



### 3. Threats to physical well-being

#### Introduction

We can care for our physical health by doing regular checks at the doctors (e.g. dentists), have the planned vaccinations carried out regularly, examinations terminated in the mother-child passport etc. On the other hand, we can influence our physical wellbeing through our lifestyle: mainly through nutrition, physical activity, enough sleep etc. If you do not care of yourself, medical checks cannot be the one and only solution to prevent you from health risks. The activities provided under this topic should support the learners to raise awareness on certain lifestyle issues, which can affect their physical wellbeing in a positive way.

#### Challenges

In general common threats to physical wellbeing refer to an unhealthy lifestyle as a result of a lack of information, little knowledge about prevention or a wrong understanding of a new culture of living – which might be modern and tempting, but not healthy at all. Another reason can be uncertainty and resistance against a cultural and social environment, which is totally new and different.

There are a number of threats to physical wellbeing, migrants face. The reasons for these threats are different. Often, there is the need to adapt to a new climate and to cope with the challenges that a number of food and groceries differ from the nutrition people were used to. Another challenge can be the housing situation and or a general attitude towards some specific health issues like dental hygiene.

#### Explanation/Background

The level of education is an important influencing factor regarding knowledge about healthy lifestyle and ways to prevent health risks threatening physical wellbeing. But the living environment, access to opportunities and information are influencing factors as well. Migrants have to adapt to a new environment which offers a lot of new opportunities, but also confronts them with new rules, regulations, expectations in the receiving country.

#### Consequences

- *Connection between nutrition and physical inactivity and a higher risk for infections or other diseases*
- *Long term effects which can influence physical health in general and employability as a result*
- *Health damages and additional costs (e.g. neglect of dental hygiene)*

#### What you can expect

On the following pages you will find a number of activities that you, as educator, can embed in your training courses in order to address **health risk prevention** in general, to raise awareness of the topic of physical wellbeing, introduce some **physical activities** to your



learners and, last but not least, make your learners discover that **healthy nutrition** is not always difficult to handle and there are ways to realise this in their daily lives.

In this topic area we concentrate on selected sub-topics which seem to be the most common reasons for threats to physical wellbeing. Apart from this, activities can be selected in a way, that you can be flexible in addressing different health topics and discuss them with your learners. Some activities are based on discussion and brainstorming, other activities use a game-based approach or creativity to encourage learners to work together in teams.

### Overview of activities

- **Prevention in general**
  - Activity 3.1: What can I do for my physical health?
  - Activity 3.2: Taboo Word - Prevention
  
- **Nutrition**
  - Activity 3.3: New Nutrition habits
  - Activity 3.4: Slim down/Adapt your cooking recipes
  - Activity 3.5: Being journalist for one day
  - Activity 3.6: Local food and seasons
  
- **Physical activity**
  - Activity 3.7: Walking and talking
  - Activity 3.8: When I was a child...
  - Activity 3.9: Make use of surroundings
  
- **Smoking**
  - Activity 3.10: Smoking – TV Culture yesterday and today
  
- **Alcohol**
  - Activity 3.11: Alcohol – why?
  
- **Sleep**
  - Activity 3.12: What about your sleep?
  
- **Living in a new environment**
  - Activity 3.13: Loud noises
  - Activity 3.14: Allergies
  - Activity 3.15: Social media
  - Activity 3.16: Adaption to a new climate



## Activity 1: What can I do for my physical health?

### Rationale

In general common threats to physical wellbeing refer to an unhealthy lifestyle as a result of a lack of information, lacking knowledge about prevention, but can also be caused by a natural resistance against changing own habits or a wrong understanding of the new culture in the receiving country. This activity gives the learners the possibility to discuss health issues that are relevant for them - on the other hand the exchange and the moderated discussion give them the chance to become more aware for what they can do for themselves to foster their physical health and the health of their family.

### Learning outcomes

Learners are able to

- Show awareness and interest on health issues in general
- Apply their knowledge on concrete actions for medical prevention

### Training methods

- Brainstorming
- Discussion

### Equipment

- Flip chart
- Paper & Pen
- Information material for the trainer

### Number of learners

- Min. 4, max. 20

### Duration of activity

- 30 minutes

### Description of activity

A general discussion or brainstorming activity to raise awareness how one can influence physical health to a certain extent through the own lifestyle.

Encourage your learners to discuss the following questions:

- What is a healthy life style for me/what do I consider a healthy lifestyle?
- Which health issues I am concerned with?



- What can I do for my health myself?
- Do I use/can I use available medical offers?
- Yes/no---if not, what hinders me to do that?
- What can I do in my private life to care for my health?

At the end of the discussion you can give some input on the general understanding of a healthy lifestyle in the country-context.

### **Tips for the educator**

This activity can be done in a very flexible way. The topics to be discussed can be chosen and further focused according to the group's characteristics (depending if you have only male learners or a mixed group mainly young persons or people of different age.) It can also be an idea to combine it with some activities like cooking, playing small games with physical activities, going for a walk etc.

### **Summary of the activity**

A general brainstorming activity to make learners aware of the fact, that they have a certain influence on their own wellbeing.



## Activity 2: TABOO WORDS - PREVENTION

### Rationale

Sometimes adult learners do not like to talk about or take into consideration any topic related to health when it comes to a behaviour or a series of components, which can influence a healthy or unhealthy lifestyle. Just to start talking about this is a good way to start getting into a new awareness and disposition towards this important part of a healthy lifestyle. This activity can also act as an exercise to get familiar with health related terms in the new language.

### Learning outcomes

Learners are able to

- Learn and apply terms and actions related to health
- Identify words and actions related to health, diseases and measure to prevent them
- demonstrate awareness and interest on health issues in general

### Training methods

- A game
- Discussion

### Equipment

- List of words or pictures
- Flip chart
- Paper & Pen
- A small bell or buzzer

### Number of learners

- Min. 4, max. 20

### Duration of activity

- 30 minutes

### Description of activity

Prepare a number of cards with words (terms, verbs, names) to be searched and guessed written on one side of each of them and related to health (nutrition, physical activities, medical terminology etc). On the back side of the card some “taboo” words related to the searched term are listed. This means – these words are not allowed to use for the explanation of the searched word.



Divide the class into two groups. One group takes the role of making the other group guessing the searched word by explaining it and giving clues - but they are not allowed to use the “taboo words” written on the other side of the card for their explanation. If by mistake they use the taboo words, the trainer rings a small bell or buzzer and they have to change roles and so they will be the ones who will have to guess the searched word. So, for example, if the searched word is ‘*Junk food*’ the taboo words which are not allowed for the explanation can be *Mac Donalds* or *Hamburger* or *Pizza* which will make it more difficult for them to explain with other terms or explanations the secret word. It might be necessary to adapt the complexity of the terms to the language level of your course participants.

**Example for taboo cards:**

Front of the card – Searched Word	Back of the card – Taboo words
<b>SPORTS</b>	Name of sports disciplines e.g. “Football”, “Tennis”, “Swimming”

Front of the card – Searched Word	Back of the card – Taboo words
<b>JUNK FOOD</b>	Mac Donalds Hamburger Pizza French Fries

**Tips for the educator**

- Prepare in advance the cards with terms to be guessed on one side and taboo words on the other side related to general aspects of health
- Consider first the level of culture and (language) knowledge of the group of adults and then balance the number of taboo words to be given; the less you give the more they are able to guess, avoiding small failures
- Let the learners to take turns in the activity tasks as much as possible
- Act as “controller or judge” to check if or when the taboo words are used by mistake
- Prepare positive searched words and mixed (positive and negative) taboo words to avoid possible excess in negativity
- This activity can be integrated in many different learning settings, such as for example: language courses, communication courses,....
- You can give points for each term the groups could guess.

**Summary of the activity**

One group has to make the other one guess and say the “searched word” (related to health) 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.





## Activity 3: NUTRITION HABITS - FIND THE CONNECTION AMONG WORDS, ACTIONS, PICTURES

### Rationale

Coming to a new country also means to be confronted with a new kind of nutrition. Sometimes the possibility to have unlimited access to soft drinks, fast food, processed food etc. is tempting because it is new and seen as a kind of luxury or desirable. But not everything which can be found in western supermarkets is healthy – and not everything is a good nutrition option, just because it promises to be so!

There are several connections existing among the different behaviours related to nutrition. What is in between a correct and an incorrect nutrition conduct or result is the basis for a possible change of habits. This is an exercise in which the learners are asked to match correct and incorrect aspects of a behaviour or habit and this implies their engagement in recognizing the positive or negative side of the actions and choices.

### Learning outcomes

Learners are able to:

- Demonstrate knowledge and awareness on healthy and unhealthy nutrition habits, consequences and connections among behaviours
- Reflect and discuss about nutrition issues
- Promote self-analysis regarding the connections between lifestyle and nutrition

### Training method applied

- Brainstorming
- Group discussion

### Accessories

- Tables
- Pictures
- PC's with Internet connection and projector
- Flip chart or whiteboard
- Paper and pens



### **Number of learners**

- Min. 4, max. 20

### **Duration of activity**

- 30 minutes

### **Description of activity**

Divide the participants into two groups and give them two different blank tables divided into 6 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 fat dish, a candy, a person eating an oversize portion of any dish etc. You can stimulate the discussion following the issues aroused.

### **Tips for the educator**

- Prepare in advance a template for the groups to follow when choosing the words, pictures etc. to put in the tables. Divide the possibility of choice into the following categories: food, drinks, persons, actions, adjectives to let them easily find the links
- Pay attention to keep the track of the discussion on the proposed issues
- Give just few minutes to the groups to think about and find the words, pictures etc. It should be and immediate, almost automatic choice (and they have the template as a basis)
- Prepare in advance a simple guideline for you to lead and facilitate the discussion
- This activity can be integrated in many different learning settings, such as for example: language courses, ICT courses, communication courses, etc.

### **Summary of the activity**

Two groups of learners 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.



**Resources: Working material and templates**

Template for the table. It is also possible to create two flip charts following this structure!

*HEALTHY*

1.	2.
3.	4.
5.	6.

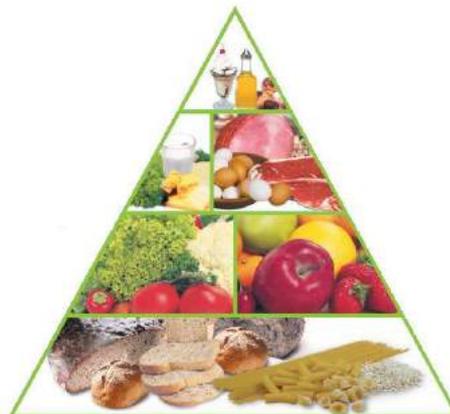
*UNHEALTHY*

A.	B.
C.	D.
E.	F.



### Some “healthy” hints

FOOD	DRINKS	PERSONS	ACTIONS	ADJECTIVES
VEGETABLES	MINERAL WATER	A FAMILY DURING COMMON MEALS	TO EAT SLOWLY	SLOW
GRILLED MEAT	FRESH JUICES	A SLIM PERSON	TO EAT REGULARLY	VARIED
FRUIT	ONE GLASS OF RED WINE	A PERSON SELECTING FRESH FOOD	TO GRILL	FRESH
GRILLED FISH	MILK	A PERSON WITH A “HEALTHY” FACE	TO EAT SMALL PORTIONS	GRILLED
CEREALS	TEA	TWO SLIM ELDERLY	TO VARY	BALANCED
FRESH CHEESE/ EGGS	HERBAL DRINKS	A SLIM FAMILY	TO BAKE	NATURAL



Some “unhealthy” hints

FOOD	DRINKS	PERSONS	ACTIONS	ADJECTIVES
FRIED FOOD	ALCOHOLIC BEVERAGES	A VERY THIN PERSON	TO GORGE	FRIED
FAT SAUCES	COKE, FANTA, SPRITE	A FAT PERSON	TO STUFF ONESELF	FAT
CANDIES	MILK SHAKES	A PERSON EATING FAST	TO EAT FAST	BIG
SAUSAGES	CHOCOLATE DRINKS	A PERSON DRINKING ALCOHOLICS	TO FRY	OILY
CREAM		FAT CHILDREN		SWEET
FAST FOOD		FAT FAMILY		ALCOHOLIC





## Activity 4: SLIM DOWN/ADAPT YOUR RECIPES

### 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 them could not be a good and useful way to change their 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.

In regard to the situation of migrants it can also be an activity to talk about what ingredients are missing in the new country to cook some traditional dishes and where can be a possibility to change the dishes according to the grocery and ingredients available

### Learning outcomes

Learners are able to:

- Demonstrate awareness on correct nutrition habits
- Apply knowledge on nutritional components
- Carry out and support self-aid practices in the field of healthy nutrition
- Create and exchange ideas, tips, suggestions to change unhealthy recipes
- Promote a simple but innovative way of cooking for a better nutrition style
- adapt traditional dishes to local ingredients

### Training methods

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

### Accessories

- Recipes' indications
- Internet
- Flip chart or whiteboard
- Paper & pens



### **Number of learners**

- Min. 5, max. 20

### **Duration of activity**

- 30 minutes

### **Description of activity**

Ask your learners to think about one or more recipes of foods / drinks they usually eat and that they are a constant part of their weekly diet. Then ask 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”. Then ask them to 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 rise 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 educator**

- It is important that the recipes come from the learners themselves - no matter how simple or difficult they might seem
- Before asking to change a recipe, consider how often they eat that kind of food. If they have a favourite recipe that they enjoy once or twice a year, changing it probably is not necessary. So you should focus this activity on usual recipes used.
- This activity will maybe more address to groups of women, even if men can be interested in it, also because it could be a good idea to include also the changing of preparation of different kinds of drinks; from alcoholic to non-alcoholic or from gassy to flat, non-gassy, etc.
- This activity can be integrated in many different learning settings, such as for example: language courses, ICT courses, communication courses.
- This activity could be very easy to implement on cooking sessions. Sound information about regional local specialities could be an advantage and opens up discussion (preparing meals in older times). It could be a good idea to prepare a cooking event at the end with the “slimmed” recipes. Of course this depends on your facilities!

### **Summary of the activity**

The learners are asked to take

- the most unhealthy 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, increasing the ingredients and/or the way of cooking them – OR:



- traditional recipes, which are difficult to cook in the new host country, since essential ingredients are not available and try to find alternative ways to prepare them.
- then, if possible, they can cook it and exchange recipes.





## Activity 5: JOURNALIST FOR ONE DAY

### Rationale

This activity aims at activating learners, taking over a new perspective of their course work and put them in the role of a journalist - to research and find out nutrition habits of their family members, friends, course mates etc.

The activity can also refer to children's nutrition.

### Learning outcomes

Learners are able to:

- Demonstrate awareness and interest on health topics and in particular on nutrition issues
- promote their own health and good nutrition
- exchange ideas and constructive discussions with other learners
- feel potent and as active part of the society
- practice of communication in general – specifically interview technique

### Training method

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

### Equipment

- Flip chart
- Photo / video cameras/mobile phones
- Notebooks
- Internet



### **Number of learners**

- Min. 5, max. 20

### **Duration of activity**

- 30 to 40 minutes

### **Description of activity**

For this activity it can be useful to 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 (Find: "Proposals for question in the interview" at the end of this activity description!) Then the learners, 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. They take notes regarding the answers given.

In a later session, learners report about their experience:

- They will give some feedback on what they found out in the interviews and discuss the results in the group
- They will reflect on how they felt when they did the interviews: What was easy/not so easy? Did they like their new role?

### **Tips for the educator**

- Always ask or stimulate the discussion on the motivations that the learner had when choosing the questions. Ask for the rationale of those questions.
- Give them a structure to follow when thinking about the interview to produce, 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
- Be careful not to hurt the most economically disadvantaged learners while making questions.
- This activity can be integrated in many different learning settings

### **Summary of the activity**

The learner creates an interview (a short list of questions) to know the main aspects, habits, or composition on nutrition habits of some other class-mates, family members or friends. After that, they report in class, discuss the results and reflect on their role as an interviewer.



### **Proposals for questions in the interview:**

Questions on the general health status of the interview person:

- How do you consider your average health status?

Questions on food habits:

- How often do you eat fresh fruit?
- Do you usually eat white or red meat?
- How do you cook your vegetables? (fry, steam, etc.)

Questions on drinking habits:

- During your meals do you usually drink:
  - Water
  - Sweet drinks (coke, sprite, etc)
  - Wine
  - Beer
  - I never drink during meals

Questions on cooking habits:

- Do you usually cook your own food?
- Do you buy ready to eat food?

Questions on shopping habits (related to food and drinks)

- Where do you usually go shopping for your home meals?

Questions on awareness on healthy nutrition behaviours

- Which habits or behaviours do you rate as the most healthy?

Question on awareness on unhealthy nutrition behaviours

- Which habit or behaviour do you consider the most unhealthy?

Questions on eating environment

- Do you eat at home with your family?
- How often do you go to restaurants/fast foods?

Questions on eating times

- Have your meals a fixed timetable during the day?
- How long do your meals usually last?

Advantages /Disadvantages of a healthy nutrition (examples!)

- Longer life?
- More energy?
- Some healthy foods do not taste as good as some fat ones?
- .....



Advantages /Disadvantages of an unhealthy nutrition (examples!)

- Fat food is really filling?
- Looks/tastes better?
- Fat foods are the main cause of many bad diseases?
- .....





## Activity 6: LOCAL FOOD AND SEASONS

### Rationale

Often people 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 are used to do, is not supportive in terms of health and prevention of illnesses caused by poor, unhealthy nutrition. For people coming from foreign countries it might also be that they have to get to know what kind of fruits and vegetables are available here in contrast to their country of origin.

### Learning Outcomes

Learners are able to:

- identify habits and actions related to healthy/unhealthy nutrition
- demonstrate interest in health issues in general
- Promote healthy alternatives and options
- Prevent illnesses caused by poor nutrition
- be aware that healthy nutrition does not only depend on money, but also on choices and own priorities

### Training methods

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

### Equipment

- Calendars
- List of foods and drinks (mainly fruit and vegetables)
- Flip chart
- Paper and pens
- Mobile phone
- Internet



### **Number of learners**

- Min. 4, max. 20

### **Duration of activity**

- 30 to 50 minutes

### **Description of activity**

Provide a list of food and drinks (mainly fruits and vegetables) and ask your learners to think about their own habits, previous knowledge, traditions, heritage. Let them 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. It can also be interesting for the participants to learn about the seasons of local fruits and vegetables because due to another climate, the seasons might differ from their home country.

### **Tips for the educator**

- Prepare a list of food and drinks (especially fruits and vegetables) in advance and make a research on the best periods 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 learners in the group.
- If you have enough time, the group/class can make an excursion to a supermarket and/or a market. Let the learners take photos of local products with their mobiles and discuss later in class whether the products are healthy and how the products could be used in cooking.
- This activity can be integrated in many different learning settings

### **Summary of the activity**

The learners 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 educator within the group.



## Activity 7: WALKING AND TALKING

### Rationale

Combining learning with physical outdoor activities is very easily feasible. 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.

### Learning outcomes

The learner is able to:

- recognise the benefits of combining physical activities with learning
- Develop new learning strategies

### Training method

- Pair conversation/discussion

### Equipment

- none

### Number of learners

- min. 2

### Duration of activity

- approx. 5-30 minutes (can be extended)

### Description of activity

In a normal educational setting, a discussion between two or more learners usually fits in. Instead of just sitting and discussing there are always possibilities to walk and discuss a defined topic at the same time. This will activate the body and mind. Describe the discussion goals, the direction where to walk (inside/outside) and the timetable.

After the walk an exchange of information between the learners, there will be a short reflection on how it felt to move while discussing - in comparison to sit in the classroom.



### **Tips for the educator**

- “Walk and Talk” is an easy way to insert physical activities right from the start of a course. It can also help to break the ice in a new group and make it easier for learners to get to know to each other.
- This activity can be combined with any discussion activity included in the VIM activity collection.

### **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





## Activity 8: ACTIVITIES FROM THE CHILDHOOD OR FROM DIFFERENT CULTURES

### Rationale

Every time and every culture has its own childrens' games. But many of them seem to be forgotten – e.g. the rubber-twist young girls used to do in Austrian schools in late seventies and eighties has disappeared from school yards today. To reflect on the activities (e.g. play tags) that were done in one's childhood and to show those to others can be a fun part to lighten the mood in the course or to use it as an icebreaking activity.

### Learning Outcomes

Learners are able to:

- Focus on the activities the learners did as children
- share activities from the childhood (or from other countries/cultures)
- Increase their awareness on the importance of playing/physical activities in general

### Training method

- Discussion with focus on old times' activities
- Leading the activity with the learning group

### Equipment

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

### Number of learners

- Min. 8, max. 20

### Duration of activity

- approx. 20 min

### Description of activity

Your learners have usually done physical activities, such as different sports, games, nature experiences etc. in their childhood. This opens a possibility to learn about other cultures. Let each learner share their own experiences with the other learners. Take one example every day for a different activity until all learners have presented an activity from their own childhood. Discuss with the learners how to use the activities with their own 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 educator**

- Some learners might argue that they are no children anymore and might be reluctant to play childish things – this depends very much on the group of learners!
- Have a plan for the learners that can't/don't want to find any activities to lead. Can they help somebody else? Or find out other activities that these persons can do.
- To find opportunities to use activities that fit elderly people could also be a good thing to do.
- It is also possible to do it as a cultural evening with food and activities from different cultures.

### **Summary of the activity**

Use the experience that the learners have since they were children/youngsters in physical activity. After learning different activities from all the learners, discuss about the possibility to use the activities in the family with children or elderly people. This is good for the continuing use of physical activities.



## Activity 9: CREATE A PLAN FOR USING THE SURROUNDINGS

### Rationale

To be active is not a matter of being a big sportsman or-woman. Often it can be difficult for migrants or their children to engage in sports or sportclubs – especially for women. But look around - 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

### Learning Outcomes

Learners are able to:

- show awareness on the importance of physical activities
- recognise how use the given facilities and surroundings for physical activities

### Training methods

- Brainstorming
- Pair work
- Group discussion / conversation

### Equipment

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

### Number of learners

- Min. 2 Max. 20

### Duration of activity

- approx. 30 min – 1h

### Description of activity

Make an introduction and brainstorm on possibilities to use the surrounding (inside and outside the school/working place). List the possibilities that have been found. Let the learners check the building and the surrounding in pairs for continuing the list of activities. Make a plan for how to use the possibilities that have been found and a discussion how to continue.



### **Tips for the educator**

- The use of the surroundings can take place before and after the training/course 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. Important that it is practically possible and for free.
- It is important to remember that the motivation has to start from the learners, we can't afford them to do things they do not want to.

### **Summary of the activity**

Learners are brainstorming and concretely searching for possibilities to physical activity inside and/or outside in their familiar environment.



## Activity 10: SMOKING – TV CULTURE YESTERDAY AND TODAY

### 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 and let them find the different styles in behaviour regarding smoking. The TV also is like a mirror of the daily life culture, the main stream of knowledge.

### Learning Outcomes

Learners are able to:

- Reflect on their own and others' behaviour
- Anticipate the overall debate about the issue of smoking and to know respective arguments
- Differentiate the fact that smoking is on the one hand a private matter but on the other hand it is embedded in a societal context and a problem causing costs for the health system.

### Training method applied

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

### Accessories

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

### Number of learners

- Min 8, max. 20

### Duration of activity

- 30 to 90 min

### Description of activity

Give your learners the task to do a research on the web. You can also divide them in small groups and ask them 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?
- Do you see any difference in smoking behaviours of movies from the past and current ones?

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 educator**

- Useful would be an example embedded in the national background.
- This activity could be a creative tool to open up a dialogue – but only if individuals are comfortable with using media!
- Think about the TV-culture in your 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.
- Interesting could be to make notice the different role models for women and men in this context.

### **Summary of the activity**

This session is activating a lot of different qualities of the learners – 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.



## Activity 11: WHY PEOPLE ABUSE ALCOHOL

### 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 some insight into how alcoholism begins. It can also help those who are working towards recovery and sobriety to avoid triggers and work on making changes in their lifestyle to continue living soberly.

Some of the most common reasons behind drinking alcohol are: social influence, social pressure, inhibitions, stress relief and escapism. Most of the time problems people try to “solve” by drinking are less severe than the situation they get into by drinking regularly. The main idea is that drinking does not solve social, professional and personal problems.

### Learning outcomes

Learners are able to:

- Reflect on the benefits and threats of drinking alcohol
- Reflect on their own behaviour and identify whether it is problematic
- understand the role and use of alcohol in different cultures

### Training method

- Open discussions

### Equipment

- Flip chart
- Marker

### Number of learners

- Min 4, max. 20

### Duration of activity

- 15 minutes

### Description of activity

Invite the learners to name one reason which makes one abuse alcohol. Write all the opinions on the flipchart and initiate an open discussion related to this issue. In the end, ask the participants to say to which of the situation listed before drinking is a solution. Furthermore, if time allows it, the participants can be invited to find alternatives to cope with these situations.



**As alternative activity:** Split your learners into 2 groups. Group 1 discusses about the following topic what occasions people use to have one drink – When is it accepted, which occasions, are there drinking traditions, is there a difference in drinking habit between men/women, ...? Group 2 discusses about the topic: 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, what about gender aspects? In the end the groups present their solutions in plenum.

### **Tips for the educator**

- Self documentation on statistics and studies results could be useful. Several ideas can be found in the VIM online-hub from the resource list.
- From the list containing the possible reasons for abusive alcohol consumption, you can take several to be discussed during the activity.

### **Summary of the activity**

The educator and the learners 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 in different cultures and traditions is also discussed in groups.



## Activity 12: WHAT ABOUT YOUR: SLEEP?

### Rationale

Chronic sleep deficiency affects not only our mood but also our health. Our immune system lacks the necessary time to recover, and our heart is under greater strain. Vascular deposits, a high risk factor for cardiovascular diseases, are increasing. Migrants – often those who experienced an exodus from home – often suffer from sleep deprivation. Especially among younger people sleeping deficits can be noticed. There might be multiple reasons for this, but it is worth to put the focus on the topic. We spend about a third of our lives asleep. Even if we have the feeling that we don't do anything during these hours, our bodies are busy at work. It breaks down harmful substances, renews cells and recharges our energy stores. Our brain is also active. It repeats what it has learned during the day in order to remember it better.

### Learning outcomes

Learners are able to:

- Realise the importance of sleep
- Reflect on their own sleeping quality
- Apply tips how to find a restful sleep

### Training methods

- Self-test
- Quizz (can be done in single work or with the group)

### Equipment

- Flip chart
- Marker
- Test, text and quiz from the annex

### Number of learners:

- Min. 4, max. 20

### Duration of activity

- 30 minutes

### Description of activity

Learners fill in a questionnaire about their own sleeping habits. After that, they try to evaluate their questionnaire results by means of an information text. What do they do right, what wrong? Should they change something to make better use of the time of sleep? As a



last step a quiz helps finally to convey important rules for a healthy sleep. This quiz can be done in single work, pairs or in the whole group.

### **Tips for the educator**

- If you have the feeling that learners prefer to work in teams, the test and the quiz can be done in pair work
- Depending on the language level the information text can be read by the learners themselves or the trainer prepares a small presentation of the most important facts
- The quiz can be done in single work, pairs or in the whole group.

### **Summary of the activity**

The importance of a good sleep is often neglected. In this activity, learners have the chance to do a self-test on their sleeping habits and learn about the impact of sleep.

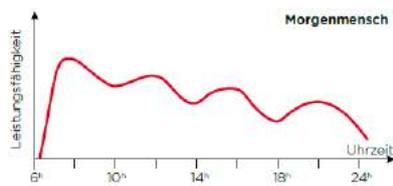


## Questionnaire: Slept well?

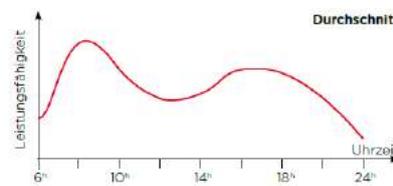
While we sleep, our bodies are busy working. It breaks down harmful substances, renews cells and replenishes our energy stores. Do you give your body enough time to regenerate?

1. Everyone has his own rhythm of the day: While some get going slowly at noon, the others are tired again for the first time at this time:

Morning person:



Average:



Evening person:



How are you doing? When do you feel particularly fit?

- I'm more of a morning person. I wake up in the morning feeling fit. I'm tired early in the evening.
  - I'm more of an evening person. I would love to spend the morning in bed, but the later it gets, the fitter I feel.
  - I am neither morning nor evening man. In the morning I need a bit, but from 10.00 o'clock I feel really fit. I usually get tired around midnight later in the evening.
2. When do you go to bed during the week?
    - Between 20.00 and 22.00 o'clock
    - Between 22.00 and 24.00 o'clock
    - Between 24.00 and 2.00 o'clock
    - Later than 2.00 a.m.
    - Different every day
  3. How many hours do you sleep during the week?
    - Less than 5 hours a day
    - Between 5 and 7 hours daily
    - Between 7 and 8.5 hours daily
    - Between 8.5 and 9.5 hours daily
    - More than 9.5 hours daily





4. Do you feel fit and well rested during the week when the alarm clock rings?

- Yes, always.
- Yes, most of the time.
- Sometimes.
- Rarely.
- Never.

5. When do you go to bed this weekend?

- Between 20.00 and 22.00 o'clock
- Between 22.00 and 24.00 o'clock
- Between 24.00 and 2.00 o'clock
- Between 8.5 and 9.5 hours daily
- Later than 2.00 a.m.

6. When do you get up this weekend?

- Usually before 8.00 a.m.
- Usually by 9.00 a.m. at the latest
- Between 9.00 and 10.00 am
- Between 10.00 and 11.00 o'clock
- Until 12.00 o'clock or later

7. Do you feel asleep this weekend?

- Yes, always.
- Yes, most of the time.
- Sometimes.
- Rarely.
- Never.

8. Do you wake up often at night?

- Yes, several times.
- Sometimes.
- No, almost never.

9. Having trouble falling asleep?





- Yes, often.
- Sometimes.
- No, almost never.

10. Do you wake up before your alarm goes off?

- Yes, always.
- Yes, sometimes.
- No, never.

11. Do you feel that your body is getting enough sleep?

- Yes.
- By and large, yes.
- No.

12. Are you sometimes so tired during the day that you would like to go to sleep?

- Yes, often.
- Sometimes.
- Rare to never.
- No.



## Quiz about sleep

*There are plenty of tips for a restful sleep. Which ones do you think are right, which ones are wrong?*

1. Trick your brain by using your bed only for sleeping and not watching TV, surfing, eating or learning on your laptop. If your brain only connects your bed to the activity of "sleeping", it is easier for you to fall asleep.
  - correct
  - wrong
2. Never go to bed hungry - this not only makes it harder to fall asleep, but also gives you a restless night.
  - correct
  - wrong
3. Eat plenty before you go to sleep. The digestive activity makes your body even more tired, so that you sleep better.
  - correct
  - wrong
4. Drink again before you go to sleep. You'll sleep better with your bladder full.
  - correct
  - wrong
5. It should always be pleasantly warm in your bedroom. The optimum temperature is 22 to 23°C.
  - correct
  - wrong
6. Too much oxygen will wake you up early. That's why you should always sleep with the window closed, so that not too much fresh air "wakes you up".
  - correct
  - wrong
7. Your body likes a regular rhythm. If you go to sleep at about the same time every night, not only does it make it easier for you to fall asleep, but your body can also recover better.
  - correct
  - wrong



Additional information on the quiz:

- The digestive activity should be as complete as possible before sleeping. Therefore, the last large meal should be eaten at least two hours before bedtime.
- The optimal temperature in the bedroom is 16 to 17°C.
- Before going to bed you should ventilate your bedroom well. An adequate supply of oxygen is an important basis for restful sleep. If possible, you should therefore also sleep with the window tilted.



## Activity 13: Loud Noises

Living in a new country also means living in a new environment with new external environmental influences. Some migrants come from rural areas and now are living in big cities, facing a lot of traffic or other noises they are not used to. Apart from this, there are cultural differences in the perception of loudness – especially when it comes to human interaction.

Which noises do affect people in a way that they feel uncomfortable?

### Learning outcomes

Learners are able to:

- create strategies to cope with noisy environments
- reflect on own noisy behaviours and how this can affect others

### Training methods

- Sound samples
- Discussion

### Equipment

- Mobile phone, laptop or PC with speakers
- Flipchart
- Pens

### Number of learners

- Min 4, max. 20

### Duration of activity

- 30 minutes

### Description of activity

Prepare some audio files with loud sounds/music/noises and present these to your learners. After that, the participants discuss how these sounds affect them. They shall also be motivated to tell about loud sounds in their environment and how they are affected by them. What can they do about it? Is there anything they can change, or do they have to find other strategies to cope with noise.

The second part is to reflect on own behaviours: Do they, themselves, expose others – their children, their neighbours - to loud sounds?



### **Tips for the educator**

- The activity is not only about the unhealthy aspects of noise but also about the social aspects of showing consideration to each other (e.g. in the family, in the neighbourhood)

### **Summary of the activity**

After listening to some sound samples of loud noise, participants discuss how these sounds affect them and reflect on their own behaviour regarding loudness.





## Activity 14: ALLERGIES

### Rationale

Allergies, food intolerance...this is mainly a phenomenon of western European industrial countries. It is a fact, that allergies rarely spread in Africa or in third world countries apart from this people living in in cities are facing a higher risk to suffer from an allergy than people living in rural areas. In Germany i.e. on third of the whole population has a diagnosed allergy. A new environment, new kind of nutrition, several influences can have an impact on our immune system and might cause allergies or nutrition intolerance. What do your learners know about this?

This activity gives the opportunity to discuss

- Different types of allergies
- Different symptoms
- Different ways of treatment

### Learning outcomes

Learners are able to

- Understand what allergies are
- develop approaches to cope with allergies

### Training methods

- Mindmapping
- Group work
- Discussion

### Accessories

- Flip chart
- Markers

### Number of learners

- Min. 4, max. 20

### Duration of activity

- 20 minutes

### Description of activity

In a first step, give a short introduction in the mind mapping methodology. After that, present some key words referring to allergies (food intolerance, grass/pollen allergy, eczema, mildew....) on a flip chart. Depending on the size of the group, the whole group can



work on one flip chart, or you can divide the learners into several small teams (4-5 persons) to prepare one mind-mapping poster. By using the new technique of mind mapping, participants try to collect as many associations to the key words as possible.

Each group presents their mind mapping poster and the whole groups reflects on the results – referring to the three issues:

- Different types of allergies
- Different symptoms
- Different ways of treatment

### Tips for the educator

- Another way to discuss this topic with your participants can be to use the **taboo game** (activity 3.2). In this case you will have to prepare some new cards for this topic but it can be interesting to let people explain certain terms. This also depends of the language level of your learners.
- Additional info-cards can be provided to your learners to give them more information on allergies (-> provided in the VIM online-hub)

### Summary of the activity

The methodology of mind mapping is used to let participants find out about what they know about allergies, different aspects, kinds and treatments



## Activity 15: SOCIAL MEDIA – BENEFITS AND RISKS

### Rationale

Social media – might important to keep in touch with home/relatives/.....this is a very beneficial tool... but sometimes the use of social media gets too much. A responsible approach in the usage of social media is important for all of us – for adults as well as for children. This activity is about discussing the pros and cons of social media. Let your learners list the benefits of the use of social media and the important aspects for a responsible use of these tools. Another aspect of this activity is to think about the consequence of excessive use of social media. What kind of impact does it have on the family, your relationships, social behaviour etc.?

### Learning outcomes

Learners are able to:

- Reflect about social media and their influences on the individual and the society
- See the benefits of social media and how they can make use of them (for private and professional life)
- Assess the risks of social media and how they affect their wellbeing

### Training methods

- Brainstorming
- Group work
- Discussion

### Equipment

- Flip chart
- Marker

### Number of learners

- Min. 4, max. 20

### Duration of activity

- 30 minutes

### Description of activity

In the first part of the activity ask your learners to think about the positive aspects of social media.

- What benefits do they have?



- How can they be used for private and professional life?

Give your learners the opportunity to discuss about their user behaviour in social media. In a second step, let them think about the risks of an excessive use of social media.

- What can happen to you?
- What are the consequences? Personal? Social?
- What can I do to avoid this?

Let your learners develop a personal strategy for a responsible use of social media.

### **Tips for the educator**

- Encourage the learners to tell about examples (some things they experienced themselves – or some they heard about) – of bad and good use of social media.
- The phenomenon of fake news can also be discussed

### **Summary of the activity**

This activity aims at encouraging a responsible management of social media behaviour thorough discussion of benefits and risks of excessive use.



## Activity 16: ADAPTION TO A NEW CLIMATE

### Rationale

Especially migrants moving from southern (warmer) regions to middle or north European countries are facing a life in a completely different climate. On the one hand it is the lower temperature in general, but also the long phases of darkness during the winter, which have an impact on physical and mental wellbeing. There are some easy strategies to follow, which can prevent physical challenges from becoming mental problems.

### Learning outcomes

Learners are able to:

- understand how physical activity and nutrition can influence their wellbeing in the cold period of the year
- Understand that appropriate clothing is essential
- Actively prevent climate related ailments

### Training methods

- Group work
- Discussion

### Equipment

- Flip chart
- Marker

### Number of learners

- Min. 4, max. 20

### Duration of activity

- 20 minutes

### Description of activity

There are five main issues that have to be considered to fight a winter depression (find more information on the VIM online hub):

- Outdoor activities/physical activity
- Nutrition
- Prevention of a lack of Vitamin D
- Keep up social contacts
- Live consciously





### There can be several methods to work on these topics with your learners:

- **Pairwork:** Ask learners to come together in pairs. They exchange their first experience on living in another environment, climate/how they could cope with the cold and dark season. Provide information on the five issues on how to prevent winter depression and it is the second task of the pairwork to think about individual strategies.
- **Group work – Brainstorming with cards:** Prepare a flipchart with the five tips as headlines. All learners receive cards and are invited to write down their personal strategy or tip referring to the headlines (e.g. physical /outdoor activity: *Even if it is dark and cold outside: Wrap up and have a half an hour walk each day*). The cards are clustered by topics and pinned on the flipcharts. The group reflects on the ideas together.

### Tips for the educator

- The activity can be varied in different ways – depending the timeframe available or creativity of the group. It can be also possible to let the learners do a collage (newspapers/magazines) about living in their new country during the cold season – how it feels for them.
- Even if it sounds so normal to us: clothing is an important topic!

### Summary of the activity

Adapting to a new climate involves a number of behavioural strategies, which are collected and discussed in this activity.