

VITAL SCHOOLS MOVEMENT- FRIENDLY PLAYGROUND

30.SEP.2024-25.OCT.2024

SAP OVERVIEW

Student wellbeing at school is a very hot topic that many schools are paying extra attention to since the corona crisis. In addition, recent studies also show that students at school spend far too long/too much time sitting still and move too little.

In the online sessions leading up to the active week, we provide knowledge and skills to increase less time spent sitting still and more exercise in school. Why do young people sit a lot and what motivates them to move more? What is the principle of nudging?

During the research week, we will test what we have learned in groups in a school.

The knowledge already gained from the online sessions will be complemented by specific expertise on the principles of an exercise-friendly playground. MOEV will be an important external partner in this.

We look at a good example of an exercise-friendly green playground in a Bruges school.

The students then go through a research cycle.

Personas are created, questions are prepared, and then as much data as possible is gathered about our school.

We also map out the current running lines.

With the knowledge gained, the students, together with the participating schools, will then set to work to create feasible ideas about movement-friendly playgrounds/ outdoor classrooms/outdoor spaces. This will take student wellbeing and sustainability into account.

The process will require close collaboration through group work. The different actors should be interviewed and the results processed.

Through a brainstorming process, we will arrive at an elaborated idea.

In the mind and maker space, we are going to arrive at creative visual models based on the theoretical models.

The exercise-friendly playground/outdoor classrooms/

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Organised by: Howest University of Applied Sciences
Polytechnic University of Leiria

outdoor spaces case study provides students with a concrete, visually appealing and easily adaptable context to apply these research skills to.

The final result is a maquette and the ideas will be presented to the school concerned at the end of the week.

LEARNING OUTCOMES

The student:

- LO1: Defines the need for a sustainable activity policy in a school.
- LO2: Appoints the principles of nudging as applied to a playground
- LO3: Explains the different perspectives of physical activity education.
- LO4: Understands the different stages of human motor development (skills and abilities).
- LO5: Recognizes the principles of an active and green playground.
- LO6: Verbalizes the stages of the research cycle.
- LO7: Analyzes the initial situation of a school based on different criteria, including feedback from stakeholders (students, teachers, maintenance team, school management).
- LO8: Develops, based on the initial situation, a vision to achieve a physical activity-friendly school environment, taking into account the existing constraints.
- LO9: International Disciplinary Learning: Have a developed knowledge of the professional activities of his discipline in other countries.
- LO10: Completes his consultancy report based on reflection and feedback from the stakeholders (school management).
- LO11: Reports his/her advice, incorporating educational innovation, new knowledge and existing practices.
- LO12: Uses collaborative skills in an international context, showing initiative, empathy and shared

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responsibility for the learning process.

LO13: Evaluates the group process and reflects on his/her own contribution.

SELECTION CRITERIA

The selection will be based on the requirements and the submitted applications in terms of motivation.

The selection team will also take steps to ensure diversity and representativeness.

The total number of students/ staff to be selected is 30

ELIGIBLE PARTICIPANTS

All RUN-EU degree students

HOW TO APPLY

Fill in the application form



DEADLINE FOR APPLICATIONS

1 september 2024

CONTACT DETAILS

Dave.brunet@howest.be

DATE From 30 September to 25 October 2024

Face-to-Face Week: Howest Brugge, Belgium 21-25 October

Online sessions: 30 September and 14 October and 4 november 2024

MODE OF DELIVERY Blended

LANGUAGE OF INSTRUCTION English

ECTS CREDITS 3

ACADEMIC RECOGNITION

To be defined by each higher education institution.

Generally, most students will have this SAP certified in their diploma supplement, as a minimal condition.

COURSES LEADERS | LECTURERS

Courses leaders

Dave Brunet (Howest)

Filipe Rodrigues (IPLeiria)

Jose Amoroso (IPLeiria)

Luís Pedro Inácio Coelho (IPLeiria)

MEANS AND CRITERIA FOR ASSESSMENT

In a simple context: the knowledge regarding the need to move more, break sedentary behaviour and the principles of an active friendly playground will be tested in the meantime.

During the group work, students will be observed for active participation and there will be a peer evaluation at the end of the process.

Complex application: The evaluation of the final product will be done through a group presentation.

Knowledge related to the theme: (LO1-LO5) (10%)

Quality of the product (LO6 - LO10) (70%)

Evaluation of team and intercultural competences (LO11 - LO12) (20%)

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LEARNING AND TEACHING STRATEGY

Active learning, inquiry-based learning, learner-centred teaching, collaborative methods.

Activities: project work; problem-solving tasks; discussions; brainstorming; creative work; presentations (online 6hours); peer teaching/learning.

Live sessions (whole class/small group work), mentor support, site visits in Bruges

Platforms: Teams, Padlet, Canvas

Online lessons: presentations online

Processing hours: problem-solving tasks; discussions

PHYSICAL MOBILITY | SCHOLARSHIPS AVAILABLE

Travel:

Austria - Belgium: € 309

Finland - Belgium: € 309

Ireland - Belgium: € 309

Portugal - Belgium: € 309

Spain - Belgium: € 309

The Netherlands - Belgium: € 211

Subsistence:

The subsistence grant for Belgium is €553 (7 x €79), except for students who already come from Howest.

PREREQUISITES

None

CERTIFICATION

To be defined by each home institution. Generally, most students will have this SAP certified in their diploma supplement, as a minimal requirement.

TYOLOGY

Cutting-edge topic

SCIENTIFIC / PEDAGOGICAL FIELD + ISCED CODE

14 Teacher training and education science

44 Physical science

72 Health

RUN-EU FUTURE EIH

Health care and education

LENGTH

4 weeks: 5 lessons online, 1 face-to-face week

EQF / LEVEL

6, 7, and 8

SHORT
ADVANCED
PROGRAMME

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EUROPEAN UNIVERSITY

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PROGRAMME AT A GLANCE

WEEK 1-30.SEPTEMBER.2024-ONLINE

GMT+2	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	20h00	
GMT+1	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	
GMT	8h00	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	
MONDAY 30/09												INTRODUCTION

WEEK 1-1.OCTOBER.2024-ONLINE

GMT+2	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	20h00	
GMT+1	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	
GMT	8h00	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	
TUESDAY 1/10												MOVEMENT SPOTS



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PROGRAMME AT A GLANCE

WEEK 2 · 7.OCTOBER.2024 · ONLINE

GMT+2	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	20h00	
GMT+1	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	
GMT	8h00	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	
MONDAY 7/10V												NUDGING

WEEK 2 · 8.OCTOBER.2024 · ONLINE

GMT+2	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	20h00	
GMT+1	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	
GMT	8h00	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	
TUESDAY 8/10												YETT APP



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PROGRAMME AT A GLANCE

WEEK 3- 4 21-25.OCTOBER.2024 FACE-TO-FACE WEEK HOWEST

	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	20h00
GMT+2											
GMT+1	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00
GMT	8h00	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00
MONDAY 21/10	CHECK-IN	SESSIONS 1		LUNCH BREAK	SESSIONS 2					EXPLORING BRUGES	
TUESDAY 22/10	QUIZ & WORKSHOP		SESSION 4	LUNCH BREAK	SCHOOL VISIT & SESSION				GROUP		
WEDNESDAY 23/10	BRAINSTORM			LUNCH BREAK	SESSION 4						
THURSDAY 24/10	DESIGN PHASE PART 1		SESSION 5	LUNCH BREAK	DESIGN PHASE PART 2	CHECKING OFF					
FRIDAY 25/10	PREPARING PRESENTATION			LUNCH BREAK	PRESENTATIONS & EVALUATION			GROUP LEARNING REFLECTION & CLOSING EVENT			



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30 SEPTEMBER

MONDAY 18H00-20H00 GMT+1 · ONLINE

GMT+2	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	20h00
GMT+1	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00
GMT	8h00	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00

MONDAY
30/09

INTRODUCTION

Introduction & Course Overview

🕒 30 minutes

📄 In this first online webinar, we will go through the objectives to be achieved, and how we will evaluate the module. We briefly introduce you to Howest University of Applied Sciences and the city of Bruges. We also go over some practical arrangements and provide time to answer your practical questions. We do an active icebreaker.

Ice breaking activity

🕒 30 minutes

Presentation on the need of more movement in schools

🕒 60 minutes

📄 Then we move on to the real work. In this webinar we will

discuss why there should be more movement and less sedentary behavior in a school. What do the hardnumbers tell us about sedentary behavior among our youth? What is the WHO guideline on sedentary behavior? Who sits down a lot and who moves a lot? What is the norm of exercise? Are there advantages to moving more and disadvantages to sitting for a long time? Why should a teacher pay attention to moving more and sitting less in a school? Good agreements need to be made in order to communicate smoothly. We go through the applications that we will use frequently: Miro and Teams.

Explanation of the assignment

🕒 15 minutes

📄 We will end this first online meeting by explaining an

assignment in the Miro app. Here is a description of the assignment: you are going to visit a school of your choice and take some pictures of the playground facilities. Are there things that stand out about the playground? Is it a gray playground? Are there any sports areas? Is there a lot of paving or is there a focus on greenery and planting? Are there devices present that elicit movement? We collect these photos and information on the Miro app.

Assignment

🕒 5 hours

📄 Assignment: visit the school, take pictures about the playground and apply the theoretical framework to this playground.

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1 OCTOBER

TUESDAY 18H00-20H00 GMT+1 - ONLINE

GMT+2	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	20h00
GMT+1	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00
GMT	8h00	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00
TUESDAY 1/10											MOVEMENT SPOTS

Theoretical framework

- 🕒 45 minutes
- 📄 We will go through the objectives to be achieved, and how we will evaluate this module. We will briefly introduce Polytechnic University of Leiria and its city of origin. We should also go over some practical arrangements and provide time to answer your practical questions.

Discussion about the framework

- 🕒 30 minutes
- 📄 We will continue by discussing an explanatory and descriptive basis for the processes and products of human motor

Explaining assignment

- 🕒 15 minutes
- 📄 Make small movie with exercises in their environment about 5 small movements (strength, coordination, balance, ...)

Assignment

- 🕒 1 hours
- 📄 You should prepare a presentation with up to 5 videos, each representing different motor skills and abilities that could be developed in the chosen location.

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8 OCTOBER

TUESDAY 18H00-20H00 GMT+1 · ONLINE

GMT+2	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	20h00
GMT+1	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00
GMT	8h00	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00

TUESDAY
8/10

YETT APP

Presentation

- 🕒 90 minutes
- 📄 The YET project kicked off as a part of the Environment Department's 'Let's imagine space together' grant programme. The project explores the triggers required to get young people engaged in the debate on the sustainable use of space.

Breakout rooms

- 🕒 30 minutes
- 📄 Discussing the assignment and linking this to the theory seen, in the assigned groups.

Assignment

- 📄 Keeping a diary for a week with the app. Taking pictures of public places and getting started with ideas.



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21 OCTOBER

MONDAY 9H00-22H00 HOWEST BRUGGE

GMT+2	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	20h00
GMT+1	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00
GMT	8h00	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00

MONDAY 21/10	CHECK-IN	SESSIONS 1	LUNCH BREAK	SESSIONS 2				EXPLORING BRUGES
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Check-in & Ice breaker Activities

- 🕒 45 minutes
- 📄 We meet at the Howest buildings. We get to know each other first so that the ice is broken.

Introduction & planning

- 🕒 45 minutes
- 📄 We go over the practical planning for this physical week and give you the opportunity to answer your questions. Where do we eat, how do we get around, ...
- The program director comes along.

Research cycle

- 🕒 30 minutes
- 📄 In this first activating lecture we discuss the steps to follow in a research cycle. We begin with problem orientation. First diverge, then converge. What is a research question and what types of research questions exist? We highlight the design questions. We will then go through the completed initial notes as a group. What information do we have to work with?

Felipe Rodrigues

- 🕒 30 minutes
- 👤 Felipe Rodrigues
- 📄 Students' ability to research literature on the theme of active educational spaces

What is a movement friendly playground?

- 🕒 2 hours 30 minutes
- 👤 Yannick
- 📄
 - Content session from an expert from the field
 - Watching playtime
 - Discussing good adaptations in this school

Exploring Bruges

- 🕒 2 hours
- 📄 By bike or by app ActionBound Bruges has many beautiful places, we put the theory of moving more effectively into practice.

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22 OCTOBER

TUESDAY 9H00-17H30 HOWEST BRUGGE

GMT+2	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	20h00
GMT+1	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00
GMT	8h00	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00

TUESDAY 22/10	QUIZ & WORKSHOP	SESSION 4	LUNCH BREAK	SCHOOL VISIT & SESSION			GROUP			
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Workshop & Quiz

🕒 2 hours 30 minutes

📄 We start with a small test to see what was remembered from the first day, regarding the principles of the movement-friendly playground. We want to evaluate and activate the knowledge gained. To do a survey we need the data. What data is useful and relevant and how can we get it? How do we collect the data and how do we interpret it? We need to know well for whom we are redesigning the playground, so we create personas to prepare ourselves. We get down to business! we write out interview questions for the various stakeholders. We create an observation protocol for playtime. We distribute the different assignments to be carried out in our partner school, within our group.

Getting to know the app YETT

🕒 30 minutes

👤 Lore

📄 Lore is a research associate at vital cities. They are looking for ways to integrate more movement into cities and are doing this with all city stakeholders. In collaboration with the ICT department, they have developed an IA app where one can easily drag and drop attributes, to customize an environment, on an environment photo.

Collecting the data @school

🕒 2 hours 30 minutes

📄 Each group will go to their assigned partner school and collect as much relevant data as possible on site. Everything we prepared in the morning, is put into practice at the school. We conduct interviews, observe the students and the running lines. Take pictures of the activities and the playground in the YETT app.

Students distribute the data obtained and make a report on it

📄 The data obtained has yet to be recorded and processed. Agree in the group who will take on which task.

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23 OCTOBER | WEDNESDAY 9H00-16H00 HOWEST BRUGGE

GMT+2	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	20h00
GMT+1	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00
GMT	8h00	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00

WEDNESDAY 23/10	BRAINSTORM	LUNCH BREAK	SESSION 4							
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Brainstorm

- 🕒 3 hours
- 📄 On Wednesdays, we meet at MAM, the Mind-and-Makerspace of Howest Bruges: This is where we begin the creative process. We start with a broad brainstorm. We set aside the data we have collected and think about all possible solutions. We think as broadly as possible, and then converge and write down a feasible vision with ideas.

Minde-and-Makerspace

- 🕒 3 hours
- 📄 We combine all the data we have gathered with our brainstorming. We write down our vision and choices. All of the group's ideas come together and we begin to prepare a final visual product. We want to leave this final visual product as open-ended as possible, to encourage students' own creative input. Possible outcomes could be a model, video, a website, ...

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24 OCTOBER THURSDAY 9H00-16H00 HOWEST BRUGGE

GMT+2	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	20h00
GMT+1	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00
GMT	8h00	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00

THURSDAY 24/10	DESIGN PHASE PART 1	SESSION 5	LUNCH BREAK	DESIGN PHASE PART 2	CHECKING OFF						
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Design phase part 1

🕒 2 hours 30 minutes

📄 We continue to work creatively in the MAM in a creative way to visualize our final product. Each participant in the group completes an assignment in its entirety and according to their own skills.

Reporting and presenting

🕒 30 minutes

- 📄 1. Reporting: what exactly should we report?
- Concretize research cycle
 - Outline the process
 - Name and argue the choices made
2. Presenting: how to present?
- Present the concrete, elaborated practical component
 - To present all this professionally

Design phase part 2 finalize design maquette and nudges

🕒 1 hour 30 minutes

📄 We continue to work creatively in the MAM in a creative way and visualize our final product. We prepare for the final school visit and distribute tasks. Who does what.

Checking off the proposal with the management of the partner school

🕒 1 hour 30 minutes

📄 We go to our partner school one last time. We briefly explain the choices we have made. Are these also the choices of the school's stakeholders? Have we considered all of their input or do we need to make adjustments along the way? Have we overlooked any important details or do we need to make additional inquiries at the school?

Make adjustments to the design

📄 Maybe you need to step it up a notch in the visual aspect? Maybe you need to further refine the vision? Or maybe you have done an excellent job and are right on track! If you wish, you can stay at the MAM until 10 pm. in the evening to continue working on your project.

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25 OCTOBER

FRIDAY 9H00-18H00 HOWEST BRUGGE

GMT+2	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00	20h00
GMT+1	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00	19h00
GMT	8h00	9h00	10h00	11h00	12h00	13h00	14h00	15h00	16h00	17h00	18h00

FRIDAY
25/10

PREPARING PRESENTATION

LUNCH
BREAK

PRESENTATIONS & EVALUATION

GROUP LEARNING
REFLECTION &
CLOSING EVENT

Preparing presentation in group

🕒 3 hours

📄 All the data has been collected and nearly all the steps in our research process have been completed. All that remains is for us to explain our decisions to the public. We prepare ourselves and practice as a group what we are going to say. We divide the tasks and make sure visually that everything is clear and finished. Before we end the week, we also want to do a peer review. Was everyone equally involved in the project? We take a moment to compare our own actions during the week with those of our peers in the group.

Evaluation and presentation

🕒 3 hours

📄 Each group will present their project. Students will do this through a presentation and their finished product (= created visual support). The presentation will show the research process of the whole week and explain the decisions made. Everyone in the group will be presented. During the presentations, representatives from the participating schools will be present to ask any questions. After their evaluation, the groups can also go around and see the other projects

Goup learning reflection

🕒 30 minutes

📄 Students reflect as a group on their own development this week, but also critically discuss the course of the week. What was good and what could be improved?
The RUN EU evaluation survey can also be covered here.

Closing event

🕒 1 hour and 30 minutes

📄 We conclude with a typical Flemish snack and drink and can chat one last time about the fun and educational week.

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FINAL ASSIGNMENT

Review & Recap from Session 1

🕒 10 minutes

📄 During the second online session, we will first review the assignment. Did this work out for everyone? We will also take an online poll during or after the lesson to see if everyone has understood the material from the first session. For this we can use the app Wooclap. This is a polling tool and quite dependent.
(<https://www.wooclap.com/>)

Presentation: Nudging, how and what?

🕒 50 minutes

📄 An important principle for encouraging people to move more is called "nudging." Nudging = giving people a little push in a certain direction in order to elicit the desired behavior. We will take a closer look at the principles of nudging. We'll discuss the different types of nudges. We will also discuss the best order in which to build a nudge to make it successful.

Breakout Rooms: discussing the assignment and linking this to the theory seen, in the assigned groups

🕒 30 minutes

📄 Finally, we will get to know each other better in the App Team breakout rooms. Students are instructed to come up with an open-ended question. The question can be related to class content or a personal question. They introduce themselves to their teammates and do so using the pictures