Pedagogical sequence associated with the box

« The screen-zombie epidemic »

Theme: Well-being and the respect of health

The theme focuses on balance for body and mind: healthy food, exercise, enough sleep, and limited screen time. It includes stress management, real social connections, and mindful use of technology. Well-being means not only avoiding illness but feeling energetic and resilient. Children learn how daily choices affect long-term health and happiness.

Ages:

8-10 / 10-12

Duration:

3 hours (3 × 45 min sessions)

Storyline overview

Link to the genially story

Noah feels increasingly lonely as his friends abandon the park for endless hours of Roblox, TikTok, and Minecraft. Their pale faces and tired eyes remind him of zombies, screen-zombies. Determined to fight the epidemic, Noah sparks a mission with Mia and Liam: track daily habits, rethink energy through healthy food, and rediscover movement with playful challenges. Together, they swap endless scrolling for real adventures, laughter, and teamwork. Slowly, the epidemic loses its grip. Balance returns, screens shrink to their place, and true friendships, energy, and joy come back to life.

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Session n°1 – “Time for Action!”: Time management and health

This lesson focuses on planning daily activities and managing time, while being conscious of screentime.

At the end of this lesson, pupils should be able to:

Level 1 (ages 8–10)

- **Focus: planning daily activities and managing time.**

By the end, pupils can:

- **Use hours/minutes.**
- **Plan a day and calculate durations (addition/subtraction up to 200).**
- **Decode coded texts using a substitution key**

Level 2 (ages 10–12)

- **Focus: using fractions to analyse schedules and promote digital hygiene.**

By the end, pupils can:

- **Express durations as fractions.**
- **Compare fractions.**
- **Suggest healthier routines.**
- **Work collaboratively.**

Historical context of the concept or/and Real-life connection:

Time measurement began with natural cycles, later sundials, hourglasses, and clocks. Today, digital devices measure time precisely. Understanding time helps pupils plan their homework, sports, and leisure activities, supporting organization and overall well-being.

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The concept of “digital hygiene” can be linked to time management, as it is a huge challenge in kid’s lives and well-being.

Number of participants:

Group size: 4–5 pupils (or pairs). Use mixed-ability groups with rotating roles. The teacher circulates to support the discussion.

LESSON PREPARATION

Prior knowledge and skills:

Level 1

For this lesson, pupils should already be able to:

- Use addition and subtraction with numbers up to 60.
- Understand the concepts of hours and minutes and be able to convert between them.
- Read the time on both analog and digital clocks.

Level 2

For this lesson, pupils should already be able to:

- Perform simple calculations with common fractions.

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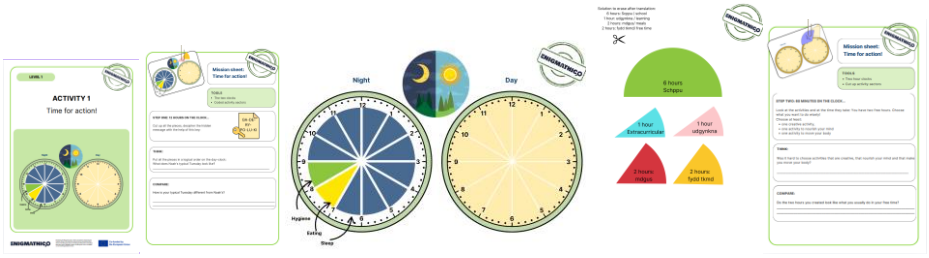
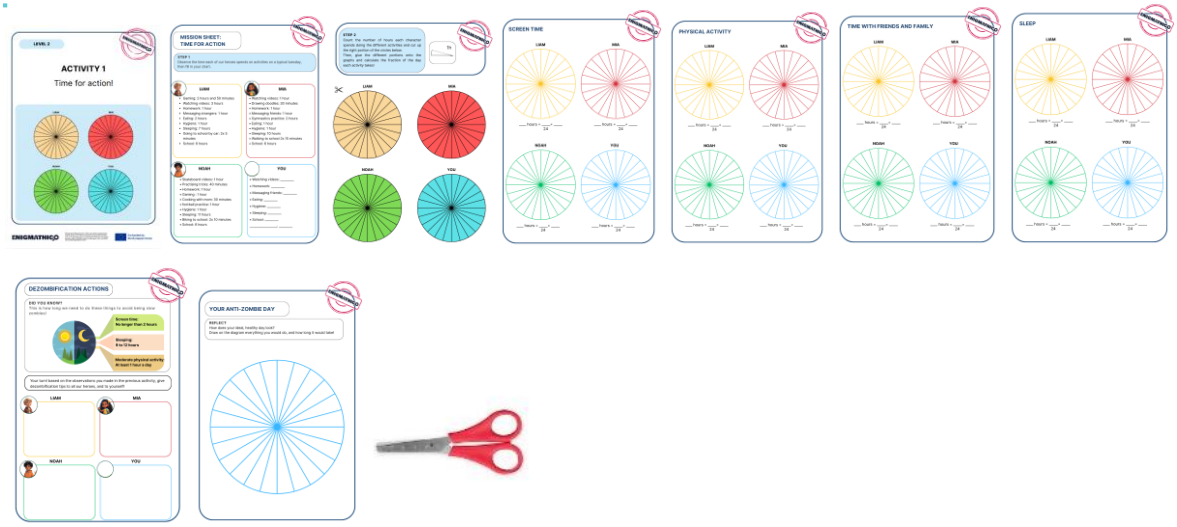
Materials and classroom setup :

Level 1: Misson sheet: Time for action! , four laminated clock faces per group, one laminated set of coded clock chunks per group, two laminated sets of clock chunks per group, and a marker.



Level 2: Two laminated cards with circle divisions, a card with colored circle sections (for cutting out), scissors.



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INSTRUCTIONS FOR THE LESSON

Level 1 and 2	Introduction to the subject
8 – 10 years old 10 – 12 years old	**Level 1 (ages 8–10)** **Curiosity:** Imagine life without clocks: how would we know the time? When to go to school, to go to bed...? **Refresher:** • A day is an entire day and night, lasting 24 hours. • Daytime is the part of the day when it's light and the sun is shining. • Night-time is the dark part of the day when we are usually asleep. • An hour is 60 minutes long. • A minute is 60 seconds long. • Analog clock**:** Long hand = minutes, short = hours. **Knowledge check:** How many hours in a day? Minutes in an hour? **Activity intro:** Understanding time helps organize daily life. **Level 2 (ages 10–12)**

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	• Goal: learn how to analyse our daily schedule using fractions to see how much time we spend on different activities. Mathematical Concepts: • Common Fraction: a tool to represent a part of a whole. • Comparing Fractions: the skill of checking which part is larger or smaller. Concepts Related to Daily Life: • Digital Hygiene: a set of rules that help us use electronic devices in a healthy and safe way, for example, by taking breaks and not spending too much time in front of a screen.

PUTTING IT INTO PRACTICE

Level 1	Activities
8 – 10 years old	1. What the teacher does: Each group will receive two sets of materials: First, distribute the two first pages, showing two analog clock faces and one sheet with coded activity names and their durations. Kids will figure out the cypher using the cypher key: each letter in the key (GA DE RY PO LU KI) needs to be replaced by the one directly next to it (G replaces A and A replaces G)

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	Solution: 6 hours: Scppu / school 1 hour: udgynkna / learning 2 hours: mdgus/ meals 2 hours: fydd tkmd/ free time Once this is done, distribute the second set of materials to each group: two clock faces representing two hours of free time, and a set of activities along with their durations. Each kid will choose their favourite activities to fill in exactly two hours of free time. They can use blank portions to put their own ideas. 2. What the pupil(s) do: 1. Decode activities and place them on a clock face to build a daily schedule. 2. Plan free time: fill two blank clocks with chosen healthy activities. 3. Group work: compare and discuss choices.

Level 2	Activities
10 – 12	1. What the teacher says and does: Class discussion: - Has anyone heard the term "digital hygiene" before?

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years old	- Can anyone give an example of a healthy way to use screen devices? - We will analyze the daily schedules of Liam, Mia, and Noah and see if we can introduce some healthy changes. We will compare their daily schedules with our own. At the end, we will check if there is too much or too little of something in our routine. 2. What the pupils do: 1. Analyse the characters schedule and fill in their own. 2. Cut circle segments to represent daily activities (sleep, screens, movement, family). 3. Represent schedules of Noah, Mia, Liam, and themselves. 4. Express time as fractions (½, ¼, etc.). 5. Compare with health guidelines and create improvement tips.

Conclusion Level 1	In this lesson, pupils not only reinforced their math skills in addition and subtraction up to 60, but also learned to practically apply the concepts of hours and minutes. This

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8-10 years old	enables them to effectively plan their day by considering various activities. Equally important, the session highlighted the importance of conscious time management, especially concerning digital hygiene. Pupils learned how to vary activities and not spend too long on screens. Additionally, through the decoding exercises, pupils developed the ability to discover and apply dependencies, which is a valuable skill applicable in many fields, not just mathematics.
Conclusion Level 2 10-12 years old	At the end of the lesson, pupils will be able to share their insights and thoughts. The teacher can encourage a discussion by asking the following questions: • What tips did you give to the characters to improve their health by managing their time better? • Is there something you plan to change in your own life?
To go further...	**Level 1** • Converting hours ↔ minutes. You can use problems like, "How many minutes are in 3 hours?" or "How many hours and minutes are in 150 minutes?" • Adding and subtracting time: Introduce simple word problems, for example: "If a lesson lasts 45 minutes and starts at 8:00 AM, when will it end?" • Adding/subtracting time. • Weekly/monthly planning with calendars. • Introducing percentages with pie charts.

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	Level 2 • Express daily activities as percentages (24h = 100%). Show them how to represent proportions, for example: 8 hours of sleep is ⅓ of the day, which is approximately 33.3% of their time. • Compare schedules across cultures by having them research the daily schedule of children in other countries. • Discuss tech's impact on health (posture, sleep, concentration). • Develop strategies: "20-20-20 rule" (every 20 minutes, look at something 20 feet away for 20 seconds), establishing screen-free zones at home... • Calculate weekly screen-time averages.

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Enigma n°2 – «Supersnack»

Topic: Healthy Eating and Mathematics in Daily Life

Level 1

This lesson focuses on the practical application of healthy eating principles through meal planning and preparation. Pupils will learn how to make conscious dietary choices.

By the end of the lesson, a pupil should be able to:

- Plan a healthy meal by following the "healthy plate" principle.
- Apply the concepts of percentages and proportions in a practical task.
- Understand the impact of both healthy and unhealthy food choices.
- Make and justify dietary decisions using numbers and facts.
- See how mathematics helps in everyday life, for example, when preparing meals.

Level 2

This lesson aims to deepen the ability to analyze data in nutritional tables and to foster healthy eating habits. Pupils will analyze nutritional tables with the help of scaffolding material to determine which snacks are more or less healthy and why.

By the end of the lesson, a pupil should be able to:

- Analyse data
- Understand the use of the basic nutrients
- Understand the concept of a nutritional table
- Make healthy choices when confronted with packaged snacks

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Historical context of the concept or/and Real-life connection:

In the past, people ate what was available to them, what was grown locally and seasonally. They did not know the specific principles of healthy eating. Over time, scientists began to study which foods have a positive effect on our health and which ones might be harmful.

In the 20th century, the first food pyramids were introduced, showing what we should eat most often and what we should avoid.

Nutritional labels began appearing on packaged foods in the late 20th century, when governments recognized the need to help consumers make informed choices about their diet. Today, these labels provide clear information on recommended portions and nutrients, making it easier for people to compare products and choose healthier options.

In 2011, the "Healthy Plate" model was created. It's a more modern and simpler way to present eating guidelines. It shows how to divide a meal into four main parts: vegetables, fruits, protein, and grains. This makes it easier for both children and adults to plan their meals to be healthy and balanced.

Number of participants: groups of 4–5 pupils, pairs

You can mix up the groups, for example, by forming mixed-ability groups and giving each pupil a role (like one person to write, one to solve, and one to present).

Make sure to circulate among the groups to offer help or encourage a discussion.

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LESSON PREPARATION

Prior knowledge and skills:

Level 1

Before this lesson, pupils should:

- Have a basic knowledge of healthy eating.
- Be able to infer fractions from an illustration.
- Be able to add and subtract numbers up to 200.
- Understand how to calculate the total weight and be able to adjust ingredients when adding or removing them.
- Understand the concepts of gram, percentage, and proportion.

Level 2

Before this lesson, pupils should already be able to:

- Vocabulary: be familiar with food-related terms like sugar, fat, protein...
- Understand the principle of a data table

Materials and classroom setup (online/offline):

Level 1: Pen, marker, laminated paper plate, list of products with pictures

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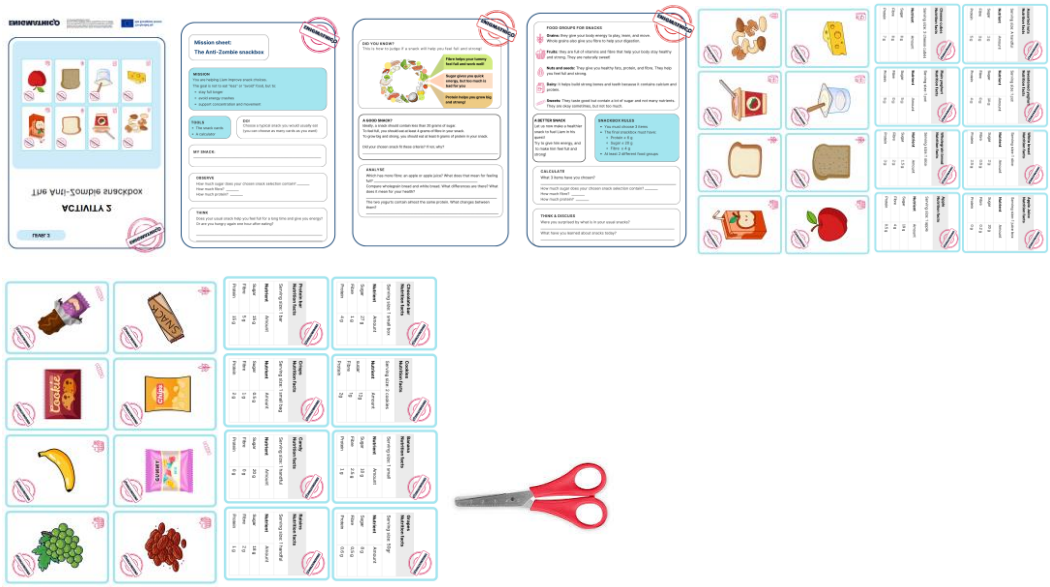
Level 2: Mishon Sheet: The Anti-zombie snack box. 5 pairs of food items with their nutritional table (ideally laminated to allow pupils to circle things on them, red and green markers, scissors.



INSTRUCTIONS FOR THE LESSON

Level 1 and 2	Introduction to the subject
8 – 10 years old	**Level 1** Healthy food gives us energy to learn and play, and it helps you grow and feel good. One of the most important tools that helps us with this is the "Healthy Plate Rule." It explains how to divide a

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10 – 12 years old	meal into different food groups to make it balanced. Remember that from time to time, you can add something unhealthy that you like but if you do, it's best to reduce the amount of whole-grain products or oil. It's also important to remember that such treats should only be eaten a few times a week, not every day. Mini-quizzes: • Teacher: Name some examples of foods that contain: protein, grains, and fiber. • Teacher: What foods should we not eat every day? **Level 2** Today we will focus on reading nutritional tables. We will compare different snacks and learn which ones are better for you. Mini-quizzes: • What information can you find on packaged food? • What are nutrients? • What nutrients do you know? Do you know what they do? Mathematical Concepts:

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	• Units of mass: gram, milligram. • Double-entry data table

PUTTING IT INTO PRACTICE

Level 1	Activities
8 – 10 years old	**3. What the teacher says:** • Divide into groups of 4–5 pupils. Each team will receive a paper plate to prepare a "supersnack." • Your first task is to determine how many grams are in each part of the plate. Write the results on the rim of the plate. • Now, using the list of products, fill the plate to make it healthy and balanced. • After preparing a healthy snack, add one unhealthy ingredient from the list. Where will you place it? What will you remove in exchange to keep the plate balanced? • Remember that unhealthy snacks often contain a lot of sugar or fat. To maintain balance, it is best to reduce the amount of whole-grain products and oil in your meal. **2. What the Pupils Do:** • Calculations and filling: Pupils write on the rim of the plate how many grams are in each of the four parts.

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	• Product selection: Using the list of products, they choose those that fit the healthy plate principle and place them on their plate. • Modifying the plan: They add one unhealthy ingredient and modify the plate by removing another food group in exchange. • Discussion and conclusions: They compare their plates with other groups and discuss why they made those choices. Then they formulate a conclusion about the principles of healthy eating.

Level 2	Activities
10 – 12 years old	**3. What the teacher says and does:** Today, we will analyse data! You can consider that the nutritional tables are like the superhero cards of each snack: they say what they are doing well and what they are not doing so well. Let's investigate! Distribute the documents and let the pupils go through. 2. What the pupils do: • Read the infographic • Compare snacks as a group and decide which one is healthier • Discuss about nutrition: they reflect on their own eating habits, share observations in discussion, and

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	check whether they indicated the correct number of portions at the start of the lesson.

Conclusion Level 1 8-10 years old	In this lesson, pupils not only reinforced their math skills in addition, subtraction, multiplication, and division, but they also saw how these skills are useful in everyday life. Thanks to the activities, they are able to: • Plan healthy meals, following the "healthy plate" principle. • Understand the impact of their food choices, both healthy and unhealthy. • Make conscious decisions, justifying them with calculations. • See that mathematics is a practical tool that helps them take care of their health every day.
Conclusion Level 2 10-12 years old	At the end of the lesson, pupils can share their insights and thoughts. • Healthy eating does not mean giving up favourite foods, but making informed choices between different options. The teacher can encourage a discussion by asking the following questions:

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	• What small change could you make to improve your diet? • How easy or difficult do you think it is to keep a balanced diet? • Can you think of ways to include more fruits or vegetables in your daily meals?
To go further...	**Level 1** 1. Converting Proportions and Percentages • Goal: Reinforce mathematical skills. • Task: Ask pupils to convert what percentage of the plate is taken up by each food group. For example, if vegetables take up ½ of the plate, that's 50% of the meal. • Analysis: This task will help them better understand proportions and apply multiplication and division in a practical way. 2. Changing Portion Sizes • Goal: Apply mathematics to practical cooking. • Task: Propose changing the portion size. For example, what would happen if the plate weighed 300 grams? How would the weight of each of the four sections change then?

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	• Analysis: Show pupils that multiplication and division are key when we want to adjust a recipe for a larger or smaller number of people. **Level 2** Compare actual snacks • Pupils compare two cereal bars or drinks using their labels. • Task: Decide which is healthier and explain why (e.g., less sugar, more fiber). Daily Intake Challenge • Give pupils a recommended daily sugar or salt limit (e.g., max 30g sugar). • Task: Check how much one portion of a product contributes to that limit and calculate how many portions could be eaten in a day. Spot the Hidden Sugar • Provide labels with different names for sugar (glucose, fructose, syrup). • Task: Identify them and count how many "sugars" are in the ingredient list.

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Enigma n°3 – «The great health quest»

Topic: Measurement of heart rate, calculation of time, distance, and speed.

This lesson focuses on the practical applications of math as a tool for measuring physical activity.

Level 1 (8–10 years old):

- Measure their resting heart rate and observe changes after moderate and vigorous physical activity.
- Recognize the difference between moderate, vigorous, and muscle-strengthening activities.
- Calculate simple durations and distances for walking, running, skating, and climbing.
- Understand how daily and weekly physical activity contributes to a healthy lifestyle.
- Apply what they learned by planning a simple "health quest" route with steps and activities.

Level 2 (10–12 years old):

- Accurately measure heart rate and interpret how it changes with different intensity exercises.
- Calculate walking and running speeds, distances, and durations using simple formulas.
- Plan their own moderate and vigorous activity sessions based on personal speed and endurance.

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- Understand the relationship between different types of physical activity and overall health.
- Create a personal "health quest" map integrating quantitative data (distance, time, steps) and challenges.

Historical context of the concept or/and Real-life connection:

A long time ago, people didn't have smartwatches or apps to tell them how healthy they were. Scientists like William Harvey discovered that our hearts pump blood in beats, and soon people realized that counting heartbeats could show how strong or tired someone was. Soldiers even counted their steps to see how far they had marched, and over the years, doctors studied how much kids and adults should move to stay healthy. Today, we use tools like pedometers and smartwatches, but the idea is the same: by measuring how fast our hearts beat, how far we walk, or how long we run, we learn about our bodies, set goals, and stay healthy.

LESSON PREPARATION

Prior knowledge and skills:

Level 1:

- Counting, basic multiplication/division.

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- Familiarity with minutes and seconds.
- Basic understanding of healthy activity.

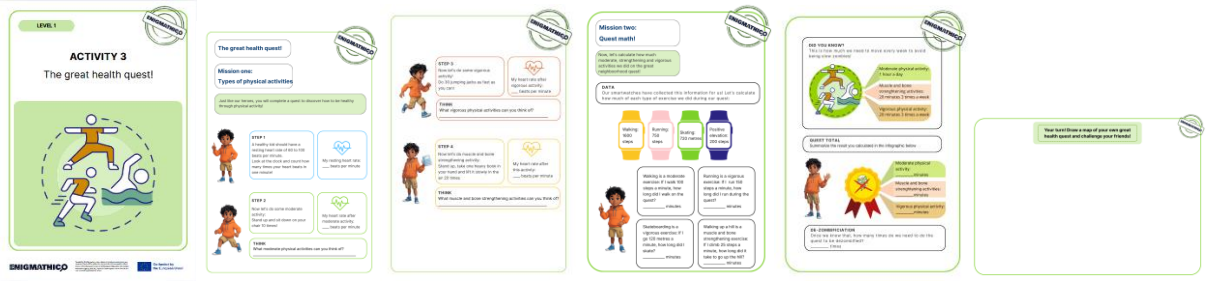
Level 2:

- Ability to calculate speed (distance ÷ time) and use units of measurement.
- Understanding of moderate vs. vigorous exercise.

Materials and classroom setup:

- Stopwatch/clock
- Measuring tape or marked lines (5–10 metres)
- Pencil and paper or calculator
- Optional: smartwatches for step counting

Level 1: For each group: Printed material, stopwatch/clock, measuring tape, pencil and paper or calculator. Optional: smartwatches for step counting



Level 2: For each group: Printed material, stopwatch/clock, measuring tape, pencil, paper and calculator. Optional: smartwatches for step counting.

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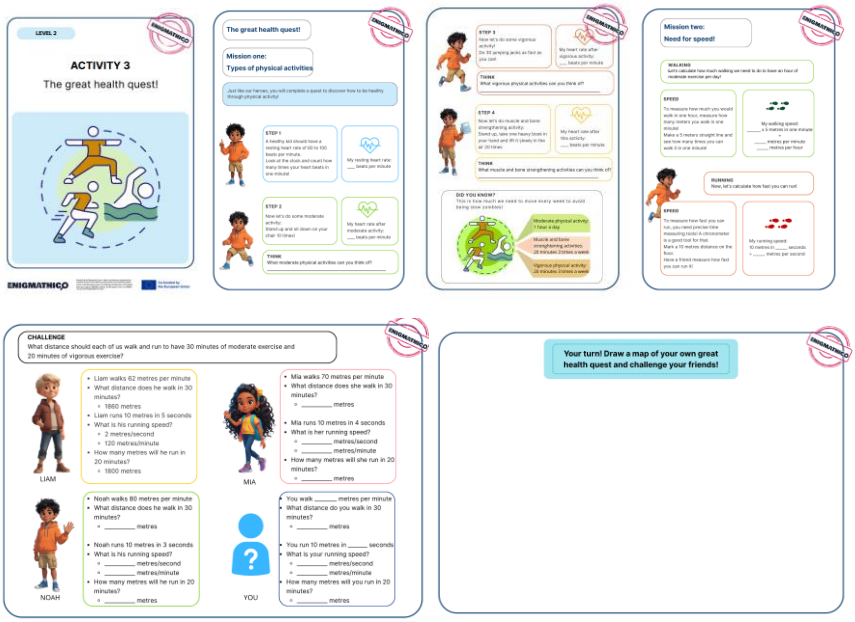

INSTRUCTIONS FOR THE LESSON

Level 1 and 2	Introduction to the subject
8 – 10 years old	**Level 1** Today, we will combine math with movement! We will learn how to be healthy by moving our bodies enough! Quick reminder of key concepts • Resting heart rate: how fast your heart beats when you are calm. • Moderate activity: exercises like walking or gentle cycling.

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10 – 12 years old	• Vigorous activity: exercises that make you breathe harder and your heart beat faster, like running or jumping. • Muscle strengthening: exercises that make your muscles stronger, like push-ups or squats. • Steps/metres per minute: measure of how far you move in a certain time. **Level 2** Today, we will combine math with movement! We will learn how to be healthy by moving our bodies enough! Quick reminder of key concepts • Resting heart rate: how fast your heart beats when you are calm. • Moderate activity: exercises like walking or gentle cycling. • Vigorous activity: exercises that make you breathe harder and your heart beat faster, like running or jumping. • Muscle strengthening: exercises that make your muscles stronger, like push-ups or squats. • Distance (s): This is the ground we cover. In the game, it's how many meters you run or walk. • Time (t): We measure this to find out how many minutes or seconds it takes to complete a task.

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	• Speed (v): This shows how fast we are moving. We calculate it by dividing distance by time: v=s/t. • Measurement: The process of using a tool (like a ruler or a stopwatch) to determine a size, for example, length or time. Summary With these concepts, you'll be able to not only measure distance and time but also calculate speed. This will help you better understand how different factors influence your movement.

PUTTING IT INTO PRACTICE

Level 1	Activities
8 – 10 • years old	**What the teacher says and does:** • Divide into teams of 4-5 people • Each team will get a set of materials • First, show the method to measure the resting heart rate • Second, have kids stand up and down ten times, then record their heart rate. • Third, have them do 30 jumping jacks, or for 30 seconds. • Finally, analyse with them the infographic about movement. You can lead a class discussion about it: do

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	the pupils feel like this is a lot, or that they do it already? • Then, encourage them to calculate how long each activity took, and to check whether that was enough exercise for the day or not. • When they are finished, they can create their own health quest: they can put up distances in meters or in steps, and be creative with the challenges! **What the pupils do:** • -Measure and record heart rate. • Perform 10 sit-stand movements and 30 jumping jacks. • Solve simple calculations with steps/metres per minute. • Draw a "personal quest map" and challenge their friends.

Level 2	Activities
10 – 12	**What the teacher says and does:** • Divide into teams of 4-5 people • Each team will get a set of materials • First, show the method to measure the resting heart rate

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years old	• Second, have kids stand up and down ten times, then record their heart rate. • Third, have them do 30 jumping jacks, or for 30 seconds. • Finally, analyse with them the infographic about movement. You can lead a class discussion about it: do the pupils feel like this is a lot, or that they do it already? Help them calculate their walking and running speed (outside, in a sports hall, or in a corridor), and let them solve the little challenges. **What the pupils do:** • -Measure and record heart rate. • Perform 10 sit-stand movements and 30 jumping jacks. • Measure their walking and running speed. • Solve speed calculations. • Draw a "personal quest map" and challenge their friends.

Conclusion Level 1 8-10 years old	Pupils can be encouraged to discuss and reflect on the following: • Discuss strategies to optimise moderate and vigorous activity in everyday life. • Reflect on personal goals and healthy habits.

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	• Interdisciplinary Learning: Pupils saw how math, health and science connect, and how physical activity can be included in learning. • Reflection: Pupils analysed their results and learned how measurements and calculations affect outcomes, showing real-world applications of math.
Conclusion Level 2 10-12 years old	Pupils can be encouraged to discuss and reflect on the following: • Discuss strategies to optimise moderate and vigorous activity in everyday life. • Reflect on personal goals and healthy habits. • Speed and Time: Pupils observed that speed depends on time: for the same distance, the shorter the time, the higher the speed; the longer the time, the lower the speed. • Pupils learned to apply the formula V=s/tV = s / t in practical tasks. • Pupils understood that measurement accuracy is important because it affects calculations.
To go further...	**Level 1** • Create a class health quest by combining everyone's challenges and let them create an A3 map of the challenge themselves. Add math puzzles to unlock the next stages of the game.

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	• Introducing the Compass: Show pupils how to use a compass for orientation. You can create a map with directions, for example, "go 10 meters north, then 5 meters east." This will help them understand that distance has a direction. **Level 2** Speed Unit Conversion Propose practical exercises for unit conversion. Pupils can convert the speed of a Formula 1 car from km/h to m/s or a sprinter (e.g., Usain Bolt) from m/s to km/h. This will make unit conversion more engaging. You can also introduce the speed of light to help them understand the vast scales in space. Rounding and Approximations Introduce the concept of rounding in a practical context. Pupils can discuss when precision is crucial (e.g., in medicine) and when an approximation is sufficient (e.g., estimating costs).

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