

# HealthBox

## Booklet

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Human Concern

## Healthbox

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# HealthBox

## Booklet

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# 1. Alcohol misuse

According to the information posted on the Public Health Portal of the European Union, “Alcohol is a key public health and social concern across the Community since Europe has the highest proportion of drinkers in the world, the highest levels of alcohol consumption per capita and a high level of alcohol-related harm.” In the same time the consequences of alcohol consumption also include a “considerable number of fatalities on EU roads, a broad social impact such as violence, hooliganism, crime, family problems and social exclusion, as well as low productivity at work.” To fight all these effects of the alcohol consumption, preventive behaviour and attitudes should be encouraged and disseminated amongst the citizens. It is very important that the information on alcohol consumption reach all social classes, including here the socially disadvantaged people who out of ignorance, lack of information and cultural patterns are more exposed to its effects. The challenge is how to reach these people and how to deliver the information in such a manner that everyone feels comfortable, respected and gets interested in the topics.

The exercises below are designed to support such initiatives by being included in formal /non formal training activities targeting adults.

## 1.1 A poster for an anti-alcohol campaign



5–20



15 minutes



R.1.1

### Rationale

Publicity and marketing are very important in mobilising people behind a cause and influencing public opinion. Once you have done your research and analysis, you have to develop a clear communications strategy.

A campaign should include the following elements: Identify the key message themes that you want to communicate to your target audience; Develop a slogan; Develop a poster. A slogan is a succinct statement of beliefs or ideals and may either be a sentence or a short phrase.

### Aims

- Promoting healthy alternatives and options
- Creating motivation for change

### Training method applied

- Self-production of (new) materials
- Using creativity in the specific learning context
- Creating collages

### Accessories

- Sheets of papers (A3)
- Pens/pencils
- Self adhesive tape
- Glue
- A collection of sayings about alcohol abuse
- Magazines / photos / paper / colours



### Description of activity

The trainer presents the basic information on designing, developing and running a campaign. He/she proposes to the participants to think about the content of a poster for an anti-alcohol abuse, including a slogan. The participants will be divided into groups and will have to design and draw a poster to motivate people not to abuse alcohol. At the end of the activity the participants will present the posters they made and the trainer can ask them to vote for the most expressive poster.

### Tips for the trainer

- The trainer can document on existing anti-alcohol campaigns.
- The trainer can make a collection of existing posters.

### Summary of the activity

The trainer asks the participants to come up with their own version for a poster to be displayed in an anti-alcohol campaign. The participants will work in groups and, in the end they will display their posters and could decide on the most expressive one.

## 1.2 A short movie/commercial about alcohol



5–20



20 minutes



R.1.2

### Rationale

The best way to attract people in consuming alcohol is through commercials. Although we can rely on the free will of each one of us, the companies which make profit from selling alcoholic drinks have elaborated video materials designed to attract the potential consumer. They send a subliminal message that could deceive rational thinking and could make people curious or could use

social messages, especially for young people. Even more, some of them present „special offer”, like „two drinks for one” which can encourage somebody to take out a friend for a beer, for example.

### Aims

- Raising awareness
- Creating motivation for change

### Training method applied

- Discussion
- Short clips / commercials presentation

### Accessories

- Computer
- Video projector

### Description of activity

The trainer prepares the participants for watching a few short ads about alcohol promotion. They will be invited to identify the main message of each ad. They watch the video together and, in the end, they are invited to talk about how a commercial can influence people to taste drinks or to search for “best deals” in pubs. The discussion will make the participants reflect on the effects of the commercial on people (raising interest in buying etc.). Some questions for the discussion could be: *Who does this ad address? What is the main message? What comes into your mind while watching this?*

Another option could be that the trainees find the ads or the short movie themselves.

### Tips for the trainer

- The trainer can show different commercials, but only one should be discussed.
- The trainer should make his/her own collection of ads.

- The trainer can play the ads, but without the sound and invites the participants to think about some lines to fit the image and could send the message of moderate alcohol consumption.

### Summary of the activity

The trainer watches together with the participants some video materials, ads or commercials on drinks and discusses the effects publicity can have on the alcohol consumption.

## 1.3 For me, the alcohol is ...



10–20



15 minutes



R.1.3

### Rationale

Society's attitude towards alcohol and alcoholics is equivocal. While the alcoholic is despised for drinking too much, those that can drink high amounts of alcohol at a party are admired. Drinking high amounts of alcohol is also perceived as a sign of masculinity. A real man is the one that can handle high amounts of alcohol. In opposition to the strong men is the weak one, who either drinks small amounts of alcohol or does not drink at all. Unfortunately, society accepts the alcohol consumption and unwillingly promotes alcohol addiction. When the negative effect of drinking alcohol is underestimated, society helps the person facing an alcohol addiction to not see the real danger they are actually facing.

### Aims

- Raising awareness about the effects of alcohol consumption
- Creating motivation for change
- Reflecting on one's behaviour and identifying reasons for change

### Training method applied

- Self reflection

### Accessories

- Flip chart
- Marker

### Description of activity

During the class, the trainer invites the participants to share their opinion on alcohol, writing on a flip chart sentences beginning with "Alcohol is..?" The trainer will summarize the positive and negative perceptions on alcohol and will invite the participants to reflect on the results.

### Tips for the trainer

- The trainer has to stimulate the participants to share their opinion by telling them that the main purpose of this exercise is simply to determine the people's perception on alcohol.
- The trainer can encourage the participants to make a double list, with + and – of the alcohol consumption.

### Summary of the activity

The participants will share their opinion on alcohol writing on a flip chart sentences beginning with "Alcohol is..?". In the end the trainer will summarise the answers and will invite the participants to reflect on the people's perception on alcohol.

## 1.4 What makes us a role model in our family/group of friends?



10–20



15 minutes

### Rationale

We are always impressed by people who find their inner strength to act heroic, or do the right thing. Doing the right thing can be challenging, because it requires a deep sense of citizenship and a strong belief in the society's rules and conduct. This means that being a role model for the others is not an easy task and it takes a lot more than a simple “help the old lady cross the street” action. It is important to understand that the role model can become a trend setter, or a leader whose behaviour will be highly regarded.

### Aims

- Raising awareness
- Creating motivation for change
- Finding alternatives

### Training method applied

- Discussion

### Accessories

- Flip chart
- Marker

### Description of activity

The trainer and the participants make a portrait of what a role model is. The opinions are written down on the flipchart by the trainer. The discussion will focus on all the aspects of alcohol abuse that could influence someone's image and role at personal,

professional and social level. The trainer's task is to focus on the importance of doing what is right, no matter the situation.

### Tips for the trainer

- The trainer can prepare a list with several public figures – possible suggestions to be taken as a role model.
- He/she should try to make a list with qualities to be proposed to trainees and discussed during the activity.

### Summary of the activity

The trainer and the participants make a portrait of a role model and discuss about how alcohol affects somebody at personal, professional and social level.

## 1.5 Why people make abuse of alcohol?



10–20



15 minutes



R.1.5

### Rationale

Many people drink a small or moderate amount of alcohol to relax and enhance their social activities. Using alcohol in this way is not harmful for most adults. Understanding the reasons why people drink alcohol can shed a lot of insight into how alcoholism and alcohol addiction begins. It can also help those who are working towards recovery and sobriety avoid triggers and work on making changes in their lifestyle to continue living sober.

Some of the most common reasons behind drinking alcohol are: social influence, social pressure, looser inhibitions, stress relief and escapism. Most of the time the problems they try to “solve” by drinking are less important than the situation they put them-

selves into by drinking. The main idea is that drinking does not solve social, professional and personal problems.

### Aims

- Raising awareness
- Creating motivation for change
- Reflecting on one's behaviour and identifying reasons for change
- Making changes sustainable

### Training method applied

- Discussions

### Accessories

- Flip chart
- Marker

### Description of activity

The trainer invites the participants to name one reason which makes someone abuse alcohol. He/she writes all the opinions on the flipchart and initiates an open discussion related to this issue. In the end the trainer asks the participants to say to which of the situations listed, before drinking, is a solution. Furthermore, if time allows it, the participants can be invited to find practical answers to these situations.

As an alternative activity: the trainer splits the participants into 2 groups. Group 1 discuss what occasions people use to have one drink – When is it accepted, which occasions? Group 2 discuss when do people drink more than 3 or 4 drinks at one occasion? Where is it accepted – in which social context, how do other people react? In the end the groups present their solutions in plenum.

### Tips for the trainer

- The trainer can look for statistics and studies results.

- From the list containing the possible reasons for abusive alcohol consumption, the trainer could select several to be discussed during the activity.

### Summary of the activity

The trainer and the participants will discuss whether the alcohol abuse could be a real solution for social, professional and personal problems and, if not, which could be the proper solution. The issue of when is accepted to drink a few glasses or more is also discussed in groups.

## 1.6 Being drunk ... on the job



10–20



20–30 minutes



R.1.6

### Rationale

In addition to the personal consequences to the drinker, drinking can affect the workplace by creating an unsafe environment, straining interpersonal relationships, and reducing productivity due to sloppy work, chronic tardiness, and absenteeism. Moreover, the effects are worse: unpaid workdays, time spent in hospital, family problems, probable long term effects etc.

### Aims

- Raising awareness about the effects of alcohol consumption
- Creating motivation for change
- Being a role model at work
- Reflecting on one's behaviour and identifying reasons for change

### Training method applied

- Discussion

### Accessories

- Flip chart
- Marker
- A collection with articles from newspapers (online news papers) and statistics about work injuries caused

### Description of activity

The trainer and, if decided so, the specialist ask the participants to give some examples of what are the consequences of drinking on the job, either in their field of work or in others. Afterwards, the specialist will take over the examples given by the participants adding the legal aspects related to it and will invite the participants to think further at the effects/complications which result from it. These could be summarised as follows: accidents with short or long time effects, time spent in hospital, unpaid work days, family problems etc. The participants are asked to initiate an open discussion related to this topic.

### Tips for the trainer

- The trainer can collect articles from newspapers (online news papers) and statistics about work injuries caused by drinking on the job.
- The trainer could invite a specialist in labour protection and will initiate an open discussion with the participants on this topic.

### Summary of the activity

The trainer together with a specialist lead a discussion about consequences of drinking alcohol during work.

### References

National Law for Security and Health at Work

## 1.7 Healthy alternatives to alcohol consumption



10–20



15–30 minutes

### Rationale

Allocation of the necessary resources in primary health care, to advice and treatment regarding hazardous and harmful alcohol consumption, to provide training for health care professionals and to prioritise alcohol prevention at workplaces, counselling for children in families with alcohol problems and education and awareness-raising actions to protect the unborn child are some of European Commission's aims related to reducing the alcohol consumption and finding healthy alternatives to this behaviour. The pathway to find the alternative solutions is not an easy task, due to economical instability in many countries nowadays and to the existing large number of alcohol consumers, but the combined efforts of campaigns, awareness activities, debates and community activities should make the first steps to transforming the alcohol consumption into a healthy behaviour.

### Aims

- Promoting healthy alternatives and options
- Creating motivation for change

### Training method applied

- Discussion



### Accessories

- Flip chart
- Marker

### Description of activity

The trainer invites the participants to write on the flipchart one reason for which one should give up drinking. He/she summarises the participants' opinions by reading them out. After that the trainer encourages the participants to think about healthy alternatives to fight old habits. The ideas put down on the flipchart are discussed in groups.

### Tips for the trainer

- The trainer should document on healthy alternatives.
- The trainer can encourage the learners to create a mini campaign to promote healthy alternatives to alcohol.

### Summary of the activity

The trainer focuses on healthy alternatives for alcohol consumption and encourages the participants to actively participate in finding such activities.

## 2. Unhealthy nutrition

In Europe today, six of the seven biggest risk factors for premature death – blood pressure, cholesterol, high BMI (Body Mass Index), inadequate fruit and vegetable intake, physical inactivity and alcohol abuse – relate to how we eat, drink and move. European Union citizens are moving too little and consuming too much: too much energy, too many calories, too much fat, sugar and salt.

Good nutrition habits and styles are central to overall good health. It's never too late to change habits, and by establishing a healthy lifestyle now, people could have the rewards in the future. Being aware of some simple and basic facts behind nutrition, can let them make more informed and healthy choices.

Once people understand which foods are good for them, they might need to look at their eating habits. If the foods they eat are not healthy, they might want to work within their behavior and current lifestyle conditions. Therefore the following exercises aim at among other things making learners to consider cooking and eating healthy foods at home, not skipping meals or controlling the portion size.

### 2.1 Find the connection among words, actions, pictures



4–20



30 minutes



R.2.1

#### Rationale

There are several connections existing among the different behaviours related to nutrition. The difference between correct and incorrect nutrition conduct or result is the basis for a possible change of habits. An exercise in which the person has to match correct and incorrect aspects of a behaviour or habit implies his/her engagement in recognising the positive or negative side of the actions and choices.

#### Aims

- Raising awareness on correct and incorrect nutrition habits, consequences and connections among behaviours
- Starting reflections and discussions about nutrition issues
- Promoting self analysis regarding the connections between lifestyle and nutrition

#### Training method applied

- Brainstorming
- Group discussion

#### Accessories

- Tables
- Pictures
- Overhead projector/whiteboard
- PCs with Internet connection and projector/slide projector
- General stationery
- Flip chart or whiteboard

## Description of activity

The trainer divides the participants into two groups and gives them two different blank tables divided into six boxes each. The heading of one table will be “healthy” and the other will be “unhealthy”. Each group places words, actions, expressions or pictures connected in their opinion to the assigned heading. The groups will then share the tables and will try to find the connections among the words, terms, actions, pictures in the tables. For example: if in the “healthy” table there is a picture with a person eating fruit the other group should find a similar picture or word or action in the “unhealthy” table; a fatty dish, a candy, a person eating an oversize portion of any dish etc. The trainer will then stimulate the discussion following the issues that have been raised.

## Tips for the trainer

- The trainer has to prepare in advance a template for the groups to follow when choosing the words, pictures etc to put in the tables. He/she should divide the possibility of choice into the following categories: food, drinks, persons, actions, adjectives to let them easily find the links.
- The trainer has to pay attention to keep the discussion on track with the proposed issues.
- The trainer should give just few minutes to the groups to think about and find the words, pictures etc. It should be an immediate, almost automatic choice .
- The trainer prepares in advance a simple guideline for you to lead and facilitate the discussion.
- The trainer can integrate this activity into many different learning settings, such as language courses, ICT courses, communication courses, drawing or photography courses.

## Summary of the activity

Two groups of adults receive one table each divided into six boxes. One group has to fill in the table with six pictures, words, verbs, expressions related to the adjective “healthy” and the other one does the same with the adjective “unhealthy”. Then they exchange the tables and try to find connections and links among each box of the two tables, starting a common discussion.

## References

<http://www.healthynutritionguide.info>

<http://www.mangiaresano.net> (available only in Italian)

## 2.2 Produce a slogan for a healthy nutrition campaign



2–20



30 minutes



R.2.2

## Rationale

One of the bases for a successful promotion of healthy nutrition is the fight against the passivity of the final beneficiaries who often feel they have nothing to do with the different promoting campaigns offered within their communities. On the other side it would be impossible to “personalise” those promoting actions, and so companies, services and media try to offer them in various formats. Involve the adults in creating ideas and using their fantasy for simple slogans promoting healthy nutrition could be a good idea to let them be more reactive and proactive towards wider actions.

## Aims

- Raising awareness on healthy nutrition issues
- Stimulating positive attitudes towards healthy lifestyles

- Increasing the pro active involvement of adults into issues related to health and correct nutrition
- Stimulating creativeness

### Training method applied

- Pair work or small groups work
- Group discussion
- Practical activities
- Self-evaluation/self-reflection
- Creativity in the specific learning context

### Accessories

- Photo cameras or Video cameras
- Markers or paintbrushes with colours / general stationery
- PCs with Internet connection
- Flip chart or whiteboard

### Description of activity

This activity can be implemented in pairs or in small groups of adults. The trainer can give some hints regarding possible categories that can be used as main topic in the slogan in advance to the adults, such as: choice of food/drinks to buy – choice of food/drinks to eat – cooking methods – menu for meals – number of meals per day – control of hunger – recognizing incorrect nutrition symptoms – care for your family correct nutrition. The learners are encouraged to prepare a slogan or a motto or a catchphrase for a possible healthy nutrition campaign. They will be allowed to use any “artistic” device at their disposal. All the products will be presented shortly and discussed in class. At the second stage a “Healthy Nutrition thematic day” can be organised in which these products can be presented and then permanently displayed in the centres and institutions involved.

### Tips for the trainer

- The trainer has to prepare in advance a list of hints to guide the work of the adults, thus avoiding any deviation in the subject to be promoted.
- The trainer has to give the adults as many devices or accessories as he/she can to stimulate their creativity.
- The trainer has to take the writing skills of the participants into account. He/she can use pictures and very short sentences to make them comfortable.
- The trainer can integrate this activity in many different learning settings, such as language courses, ICT courses, communication courses, drawing, video or photography courses.

### Summary of the activity

The learners are asked to invent a slogan or advertisement for a hypothetical healthy nutrition campaign using: drawings, videos, pictures, catchy sentences, etc. The trainer can then together with the learners organise a thematic day in each learning setting of the centres/communities involved where these slogans will be presented.

### References

<http://www.healthynutritionguide.info>  
<http://www.mangiaresano.net> (available only in Italian)

## 2.3 Slim down your recipes



5–20



30 minutes

### Rationale

People are very often reluctant to change their usual food recipes, often because they are part of their background of traditions and cultural heritage. Asking them to stop cooking or eating could not be a good and useful way to change their possible incorrect nutrition habits. But sometimes, simple changes can make major differences also in a recipe's calorie, fat and sodium content. Therefore the recipe remains, and its nutritional value increases.

### Aims

- Raising awareness on correct nutrition habits
- Increasing the knowledge on nutritional components
- Supporting self aid situations and practices on the healthy nutrition field
- Exchanging good and new ideas, tips, suggestions to change old, unhealthy recipes
- Promoting a simple but innovative way of cooking for a better nutrition style

### Training method applied

- Pair work or small groups work
- Self-evaluation/self-reflection
- Group discussion
- Creativity in the specific learning context
- Brainstorming

### Accessories

- Recipes' indications / books
- PCs with Internet connection
- Flip chart or whiteboard
- General stationery
- If possible, cooking facilities

### Description of activity

The adults are asked to take into consideration one or more recipes of foods/drinks they usually eat and that are a constant part of their weekly diet. Then the trainer asks them to decide whether those recipes can be considered healthy or unhealthy. This will create a first round of brainstorming and discussions resulting in a choice made by each person on an unhealthy recipe to be "changed". In a next step the learners should think about some ways to transform it into a healthy recipe by taking out, substituting, changing, decreasing, increasing the ingredients and/or the way of cooking or assembling them. Many good ideas can arise from this exercise and, the best ones, can be possibly put into practice by cooking them in cooking courses ( or using the cooking facilities if the centre/institution is provided) or exchange them among the groups to be used at home and in the families.

### Tips for the trainer

- The trainer has to encourage the learners to bring their recipes.
- The trainer has to consider how often the learners eat that kind of food before asking to change the recipe.
- The trainer has to be aware that this activity is more aimed to groups of women, even if men can be interested in it.
- The trainer can think of changing the preparation of different kinds of drinks: from alcoholic to non-alcoholic or from gassy to flat, non-gassy, etc. to make the exercise more attractive for men.
- The trainer can integrate this activity into many different learning settings, such as language courses, ICT courses, communication courses, video or photography courses, cooking courses.
- The trainer can implement this activity into cooking sessions.
- Sound information about regional local specialities could be an advantage and opens up discussion (preparing meals in older times).
- The trainer could prepare a cooking event at the end with the "slimmed" recipes.



### Summary of the activity

The adults are asked to take the unhealthiest or fat recipes that are a usual part of their diet or that they like the most and try to “slim them down” by taking out, substituting, changing, decreasing, and increasing the ingredients and/or the way of cooking them. Then, if possible, they can cook it and exchange recipes.

### References

Julie Garden-Robinson, Food and Nutrition Specialist –  
Prairie Fare: Slim Down Your Recipes <http://www.ag.ndsu.edu/news/columns/prairie-fare/prairie-fare-slim-down-your-recipes/>

## 2.4 Journalist for one day

|   |  |  |
|---|--|--|
| <br>5–20 | <br>30–40 minutes | <br>R.2.4 |
|---|--|--|

### Rationale

Many groups of adults, especially the disadvantaged ones, when they are involved in healthy nutrition or in general health actions, often feel as a kind of experimental part of the society where the media and the specialists can study and test their best practices. They are often subject of interviews and tests for which they do not know either the reason or the result. It could be a good idea to involve them into activities that make them feel protagonists and promoters of activities related to health, even if just within their learning settings.

### Aims

- Raising awareness and interest on health topics and in particular on correct nutrition issues

- Making the adults promoters of their own health and correct nutrition
- Giving them chances and means to exchange ideas and constructive discussions with other adults
- Making them feel useful and an active part of the society

### Training method applied

- Brainstorming
- Pair work or small groups work
- Group discussion
- Practical activities

### Accessories

- Flip chart or whiteboard
- Photo / video cameras
- Recorders
- Notebooks
- PC with Internet connection

### Description of activity

For this activity the trainer should prepare in advance a small template to follow for the production of the interviews' scripts thus avoiding deviances from the main topic which is promoting healthy and correct nutrition habits and behaviours. Then the adults, individually or in pairs or in very small groups, will prepare a short list of questions for an interview. Then they choose the person to be interviewed within their class group or within their family or within their Centre or Institution. The trainer takes notes regarding the answers given. A task that later on the trainer could give to them is to prepare a short report regarding the interviews made and then present it in class or during a social event in their community, institution or centre.

**Tips for the trainer**

- The trainer should always ask or stimulate the discussion in regard to the motivations the adult had when choosing the questions. He/she should ask for the rationale of those questions.
- The trainer should provide the learners a structure to follow for the interview such as: gathering ideas through brainstorming – choose the main issues and order them following a logical sequence – chose from which point of view consider the topic – prepare not too long questions.
- The trainer has to take the most economically disadvantaged learners into account while making questions.
- The trainer can integrate this activity in many different learning settings, such as language courses, ICT courses, communication courses, drawing, video or photography courses.

**Summary of the activity**

The adults create an interview (a short list of questions) to know the main aspects, habits, or composition of some other classmates, family members or friends. Then they report in class or during a social event the results of their interviews, hopefully raising a discussion or a debate on healthy nutrition issues.

**2.5 Taboo words**

4–20



30 minutes



R.2.5

**Rationale**

Sometimes adult people, especially the disadvantaged groups, do not even talk about or take into consideration any topic related to nutrition when it comes to consider nutrition as a

lifestyle or behaviour or a series of nutritional components, which can be healthy or unhealthy, damaging or beneficial. Just to start talking about them is a good way to start getting into a new awareness and disposition towards this important part of an healthy lifestyle.

**Aims**

- Making the adults practice terms and actions related to nutrition issues
- Helping identify words and actions related to correct nutrition and the ones related to incorrect nutrition
- Raising awareness and interest on health issues in general

**Training method applied**

- Role plays
- Discussion
- Quiz

**Accessories**

- List of words or pictures
- Flip chart
- General stationery
- A small bell or buzzer

**Description of activity**

The trainer prepares a number of cards with one “secret” word (terms, verbs, names) written on one side of each of them and related to nutrition behaviours, habits, components, food etc, and on the other side of each card a “taboo” word” related to the secret word. Then the trainer divides the class into two groups. One group takes the role of making the other group guessing the secret word by explaining it and giving clues without using the “taboo word” written on the other side of the card. If by mistake they use the taboo word, the trainer rings a small bell or buzzer

and they lose and they have to change roles and so they will be the ones who will have to guess the secret word. For example, if the secret word is 'diet' the taboo word could be 'fat or slim or calories' which will make it more difficult for them to explain with other terms or explanations the secret word.

### Tips for the trainer

- The trainer has to prepare the cards with “secret words” on one side and taboo words on the other side related to nutrition in advanced trying to cover a large part of the nutritional field.
- The trainer has to consider the culture and knowledge of the learners before balancing the number of taboo words: the less the trainer gives the more they are able to guess.
- The trainer has to endure that the learners take turns as much as possible.
- The trainer has to act as “controller or judge” to check if or when the taboo words are used by mistake.
- The trainer has to prepare positive secret words and mixed (positive and negative) taboo words to avoid possible excess in negativity.
- The trainer can integrate this activity in many different learning settings, such as: language courses, ICT courses, communication courses, video courses.

### Summary of the activity

One group has to make the other one guess and say the “secret word” (related to healthy nutrition) by explaining it and giving clues without using some useful but “taboo words” that the trainer has previously prepared on the other side of the cards. The group will then take turns in guessing or explaining.

### References

Taboo Game Milton Bradley Hasbro Games (1989)  
<http://www.boardgames.com/bigtaboo.html>

Milton Bradley Parker Brothers – Board Games

<http://www.healthynutritionguide.info>

## 2.6 Months and seasons



4–20



30–50 minutes



R.2.6

### Rationale

Sometimes the adults, including the disadvantaged groups, keep a background of traditions and knowledge about nutrition and food that might influence their nutritional behaviour and habits (some food has been always eaten in some particular periods of the year, or have been more easily found in a particular period of the year, etc.). Very often though they are not aware of what they know or what they know or are used to do, is not correct in terms of health and prevention of illnesses caused by poor, incorrect nutrition.

### Aims

- Helping adults identify habits and actions related to correct nutrition and the ones related to incorrect nutrition.
- Raising awareness and interest on health issues in general
- Promoting healthy alternatives and options
- Preventing of illnesses caused poor nutrition
- Raising awareness that healthy nutrition does not only depend on money but also on taking choices/setting priorities

### Training method applied

- Pair work or small groups work
- Group discussion
- Creativity in the specific learning context

### Accessories

- Calendars
- List of foods and drinks (mainly fruit and vegetables)
- Flip chart
- General stationery
- Photo cameras or Video cameras
- PCs with Internet connection

### Description of activity

The trainer will give to the adults a list of foods and drinks (mainly fruits and vegetables) and will ask them to think about their own habits, previous knowledge, traditions, heritage and place them under the name of a season or month of the year they believe or they know it is the best month in terms of quality, availability and freshness to consume them. For example it is better to consume different kinds of vegetables depending on the month they grow up. Then the trainer will ask the adults to motivate their choices, stimulating a discussion.

### Tips for the trainer

- The trainer should prepare in advance a list of food and drinks (especially fruits and vegetables) and research the best periods that they are available or are produced. Small explanations can easily be found on the Internet, and this is a further activity that can be proposed to the adults in the group.
- The trainer can integrate this activity in many different learning settings, such as language courses, ICT courses, communication courses, video courses, cooking courses.

### Summary of the activity

The adults will have to match each food or drink given in a list by the trainer with its proper and month and/or season of best usage and use by just following their own ideas or previous experience and knowledge or background of traditions. A discussion on the

results will be stimulated and facilitated by the trainer within the group.

### References

[http://www.staibene.it/sb\\_utility\\_stagione.asp?AREA=alimentazione](http://www.staibene.it/sb_utility_stagione.asp?AREA=alimentazione) (italian web site)  
<http://www.ricetteonline.com/conoscere/carni.php> (italian web site)  
<http://www.sysindia.com/kitchen/svegis.html> (english web site)  
<http://www.cuesa.org/page/seasonality-chart-vegetables> (english web site)

## 2.7 Describing mealtime



4–20



15–30 minutes

### Rationale

An important part of a healthy nutrition lifestyle is given by the behaviours that the persons have during mealtime. Eating fast, or in a hurry or with too many distractions could be a damaging way of consuming food and drinks. Apart from the quality and quantity of food and beverages, the atmosphere during meals is very important and can influence the effects of nutrition itself.

### Aims

- Reflecting on one's behaviour
- Helping adults identify habits and actions related to correct nutrition and the ones related to incorrect nutrition.
- Raising awareness about effects on me and others
- Creating motivation for change
- Being a role model for my family members

### **Training method applied**

- Role playing
- Group discussion
- Self-evaluation/self-reflection
- Creativity in the specific learning context

### **Accessories**

- Flip chart or whiteboard
- Video or photo cameras
- Any object useful for the description

### **Description of activity**

The adults are asked to describe, in the way they prefer, the usual situation during mealtime in their houses/families. What is the typical composition of the meals, how long do they last, is the family always together, do they talk during meals, is the TV or radio on, etc. They can use words or pictures, or small video recordings, or drawings, to describe their typical mealtime, and it is important that they think about their usual, common mealtime situation and not a particular one connected to special events. Then the trainer can stimulate and facilitate the discussion and the exchange of ideas regarding correct behaviours during meals.

### **Tips for the trainer**

- The trainer should prepare the group for the activity by advising them on the ways they could express their usual mealtime condition.

### **Summary of the activity**

The adults have to describe to the group what they and their family usually or automatically or instinctively do during lunch and/or dinner time by acting, storytelling, drawings, pictures, video recording.



### 3. Physical inactivity

The body is a telltale, in good and bad. Therefore it is important that we remember to take care of it.

In recent years, international research has focused on the importance of physical activity in the everyday life. Physical activity can contribute to the prevention of a series of diseases such as diabetes, cardiovascular diseases, high blood pressure, osteoporosis, overweight and obesity. Furthermore it has been documented that physical activity can strengthen the psychical/mental condition of the individual and in many cases also decrease the use of medicine.

In the educational situations we are used to sit and listen, but we can learn in many different ways. If physical activities are important for us we can take them into our lessons also. That will also prove for the learners that health is important for all of us. It is not easy to change a habit, but we can introduce a lot of possibilities to an everyday use of physical activity inside and outside the school.

These activities are made for different learning settings and different learners. What counts is that we use the possibilities to take care of the body, which will help us in the future for keep healthy and for getting a job.

#### 3.1 Create a plan for using the surroundings



2–20



30–60 minutes



R.3.1

##### Rationale

There are always a lot of possibilities to use the surroundings for physical activities, it's just to find the opportunities and list them so everyone is aware of different possibilities.

##### Aims

- Raising awareness on the importance of physical activities
- Using facilities and surroundings for everyday use or for specific situations

##### Training method applied

- Brainstorming
- Pair work
- Group discussion

##### Accessories

- Flip chart paper/blackboard/whiteboard
- Pen
- Paper

##### Description of activity

The trainer encourages the learners to think about possibilities of using the surrounding environment (inside and outside the school/working place). He/she lists them on a flip chart. Then the learners have to check the building and the surrounding in pairs for adding to the list of activities. The trainer together with the learners create a plan for how to use the possibilities that have been found and hold a discussion on how to continue.

**Tips for the trainer**

- The use of the surroundings can take place before and after the school day, in the breaks or in the lessons.
- The activity can also just be an introduction for the learners to find further opportunities to do physical activities around the day. It is important that it is practical, possible and for free.
- The trainer has to be sure that the motivation starts from the learners.

**Summary of the activity**

The activity aims at brainstorming and concrete searching for physical activity possibilities inside and/or outside.

**3.2 Use of experiences directly in the lessons**

2–20



5–30 minutes

**Rationale**

People often tend to believe that learning is most effective by sitting in a classroom listening to the teachers. But learning also takes place through listening to others' experiences. Many people learn better when they do physical activities at the same time they are listening. Thus it is possible to do physical activity at the same time that the lesson is going on.

**Aims**

- Making physical activities at the same time the learners learn a lesson

**Training method applied**

- Pair work
- Discussion

**Accessories**

- A clock for every pair

**Description of activity**

Following an explanation presents two examples of activities that can be used.

*Activity 1*

Walk and Talk; In the normal education situations, a discussion between two or more learners usually fit in. Instead of just sitting and discussing there are always possibilities to walk and discuss at the same time. This will make the body active at the same time the aim of the lesson is discussed. The trainer describes the discussion goals, the direction where to walk (inside/outside) and the timetable.

*Activity 2*

Valuation training; When the theme is about attitudes or the valuations, a valuation method can be for example "on the line" method. One end of the line is the "positive" attitude and to the other end is the "negative" attitude towards an aim in the lesson, and between these walls the people who have different quantities of both positive and negative points of view. It is very important that no one feels that it is wrong or bad to have one or the other point of view. The point is to understand different views of the aim.

**Tips for the trainer**

- "Walk and Talk" can be useful when a new group has started and the learners will know each other.
- Valuation training. When the learners stay on the line and the discussion about the attitudes/values is going on, there is also a possibility to give a neck-shoulder massage by the person behind. When the direction of movements change there is a possibility to go on with the massage by the person on the

other side. This makes the neck and shoulders more relaxed. The trainer has to take into account that this can be taboo in some cultures and for some people.

### Summary of the activity

In the education situation it is possible to involve physical activity as a side effect: to use the discussions for walking at the same time or use valuation discussions as a visual and active situation.

### References

[http://en.wikipedia.org/wiki/Walk\\_and\\_talk](http://en.wikipedia.org/wiki/Walk_and_talk)

## 3.3 Create short breaks in the lesson



1–20



1–5 minutes



R.3.3

### Rationale

The muscles in the body have their own memory. Sitting in a bad position makes the muscles remember that they are too short or too long. It is important to give the muscles a memory of how long/short they should be. Sitting for a longer time will also disturb the blood circulation in different parts of our body. From the work safety aspect we are all responsible to make the work as safe as possible. In a school situation the learners are also involved in the safety aspects. That's why it is important to take this as a part of the education. Many small things during the day can be very important. Every hour of sitting requires some small breaks with stretching. Some times during a day, with mostly sitting, is good to have break activities.

### Aims

- Raising awareness on the importance of short breaks with tension changes for the muscles
- Being informed of sitting positions in the school/work situations and how to tend the muscles
- Getting to know short activities for the blood circulation

### Training method applied

- Concrete activities to let the body become as symmetric as possible and to get the blood circulation to start in every part of the body
- Following a video or the teacher's instructions with the help from pictures

### Accessories

- DVD player
- Pictures

### Description of activity

The trainer has to make the learners aware of their sitting position. It is important that the head, the neck and the shoulders are straight up. The bosom has to be put out, stomach in and a little sway has to be kept in the back. The legs have to be kept in a straight angle so the blood can circulate in the veins.

#### *Blood circulation*

With the focus on the heart and the breath it takes only 30 seconds to start up the blood circulation. The learners have to rise and to run as fast as possible on the place. Furthermore they have to clap the hands as fast as possible at the same time. In a short time the blood starts to circulate again and the breathing gets quicker.

#### *Stretching activities*

The trainer gives the following instruction:

Two times every hour the muscles need to be stretched. The muscles that become shorter than normal and the muscles that become longer than normal need to get the opposite position. Rise up and stretch the body to become longer: the shoulders out, to become straight. Raise the arms and keep the head as high as possible so the neck is as straight as possible. Stay on the tiptoe that you become as long as possible and your style is like a X.

#### *Break gymnastics*

Stand up. Take a good position. Make the neck free; lift the head as high as possible. Press the chin in a bit so the neck feels stretched. Lean the head towards right. Turn the head straight on again, and then lean the head towards left. Turn the head straight on again. Lean the head forward. All this has to feel good don't be too hard. Roll the right shoulder in round circles, begin forwards, and then go on with the same shoulder but start backwards. Do the same with the left shoulders. Bend the legs in a soft movement. Lift up the right arm and pretend that you pick the apples from the tree but the apples are very high up in the tree. Change to the left arm. Stay on your toes and stretch the whole body when you "pick the apples".

Let the body fall down and be totally relaxed with arms hanging down. Start to rise slowly and carefully. Concentrate on one vertebra at a time until the carriage is good.

Lift the right knee as high as possible. Do the same with the left knee. Stretch the right leg and draw circles in the air with the toe. Start to the right side and change to start to the left. Do the same with the left leg. Stretch the whole body, stay on the toes and lift the head up and both arms as high as possible. Relax! Take the good position again. Sit down and go on. Sit in a good position. After a while repeat all the movements. Then sit in the good position again.

#### **Tips for the trainer**

- The trainer can use the pictures as a theme for the day. It is possible to start with one picture a day and move to specific things about different musculatures over a longer period.
- The trainer can easily use the DVD in a bigger context. Music can be nice to use at the same time.
- The trainer has to inform the students that they can by themselves take care over the blood circulation in their legs and feet by making circles with their ankles, and to stretch and bend their legs when they are sitting.
- Use of electronics (e.g. timer, mobile phone etc.) can assist some exercising.

#### **Summary of the activity**

The trainer takes a break in the lesson/work and encourages the learners to have concrete physical activities while following the DVD or using pictures to get the students to stretch their muscles and do activities for blood circulation. A stretch for a minute is also possible.

### **3.4 Reflections over my own situation**



1–20



60 minutes



R.3.4

#### **Rationale**

To start with a physical activity is a big step that sometimes can need more support with inspiration or/and knowledge about opportunities. Thus it could be good that a teacher could lead the process. The idea is to conduct a deeper discussion about the activities that exist and activities that could be started, and to be aware of what will it give and what could be sacrificed.

**Aims**

- Reflecting on realised activities and about possible activities
- Evaluating the activities' effects

**Training method applied**

- Discussions
- Making a personal plan that will be realised
- Evaluation of the activities

**Accessories**

- Pen
- Example of a plan

**Description of activity**

The trainer starts with a discussion about the physical activities that a person already does. Are the activities enough for a healthy life or would the need of activities increase? Does the learner have motivation to do something for it? Possible activities are discussed also short everyday activities or those who require a longer training plan. The trainer talks with the learners about their personal needs for getting motivated for physical activity. Furthermore those things that have to be given up are discussed in the group as well as what has to happen before the learners want like to start.

The trainer together with the learners set up a plan for the new activities taking into account which activities, and when they will be executing as well as requirements.

After a while an evaluation discussion will take place. What did the learner really do? What was nice/good? Did they sacrifice something? What? What can still be done so the activities will be nice and completed? A new plan for a new week can be made.

**Tips for the trainer**

- This activity could be done with a group that need more supervising than typical lessons.
- The trainer can use the Health Box information brochure to have enough information about the importance of physical activities.
- Peer mentoring can be a useful method to continue with the activities.

**Summary of the activity**

Supervision helps learners to motivate and implement more physical activities in their life and to evaluate their situation and motivation for even more physical activities.

**References**

[http://en.wikipedia.org/wiki/Peer\\_mentoring](http://en.wikipedia.org/wiki/Peer_mentoring)

**3.5 Movement pie**

8–20



30 minutes



R.3.5

**Rationale**

Getting good physical condition requires a good balance of physical activity. The body needs vigorous activity and more moderate activity alternatively, but the musculature needs also general strengthening and balance training. To make a personal movement pie about the activities that the person likes/is able to do makes it more positive.



### Aims

- Raising awareness of the different activities the body may need

### Training method applied

- Planning the learner's own training program

### Accessories

- Pen and paper
- A computer with Internet connection and a video projector

### Description of activity

The trainer has to get acquainted with the idea of the movement pie (website in the appendix). He/she then discussed with the learners what kind of physical activity they do. For those learners that already do some activities it can be good to let them work on the movement pie. The trainer draws a personal pie on a piece of paper and asks the learners to think about the physical activities that can be conducted in a week. They have to find out what kind of moderate physical activities are possible to do during about 2,5 hours in a week. The trainer asks the learners to write the different activities in the top of the pie and to reflect about the more vigorous physical activities that are possible to do in a week for 1,25 hours. The learners have to write the different activities in the bottom of the pie. The musculature needs strengthening and balance training about two times in a week. The learners should write two different trainings for the musculature to right and left of the pie. The trainer explains that the movement pie can be adjusted if needed for different weeks. The main point is to observe and write the different activities that are possible to fulfil for individual learners. The motivation of learners is very important as none can force them to do things.

### Tips for the trainer

- The trainer can give those learners who do not do any or hardly any physical activities the plan added in the activity 3.4.
- The trainer has to give positive feedback when the learners have fulfilled the activities in the movement pie for a week.
- The motivation of a learners are very important, so the trainer has not to force them to become more active.

### Summary of the activity

The trainer lets the learners draw their own pie. They fill it with the activities of moderate or vigorous activities, as well as strengthening and balance training for the musculature.

### References

[http://www.ukkinstituutti.fi/en/products/physical\\_activity\\_pie](http://www.ukkinstituutti.fi/en/products/physical_activity_pie)  
[http://www.ukkinstituutti.fi/filebank/64-physical\\_activity\\_pie.pdf](http://www.ukkinstituutti.fi/filebank/64-physical_activity_pie.pdf)

## 3.6 Activities from the childhood or from different cultures



8–20



20 minutes

### Rationale

Activities that were done in the childhood in old days are not always the things children know/do today. To reflect on the activities that were done in history and to show those to the learners' group can in the long run make a possible activity for the learners in the lesson. The learners can use them for their own children. The consequence may also be that the adult learner will be more physical active.

### Aims

- Focusing on one's activities from childhood
- Trying out these activities from the childhood

### Training method applied

- Discussion
- Group work

### Accessories

- Pen and paper
- Facilities for the activities and specific accessories required for the activities

### Description of activity

The learners have usually done physical activities, such as different sports, games, nature experiences etc. in their own childhood. This is also a possibility to learn about other cultures. The trainer encourages the learners to share their experiences with the others. The trainer can take one example every day for a different activity until all learners have presented an activity from their own childhood. Together with the learners the trainer discusses on how to use the activities with one's children and what the good results could be from it. For example; more time together with the children, more physical activities for the family etc.

### Tips for the trainer

- The trainer needs a plan for the learners who can't/don't want to find any activities to lead.
- The trainer can conduct this exercise also with a cultural perspective with food and activities from different cultures.

### Summary of the activity

The trainer uses the experience that the learners have since they were children/youngsters in physical activity. After learning dif-

ferent activities from all the learners, the trainer discusses with the learners about the possibility to use the activities in the family with children or elderly people.

## 3.7 An activity day/afternoon



2–30



3–5 hours



R.3.7

### Rationale

Working with a group of learners can sometimes cause the need/possibility to do things together. To use a day/afternoon for a group activity can make the group more secure/conforming. It is possible to start a group relation with an activity day but it fits also in the middle or in the end of the group work, or even on several accounts now and then. A day/an afternoon activity can focus on different things. One possibility can be to be physical active.

### Aims

- Forming a group
- Being physically active

### Training method applied

- Group work

### Accessories

- This depends totally on the activity that is aimed for.

### Description of activity

The trainer together with the learners plans an activity day/afternoon. They have to take the following questions into consideration: What is the aim of this day/afternoon? How could it

be conducted in a safe way? What are the accessories that are needed? The idea is to choose an activity that fits well to the surrounding, the season, and to the learners. After this event the learners give feedback for the day/afternoon.

### **Tips for the trainer**

- To start up with a new group of learners, it can help the group dynamics if the start can be out in the nature with concrete physical activities and/or team building activities.
- The trainer can give his/her lesson if possible in the nature.
- If the timetable is too short for this kind of activities, the trainer has to choose an activity which does not require so much time.

### **Summary of the activity**

An activity for a day or an afternoon is chosen, planned and conducted by the trainer and learners.

## 4. Smoking

Smoking and non-smoking can be characterised as markers which show a big difference in individual life styles. Smoking is one out of a bundle of behaviours related to (un)healthy living people have. There is no doubt that tobacco can influence health in a crucial way:

‘Despite considerable progress, the number of smokers in the EU is still high – around one third of the population – and the associated health problems include some 650.000 smoking-related deaths each year. Almost half of those dying are aged between 35 and 69 – well below average life expectancy. The Eurobarometer 332 (2009)’<sup>1</sup>

This topic is – also like alcohol, substance misuse and physical activity – invading the personal way of life in a more concrete way. It is important to know that smoking habits are often related to feelings of personal autonomy.

This results in a conflict between

- change of knowledge (today we know much more about the impact of tobacco than some years ago);
- the spirit of policies (The EU promotes a clear preventive strategy and supports actively a lot of initiatives and projects dealing with smoking prevention and kicking the habit);

- different cultures in different member states of the EU and
- last but not least: the individual person.

The last point mentioned – the individual – is the point where the approach of the Health Box comes in: Individual persons who are excluded from socioeconomic participation by many reasons are the main target group: Courses, training and individual counselling offer a suitable chance to get in touch with this so called ‘not easy to reach groups’. Different didactical approaches of the presented activities in the module can be easily adapted to special learning contexts. Also modifications due to cultural specialities are possible and invite the facilitators to change the material provided or to create something new. During our piloting we observed both.

The module dealing with (non)smoking behaviour can easily be part of courses and individual counselling.

The module (non)smoking in its relevance for rising awareness and empowering people is obvious: at a minimum level awareness should be risen and fostered and in a further step the acknowledgement of possibilities to change should be recognised by participants.

### 4.1 To start up



8–20



15–30 minutes



R.4.1

#### Rationale

Mostly people are aware of the fact that smoking is not a healthy behaviour. Through information campaigns in their countries, they get at least a very rough idea and general information about the topic. To make a first step into the subject during training offers in adult education is an effort that trainers are confronted with:

<sup>1</sup> [http://ec.europa.eu/health/tobacco/docs/ebs332\\_en.pdf](http://ec.europa.eu/health/tobacco/docs/ebs332_en.pdf)

this is the chance to build the basis for further work on the aim of smoking reduction and smoking cessation.

### Aims

- Introducing the subject into the course
- Creating a working basis for further steps
- Opening up the trainers mind of possible variations of the topic
- Making smokers aware, that nobody can force them to change their behaviour in general however during course sessions people should be well informed about the rules they are confronted with

### Training method applied

- Presentation of material (picture, comic, newspapers article)
- Group discussion

### Accessories

- Photos – e. g. with provokingly interesting content (like smoking children, postcards with smoking Cuban women etc.)
- Newspaper article (should be a current one, which is in daily/local/national discussion)
- Comics (Lucky Luke, Big Cat Carlo ... well known national or international stars who pose with tobacco)

### Description of activity

After a short vocal introduction the material described above is presented to the audience. After the first spontaneous reactions of the people, the open question (see 'training method applied') is asked. The discussion will deliver different aspects in relation to the material. Trainer moderates the discussion and pays attention to all different positions in the group. A short summary of different opinions should be delivered at the end.

### Tips for the trainer

- The trainer has to check his/her personal attitudes towards smoking/smoking cessation.
- The trainer has to keep in mind that people living with obstacles in their life and being marginalised are often addicted smokers. Smoking can have a relaxing function and often be seen as one of the last things they think they can decide for themselves. Smoking can be a personally felt sign of autonomy.
- The trainer should know the material (picture, comics, and newspaper article) very well.
- The trainer has to ensure an open atmosphere with open questions and moderation of discussion – the topics invites fighters from both sides of the spectrum.
- The trainer has to summarise the opinions of different parties in the group without being too schoolmasterly: a co-operative way is in this case VERY important.
- This "unit" can take place in a less formal ambience: discussion can also take place in a following break; a good idea can be to start with the unit if people are late in the class room because of their smoking outside?!
- The trainer can use other pictures but it is important that it fits to the course context.

### Summary of the activity

Participants share their different points of view. They learn more about each other on a personal level. This can create a clearer picture of the different needs of every party in the group (e. g. people who do not smoke are often anything but amused by waiting and being disturbed by smokers coming late from the breaks...).

### References

Carr, Allen: *Easy Way to Stop Smoking: Be a Happy Non-smoker for the Rest of Your Life (Allen Carrs Easy Way)*, Penguin 2009

## 4.2 (Non-)Smokers environments



whole group  
also the non-smokers



20 minutes

### Rationale

During the first days of a new training course participants are usually made familiar with their new environment. People are given orientation about the surroundings and what they are expected and allowed to do in this setting. People should be informed about the rules of the company.

### Aims

- Giving orientation about the do's and don'ts
- Making learners feel safer
- Building up rules for the following working sessions

### Training method applied

- Walk and talk
- Discussion: Establishing rules

### Accessories

- None

### Description of activity

The participants are given a warm welcome: They are informed about the organisational aspects. In this context they are all invited to make the tour of the floors – the smoking areas outside included.

### Tips for the trainer

- The trainer has to do the work of the chef of the house and introduce the people to the rules if he/she is working alone.
- A person addicted to smoking is reality – the course setting itself too. Different needs have to be managed. But smokers should not be the ones who rule the course! This should be a clear aim. If the trainer is a smoker his/her function as role model is very obvious!

### Summary of the activity

People get better orientation and knowledge about the places. They also learn more about time management: 'Going for a cigarette' can mean very different time needed for this – according to the facilities. Few but clear rules can be learned and give help for managing the own needs.

## 4.3 Vision living without (Kick the habit)



6–14



45–60 minutes



R.4.3

### Rationale

All of us need a positive vision, an attractive idea for plans we make. Benefits we hope we will get if we do this, and this is what makes us move forward: the vision of a nice holiday in the next weeks motivates us and helps us to cope with daily challenges at work. People addicted to smoking (and other damaging behaviours) need a positive vision which can help them to live without.

### Aims

- Making learners aware about the possible benefits of changing their behaviour
- Sensitising learners for their individual needs

### Training method applied

- Relaxation
- Dream journeys
- Painting
- Creating collages

### Accessories

- Music
- Flip chart
- Magazines / photos / paper / colours
- Room itself has to have an adequate inviting atmosphere (check cultural fondness!)

### Description of activity

The group should be open to creative methods or will become familiar with such methods through a number of “unusual” exercises that are part of the Health Box.

The trainer invites the participants to take a comfortable position (as comfortable as surroundings allow for) and asks some leading questions to the audience. Participants have enough time to reflect on those questions following their own thoughts, ideas, pictures etc. After ca. 10 min the groups is led back to the here and now until everyone's eyes are open again. Now everyone can use the technique she or he has decided before – or makes a new decision – and starts to visualise what came to one's mind during the dream journey. Participants should take care of their own creative results at the end.

### Tips for the trainer

- The trainer should be experienced and fond of open unstructured working processes.
- The trainer has to be sure that the learners feel okay with this kind of work as the process can go deeper than expected.
- Gender aspects: Men in mixed groups sometimes react reluctant to this kind of work. The trainer has to take of them – if the trainer is male, it could perhaps be easier to motivate them for ‘girls’ work. If they prefer other kind of work for themselves, the trainer should use the potential instead of feeling offended.
- The trainer has to be aware that some participants might find this kind of exercises absurd and ridiculous and are not very understanding and open to such experiments.
- Adults with little participation in society are not used to creative methods. They fear to be treated like ‘children’ – so that this kind of work needs confidence and respect between trainers and trainees.
- The trainer could also include a unit from the topic stress relaxation.

### Summary of the activity

This kind of activity can be a very personal one. It can help to go deep inside and discover unknown potentials. It can strengthen the person if he/she is already ‘on the way’ or can give a first alternative concept for starting a new life without.

#### 4.4 New deal: contract with my own



8–20



30–50 minutes



R.4.4



### Rationale

The creative supporting forces in everyone's personality and behaviour can be identified with different methods. To make people close a contract with themselves can be such a supporting strategy: the concrete steps written down in the contract can help to discover hidden resources and provide orientation as to who has to do what in which time. Aims should be formulated in a realistic way.

### Aims

- Reflecting on one's behaviour and identifying helpful steps
- Reaching the aim (to quit smoking) by doing small realistic steps that make the aim more realistic
- Setting up a written contract for those who like the exercise

### Training method applied

- Work in pairs or small groups
- Group discussion
- Single work

### Accessories

- Flip chart
- General stationery

### Description of activity

The trainer explains the activity in the group. He/she gives an input on how a contract could be set up – does and don'ts should be mentioned. It could be helpful to mention what to consider when formulating aims. Aims should be SMART (Specific, Measurable, Attractive, Realistic, Terminated). Small examples would be helpful to motivate or to give orientation to those who want to climb the hill in one step.

### Tips for the trainer

- The trainer has to read the example (see resources) of a possible contract and to invent own examples. The trainer can also describe the strengths and threads of his/her own method.
- This activity fits best to a group of smokers – and smokers who wish to quit!
- The trainer has to be aware that this kind of method is for 'advanced' participants: It can be a highly confronting task: Sticking to the contract demands a high level of commitment of the contract owner.
- It can happen that people react with a high level of rejection. The trainer cannot dictate them to set up a contract with themselves to quit smoking. It is always their decision.
- This activity has a lot of characteristics of project management. It can easily be transferred to other Health Box related topics.

### Summary of the activity

This activity is a very adequate tool for the above mentioned advanced people who are looking for some supporting hints that help them to find their own way of changing their life. For those who are just at the beginning, it can give a first idea of what can be helpful, if they decide to start the process at a later stage.

### 4.5 Tip-list



8–18



15–30 minutes



R.4.5

### Rationale

If people have decided to reduce or quit smoking, good examples may be as useful as simple tips to find one's own best cessa-

tion or reduction strategy, to overcome moments of weakness, or to confront negative reactions from family or friends. For this purpose the participants create a list with short helpful tips themselves. This list could be completed with useful tips given by other ex-smokers in the web e.g.

### Aims

- Getting a practical tool for changing smoking habits

### Training method applied

- Research in the web / literature / with other people
- Group discussion
- Self-evaluation/self-reflection
- Creativity in the specific learning context

### Accessories

- Flip chart or whiteboard
- Video or photo cameras
- Any object useful for the scene and acting
- PC with Internet connection

### Description of activity

Pair work: People can collect useful hints and tips. They can use any media they like or have access to. Also interviews with experts in the group can lead to a useful list of tips. The list should be discussed and presented in the whole group after the process. To make a photocopy / to store the result on a platform where every member has access to are possibilities to make the results visible.

### Tips for the trainer

- During the collection of results and discussion the trainer has to keep in mind that some tips may appear more helpful than others. The aim is to have a tool available for everyone of the group.

- This activity can be used for lots of other health related issues, too.

### Summary of the activity

It can be a very short input with high practicability. The advantage is that people can try out, choose and skip the hints they like or which seem not to be useful to them.

## 4.6 TV-culture: smoking yesterday and today



8–20



30–90 minutes



R.4.6

### Rationale

The awareness of the risks associated with consuming tobacco has changed considerably over the last years. Let the people make a research on YouTube if they find out the different styles in behaviour. The TV also is like a mirror of the daily life culture, the main stream of knowledge.

### Aims

- Reflecting on one's behaviour
- Raising awareness of the main stream today
- Making learners aware that smoking is on the one hand a private matter and on the other hand it is embedded in EU-wide context and a problem of costs for health system

### Training method applied

- Small groups
- Group discussion
- Self-evaluation/self-reflection
- Research

### Accessories

- PC with Internet connection
- TV-screen, video films

### Description of activity

People are given the task to do research on the web. Older participants can be also asked, if they remember a film they saw in their youth or childhood and if they remember whether the actors were smoking or not. If they do not remember, they can look it up in the web. Participants are divided in small groups and are asked to discuss about and find answers to the questions:

- What makes the actors smoke in this sequence?
- What they want to express with the smoking behaviour?

After this period of work in small groups they come together and show their examples to the whole group. During a group discussion they will compare the situation today and yesterday.

### Tips for the trainer

- An example embedded in the national background would be useful.
- This unit could be a creative tool to open up a dialogue – but only if individuals are comfortable with using such media! There is still a gap between generations in using ICT.
- The trainer can think about the TV-culture in his/her country: Are there different kinds of use in the generations? This experience will also influence the participants in this task.
- This unit can be a relaxing and teambuilding support: watching films, remembering situations of the past creates emotional qualities; people are likely to share their experience.
- To note the different role models for women and men in this context could be interesting.

### Summary of the activity

This session is activating a lot of different qualities of the participants – good and bad memories as well as own experiences can be exchanged; the personal dialogue in small groups may create a positive group feeling. Gender aspects show the different rules in the past and perhaps in the present.

### 4.7 Reflective practice



1–18



15–30 minutes



R.4.7

### Rationale

Observing and reflecting on one's own behaviour helps to understand certain habits or to detect situations in which smokers tend to light a cigarette. This can be a first step to initiate a change of learnt behaviour. If there are non-smokers in the group they could reflect on other kinds of learnt behaviour, such as watching too much television, eating chocolate before going to sleep etc. For this purpose participants are invited to keep a personal (smoking) diary where they note down all the situations in which they smoke (or adopt other kind of learnt behaviour that they might want to change).

### Aims

- Offering tools to participants aiming at identifying habits and actions related to smoking (other learnt behaviour)
- Reflecting on one's behaviour and identifying reasons for changes
- Making the participants promoters of their own health

### **Training method applied**

- Self-evaluation/self-reflection

### **Accessories**

- Diary for every participant

### **Description of activity**

Participants get a structured list with questions combined with a time table where they can insert on a daily basis their cigarette consumption (or other habits they would like to change). This is done purely individually and is only discussed in the group on request. A common discussion can help participants to detect similarities in their behaviour.

### **Tips for the trainer**

- If the trainer does more training in the group and supports the learners in more topics – like giving counselling in personal affairs he/she could also ask them about their coping with their cessation activities. It could be an empowering support for them.

### **Summary of the activity**

It is a concrete task which can build bridges to other forms of personal communication and exchange.

## 5. Stress

Stress is a disproportion between demand and ability, an imbalance between goals and resources. Today many people have high ambitions and expectations and not only to themselves but they also address these ambitions and expectations to their families and children. We want everything that life has to offer and we are not willing to contend with less even though the day does not count enough hours.

Stress is a very subjective feeling. Often life circumstances influence the feeling of oneself feeling stressed or relaxed.

Stress can also occur when a person feels worthless. People who are social-economical disadvantaged are often stressed because of their whole situation of life. This permanent pressure leads often to the feeling that daily life situations are extremely difficult to cope with. In this situation the development of self-reflection and self-awareness combined with the discussion in the group seems to be very important to give these persons a possibility to communicate on their life situation and their feelings also to recognize the reasons for their behaviour in situations of stress.

If people accept or “buy” that stress only is caused by external factors, by the society, by “life” – there is not much to do for the individual. So it is important that to show acknowledge to these general understandings – but also to stay focused on what the individual person can take responsibility of or is responsible for in his/her own life.

The Health Box exercises are developed to help learners to reflect on concrete situations in their daily life when they feel stressed also by showing the impact of stress on their physical and psychical health.

### 5.1 Discussion on comic or article



4–20



20 minutes

#### Rationale

Personal stress experiences are not easily comparable as stress is a very personal feeling. This exercise supports the participants to talk about their stress feelings, what stress means for them, etc. with the help of comics dealing with the subject of stress.

#### Aims

- Speaking about one's stress sensations
- Reflecting about one's stress sensations

#### Training method applied

- Pair work
- Group discussion

#### Accessories

- PC with connection to Internet or
- Comics
- Newspaper articles

#### Description of activity

There are two different ways of organising this activity:

The first option is to carry out the exercise supported by the usage of the Internet: The trainer lets the participants search for comics or newspaper articles dealing with the topic “stress” in the Internet. This can be done in pairs.

If there is no possibility to use the Internet, the trainer can provide some comics or press articles on stress he/she has to prepare.

Depending on how the participants got the information they:

- present their search results
- form small groups to discuss the input of the provided comic or article

Focusing on the following questions:

- *What does the comic mean for you?*
- *Have you ever been in a similar situation?*
- *Could this happen in real life?*
- *What could happen next in the comic?*

Back in the plenum each pair/small group has 2 minutes to present their main outcomes to the other participants.

#### Tips for the trainer

- If there are no PCs available the trainer has to copy comics or to bring some newspapers or magazines including articles on the topic “stress” according to the number of participants.
- The trainer has to moderate the presentation process at the end of the activity.
- This exercise can be also used for the topics “Alcohol” and “Smoking”.

#### Summary of the activity

The learners get encouraged to talk about stress by different comics dealing with this topic. While working in pairs personal experiences can be exchanged

### 5.2 Self test at the Internet



5–20



15 minutes



R.5.2

#### Rationale

People often like to do self-tests. It can be a short exercise just to raise awareness on the stress situation of each participant and to give them an idea or impression on their status.

#### Aims

- Raising awareness on one’s stress situation
- Giving an impression on their status and reflect on it
- Doing research on the topic at the Internet (e. g. by finding the tests for themselves?)

#### Training method applied

- Single work
- Working on a PC
- Group discussion

#### Accessories

- PCs with internet connection

#### Description of activity

- Participants are asked to use the Internet to find out links referring to stress/stress tests.
- Each learner carries out the test and looks at his/her results.
- The results can be discussed in the group: Do you think the results are right/wrong? Why?

#### Tips for the trainer

- Trainers can ask the participants to research on a stress-test for themselves or provide the Internet link.
- The trainer has to be sure that the learners know how to do researches on the Internet.
- The trainer could demonstrate how to research on the Internet.
- The trainer can present the most popular research pages such as Google, Yahoo, Wikipedia, ask, etc.

### Summary of the activity

Participants fill out a self-test at the internet. Results are discussed in the group.

### 5.3 Going for a (fictive) walk



4–20



10 minutes



R.5.3

#### Rationale

This activity is for perception and relaxation. Participants concentrate on the moderator or trainer who tells a story, creating pictures of imagination. By focusing on these pictures, participants forget their current situation which might be stressful at the moment.

#### Aims

- Activating perception
- Relaxing
- Moving
- Activating all senses

#### Training method applied

- Relaxation technique

#### Accessories

- Room with space for participants to walk around

#### Description of activity

In the training room there should be enough space for the participants to walk around (or alternatively the participants can sit down and close their eyes). The trainer tells a story, describing

a walk in the countryside with different sceneries (walking on a street, a meadow, walking barefoot on stones, etc.). The participants follow the story of the trainer – also by reacting to the different descriptions of their surrounding.

#### Tips for the trainer

- The trainer has to be aware that there can be learners, who don't like this kind of activity – participation has to be by choice.
- The trainer can try variations of the scenery.

### Summary of the activity

This activity is a short relaxation and movement activity where participants go for a fictive walk. The trainer guides the activity by describing the environment of the walk.

### 5.4 Become an expert in stress-research



4–20



30 minutes

#### Rationale

The focus of this exercise is on gaining information on stress and its effects on one's personal health situation. The Internet should be used as source for collecting as much information as possible to improve one's knowledge on this topic.

#### Aims

- Searching for topics in the internet (using search engines)
- Getting information about the most characteristic symptoms of stress and the effect on the personal health situation



**Training method applied**

- Internet research
- Group discussion

**Accessories**

- PC with internet connection

**Description of activity**

This activity can be done in single work or by working in pairs. The task is to do research on the topic “stress”. Participants should collect information material from the Internet to find out the most characteristic symptoms of stress and the effect on personal health situation. Depending on the ICT competence of the participants they should also be encouraged to use search engines. At the end of their research participants should write a short summary about the results of their research and of the sources they used.

**Tips for the trainer**

- If the trainer asks the participants to work with the Internet he/she has to ensure that all learners know how to use the Internet or if they work in pairs that at least one of the two can work with the Internet.
- If nobody is used to use the Internet the trainer has to use another exercise or let the participants look up in newspapers and journals.
- The trainer can give some examples.
- Before starting the research process there can be a discussion on “What happens inside my body when I am stressed?”

**Summary of the activity**

Participants collect information material from the Internet to find out the most characteristic symptoms of stress and the effect on personal health situation.

**5.5 Relaxing noises – stressful silences**

4–20



15–30 minutes

**Rationale**

We are used to think that on the one side noises are strictly related and necessarily a cause of stress and silences, on the other side, always a cure for stress or anyway a relaxing situation. It is interesting though to take into consideration and be very well aware that very often we have to face very stressful silences and we do not take advantage of very relaxing noises.

**Aims**

- Becoming aware of the sounds or their absence that could really make them feel or become stressed
- Finding new ways of relaxing by turning inevitable undesirable sounds into something tolerable or even pleasant
- Finding new ways for relaxing

**Training method applied**

- Class conversation/discussion
- Brainstorming
- Simulation games

**Accessories**

- Flip chart
- Video camera
- Sound recorder
- PC with projector and internet connection

### Description of activity

The trainer asks the adults to write down or perform or play a list of noises they consider as stressful ones and a list of reasons why silence is relaxing instead.

Then he/she asks the group to re evaluate those noises and silences by looking at them from another point of view, quite an opposite one trying to find a positive side of that noise and the negative side of that silence.

For example if in the list of stressful noises there is loud music sounds which in some public places are sometimes inevitable, it can be reconsidered as a relaxing sound when the person focuses on the melody of this music and not on its general loud tone.

A silence can be instead considered stressful for example when an answer from a person is expected but the person stays mute and in the room there is just silence.

Then the trainer asks them to experience them for a week and then come back in class and discuss the results, feelings or consequences.

### Tips for the trainer

- The trainer helps the adults by giving them in advance some tips for noises and reasons for silences.
- The trainer supports them in recording or filming the activity if possible.
- The trainer uses this material again in other conversations in class.
- The trainer has to ensure that the discussion does not get too specific.
- The trainer could use also videos and records of contrasting sound such as traffic noises.

### Summary of the activity

Learners collect different noises, which they connect with stress and situation of silences. In the discussion with the group they

reflect on their feelings related to noises or silence. Thinking of noises in another context the meaning or the feeling related to them can change.

## 5.6 How to dispel stress from life



4–20



30–60 minutes

### Rationale

We have different points of view on what stress means to us. But independent of the reason why we feel stressed it seems to be very desirable to live a life without stress. In this creative exercise participants are encouraged to develop visions on a life without stress. This exercise should lead to a creative thinking process of collecting ideas and strategies on how to live without stress. In that way people can develop new associations or ideas on their own life. It is important that this creative group work is also fun for the participants. Ideas can also include a humorous aspect so that difficult aspects of life are faded from the spotlight.

### Aims

- Developing new and maybe creative ideas on stress preventing techniques
- Being creative in ideas and working
- Bringing a humorous aspect into the group work

### Training method applied

- Group work
- Brainstorming
- Creative techniques like painting, writing, designing

### Accessories

- PC or general stationary
- 2 A4 pages
- Journals, newspaper
- Pens
- Glue

### Description of activity

Participants work in small groups of 4–5 persons. Their task is to create a flyer/folder of 2 A4 pages to promote a life without stress and the ways how that can be reached. The folder should include tips how everyone can reach the desirable aim of a stress free life. Also unconventional or even unrealistic ideas are allowed to promote. Pictures, paintings, comics can be integrated in the flyer. The flyer can be handmade – only by using paper and pencil but it also can be designed by working on the PC. After finalising the folder each group should present their promoting instrument to the group.

### Tips for the trainer

- As an introduction for this exercise the trainer can encourage a short discussion on what stress means to the participants – when and why do they feel stressed?
- This exercise can also be used in the setting of a ICT class or in trainings where PCs are available to practice design and graphic programmes.
- The trainer has to encourage learners in creative thinking – all ideas are allowed!
- The trainer has to facilitate and moderate the resulting discussions.
- This exercise can be also used for the topics “Alcohol” and “smoking”.

### Summary of the activity

Working in small groups participants create a brochure/leaflet to promote a life without stress and giving tips on how to reach that. All creative ideas and strategies are allowed to promote. The results – the finalised brochure is presented to the group.

### 5.7 Collage work: visions of a life without stress



4–20



15–30 minutes

### Rationale

Leading a life without stress seems to be completely unfeasible for most of us. Depending on our life and our personal situation we feel stressed for different reasons. In this creative exercise participants are encouraged to develop visions on a life without stress – they are allowed to create a vision, even a dream. By working creatively a lot of ideas can be collected, sometimes it turns out that some of them are not as unfeasible as they first seem to be. So through presentation of each artwork, participants can benefit from each other in collecting new ideas and visions.

### Aims

- Being creative
- Creating visions
- Making dreaming possible

### Training method applied

- Creative artwork
- Single work
- Group discussions

### Accessories

- Magazines, papers, pictures
- Glue, scissors pens, pencils and every kind of handicraft working material

### Description of activity

The learners have to make a collage of pictures following the imagination of life without stress.

Each participant works on his own and creates a poster by cutting out pictures or headings/slogans from magazines showing his/her associations. After finishing the poster each participant does a presentation of his/her artwork.

### Tips for the trainer

- The trainer can help the participants starting with the exercise in giving examples: when and why do they feel stressed?
- The trainer has to provide enough material to produce a collage.

### Summary of the activity

In single work the participants create a kind of collage describing their vision of a life without stress. They can write, paint or cut out pictures, slogans or images from newspapers or magazines, catalogues, etc. By presenting their work to each other, new ideas and visions can be developed – which are often not as unrealistic as they first seem to be.

## 6. Substance misuse

Substance misuse is a difficult and emotive subject as there are many myths and misconceptions about usage, risk and harm. Substance misuse is not just a young person's issue; there are many drugs which can be harmful to health and wellbeing whatever the individual's age. The following set of activities aims at enabling trainers to assess the needs of their group in order to engage the learner in the awareness raising process. The activities are fun as well as giving factual information to enable discussion on health implications. In this context not only information will be given but also the awareness will be raised. Furthermore those substances will be addressed that can have a detrimental effect on health and wellbeing.

Once learners have engaged in the process it is hoped that individuals will feel informed and empowered to either make positive lifestyle choices or support others in making changes in relation to health and wellbeing.

It is important to note that the activities are not part of a rehabilitation plan and do not offer a framework for sustained addiction management/withdrawal but merely act as a springboard for learning and understanding.

### 6.1 Drug awareness quiz



4–20



30 minutes



R.6.1

#### Rationale

There are lots of misconceptions about drugs and substance misuse. The quiz format is a quick way of relaying information and dispelling myths which may surround certain drugs/substances. The quiz should help learners to reflect on the potential harm drugs can do and to inform choice making decisions to encourage empowerment and personal safety.

#### Aims

- Raising awareness of type of drugs and their effects
- Empowering and informing the learner
- Starting reflections and discussions relating to specific drugs

#### Training method applied

- Group discussion
- Self evaluation/self reflection

#### Accessories

- Tables
- Pens
- Paper
- Flip chart

#### Description of activity

The trainer will provide the learner with a pre-prepared quiz about drugs and substance mis-use. This exercise is to enable the learner to develop an understanding and awareness about drugs. The questions should be factual and brief relating only

to awareness raising. The trainer should choose 10 drugs and pose questions relating to the health implications of each. Upon completion of the quiz learners should swap papers to mark each others answers. The period of marking should also be used to generate discussion on the health implications and the learners' previous understanding.

#### Tips for the trainer

- The trainer should prepare by researching the health implications (ref: 1, ref: 2).
- A pre-prepared sheet with quiz questions to be given to the learners.
- A pre-prepared answer sheet which can be given out after the quiz for learners to take away.

#### Summary of the activity

Learners work independently to fill in the quiz and also to mark their peer's answers. The learners should discuss the results as a group to enable full understanding.

#### References

<http://www.talktofrank.com>

### 6.2 Exploding the Myths



8–20



15–40 minutes



R.6.2

#### Rationale

Drug and substance misuse carries many myths and preconceptions. We live in a world where drug use is a reality, the

understanding and influence to make the right choices are often where the myths and misconceptions occur. Drug misuse is not just a young person's issue there are many drugs which can be harmful to health and wellbeing whatever the individual's age. This exercise looks at the variety of substance which are harmful (some can be legal for example alcohol and tobacco) and addresses how the learner can become more knowledgeable in order to make the positive lifestyle choices in relation to drug use.

#### Aims

- Raising awareness of drugs and substances which are harmful to health and well-being
- Making the learners aware of substances which have connections between poor lifestyle choices
- Opening discussions with other learners in relation to substance misuse
- Dispelling myths and give correct information

#### Training method applied

- Group discussion (will involve moving around the room)
- Quiz/questionnaire

#### Accessories

- Flip chart or whiteboard
- 'True, False, Don't Know' laminated cards
- Paper/pens for notes

#### Description of activity

For this activity the trainer should prepare a list of myths about substances or drugs (could be legal highs/illegal substances). The list needs to contain approximately 7/8 statements to address the issue from the main topic (substance misuse) and link these statements into promoting health and wellbeing hab-

its and behaviours. The trainer needs to prepare the learner by asking them to think briefly about what their own understanding of substance misuse is. The True and False cards should then be placed on two opposite walls within the room with access for the learners to move to either dependent upon what they believe is the right answer. The learners will then be asked to move to either the True or False sign after each statement has been read out by the trainer. Once the learners are stationary near the True/False statements a group discussion about the answers and the understanding relating to those answers can take place. After a short discussion the truth or falseness of the statement can be revealed and again discussed.

#### Tips for the trainer

- The trainer always has to ask or stimulate the discussion on the motivations that the learner has had when choosing true or false.
- The trainer has to think about the age range of the learner and address possible misconception which could be perceived by that age range.
- This activity can be integrated in different learning settings, such as for example: language courses, ICT courses, communication courses.
- For less ambulant learners 'True/False' cards can be made and held up followed by a discussion.

#### Summary of the activity

The session create a forum (via the list of questions) to engage in discussion which will allow the group to feel informed and empowered.

#### References

<http://www.talktofrank.com>

### 6.3 Portrait gallery



6–20



30–40 minutes



R.6.3

#### Rationale

This exercise looks at the physical changes that can occur from misusing substances. It highlights how the changes can occur in a very short space of time on the outside of the body which can give some reflection to the damage being delivered to the inside of the body.

#### Aims

- Encouraging the learner to think about the internal effects as well as the external effects of substance misuse (both illegal and legal)
- Giving the opportunity to be creative in ideas and working

#### Training method applied

- Group work
- Pair working
- Usage of the PC
- Creative techniques like painting or drawing

#### Accessories

- PC or
- A pre-drawn silhouette of a head
- General stationary

#### Description of activity

Participants work in pairs or small groups. The task is to either create a portrait/silhouette of an individual who is misusing a substance or to investigate via the Internet images relating to the



physical changes which can occur when misusing substances. The trainer will have prepared a list of no more than five substances to give out to learners. Depending on the training method either a search on the computer for pictures of substance misuse can be used or learners can be encouraged to place on the silhouette the damage which occurs when misusing drugs. This can either be drawn or written on the silhouette; both these activities can be researched using the Internet.

Upon completion of the task allow each pair/small group to present their finding to the wider group.

#### Tips for the trainer

- If possible the trainer can allow both methods to be used (PC and silhouette) to engage all learners.
- The trainer has to prepare the list of substance which can give best effect to show substance misuse.
- The trainer has to prepare the silhouette or the PC web searches to give extra support if needed.
- The trainer has to encourage learners to be creative – use colour to define the images.
- The trainer has to facilitate and moderate the resulting discussions of the potential for the rest of the body.
- This exercise can also be used in the setting of a ICT class to practice design and graphic programmes.

#### Summary of the activity

To create a visual reference of the impact of drug use, and showing the physical impact of drugs as well as encouraging learners to explore the internal affects. The resultant resources can be displayed to ensure the message reaches a wider audience.

#### References

<http://www.homeair-purifier-expert.com/images/picture-of-meth-addict.jpg>

#### 6.4 Match it up



2–12



20–30 minutes



R.6.4

#### Rationale

A quick fire game to identify health issues which are linked to substance misuse; this format is a quick way of relaying information to enhance the understanding and empower the learner about drugs/substances. The game should help learners to reflect on the potential harm drugs can do and to inform choice making decisions to encourage greater autonomous decision making.

#### Aims

- Raising awareness of type of drugs and their effects
- Empowering and informing the learner
- Starting reflections and discussions relating to specific drugs

#### Training method applied

- Pair work
- Self evaluation/self reflection

#### Accessories

- Tables
- Pre-made cards with information on.

### Description of activity

The trainer will provide the learner with a pre-prepared set of cards about drugs and substance misuse. This exercise is to enable the learner to develop an understanding and awareness about drugs. A set of 20 (minimum) laminated cards should be produced prior to the session. One set of ten cards should contain the names of substances; the other set should contain the possible side effects and risks. The first set should correspond to the second set for example set one substance 'cocaine', set two 'chest pains and potential fatal heart problems'. The learners should sit in pairs and lay all the cards face down and take it in turn to turn over the cards until all the pairs are matched correctly together. The learner with the most pairs is the winner.

### Tips for the trainer

- The trainer should prepare by researching the health implications (ref: 1, ref: 2).
- The cards should contain a small matching symbol in the corner of each matching pair to give extra support to the learner when making choices.

### Summary of the activity

Learners are able to work in pairs to look at information being delivered in a fun way. Upon completion of the game small discussions can take place to encourage positive choices.

### References

<http://www.talktofrank.com>  
<http://www.wikipedia.org.uk>

## 6.5 Drugs don't kill you!



6–20



1–2 hours

### Rationale

To explore the serious illnesses that can be caused or exacerbated by the use of drugs and to encourage learners to think about the longer term effects that the misuse of substances can have.

### Aims

- Raising awareness of the long term effects of the misuse of drugs
- Encouraging learners to consider the holistic implications of using substances
- Supporting learners research and enquiry

### Training method applied

- Presentation
- Group work
- Research

### Accessories

- Presentation equipment
- Access to research media (Internet, library, etc)

### Description of activity

Pre-prepare a presentation for the group based on a celebrity who died of a drugs related illness (e.g. Truman Capote, Marilyn Munroe), stressing the point that it is often the associated illnesses that can be fatal. Divide the group up into smaller research groups and set the task of researching three different illnesses that are caused/exacerbated by substance misuse. Use time to

explore the impact of those illnesses on the individual misusing substances. Give the groups time to do their research and then return to the large group where findings can be presented and discussed.

#### Tips for the trainer

- The presentation can be done in the style of a 'celebrity magazine' article, poster or multimedia obituary to add impact.
- Research support may be necessary for some groups.
- The exercise can be more focused by giving different groups different research mediums to follow, e. g. journals and periodical, Internet, library.
- The task can be extended to include descriptions, symptoms, treatments and prognosis of the illnesses that they choose.
- This activity may be done over several sessions, with the research element being given as an independent 'homework' activity.

#### Summary of the activity

Learners are encouraged to consider the long term impact of substance misuse. This activity is intended to encourage research, discussion and to focus the group and personal reflections.

#### References

<http://www.wikipedia.org>

### 6.6 Media awareness



6–15



90 minutes

#### Rationale

The influence of advertising is part of our culture and this exercise allows learners to think about how different media can be used to deliver important messages around drug misuse.

#### Aims

- Raising awareness of the effects of drug misuse
- Exploring different media and its impact
- Expressing positive choices

#### Training method applied

- Small group work
- Expressive/creative communication
- Group discussion

#### Accessories

- Pens and paper
- Drawing materials

#### Description of activity

Share examples of advertisements that have powerful messages, then divide the group into smaller groups and ask them to decide on the positive message (in relation to drugs) they want to express in their advertisement (Facilitator to check/modify these at this stage). Each group can choose a particular media for their advertisement; TV, Radio, Billboard. Allow each group time to create their advertisement: the TV group could produce a storyboard; the radio group could produce a short script and the billboard group

could produce a draft poster. Each group presents/performs their advertisement to the whole group, followed by a group discussion around the content of the message and the impact of the media format.

#### Tips for the trainer

- The trainer has to find powerful examples of advertisements with messages (these may be on different topics from all three types of media) to present to the group.

#### Summary of the activity

Learners explore messages and how they are presented, along with working co-operatively and creatively.

#### References

YouTube is a good source of examples of TV advertisements. Local and commercial radio will be a source for radio advertisements.

### 6.7 Consequences



6–15



10–60 minutes

#### Rationale

To explore the long term consequences of substance misuse in a fun way which gets learners thinking about the issues.

#### Aims

- Raising awareness of the consequences of misusing drugs
- Exploring issues in a fun, accessible way

#### Training method applied

- Story telling
- Group discussion

#### Accessories

- Paper
- Pens

#### Description of activity

Give each learner a piece of paper and ensure they have a pen. Sit the group in a circle. The trainer will be asking a series of six questions (see example below), and each learner will be asked to write down their responses starting at the top of the page; then asked to fold over the paper so that their answer is hidden and pass the paper on to the person sitting next to them in the group. The next learner adds their response to the next question onto the paper and again folds the paper so that their response is hidden. Continue this process until all the questions have been answered. After the last question the papers are then unfolded and each learner (holding a paper) reads out the full 'story', which may be funny or poignant but certainly muddled. Discuss the various stories and answer any questions that are raised.

One suggestion for the six questions is:

- Briefly describe a central character for your story.
- What are their circumstances? (home, family, work, etc.)
- Who do they hang around with?
- What substances are they misusing?
- What effects does this have on them?
- What are the long term consequences?

#### Tips for the trainer

- This is intended as a fun activity and may be used as an introductory/ice-breaker exercise.

- The questions could be tailored towards a particular group, e.g. suggest a character for the story.
- The questions can also focus on a particular substance, e.g. what happens when they get very drunk?
- The exercise can be extended by trying to untangle the muddled stories to get a clearer view of the consequences.

### Summary of the activity

Learners are encouraged to express and deepen their understanding of the consequences of substance misuse through a fun activity that is intended to encourage participation and engagement with the subject.

### References

<http://www.talktofrank.com>



