

HEALTHY LIFESTYLE FOR ALL



Larnaca, Cyprus
29 June - 06 July 2014



*"Change your mind,
change your body ..
be healthy!"*



Youth
in Action

Promoter and responsible for the project is
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INTRODUCTION

The Booklet "Healthy Lifestyle for All" is an outcome of the YiA funded project which was planned, organized and implemented by Network for European Citizenship and Identity (NECI), reg. n. 3707, in Republic of Cyprus from 29/06/2014 to 06/07/2014.

Board members and Project managers from NECI focused on the issues of Health and Social Inclusion that are related to the needs of their own NGO as well as to many other organizations, associations and youth clubs in Europe and beyond.

After long and structured discussions between partner organizations a more specific common ground was found that defined the need of implementation of Healthy Lifestyle for All project.

Nowadays life has brought up many changes in balanced nutrition and physical activity of individuals. Moreover the financial crisis and the overuse of social network and media, have lengthened the distance between friends, relatives and people in general. Thus, people nowadays live in a way differently than previously, falling into acts of marginalization, xenophobia and fear against the "odds". As a result of this several other connected issues started to emerge in the youthfield. We had noticed that youngsters have become more inactive regarding their physical activity and more critic against the others. This isolation in few words have created inactivity and raise of negative stereotypes. Lack of exercise causes pathological changes in the human body.

Besides the lack of movement another major problem in our society, particularly in young people, is malnutrition which is resulting in an epidemic of obesity. In Europe overweight affects about 50% and obesity 20% of the population, as Central and Eastern Europe are among the most affected areas. Added to this, lack of exercise links to lack of communication and raise of depression due to lonely way of life.

This problem is being a European problem and in preliminary discussions with some of the partners, sharing health statistical facts, we were looking for the

best way to promote movement and sport in order to facilitate the elimination of potential social exclusion in the youthfield. The outcomes of the preliminary discussions were pointing at the fact that they are aware of the problems and benefits of sport and balanced diet, but they lack the depth of knowledge on the subject, which does not allow them to be fully convincing when talking to young people. Then the idea of a training aimed at youth works came up.

The 7-day training course aimed to give participants the opportunity to extend their current knowledge and skills and to acquire new ones. The area of health, disease and sports in more inclusive way is continuously updated with new ideas and new knowledge from scientific research. The learning experience on the topic therefore, is very important for educators and trainers who constantly interact and transmit knowledge to groups of people, specifically the youngsters.

Topics included in the training in the following areas:

1. Nutrition: basic rules for healthy eating, healthy food myths, food and the five senses; Biochemistry and processes in the body
2. Social Inclusion: How practices of social inclusion can assist on enrolling more youngsters into physical activity and have them be aware in a positive way about balanced diet.
3. Education through sport - achieving common understanding and definition of education through sport in inclusive settings, understanding the benefits of using sport as an educational and social inclusion tool, development of educational exercises based on sport.

Renos Georgiou

Executive Director/ Trainer

NECI

PROJECT SUMMARY

The project "Healthy Lifestyle for All" aimed to increase awareness on the topic of healthy lifestyle. More specifically we intended to assist youngsters through Non Formal Learning reaching more healthy living. The main idea was to enhance their participation and collaboration in the field of healthy lifestyle, sports and physical activity in accordance to social inclusion practices (that's why the title is: Healthy Lifestyle for All) through indoor and outdoor activities, visits and creative practices. We assisted them to acquire self directed learning and other competences in order to improve their daily habits and support the development and the improvement of personal skills. This way, youngsters came closer to everyday issues of more healthy living in a healthy inclusive society. All ten partners organizations* (from Cyprus, Estonia, Bulgaria, Armenia, Romania, Albania, Belarus, Italy, and two NGOs from Ukraine) with 22 participants, 2 trainers, 1 facilitator and 2 volunteers during the project week, showed and pointed out the power of social inclusion practices and mutual collaboration through NFL on developing new attitude in favor of healthy lifestyle for All.

It is well known that nowadays life has created changes in personal level and interpersonal relations: (a) there are several and important reasons and changes that affect many of us such as technology, media, social network, unemployment, lack of money and stressful rhythms of life. (b) Related to the previous mentioned changes, some youngsters face social exclusion for several reasons: either due to their national and cultural background, or because they had no the opportunities to education. The same youngsters or some others might turn into self-excluded from social activities due to the fact that they feel different than then majority of their peers. The above mentioned situation brings several problems to their life, such as sitting life, unhealthy nutritional habits, lack of exercise and other related unhealthy risks (as obesity, heart problems etc). In other words some youngsters nowadays face unemployment, social exclusion, lack of face to face qualitative communication and all these might lead to depression and other unhealthy habits like non balanced (unhealthy) nutrition and limited active life. Youth centers and youth workers seem to need some tools, ideas and

approaches for facing this situation that supports social exclusion and leads to youth non healthy lifestyle

Through this project special attention and focus has been given to the the needs of youth workers, social workers and Youth Centers and mainly to youngsters who are non very involved in physical activity and not very aware about healthy lifestyle while at the same time are at the risk of social exclusion. Several obstacles in daily life that supported the previous mentioned stage are: lower personal competences level, cultural and gender stereotypes, xenophobia and marginalization, lower selfesteem and misconceptions regarding health and physical activity. Thus, through the project we facilitated and empowered all participants and NGOs to develop healthy lifestyle through NFL. We believe that during and by the end of the project all participants are more able to combine critical thinking and new competences for improving their lifestyle in the field of balanced nutrition, physical activity, combating myths and misconceptions about healthy living.

*Partner Organizations are:

1) Diktio gia Evropaiki Politotita ke Taftotita – NECI (Cyprus)

- Renos Georgiou – Executive Director/trainer
- Inga Protuc – Facilitator
- Kyriakos Stouppas – participant
- Elena Demetriou – participant
- Yioula Josef –volunteer/facilitator
- Christos Kouppanou –volunteer/facilitator

2) Scambieuropei (Italy)

- Desiree D’Amato - Trainer
- Alberto Migliore - participant
- Giada Zangiacomi – participant

3) Association for Dialogue, Culture and Sport (Romania)

- Roxana Barbu - participant

- Andreea Madalina Bucur - participant
- Edit Fodor - participant

4) Armenian center for Integration and Democratization NGO (Armenia)

- Yeva Hakobyan- participant
- Lusine Yedigaryan- participant
- Siranuysh Torosyan- participant

5) WOW Sports (Bulgaria)

- Bilyana Mileva- participant
- Iliya Topuzov- participant

6) NGO Youth Club Active (Estonia)

- Stanislav Maslov - participant
- Roman Kin - participant

7) Walk Together (Albania)

- Edison Frangu – participant
- Selaudin Abazi - participant

8) Institute of political information (Ukraine)

- Valentyn Grosu – participant
- Iryna Grosu - participant

9) Kremenchuk informative-elucidative center “European Club” (Ukraine)

- Roman Bublyk
- Viktoriia Yakovenko

10) Belarusian Youth Public Union “New Faces” (Belarus)

- Tatiana Milovanova – participant
- Aliaksandra Hladouskaya - participant

PROJECT OBJECTIVES

The project was designed to contribute at the increase of physical activity, healthier lifestyle and elimination of sitting life for All, thus to decrease social exclusion through the power of non formal learning approaches. All partners shared the same vision, to assist youngsters acquiring knowledge, being aware about misconceptions, improve new skills and competences regarding healthy lifestyle. This way we were confirmed that we would all assist on social inclusion.

Having this in mind the project had three main components:

1. Social Inclusion, which includes the work through NFL in physical activity and healthy lifestyle issues. The main idea was to improve and change positively on personal, interpersonal and intercultural level. Improving this way the social competence is a way to cover all forms of behaviour that equip individuals to participate in an effective and constructive way in physical activity, social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary.
2. Non Formal Learning Approaches, which consists a methodology and a suggestion for promoting awareness and developing key competences of youngsters or people who work with youths who are at the risk of sitting life and exclusion from local community or from their society.
3. Healthy and active lifestyle for youngsters in order to eliminate the health risks, sitting life and laziness which come as a result from the new technology life. Added to this through this component youngsters will be more active, increase their participation, share ideas, exchange views and come closer to other youngsters reforming their point of you regarding the need of healthy lifestyle.

During the project we implemented NFL activities and exercises that support and strengthen social inclusion and empower cohesion between youngsters, supporting this way multiple competences: team-building, digital and problem solving competence, facilitation, volunteering, communication, decision making, self-esteem, self reflection ability, entrepreneurship and creative thinking skills. We explored and stimulated participants to reflect on how NFL can be a tool and an approach for energizing youngsters being more active into a more fair constructed multicultural society.

Based at the above the project had the following objectives:

- To increase awareness of the youth workers and young people on the importance of how healthy lifestyle promotes social inclusion.
- To promote NFL as a social inclusion tool for combating health related risks

Specific objectives of the project

- To discuss current issues related to the general welfare, nutrition and sports; Exchange of good practices and experiences related to prevention of diseases caused by lack of exercise and poor eating habits.
- To provide participants with opportunities to improve their overall physical and health competences;
- To create a network of knowledgeable youngsters who can work as multipliers for Healthy Lifestyle for All in the field of balanced nutrition diet, sports and health.
- To explore a common understanding of the concept of education through sport and physical activities for health and well being,

- To promote healthy lifestyle and Sports as a social inclusion tool for combating marginalization, xenophobia, negative stereotypes (in local, national and European society).

The goals of the project correspond with the main general objectives set out in the Programme

- To improve the quality and increase the volume of cooperation between organizations in Europe working with young people and / or organizations providing learning opportunities, social partners and others. (YiA-Prio-64) and (YiA-Prio-65).

The project objectives also correspond with the main and annual priorities of the 'Youth in Action'

- To promote healthy lifestyles through physical activities including sport (YiA-Prio-55)
 - To support the development of participant's key competences (Knowledge, Skills, Attitudes and Values) in the field of youth work.
 - To develop participants social and personal skills for team work, video/film making, team spirit, entrepreneurship and self reflection
 - To help young Europeans and youth workers in the planning and implementing of practices for facing acts of social exclusion.
 - To increase awareness about the power of YiA programmes for supporting social inclusion.
 - To help participants acquire high-quality Youthpass Certificates with their new learning outcomes and Key Competences.

BOOKLET OBJECTIVES

1. To promote idea and different aspects (dimension) of non-formal education as holistic pedagogical tool on base of training experiences;
2. To give opportunities to any reader to reflect on training programme (frame), structure, approaches and different training methods - tools;
3. To inspire trainers and youth workers to experience more deepen view of non-formal education and field of action of social inclusion and healthy lifestyle;
4. To disseminate results, outcomes of the project;
5. To share any experiences of the participants regarding EU funded projects in the youthfield.



NETWORK FOR EUROPEAN CITIZENSHIP
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Find and Follow us:  

Healthy Lifestyle for All

Training Course 3.1

Cyprus 29/6/14 - 6/7/14

29 June

30 June

1 July

2 July

3 July

4 July

5 July

6 July

Intro of day and video story, task: each day 3-5 pax. To be interviewed (1 min) about outcomes, conclusions, emotions.

Each day will be provided coffee, snacks, lunch and dinner

8:30 – 9:15 Morning Sports

Each day there will be an option of morning sport. Sessions are proposed and led by participants or one of the trainers.

Energizer	Energizer	Energizer	Energizer	Energizer	Energizer	
<u>9:45 – 11:30</u>	<u>9:45 -11:15</u>	<u>9:45 -11:15</u>	<u>08:30 – 09:00</u>	<u>9:45 -11:15</u>	<u>9:45 -11:15</u>	Breakfast
- Formal Welcome Introduction to the course: program, expectations, fears	-Tools for Social Inclusion	- Social inclusion for participation and collaboration	- Sports for All: the most popular sports in EU	- Presentation of Youth in Action programmes (&Erasmus +)	- Youth Pass and self assessment	
-Mission is Possible			<u>09:00 – 09:30</u> On the way to	- Networking and partners NGO presentation		
			<u>09:30 – 10:30</u> - S4A: implementation into practice of most popular sports			

<u>11:30 – 12:00</u> Coffee break	<u>11:15-11:45</u> Coffee break	<u>11:15-11:45</u> Coffee break	<u>10:30 – 10:50</u> Coffee break	<u>11:15-11:45</u> Coffee break	<u>11:15-11:45</u> Coffee break	
- Score the ball	- Social Inclusion vs Fx: How health related issues affect or prevent social inclusion and exclusion.	- S.I practices for enhancing personal competences in sports.	<u>10:50 – 11:20</u> On the way back	- Open Space Technology tool - Planing youth projects promoting health and well being	- Social Inclusion and Healthy lifestyle for All: future steps	Departure of participants
			<u>11:20 – 11:45</u> Getting prepared			
			<u>11:45 -13:15</u> Designing/modificati ng sports for All.			
<u>13:15- 15:00</u> Lunch	<u>13:15 – 15:00</u> Lunch	<u>13:15 – 15:00</u> Lunch	<u>13:15 – 15:00</u> Lunch	<u>13:15 – 15:00</u> Lunch	<u>13:15 – 15:00</u> Lunch	
<u>16:00</u> Arrival of the participants	- Aspects of Healthy lifestyle	Marginalization and stereotypes in the field of teamgames	- Planning the session for All	- Implementation and evaluation of the planned games.	- Presentation of work ideas and future steps	- Evaluation: - Reflecting on all 6 days - From white to colorful evaluation,
<u>16:30 – 16:50</u> Coffee break	<u>16:30 – 16:50</u> Coffee break	<u>16:30 – 16:50</u> Coffee break	<u>16:30 – 16:50</u> Coffee break	<u>16:30 – 16:50</u> Coffee break		
Misconceptions of diets and nutrition	Social Inclusion for All	S.I: from theory into practice	Implementation and evaluation of the planned games.	Presentation of work ideas and future steps	- Personal feedbacks	

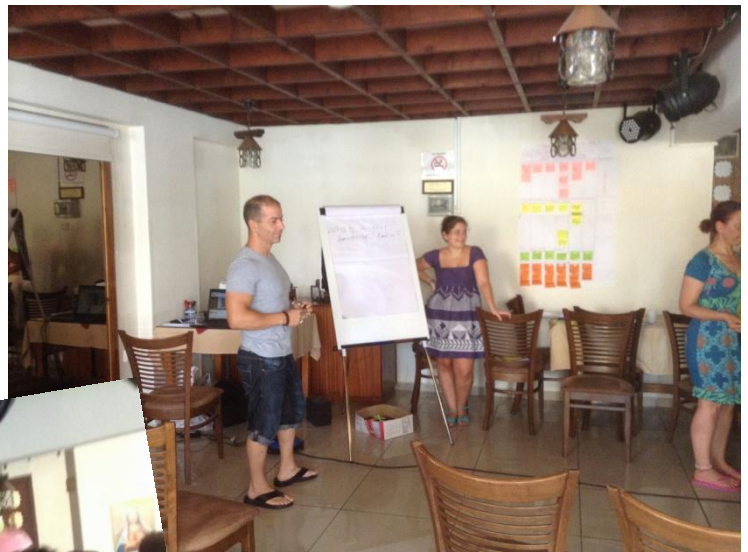
Welcoming	- Evening sports - Reflection group	- Evening Sports - Reflection group	- Evening Sports - Reflection group	-Evening Sports Reflection group	-Evening Sports - Reflection group	- Evaluation forms; - Turn back to reality
<u>19:30</u> Dinner	<u>19:30</u> Dinner	<u>19:30</u> Dinner	<u>19:30</u> Dinner	<u>19:30</u> Dinner	<u>19:30</u> Dinner	<u>19:30</u> Farewell dinner
<u>20:30</u> Presentation of the agenda Teambuilding and icebreaking	Intercultural evening (Armenia, Estonia)	Intercultural evening (Albania, Ukraine)	Intercultural evening (Romania, Bulgaria)	Intercultural evening (Italy, Belarus, Cyprus)		Evening out to Ayia Napa

PHOTO BOOK OF SESSIONS

DAY 1ST (Arrival Day)

Session: **Teambuilding, icebreaking**

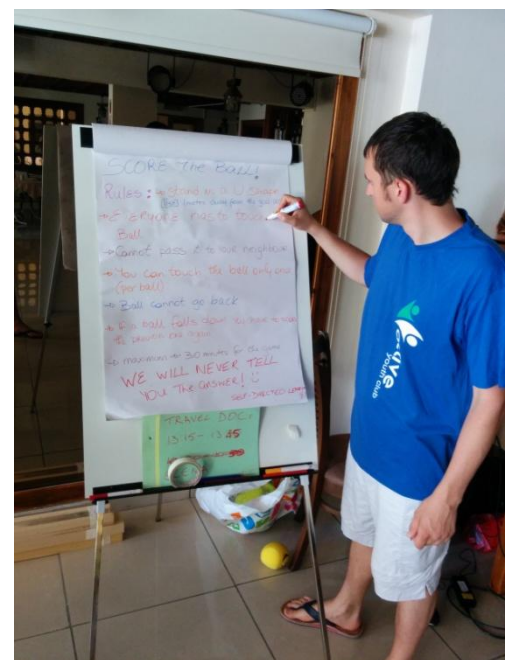
Task: participants to break the ice and start to know each other



DAY 2nd

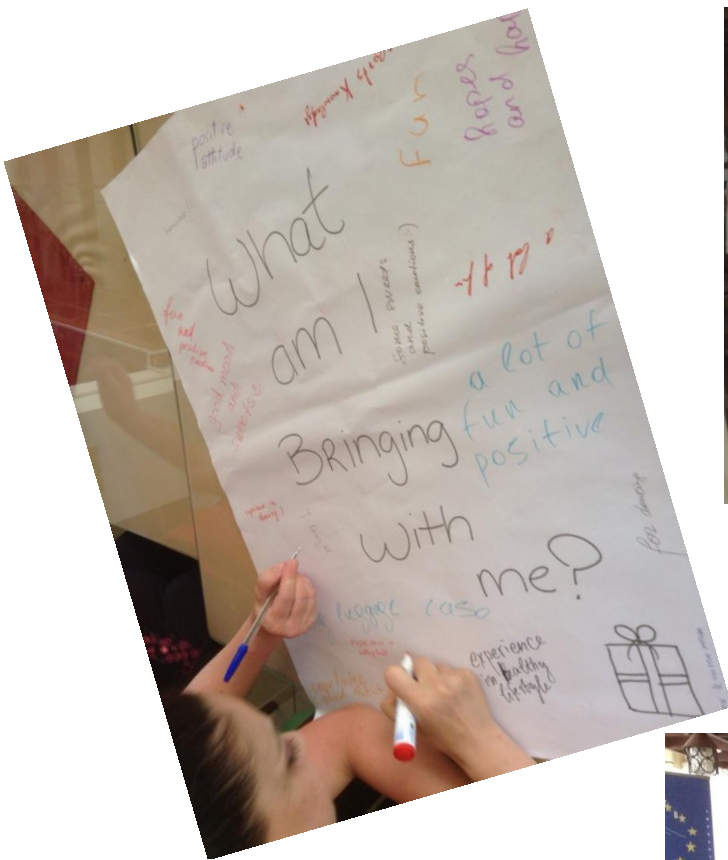
Session: **Teambuilding (Mission is Possible and Score the Ball)**

Task: **participants develop team spirit**





DAY 2nd
Session: **Expectations, fears, inputs**
Task: **participants share their own thoughts**



DAY 2nd

Session: **Misconceptions on Health and nutrition**

Task: participants share knowledge and experience and overcome misconceptions they have on the health and nutrition



DAY 3RDSession: **Social Inclusion**

Task: participants increase awareness on the topic of S. Inclusion



DAY 4th

Session: **Social Inclusion for All**

Task: participants implement previous learning into planning sessions for All



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DAY 4th

Session: **Physical Activity for All**

Task: participants design more inclusive physical activity sessions



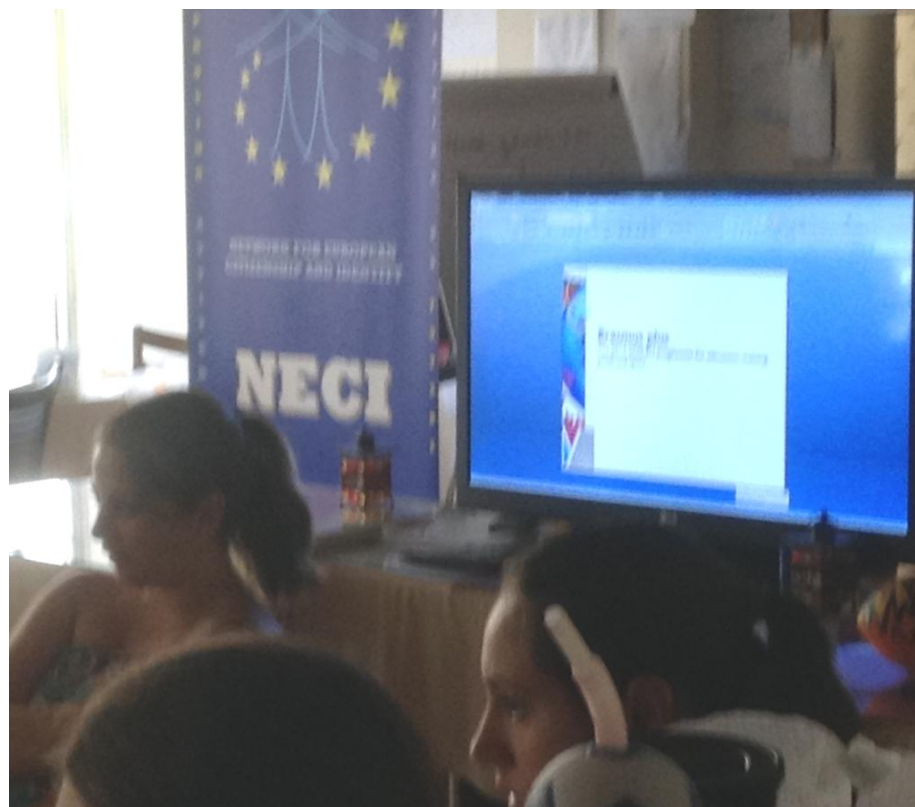
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DAY 5th

Session: **Erasmus Plus and Open Space Technology Day**

Task: participants to get aware of the new opportunities in the new E+ program and start reflecting on possible new projects and partnerships



DAY 6th

Session: Evaluation and Youthpass



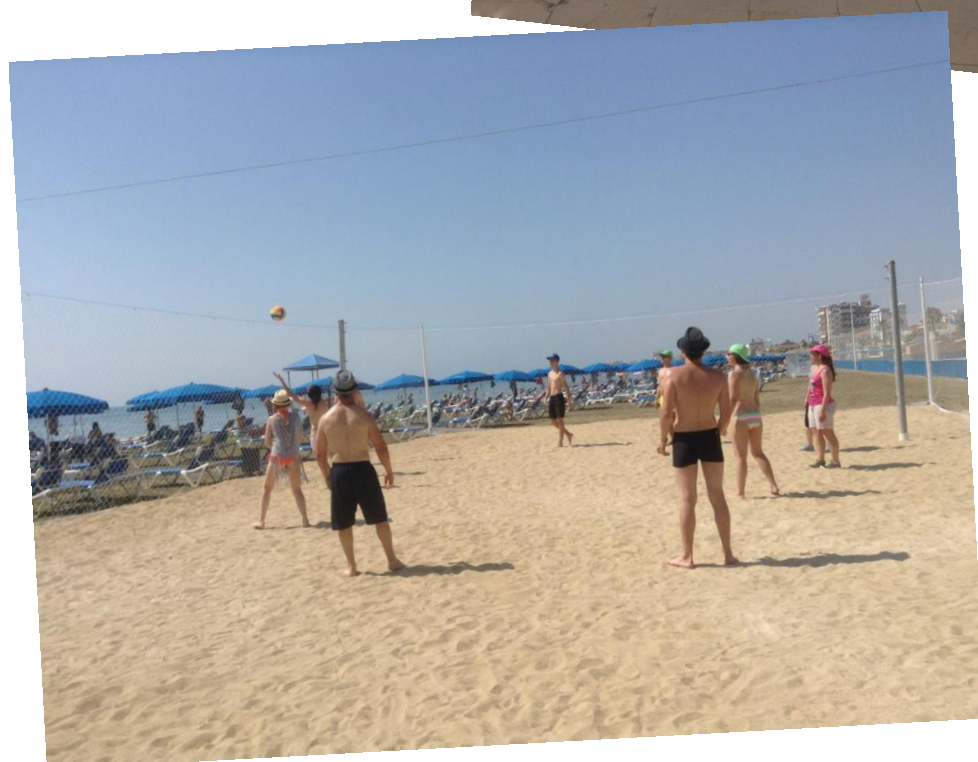
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DAY 2nd to Day 6th

Morning sports – 8:30 – 9:15 am

Evening Sports – 6:30- 7:15 pm





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Intercultural nights

Every night from 9:30-11:00 some of the delegations were presenting aspects from their culture and country



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NON FORMAL LEARNING SUGGESTIONS

During the training all participants worked in mixed groups to design and plan new non formal learning games (name games, energizers, teambuilding activities and simulations) that support social inclusion or/and sports. They were constantly being provided with feedback by trainers

NAMEGAMES

Two circle game

All participants stands in a circle while one participant stands in the center. The facilitator asks him/her to call loud his own name. This participant must say «Hello, my name is ...». Then he/she asks the person, who stand in front of him about his name. After that, the facilitator says a new name. And this person have to say his/her name, ask person, who stands in front of him and also repeat last 2 names.

Crossword name (Guess me)

Each participant have to write his/her name and then to use the letters of his/her given name and two of words with this letters that describes him/her. It can be things that he likes or he/she doesn't like or anything about him/her. After that the participants talk to each other and learn new things about each other.

HobProf

Participants receive a list with the hobbies and profession of the people from the course. Then they shall interview each other to find out who is the person described.

My name my sport

Each participant writes on piece of paper his/her name and on the other side the name of sport.

Before placing this paper in the box, he/she will say out loud his/her name and make movement of the sport he/she chose. As soon as all participants place their papers in the box, each of them will come to the box, pick up a piece of paper, read it and show the person that owns it.

Guess who

Each person writes on a piece of paper 3 name choices and on the other side they have the right answer (their own name).

There will be 2 lines of participants and each participant has to guess the name of the person in the front of him. The team with the most correct answers wins.

ENERGIZERS

Got you, no you don't

Participants work in pairs. One of them have to open his/her palms facing upwards while the other participant have to have his palms downwards. The first participant must move fast and 'hit' the other's participant palm while turning his palms upwards.

Tuca-Tuca

All participants stand on the playground. The facilitator says a name, and everybody have to touch that person as fast as it's possible. Noone can move his or her hand, or leg, a head from this person body, until everyone touches him. After that, the person who was touched says another person's name, and everybody have to touch the new person.

Chain reaction

All participants walk on a playground. The facilitator names one person, and this person have to touch another person using max. 3-5 steps. After that, person who was touched, becomes a catcher and have to use also 3-5 steps to touch another and so on. Persons, who were catchers before, can't move anymore, but others can run by plavaround free.

Miming

Participants work in two groups/teams. One member of each team is miming to his team the secret word related with health and exercise. The rest of the team shall guess the correct answer.

Pizza

The group is in a chain circle, with hands on the shoulders of the person in front. Facilitator states that the game will be to make pizza and movements working stages:

- Knead the dough
- Cut salami
- Cut vegetables
- Squeeze tomatoes
- Put ketchup
- Spread cheese.
- Open the oven
- Push the tray

The movements should be like when we are doing pizza but also to massage the person in front of you.

Find someone who wears ...

Participants are free to move around the room, shaking hands and relaxing. Shortly facilitator says: "Find someone who wears ..." and name a piece of clothing. Participants must hurry to stand by the person described. This procedure is repeated several times, using different types or color of clothing / footwear.

Flabby game

The participants are walking around of a participant who is walking around while counting 1234 flabb. The others have to freeze when he turns. The last freezed person change with him/her.

TEAMBUILDING ACTIVITIES

CosmosShoot

Participants work in groups of 8. Their assignment is to take pictures with local people and ask each one of them to teach them how to pronounce in local dialect one fruit. After 45 minutes they have to be back to the training room. The team with the most pictures and most well pronunciation of local fruits wins the competitions.

Idioms

Participants are divided into mixed groups from different countries. Each team gets an idiom which comes from one of the languages of the participants. The participant from that country explains to the others what that expression means. The rest members of his team have to try to find one or more idioms that have the same meaning in English or to their language.

Rope running

Participants splits into 2-3 different groups. They get connected between each other with a toilet paper on the wrist. Then they have to run as a contest for 70 meters

Shopping Maps

Participants split for 2-3 different groups. In time of 60 minutes, they have to prepare fruit or vegetable salad. They have to use as much as possible ingredients, but they can buy only one in one shop. Also they have to make group photo with this ingredient in front door of shop.

SIMULATIONS

The 4th wall

All participants split in two groups. They have to think /extract a topic about social exclusion (e.x gender exclusion, race exclusion). Afterwards they have to write and perform a brief scenario in front of the others. After the play the rest of the participants have to analyze what topic they play and come with ideas to improve actors behavior and also show mistakes that society and excluded person made in this simulation.

Social exclusion/social inclusion

Creative thinking/critical thinking

Time: 30 min to create scenario/each group. 5 min to act and 10 min to reflect on the topic/each group

The Portrait

Participants work in pairs. They have to draw the portrait of the other person, write their own name, and sign it, and give it as a present for the other person.

The only condition is to do this only by using one hand (the one that they don't normally use)

The purpose of this simulation is to stimulate participants feel how is to live with impairment and also to see if they'll help each other (or participant from the other teams) in this task. Also they'll have a present and something to remember from the person they were in pair.

SPORTS FOR ALL – NEW IDEAS

Participants worked in 4 groups and designed new games which support inclusion in physical activity. Afterwards all 25 participants gathered together at a playing field and presented and participated at these new games. A follow up evaluation in a round table base assisted on improving the games.

Wheel-ball

The aim of the game is to fight discrimination based on physical disabilities (people in wheelchairs), and it can be a tool for gender equality, also. The game is similar to the Australian football

Participants/players - 2 teams of 8 people:

- In each team - 4 people with wheelchairs and 4 without
- In each team - 4 women and 4 men

Rules of the game

- A rugby ball is used in the game
- The sports ground is the size of a basketball ground
- Each team starts from one side of the field and has to score in the gate of the other team
- On the opposite sides of the sports ground there are 3 gates - the middle one is 3 points and the others are 1
- Players have to pass through the gate with the ball to score
- The match least in total one hour, divided in two parts with 10 minutes of break
- Each player can hold the ball just for 15 seconds and have to pass it to his/her teammates
- Each player can use all the parts of the body
- If there's a fight the players that are fighting have to leave the field

Who did it

All participants will be a in a circle and one of them as blindfolded will go in the middle holding a ball. One of the persons in the circle will clap and the person in the middle has to throw the ball to him. If he will throw the ball to the right person, he will go in the circle and the person with the ball will come in his place, if he misses, he will stay in the middle and do another round.

*Not for people with hearing disabilities.

Moving Blanket

Target Group

In such game can participate absolutely everybody/ Even people with fewer opportunities (mobility impairment etc)

Description

It's a team sport. Team of about 5 people, depends on blanket size, have to move the blanket and all team members from start to finish. At the beginning all players are laying on the 1/3 of the blanket. They can move blanket by the all possible ways, but they cannot stand, even on their knees and they can't leave the blanket.

Team, who get themselves and blanket to the finish line faster - wins.

Needed stuff

Blanket, lines for start and finish

Rope Running

Target Group

In such game can participate absolutely everybody/ Even people with fewer opportunities (blind, deaf, limbs absence etc) But people with mobility impairment have to use their prosthesis or wheel chairs to participate.

Description

It's a team sport. Team of 5 to 10 people hold with their right or left hand a rope. After that they have to run 50-100 meters. Team, which do this first - wins! It could be improved with barriers, cones, different tasks etc. depends of people possibilities, who are taking part in this game.

Needed stuff

Rope, lines for start and finish.

PARTICIPANTS' REFLECTIONS

Every day participants were interviewed for 1-2 minutes in a form of reflection, regarding the training, their expectations, the venue and anything else they would like to mention about the whole project week. At what follows we post some samples of those interviews.

I have very good impressions for the training course, I meet with people with different cultures, and the topic of social inclusion and healthy lifestyle is so close to my interests

Iryna Grosu (Ukraine)

This is the best project I participated so far. I was in other projects last year but this is the best because we have many activities, we work a lot in groups, we have also many outdoor activities. The training was better than I was expected.

Andreea Madalina Bucur (Romania)

The accommodation is great, the training is great, I have learned a lot and I really hope I come back some day and meet again with same people

Ilya Topuzov (Bulgaria)

I like a lot this project and I like especially I work in small groups

Stanislav Maslov [Stas] (Estonia)

I m so happy here, it's wonderful everything is so nice. The topic and the activities are so good help me get new data about health and everything.

Selaudin Abazi (Albania)

It's my first time in Cyprus and my first YiA project. I like it here, and the activities are very interesting, I meet also interesting people. I feel good...thank you for everything.

Siranuysh Torosyan (Armenia)

Even if I knew the theory behind the topic because is related to my work, this training helped me put theory into practice. I am excited about everything and I participate in everything.

Bilyana Mileva (Bulgaria)

I like this project, I like this place, we have nice atmosphere here, we have good relations with people, all activities are interesting. It is as I expected to be because the project is focused on healthy lifestyle and sports.

Roman Kin (Estonia)

I like this project because it's very active, we participate in many sport groups, I like the variety of activities, and also the participants are very active and friendly.

Lusine Yedigaryan (Armenia)

I enjoyed very much this project, we are very active and we learn a lot, I really like it. I expected to meet good people and here I found many.

Valentyn Grosu (Ukraine)

This is my first training course and it is much different from youth exchange and we are involved in lot of activities as how to improve or make your own learning through experience. Even if my initial expectations were to come and make lots of sports, I m very satisfied because we are also very active, we create good groups, share and create new ideas about new projects and many other things that can make us very productive. Finally my expectations changed in a better way.

Alberto Migliore (Italy)

I really like the project because it's about health which I am so interested. I also like it because it has very good balance between exercise and theory, very good energizers and met my expectations as well.

Kyriakos Stouppas (Cyprus)

The project is interesting because I share experience and information with other participants and also useful for me because It will change my lifestyle.

Yeva Hakobyan (Armenia)

HEALTHY LIFESTYLE AND SOCIAL INCLUSION SESSIONS

At what follows the trainers' team provide some samples of the sessions which were delivered at the training course.

A. Score the ball

Teambuilding activity

Pax as a whole receive the following materials:

One tennis ball,

One raket,

One basketball,

One soccer ball,

One handball,

A box

They have to organize a plan according to which they shall collaborate to score all balls (accordingly to the use of the real game) into the box.

(so the raket the tennis ball, shoot the soccer ball and through with hands the basket and handball)

Everybody shall get/touch/pass the ball

They are not allowed to pass the ball to the person to the right or to the left of theirs

Only one time they can touch the ball

The ball is not allowed to return back to the same person

They have 40 minutes to prepare

If any ball falls down during the activity they have to score again the previous one

They shall stand in U shape

The closest person to the box is 1m far.

B. Nutrition

- a) A list with several food and drinks is given to the pax to circle the ones that is good to be consumed on weekly base for a balance nutrition. (3 minutes)
- b) Discussion: what, why and why not?
- c) Trainers collect the responses on the flip charts about pax reflections.
- d) A video is presented (7 minutes)
- e) A discussion is being followed on the balanced diet and on the importance of the nutrients for healthier lifestyle.
- f) Pax use re-use their charts to organize the food according to the basic nutrients (protein, carbohydrates, fat, water, vitamins and minerals, fibers). Afterwords they try to find out the 4 most rich in these nutrients of each category.
- g) With post it, they stick them on the room chart.
- h) An outdoor activity: Explore the town
In 4 groups they walk in the area of the hotel and take short interviews for the daily nutritional habits/diet of the people. Tools: camera and video.
- i) They present their small scale research and make a brief data analysis.

Nutrition is the intake of food, considered in relation to the body's dietary needs. Good nutrition – an adequate, well balanced diet combined with regular physical activity – is a cornerstone of good health. Poor nutrition can lead to reduced immunity, increased susceptibility to disease, impaired physical and mental development, and reduced productivity

Protein, Carbohydrates, Fat, Vitamins, Minerals, Water, Fibers

Video

http://www.youtube.com/watch?v=-XI_NYvKNw4

(If there is extra time: <http://www.youtube.com/watch?v=ZkBQJCYXsDA>)

C. Marginalization and stereotypes in the field of team games

Create an anti-discrimination campaign related to sport

Method:

- Participants will be divided into groups of 4
- Together they have to come up with a discrimination that happens in the sports world (such as gender, ability)
- Working around the discrimination they choose they have to come up with a campaign video which will be promoted on various social networks
- The participants will be invited to get together and altogether they have to design a poster on a 2m white cloth. Here they will have to come up with a right to inclusion logo and a design which will be used to promote the project outcomes (also on the booklet)

Aim:

- To make the participants aware of discrimination happening in the sport world
- Make them think outside the box
- Bring the creative aspect out of the participants
- Create a campaign that can be used on different social networks to create a multiplier effect related to the topic
- Give them tools that can be used in the organizations they are part of once back home

Materials needed:

- 2m white cloth
- Acrylic paint
- Paint brushes
- Video cameras (participants' own)
- Sports materials

- Props (basic)
- Make up (participants' own).

D. Social Inclusion vs Fx

A case scenario is given to small groups. The aim is to have the pax cooperate, share info, data, ideas and debate. Main idea is to find out reasons that affect negatively social inclusion.

Time: 60 m

Pax are working in groups of five for solving or suggesting solutions on certain case studies. Their role varies according to the case study.

Play:

You are a group of youngsters who just graduated from sports academy and returned back home. You would like to involve youngsters of your neighborhood in a more social and active life. You would like to participate in the regional volley league so you will organize a volley ball team in your area. A private sponsor offered you 30 000 euros to organize the team and promised another 120000 euros for the team and 5000 euros for each of you if you get the cup in the league.

Each one of the following youngsters is candidate to join the team. Now you have to choose 8 players among these 12 youngsters.

(a) Alexander is a very modest and honest man. He is 1.95 m, 80 kgs. He works as an accountant and he is 26 y.o. He has to travel several times of month in different towns for his work. He would like to join the team also but he cannot promise that he will join all games in the league due to his job responsibilities.

(b) Tatiana is 20 y.o, 1.55 m and 75 kgs. She is very joyful and pleasant person who likes to make people smile and always gives everything to inspire and motivate others. She is willing to learn how to play volley and join somehow the team.

- (C) John is 30 years old and is the son of the sponsor. He is 1.88 m, former champion in triathlon. He is kind of arrogant, bossy and always likes to lead the others.
- (c) Mary is a 24 years old obese girl (103 kg), 1.78 m, very motivated to join the team with previous experience (5 years ago) in team games such as handball and water polo.
- (d) Carsten is a 25 old guy who used to be champion in soccer (with the team of the neighbor village) 2 years ago. The last two years he faces alcohol addiction problems.
- (e) Ragat is a 29 years old immigrant from Iran. She moved to your village the last 2 years. She barely speaks and understand some of your language. She would like to join the team because in Iran she used to play in the University team. Her family though doesn't approve her participation.
- (f) Kamal is a 22 years old man from Sudan (2.02 m and 88 kgs) who lives in your village since last year. He would like to join the team and learn how to play volleyball. So far he has no friends and he faces discrimination from John and Carsten.
- (g) Maria is a 23 years old girl who used to play in the regional league since she was 16 y.o. Now she is 3 months pregnant.
- (h) Khan is a 25 years old boy who was diagnosed 3 years ago with leukemia and followed some radiotherapy. Now his health is better. The last year is very depressed and have no mood for life. His parents and brother believe that if he joins the team will push him a step forward to be more motivated for life.
- (i) Leroy is a 23 y.o guy. He is 1.84 m, 72 kgs and very good player in water polo and handball. He faces discrimination because he has a

relation and lives with Han the last few months. He wants to join the team as well.

(j) Laura is a 30 y.o, with visual impairment on the right eye due to a car accident. She is 1.73 m, 57 kgs and likes sports and healthy lifestyle. She studied sports management, and had her masters in Nutrition for athletic performance.

(k) Julia is a 26 y.o, 1.92 m and 69 kg. She used to play on professional level for two years in the capital. The last year she was diagnosed with multiple sclerosis and follows treatment. She would like to join the team.

OPEN DISCUSSION:

Teams announce the results of selection

-who is in?

-who is out?

-which were the criteria/terms/conditions?

-how easy was to select or reject?

-how do we feel when we have the power of selection?

-how the team worked?

-what would you have changed?

E. Social Inclusion for Empowering Participation and collaboration in life

Glue effect/pranks

Aim: This day we will focus on the positive aspects of people (solidarity, respect, team spirit) and how can affect at maximum the participation.

We start the day with an experiment:

We ask some of the participants to participate in 2 social experiments outdoor. The rest of the participants will be spectators/viewers.

- 1) Pax are working in groups of 11
- 2) One of them is the "victim".

- 3) Three are the "teasers"
- 4) Two are the video shooters (hidden)
- 5) Two are the photo shooters (hidden)
- 6) Three are observers

Scenario: One tourist with mobility impairment (ex limp) is walking in the street. Then he stops, gets and opens his wallet (in public), supposedly looking for some coins.

Out of the blue three youngsters (as a gang) robbed him and run away.

He is in panic and asks for help from the pedestrians.

The video shooters, photo shooters, and three observers make the written report.

F. Designing/modifying sports for All

Time: 1.45'

Pax work in groups of 7 and prepare a new game in which they include basic ideas of inclusion and sports.

They can either make combination between the most well know team games, or suggest something new.

The games will be later presented and implemented in playgrounds.

They must include:

Detailed description of the teams

Detailed description of the rules and conditions

Roles and number of the players

How is defined the winner/the non winner

Positions of the players and their roles

Time, faults, referee's role, playing field dimensions, tools/balls needed

A plan/sketch/drawing of the basic instructions and the playing field.

Important notice:

All work must be given in word document form with the names of the pax.

PROJECT ACHIEVEMENTS

The overall aim of the project is through series of projects, implemented in different countries and adapted to the local context, to create large network of competent youth workers and trainers that will work for the promotion of social inclusion through sport and balanced lifestyle amongst young people. The first step was done with the implementation of the Healthy lifestyle for All training and we continue with the next steps.

During the project we have reached the following objectives:

- We discussed current issues related to the general welfare, nutrition and sports; Good practices and experiences related to prevention of diseases caused by lack of exercise and poor eating habits were exchanged.
- We enrolled through nfl methods into theory and practice of social inclusion.
- The participants were provided with opportunities to improve their overall physical and health competencies;
- The first stone of a network of knowledgeable youth leaders, trainers who can work towards promotion of sport for health was laid.
- During the training a common understanding of the concept of social inclusion, education through sport and physical activities for health and well being was explored.
- We promoted healthy lifestyle and Sports as a social inclusion tool for combating marginalization, xenophobia, negative stereotypes (in local, national and European society).

We reached the general objectives set out in the Programme.

- Through the project we have increased the volume of cooperation between organizations in Europe working with young people and / or organizations providing learning opportunities, social partners and others.

The project objectives also corresponded with the main and annual priorities of the 'Youth in Action' : Promoting healthy lifestyles through physical activities including sport (YiA-Prio-55) and tackling social exclusion.

Relevance of the theme

the social and personal development of the participants (including non-formal learning objectives).

1. Throughout the training we promoted english (mainly) as a foreign language for communication - training was conducted in English.
2. Participants developed the L2L competence as they were planning their learning according to their learning needs (several nfl sessions assisted on this)
3. Social and civic competencies - Throughout the whole period of the training participants were presented with opportunities for discussions on various topics. They group was very diverse and this helped the unintentional development of the social and civic competencies of the participants.
4. Participants had the chance to expand their network of personal and professional contacts, get new ideas for working with young people as well as ideas for new projects under the program "Erasmus+".
5. Participants had the opportunity to learn about other cultures and begun to understand and appreciate them better (in activities such as Intercultural nights).
6. Participants gained specific expertise in the area of physical activity and nutrition in health promotion of healthy lifestyles, using sport as an educational tool.
7. Digital Competence: We supported the use of IT and mobile phones during project activities for the implementation of them and in free time. We uploaded results and proceed for visibility through network (facebook) using IT, exchanged emails before, during and after the realization of the project,.

Participants searched in search engines for information and used digital cameras for video editing and album related to the activities of the training.

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HANDOUTS

During the preparation phase of the training we have planned, searched from other tcs and prepared multiple tools and presentations which would assist to the objectives of the training week.

1. Application form
2. Healthy lifestyle Questioner
3. Youthpass
4. LAB
5. Evaluation form
6. Reflective/confy tool



APPLICATION FORM

Healthy Lifestyle for All

Cyprus, June/July 2014

Please complete this form and send it to:

Renos Georgiou (renosge@gmail.com) and

PART I:

First name	
Middle name	
Surname	
Date of birth	
Gender	
E-mail address	
Home address	
Mobile phone	
English abilities	
Organisation	
E-mail address	
Address	
Webpage	
Contact person	
E-mail	

Telephone number	
-------------------------	--

PART II

Please take your time and answer the following questions. They are of a great importance so that the team can design the final programme and content with your needs in mind.

Q Please describe your organisation (aims, activities, target group(s), structure,...)
--

A

Q Please describe your role, position and experience in your organisation

A

Q Describe what kind of practical experience does you/your organisation have/has in the topic of the training?
--

A

Q What are the special interests and needs, as well as any health problems, (personal, family, group) you would like to bring to discussion?
--

A ---

Q What public/ personal activities related to diet and lifestyle have you been part of?

A

Q What is your motivation to join this activity, both personally and professionally? What are your expectations towards this activity?
--

A

Q How are you going to contribute with to this activity?
--

A

Q Is there anything else you would like to share about your work, responsibilities, skills, experiences, etc. which would be useful to know?
--

A

Q Do you have any health related issues that will have to be taken in consideration when planning the program?
--

A

PART III:

Please let us know if you will have any practical requirements, such as special dietary needs (vegetarian, no pork meat etc.) or any disability arrangements?

Please indicate us the name and full contact details of a person to be contacted in case of emergency during the training course

Name	
Complete address	
Phone number	
e-mail	

Please take note of the following conditions that will apply if you are selected to take part in the activity:

1. I commit myself to participate in the whole process, including:
 - to prepare myself carefully for the training course and to do all remote preparation work the team will ask for,
 - to take part in the full duration of the activity
 - to participate in the whole evaluation process
2. I am aware that obtaining a health and a full travel insurance are my own responsibility and at my own expenses. I understand that the information I provided on my special needs does not remove my own personal responsibility for ensuring my own health.

We look forward to your reply. For inquiries or additional information, please contact

Trainers' team:

Renos Georgiou

And/or

Desiree D' Amato

Nutrition, Exercise and Goals Questionnaire

Name:

Date: / / 14

Nutrition

1. How many diets have you been on in the last 3 years?
2. Describe any diets you've been on. Did you go to a commercial weight-loss service such as Weight Watchers or some local program?
3. Did you use a diet book or online service?
4. Did you just do your own plan? A combination of the above?
5. Describe the results you had with any of these diets. How much weight did you lose?
6. Did you gain any of it back? Did you experience any problems while dieting?

7. Yes No

___ Do you regularly read food labels?

___ Are you ever hungry again within 1 – 2 hours of eating?

_____ Do you regularly eat breakfast?

How much water do you drink in a typical day?

How many times per day do you eat on average?

Do you ever eat when you are not hungry? If so, are there any specific reasons why?

Are you responsible for the grocery shopping in your household?

How many times per week do you eat at restaurants (eat in or take out)?

.....
.....

Exercise

Yes No

Are you currently involved in a regular exercise program?

If yes, how many days per week are you exercising?

How many minutes per day are your exercise sessions?

Do you regularly perform aerobic or cardiovascular exercise?

If yes, how many days per week?

Do you regularly perform resistance or weight training?

If yes, how many days per week?

Do you regularly participate in competitive or recreational sports?

If yes, please list:

Have you tried exercise programs before, but been unable to stick with them?

If yes, please list the reason(s):

On a scale of 1 to 5, how physically demanding is your job? 4 (1 = at a desk all day, 5 = construction laborer, lumberjack, etc.)

How much time are you willing to dedicate to a fitness program?

I will perform my workouts at:

_____ Home _____ Commercial Gym _____ Other (please explain below)

I will have the following equipment available:

_____ Commercial gym equipment (free weights, machines, stability balls, cardio equip., etc)

_____ Free weights (barbells, dumbbells)

_____ Commercial gym machines

_____ Stability ball

_____ Medicine balls

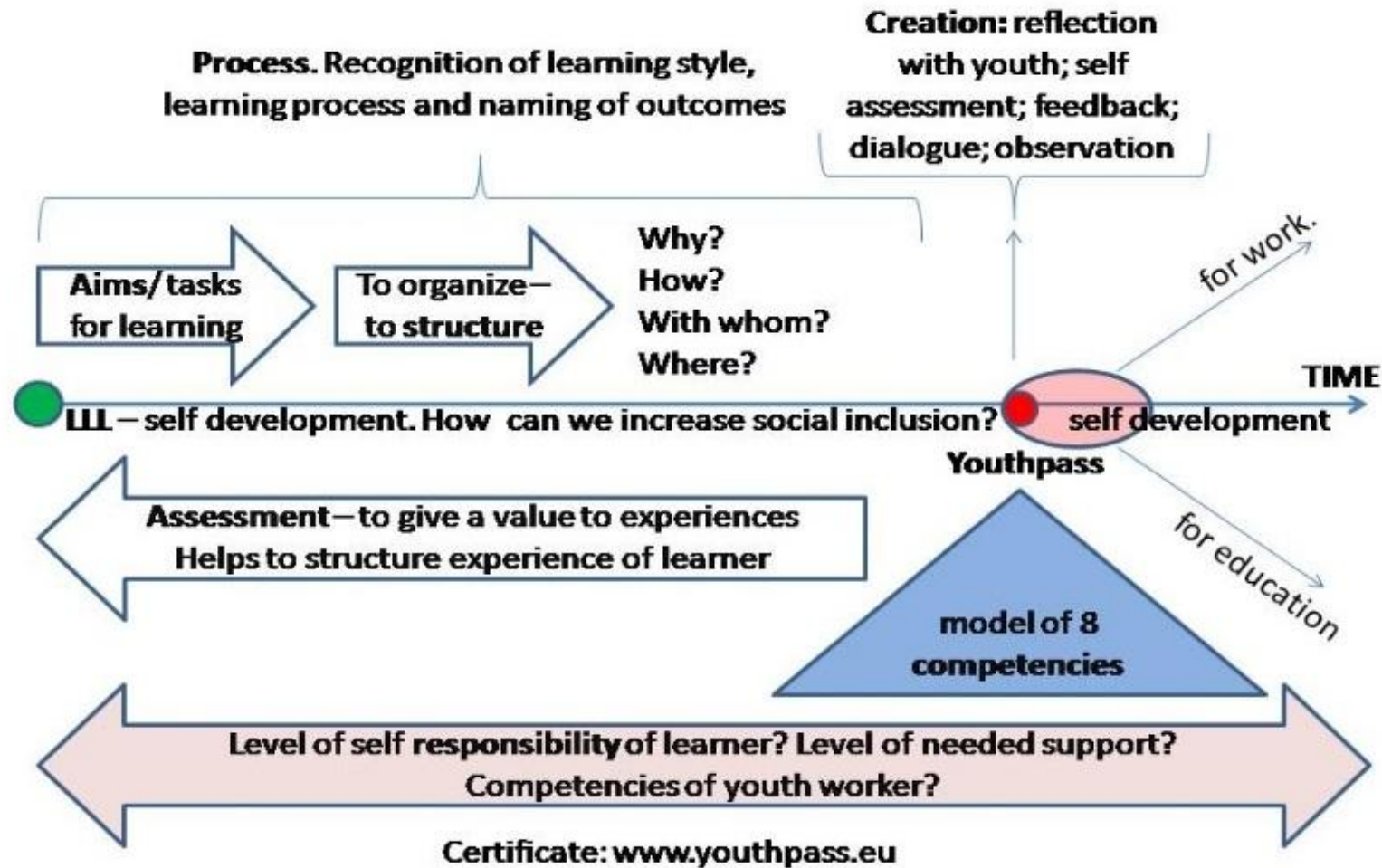
- _____ Resistance tubing
- _____ Multistation home gym
- _____ Bench
- _____ Cardio equipment
- _____ Other (please explain below)

Rank your goals (1-16) in undertaking a fitness program. What do you want this program to do for you? Use the following scale to rate each goal separately.

Not at all; Somewhat; Extremely Important ; important;

- _____. Improve cardiovascular fitness
- _____. Body-fat weight loss
- _____. Improve performance for a specific
- _____. Improve flexibility sport
- _____. Increase strength
- _____. Increase energy level
- _____. Feel better
- _____. Enjoyment
- _____. Reduce stress
- _____. Pain relief
- _____. Lose weight/inches
- _____. Gain weight/muscle
- _____. Improve quality of life
- _____. Improve overall health
- _____. Improve appearance
- _____. Other _____

Youthpass as structured education tool



Learning Achievement Book

The book is about your learning achievements. And since you are the only one who really knows what your learning achievements are... you are the one who will produce the content!

It is a personal book, just for you. So you can write, draw, include whatever you want. We invite you, however, to use it as a place to describe your learning process. Not only about “what” you learned but also “how” you learned it. Sometimes experiences stay with us, keep us busy, reflecting and talking about them – even if we cannot make sense of them yet. Put them in your LAB – perhaps later they will make a lot of sense!

In a way it's a learning achievement and reflection book (but LARB does not sound very cool!)

Some questions that might help you to write:

- What was a striking moment for me today?
- What helped me today?
- Was there something I didn't get?
- Did I hear/see something I want to talk more about?
- What do I want to take up tomorrow?
- Is something blocking me?
- How can I deal with that?
- Something I shouldn't forget about today?

Healthy Lifestyle for All. TC 3.1

Larnaca 29/6 – 6/7 2014

EVALUATION FORM

1. How do you evaluate the information that was given before the training? (selection process, info pack 1 & 2, answers to your question) – rate from 5 (the happiest face) to 1 (the saddest face).



Comments:

2. How satisfied you were with the accommodation?



Comments:

3. How satisfied you were with the food provided?



Comments:

4. How do you evaluate the training facilities?



Comments:

5. How relevant the place and time were for the training?



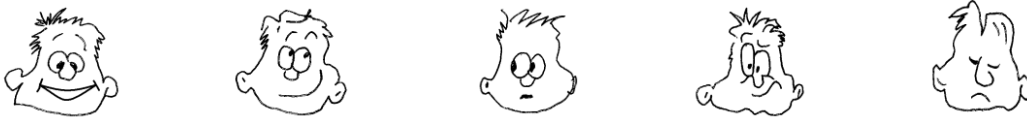
Comments:

6. How do you evaluate this training in general?








Comments:

7. To what extent the objectives of the training were reached?



Comments:

8. How do you evaluate the following activities?

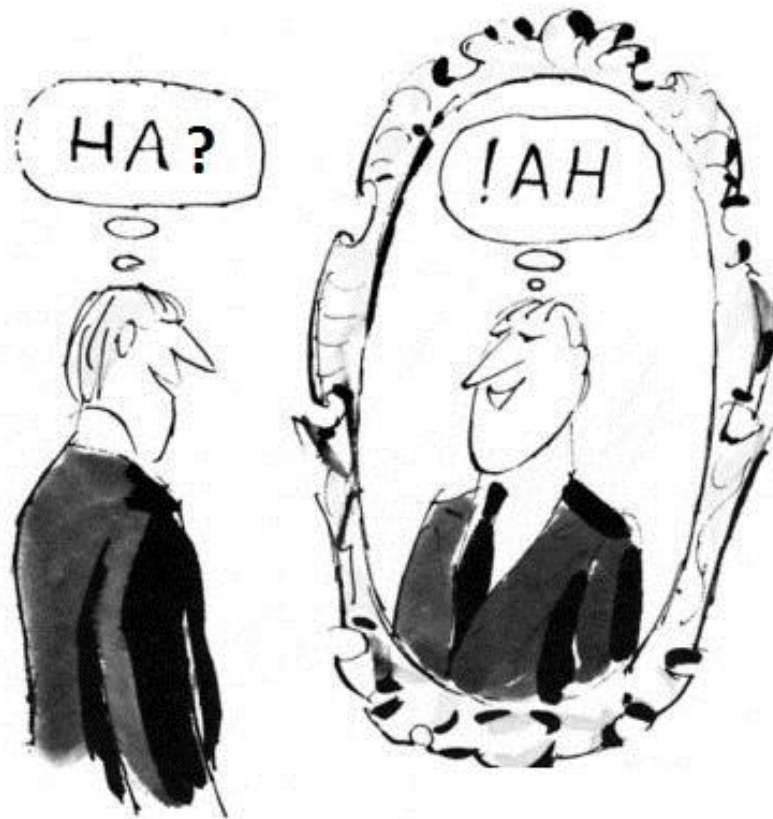
Activities						Comments
Welcome session –first evening						
Welcome session –first morning						
Mission possible						
Morning/evening sports						
Misconceptions of health						
Tools for Social Inclusion						
Popular diets						
Designing/presenting Social inclusion practices						

Designing/Implementing Sport for ALL						
Movies						
NGO Bazaar						
Free afternoon						
Sports for All: The most popular sports (theory)						
Sports for All: The most popular sports (practice)						
Marginalization and stereotypes in teamgames						
Intercultural evenings						
Open Space sessions						

Open Space presentation						
Facilitators contribution						
Youth pass presentation						
Score the ball						
Morning sport						
Comfy groups						

If you have something to add, here is the place and the time! ☺ Thank you!

Reflection Tool for Youth Projects



Name:.....

Day 1st





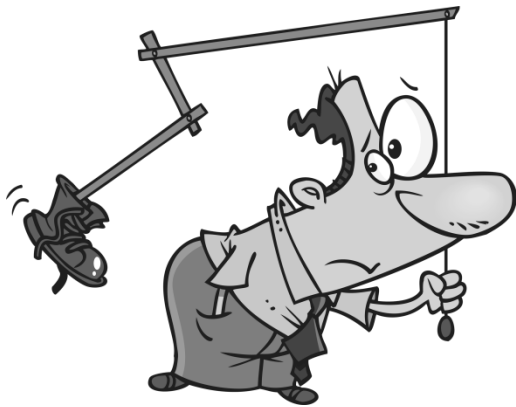
Day 2nd



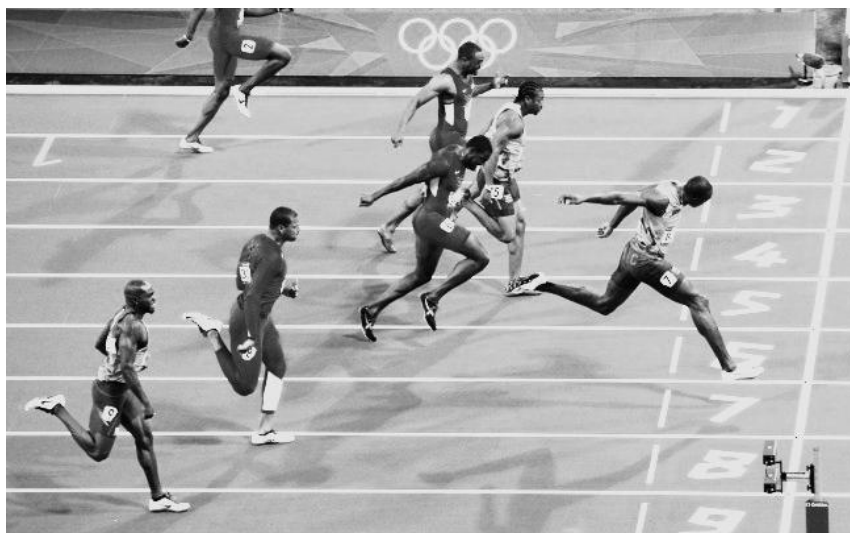
Day 3rd



What's
new?



Follow up!

Day 4rd

Day 5th

How do you see yourself today?

What I would like to go deeper with?

What could be improved today?

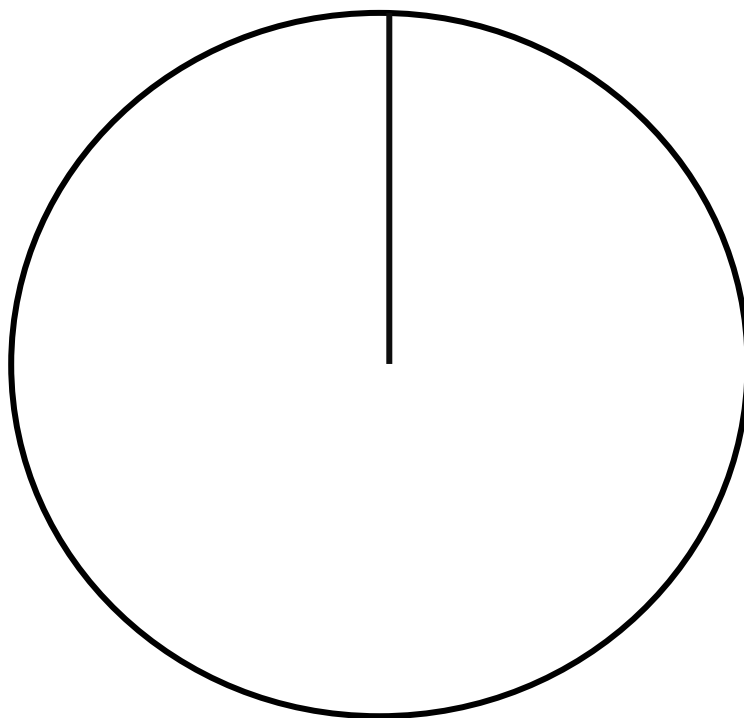


What could you have done different?



Day 6th**Color your day!**

Satisfaction, Contribution, New info, Boredom, Anger, Surprise.



Day 7th

- What input or moment was thumbs up for you? What did you really like?
- Which moment or input is important for the future? What do you want to point out?
- What or when did you want to raise the middle finger? What didn't you like?
- With what or whom did you feel connected?
- About what do you want to learn more or what can be improved?

Larnaca, Cyprus
29/06 - 06/07/14

Healthy Lifestyle for All

Training Course, 3.1



NON FORMAL LEARNING

PHYSICAL ACTIVITY

SOCIAL INCLUSION



Youth
in Action

Cyprus, Bulgaria, Albania, Armenia, Azerbaijan,
Belarus, Estonia, Italy, Romania, Ukraine

THE GROUP

Larnaca, Cyprus
29/06 - 06/07/14

Healthy Lifestyle for All

Training Course, 3.1



NON FORMAL LEARNING

PHYSICAL ACTIVITY

SOCIAL INCLUSION



Youth
in Action

Cyprus, Bulgaria, Albania, Armenia, Azerbaijan,
Belarus, Estonia, Italy, Romania, Ukraine



Booklet on "HEALTHY LIFESTYLE FOR ALL" training course CY-31-32-2013-R3, Larnaca 29/6/14 – 6/7/14, Larnaca-Cyprus by NECI

