

Project number: 2017-1-UK01-KA201-036769

Project title: Augmented reality and new media against online promotion of unhealthy foods (ANEMELO)

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# **ANEMELO CURRICULUM**

## **Lesson Plans for students aged 11-16**

Version: 1

Date: 15.08.2019

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## INTRODUCTION

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This document provides 8 Lesson Plans that can be used by teachers in the classroom before or after the Anemelo Experiment is attempted.

These Lesson Plans discuss the same topics discussed In the HandBook, including;

- Marketing
- Immersion
- Personalisation
- Food and Drinks as a reward
- Social Media as a reward
- Changing the metabolic system
- Try to teach it
- Good family healthy food – Good food healthy family



## LESSON PLAN 1

Title	<p style="text-align: center;"><b>Understanding how obesity is associated with the food companies' marketing online techniques</b></p>
<p><b>Overview and aims of the lesson plan</b></p>	<p>The main aim of the ANEMELO project is to raise awareness of young students aged 11-16 about the main causes of obesity, and empower their resilience by getting them to learn, realize and reflect on a crucial mental message: <b>junk food and drinks producers nudge them and their peers to get hooked on their unhealthy products in order to make money at the expense of youngsters' health.</b></p> <p>As part of this lesson plan, students will be playing an educational AR game that introduces them gradually into the diverse steps used by the big food companies to get them hooked on the consumption of their HFSSF products (High Fat Sugar Salt Food):</p> <ul style="list-style-type: none"> <li>• <b>Step 1 – Marketing techniques:</b> They become aware of the definition of marketing and look at the range of the strategies that the marketers use (i.e. exposure of youngsters to images of their products and narratives about the positive aspects of their products, mainly by means of advertising) to nudge youngsters' towards immediate binge-like automated consumption of HFSSF products (High Fat Sugar Salt Food). The external cues provided are to trigger youngsters into action (consumption) and to create product loyalty.</li> <li>• <b>Step 2 – Immersion:</b> They become aware of the rationale of online immersive environments (mainly adventure games) that are designed to link to negative internal states as experienced by youngsters (such as boredom, anxiety or frustration) to more exposure to product images and narratives. The immersive experience is to trigger youngsters into action (consumption) and to create brand loyalty.</li> <li>• <b>Step 3 – Personalisation:</b> They learn how marketers gather information about them and use this information to target those who are most open and most vulnerable to marketing cues. They also learn how marketers are experimenting with instruments to not just target but even manipulate.</li> <li>• <b>Step 4 – Food and drinks as a reward:</b> They begin to develop an awareness of the notion of dopamine and its critical role in human functioning, and particularly for adolescents in how they learn and make decisions. Also, they begin to understand how the consumption of HFSSF products increases the release of dopamine, thus making them feel that junk food is enjoyable and important. Over time this process is to gradually solidify junk food consumption as a youngster habit.</li> <li>• <b>Step 5 – Social media as a reward:</b> They will realise that rewards can be used to create habits in various ways. Whereas the consumption of junk food provides stable, predictable rewards, social media communication is used to provide variable rewards. Variable rewards</li> </ul>



	<p>in turn trigger lasting fascination and engagement. At the same time, social media communication enables marketers to enter the heart of youngster private communication.</p> <ul style="list-style-type: none"> <li>• <b>Step 6 – Changing the metabolic system:</b> They begin to understand that the changes in their metabolic system that over time can be induced by added fat and sweetness perpetuate even quicker the hooked-cycle. Also, they perceive that just increasing levels of physical exercise is not enough to balance the binge-like high intakes of sugar and salt from unhealthy food, which is after all the objective of the successful marketing.</li> </ul> <p><b>After they have played the game, youngsters start to perceive and reflect on the commercial nature of the online food marketing industry which is predominantly interested in making profits at the expense of youngsters' health.</b></p>
<b>Structure of the lesson plan &amp; Duration</b>	<p><b>Lesson1: “Preparations before the game”,</b> Duration: 45 minutes  <b>Lesson 2: “Playing the game”,</b> Duration: 25 minutes  <b>Lesson 3: “Discussion after the game”,</b> Duration: 65 minutes  <b>Lesson 4: “Evaluation of the game”,</b> Duration: 15 minutes</p> <p>Total duration: 150 minutes</p>
<b>Age Group</b>	Students aged 14-16
<b>Tools and materials</b>	<ul style="list-style-type: none"> <li>• A computer</li> <li>• A projector</li> <li>• A bigscreen</li> <li>• A camera to stream the player</li> <li>• Speakers</li> <li>• Wi-Fi Internet</li> <li>• To create slideshows: <a href="http://www.prezi.com">http://www.prezi.com</a>, power point</li> <li>• Smartphones or video cameras</li> </ul>
<b>Procedure</b>	
<p><b>Lesson 1</b></p> <p><b>“Preparations before the game”</b></p> <p><i>45 min</i></p>	<p><b>1. Teacher’s general introduction on the subject:</b> (<i>Allocate around 5 minutes.</i>)</p> <p>“Overweight” is defined as a condition in which a person’s weight is 10%-20% higher than “normal,” as defined by a standard height/weight chart, or as a body mass index (BMI) of 25 to 30. “Obesity” is usually defined as a condition in which a person’s weight is 20% or more above normal weight or as a BMI of 30 or more. Currently, an estimated 213 million young people are overweight (as defined as a BMI over 25), and an additional 124 million obese. In Europe around 20% of all adolescents are overweight or obese, and around 30% of younger children.</p>



As part of this lesson, you will be engaged with activities and a game aiming to show you how youngsters' obesity is strongly associated with a hooked-cycle into which big food and drinks' companies nudge youngsters to consume their products.

**2. Ask students what they associate with High Fat Salt Sugar Food and drinks.** (*Allocate around 10 minutes.*) Here are some indicative questions:

- *Can you report some foods and drinks high in fat, salt and sugar/junk food?*
- *How can you recognize them?*
- *Do you know how junk food affects you and/or your peers?*
- *Why do youngsters like junk food?*
- *When youngsters are more vulnerable to consuming junk food?*
- *How youngsters get informed about HFSS foods and drinks/junk food?*
- ...

**3. Creating drawings and videos for the game.** (*Allocate around 30 minutes.*)

- Empower students to create 6 short videos [1-3 minutes] to illustrate the six big themes (*marketing, immersion, personalisation, food and drinks as a reward, social media as a reward, and a changed metabolic system*) or a different theme related to these dimensions as suggested in the Appendices 7 & 8. These videos are to be shot on the premises of the school
- Empower students to create drawings related to junk food consumption and online marketing.

It is advisable to split the class in seven (7) groups: each one of the six groups will take over the tasks of creating the videos and the seventh group will be responsible of creating the drawings.

For instructional details, on how you will advise each group to illustrate each one of the six big themes or any of the further suggested themes, you can consult the Appendices:

[Appendix 1: Marketing techniques](#)

[Appendix 2: Immersion](#)

[Appendix 3: Personalisation](#)

Appendix 4: [Food and drinks as a reward](#)

Appendix 5: [Social media as a reward](#)

Appendix 6: [A changed metabolic system](#)

Appendix 7: [Try to teach it](#)

Appendix 8: [Good Family Healthy Food - Good Food Healthy Family](#)



	<p>As it won't be easy for you to provide instructions to the different groups at the same time, it is suggested that you provide them with printed instructions as presented in the Appendices.</p>
<p><b>Lesson 2</b></p> <p><b>“Playing the game”</b></p> <p>25 min</p>	<p>You can read the document “Storyboard of the Game” and play the game following the instructions and rules presented therein. For more suggestions on the Game didactics (see section 1.5 in the “ANEMELO HANDBOOK” ).</p> <ul style="list-style-type: none"> <li>• <b>Preparations</b> <ol style="list-style-type: none"> <li>1. Technology needed; Computer with internet access and camera, projector, speakers.</li> <li>2. Arrange seating so that the whole class is able to see the texts projected on the big screen and listen to the game audios.</li> </ol> </li> <li>• <b>Playing the game (discussions, choosing answers)</b></li> <li>• <b>Ending the game</b></li> </ul>
<p><b>Lesson 3</b></p> <p><b>“Discussion after the game”</b></p> <p>65 min</p>	<p>The aim of this lesson is two-fold:</p> <ul style="list-style-type: none"> <li>• To offer teachers the opportunity to discuss with the students more fine-grained issues related to food marketing strategies and its association with the youngsters' obesity;</li> <li>• To let teachers check whether the mental shortcut that is the aim of the game is somehow conveyed and solidified: <b>junk food and drinks producers nudge youngsters to get hooked on their products in order to make money at the expense of youngsters' health.</b></li> </ul> <p>For discussion, allocate <b>10 min</b> to each section (<i>Marketing techniques, Immersion, Personalisation, Food and drinks as a reward, Social media as a reward, Changing the metabolic system</i>)</p> <ul style="list-style-type: none"> <li>• Start each section with a short introduction based on the aims per section as described above.</li> <li>• Then conduct motivational interviewing to check what students now associate with High Fat Salt Sugar Food and drinks. Check whether there are any differences between their responses during Lesson 1 “Preparations before the game” and their responses now. <b>Take the opportunity to</b> explain them the difference between ‘pleasures’ and ‘gratifications’ (see section 1.5.1 in the “ANEMELO HANDBOOK”).</li> </ul> <p>You can use the “Wordle” tool (<a href="http://www.wordle.net/">http://www.wordle.net/</a>) to collect answers from students, which will be easily presented to them in the form of wordclouds to help them retain some critical concepts during the discussion.</p> <p>Here are some underlying concepts related to motivational interviewing that will help you to structure the discussion with the class (see Arkowitz H, Westra HA, Miller WR, Rollnick S, editors. <i>Motivational interviewing in treating psychological problems</i>. New York: Guilford Press; 2008):</p> <p><b>Motivational interviewing</b> is an effective way to talk with people about how they decide that</p>



they need to change (i.e. change addictions, study habits, dietary habits, smoking addictions, etc.). When change is hard, it is not because of lack of information, laziness, or denial, but because of ambivalence, not being sure about what you want (i.e. wanting or not wanting the change or wanting incompatible things at the same time). Motivational interviewing can help resolve ambivalence and help elicits a person's own motivation to change in a healthy direction. The spirit of motivational interviewing is based upon three (3) concepts:

- **Partnership:** You need to work collaboratively with your students and avoid the "expert" role;
- **Acceptance:** You have to respect your students' autonomy, potential, strengths, and perspective;
- **Evocation:** You need to admit that the best ideas come from the students.

In order for you to be able to perform motivational interviewing with the students, there are four core skills usually called OARS (it's an acronym made by the first letter of each skill) that you need to bring into play:

- **Open questions** are questions that call for more than "NO" or "YES" answers, e.g. "Are cereals HFSS food?" requires a "YES" or "NO" answer, but a more skillful open question would be "Can you report some foods and drinks high in fat, salt and sugar?", "How much junk food do you consume a day" is also a closed question, but "What role does junk food eating play in your life?" is an open question. In motivational interviewing we try to ask more open than closed questions, thus encouraging the students to talk about what they have in their minds rather than enforce our own agenda.
- **Affirmations** are simply statements about anything positive that you notice about the student, such as attempts, achievements, accomplishments, e.g. "You really care about your health", "You were successful in trying to change your dietary habits in the past"... We use affirmations to build a sense of self-confidence or self-efficacy to the students.
- **Reflections** have to do with your understanding what the students are thinking and feeling and then saying it back to them. Reflections are statements not questions from the part of the teacher, e.g. when a student says "I don't think that I have seen food advertising on the Internet", your reflection could be "So, perhaps you are not quite sure what the food advertising on the Internet might be". We use reflections on motivational interviewing to convey empathy and understanding to the students, and especially to be able to start to see the world through their eyes.
- **Summaries** are long reflections provided by you to more than one statement, usually when students provide diverse answers, sometimes even ambivalent or not explicit enough, or complementary, to your questions. For example, if the students' statements to a question "Why do you think food companies like to include advgames on youngsters' social media accounts?" are: "Because they want to advertise their products", "Because they want to get the youngsters informed that a certain food



	<p><i>product is really good for their health”, “Because they want to make their junk food products even more appealing when kids can play and interact with them in online activities”, “Because they want the youngsters extend their interaction and engagement with the company’s brand”, “Because they want to collect more personal data of youngsters friends in order to extend their customers’ list”...</i></p> <p><i>Your summary could be: “If I understand you correctly, you say that the food companies do include advgameson the social media account of youngsters just for advertising reasons, so we could say that advgames are similar to TV commercials or paper advertisements. However, unlike TV commercials, advgameson social medialet youngsters interact with the products and hence enforce them to be more engaged not only with the specific product but with the company brand too. Let alone, that collecting from youngsters’ info about their social media “friends”junk food companies can also target their peers as well.</i></p>
<p><b>Lesson 4</b></p> <p><b>“Evaluation”</b></p> <p><i>15 min</i></p>	<p>The aim of this lesson is to:</p> <ul style="list-style-type: none"> <li>• Get from students feedback about the lesson plan and the AR Game</li> <li>• Get from the teachers feeback about the Anemelo Handbook, lesson plan and the AR Game.</li> </ul> <p>You can use the links below for the evaluation:</p> <ul style="list-style-type: none"> <li>• Students’ evaluation in English: <a href="https://docs.google.com/forms/d/1_mQ2_l2K3EILqBLKjuHWHtfwa8rlvyXhmcdZLh-vVwQ/edit">https://docs.google.com/forms/d/1_mQ2_l2K3EILqBLKjuHWHtfwa8rlvyXhmcdZLh-vVwQ/edit</a></li> <li>• Teachers’ evaluation in English: <a href="https://docs.google.com/forms/d/10YelkD4Dtj19Lw8L7hBgXzu-hcn_Fvs_XSL9K9A5hwU/edit">https://docs.google.com/forms/d/10YelkD4Dtj19Lw8L7hBgXzu-hcn_Fvs_XSL9K9A5hwU/edit</a></li> </ul>



## APPENDIX 1: MARKETING

Theme title	Marketing techniques
Tools and materials needed	<p>Items that can be found in the school amenities or brought from home:</p> <ul style="list-style-type: none"> <li>• A bag of chips freely chosen by the teacher</li> <li>• Pens</li> <li>• A3 papersheets</li> <li>• A computer</li> <li>• A bigscreen</li> <li>• A projector</li> <li>• Wi-Fi connection</li> <li>• Smartphones or video cameras</li> </ul>
Duration of the film	Suggested duration for the film: 3 minutes
Instructions about how students can find relevant information to be illustrated by the films	<ol style="list-style-type: none"> <li>1. The theme addresses the “Marketing techniques”, namely the strategies companies implement in order to increase sales. These include <i>advertising</i>, but also <i>packaging</i>, <i>product placement</i> in shops, <i>price ranges</i> and <i>upselling</i>;</li> <li>2. The aim of this preparatory activity is to support students’ awareness about the definition of marketing and the range of strategies that the marketers use (i.e. exposure of youngsters to images of their products and narratives about the positive aspects of their products, mainly by means of advertising) to nudge youngsters’ towards immediate binge-like automated consumption of High Fat Sugar Salt Food), whose external cues are to trigger youngsters into consumption and create product loyalty;</li> <li>3. The activity involves the teacher as activity leader and students aged 14-16 as participants;</li> <li>4. The teamwork activity will be carried out in the school premises, preferably a big space where students can find materials for their video (gym, library, etc.); the room needs to be equipped with PC, projector, video-screen and Wi-Fi connection. [Teacher’s material: ANEMELO Handbook, section 3.1.Marketing]</li> <li>5. In order to provide students with relevant information about the marketing topic, teachers will provide students with hardcopies introducing marketing techniques examples of everyday life marketing strategies, such as: <ul style="list-style-type: none"> <li>• <b>Product positioning in shops</b> (e.g. usually candies are placed next to the register to encourage compulsion to buy while waiting to pay; unhealthy</li> </ul> </li> </ol>



foods are placed at eye level on shelves to catch the eye, unhealthy food targeting kids is placed at kids' touch level);

- **Pricing, promos and special offers** (e.g. very cheap junk food, free gadgets or 3X2 promotions);
- **Packaging** (e.g. packaging products in easily identifiable formats, using attractive image and colours or featuring cartoon characters or celebrities);
- **Upselling** (e.g. the seller gives you the opportunity to buy an upgraded version of the product or to pay a relatively small amount to get extra things, or a restaurant menu gives diners the option of adding chicken or shrimp to a salad for an additional cost);
- **Advertising** (including easy-to-remember catchy jingles, celebrities endorsement); advertising examples can be chosen between: online advertising, magazine advertising, instagram influencers advertising, TV advertising, social advertising.

6. Then, the teacher will ask students to create a new catchy video advertising for a new type of chips. Students will choose the setting (within the school premises), the message and the way to convey it. In order to support the video content creation, the teacher will also include in the **hardcopies** helpful questions/issues to be taken into consideration by students when preparing the film:

1. Who's the target of the advertising?
2. What's the tone and language of the advertising?
  - Is it fun, serious, jargon, adult or kid structured, friendly, gender-based?
3. What's the positive message the advertising aims at associating with the product?
  - Success, fun, wealth, money, friendship, social acceptance...
4. What's the video setting?
  - Is it an indoor/outdoor situation?
  - Does the action take place in a present/past/future time?
5. What are the main features of the character?
  - How is he/she dressed? How could you describe him/her?

Students are free to decide which roles they will play in shooting the video (who will be the videomaker, who will be acting in the video), they are free to choose which marketing tool – apart from advertising – use for promoting the chips.

The total duration of the activity will be **around 30 minutes**:



- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• <b>25 minutes</b> for the creation of the screenplay of the activity, equipping the video location and divide the roles, and</li><li>• <b>5 minutes</b> for shooting the video.</li></ul> |
|--|---|



## APPENDIX 2: IMMERSION

Theme title	Immersion
Tools and materials needed	<ul style="list-style-type: none"> <li>• Smart phones</li> <li>• Video camera</li> <li>• Wi-Fi Connection</li> <li>• Computer</li> <li>• Projector</li> <li>• Handbook with questions</li> </ul>
Duration of the film	Suggested duration for each film: 2-3 minutes
Instructions about how students can find relevant information to be illustrated by the films	<ol style="list-style-type: none"> <li>1. The theme lesson is about <i>Immersion</i>. The students become aware of the rationale of online immersive environments (mainly advergames) that are designed to link to negative internal states as experienced by youngsters (such as boredom, anxiety or frustration) to more exposure to product images and narratives. The immersive experience is to trigger youngsters into action (consumption) and to create brand loyalty. Online advertising has fundamentally changed the nature of marketing to children and youth. In the beginning, online ads were nothing more than static “banner ads”: images of a marketing message with a minimal amount of text. Today, online advertising encompasses not only more sophisticated and enticing banner ads but also “advergames,” online videos, branded websites, virtual worlds, and social marketing.</li> <li>2. The activity involves the teacher as activity leader and students aged 14-16 as participants;</li> <li>3. The teamwork activity will be carried out in the school premises, preferably a big space where students can find materials for their video (gym, library, etc.); the room needs to be equipped with Smart phones, video camera, Computer, projector and Wi-Fi connection.</li> <li>4. Teacher’s material: ANEMELO Handbook, section 3.2. Immersion chapter.</li> </ol>

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5. In order for the students to understand the above mentioned facts, the teacher will provide them with hardcopies (or ask them) including helpful questions that will guide students to structure their thoughts about the issue:

- a. Do you know how Immersion affects you and/or your peers?
- b. What do you think about online immersive environments and its effect?
- c. Do you enjoy watch food commercials? If, yes, explain why.
- d. Can you tell us what immersion stands for?

6. The teacher does an introduction to students on how to create short films. He/she also analyses the theme of their short films (Immersion). He/she explains to students that the films must be shot on the premises of the school and that they are going to be six (6) groups, each with their own task to implement.

7. Then, the teacher will ask students to create a video. Students will choose the setting (within the school premises), the message and the way to convey it. In order to support the video content creation, the teacher will also include in the **hardcopies** helpful guidance or suggestions to be taken into consideration by students when preparing the film:

- They can promote the **bad influence that online immersive environments has in our life** (e.g. provides wrong messages, making youngsters consume wrong things, etc.) or
- They can promote **ways that the online immersive environments effects our life** (e.g. exposure product images and narratives, etc.).
- Furthermore, they can **show how online advertising is making us crave and desire junk, sweet and fatty foods.**

Students are free to decide which roles they will play in shooting the video (who will be the videomaker, who will be acting in the video, etc).

The total duration of the activity will be **around 30 minutes:**

- **20 minutes** for the creation of the screenplay of the activity, equipping the video location and divide the roles, and
- **10 minutes** for shooting the video.



Project number: 2017-1-UK01-KA201-036769

Project title: Augmented reality and new media against online promotion of unhealthy foods (ANEMELO)

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## APPENDIX 3: PERSONALISATION

<b>Theme title</b>	<b>Personalisation</b>
<b>Tools and materials needed</b>	<p>Various objects that can be found in the schools (e.g. basket-balls, books), or taken by home (in this case students have to be previously informed)</p> <ul style="list-style-type: none"> <li>• Pens</li> <li>• A3 papersheets</li> <li>• A computer</li> <li>• A bigscreen</li> <li>• A projector</li> <li>• Wi-Fi Connection</li> <li>• Smartphones or cameras</li> </ul>
<b>Duration of the film</b>	Suggested duration for the film: 3 minutes
<b>Instructions about how students can find relevant information to be illustrated by the films</b>	<ol style="list-style-type: none"> <li>1. Personalisation of communication messages to adolescents by food and drinks industry representatives can strengthen the nudging of adolescents towards the aim of getting them to eat and drink unhealthy products binge-like as an automated behavior on cue. Two types of instruments can be used to strengthen external cues (product producer content that is to trigger consumption of the product in the form of advertising and marketing): profiling and persuasion profiling. A third type of instrument called “target audience analysis” can be used to tune in more effectively to adolescents’ internal cues (emotions or experiences that become associated with a product so that the product will be consumed when these emotions or experiences occur);</li> <li>2. The aim of this preparatory activity is to make the students’ aware of personalisation strategies, raise awareness about privacy and sensitive data issues and strengthen critical thinking towards media manipulation;</li> <li>3. The activity involves the teacher as leader of the activity and students aged 14-16 as participants;</li> <li>4. The teamwork activity will be carried out in the school premises; it is</li> </ol>



preferable to shoot the film in a big space, equipped with Wi-Fi connection and a PC, where students can find items to use for the video (e.g. gym, canteen, library...).

5. Teacher's material: ANEMELO Handbook, section 3.3. Personalisation chapter.
6. The teacher will instruct students' on personalisation techniques, using simple words. The teacher will project on the screen some random researches on Google or Facebook to show them which advertisements will be displayed or prepare some screenshots with advertisements to provide them as hardcopies to the students.
7. Then, the teacher asks students to create a video showing how personalisation would work in simple life. In order to support the video content creation, the teacher will also include in the **hardcopies** helpful issues to taken into consideration by students when preparing the film:
  - One student will be the videomaker, one student will act in the video as the interviewed, the other 4 students will act as interviewers. The video will be shot in the school premises.
  - Each interviewing student has different items that is willing to sell to the interviewed (the items should be things that can be easily associated with their use or referred to a specific setting e.g. a soccer ball, a book, a CD, a pair of dancing shoes, a tea kettle, etc.).
  - The interviewing students will present 5-6 items each. The interviewed will be asked questions about his/her food preferences, favourite school subjects, hobbies, favourite artists, sports.
  - The interviewers, according to the interviewed answers', will start to leave aside products they think he/she won't totally be interested in. (The students could use some graphic effects provided by their smartphones/apps to cross, delete or somehow hide the excluded items) - while keeping those having some aspects of or relations with the preferences of the interviewed (if the student likes Beyoncé music he/she could probably like Jay-Z too).
  - The goal of the activity for the interviewing students is to remain with one product each that they could sell to the interviewed. The product could be exactly what the interviewed is looking for, but it could also be something he hasn't imagined and that could be of interest. Then, interviewing students will be asked to promote the remaining product to the interviewed, describing it as tailored on his/her preferences.

The total duration of the activity will be **around 30 minutes**:



- **25 minutes** for the creation of the screenplay of the activity, equipping the video location and divide the roles, and
- **5 minutes** for shooting the video.

The activity will last approximately 30 minutes:

- 10 minutes for item research;
- 10 minutes for the questioning of the interviewed;
- 10 minutes for shooting the video.



## APPENDIX 4: FOOD AND DRINKS AS A REWARD

<b>Theme title</b>	<b>Food and drinks as a reward</b>
<b>Tools and materials needed</b>	<ul style="list-style-type: none"> <li>• Smart phones</li> <li>• Video camera</li> <li>• Wi-Fi Connection</li> <li>• A computer</li> </ul>
<b>Duration of the film</b>	Suggested duration for the film: 2-3 minutes
<b>Instructions about how students can find relevant information to be illustrated by the films</b>	<ol style="list-style-type: none"> <li>1. The theme is about <i>food and drinks as a reward</i>. The children need to understand how the consumption of HFSSF products (High Fat Sugar Salt Food) increases the release of dopamine and that's why they feel that junk food is enjoyable and important. They need to realize that when we eat junk foods the reward circuits within our brains activate and release the chemical dopamine. Our brains can become overwhelmed by the pleasure from these rewarding foods and in response the brain adapts and makes more receptors for dopamine. This means a greater amount of junk food is needed to get the same "kick", making us eat more, in the same way that an addict develops a tolerance to drugs. So, our brains are hardwired to seek out and want rewarding foods, making us crave and desire sweet and fatty foods.</li> <li>2. This preparatory activity involves the teacher as leader and students aged 14-16 as participants.</li> <li>3. The teamwork activity will be carried out in the school premises. [Teacher's material: ANEMELO Handbook, section 3.4. Food and drinks as a reward]</li> <li>4. In order for the students to understand the above mentioned facts, the teacher will provide them with hardcopies (or ask them) including helpful questions that will guide students to structure their thoughts about the issue:             <ul style="list-style-type: none"> <li>○ Do you know how junk food affects you and/or your peers?</li> <li>○ Why do you like/enjoy junk food?</li> <li>○ Do you know what HSFFS products mean? If yes, indicate some</li> </ul> </li> </ol>



examples.

- What do you think when you hear the phrase “Food and drinks as reward”?
5. Then, the teacher will ask students to create a video. Students will choose the setting (within the school premises), the message and the way to convey it. In order to support the video content creation, the teacher will also include in the **hardcopies** helpful guidance or suggestions to be taken into consideration by students when preparing the film:
1. They can promote the **bad influence that junk food has in our life** (e.g. gain weight-obesity, release of dopamine, etc.) or
  2. They can promote **the good influence of not having junk food** in our life (e.g. healthier lifestyle, etc.).
  3. Furthermore, they can show why sweet and fatty foods are making us crave and desire them.

The total duration of the activity will be **around 30 minutes**:

- **20 minutes** for the creation of the screenplay of the activity, equipping the video location and divide the roles, and
- **10 minutes** for shooting the video.



## APPENDIX 5: SOCIAL MEDIA AS A REWARD

<b>Theme title</b>	<b>Social media as a reward</b>
<b>Tools and materials needed</b>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• A projector</li> <li>• Powerpoint 2010</li> <li>• Internet connection</li> <li>• Social Media accounts</li> <li>• Screenfilming /capture apps</li> </ul>
<b>Duration of the film</b>	Suggested duration for each film 2 min.
<b>Instructions about how students can find relevant information to be illustrated by the films</b>	<ol style="list-style-type: none"> <li>1. The theme is about <i>Social media as a reward</i>. The children need to understand how the Social media tries to convince them to buy product. How they also use as a tool famous people to do the advertisements. How they use also games rewards. And finally what is dopamine and how it works.</li> <li>2. This preparatory activity involves the teacher as leader and students aged 14-15 as participants.</li> <li>3. The teamwork activity will be carried out in the school premises. [Teacher's material: ANEMELO Handbook, section 3.5. Social media as a reward]</li> <li>4. In order for the students to understand the above mentioned facts, the teacher will start a discussion about social media and how they create the aspect of "cool staff". This discussion will including helpful questions that will guide students to structure their thoughts about the issue: <ul style="list-style-type: none"> <li>• Do you have an account in social media?</li> <li>• Which of the social media you prefer?</li> <li>• Do you know how social media advertise thinks?</li> <li>• Why do you like/enjoy junk food?</li> <li>• What do you think when you hear the phrase of a famous person in social media "try this food or drink"?</li> </ul> </li> <li>5. Then, the teacher will ask students to create a video/presentation. Students will choose the setting (within the school premises), the</li> </ol>



message and the way to convey it. In order to support the video content creation, the teacher will provide guidance or suggestions to be taken into consideration by students when preparing their material and creating the presentation:

- They have to choose a social media.
- They try to find out how it advertises unhealthy foods and drinks.
- They explain and give an example of a “social media influencer”.

The total duration of the activity will be around **40** minutes:

- 10 minutes discussion with students.
- 15 minutes of finding information and material for the presentation.
- 15 minutes for the creation of the presentation.



## APPENDIX 6: CHANGING THE METABOLIC SYSTEM

<b>Theme title</b>	Immersion
<b>Tools and materials needed</b>	<ul style="list-style-type: none"> <li>• Smart phones</li> <li>• Video camera</li> <li>• Wi-Fi Connection</li> <li>• A Computer</li> <li>• Handbook with questions</li> </ul>
<b>Duration of the film</b>	Suggested duration for each film: 2-3 minutes
<b>Instructions about how students can find relevant information to be illustrated by the films</b>	<p>8. Purpose of the lesson</p> <p>The theme lesson is about <i>Immersion</i>. Digested molecules of food, as well as water and minerals from the diet, are absorbed from the cavity of the upper small intestine. The absorbed materials cross the mucosa into the blood, mainly, and are carried off in the bloodstream to other parts of the body for storage or further chemical change. This part of the digestive system process varies with different types of nutrients (Carbohydrates, Proteins, Fats, Vitamins, Minerals and Water).</p> <p>9. The activity involves the teacher as leader and students aged 14-16 as participants.</p> <p>10. The teamwork activity will be carried out in the school premises.</p> <p>11. Teacher's material: ANEMELO Handbook</p> <p>12. Objectives of the lesson</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Develop an awareness of the nutrient absorption.</li> <li>• Understand the procedure of the nutrient absorption in the digestive system.</li> <li>• Separate foods according to their type of nutrients (Carbohydrates, Proteins, Fats, Vitamins, Minerals and Water).</li> <li>• Create short films.</li> </ul>



### 13. Activities of the lesson

#### Activity 1

The teacher divides the students into 6 groups (4-5 students each). He/she explains what they are going to do and tells them that they are going to watch a video about the procedure of the nutrient absorption.

The teacher gives a handbook in each group with the following questions:

- What does the video showed us? What do you think?
- Can you tell us what immersion stands for?
- Do you know the different types of nutrients? If, yes, mention some.
- Can you identify foods according to their different types of nutrients?

The students discuss the above questions in their teams, after they watched the video. They work for 10 minutes in their groups and then they discuss their answers with the whole class. After the discussion the teacher concludes by explaining how the absorption of nutrient works in our body. The teacher also provides students with more information about the theme of the lesson "Immersion".

The duration of the activity 1 will be around 20 minutes.

#### Activity 2

The teacher does an introduction to students on how to create short films. He/she also analyses the theme of their short films (Immersion). He/she explains to students that the films must be shot on the premises of the school and that they are going to be six (6) groups, each with their own task to implement. The students are already splitted in groups by the teacher from activity 1, so they start to film their own short film according to their theme. They can ask for help, if its needed. The teacher reminds them that the films must be shot on the premises of the school.

The students must create films based on *Immersion*. They can use the computer for ideas if they want to. Their videos can contain pictures and anything else is necessary for.

### 14. The total duration of the activity will be around 45 minutes.



## APPENDIX 7: TRY TO TEACH IT

<b>Theme title</b>	<b><i>Try to teach it</i></b> - If you don't know, try to teach it -. This could be a cycle of motivation movies.
<b>Tools and materials needed</b>	<ul style="list-style-type: none"> <li>• Papersheet,</li> <li>• pencil, coloredpencils,</li> <li>• camera,</li> <li>• movie camera,</li> <li>• smartboard,</li> <li>• audio recording device.</li> </ul>
<b>Duration of the film</b>	Suggested duration for each film 2-3 min.
<b>Instructions about how students can find relevant information to be illustrated by the films</b>	<p>7. What the theme is about. Motivation is the key driver for every learning action and communication. One of the most important reasons is to understand to be part of a process. The process described as follows, is one of the successful procedure to keep someone involved.</p> <p>8. <b>First step:</b> We have to give to the teachers/educators the right information; The right knowledge and the way the food companiesmake children and youngsters create dependence to the children.</p> <p>9. <b>Second step:</b> Teachers talk and explain to the pupils what they understood from the expert.</p> <p>10. <b>Third step:</b> Teachers then discuss with their pupils how they can be represent the ideas, motivation, images, scripts with which they decide to represent the ideas and reasons.</p> <p>11. <b>Fourth step:</b> The students are asked to create drawings, dialogs recorded and write messages in slips using sentences that convey the most important messages.</p> <p>12. Then students create videos/films to shoote-recorded dialogs, interviews or images with subtitles already developed under fourth step. One of the most effective uses of drawings is to shoot them as moving images. Students can draw and shoot them with the camera shooting, image by image, this technic is a decoupage, and could be very effective.</p> <p>The total duration of the activity will be <b>around 30 minutes:</b></p>



- **20 minutes** for the creation of the drawings, recorded dialogues, interviews, important messages, and
- **10 minutes** for shooting the video.



## APPENDIX 8: GOOD FAMILY HEALTHY FOOD - GOOD FOOD HEALTHY FAMILY

<b>Theme title</b>	<p><b>Good Family Healthy Food - Good Food Healthy Family</b></p> <p>[It's a tricky title. You can reword the title. The idea behind this is that the students need to realize the wording is important, since different messages and meanings can be created by changing the order of the words.]</p>
<b>Tools and materials needed</b>	<ul style="list-style-type: none"> <li>• papersheet,</li> <li>• pencil,</li> <li>• coloredpencils,</li> <li>• camera,</li> <li>• movie camera,</li> <li>• smartboard,</li> <li>• recordingtechnology.</li> </ul> <p>Parents have to be invited. A small group of pupils with their families try to teach how to motivate and convince their parents not to accept to eat junk food.</p>
<b>Duration of the film</b>	<p>Suggested duration for each film 2-3 min.</p> <p>[This kind of movie idea can be applied from different perspectives; Teachers can focus on student's point of view, parents, or external audiences.]</p>
<b>Instructions about how students can find relevant information to be illustrated by the films</b>	<p><b>What the theme is about</b></p> <p>13. Family is a context where pupils have a strong influence for many reasons:a. kids have a strong power on their mother, with a strong emotion influence; b. kids have a strong influence on their father because of a rational relation with them. Trying to talk with your pupils about the rational use of energy, you will be astonished.</p> <p>14. <b>Step first:</b> Core description by the teachers about food, behavior, knowledge motivation, better food better future, etc.</p> <p>15. <b>Step second:</b> Students discuss with their families about the family influence on their food choices or children influence on their parents willingness to be convinced by kids preferences.</p> <p>16. Then students create videos/films to shoot e-recorded dialogs, interviews already developed under step second.</p> <p>The total duration of the activity will be <b>around 30 minutes:</b></p> <ul style="list-style-type: none"> <li>• <b>20 minutes</b> for the creation of therecorded dialogues, interviews, and</li> <li>• <b>10 minutes</b> for shooting the video.</li> </ul>

