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LEARNING BOX OF UNPLUGGED ACTIVITIES

“My Health Plan Board” – Organising Healthy Habits Step by Step

In this activity, adult learners organise simple health-related tasks, such as drinking enough water, going for a walk, taking medication, or preparing a healthy meal, using a visual board similar to a task-management system. Each task is placed in one of three stages: “To Do”, “Doing”, or “Done”.

Adult learners identify the healthy habits they would like to include in their daily routines and move each task across the board as it is started and completed. They are encouraged to reflect on which habits are easy to maintain, which require additional effort, and what may prevent them from completing particular tasks.

By the end of the activity, adult learners will have developed a clearer understanding of how health-related goals can be divided into small, manageable actions. The activity also supports planning, self-monitoring, and the gradual improvement of daily health routines.

Target Group

☑ Low-skilled adults with low digital competences
☑ Low-skilled adults with limited formal education or qualifications
☑ Low-skilled adults with low participation in lifelong learning/training opportunities

Learning Objectives

- To develop skills how to break down daily health routines into simple and manageable tasks;
- To learn how to recognise repeated behaviours that contribute to a healthy lifestyle;
- To learn to identify which health-related habits are most important for their daily well-being;
- To develop skills in organising simple actions in a clear sequence;
- To be able to plan small and realistic

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Theme

Life and Career Competences

Duration

60–90 minutes

Level

Intermediate

improvements to their daily health routines.

Computational Thinking Steps Used

☑Decomposition
☑ Pattern recognition
☑ Abstraction
☑ Algorithmic thinking

Methodological Approach

☑ Gamification
☑ Challenge-Based Learning
☑ Collaborative learning
☐ Experiential learning

Competence Areas

a) Innovation Competences

- ☐ Creativity
- ☑ Critical thinking
- ☑ Problem solving
- ☑ Communication
- ☑ Collaboration

b) Information Literacy Competences

- ☑ Ability to access, understand, and critically analyse information
- ☑ Interpretation of digital and visual content
- ☐ Awareness of media influence and biases

c) Life and Career Competences

- ☑ Flexibility and adaptability
- ☑ Initiative and autonomy
- ☐ Sociability and intercultural competence
- ☐ Productivity
- ☐ Leadership and responsibility

Learning Outcomes

Adult learners will obtain abilities to:

- Identify simple health-related habits in their daily lives;
- Divide health goals into clear and achievable tasks;
- Organise tasks according to the stages “To Do”, “Doing”, and “Done”;
- Recognise repeated behaviours and routines;
- Prioritise the actions that are most important for their health;
- Monitor the completion of daily health-related tasks;
- Take small and realistic steps towards improving their health and well-being.

Notes

- Use simple, everyday examples.
- Keep the board visual and clear.
- Use board / wall / flipchart, sticky notes or paper, markers.

- Encourage movement (placing/moving tasks)
- Avoid complex terminology.
- Support adult learners but allow personal choices.

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Step 1. Decomposition – Breaking Health Habits into Simple Tasks

Board column: "To Do"

Adult learners are invited to think about simple daily habits that support their health and well-being, for example:

- Drink enough water;
- Take prescribed medication at the correct time;
- Go for a walk;
- Prepare a healthy meal;
- Follow a regular sleep routine.

Adult learners are asked to:

- Identify simple actions they can take to improve or maintain their health;
- Write each action on a separate sticky note or say it aloud so that the facilitator can write it down;
- Place the sticky notes in the "To Do" column of the board.

Gamification element

Each participant creates a health-habit card using a sticky note and places it on the board. The board gradually becomes a shared "health mission" containing different tasks to be completed.

Facilitator support:

The facilitator may ask: "What do you need to do to stay healthy?", "What small health-related tasks do you complete during the day?", "Can this habit be divided into smaller actions?".

This step helps adult learners break down broad health goals into clear, simple, and manageable tasks. It also demonstrates that daily health routines consist of several smaller actions.

Step 2. Pattern Recognition – Identifying Repeated Habits

Board column: "Doing"

Adult learners review the health-related tasks placed on the board and identify actions that are repeated regularly.

Adult learners are asked to:

- Identify which health-related tasks are completed every day or several times a week;
- Group together similar or repeated tasks;
- Move the habits they are currently practising to the "Doing" column;
- Notice similarities between their own habits and those of other adult learners.

Gamification element

Adult learners physically move the sticky notes from the "To Do" column to the "Doing" column. They may also receive a symbol, point, or sticker for identifying a repeated healthy behaviour.

Facilitator support

The facilitator may ask: "Which of these actions do you do every day?", "Which habits are repeated several times during the week?", "Do any of these tasks belong to the same type of routine?"

This step helps adult learners recognise patterns in their daily behaviour and understand how repeated actions gradually develop into habits.

Step 3. Abstraction – Focusing on What Matters Most

Priority selection

Adult learners examine all the habits on the board and identify those that are most relevant to their daily health and well-being.

Adult learners are asked to:

- Select two or three key health habits;
- Mark the selected habits as "Important" or "Priority";
- Focus on realistic actions that they can perform regularly;
- Set aside tasks that are less urgent or less relevant to their current needs.

Gamification element

Adult learners vote for the most important habits. Each participant may receive a limited number of votes, encouraging them to make a considered choice.

Facilitator support

The facilitator may ask: “Which habit is most important for your health?”, “Which action would make the greatest difference to your daily routine?”, “Which habit can you realistically begin or continue this week?”

This step helps adult learners distinguish essential health-related actions from less relevant details. It supports prioritisation and encourages adult learners to focus on a small number of achievable habits.

Step 4. Algorithmic Thinking – Creating a Step-by-Step Health Plan

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From “To Do” to “Done”

Adult learners create their algorithms one of their priority health habits. They decide what should happen first, what should happen next, and how they will know that the task has been completed.

For example:

- Drinking water
- Prepare a bottle or glass of water;
- Place it in a visible location;
- Drink water at agreed times during the day;
- Refill the bottle when necessary;
- Move the task to “Done” at the end of the day.

Going for a walk

- Choose a suitable time;
- Check the weather;
- Put on comfortable clothes and shoes;
- Walk for a realistic amount of time;
- Return home and move the task to “Done”.

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Adult learners are asked to design health habit algorithm when particular challenge appear: no cold water is coming out of the faucet, or there is a storm raging outside. When design the habit algorithm, include these stages "To Do", "Doing", and "Done".

Gamification element

Adult learners present their algorithms to the colleagues and vote for the most consistent algorithms.

Facilitator support

The facilitator may ask: "What should you do first?", "What comes next?", "How will you know that the task is completed?".

This step helps adult learners organise health-related actions into a logical sequence. It develops their ability to plan, follow instructions, solve simple problems, and adapt their actions when circumstances change.

Appendix 1

My Health Plan Board

To Do	Doing	Done