**Table 1**

**Activities with the children in the KLIK-program 2016 - 2019**

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| **School year 2016-2017** | | **School year 2017-2018** | | **School year 2018-2019** | |
| Ongoing: photography, observations and field notes of the activities; reflexive and evaluative dialogues with all participants; yearly survey | | | | | |
| Activity | Description | Activity | Description | Activity | Description |
| Wild pick walk | Walk through the neighborhood, during which the children learned about and gathered eatable wild plants. Afterwards they learned to make fruit drinks (‘smoothies’), mixing in the plants they had picked. | Capoeira course | The kickoff of the new schoolyear. Introducing that KLIK would concentrate on sports, movement, exercise and mindfulness this year, starting with a capoeira-course. | Visiting museum Corpus | Visit of a museum in which the children made a journey through the human body, followed by a written and drawn evaluation of their experiences and impressions. |
| Photography walk | Armed with a mirror and camera, the children started to explore and visualize what they thought noticeable in their environment. They then took home the cameras and made pictures of their meals, in their home environment. | KLIK’s Research Agency | A group of children selected from the participating classes gathered once a week to discover, formulate, investigate and answer their own research questions. In this process, various scientific and artistic methods were explored (like video-making, photography, interviewing etc.). Later, the results were presented at school. | Plants lab | Introduction on caring, attention and growth  All children received a plant and tools to split this one plant into two. This was the start of a long-term experiment in which the children treated their two plants mutually different and observed how each plant evolved. To monitor this development, they did measurements and made photos and field notes. Results were recorded in a KLIK-diary. |
| Sequel photography walk: Creating posters | The photographs taken by the children during the photography walk were shown in class, and the children reflected on these pictures by creating their own poster. | Sports lab | Through 8 tests the children experienced and investigated what happens in your body when you exercise. For instance: balance (What do you feel when you do a head roll?) and sweating (Why do you sweat when you run?). Afterwards, the children were given a step-counter to take home and investigate their activity pattern and engage in a competition between all 4 classes: which class is most physically active…? | Body lab | After an introduction on caring, attention and health, the children did exercises on how to train strength, endurance and flexibility. They made photos, did measurements and recorded all results in their KLIK-diary. The children (and their teachers) were asked to (try to) continue exercising, to see what would happen. |
| Foodlab | By coloring fruit and tasting blind the children examined different textures and tastes, like sweet and sour, a variety of fruits, raw and cooked vegetables, hot and cold drinks. They also prepared ice tea. Like real researchers they wore white lab coats, recorded the results and made photographs of the process. | Sequel Sports lab:   * Smart Breaks * Step-counter-competition * Sports Quiz | Introducing Smart breaks: short exercises (5 mn) to do in the classroom, guided by a YouTube-clip on the smartboard.  Revealing the results of the step-counter-competition.  Sports quiz: fun & means to check the children’s knowledge. | Sequel body laboratory | The children repeated the exercises and measurements on strength, endurance and flexibility, to see how this developed over time. |
| Digestion, dietary fibers, poop | A lesson addressing why healthy nutrition is important, and the digestive system (the process from mouth to anus; the necessity of dietary fibers and drinking water). Followed by: what does healthy poop look like (Bristol Stool Chart)? The children made “poop” of peanut butter and gingerbread. | Mindfulness training | All four classes were trained in Mindfulness / attention in 8 sessions, guided by both a male and female specialized mindfulness trainer. Teachers were asked to continue daily practice in class (even if only for one minute). | Evaluative interviews | Through a game, in which each value on a die was linked to a question, group interviews were held about the children’s experiences with caring for their plants, bodies and for themselves in a broader sense. |
| Food guide and healthy treats | The children played a game on recommended products and amounts on the ‘Schijf van vijf’ (infographic representing the healthy food guide, as recommended by the nutrition center); what and how much do you need for a healthy meal? Thereafter they created healthy treats with fruit. | Idea box | We showed the class the videos made by the children of KLIK’s Research Agency and asked if they had special issues, questions or ideas regarding health, food or exercise to address in the next KLIK-year. |  |  |
| Preparing for the newspaper   * Reflecting on the project * Making masks * Statements game | We asked the children what they would like to share with others about KLIK. As some of them did not want to be recognizable in the newspaper, we let them make mask as a disguise. Through a statement game, the children reflected on the lessons and on what they would like to do next year. | Additional nutrition lessons | Dietitians gave school-wide extra nutrition lessons, especially on the importance of drinking water instead of fruit juice or soft drinks. In one of the two schools, the teachers continued doing this themselves. | Preparing for the newspaper   * Retrospect * Visualisation * Statement game * Documenting memories | A lesson dedicated to looking back at the KLIK-project. A photographic retrospect of all KLIK-activities was shown. Then, the children were asked to take in mind the activity that they thought most memorable, and were guided through a visualization of it. Also, an activating statement game was played, on the appreciation and impact of KLIK. Finally, the children documented their memories in writings, drawings etc. |
| Making a newspaper:  KLIK-krant school year 2016-2017 | By making a KLIK-newspaper, the children repeated and processed the lessons. They were lifted and given a platform to “shine”.  It was also tool to communicate to parents, peers, school, partners and the neighborhood. | Making a newspaper  KLIK krant schooljaar 2017-2018   * Playground * Evaluation mindfulness | The importance of playing became visible through KLIK’s Research Agency. We asked the children to draw what they considered a nice playground and a poor one. We also helped them reflect on how they experienced mindfulness. | Making the KLIK newspaper, schoolyear 2018-2019 and KLIK-project 2016-2019 | Children engaged in doing (mutual) interviews, making photo’s, drawings, comics, writing reports and personal impressions. They also filled in open ended questions on the project and on their ideas for the final presentation. |
| Preparing presentation | Some children were willing to share on stage what they learned from KLIK and how they experienced this; in this lesson they prepared for presenting this. | Preparing presentation | A few children made their own powerpoint presentation on what they learned and liked in the KLIK lessons. They also made a quiz to test the knowledge of the other children. | Preparing presentation | Preparing the final presentation with the children that specifically signed up for this; what would you like to present and in what way. |
| Presentation of the KLIK-newspaper | A presentation to which all participating children, their peers, teachers, school principals and the projects partner-organizations were invited. Children read to the public what they had written for the newspaper or were interviewed about what they have learned. At the end, the newspaper was revealed. | Presentation of the KLIK-newspaper | The presentation started with the powerpoint presentation of the children. Then a quiz was done to test the knowledge of the other children. At the end, the new newspaper was revealed. | Presentation of the KLIK-project and newspaper | Moderated by the first author, the children presented to the public the activities that they were engaged in in the KLIK-project and how they experienced this. Also, photographs and a video of the children were shown, and they were challenged to collaboratively construct a tower of fruit and wooden sticks. At the end, the final newspaper was revealed. |