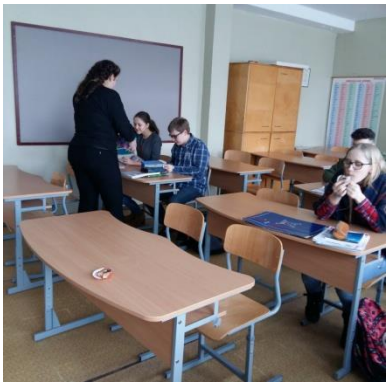
Task:

- to find out the most popular meals of the Finnish cuisine
- to prepare some cookies for the community to taste during the fair

Culinary group:

1. Daniel Gancevski
2. Kamila Jurevič
3. Emilia Tylingaitė (the leader)
4. Kornelia Buiko

Culinary group members prepared PowerPoint presentation about the cuisine in Finland and decided to prepare one of Finnish desserts to treat the guests during the fair. Emilija Tylingaite baked Runeberg cakes and brought them to the classroom to taste. They were perfect.


- **An article to local press and JP2 website** (Media group, supervised by IT teacher Mrs Petkevič, Polish teacher Mrs Krul, teacher Mrs Jodkienė)

Task:

- to write an article about the ongoing StarT project to the local press

Media group:

1. Ludvika Jurkovlianiec (the leader)
2. Eva Šuškevič
3. Mažena Žukovska
4. Karol Blaževič

- **A questionnaire** (Statistical group, supervised by Math's teacher Mrs Vankevič. , Biology teacher Mrs Stančik….)

Tasks:

- to conduct a study among 1st forms in JP2 about the students' means of transport on their journey to school.
- to assess how healthy the lifestyle of the students in JP2 is.

Statistical group:

1. Marcin Kukalevski
2. Uršula Černis (the leader)
3. Mark Zachar
4. Tomaš Viršumirski

INDYWIDUALNE ZAPOTRZEBOWANIE ENERGETYCZNE NA DOBĘ .....
(Imię nazwisko, klasa)

1. Obliczcie wskaźnik masy ciała według wzoru: **WMC=masa ciała (kg)/wzrost (m²)** Granice normy WMC wynoszą: dla kobiet 18,8-23,8 dla mężczyzn – 20-25 kg/m² Nadwaga: Nadwaga I-ego stopnia – 25,5-29,9 Nadwaga II-ego stopnia – 30-39,9 Nadwaga III-ego stopnia – ponad 40	Obliczenia WMC: Wniosek -
2. Obliczcie podstawową przemianę materii **(PPM)** według wzoru Dla dziewcząt: **PPM = 655+(9,6 x A)+(1,8 x B)-(4,7 x C)** Dla chłopców: **PPM = 654+(13,7 x A)+(5,0 x B)-(6,8 x C)** gdzie A – masa ciała (kg) B – wzrost (cm) C – wiek (lata)	Obliczenia: Moje PPM wynosi ..... kcal
3. Korzystając z tabeli określcie współczynnik aktywności fizycznej	WAK =
4. Obliczcie dobowe zapotrzebowanie energetyczne **(DZE)** według wzoru: **DZE = PPM x WAK**	Obliczenia: Moje DZE wynosi .....kcal
*Mnożąc wskaźniki PPM i DZE na 4,2 otrzymacie wynik w kJ	

Grupa	Wykonywane czynności fizyczne	Współczynnik aktywności fizycznej (WAK)	
		mężczyźni	kobiety
I bardzo lekka i lekka aktywność fizyczna	Siedzenie, czytanie, rysowanie, śpiew, praca przy komputerze, lekkie prace domowe.	1,5	1,4
II średniej ciężkości aktywność fizyczna	Praca siedząca, chodzenie, cięższe prace w domu, gra na instrumentach muzycznych, gimnastyka, jazda rowerem.	1,7	1,6
III ciężkie czynności fizyczne	Praca na stojąco, bieg, pływanie, jazda na nartach, koszykówka, piłka nożna.	2,0	1,8
IV bardzo ciężkie czynności fizyczne	Ciężka praca fizyczna w kopalni, na budowie.	2,3	-
V ekstremalne obciążenia fizyczne	Zawody wytrzymałościowe	3,0	2,6

5. Korzystając z poniższej tabeli i określonego DZE określcie ilościowe proporcje substancji odżywczych w pokarmie.

Proporcje (%) zbalansowanego żywienia			
Odżywianie się	**Białka**	**Tłuszcze**	**Węglowodany**
Zdrowi, nieaktywni	15	10-15	55-75
Zdrowi, aktywni	15-20	15-20	55-60
Mający nadwagę	30	20	50

Obliczenia według wzorów:

Białka (kcal)	Tłuszcze (kcal)	Węglowodany (kcal)
DZE x % białka / 100	**DZE x % tłuszczów / 100**	**DZE x % węglowodanów / 100**
Obliczenia:	Obliczenia:	Obliczenia:
Aby dowiedzieć się ile **gram** białek, tłuszczów i węglowodanów musicie zjadać w ciągu doby, zamieńcie otrzymane kcal na gramy (otrzymane powyżej wyniki podzielcie na ilość kcal w 1g produktu)		
1g białka – 4 kcal Obliczenia:	1g tłuszczów – 9 kcal Obliczenia:	1g węglowodanów – 4 kcal Obliczenia:
W ciągu doby muszę zjadać Białek .....g Tłuszczów .....g Węglowodanów .....g		

6. Obliczcie zapotrzebowanie w wodę według schematu:

Pierwsze 10 kg masy ciała – 1000ml
Drugie 10 kg masy ciała – 500ml
Reszta masy ciała – po 20ml na 1kg masy

Obliczenia:

Moje dobowe zapotrzebowanie w wodę ..... ml

An analysis of the survey on energy needs per day

The purpose of this report is to present the findings of a survey into students' energy needs per day. The survey was conducted among 27 students in Form 1B during Biology lesson.

During the survey students:

- calculated body mass index and defined whether they are overweight
- calculated Basic Metabolic Rate – the amount of energy that must be supplied to the body to ensure proper functioning of the internal organs
- worked out the indicator of physical activity
- estimated daily energy demand in *kcal*
- converted *kcal* into *gram* to figure out the amount of protein, fat and carbohydrates students have to consume per day
- calculated the amount of water to be used per day

In conclusion, it is clearly seen that 5 students , among them 3 boys and 2 girls are underweight, while only one boy is overweight. Underweight students should increase the consumption of carbohydrates, protein and fat, whereas the overweight student should reduce fat and carbohydrates intake.

StarT learning community of JP2 Vilnius

A survey

into students' means of transport on their journey to school

Aim:

- to investigate how many calories could be burnt on the way to school and back home.

Name, surname _____ Class _____

Age: _____

Height: _____

Body mass: _____

District you live: _____

1. a) Number of steps you take from the door of your flat to the bus stop: _____

   b) How much time does it take? _____

   c) Number of steps you take from the bus stop to the door of your school _____

   d) How much time does it take? _____

2. How do you get to school? a) By bus ☐ b) By car ☐ d) On foot ☐

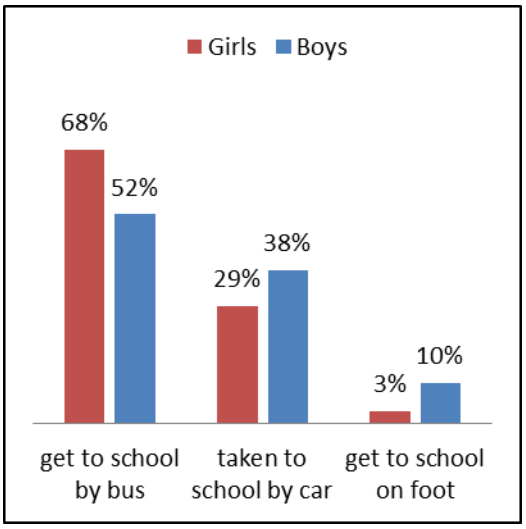
A survey

into students' means of transport on their journey to school

The purpose of this report is to present the findings of a survey. The survey was conducted among 60 students in Year 9. This number comprises 29 boys and 31 girls.

The study shows that:

- the average height for 15 years old boys is 177cm; for 15 years old girls -165,96 cm.
- the average weight for boys is 67,3 kg; for girls – 55,39 kg
- get to school by bus: 15 boys, which makes 51,72%; 21 girls, which makes 67,74%
- get to school on foot: 3 boys, which makes 10%; 1 girl, which makes 3%
- 13% of students get to school on foot, all of them live approximately 6,25 min from school
- students, who get to school by bus, walk to school from the bus stop on average: boys – 6min; girls – 5,4 min. Although boys on average are higher than girls by 11,04 cm and their step is by 10 cm longer than girls' steps, boys tend to walk longer to school than girls.
- 37,93% of boys and 29% of girls are taken to school by car. On average, students, taken to school by car, live within 9,7 - km radius from school. The longest journey to school is made by a student who lives 17,7 km from school, the shortest – 1,7 km. In both cases there is no direct public transport.



In conclusion, it appears that half of the boys and just under three quarters of girls use public transport to school, which can indicate that they are environmentally friendly. They all walk to school from the bus stop, which takes them 5-6 min. Additionally, it is clear that students who are taken to school by car have no option of using public transport.

- Full movie https://youtu.be/Ijlkh9zSMms