RESPECT YOUR HEALTH

Guide

RESPECT YOUR HEALTH – EUROSCHOOLS 2012

UEFA EURO2012 POLAND-UKRAINE

RESPECT YOUR HEALTH
Euroschools 2012

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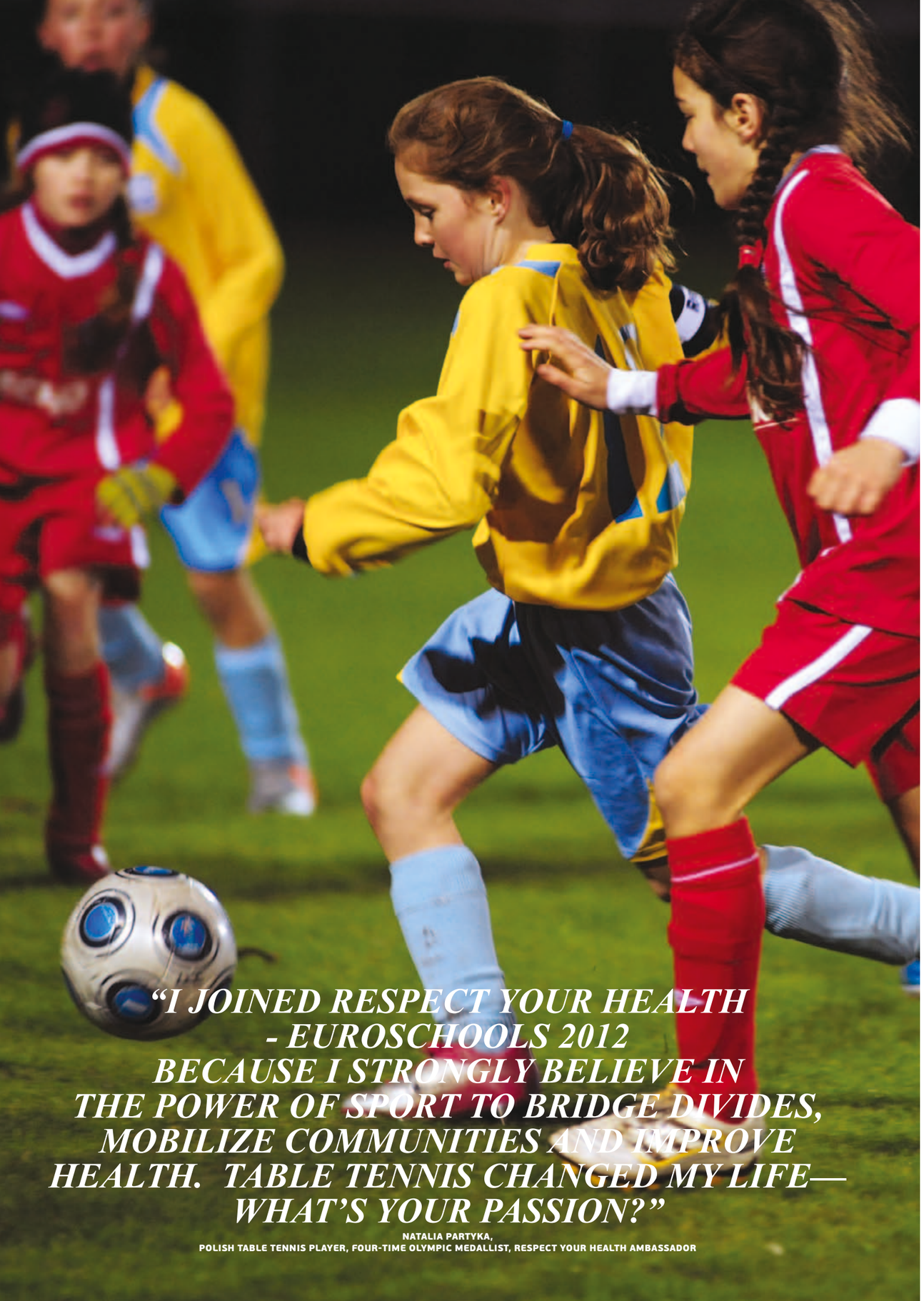


“I JOINED RESPECT YOUR HEALTH - EUROSCHOOLS 2012 BECAUSE I STRONGLY BELIEVE IN THE POWER OF SPORT TO BRIDGE DIVIDES, MOBILIZE COMMUNITIES AND IMPROVE HEALTH. TABLE TENNIS CHANGED MY LIFE— WHAT’S YOUR PASSION?”

NATALIA PARTYKA,
POLISH TABLE TENNIS PLAYER, FOUR-TIME OLYMPIC MEDALLIST, RESPECT YOUR HEALTH AMBASSADOR

FOREWORD

DEAR FRIENDS,

WE AT UEFA STRONGLY BELIEVE IN THE POWER OF SPORT TO BRING ABOUT POSITIVE SOCIAL CHANGE. THE UEFA EURO 2012 PRESENTS AN EXCITING OPPORTUNITY FOR COMMUNITIES ACROSS POLAND AND THE UKRAINE TO EMBRACE THE SPIRIT OF THE GAME AND, THROUGH FOOTBALL, DEVELOP SOCIETY. FOLLOWING THE GREAT SUCCESS OF EUROSCHOOLS 2008, UEFA IS PROUD TO PRESENT **RESPECT YOUR HEALTH – EUROSCHOOLS 2012**, THE OFFICIAL COMMUNITY HEALTH EDUCATION PROGRAM OF THE UEFA EURO 2012. IT WILL CONTRIBUTE TO STRENGTHENING LOCAL COMMUNITIES AND IMPROVING HEALTH LITERACY LEVELS IN POLAND AND THE UKRAINE. MEMBERS OF EVERY COMMUNITY IN AND AROUND THE EIGHT HOST CITIES IN POLAND AND THE UKRAINE WILL BE ABLE TO PARTICIPATE IN A WIDE RANGE OF ACTIVITIES IN THIS UNIQUE PROJECT. RESPECT YOUR HEALTH OFFERS SOMETHING FOR EVERYONE; YOUNG OR OLD, MALE OR FEMALE, WITH OR WITHOUT DISABILITIES, WE ENCOURAGE YOU ALL TO GET INVOLVED. TOGETHER WE CAN MAKE THE FIRST EUROPEAN CHAMPIONSHIP IN EASTERN EUROPE A SUCCESS —ONE THAT GOES BEYOND THE FOOTBALL PITCH AND HAS A LASTING, POSITIVE EFFECT ON OUR PROUD HOST COUNTRIES AND THEIR CITIZENS. WE WISH ALL OUR PARTICIPANTS A WONDERFUL TIME WITH RESPECT YOUR HEALTH!

YOUR MICHEL PLATINI
UEFA President

PROJECT OVERVIEW

CITIZENS OF POLAND AND UKRAINE!
THE 14TH EUROPEAN CHAMPIONSHIP AND FIRST EVER TO BE HELD ON EASTERN EUROPEAN SOIL – UEFA EURO 2012 - WILL SET A BENCHMARK FOR ALL FUTURE CHAMPIONSHIPS. YOU ARE IN THE UNIQUE POSITION OF BEING PIONEERS, READY TO SHOW THE WORLD YOUR ENTHUSIASM FOR THE GAME AND YOUR PASSION FOR YOUR HOME COUNTRIES. WE URGE YOU TO USE THE FULL POTENTIAL OF THE WORLD`S MOST POPULAR SPORT TO BRING ABOUT SOCIAL CHANGE IN YOUR COMMUNITIES. INTEGRATION, EDUCATION, GENDER EQUALITY, ANTI-RACISM OR HEALTH – FOOTBALL CAN ADDRESS ANYTHING.

LOTS OF LITTLE PEOPLE DOING LOTS OF LITTLE THINGS IN LOTS OF LITTLE PLACES CAN CHANGE THE WAY WE LIVE TOGETHER ON EARTH.

RESPECT your Health – Euroschools 2012 is YOUR official community health education program for the UEFA EURO 2012. It focuses on smoking prevention, healthy eating, responsible alcohol consumption and physical activity among young people and their parents. Over the coming year, all eight host cities in Poland and Ukraine are encouraged to participate and get their communities moving and ready for the big Championship.

OUR VISION, OUR GOALS

RESPECT your Health – Euroschools 2012 envisages...
...an increase in health literacy levels
...a positive change in lifestyles
...an increase in community involvement in social activities
...a wider range of citizens playing sport and using local sports facilities, thanks to a greater sense of community ownership

RESPECT YOUR HEALTH – WHAT IS HAPPENING?

We invite all interested communities within the eight host cities in Poland and Ukraine to take part in this exciting program.
A Community Liaison Officer in each host city will be supporting local institutions, such as schools, Orliks (Polish community sports grounds built as part of UEFA EURO 2012), youth clubs and NGOs to broaden their existing programs in order to engage more community members and promote healthy living.
Special train-the-trainer workshops will be offered to those working in the communities to acquire the necessary knowledge and skills to meet our ambitious goals.
This guide was developed to provide teachers, coaches, animators (widening participation officers working at Orliks), parents and community leaders, with a wide range of ideas on how to engage their communities in common activities, to have fun together and to promote healthy living. The guide was also developed for YOU – so what are you waiting for?
We ask each community to organize regular events and workshops on health-related issues. Take a look at the guide for some inspiration!
As a special incentive, those communities that prove to be most active and creative and that succeeded in mobilizing a wide range of community members will qualify for the RESPECT your Health youth football tournament in summer 2012!

SO GET INSPIRED AND GET ACTIVE!

HOW TO USE THIS GUIDE

The RESPECT your Health guide contains three different modules. Healthy Lifestyle – Our Community – Activity Pool

Healthy Lifestyle focuses on physical activity, healthy eating, tobacco and alcohol.

Our Community gives guidance on community-related topics, such as “Who is part of my community?”, “How can I reach community members?” and “How can I engage volunteers?”

Finally, the **Activity Pool** provides you with a variety of activities and ideas on how to get your community moving. It shows you how to organize tournaments, teaches you a way of playing football that emphasizes fair play (Football3) and proves that health issues can be tackled by mobilizing your community.

When going through the sections you will realize that each of them contains:
...Background information and key facts
...Practical tips and hints
...Ideas for games and activities and
...Links to further information
When delivering exercises you may find it useful to have a copy of this guide to hand...

Now it is time to become active! And remember: Through your extraordinary engagement you can help your community to stand out and qualify for the RESPECT your Health youth football tournament!

Your RESPECT your Health Team

“I LOVE LIFE AND DO MY BEST TO PREVENT PREMATURE AGING. MOREOVER I’M A FASHIONABLE WOMAN, SO I LOOK FOR TRENDS AND MY FAVORITE IS A HEALTHY LIFESTYLE. EXERCISE, EATING WITH DIGNITY AND TAKING CARE OF YOUR OWN HEALTH – THESE ARE THE TRENDS WHICH ONE SHOULD STICK TO FOR MORE THAN A SEASON.”

OLGA FREIMUT,
UKRAINIAN TELEVISION PRESENTER, JOURNALIST AND MODEL; RESPECT YOUR HEALTH AMBASSADOR

DID YOU KNOW... ?

YOUNG ADULTS IN THE UKRAINE (18-29 YEARS) ARE AMONG THE MOST INACTIVE GROUP WITHIN THE EUROPE AND CENTRAL ASIA REGION, WHILE 66% OF POLISH CITIZENS NEVER PLAY SPORT! LET’S USE UEFA EURO 2012 TO BECOME MORE ACTIVE THAN EVER!

SOURCE: EUROBAROMETER SPECIAL REPORT ON SPORT AND PHYSICAL ACTIVITY, 2010 HEALTH AND DEMOGRAPHY REPORT 2010, WORLD BANK

HEALTHY LIFESTYLE
PHYSICAL ACTIVITY

LEVELS OF PHYSICAL ACTIVITY ACROSS EUROPE HAVE STARTED TO DECREASE IN RECENT YEARS. THE JOINT HOST COUNTRIES OF UEFA EURO 2012 – POLAND AND UKRAINE – ARE NO EXCEPTION TO THIS. THE AIM OF THIS SECTION IS TO GIVE YOU INFORMATION ON THE IMPORTANCE OF PHYSICAL ACTIVITY AMONG YOUNG PEOPLE, THEIR FRIENDS AND FAMILIES IN ORDER TO SUPPORT THEM TO BECOME MORE ACTIVE AND THUS TO LIVE A HEALTHIER LIFE.

“SPORT IS A PRESERVER OF HEALTH.”

HIPPOKRATES

THIS SECTION WILL PROVIDE YOU WITH...

1. Information on physical activity and inactivity
2. Information on the links between increased physical activity and improved health
3. Tips and exercises to help increase levels of physical activity

THE BASICS – WHAT IS PHYSICAL ACTIVITY?

Physical activity is any movement that raises your heart rate. It can be vigorous (e.g., sports such as football, basketball or handball), moderate (e.g., brisk walking or jogging) or light (e.g., yoga or slow walking).

Playing sport on a regular basis and adopting a physically active lifestyle, through walking or cycling to school, for example, are crucial for health and academic performance, as well as being great ways of having fun with friends and family. Unfortunately, around the age of 16 activity levels often start to decline. If physical activity is integrated into everyday life, however, it can have a very positive impact on health.

Activity used to be part of everyday life. In the 21st Century, however, technology has led to a decrease in activity levels:

- People use the car, bus or train to get to school or work instead of walking or cycling
- People use elevators or escalators instead of taking the stairs
- People spend increasing amounts of time in front of the television and the computer
- Parents are more concerned about letting their children play outside due to the risk of road traffic, and stranger danger.

BENEFITS OF AN ACTIVE LIFESTYLE

To understand the benefits of leading an active lifestyle, it is useful for both children and their parents to be aware of the following facts:

A physically active lifestyle can help improve both your short and long-term health because it:

- Reduces the risk of heart disease, diabetes and certain cancers (most commonly breast and bowel)
- Improves cardiovascular and muscular fitness
- Helps build stronger bones, reducing the risk of bone fractures and osteoporosis (especially among females)
- Helps prevent obesity and excess weight

In addition, a physically active lifestyle can also help improve general wellbeing because it:

- Increases energy levels, improves sleep and adds fun to the day
- Reduces symptoms of stress, anxiety and depression
- Leads to better concentration at school and can improve academic performance
- Improves self-confidence
- Helps people find new friends

GET MOVING!

1. Playing together!

Playing games or sports with friends and family is one of the best ways of encouraging each other to stay physically active. For some family members this may be more difficult, so encourage them to start with some short-term goals and to build these up as time goes on. In the winter months see what indoor facilities are available in your local community. For more ideas, take a look at the Activity Pool.

2. Finding the perfect sport!

Offer lots of different activities to help your participants find the sport of their choice. Use the physical activity diary in exercise 2 below to help them identify the activities they have enjoyed most. Don’t worry, there is a suitable sport for everyone!

3. Using every moment!

Encourage your participants to build physical activity into their daily routine. Suggest walking or cycling to school, university, the workplace or even the shops whenever possible. Using stairs instead of the elevator is a small step in the right direction!

SAFETY FIRST!

Make sure your participants know the following rules:

- Drink plenty of water. See the notes on hydration in the Healthy Eating section of this guide
- Take it slowly. Build activity sessions up weekly, not daily
- Allow your body to warm up and take some time after activity to cool down
- Remember to stretch before and after every workout
- Wear comfortable clothing
- Let a member of your family know where you are going at all times

EXERCISES

01. H-O-R-S-E (BUT WE'VE CALLED IT B-U-R-G-E-R)

H-O-R-S-E (or B-U-R-G-E-R as we've renamed it) is a warm-up game used by basketball players and footballers. It's for two or more people.

EQUIPMENT

Basketball or soccer ball

INSTRUCTIONS

In B-U-R-G-E-R, each letter represents one life.
The first player to spell out the word B-U-R-G-E-R loses.
Player #1 is allowed to shoot from anywhere on the court.
If he/she scores, player #2 must repeat the shot from the same position. If player #2 misses, he/she receives the first letter of whatever word you've chosen (in the case of B-U-R-G-E-R, player #2 would receive the letter "B"). If player #2 also scores, no letter is given to either player. Player #1 then gets the ball back and he/she can select a new spot to shoot from.
If player #1 misses his original shot, then player#2 is free to shoot from anywhere on the court and play proceeds as before: if he/she scores, it forces the next player to try and repeat this shot. The game can be played with two or more players.
The first player to spell out B-U-R-G-E-R loses.

ALTERNATIVES

Play the game with ANY other word that is associated with an unhealthy lifestyle, such as coke or fries.

DID YOU KNOW... ?

CARDIOVASCULAR DISEASE, INCLUDING HEART DISEASE AND STROKE, IS THE SINGLE MOST COMMON CAUSE OF DEATH IN EASTERN EUROPE. IN UKRAINE, FOR EXAMPLE, THE DEATH RATE FROM HEART DISEASE IS 14 TIMES HIGHER FOR MEN, AND 25 TIMES HIGHER FOR WOMEN THAN IT IS IN FRANCE.
IN POLAND, MEANWHILE, THE LIKELIHOOD OF A HEART ATTACK FOR MEN AGED 35 TO 64 LIVING IN WARSAW IS NEARLY THREE TIMES HIGHER THAN FOR MEN LIVING IN CATALONIA; FOR WOMEN, THE RISK IS NEARLY FOUR TIMES GREATER.
ONE WAY TO REDUCE THE RISK OF CARDIOVASCULAR DISEASE IS AN ACTIVE LIFESTYLE. FOR FURTHER TIPS ON STAYING HEALTHY, VISIT: WWW.WORLDHEART.ORG

SOURCE: WORLD HEART FEDERATION, 2011 (HEALTH PARTNER OF UEFA'S FOOTBALL AND SOCIAL RESPONSIBILITY PORTFOLIO)

02. KNOW YOUR BODY

KEY MESSAGE

It is important for all participants to understand the health benefits of regular physical activity. This session will help the participants understand what happens to our bodies during a training session.

EQUIPMENT

Football or basketball; Stop watch

INSTRUCTIONS

Before you start

Ask the group how they feel before you start.
Get them to consider how warm they are, their breathing rate, and get them to take their pulse.
This is how to measure a pulse:
Gently place 2 fingers on the inside of your wrist. Do not use your thumb because it has its own pulse that you may feel.
Count the beats for 30 seconds; then double the result to get the number of beats per minute (bpm).
The usual resting pulse is about 75-85 bpm.
For older participants, depending upon their health and level of fitness, their approximate resting pulse rate will be anywhere between 60-80 bpm.

Warm up

Make sure to have the group warm up and stretch.
As they are doing this, explain the importance of these exercises. Ask the group how they are feeling – are they breathing more heavily, are they getting warmer, are there any other differences they have noticed?

During training

After a 30 minute training session ask the group how they are feeling. Get them to measure their pulse rates again. Explain why it differs from the first time they measured it.

Cool down

Make sure to take at least another 15 minutes for the cool down and stretching. As the group cools down discuss again what is happening to their bodies. At the end of the session get everybody to retake their pulse – is it back to normal?

ALTERNATIVES

This game can be played in basketball training or track and field practice.

TIPS AND HINTS

Remember that you can ask participants to measure their own (or other's) pulses during any activity. It can also be a nice icebreaker to allow new groups to get to know each other.

Short Term Goal: → 60 minutes activity per day

Day	Activity	Intensity	Time Spent on Activity
01.	eg.		
	Walked to school	low	10 min.
	Football training	vigorous	60 min.
	Cycle Ride	medium	30 min.
02.			
03.			
04.			
05.			
06.			
07.			

TIPS AND HINTS

Set a physical activity challenge for teams or individuals to try and encourage participants to keep their diary 'on track'. Do the physical activity diary at least twice over the course of the year and select:
The most valuable player(s): the most active individual or team

03. PHYSICAL ACTIVITY DIARY

KEY MESSAGE

Young people should do at least 60 minutes of moderate physical activity every day and at least another 20 minutes vigorous activity three times a week. This does not need to be in one session - it could be in small 10 minute bursts.

EQUIPMENT

Flip chart or clipboard with paper and pen
Copies of activity diaries

INSTRUCTIONS

Print out the physical activity diary below and ask the participants to keep a record of their daily activity for the next week.

Before handing out the activity diary use your flip chart to discuss:

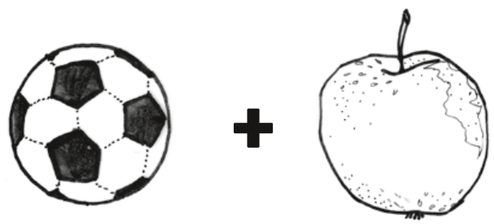
What types of activities are your participants usually involved in?
What could be added to the list of activities? Share ideas.
What keeps them from being more active (e.g. time, money, parents, opportunities, equipment)?

At the end of week one ask each young person to present their activity diaries and discuss:

What did they do? Were they active enough? (60 min/day)
What other activities would have been fun to do?

DID YOU KNOW... ?

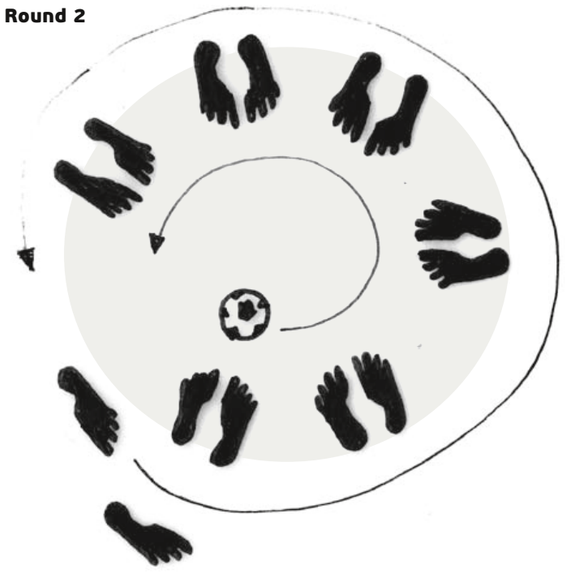
HEALTH AND WELLBEING ARE SUBSTANTIALLY ENHANCED BY FREQUENT PHYSICAL ACTIVITY. ADD HEALTHY EATING TO THE EQUATION AND THE BENEFITS ARE EVEN MORE SIGNIFICANT. SO REMEMBER:



= HEALTHY LIVING[3]

Round 1

Round 2



04. THE PHYSICAL ACTIVITY CHALLENGE

KEY MESSAGE

Get young people to think about why they are not more active and share ideas on how to incorporate activity into everyday life.

EQUIPMENT

Football or any large ball
Flip Chart or clipboard with paper and pen

INSTRUCTIONS

Round 1

Get the young people to stand in a circle and pass the ball around the circle.
The first person passes the ball to the person on their left and then runs around the outside of the circle until they return to their starting position. At the same time the ball continues to be passed left around the circle until it reaches its starting point – what was faster the ball or the runner?
When the runner returns to his/her starting point they have until the ball returns to shout out a reason/excuse as to why they are inactive (e.g. lack of time, lack of equipment, parents won't let them play out, they travel by car, there are no local activity groups).
The coach writes this on the flip chart or clipboard, thereby compiling an 'Excuses List'.
The exercise is then repeated by the next person in the circle and this continues until all the group have made the run and given an excuse!
How many excuses can the group come up with? Discuss these excuses with the group, and make sure that for every excuse the group comes up with you have solutions to overcome them.

Round 2

The exercise is then repeated, this time passing and running to the right.
Instead of coming up with excuses, this time participants must shout out a type of physical activity (e.g. walking, bike riding, jogging, housework, dancing, football, gardening).
The coach again writes these on an "Activity List".

ALTERNATIVES

Play this game by getting participants to call out healthy/unhealthy foods, or the consequences of drinking alcohol/smoking etc.

SOME IDEAS FOR KEEPING CHILDREN ACTIVE

Below you can find a list of ideas to help kids and their families become more active! Coaches can print this out as reminder for participants that there is always something to do.

On a budget

Make an obstacle course – indoors or out.
Jump over jumpers and zigzag around shoes.
Get a couple of yo-yos for the kids to keep in their pockets to use when they're standing about.
Get skipping ropes – they are cheap and can be great exercise.
Hide and seek – it's free and fun.

15 minute fun

Play hopscotch outside.
Make up a dance routine to a song.
Start a hula-hoop competition - how long can they keep it going for?
Grab a broom or stick and have a go at limbo - how low can they go?
Play catch with a ball.
On grass, see how many times you can leap frog over each other.
Starjumps - see who can do the most in a minute; the winner gets to choose what to play next.
See if they can hop on the spot for 10 minutes.
Have a race to see which kid can change their outfit the quickest.

All-day activities

Get on your bikes! Taking the kids on a bike ride is heaps of fun and gives the heart and lungs a good work-out, too .
Go on a treasure hunt. Plan a route and take clues with you for the kids to guess and get them to lead you to the next stop.
You could go via the playground or café.
For more ideas take a look at the Activity Pool.

Whatever the weather – ideas for wind, rain and snow

When it's windy, fly a kite.
Catch the leaves – first one to 20 wins.
Run against the wind.
Have a snowball match.
Make a snowman or giant snowball.

TRUE OR FALSE?

1. It is important to make sure you go through a full warm up and stretching routine before taking part in sport and training sessions.
TRUE – A full warm up is needed to prepare the body for vigorous physical activity and will help prevent injury, increase agility and mentally prepare for a session.
2. Regular physical activity can reduce your chances of getting heart disease.
TRUE – Being physically active is a great way of reducing your chances of heart disease, but make sure you try to eat more healthily and don't smoke.
3. Most people get enough physical activity from their normal daily routine.
FALSE – although some people may be able to achieve this, many people across Europe are falling well short of five 30 minute sessions of physical activity per week.
4. You don't have to train like a marathon runner to become more physically fit.
TRUE – there are lots of sports and recreational activities you can choose to get fit and healthy – just make sure you do them on a regular basis.
5. People who need to lose some weight are the only ones who will benefit from regular physical activity.
FALSE – Everybody can benefit from regular physical activity, not just the overweight.
6. All exercises give you the same benefits.
FALSE – You should try to mix up the types of exercise between ones that promote moderate or vigorous exertion, as well as activities that strengthen bones and increase flexibility.
7. It doesn't take a lot of money or expensive equipment to become physically fit.
TRUE – It costs hardly any money at all to undertake activities such as brisk walking, jogging, hiking, gardening and dancing.
8. Physical activity can help to reduce levels of stress and tension.
TRUE – It has been proven that regular physical activity is a great way of improving mood and reducing stress.
9. Exercising once or twice a week is enough to keep children healthy.
FALSE – Children need to take at least 60 minutes moderate exercise each day with another 20 minutes vigorous activity 3 times a week.
10. Physical activity can help to reduce cardiovascular disease risk factors such as high blood pressure and cholesterol.
TRUE – Physical activity lowers heart disease risk in people who have high blood pressure and/or high levels of cholesterol.
11. Increasing levels of physical activity have no impact on diseases such as type 2 diabetes and osteoporosis.
FALSE – In fact, being physically active is a great way of avoiding diseases like type 2 diabetes, and is especially important in preventing women from developing osteoporosis.
12. Running a 100m race is an example of aerobic exercise.
FALSE – Running fast over a short distance is, in fact, an example of anaerobic exercise.
13. Once you reach retirement, there is no real point in staying fit and active – true or false?
FALSE - Older people can achieve significant fitness and wellbeing benefits, and avoid health problems through regular physical activity.
14. Energy drinks are a great way of giving you extra energy for sports and exercise.
FALSE – As well as being full of sugar, energy drinks can put additional stress on the heart while training.
15. Drinking alcohol the night before training won't have any effect on performance.
FALSE – Drinking the night before training or playing sport can seriously impair performance.
16. Once you have finished a training session, you should spend at least 10 minutes cooling down
TRUE – It is very important to follow a structured cool down after training including gentle exercising, stretching and re-fuelling with fluids and foods.
17. Being physically active can help to improve concentration and performance at school.
TRUE – Regular exercise is shown to improve concentration.
18. Steady swimming for an hour can help burn up to 750 calories in men and 600 calories in women.
TRUE – Swimming is a great way to stay fit and burn calories whilst it is a great 'non-impact' sport to undertake if you are getting over an injury.
19. Your diet won't have any effect upon you're your ability to train and improve fitness
FALSE – A healthy diet is important to maintain and improve levels of fitness – you can't substitute one for the other!
20. Exercising outside is a great way of maintaining levels of vitamin D.
TRUE – Sunshine is the only completely natural source of vitamin D and, along with diet and exercise, has emerged as one of the most important preventive factors in human health.

DID YOU KNOW... ?

TOO MUCH SALT CAN LEAD TO RAISED BLOOD PRESSURE WHICH CAN PUT PEOPLE AT RISK OF HEART DISEASE AND STROKE. STILL, MANY PEOPLE ARE CURRENTLY EATING TOO MUCH SALT. TO CUT DOWN SALT INTAKE, PEOPLE SHOULD BE AWARE THAT 75% OF THE SALT IN OUR DIET COMES FROM EVERYDAY FOODS SUCH AS BREAD, CEREALS AND PROCESSED MEALS. THE BEST WAY OF REDUCING THE OVERALL SALT INTAKE IS TO CUT DOWN ON PROCESSED FOODS. TRY ALSO TO AVOID ADDING SALT TO FOODS DURING PREPARATION OR WHEN ON THE TABLE.

HEALTHY LIFESTYLE
HEALTHY EATING

CHILDREN AND ADULTS FROM MANY EUROPEAN COUNTRIES EAT LARGER PORTIONS OF FOOD AND MEALS WHICH CONTAIN HIGHER LEVELS OF SATURATED FATS, SALT AND SUGAR. THEREFORE, THE TOPICS OF HEALTHY EATING AND ADDRESSING LEVELS OF OBESITY HAVE BECOME BIG ISSUES FOR SOCIETY IN RECENT YEARS. THIS IS NO EXCEPTION IN THE UEFA EURO 2012 HOST COUNTRIES OF POLAND AND UKRAINE. THE AIM OF THIS SECTION IS TO PROVIDE YOU WITH SIMPLE INFORMATION TO ALLOW YOU TO DISCUSS THE TOPIC OF HEALTHY EATING WITH THE YOUNG PEOPLE YOU ARE COACHING AND THEIR FAMILIES.

"THE WISE MAN SHOULD CONSIDER THAT HEALTH IS THE GREATEST OF HUMAN BLESSINGS. LET FOOD BE YOUR MEDICINE."

HIPPOKRATES

THIS SECTION WILL PROVIDE YOU WITH...

1. Information on healthy eating as a basis for discussions with the participants
2. Interactive exercises to help children and young people understand the key issues around healthy eating

TIPS AND HINTS

When you talk to participants about healthy eating, remember to use the practical tips below that cover the basics of healthy eating...

1. **Gimme five!** Eat 5 servings of fruits and vegetables a day. Ask the group to talk about their favourite fruits and vegetables and tell them about the "Easy ways to 5 a day" (see below).
2. **Base meals on starchy foods**. At least half the calories in the diet should come from carbohydrate-rich foods, so it is a good idea to include at least one of these at every meal. Ask the group what each of the children had for their dinner the day before, and where their carbohydrates came from – encouraging them to eat brown rice, whole-grain bread, wholemeal pasta is a good way of getting more fibre into them.
3. **Too much saturated fat is not good for your health**. Eating too many foods that contain saturated fats (nearly all animal fats) is not good for your body. Take a look at the "Did you know" box on bad and good fats above and ask the group about their favourite foods. Try to recognise whether these foods contain mainly "good" or "bad" fats. Point out alternatives to favourite foods that are heavy in saturated fats.
4. **Don't skip breakfast!** After a night's sleep, energy levels are low so it is important to have breakfast. Ask the group what they had for breakfast before the session starts and see how many have eaten breakfast and what they have eaten – suggest cereal with semi-skimmed milk, fruit or yoghurt or wholemeal bread.

THE BASICS - WHAT'S THE POINT IN EATING HEALTHILY?

Between age one and adolescence, children grow an average of nearly 7 cm per year. Growing bones and muscles require proper nutrition to reach their full potential. Children who get plenty of exercise and eat a well-balanced diet are better able to perform and concentrate at school, at sport and at home.

A healthy diet is essential for everyone, especially children, as it helps with:

- **Maintaining a healthy weight**. A child who is obese between the ages of 10 and 13 is 80% more likely to be obese in adulthood. Healthy eating and exercise lowers the chance of being overweight and therefore protects a child's health from many conditions including heart disease, asthma and Type 2 diabetes.
- **Reducing the risk of heart disease**. A diet high in saturated fat increases the risk of heart disease and stroke. It is estimated to cause about 31% of coronary heart disease and 11% of strokes worldwide.
- **Brain development and learning**. Dairy products, fresh fruits, leafy green vegetables, fish, nuts and lean meats can boost brain function and development. Consistent water intake also enhances a child's energy and attention levels.
- **Bone development**. Calcium intake is very important for teenage bones in order to fully develop and prevent osteoporosis later in life. Dairy products are an excellent source of calcium.
- **Muscle development**. The consumption of iron is essential for gaining muscle mass. Green leafy vegetables such as spinach, green cabbage, kale and broccoli are an excellent source of iron.

DID YOU KNOW... ?

THAT THERE ARE DIFFERENT TYPES OF FAT – SOME BAD, SOME GOOD?

BAD FATS:

- **SATURATED (ANIMAL) FAT IS FOUND IN FOODS SUCH AS PIES, MEAT PRODUCTS, SAUSAGES, CHEESE, BUTTER, CAKES AND BISCUITS.**

GOOD FATS:

- **UNSATURATED (VEGETABLE) FATS WHICH PROVIDE US WITH THE ESSENTIAL FATTY ACIDS NEEDED TO HELP US STAY HEALTHY. OILY FISH, NUTS AND SEEDS, AVOCADOS, OLIVE OILS AND VEGETABLE OILS ARE SOURCES OF UNSATURATED FAT.**

"AS AN ATHLETE, PHYSICAL HEALTH WAS ALWAYS NECESSARY FOR MY SUCCESS. NOW I AM MORE AWARE THAN EVER OF THE LONG-TERM BENEFITS OF HEALTHY LIVING - THE HABITS I DEVELOPED EARLY HAVE HELPED ME CONTINUE TO ENJOY MY LIFE TO THE FULLEST."

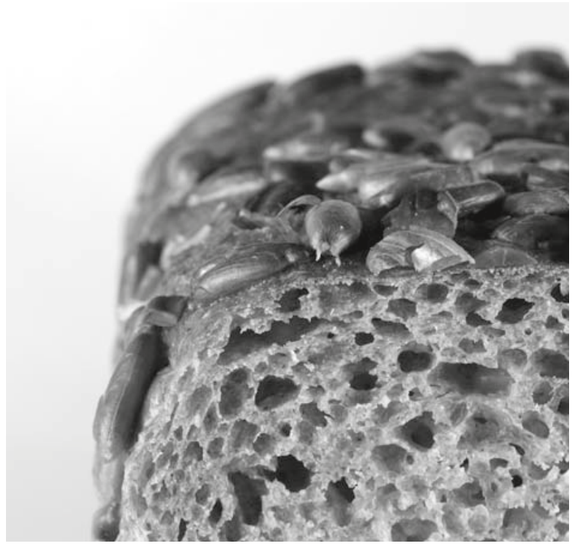
IRENA SZEWIŃSKA

SEVEN-TIME OLYMPIC MEDALIST FROM POLAND AND RESPECT YOUR HEALTH AMBASSADOR

SUPPORTING YOUNG PEOPLE TO DEVELOP HEALTHY EATING HABITS

All the food we eat can be divided into five groups:

1. **Fruit and vegetables** are a vital source of vitamins and minerals. It's advised that we eat at least five portions of fruit and vegetables a day. This lowers the risk of heart disease, stroke and some cancers. Eating five portions is not as hard as it might sound (see "Easy ways to your 5 a day").
2. **Starchy foods** such as rice, pasta, bread and potatoes are an important part of a healthy diet. They are a good source of energy and the main source of a range of nutrients in our diet. Starchy foods are fuel for your body. You should choose whole grain where possible, as they contain more fibre and usually more vitamins and minerals than white varieties.
3. **Meat, fish, eggs and beans** are all good sources of protein, which is essential for growth and repair of the body. They are also good sources of a range of vitamins and minerals. Around 15% of the calories that we eat each day should come from protein. **Meat** is a good source of protein, vitamins and minerals such as iron, zinc and B vitamins. To cut down on fat try to eat lean cuts of meat and skinless poultry whenever possible. Cook meat by grilling rather than frying. **Fish** is another important source of protein, and contains many vitamins and minerals. Oily fish is particularly rich in omega-3 fatty acids which are good fats. **Eggs and pulses** (including beans, nuts and seeds) are also great sources of protein. Nuts are high in fibre and a good alternative to snacks high in saturated fat. They still contain high levels of fat, however, so eat them in moderation.
4. **Milk and dairy foods** such as cheese and yoghurt are good sources of protein. They also contain calcium, which helps to keep your bones healthy and are essential in reducing the risk of brittle and fragile bones in later life. However, many dairy products are high in saturated fat. To enjoy the health benefits of dairy products without eating too much fat, go for lower fat products.
5. **Fats and sugar:** Fats and sugar are both good sources of energy for the body, but when we eat too much of them we consume more energy than we burn which makes us put on weight. **Sugar** occurs naturally in foods such as fruit and milk, but we don't need to cut down on these types of sugar. Sugar is also added to lots of foods and drinks such as fizzy drinks, cakes, biscuits, chocolate, pastries, ice cream and jam. Most of us need to cut down on the foods with added sugar.
6. **Beware of junk food** - Junk food is a term used for any food that is regarded as unhealthy and has low nutritional value. Junk food is relatively cheap to manufacture, convenient to consume, and has a lot of flavour because of its typically high fat, salt, or sugar content. It is also very high in calories and can lead to obesity.



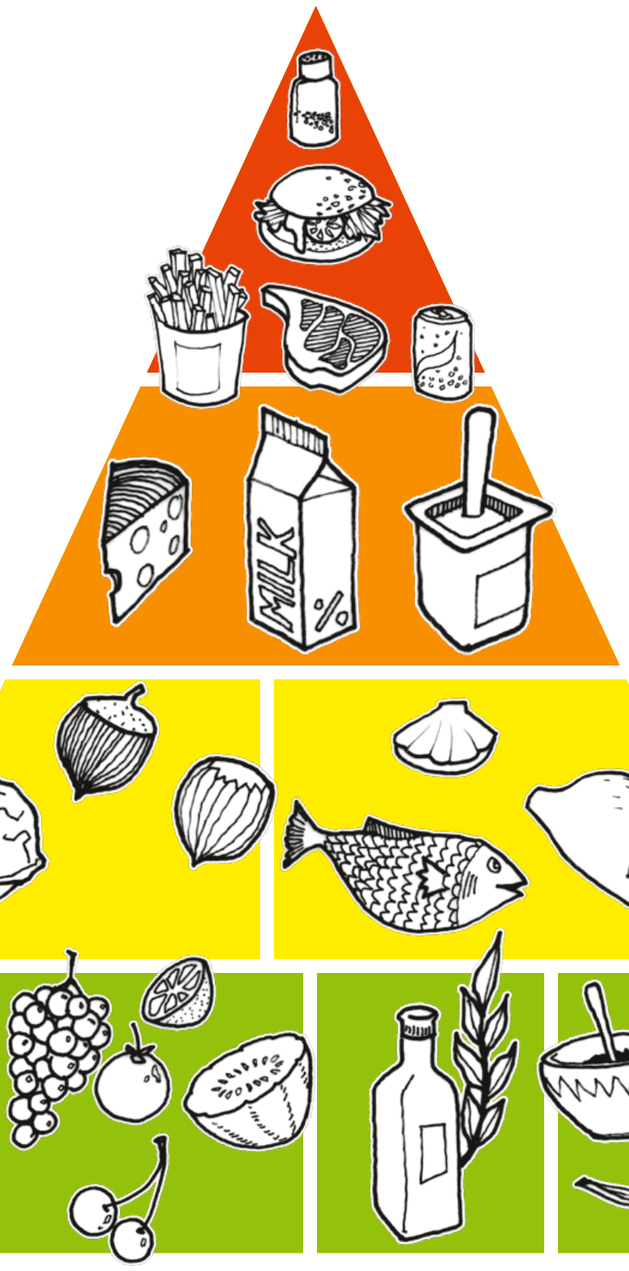
HEALTHIER FAST FOOD

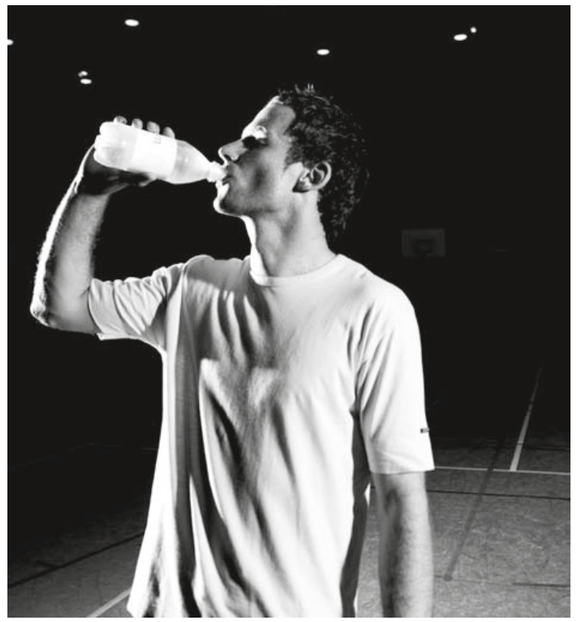
Not all fast food needs to be unhealthy! If you are eating out or buying food from a takeaway restaurant follow the guidance below:

- Select foods that are grilled not fried - always avoid deep fried foods.
- Read fast food menus very carefully - words like , crispy' and ‚crunchy' often mean ‚deep-fried' and ‚fatty'!
- Choose a baked potato rather than fries and don't fill it up with butter and cheese.
- Don't add extra cheese or sauces to burgers, chips or zapiekanka (grilled Polish baguette).
- Avoid dishes that are high in saturated fat such as fried chicken, hot dogs and doner kebabs.
- Pastry is very fatty, especially if it's flaky. Avoid products wrapped in pastry such as pies.
- Grabbing a sandwich or zapiekanka? Choose one that doesn't have a lot of mayo, or extra layers, and look for low-fat fillings like cottage cheese or tuna, rather than cheese or bacon.
- At the salad bar, steer clear of salads with dressing, go for fresh vegetables, sliced roast meats and poultry (not processed high salt/fat meats like salami) and vegetables without sauces.

TIPS AND HINTS

Most junk food from takeaways and processed foods from supermarkets should be avoided, but not everything is bad! Print out the guidelines above to help children and their families make informed, healthier choices when buying fast foods.
Also – "The great lunch box relay game", featured at the end of this topic, will allow you to explore good and bad foods with young people in a fun and active way.





HYDRATION – ARE YOU DRINKING ENOUGH?

Water is one of the most important nutrients! It improves physical and mental performance and helps to protect the body against chronic diseases. Water is also good for oral hygiene and healthy skin. Children should drink at least a litre of liquid a day (about 5-6 glasses), preferably of water or even sparkling water with an added dash of natural fruit juice if this helps to improve consumption. Adults should drink 1-2 litres a day (about 6-8 glasses). If the weather is very hot or if you have done lots of exercise, both children and adults need to drink even more to prevent dehydration.

TIPS AND HINTS

A well-balanced diet includes a variety of foods from all the food groups mentioned above. However, most people eat too much fat, sugar and salt, and not enough fruit, vegetables and fibre. Print out the food pyramid to show your participants what a healthy diet should look like. For more information on healthy eating go to:
www.healthy-eating.org.uk
Also – to help deliver these messages to your groups, there is a handy game at the end of this topic called “The food pyramid” that will help the young people learn the types of food that belong in each section!

HOW ENERGISING ARE ENERGY DRINKS?

Studies done on energy drinks show that their ingredients (sugar, sodium, and caffeine) are dangerous when taken in high dosages and when used during sports sessions. Vigorous play on its own will dehydrate a person, and energy drinks can actually exacerbate dehydration, forcing the muscles to work even harder. The stimulating properties of energy drinks can raise both heart rate and blood pressure, and for some people can lead to palpitations. In addition, one can of energy drink and many types of sports drinks contain the equivalent of nearly 10 teaspoons of sugar! So it’s best to steer clear of these and stick to water! Find out more about the negative consequences of energy drinks www.nhs.uk/livewell/tiredness-and-fatigue/pages/energy-mythbuster.aspx

EASY WAYS TO YOUR 5 A DAY!

It’s easier than you think to eat five portions of fruit and vegetables a day. Just one apple, banana, pear or similar-sized fruit or a slice of pineapple or melon is one portion. Three heaped tablespoons of vegetables is another portion. Naturally the portions also depend on the size of the person - as a rough guide, one portion is the amount a person (child or adult) can fit in the palm of their own hand. Here are lots of different ideas of how to get a portion.

Defrost one
Frozen fruit and vegetables count. It only takes a couple of minutes to heat up some frozen peas.

Open one
Canned fruit and vegetables count too. So get busy with the tin opener. Choose canned fruit and vegetables in their own juice. That’s healthier than eating fruit canned in sugary syrup or vegetables canned in added salt and sugar.

Drink one
One glass (150ml) of unsweetened fruit juice per day counts as one portion. So you can start on your way to 5 a day at breakfast.

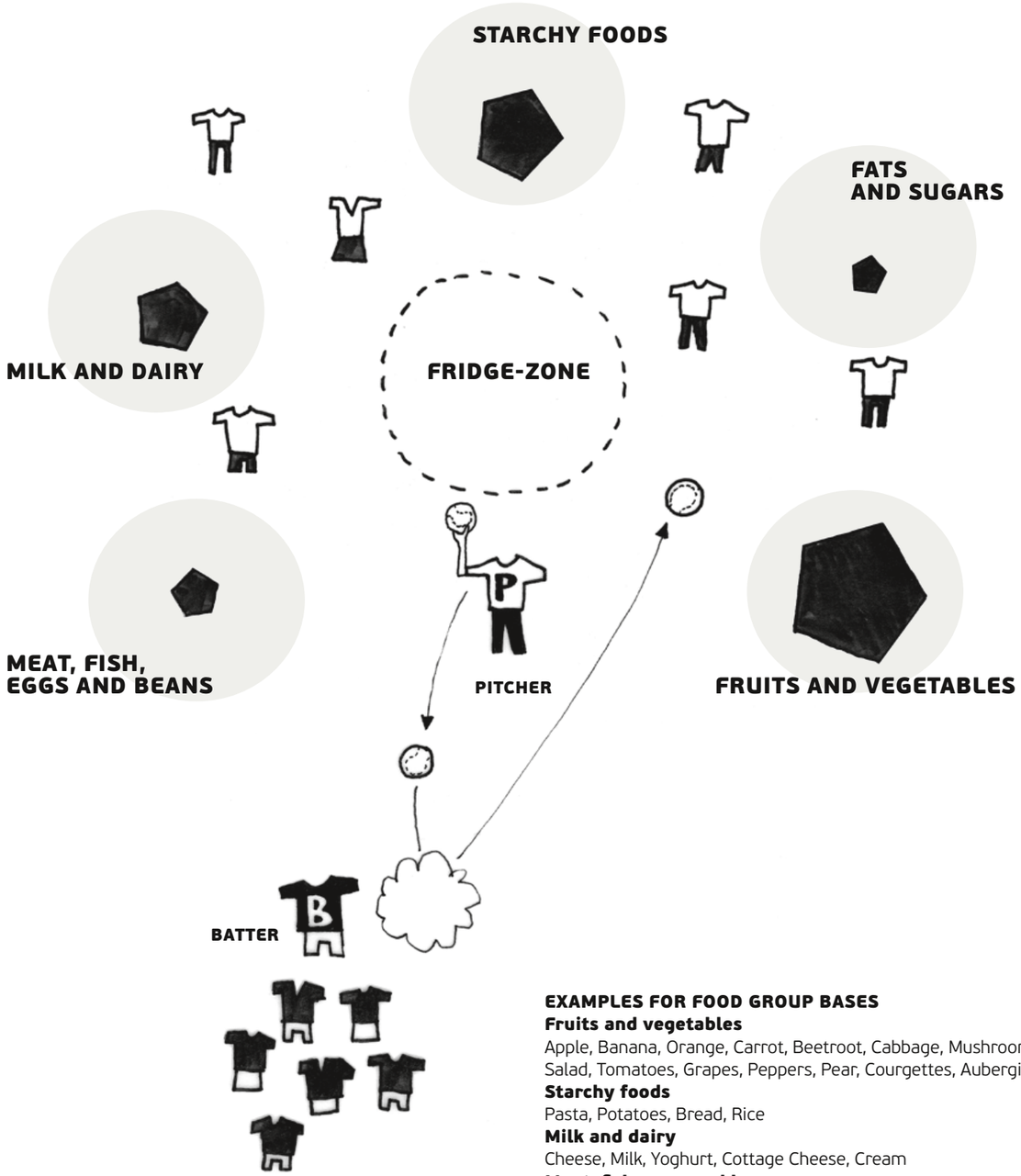
Chop one
Fruit can be fun for both kids and parents. Peel it, slice it, make shapes with it!

Pack one
A piece of fruit or vegetable can help cheer up a lunch box. For kids try carrot sticks, baby tomatoes or a banana with a face drawn on the skin. Dried fruit counts too! Try raisins or dried apricots - they make a great healthy treat.

Sprinkle one
It’s easy to add fresh, frozen or canned fruit and vegetables to meals. Try sprinkling sweetcorn or pineapple chunks on top of a pizza.

Dip one
It’s fun to dunk. Cucumber, pepper and carrot sticks all go great with low fat dips.

Pulse one
Lentils, beans and peas are all pulses that count towards 5 a day and they can easily be added to stews and sauces.



EXAMPLES FOR FOOD GROUP BASES

Fruits and vegetables
Apple, Banana, Orange, Carrot, Beetroot, Cabbage, Mushrooms, Salad, Tomatoes, Grapes, Peppers, Pear, Courgettes, Aubergine

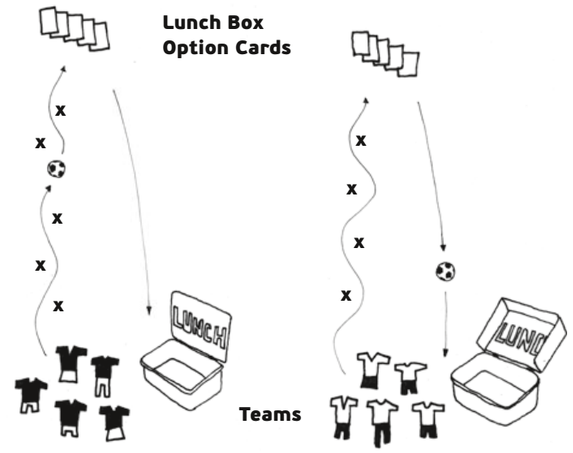
Starchy foods
Pasta, Potatoes, Bread, Rice

Milk and dairy
Cheese, Milk, Yoghurt, Cottage Cheese, Cream

Meat, fish, eggs and beans
Beef, Nuts, Salmon, Sausage, Lentils, Eggs, Tuna, Kidney Beans, Pork, Chickpeas, Lamb, Chicken, Seeds

Fats and sugars
Cake, Lard (beef fat) Sunflower Oil, Olive Oil, Ice Cream, Fizzy or Energy Drink, Chocolate, Ho

EXERCISES



01. THE FOOD PYRAMID GAME

KEY MESSAGE
This exercise is loosely based upon baseball. Through this session you can help children to understand what foods are in each food group and the importance of getting the balance between food groups right.

EQUIPMENT
Cards to set up the five "Food group bases"
Picture cards for different types of foods
Rounder's or baseball bat
(if you don't have one, use a broom handle)
Any kind of ball (i.e. softball)

INSTRUCTIONS
Place the five food groups around the outside of the pitch, using them as "bases". Set up a pitching bowling point about 8 - 10 meters away from the batting point. Scatter the food picture cards face down in the "Fridge Zone" (a designated area behind the pitcher)
Split the group into two teams.
Team A bats first – team B takes it in turns to pitch the ball to the batter who has three attempts to hit the ball, otherwise the next player from team A gets to bat. The rest of team B are fielders and will try to catch the ball and beat the batter to the designated food base.
When the batter hits the ball he or she runs to the fridge, picks up a food card and must then hold up the card and shout out the name of the food picked up. The race is now on to reach the correct food base first!
After shouting out the name of the food, the batter will have to run to the correct food base before the fielding team can throw the ball to the hands of a fielder standing at the correct base.
Referees beware – you must always make sure that both the batter and fielders have chosen the correct base in line with the chosen food card!
If the batter does this correctly and reaches the base before the fielding team, their team will score 1 point. If the ball hit by the batter is caught by one of the fielders (i.e. without the ball bouncing) or the fielding team is able to get the ball to the correct base first, a point is subtracted from the batting team's total.
Continue through the team until everyone has had a bat.
Team B now bat and team A bowl and field.
The team with the most points wins.

ALTERNATIVES
Make the food bases the size they resemble in the food pyramid - fats and sugar should be very small, while the fruits and vegetables base should be much bigger.

02. THE GREAT LUNCH BOX RELAY

KEY MESSAGE
This activity introduces young people to foods that make up a healthy lunch box – and highlights the foods that should be avoided! It should provide an opportunity to talk to young people about the types of foods they eat.

EQUIPMENT
Two sets of lunch box options cards (use text or pictures)
Materials to make an obstacle relay (e.g. nets, hoops, balance beams, cones, goals)
Two lunch boxes or baskets

INSTRUCTIONS
Set up two identical obstacle courses side by side. At the start of each course place the lunch box or basket. At the other end of the course scatter the lunch box options cards.
Split the group into two teams (one for each course).
On the whistle the first player from each of the teams makes their way around the obstacle course. When they reach the end they try to select the healthiest option for the lunch box and sprint back to the start.
Back at the start the card must be put in the lunch box before the second team member sets off.
The race continues until both teams complete the course and the lunch box is "packed".
At the end of the game ask each team to talk about the contents of their lunch box. Why was each food selected? Is it a healthy food or would there have been a healthier option?

SCORING
The team who completes the course the fastest scores 5 points
Each healthy item in the lunch box scores 1 point
Beware. Each unhealthy item in the lunch box means 1 point deducted

ALTERNATIVES
This game is really quick and easy to set up before, during or after a normal football training session.
Instead of building an obstacle course, why not have a fun football skills practice by having the players dribble their football around cones.

SUGGESTIONS FOR LUNCH BOX OPTION CARDS

Healthy Options
Wholemeal Bread, Chicken, Fish, Salad, Carrot Sticks, Raw Peppers, Celery Sticks, Water, Fruit Juice, Apples, Bananas, Pasta Salad, Yoghurt, Borscht, Mizeria, Kasza, Gołąbki

Unhealthy Options
Crisps, White Bread, Chocolate, Biscuits, Doner Kebab, Sausages, Fizzy Drinks, Sweets/Candy Bars, Cheese, Smalec, Naleśniki, Babka, Szarlotka, Pączki

EXERCISES

03. ALPHABET OF HEALTHY FOOD

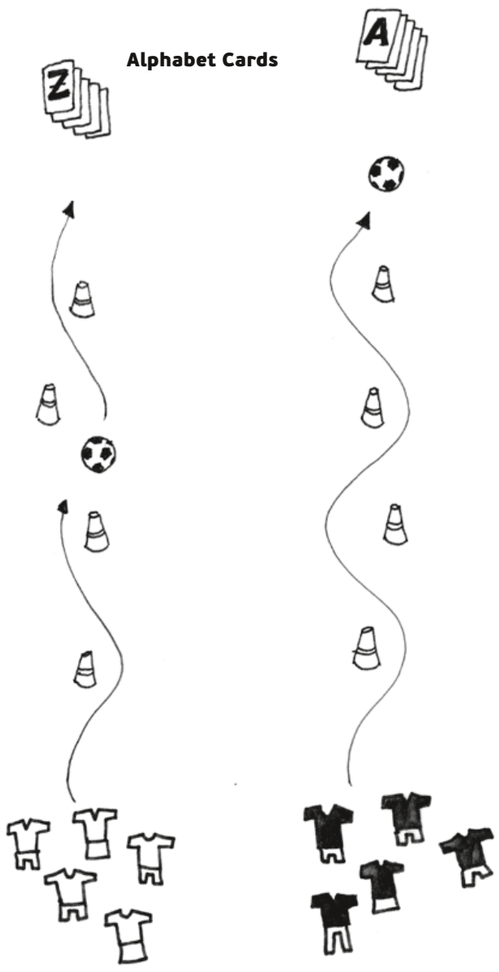
KEY MESSAGE
This game uses the alphabet as the basis for identifying nutritious foods. Play as a large group or divide the children into smaller groups. The goal is to think of at least one healthy food for each letter of the alphabet.

EQUIPMENT
Alphabet letter cards (A-Z)
Footballs (1 per team)
Cones

INSTRUCTIONS
Set up 2 lanes running the length of the playing area.
At one end scatter the alphabet cards with the letter facing downwards.
Split the group into two teams. Give the front person in each team a football.
When the coach blows the whistle, the person at the front of each line must dribble their football down the lane until they reach the alphabet zone. In the alphabet zone the player must pick up a letter of the alphabet and shout out a healthy food starting with that letter.
Once a healthy food has been shouted the player carries the card and dribbles the ball back to the start before passing the ball to the next team member.
If the player cannot think of a suitable fruit or vegetable starting with the designated letter, a member of his or her team can shout out their answer. This player must now run down to the alphabet zone before the first player is allowed to come back with the card.
If after 20 seconds neither the player nor his/her team can think of a healthy option allow the other team can have a go. If they can think of a healthy food then the card will be theirs and the game goes on. If none of the teams can come up with a solution a new card can be selected. The process is repeated until the entire alphabet has been used
The team with the most letters of the alphabet at the end of the game is the winner!

TIPS AND HINTS

Play this game with any other topic. Have the players call out the names of unhealthy foods, sports or plants.



Alphabet Cards

MOVIES

Movies and documentaries are a great way of communicating health messages some of which have been covered in this section. You could show a movie on a community day or organize a movie night. Try to choose movies according to the age group you would like to target (age classifications are given for each film). Examples of interesting health related movies:

- "Supersize Me", Morgan Spurlock (12)
- "Eat Drink Man Woman", Ang Lee (parental guidance)
- "Fast Food Nation", Richard Linklater (15)
- "Food inc.", Robert Kenner (parental guidance)
- "King Corn", Aaron Woolf (documentary)

TRUE OR FALSE?

As mentioned before, the true and false questions can be the base of many group-based games.
To get inspired take a look at "Run for your life", described in the Tobacco section,
or "The ultimate base race" in the Alcohol section.

FRUIT AND VEGETABLES
1. It is recommended that we eat at least 3 portions of fruit and vegetables a day.
FALSE – You need at least 5 a day – every day!!
2. Eating five apples in a day is the best way of reaching your recommended five a day target.
FALSE – You might reach your target, but you should always try to eat a variety of fruits and vegetables!
3. Potatoes don't count towards your five a day.
TRUE – Potatoes are vegetables but they don't count towards your 5 a day.
4. Tinned vegetables do count towards your five a day.
TRUE – Tinned, fresh, frozen and dried fruit and vegetables all count towards your five a day.

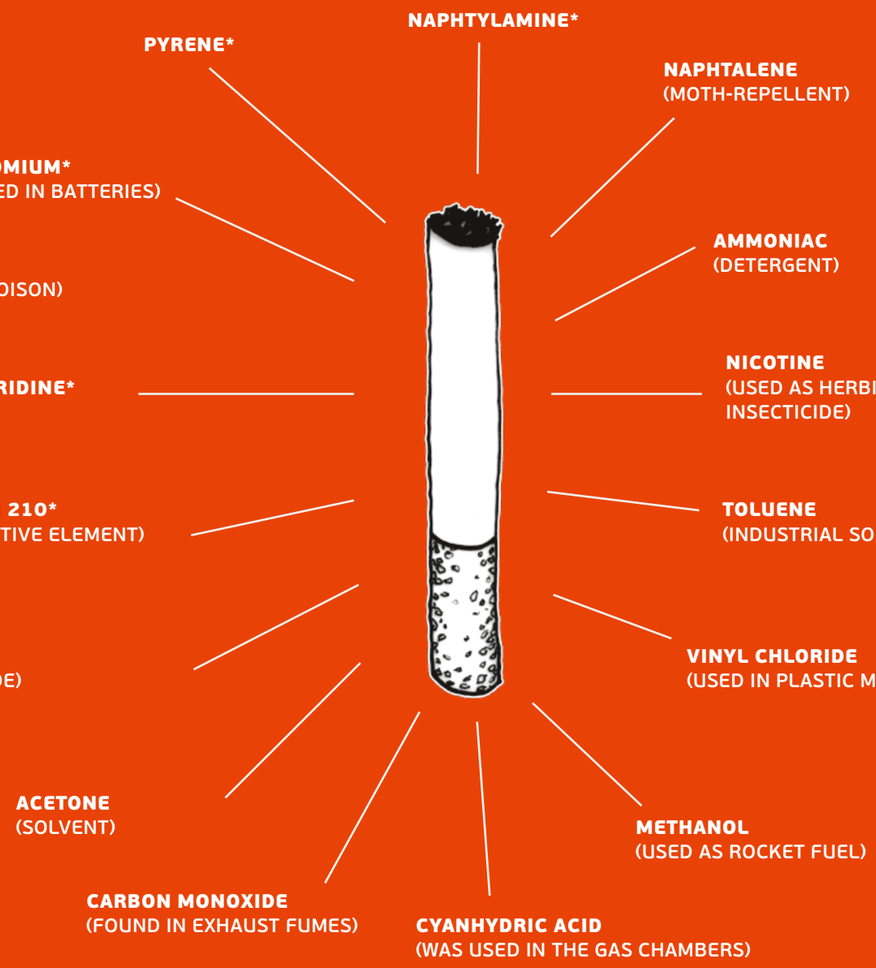
SALT
5. Adults should eat no more than a teaspoon of salt a day.
TRUE – Although many people consume a lot more than this, which can contribute to long term health problems.
6. About 40% of our daily salt intake is already contained in the foods we eat.
FALSE – In fact it is around a massive 75%, contained in everyday foods like bread, cereals and processed foods.
7. You can identify those foods that are high in salt by their taste.
FALSE – Some foods high in salt don't taste very salty because they have a lot of sugar in them whilst taste buds within our mouths get used to the salt levels.
8. Sea salt is better for you than table salt.
FALSE – It does not matter what form salt comes in i.e. salt flakes, grains etc... It all contains sodium.

SATURATED FAT
9. Adult males should eat no more than 60g of saturated fat a day.
FALSE – That's way too much! Adult males should be aiming for under 30g per day.
10. Adult females should eat no more than 20g of saturated fat a day.
TRUE – Although you should try to aim lower than 20g.
11. Sausages are high in saturated fat.
TRUE – And they are high in salt as well!
12. Butter contains more saturated fat than margarine.
TRUE – Butter and margarine contain similar amounts of fat, although butter contains greater levels of saturated fat.

SUGAR
13. Sugars found naturally in whole fruit are less likely to cause tooth decay
TRUE – Because the sugars are contained within the structure of fruit rather than added sugar.
14. Savoury foods like tinned soup and readymade pasta sauces don't contain sugar.
FALSE – Even savoury readymade foods such as cooking sauces and soups can be high in sugar.

HYDRATION
15. A quarter of the body is made up of water – true or false?
FALSE – In fact the body is actually made up of two thirds of water – so make sure you keep hydrated.
16. About 6-8 glasses of fluids are recommended for most people with a moderate physical activity level per day.
TRUE
17. Water lubricates the joints and eyes, aids digestion and flushes out toxins.
TRUE

FOOD GROUPS
18. Around 15% of the calories that we eat each day should come from protein foods such as meat.
TRUE – But make sure you try to eat lean cuts of meat and always grill the meat rather than frying.
19. The best types of food to give you more energy are dairy foods.
FALSE – In fact starchy foods such as pasta and rice are the best for energy.
20. Consuming dairy and milk products are good for your teeth, bones, and nails.
TRUE – Dairy products are rich in calcium, but also in saturated fat, so remember to eat them in moderation and use semi-skimmed milk and low fat yoghurt.



DANGER
POISON

*** KNOWN CARCINOGENIC SUBSTANCES**

HEALTHY LIFESTYLE
TOBACCO

IN BOTH OF THE UEFA EURO 2012 HOST COUNTRIES SMOKING REMAINS A MAJOR PUBLIC HEALTH PROBLEM. IN LINE WITH RESPECT YOUR HEALTH – EUROSCHOOLS 2012 WE WANT TO USE THE OPPORTUNITY TO ADDRESS THIS PRESSING ISSUE! THE AIM OF THIS SECTION IS TO PROVIDE YOU, THE COMMUNITY WORKERS, WITH SIMPLE INFORMATION TO HELP YOU DISCUSS AND DELIVER CLEAR MESSAGES ON THE TOPIC OF TOBACCO AND SMOKING WITH YOUNG PEOPLE, THEIR FRIENDS AND FAMILIES.

"SMOKING IS POINTLESS! YOU WASTE YOUR MONEY, YOU SMELL OF SMOKE, BUT WORST OF ALL YOU PUT YOUR HEALTH AND OTHER PEOPLE'S HEALTH AT RISK. DON'T DO IT AND THINK ABOUT HOW MUCH BETTER YOU WILL FEEL."

CRISTIANO RONALDO,
PROFESSIONAL FOOTBALL PLAYER, CAPTAIN OF THE PORTUGUESE NATIONAL TEAM

THIS SECTION WILL PROVIDE YOU WITH:

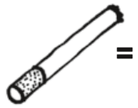
1. Information on the dangers of tobacco, reasons why people start smoking and current statistics on smoking in Poland and Ukraine
2. Information on the major health risks attached to smoking
3. Some specific guidance for addressing the topic of smoking and the dangers of tobacco

THE BASICS

Tobacco use is the single largest cause of preventable premature death in Europe. Therefore, preventing tobacco use in children and adolescents, reducing tobacco use in adults, and reducing non-smokers' exposure to second-hand smoke are essential public health objectives for communities. Some key facts to consider:

- Most people start smoking and become addicted to nicotine when they are still children
- Young smokers can show signs of addiction to tobacco after a very short period of time
- Those who start smoking at the youngest ages are more likely to smoke heavily and find it harder to give up
- Children whose parents or siblings smoke are around three times more likely to smoke than other children

DID YOU KNOW... ?

1x  **= 11 minutes**

ACCORDING TO A STUDY BY THE UNIVERSITY OF BRISTOL AN AVERAGE SMOKER DIES 10 YEARS EARLIER THAN A NON-SMOKER OF THE SAME AGE. THIS MEANS A LOSS OF 11 MINUTES OF LIFETIME FOR EACH CIGARETTE SMOKED.THE RESEARCHERS ALSO CALCULATED THAT THE TYPICAL MALE SMOKER "WILL CONSUME A TOTAL OF 311,688 CIGARETTES" FROM AGE 17 UNTIL DEATH AT AGE 71.

SOURCE: BRITISH MEDICAL JOURNAL, 2000.
WWW.NCBI.NLM.NIH.GOV/PMC/ARTICLES/PMC1117323/

WHY START SMOKING?

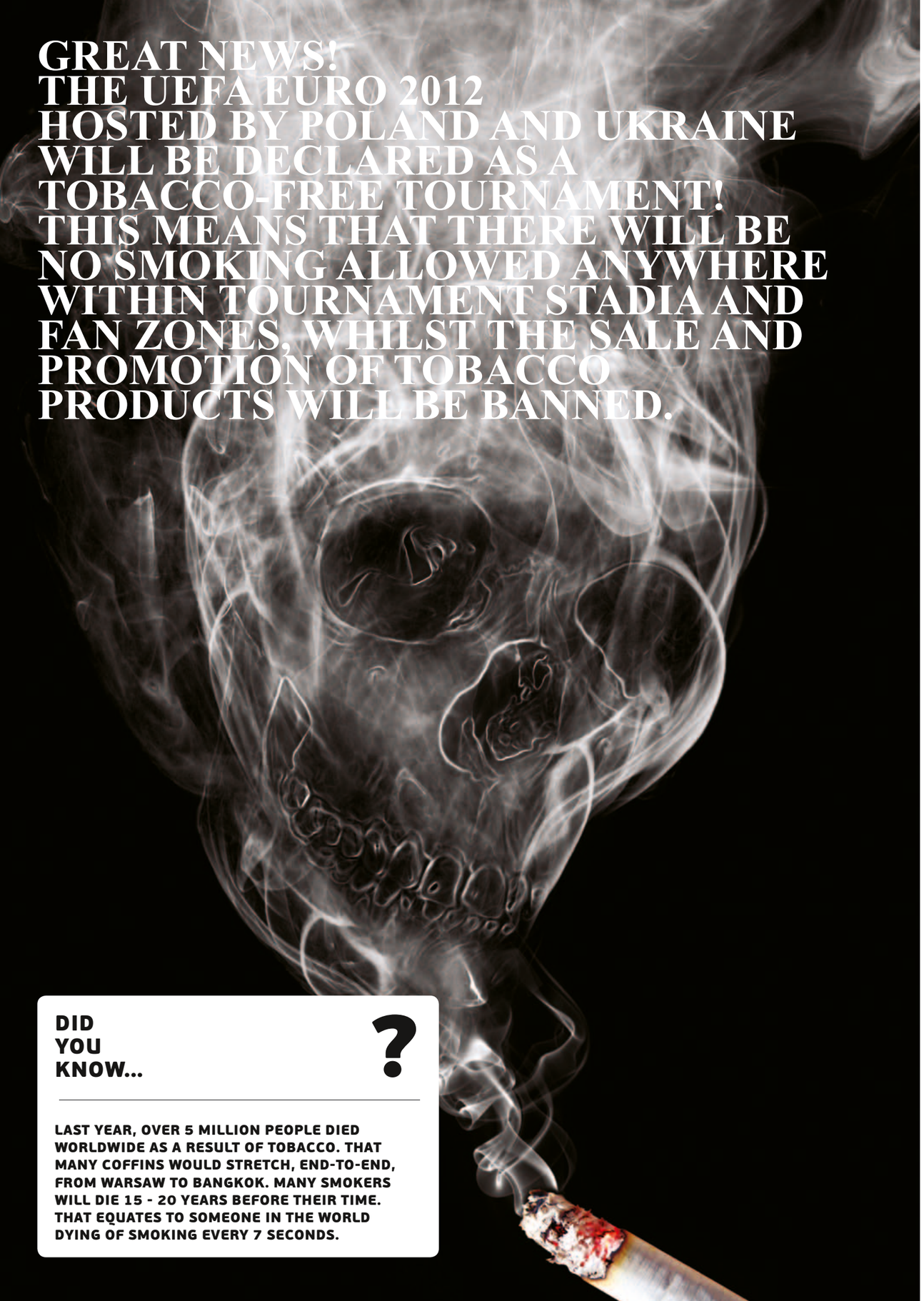
Three out of four children become aware of cigarettes before they reach the age of five regardless of whether their parents smoke. Experimentation is an important predictor of future use, with many children under the age of 16 trying cigarettes for the first time. So why do people start smoking and continue exposing themselves to this risk?

Home environment: Children who live with parents or siblings who smoke are around 90% more likely to become smokers themselves than children of non-smoking households, and many children start smoking by the age of 15 as a result of exposure to smoking in the home.

Peer pressure: People are undoubtedly guided by the action of their friends or siblings. Studies have revealed that the rate of smoking among young people with three or more friends who smoke is 10 times greater in comparison to the rate of those who do not have friends who smoke.

Promotion and media: Other influences include tobacco advertising, sponsorship, promotion and point of sale displays, all of which foster positive attitudes towards smoking and increases the likelihood of starting to smoke. Fortunately, both host countries have already banned tobacco advertising. Still, smoking in films and TV programs, especially by celebrities, can also create a positive image of smoking.

Addiction: Children who experiment with cigarettes can quickly become addicted to the nicotine in tobacco. It is a sad fact that they may show signs of addiction within four weeks of starting to smoke and before they commence daily smoking. Many people assume they will be able to stop smoking whenever they choose, but the nicotine in cigarettes, cigars, and spit tobacco is highly addictive.



DID YOU KNOW... ?

LAST YEAR, OVER 5 MILLION PEOPLE DIED WORLDWIDE AS A RESULT OF TOBACCO. THAT MANY COFFINS WOULD STRETCH, END-TO-END, FROM WARSAW TO BANGKOK. MANY SMOKERS WILL DIE 15 - 20 YEARS BEFORE THEIR TIME. THAT EQUATES TO SOMEONE IN THE WORLD DYING OF SMOKING EVERY 7 SECONDS.

WHY IS SMOKING SO DANGEROUS?

There are 4,000 reasons why tobacco smoke is harmful - deadly in fact. That is the shocking number of chemicals found in cigarette smoke - a complex cocktail of chemicals. In addition to better known contents such as nicotine (a highly addictive chemical), tar (a sticky brown compound deposited in the lungs), cigarettes contain some chemicals used in batteries, detergents, and even poisons. See the diagram to learn more about what poisons smokers are inhaling without realising.

The Health Impact of Smoking

Besides the immediate "unpleasant" impacts of smoking, such as constant bad breath, yellow fingers, smelly hair and clothes, there is a long list of illnesses caused by the use of tobacco that everybody should be aware of:

- Smokers have reduced aerobic capacity
- Smokers lose their sense of taste
- Smoking has been associated with increased sperm abnormalities and is a cause of impotence
- Smokers have dull complexions and age early
- By the age of 40 smokers have the wrinkles of someone 20 years older
- Smokers under the age of 40 have a five times greater risk of a heart attack than non-smokers
- Smoking causes bleeding gums and loss of teeth
- About one third of all cancer deaths can be attributed to smoking. These include cancer of the lung, mouth, throat, bladder, kidney, stomach, liver and cervix
- Smoking causes almost 90% of deaths from lung cancer
- People who smoke between 1 and 14 cigarettes a day are eight times more likely to die from lung cancer than non-smokers
- Smoking causes around 80% of deaths from bronchitis and emphysema
- Smoking causes around 17% of deaths from heart disease

Danger! There are special health risks for children

- Early smoking impairs lung growth and causes a premature decline in lung function
- Children who smoke are more likely to suffer from shortness of breath and are therefore not as fit
- The earlier children become regular smokers and persist in the habit as adults, the greater the risk of developing lung cancer, heart disease and suffering from a stroke
- Child and adolescent smoking causes serious risks to respiratory health
- Children who smoke are two to six times more susceptible to coughs and increased phlegm, wheeziness and ear infections than those who do not smoke

Read more about the risks of smoking:
www.world-heart-federation.org/cardiovascular-health/cardiovascular-disease-risk-factors/tobacco

DON'T FORGET THAT, WHATEVER YOUR AGE, IT'S NEVER TOO LATE TO STOP SMOKING!

20 minutes after quitting:
– Your heart rate drops
8 hours after quitting:
– Oxygen levels will return to normal
2 weeks to 3 months after quitting:
– Your lung function begins to improve, your heart attack risk begins to drop
1 to 9 months after quitting:
– Your coughing and shortness of breath decrease.
1 year after quitting:
– Your added risk of coronary heart disease is half that of a smoker's

SOURCE: CENTERS FOR DISEASE CONTROL AND PREVENTION, RETRIEVED 8.03.2011 FROM WWW.CDC.GOV/

LAST BUT NOT LEAST

Non-smokers have more money to spend on themselves!! This means that by not smoking or giving up smoking one will have extra money to go towards: CDs and downloads, tickets for the cinema, clothes, a bike, a skateboard, a gym membership, new running or skating shoes...

DID YOU KNOW... ?

THE COWBOY MODEL AND FIGUREHEAD OF ONE OF THE WORLD'S MOST FAMOUS CIGARETTE BRANDS DIED OF LUNG CANCER DUE TO SMOKING. HE WAS ONLY 51 YEARS OLD! THEREUPON THE WORLD HEALTH ORGANIZATION INITIATED THE ANTI-TOBACCO CAMPAIGN WHICH YOU CAN SEE ABOVE.

HOW TO TALK ABOUT TOBACCO

1. Speak directly about the risks related to smoking. If you have friends or relatives who are ill or have died of a smoking-related illness, share the truth about it.
2. Help young people develop a healthy self-image. If they feel confident and sure of themselves, they'll be better able to resist social pressure to smoke.
3. Discuss immediate and long-term consequences. Help young people understand that tobacco use can result in decreased stamina, stained teeth, foul-smelling breath and clothes, exacerbation of asthma and impotence.
4. Discuss reasons that adolescents say they smoke. Make your participants understand that smoking is not "cool". It neither helps to be accepted by peers nor makes you appear mature or helps you cope with stress.
5. Discuss social influences that promote tobacco use. Help young people develop skills in recognizing and refuting tobacco-promotion messages from the media, adults, and peers.
6. General personal and social skills. Support young people to develop the necessary skills such as assertiveness, communication, goal-setting, and problem-solving which will help them to avoid both tobacco use and other health-risk behaviours.

What to avoid?

7. Implying that young people are "bad" if they smoke. Although this may work with some teens, this approach generally backfires, especially with high-risk students. The more smoking is labelled "bad" by authority figures, the more it becomes a vehicle for rebellion.
8. Giving mixed messages. If you smoke yourself, don't try to hide this fact from your participants. Use this position as an advantage, by letting them know that you want to help them to avoid some of the unhealthy decisions you've made. Remember, as a role model you should not smoke in front of the participants!

TOP TIPS - SETTING THE BOUNDARIES

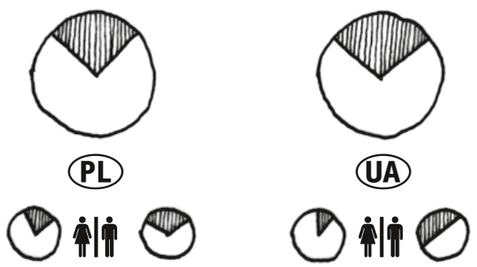
Follow the steps below to ensure a smoke-free environment for any activity you are running.

Make an example: As a coach or teacher you should not smoke. If you do, set a good example by making sure not to smoke in front of your participants.
No-smoking: Make sure that you declare the training ground a no-smoking zone! Don't make exceptions – neither participants nor spectators should be allowed to smoke at sports grounds.
Tobacco-free: Cooperate with the training ground operator and make sure that there is no sale or promotion of tobacco products in the sport facility. Use no-smoking signage around the venue for added visibility.
Offer support: Always be aware of how difficult it is for some people to give up smoking. Find additional information on how to quit smoking on www.smokefree.nhs.uk

TIPS AND HINTS

Print the no smoking sign above in order to declare your pitch or youth club tobacco free!

DID YOU KNOW... ?



ACCORDING TO THE LATEST SET OF SURVEYS ON SMOKING CARRIED OUT IN POLAND AND UKRAINE, 27% OF ADULTS IN POLAND AND NEARLY 29% OF ADULTS IN UKRAINE ARE SMOKERS. IN UKRAINE, 50% OF ALL MEN AND 11.2% OF WOMEN SMOKE, WHILE IN POLAND THE FIGURES ARE 33.5% FOR MEN AND 21% FOR WOMEN. THIS WORKS OUT AT OVER 20 MILLION ADULTS SMOKING IN THESE TWO COUNTRIES ALONE! IN UKRAINE, MORE THAN HALF (53.7%) OF THE DAILY SMOKERS SAID THEY STARTED SMOKING ON A DAILY BASIS BEFORE THE AGE OF 18. WORRYINGLY, IN POLAND 8.5% OF SMOKERS STILL BELIEVE THAT SMOKING DOES NOT CAUSE SERIOUS ILLNESSES.

SOURCE: GLOBAL ADULT TOBACCO SURVEY (GATS) POLAND 2009-2010;
AND, GLOBAL ADULT TOBACCO SURVEY (GATS) UKRAINE 2010
FOR MORE INFORMATION ON THE TOPIC TOBACCO USE IN POLAND GO TO:
WWW.MZ.GOV.PL/WWWMZ/INDEX?MR=M9&MS=&ML=PL&MI=91&MX=0&MA=13255

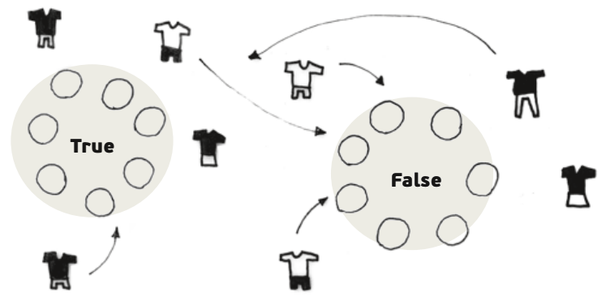
EXERCISES

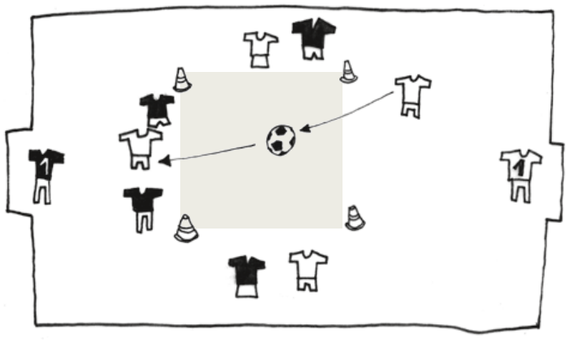
01. RUN FOR YOUR LIFE

KEY MESSAGE
It's important to know about the consequences of smoking in order to make the right decision. It's your life – know your game!
EQUIPMENT
True and false questions
Twice as many hula hoops or ropes (or anything that can mark a seat) as there are participants
A whistle
Footballs (if wanted)
INSTRUCTIONS
This game is based upon a "True or false quiz"
(See: True and false questions below). The winner will be the participant with the best knowledge of tobacco.
He or she will also need to be a quick runner!
Prepare two big circles on the pitch made of hula hoops with both circles having one hula hoop fewer than the number of participants (see example for 6 participants below). One circle represents the statement to be **"true"**, the other means that it is **"false"**.
Have the participants run around the pitch in a disordered manner **without** entering the circles.
Blow a whistle to have them pause for a minute to pay attention.
Shout out a statement from the True and false questions.
Now the children will quickly have to decide whether the statement is true or false, run for the respective circle, jump in an empty hula hoop and sit down.
Since there is always one hoop fewer than there actually are participants not everyone will get a seat.
The participant who fails to secure a hoop will either have to drop out (in a big group of 15-20) or lose one out of three lives (in a smaller group of 4-15).
The participants who ran for the wrong circle will also drop out or lose a life.
After each round remember to give the participants a short background on the statement.
For each participant that drops out, take away a hoop or hoops ask the participants to start running again
Continue as before until there is only 1 person left!
Motivate the children and always wait until you have got their attention before reading out the statement!
Congratulate the whole group and let them play again if they want to. You can use the same questions 2-3 times to have them internalize the messages!

02. SMOKE ALARM

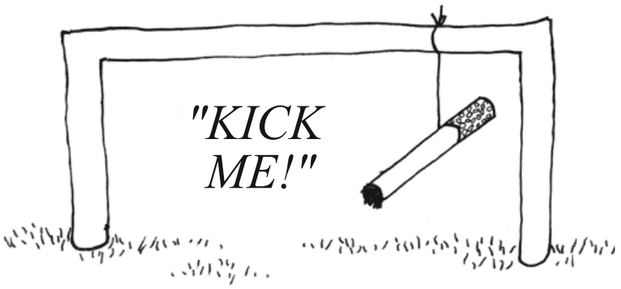
KEY MESSAGE
To highlight to the group just how many people die from or are affected by smoking.
EQUIPMENT
Stop watch; Whistle or horn
INSTRUCTIONS
Randomly blow your Smoke alarm (whistle or horn) during one of your coaching sessions. Feel free to blow up in the middle of any activity
Smoke alarm 1
Suddenly blow your whistle to stop the activity.
The coach and all participants should now look at their watch and count 7 seconds. Have everybody count the seconds out loud.
Once the 7 seconds are up explain to the group that in that time someone, somewhere in the world just died because they smoked.
Smoke alarm 2
Later in the session, suddenly blow your Smoke alarm again and bring the session to a halt.
Identify a group of 20 young people. Have a third of those young people lie down; the rest should stay standing.
Tell the group that every third person dies from tobacco use.
Smoke alarm 3
Later in the session again blow your Smoke alarm.
Ask participants to hold their breath for 45 seconds.
Explain after 30 seconds, that this is how a smoker feels after running the length of a football field. After 40 seconds, they will feel how a smoker feels after running twice the length of the football field.





03. ADDICTION ZONE

KEY MESSAGE
Tobacco use leads to addiction. Once a young person starts smoking it is difficult to stop and anyone who enters the addiction zone pays the price!
EQUIPMENT
Cones to mark out the “Addiction Zone”
Football; Stop watch
INSTRUCTIONS
In the centre of the football pitch mark out a large square – “The Addiction Zone”. The “Addiction Zone” is an area where no one can venture safely without receiving a penalty.
Play a regular football game with two teams, goals and keepers.
No player may enter the “Addiction Zone”, although the ball is allowed to pass through it.
If a player enters the zone, he/she must stay there for a 11 seconds penalty (this symbolizes the 11 minutes of lifetime that each cigarette costs), giving the opponent a one-player advantage.
Players inside the zone are not allowed to touch the ball.
Let them play for 15 minutes.
Enlarge the size of the “Addiction Zone” twice so that it is not easy and comfortable to pass by.
DISCUSSION
Was it hard to stay out of the zone?
How did it feel to have to stay in the addiction zone?
What are the barriers to avoiding tobacco use in real life?
Reflect on difficulties of having other people in your life (parents, friends etc.) who use tobacco.
Ask the participants what it would feel like to be pushed into the addiction zone by a friend or even the coach.
What reasons can you give to say ‘no’ to trying cigarettes (health, smell, looks, extra money)?
TO FINISH
If you have time, split the participants into groups and finish off the session with the “multiple choice quick quiz” which you can find below.



TIPS AND HINTS

Why not start an arts project and have the participants create a large scale mock-cigarette out of cardboard, wood or similar materials.

04. QUICK GAME - KICK THE HABIT!

KEY MESSAGE
Smoking isn’t cool. Don’t give it chance - kick it into touch!
EQUIPMENT
Football goal; Footballs; Anything symbolizing a cigarette
INSTRUCTIONS
- This game can easily be organized as a fun side activity during tournaments and events
- Hang up a mock-cigarette in any corner of the goal. The task is to try shoot and hit the cigarette, symbolizing that it is hazardous for health
- Switch position of the cigarette and the shooters to make your football practice more interesting

CHILDREN’S MULTIPLE CHOICE QUICK QUIZ

(Bold choice is correct answer)
1. How many chemicals are there in cigarette smoke?
A 100
B 1000
C 4000
2. Smoking causes a person’s heart rate to...
A slow
B increase
C stay the same
3. Finish the following sentence; ‘passive smoking is the breathing in of other people’s smoke and it...
A ...only affects the person smoking’
B ...can cause health problems for other people that breathe it in’
C ...can make the person who is not smoking become addicted to smoking’
4. The chemical tar that is found in cigarettes is also found in.....
A roads
B pencils
C bicycle tyres
5. Smoking is the biggest cause of which type of cancer?
A liver cancer
B lung cancer
C skin cancer
6. Smoking causes which part of the body to thicken?
A the lungs
B the heart
C the blood
7. Which of the following kills more people each year?
A Drugs
B Car crashes
C Tobacco
8. Smoking a cigar is equal to smoking how many cigarettes?
A 2
B 6
C 10 (Because of their size, smoking one cigar is like smoking 10 cigarettes)

MOVIES

You can use the following movies to demonstrate the dangers of smoking:
- „The Insider”, Michael Mann (15)
- „Thank you for Smoking”, Jason Reitman (15)
- „We Love Cigarettes” (documentary), downloadable at: www.topdocumentaryfilms.com/we-love-cigarettes
- „The Tobacco Conspiracy” (documentary) downloadable at: www.topdocumentaryfilms.com/we-love-cigarettes

TRUE OR FALSE?

1. Tobacco use increases your risk of lung cancer.
True –The vast majority of lung cancer is associated with smoking either cigarettes or cigars.
2. Smoking increases your risk of heart disease and stroke.
True – Smoking is associated with an increase in heart attacks and stroke. Smoking damages and constricts blood vessels, reducing blood flow to the heart and brain. Your life can depend on kicking your smoking habit.
3. Chewing tobacco is safe.
False – Chewing tobacco carries more or less the same risks as smoking tobacco. People who chew are more likely to get mouth, tongue and throat cancer than lung cancer.
4. If you smoke as a teenager, you are more likely to smoke as an adult.
True – People who smoke as adults are more likely to have smoked before they were 18. In addition, if you smoke as a teenager, you will probably have a harder time quitting as an adult.
5. It is easy to stop smoking.
False – Quitting smoking is a difficult, but rewarding, process. Smoking is an addictive habit that is very hard to break. There are many new products available to decrease the urge for nicotine. Some help relieve withdrawal symptoms by providing a temporary source of nicotine that is less than the amount received in cigarettes. Some products even aid physical withdrawal symptoms.
6. Second hand smoke does not hurt anyone.
False – Anyone in a house, business or bar where people smoke is more likely to develop asthma, ear infections, and chronic coughs. In addition, second hand smoke can cause lung cancer. It is important to try to remain smoke-free as much as possible. If people in your house smoke, ask them to do it outside. They are hurting everyone, not just themselves.
7. On average, someone who smokes a pack or more of cigarettes each day lives 10 years less than someone who has never smoked.
True
8. A smoker has a faster resting heart rate than a non-smoker.
True – The resting heart rates of young adult smokers are two to three beats per minute faster than non-smokers.
9. If you stop smoking, your body will begin to repair the damage almost immediately.
True – 20 minutes after stopping, your blood pressure and pulse rate will return to normal; circulation improves in hands and feet, making them warmer. 8 hours after stopping, nicotine and carbon monoxide levels in blood will reduce by half and oxygen levels will return to normal.
24 hours after stopping, carbon monoxide will be cleared from your body and your lungs will start to clear out mucus and other smoking debris.
10.2 million people died last year as a result of smoking.
False – Last year, over 5 million people died worldwide as a result of tobacco. That many coffins would stretch, end-to-end from Warsaw to Bangkok.
11. If the whole group started smoking and continued the habit, one third of them would die prematurely.
False – Half the group would die prematurely of smoking.
12. Worldwide over 15 billion cigarettes are smoked every day.
True – This is particularly disheartening considering the world wide population was 6.7 billion in 2008 according to the World Bank.
13. Smoking affects your ability to play sports.
True – Cigarette smoke takes oxygen out of your blood, thereby reducing stamina and making sports and other activities more difficult.
14. 200,000 hectares (an area the size of Luxembourg) of forest are cut down each year because of the tobacco industry.
True – In many developing countries forests are cut down to provide fuel for the process of drying the tobacco leaves.
15. Nicotine is a drug.
True – Nicotine is a drug that is nearly as addictive as heroine. It’s also a pesticide and a poison.
16. Smoking makes you look cool.
False – You might think this is the case because of adverts and films, but in fact smoking can give you bad skin, dull hair, dental problems and can even make your breath smell!
17. On average it takes 2-3 attempts to give up smoking.
False – In fact on average it can take up to 7 times to give up smoking, so best not to start in the first place.
18. Smokers have 10 times more wrinkles than non-smokers.
True – So if you want to look good, it’s best not to smoke!
19. Smoking increases the risk of impotence in men.
True – And not only in older age! In fact, smoking can increase likelihood of impotence in your 30s by up to 50%.
20. Smoking in cars is safe for non-smoking passengers if the windows are open.
False – Second hand smoke is a major health hazard in cars, and even if the windows are down this will make little difference – remember that young children in cars have no choice if others decide to smoke.
21. Smoking whilst pregnant increases the risk of miscarriage, still birth and complications during birth.
True – A baby during pregnancy has no choice, but mothers do – never smoke during pregnancy.

HEALTHY LIFESTYLE
ALCOHOL

ALCOHOL CONSUMPTION ACROSS EUROPE IS GOING UP AND THERE ARE SPECIFIC CONCERNS ABOUT THE INCREASING NUMBER OF YOUNG PEOPLE EXPERIMENTING WITH ALCOHOL, ESPECIALLY IN THE HOST COUNTRIES OF UEFA EURO 2012. THE AIM OF THIS SECTION IS TO HELP YOU DISCUSS AND DELIVER CLEAR MESSAGES ON THE TOPIC OF ALCOHOL AND ITS ASSOCIATED RISKS WITH YOUNG PEOPLE, THEIR FRIENDS AND FAMILIES.

“I QUIT DRINKING. WHAT CAN I SAY? IT’S BETTER AND IT’S COOL.”

SOKÓŁ,
POLISH RAPPER

OVER THE NEXT FEW PAGES YOU WILL LEARN ABOUT...

1. The effects and consequences of drinking alcohol
2. How to talk to young people about alcohol
3. Exercises to help young people understand the dangers of alcohol and make better choices about its consumption

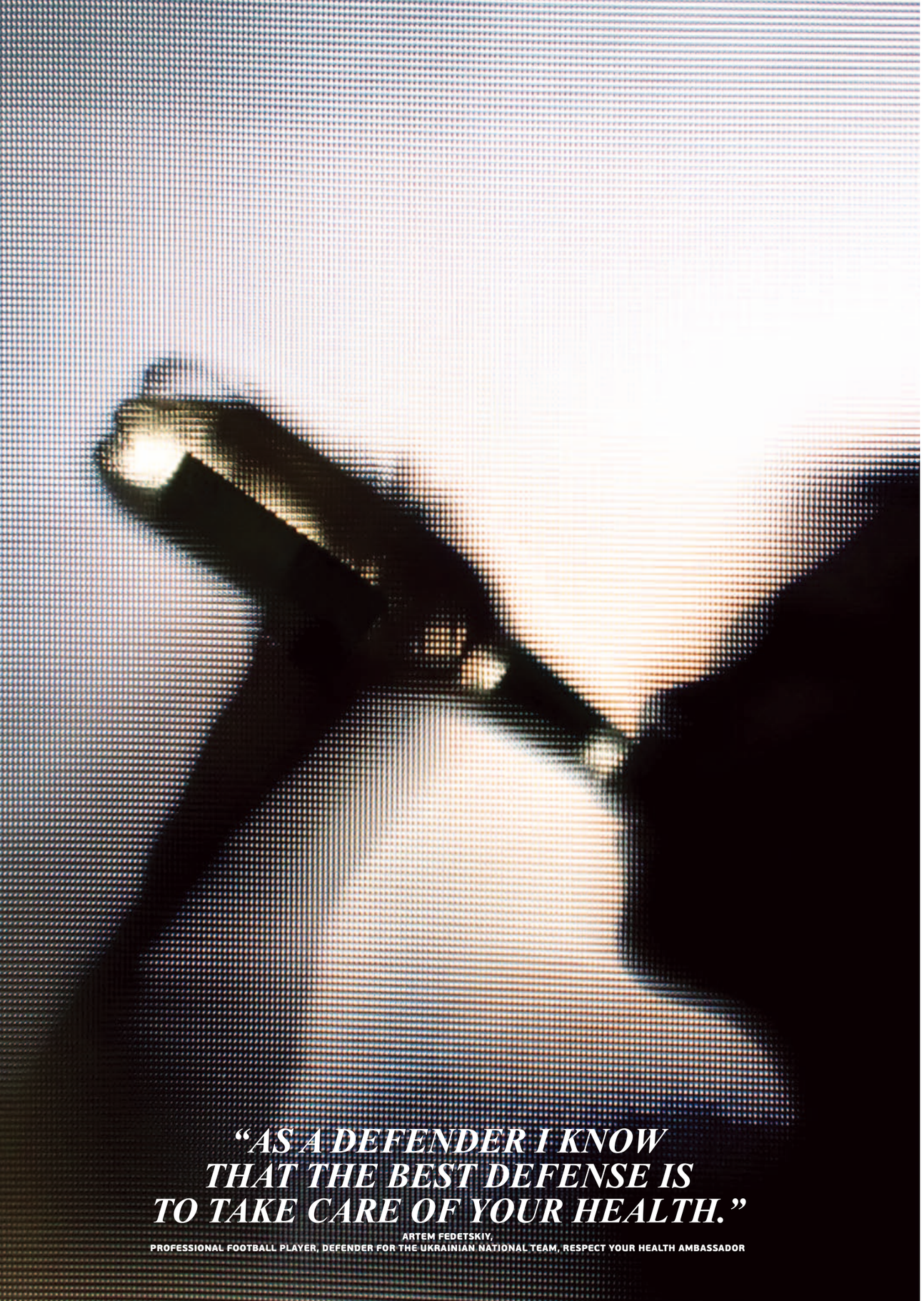
THE BASICS

Alcohol is seen as socially acceptable and is portrayed in a positive light through popular culture and the media. It is therefore crucial that young people and their parents have accurate information on the risks of alcohol so they can make informed decisions.

As a community worker you are in a strong position to communicate the short and long-term health and behavioural problems associated with drinking to local people. You should therefore aim to discourage children from experimenting with alcohol, and warn parents of their own responsibilities when it comes to being a good role model.

TIPS AND HINTS

Print off the no-alcohol sign and place it around the training area, playground or any other location you are holding an activity or event to declare it an alcohol-free zone. Alternatively you could get your groups to make their own versions of the signs.



THE DANGERS OF ALCOHOL

From the second you take your first sip, alcohol starts affecting both your body and mind. After one or two drinks you may start feeling more sociable...but drink too much and basic human functions, such as walking and talking become much harder to carry out. Alcohol can also make you behave “out of character” which can lead to embarrassing or even dangerous situations involving anti-social behaviour, jealousy, violence and risky sexual behaviour such as unprotected sex.

Other short-term effects include

- Lack of consideration for others
- Blurred vision and slower reactions
- Less ability to judge speed, space and distance
- Loss of balance and co-ordination
- Dehydration and sickness
- Memory blanks
- Depression, anxiety, stress and paranoia
- Difficulty sleeping
- Alcohol poisoning (which might require the stomach to be pumped)
- Unconsciousness or even a coma
- Danger of suffocation whilst asleep or unconscious through choking on vomit

Besides these immediate effects, however, alcohol has dangerous, even fatal, long-term consequences such as

- Brain damage, including long-term memory loss, poor concentration and behavioural problems
- Weight gain leading to obesity
- High blood pressure
- Heart disease
- Irreversible liver damage
- Increased risk of certain cancers, such as liver, mouth, breast, and bowel
- Irreversible damage to your digestive system
- Decreased physical performance and stamina
- Reduced fertility
- Depression

Alcohol has an even bigger negative impact on young people, as they are susceptible to drinking far too much without realising it. This is because their bodies are generally smaller and have a low tolerance for alcohol, meaning they get drunk very quickly and are, therefore, more likely to lose control. In Ukraine and Poland, as in most European countries, the legal drinking age is 18. The reason for this is that consumption of alcohol by children and adolescents can lead to serious and irreversible health complications such as:

- Disruption of adolescent brain development, causing lasting problems with memory, attention span and reaction times
- Increased chances of liver damage at an early age
- Disturbance of critical hormonal balance which is necessary for normal development of organs, muscles, and bones – in particular during puberty

You can easily apply the “How to talk about” guidelines we presented in the Tobacco section of this guide to address the topic of drinking alcohol with young people.

TIPS AND HINTS

A personal story is the best way to bring a point home; it gives the participants something they can relate to. Speak to your group about your own (or your friend’s) experiences while under the influence of alcohol. You can relate the discussion to the “Playing out of control” and “Taking Control” games below.

To have your participants understand the devastating consequences of alcohol as an addiction you can also contact a local addiction center to invite someone who has overcome the addiction and is willing to talk about his/her own story.

If you think one of your participants or one of their family members has a serious drinking problem, please link them up with a local addiction center.

MOVIES

The following movies can be helpful to highlight the dangers of alcohol abuse:

- “Drunks”, Peter Cohn (15)
- “28 Days”, Betty Thomas (15)
- “When a Man Loves a Woman”, Luis Mandoki (15)
- “Barfly”, Barbet Schroeder (18)
- “Do I Drink Too Much?” (documentary) downloadable at: www.topdocumentaryfilms.com/do-i-drink-too-much

EXERCISES

01. THE NAME AND THE SHAME GAME

This is a nice warm-up game that gets you directly into the topic while breaking the ice and having the participants learn each other's names.

KEY MESSAGE
Explore the short and long-term consequences of drinking.

EQUIPMENT
Any type of ball

INSTRUCTIONS
Get participants to sit in a circle and explain that each person has to think of a short or long-term consequence of drinking alcohol starting with the same letter as their name e.g. Harry - hangover, Sophie -sickness, Laura - laughing, Dan – dangerous situation etc.
Give the group about 1-2 minutes to think of a suitable consequence.
Throw the ball to a random participant who will have to say their name followed by the consequence they have chosen.
Repeat until all participants have contributed.

ALTERNATIVES
To make the game even more difficult ask the participants to find a short or long-term consequence starting with the name of the person next to him/her. You can also play this icebreaker using other topics, such as having the participants name a healthy food or sport that starts with the same letter as their name.

02. NUTS AND BOLTS

KEY MESSAGE
To let participants understand how alcohol effects the easiest of manual tasks. Completing an easy task such as threading a nut onto a bolt might not be as easy as you think – especially if you have been drinking!

EQUIPMENT
One nut and one bolt per team
Stopwatch
5 pairs of thick gloves

INSTRUCTIONS
Divide the group into even teams of 4-5.

Round 1
Give each team a bolt and nut with the nut screwed all the way onto the bolt. Explain that each person must unscrew the bolt entirely and then re-screw it back on completely before passing it on to the next teammate. Also explain that you will be timing them. Obviously, the first team to finish the relay wins. Record each team's time.

Round 2
The second time through the exercise, explain that they must do the same thing but this time wearing a pair of thick gloves. The gloves are to be passed from player to player along with the bolt and nut. Again record each team's time during the gloves on round.

DISCUSSION
Conclude the game with a discussion of how wearing gloves mirrors the effects of alcohol on people when we are performing tasks like riding a bike, driving a car or operating machinery.

03. TAKING CONTROL

KEY MESSAGE
It is important to have self control in your life in order to reach your goals!

EQUIPMENT
A few footballs

INSTRUCTIONS
Round 1 - Kicking the ball with your first touch
Set up a goal and position several players (4-5) at the penalty spot.
Get the coach to pass the ball at speed to each player in turn.
Each player must shoot at the goal with their first shot without controlling the ball first.

Round 2 - Controlling the ball and then shooting
Repeat the exercise but allow players to control the ball before they shoot.
The coach should pass the ball more softly, to give the players a better chance of scoring.

DISCUSSION
Which way was easier? Why? – Try to focus on the theme of being in control and the advantages this brings to all aspects of life.
What are things that get you out of control? (alcohol, drugs, etc)
What can happen if you drink too much alcohol and lose control?
How can heavy use of alcohol/addiction impact your life in the long term? How do you think you can avoid these risks?
To help with the discussion:
Refer to the short and long-term consequences of alcohol consumption earlier in this section.

04. THE ULTIMATE BASE RACE

KEY MESSAGE
This activity allows you to introduce participants to the effects of alcohol on the body and brain

EQUIPMENT
True and false questions (see below)
Stopwatch
Agree/Disagree cards or different coloured cones to represent the bases e.g. green for agree, red for disagree

INSTRUCTIONS
Set up 2 bases in the training area with an equal distance away from a "home base" in the middle of the pitch.
Put an Agree (true) card in one base and Disagree (false) card in the other.
The coach (or nominated young person) can read out the questions, going through them one by one.
The participants must run to the base containing their chosen answer within 5-10 seconds.
When everyone has chosen, randomly ask a participant why they made that choice.
Read out the correct answer and award one point to all those who got it right.
Shout out "Back to home base" allowing ten seconds for the young people to return to the starting point.
Repeat until all questions have been completed.
The individual with the most points is the winner.

ALTERNATIVES
With this game you can address any health topic discussed in this guide. Just take a look at the true and false questions of the other health sections.

05. PLAYING OUT OF CONTROL

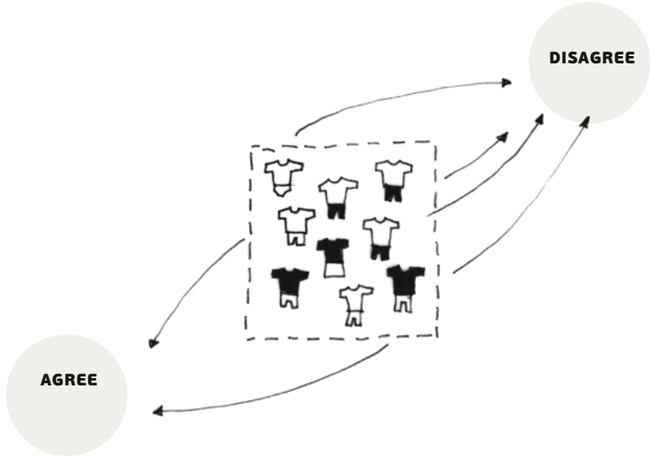
KEY MESSAGE
With this coaching session you can demonstrate – in a fun manner – the possible effects of alcohol on coordination, vision and judgment.

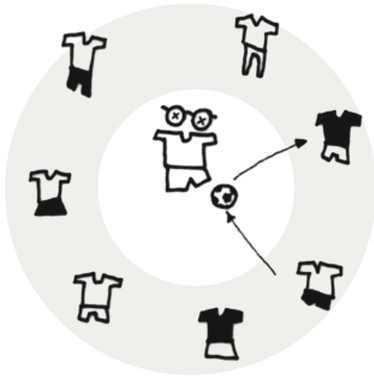
EQUIPMENT
Beer goggles
(can be borrowed from your local Community Liaison Officer)
Football or any large ball

INSTRUCTIONS
Ask the group to form a large circle facing inwards.
Place one individual in the centre of the circle.
Practice passing a football between players from the outside to the person in the centre who controls it and passes back to the person on the outside.
Ask the person on the inside of the circle to put the "Beer Goggles" on.
Continue with players on the outside passing to the person in the centre.
Allow all members of the group to experience wearing the goggles.

DISCUSSION
Initiate a discussion by asking the participants the following questions:
How did it feel when you were receiving the ball with the beer goggles on?
Did you feel like you were able to control your own actions?
What do you think can happen in real life when you are in such a serious state of drunkenness?
To help with the discussion:
Refer to the short and long-term consequences of alcohol consumption earlier in this section. Make sure you relate the advice to the age group you are dealing with – i.e. if the group is clearly under 18, you should be advising that they should not be drinking at all.

ALTERNATIVES
If you cannot get hold of a pair of beer goggles play the game by spinning the participant around 10 times quickly.
Instead of playing passing the football you can set up the game to test penalty taking, or have the participants try to shoot hoops at basketball or netball.





TRUE OR FALSE?

1. Alcohol can make you do things you regret as it lowers your inhibitions.
True
2. Alcohol is a stimulant.
False – It is a depressant as it lowers the heart rate. An estimated 65% of suicides are accompanied by a long-term drinking problem.
3. All your senses are affected when drinking, including your vision and hearing.
True – Meaning you are more vulnerable to accidents.
4. You can die from drinking too much in one session.
True – It can knock out that part of the brain that controls breathing.
5. Alcohol can lead to mouth and throat cancer.
True
6. Alcohol does not affect your memory or concentration.
False – It slows down thinking.
7. Alcohol can damage your liver.
True – It can cause cirrhosis and fatty liver.
8. Drinking alcohol can lead to arguments or fighting with friends.
True – Caused by lowered inhibitions and less self control.
9. Alcohol makes your hair fall out.
False – Although it can thin after many years of excessive drinking.
10. Drinking alcohol could cause a heart attack.
False – Although long-term drinking increases the likelihood.
11. Alcohol makes you put on weight.
True – Alcohol is very fattening; think of beer bellies – no nutritional value.
12. In terms of calories, one beer is equivalent to ...e.g. one sandwich.
True
13. Alcohol can make you have smelly breath.
True – Alcohol comes out through the skin and can also cause smelly breath.
14. Drinking alcohol can give you a really bad headache the next day.
True – Hangovers get worse as you get older.
15. It makes your skin smooth with no spots.
False – It can make acne red and inflamed.
16. When addicted to alcohol, people get the shakes.
True – The central nervous system begins to shudder due to withdrawal from alcohol.
17. You can make bad decisions when you're drunk.
True
18. You are sober enough to drive once you have had a sleep.
False – After drinking a lot the night before you should be very careful about driving the next day as you may still be over the limit and a hazard to other road users.
19. Having a coffee and a cold shower will sober you up
False – Only the passage of time will sober somebody up – a non-alcoholic drink may help you re-hydrate, but you won't sober up any quicker.
20. Binge drinking does not damage the body
False – It's much more damaging as it puts all the internal organs under more strain and it is possible to drink so much in one session that you could die.
21. Alcohol spreads through your body very slowly.
False – Alcohol spreads very quickly through your body – within five minutes it will be in
all parts of your body. Drinks with bubbles affect you faster than those without.
22. Drinking alcohol when pregnant is okay and does no damage to the foetus.
False – Drinking alcohol can lead to the baby having foetal alcohol syndrome, where the baby can have small facial features and learning difficulties.
23. Alcohol can affect the growth of your brain if you are under 21.
True – There is a part of your brain that is called the frontal lobe that does not stop developing until you are 21. This is the part of the brain responsible for self control and reasoning.
24. It is sensible to dilute all alcoholic drinks as this is less harmful.
True – This is especially the case for spirits and some wines that are high in alcohol.

OUR COMMUNITY
COMMUNITY PLAYERS

AS AN ANIMATOR, TEACHER OR COACH YOU ARE RESPONSIBLE FOR PREPARING AND ORGANIZING SPORTING ACTIVITIES. IT IS IMPORTANT TO TRY TO INVOLVE ALL COMMUNITY MEMBERS: BOYS AND GIRLS, MEN AND WOMEN, YOUNG AND OLD, PEOPLE WITH AND WITHOUT DISABILITIES! OBVIOUSLY, MEETING THE NEEDS OF A WIDE TARGET AUDIENCE CAN BE A CHALLENGE!

"A COMMUNITY THAT PLAYS TOGETHER STAYS TOGETHER."

KOFI ANAN, FORMER UNITED NATIONS SECRETARY-GENERAL

THIS SECTION WILL HELP YOU UNDERSTAND...

1. How to use existing social networks
2. How to engage local community members in preparing and organizing sports activities
3. How to identify the needs of all community players by involving local community leaders

THIS SECTION WILL ALSO PROVIDE YOU WITH...

Exercises to strengthen the feeling of solidarity in your community and instill a common sense of ownership towards the local sports ground

ENGAGE YOUR LOCAL COMMUNITY - FOUR STEPS TO SUCCESS!

STEP ONE:
Use local social networks

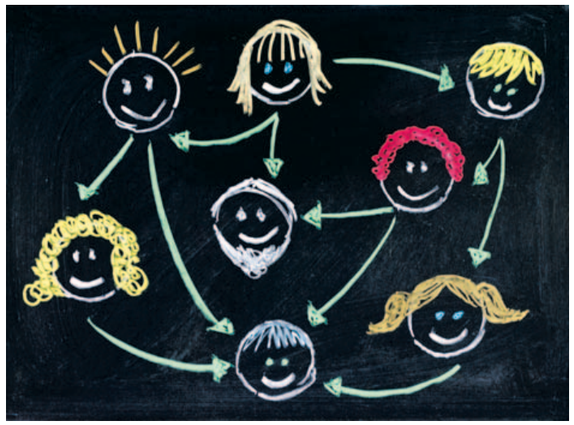
- Get as many local organizations on board as possible! Don't only cooperate with the boys' soccer club, but seek out girls' sports clubs, as well as organizations for senior citizens, housewives and people with disabilities. This will put you in touch with ALL community players and will enable you to get everyone involved!
- Approach ANY organization, not just the ones that resemble your own. Don't hesitate to involve the senior chess club or the local church organization!
- Involve local schools – that means the teachers, the parents' association and the kids themselves of course.
- Explain to local organizations how sports activities can contribute towards their basic mission. Show them the benefits of cooperation!
- Make sure the whole community understands that the local sport ground is for the common good and therefore belongs to every single one of them!

STEP TWO:
Identify local community leaders

- Local community leaders are people who are widely respected in the local community - it could be the mayor, a teacher, a community worker, a priest or local entrepreneur. Talk to a wide range of community members to identify them.

TIPS AND HINTS

Be professional! Convince all of your partners to sign a contract or a partnership agreement.



STEP THREE:
Get the community leaders on your side

- Meet your community leaders to discuss how you can improve local community engagement at the sports grounds.
- Be down-to-earth. Show your potential partners the practical benefits of their cooperation.
- Convincing people to get involved costs a lot of time and energy. Don't give up if the first person you approach says no.

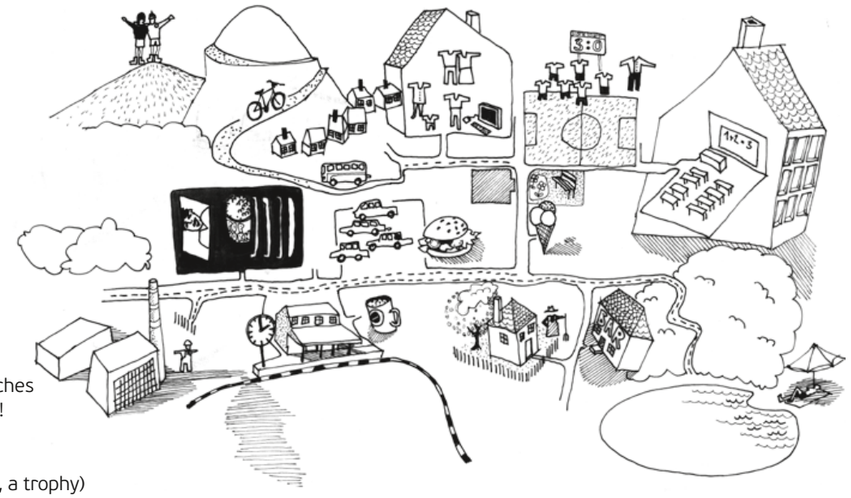
TIPS AND HINTS

It is a good idea to write an e-mail outlining what you are trying to do before meeting local community leaders.

STEP FOUR:
Let's get started!

- Now it's your turn! Start an activity and try to involve both community leaders and players. Choose something simple such as a mini-football tournament between the members of the organizations you invited to take part. For more information on how to organize a tournament take a look at the Activity Pool in Module 3.
- Keep in touch with all your participating organizations. Ask for feedback and try to incorporate their suggestions when planning your next event!

EXERCISES



01. CLEAN YOUR PITCH

KEY MESSAGE
The community sports ground and school pitches belong to all of us. Let's look after it together!
EQUIPMENT
Garbage bags; Garbage sticks
Prize for the winning team (e.g. balls, T-shirts, a trophy)
INSTRUCTIONS
Divide the participants into two or three groups, provide them with plastic bags and, depending on the size of the sports ground, give them 5-15 minutes to clean the pitch and its surrounding.
"Clean your pitch" can be played as a competition with the winning team being the one that collected the most garbage. Equally, it can also be organized as a non-competitive group activity followed by a community meal or a barbecue. Be sure to involve ALL community members.
Such initiatives can work in your very own community!
ALTERNATIVES
You could also consider extending the scope of this activity beyond the sports ground and into local streets, schools and public spaces. In this case the groups need more time (around 2 hours) and a prize for all teams is recommended. The team that clears up most should win a special prize.

02. BOYS AS CHEERLEADERS? CHALLENGING GENDER NORMS

KEY MESSAGE
"Boys play sports while girls cheer them on". This is a classic gender stereotype. Lots of girls would rather be on the pitch and some boys enjoy dancing more than soccer. Let's swap and fight those stereotypes together!
INSTRUCTIONS
Try to convince boys and girls to challenge persistent gender stereotypes by swapping conservative gender roles in sports. Create a boys' cheerleader and a girls' soccer team. If they like and accept the idea, ask both teams to take this seriously. Prepare a cheerleading routine with the boys, while the girls start training. You can also split the boys' team into two to three groups and make them compete for the best boys cheerleading team during a tournament.

03. MAPPING OUR COMMUNITY

KEY MESSAGE
How well do we know our own communities? Let's find out by mapping it!
EQUIPMENT
Large cardboard or a place on asphalt near the pitch
Chalk, markers, paint, etc. (all artistic methods are suitable e.g. collage from magazines scraps, paintings, graffiti)
INSTRUCTIONS
Invite as many community members as possible to the local sports ground or other public space. Together, design a map of your local community.
The map should include public spaces (squares, parks and main roads), institutions, the local sports ground and the people from the community!
Mark the place in your community where there is the largest concentration of people taking part in outdoor or sporting activities: This might be the best route for bicycles or runners, for example.
Find the healthiest and unhealthiest places in your town (e.g. fruit juice bar vs. fast food restaurant)
Mark the most popular public spaces in one color. Highlight the most unpopular areas in another color. Be sure to differentiate between younger and older citizens.
DISCUSSION
Discuss and analyze your work as a group.
Focus on your sport ground. How was it featured? Where is it? Is it popular?
The map will give the participants the opportunity to look at their own community from a different perspective.
Display the work prominently, making sure it's visible to all members of the community. Use cameras to take pictures and upload them to the RESPECT your Health website.

04. OUR COMMUNITY STANDS FOR...

KEY MESSAGE
Together we form this very special community. This exercise is supposed to build a sense of common ownership among all community members towards their local facilities and public institutions.
EQUIPMENT
Chalk; a camera; a suitable location
As many people from your community as possible!
INSTRUCTIONS
Invite as many community members as possible to an empty public space. It is important that you can view the spot from somewhere above so that you can take a picture of the final result.
Think about a symbol, a number or an abbreviation that you would like to spell out using your bodies. Depending on the number of people present, this could also be a whole word (e.g. the name of your community), or something that represents your community (e.g. the number of years that your community has been existing) or something that holds your community together or is of special importance to all of you (e.g. the name of your football or basketball team, etc.)
If the shape you are planning to form is a bit tricky, use chalk (on concrete) or ropes (on the pitch) to sketch the outline beforehand.
From your vantage point up above, arrange the people down below to spell out your word. Once everyone's in place, have them all look up while you take plenty of photos of them. Later on you can display these photos at the sports ground or other public spaces. And don't forget to upload your images to the RESPECT your Health website!

05. DO-IT-YOURSELF – PIMP YOUR PITCH!

KEY MESSAGE
We can improve the area around the local sports ground ourselves!
EQUIPMENT
The equipment you'll need will depend on the kind of activities you want to undertake. If you want to place some comfortable benches around the pitch, for example, you will need the help of the local carpenter, as well as the right materials and tools.
INSTRUCTIONS
The pitch itself is not everything! A sports ground also needs garbage cans, lined paths and bicycle racks (a bike is the best way to get to the training). Spectators, fans and relatives will also need a place to sit. If your sports ground lacks such things try to initiate a do-it-yourself weekend. Talk to local carpenters or entrepreneurs and tell them about your plan: you will need materials, tools and professional advice. If there is a vocational school in the neighborhood, ask the principal to support you with the teachers' expertise. Make sure a responsible adult is on hand at all times to keep an eye on things.
Write about what you're doing on the RESPECT your Health website and on Facebook so that others can see what you're doing. You might even be able to get support and advice from others. What are you waiting for?

06. RECYCLING LABYRINTH

KEY MESSAGE
Sorting out your garbage is important and can easily be turned into a competition.
EQUIPMENT
Cardboard boxes; Scotch tape ; Stopwatch
A place to store cardboard boxes
Things to make the relay fun: e.g. a flag, funny sunglasses, beer goggles or flippers
INSTRUCTIONS
Inform the whole community about the special eco-competition you'll be hosting at the local sports pitch.
Split the participants into teams and give them one day to collect as many used cardboard boxes as possible from shops, local companies, friends, or their own basement.
The team that collects the most boxes – "The Eco-Stars" – will be awarded three points, with the second place team gaining two points and the third winning one point.
Next, all teams should cooperate to build a sturdy and interesting maze using the cardboard and the scotch tape. ALL community members, especially those with technical, engineering or construction experience, can be asked for help.
Once the maze is finished, let the teams rest for a while before organizing a relay race through the maze. Make sure you clearly mark both the starting line, a hand-over point where participants have to do something (e.g. ring a bell) and something they have to hand over to the next runner (to wear or carry) that is either fun, or that makes the running more difficult (e.g. a flag and sunglasses, flippers or beer goggles). The quickest team, "The Sports Stars!" will be awarded with three points, while the second and third teams are awarded two points and one point respectively.
Add up the points of the two competitions to find your "ALL Stars" team!
Eco-final: You can carry the cardboards to the waste-paper collection centre or to the special container for waste paper. Before that though, take a picture and put it on the RESPECT your Health website!
ALTERNATIVES
Water version: If there is a river or lake in your neighborhood, you can encourage people to collect PET bottles and then make rafts out of them.
Attention: you need help of lifeguards and technical advice. Every participant must wear a life jacket and the weather forecast must be fine. This activity should not include a relay race.

DID YOU KNOW... ?

IN POLAND ADULTS ENGAGE IN SPORT MUCH LESS THAN, FOR EXAMPLE, SENIORS IN SWEDEN. YOUNG PEOPLE OFTEN QUIT SPORTS WHEN THEY LEAVE SCHOOL.

READ MORE ABOUT SPORT IN POLAND: WWW.PS2012.PL/INDEX.PHP/RAPORTY/KAPITAL-SPORTOWY

OUR COMMUNITY
COMMUNITY OUTREACH

"THE GOOD WE SECURE FOR OURSELVES IS PRECARIOUS AND UNCERTAIN UNTIL IT IS SECURED FOR ALL OF US AND INCORPORATED INTO OUR COMMON LIFE."

JANE ADDAMS, AMERICAN SOCIOLOGIST AND SOCIAL WORKER

Now that you have defined your community players and leaders it is worthwhile to actually stop and think whether ALL of them really benefit from the facilities and activities offered.
There is a variety of reasons why some community members do not take part in regular programs and activities. For example:

- The only sporting club in the neighborhood is a boys' football team, meaning there is no chance for girls to play any sports
- Middle-aged women might feel uncomfortable exercising alongside men
- Older people might think that the activities do not suit their physical conditions
- Some people might not have time to participate or the opening times are not suitable for them
- Others may feel that what you are offering is not meant for them
- People with disabilities might not have access to the facilities

There are a lot more reasons and excuses to not be actively involved. That`s why this section will focus on...

1. How to facilitate access to the activities you offer for all community members
2. How to find out why certain members are not participating
3. How to reach different groups in the community

TAKE A CLOSER LOOK

It's important to get to know your community and find out what their needs are. To help, you might want to: ...

4. Think about who is actively involved in your activities. Who is missing out? Consider all the underrepresented groups among your participants.
5. Try to find out why certain groups are not participating and approach them directly. You can make your own small research on groups' needs and their attitudes towards sport. Your key question should be: "Is there anything that would convince you to participate?"
6. Use the Internet. Launch a Facebook profile of your sports ground or Orlik. Create an online questionnaire – it could be a great tool to get more information about potential participants.
7. Sum up what you have discovered and think about the feedback you received. Get in touch with the groups that are not currently taking part in the activities you organize.

USE YOUR KNOWLEDGE

Try to adapt activities to the groups you have identified. Keep in mind that applying the information you have gained may be challenging. Some people will openly talk about their needs while it will be harder to find about the needs of others. Here are some examples of different needs:

- A volleyball team or other activities for girls who don't like football
- Special sports groups for middle-aged women
- Nordic walking or tai-chi for seniors
- Rugby for young men who need hard effort
- Weekend offers for families
- Tournaments for beginners and families
- Early morning sessions for seniors
- Late evening sessions for busy workers
- Integration activities for people with disabilities, incl. accessible facilities

MAKE YOUR ACTION VISIBLE

Promotion is key in making public events successful. Lack of promotion can make the best-planned sport activities fail. When promoting you should ask yourself two important questions:

- What do I want to promote? (My pitch? New opening hours? An event? New activities?)
- Who is my target group? (Students? Seniors? Young mothers?)

Remember that taking part in the RESPECT your Health project is prestigious – so inform all partners and members of the local community about it. Read more about engaging partners in the Community Players section.
Attach a short description of the project when you post an announcement on your website or when you talk to potential donors. Below you can find an exemplary poster announcing a senior Nordic walking group at an Orlik in Poland:

WHAT IS IMPORTANT
WHEN PROMOTING YOUR ACTIVITIES?

- Put into action what you have learned! Tailor the promotional material to the needs of your target group!
- Prepare an attractive description of the activity and use good graphic material
- Talk directly to the group you want to reach! (“Waiting for you!”)
- List all advantages (tailored training hours, equipment, meeting new friends...)
- Mention how to get to the sports ground
- Refer to the website
- Hang the announcements on public notice-boards such as might be found in the city hall
- Leave leaflets in the most popular local shops, schools, kindergartens, retirement homes and other familiar public spaces
- Try to win over a local newspaper (the sports sections are very popular), invite local television to a final tournament and remember that local radio is the best way for making your activities public!
- Use Facebook (create a funpage of your pitch) to get in touch with the younger generation in the local community
- Provide the link to your Orlik’s website on popular portals: e.g. official websites of the organizations you cooperate with

HOW TO REACH ALL COMMUNITY MEMBERS?
Choose appropriate channels to make sure you reach different target groups in the local community. Think strategically. When you look for classes or tournament participants answer some basic questions: who will be interested in rugby, football, volleyball or Nordic walking? How can I reach them? Do they use the internet, read newspapers, spend time in the waiting room in the local clinic or maybe just hang around with friends?
Here are some ideas:
Small children
Reach their parents: leave leaflets in the kindergarten, hang posters in the local pharmacies.
Children
Cooperate with schools and culture houses.
Teenagers
Use the internet: Facebook funpage, Nasza-Klasa or build up your own website.
Adults
Hang posters in local factory if you want to reach young men, announce Nordic walking at the folk housewife’s organization meeting or in the church.
Seniors
Get in touch with the local priest (e.g. ask him to make an announcement at the end of Sunday mass), hang posters in local pharmacies. Get in touch with the “Third Century Universities” and Seniors’ Associations.

DID YOU KNOW...

OVER 52% OF POLES USE THE INTERNET EVERY DAY. MOST OF THE POLISH LOCAL COMMUNITIES HAVE THEIR OWN WEBSITES. IN BIG CITIES EVEN QUARTERS HAVE THEIR OWN WEBSITE (E.G. WWW.WRZESZCZ.INFO.PL IN GDANSK, WWW.LAZARZ.PL IN POZNAN).

TIPS AND HINTS

- Make the info-board visible and attractive for all visitors and passers-by! It should always contain up-to-date information on upcoming activities, sessions and tournaments and provide the viewer with your contact details for further questions.
- Remember that you can’t beat word of mouth marketing. Ask local leaders and all people you know in your community (more in the Community Players section) to help you promote your activities or an event.

TIPS AND HINTS

- If you want to carry out a small research project try to contact a local university. It would be an interesting task for students to find out about the habits of different groups regarding sports and spare time. Read more about how to start cooperating with others in the Community Players section.
- Remember that kids who regularly play on your pitch can be your researchers: they can talk with their family members and friends.

EXERCISES

01. MOVIEMAKERS

KEY MESSAGE
Let’s show interesting things taking place at our pitch
EQUIPMENT
Photo or film cameras
INSTRUCTIONS
Select two or three groups of people and give them 2-3 weeks to prepare a short presentation on “Our pitch during summer/winter”. The presentation could deal with a question such as: “Why is thesports ground important to us?” Get support in editing the film from schools, universities or the community center. Put the film on your website, the RESPECT your Health website, the website of partner organizations and/or YouTube. A film is a great opportunity to get public attention!
ALTERNATIVES
Instead of a film, invite people to take photos and then organize an exhibition in the community center or the local school.

02. THE BEST PITCH LOGO CONTEST

Every sports ground needs graphic identification. Something original and unique! Let’s find a logo that represents your sports ground - something inclusive!
EQUIPMENT
Cooperation with schools, local media and leaders
Small prizes; Rules of contest; Jury
INSTRUCTIONS
Start a “The best pitch logo contest” and announce it through all relevant communication channels.
Organize a special event for the announcement of the results - it could be in the city hall or at the final of a tournament. Communicate that the winning design will be the official logo for the local pitch and organize prizes for the best proposals. Make sure you have an able judging panel.
ALTERNATIVES
You could organize a similar contest for the best poster, supporters song or name of the local team!

TIPS AND HINTS

- Weekends are great for family-oriented activities. Ask the kids to bring their families and organize fun activities for kids and their parents alike.
- Make sure no one is bored – if they are, they will not come back again. Do not make them sit or wait for too long and try to engage them ALL with fun activities for all ages!
- Read more about the activities such as “Junior to senior tournaments” or “Family-tournaments” in the Activity Pool.

03. LEGENDS MATCH

This exercise takes time, but may lead to a very unique tournament! In every community, there are people who went in for sports when young and then quit. This exercise will give them an opportunity to get back on the pitch!
EQUIPMENT
Curiosity; Tournament equipment
INSTRUCTIONS
Search for former sportsmen and women:
Concentrate on one discipline – soccer is easiest to start out with. Encourage the participants to find people who used to play soccer, whether for the local team or professionally. Encourage them to talk to their grandparents, parents and friends and let them use your website, Facebook and other sites.
TRAINING
Once your participants have found enough people who are eager to get the ball rolling again, it is up to you to organize some training sessions and, most importantly, a tournament! Maybe a warm welcome and a fun surrounding will convince them to practice together permanently?
LEGENDS MATCH
Look into the Activity Pool for organizational guidelines. It is important that young people square up to the older competitors. For the teams and for all the local community members this is a perfect opportunity to celebrate!

MOVIES

The following movies show the many ways football can have an impact on society.

- “Die Ballkönigin”, Sandra Prechtel (parental guidance)
- “Football Under Cover”, Ayat Najafi & David Assmann (parental guidance)
- “Goska, Gola!”, Joanna Kaczmarek (parental guidance)
- “Referees at work”, Yves Hinant, Eric Cardot (parental guidance)
- “The Cup”, Khyentse Norbu (parental guidance)
- “The Other Final”, Johan Kramer (parental guidance)

OUR COMMUNITY
ENGAGING VOLUNTEERS

BE IT A FOOTBALL TOURNAMENT OR A FAMILY FUN DAY, WHEN PLANNING SOME OF THE ACTIVITIES DESCRIBED IN THE ACTIVITY POOL, YOU WILL SOON FIND OUT THAT YOU WILL NEED THE HELP OF VOLUNTEERS IF YOU WANT THE EVENT TO BE A SUCCESS. VOLUNTEERS CAN ALSO HELP OUT WITH YOUR EVERYDAY WORK AT THE SPORTS GROUND WHEN NEEDED. IT IS NEVER EASY TO ENGAGE PEOPLE IN VOLUNTEERING, ESPECIALLY IN COUNTRIES SUCH AS THE UEFA EURO 2012 HOST COUNTRIES WHERE CIVIL SOCIETY IS STILL IN ITS EARLY STAGES. FORTUNATELY, THERE ARE SEVERAL GOLDEN RULES THAT, IF FOLLOWED, WILL GREATLY INCREASE YOUR CHANCES OF GETTING DEVOTED PEOPLE ON BOARD!

"VOLUNTEERISM IS THE 'GLUE' THAT HOLDS SOCIETY TOGETHER."

AD DE RAAD,
EXECUTIVE COORDINATOR OF THE UNITED NATIONS VOLUNTEERS PROGRAM

THIS SECTION WILL SHOW YOU...

1. How to recruit volunteers for your activities
2. How to keep them engaged and dedicated to the cause

5 STEPS TO SPORTS VOLUNTEERING

STEP ONE: THINK STRATEGICALLY

You should ask yourself the following questions:

- For which activities would you like volunteers to be engaged? Do you need a female football coach to attract more girls or maybe someone to work with senior citizens? Once you know this you should create a list of possible volunteer posts.
- What are the duties that need to be performed? Prepare a detailed description of the tasks and responsibilities of the respective volunteer post so that you know who you are looking for and the volunteers know what is asked from them.
- How much time would you like volunteers to devote? Do you need them temporarily (for a few tournaments) or on a regular basis (e.g. Nordic Walking lessons every week)?
- What are the key criteria to be met by a potential volunteer? Remember that you may need people with different capabilities and abilities or professional backgrounds. Maybe you need someone with previous experience in coaching or maybe you need a lawyer or an artist to organize activities linked to theatre or drama?

TIPS AND HINTS

- Remember: early retirees may constitute a large yet underrated pool of potential volunteers. They tend to be knowledgeable, enthusiastic and have lots of free time.
- Your first volunteers can be the family members of your regular participants. It is easy to ask mothers and fathers for help. Depending on their background they could promote tournaments at work, help to organize an event, acquire donors and much more.

STEP TWO: PROMOTE VOLUNTEER ENGAGEMENT

- Be specific: inform people about what kind of volunteers you need, for what type of activities and for how long.
- Choose the appropriate communication channels to promote volunteering opportunities. E.g. use Facebook to get your message across to young people or the newspaper to reach older community members (find more ideas in the Community Outreach section)
- Use the RESPECT your Health website to announce volunteer posts.
- When preparing posters or leaflets promoting volunteering engagement, try to attract ALL community members. Use images which contain both boys and girls, young and older people, people with and without disabilities and address their age-specific motives.
- Ask other organizations and local institutions (see section: Community Players) for help in looking for volunteers.

STEP THREE: RECRUIT

If you want to recruit people and keep them dedicated, you must know what drives them to become a sports volunteer. Perceived benefits can be soft and immaterial. The basic observation is that the motivations of volunteers differ by age.

- Younger people see sports volunteering as a way to meet new people and make friends. They also want to be recognized and gain status in the local community. Sports volunteering is a great way of getting away from daily routine and simply have some fun.
- Young adults, meanwhile, see volunteering as a way of getting some experience that will help them to get a better job in the future. Often, those who are temporarily unemployed also like to engage in meaningful voluntary work to enrich their CV.
- Older volunteers' motives are less about gaining experience and more about simply helping their community and helping others. They may treat sports volunteering as a way of strengthening their self-confidence after they have finished their professional career and would appreciate getting involved in new tasks.
- Ask each person about his/her motives in becoming a sports volunteer. It will be easier to manage your volunteers if you know why they want to participate.
- Inform volunteers about all the duties that you foresee for their specific posts.

STEP FOUR: MANAGE YOUR VOLUNTEERS

Ensure that your volunteers feel part of the project and that their work is being appreciated. Here are some useful guidelines for managing volunteers:

- Welcome new volunteers warmly: when introducing a new person or planning a new event, arrange a "team day" with all volunteers involved. Organize a bonfire or picnic.
- Engage all volunteers in common activities (see exercises) to help them get to know each other.
- Talk to your volunteers: team talks or team days should be organized regularly as they provide a great opportunity to share experience and best practice. Make sure to take time for personal chats.
- Ask new volunteers whether they require training. If so, connect them with other more experienced volunteers.
- Have everybody understand that each of their actions is meaningful and crucial for the outcome of the whole event.

TIPS AND HINTS

If you want to instill a sense of identity, you may provide the volunteers with official T-shirts or badges.

STEP FIVE: ACKNOWLEDGE AND REWARD

Take every opportunity and every possible occasion to thank your volunteers for the great and important job they are doing.
There are many ways for saying "thank you":

- Say it verbally and face-to-face: "thank you!!!"
- Ask for applause for all your volunteers at a community event.
- When an article on a community event or tournament is being published ask the journalist to thank the volunteers for their great contribution.
- Distributing small prizes may also be a nice way of awarding volunteers.
- Produce certificates which contain the name and a description of the post.
- Throw a party, organize a dinner or invite your most engaged volunteers for ice cream when they have accomplished a milestone
- Select a volunteer of the month.

TIPS AND HINTS

Remember that "the more the better" principle does not apply in volunteering. The fewer the people, the easier it is to coordinate.
Be prepared to cooperate with volunteers.
Never think of them as of free help – appreciate their investment of time and energy.

EXERCISES

01. SPIDER WEB

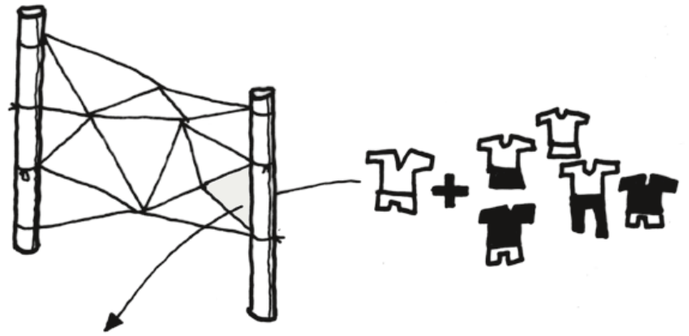
KEY MESSAGE
Interacting, communicating and working together helps us in achieving our common aims.
EQUIPMENT
Around 100 m of thin rope or wool
INSTRUCTIONS
Have the participants stand in a circle. The first person holds the ball of wool and reveals something which he/she can do very well: e.g. "I am good with computers", "I am good at organizing things", "I can speak French", etc. After having said that he/she holds on to the end of the rope and throws the rest to anyone with his/her hand up.
The game continues the same way.
After many rounds, a thick web which may resemble a spider web will appear, showing connectedness in diversity.
DISCUSSION
What did you think of the game?
What do you think is the point of the game?
Did this game demonstrate how different all the group members are?
Do you think it is important for people to be different from one another? Why?
Do you believe that a big and diverse group can achieve more?
ALTERNATIVES
If the volunteers already know each other well, you could play it the other way around. The person that throws the rope is now shouting out an ability of the receiver.

02. FOOTBALL3

KEY MESSAGE
Play fair – respect your opponent!
INSTRUCTIONS
Football3 is described in the Activity Pool. It's a great way of getting the volunteers to interact with each other and to get familiar with the game they will be facilitating in the future. Make sure all volunteers are engaged in this process, have had a go at being mediator and stick to the fair play rules.

03. LASER WEB

KEY MESSAGE
As a team you can overcome all obstacles.
EQUIPMENT
Rope; Two stakes or trees (about 2-4 meters apart)
INSTRUCTIONS
Set up a vertical web with different sized holes between the two stakes or trees.
Let participants imagine that they are trapped by a dangerous laser web. They all have to cross the web, which is only doable as a team. Each hole can only be used once. And remember, don't touch the laser rays!
They now need a strategy:
Who goes first?
Who takes the holes on the bottom or on the upper part?
Who is strong enough to lift others? Who is small enough to get through the smaller holes?
Who goes last and through which hole?
This physical task requires a lot of team work but together they will find a safe passage-way to the other side.



ACTIVITY POOL
HOW TO ORGANIZE A TOURNAMENT

WHEN ORGANIZING A TOURNAMENT, REMEMBER THAT MANY OF THE SAME RULES APPLY, WHETHER IT BE A FOOTBALL CHAMPIONSHIP, A BASKETBALL KNOCK-OUT, A HOCKEY TOURNAMENT, A TABLE TENNIS ROUND ROBIN, A SWIM MEET OR A RACE. IF YOU FOLLOW THE GUIDELINES BELOW YOU WILL SEE HOW TO STRUCTURE YOUR EVENT AND MAKE IT A SUCCESS.

THIS SECTION WILL...

1. Give you an overview on what you need to consider when organizing a tournament
2. Guide you through the necessary steps

ORGANIZING A TOURNAMENT - AT A GLANCE!

STEP ONE: FLEX THOSE BRAIN MUSCLES!
About two months before the tournament take the time to carefully plan the event and think about the following things:

- What would you like to achieve?
- Who do you want to reach and invite?
- Where and when should it take place?
- Who is involved in the organization?

STEP TWO: KNOW YOUR TOURNAMENT!
About five weeks before the tournament

- Select the sports ground/pitch and pick a suitable date
- Make sure the sports ground is available for this particular date
- Work out the schedule and program
- Prepare invitations with: letter of invitation, rules, registration form
- Set the registration deadline
- Send off the invitations in good time
- Select and prepare the referees or mediators
- Select your "pitch crew" - the group of volunteers who will help you rock the tournament!

STEP THREE: SPLIT THE WORK!
Three weeks before the tournament
Assign responsibilities within the pitch crew for:

- Promotion, set-up and clear-up
- Tournament supervision
- Side events
- Press
- Tournament documentation
- Sponsoring coordination and guest relations
- Catering

See the tasks and responsibilities section below to find a detailed job description of the various pitch crew members

STEP FOUR: BRIEF YOUR TEAM!
One week before the tournament
Before the tournament starts run through all procedures once more.
Does each person know what she or he has to do? When are the first teams scheduled to arrive? When are the guests arriving? If you are playing Football3 (learn more about it in the next section) invite the mediators to a workshop to prepare them for their important task. Make sure they understood the rules well. Also don't forget to...

- Design the match schedule
- Make large format copies for information boards and provide small copies for the tournament supervisors and mediators
- Copy the mediator/referee sheets
- Send a confirmation to participating teams
- Seal off the playing area and mark the pitches
- Remember: all our events and tournaments are smoke and alcohol free!

STEP FIVE: KICK IT OFF!
The day you've been waiting for!
The tournament kick-off! Now your planning really pays off. If all the pitch crew members are aware of their tasks and responsibilities, the tournament will be a complete success!

STEP SIX: WRAP IT UP!
1-5 days after the tournament
Debriefing is important! Meet with your pitch crew to rethink your tournament and its individual elements. Incorporate general feedback, lessons learned, press articles, photos and videos.
5-10 days after the tournament
Don`t forget to compose a short report on the event to share with your tournament partners and volunteers. This shows your professionalism.

TIPS AND HINTS

Open the tournament to the whole community! Include ALL community members – girls and boys, old and young people, including less able-bodied members of the community.
To do so, organize "Junior to senior tournaments" with teams consisting of different age levels (e.g. 6 persons per team, 1 player below the age of 10, 1 player between 10-20, 1 player between 20-30 and so on) or "Family tournaments" with teams consisting of several family members. Still, each team should be made up of both boys and girls!

TASKS AND RESPONSIBILITIES OF THE PITCH CREW
As mentioned before a well planned tournament involves some dedicated work. Be smart and split the work! For smaller tournaments it might be enough to assign one person to several tasks - for bigger tournaments you will need several pitch crew members for one task.

Promotion, set-up and clear-up
- ✓ Hang posters, distribute flyers
- ✓ Spread the word
- ✓ Set up pitches and side events
- ✓ Clear up and clean up

Tournament supervision
- ✓ Design the tournament schedule, downloadable at: www.respectyourhealth.eu
- ✓ Create prizes/incentives for the participants
- ✓ Record results
- ✓ Put pairs of mediators together for Football3 or engage referees
- ✓ Provide first aid – get in touch with local health centers

Side events
- ✓ Compile an attractive side event program to attract additional visitors
- ✓ Offer activities during the games and use breaks to run your larger activities
- ✓ Work closely with the press coordinator to announce activities
- ✓ Integrate the overall topic RESPECT your Health into the program
- ✓ Integrate health-specific activities described in Module 1
- ✓ Invite health experts on a volunteer basis to advise participants on healthy eating, tobacco and responsible alcohol consumption and to signpost them to respective community services
- ✓ Create "smelling and tasting booths" where participants are supposed to guess certain foods by smelling and tasting
- ✓ Invite local bands or musicians for a great atmosphere
- ✓ Find commentator talents for future tournaments – visitors can grab the microphone and commentate the ongoing event for a max of 5-10 minutes

Press
Depending on the size of the tournament you might want to:
- ✓ Prepare a press invitation and press release
- ✓ Look after journalists at the tournament
- ✓ Publish articles on the RESPECT your Health website

Tournament documentation
- ✓ Document the tournament and its side events (photos and videos)
- ✓ Make photos available for the press, tournament partners, participants, etc.
- ✓ Upload photos and videos on the RESPECT your Health website

Sponsoring and guest relations
- ✓ Prepare a sponsorship plan: what do you need – what can you offer?
- ✓ Acquire the support of local partners particularly in terms of in-kind donations (e.g. municipality, local schools and firms)
- ✓ Look after participating teams, sponsors, politicians and other on-site guests

Catering
- ✓ Coordinate catering for everyone involved: players, mediators, coaches, volunteers and guests
- ✓ Remember the overall topic RESPECT your Health and provide participants with sufficient water and healthy snacks such as fruits and vegetables

TIPS AND HINTS

Try to involve local farmers and get them to provide or sell regional and healthy food. Ask community members (parents, coaches, players etc.) to prepare and sell drinks and snacks.

TIPS AND HINTS

Providing the players with a tournament prize is a great incentive! To get some ideas:
1. Have the participating teams create their own trophy.
2. Tombola time! Ask the players for a symbolic entry fee. This can be an apple, a piece of sports equipment or something self-made. The items will then be raffled off among all participants!
3. Get in touch with local firms or sports federations and ask for donations in kind. Below you can find a list of ideas:
   - Sports goods (diabolos, juggling balls, skipping ropes, etc)
   - Healthy cookbooks (e.g. Eat for Goals!)
   - A voucher for a healthy restaurant or a juice bar
   - Tickets to sports facilities (the local pool or the skating rink)
   - Tickets for a soccer game or other sporting events
   - Pedometers

DID YOU KNOW... ?

FOOTBALL3 STARTED IN COLUMBIA AND FIRST CAME TO GERMANY IN THE YEAR 2000 AS STREET FOOTBALL. THE APPROACH WAS DEVELOPED IN OUT-OF-SCHOOL YOUTH WORK AND WAS INTRODUCED TO A WIDER AUDIENCE IN GERMANY DURING THE "WORLD CUP SCHOOLS – FAIR PLAY FOR FAIR LIFE" PROJECT ACCOMPANYING THE FIFA 2006 WORLD CUP. LOTS OF SCHOOLS WELCOMED IT ENTHUSIASTICALLY.

ACTIVITY POOL
FOOTBALL AND FAIR PLAY

AS PART OF RESPECT YOUR HEALTH – EUROSCHOOLS 2012, FOOTBALL TOURNAMENTS ARE PLAYED WITH A DIFFERENT SET OF FAIR PLAY RULES CALLED "FOOTBALL3" OR "FAIR PLAY FOOTBALL". USING SPECIAL RULES FOOTBALL3 CREATES A PLATFORM FOR INTERACTIVE SOCIAL LEARNING WHICH ENABLES PLAYERS TO EXPERIENCE WHAT TREATING OTHERS FAIRLY – AND BEING TREATED FAIRLY – MEANS.

FOOTBALL TOURNAMENTS ARE NOT ONLY A GREAT OPPORTUNITY TO ENGAGE COMMUNITY MEMBERS BUT ALSO TO CONVEY MESSAGES OF FAIR PLAY. ONE OF THE BEST WAYS TO COME TO GRIPS WITH THE SUBJECT IS TO ORGANIZE A FAIR PLAY FOOTBALL TOURNAMENT. A TOURNAMENT PROVIDES A LARGER STAGE TO FOSTER FAIR PLAY IN SPORTS AND SOCIETY AND, AT THE SAME TIME, SPREADS THE USAGE OF AN EXCITING APPROACH. IN LINE WITH RESPECT YOUR HEALTH - EUROSCHOOLS 2012 EACH PARTICIPATING SCHOOL OR ORLIK SHOULD ORGANIZE SEVERAL FOOTBALL3 TOURNAMENTS PRIOR TO THE KICKOFF OF UEFA EURO 2012 IN JUNE IN ORDER TO PREPARE FOR THE RESPECT YOUR HEALTH YOUTH TOURNAMENT.

JUST LIKE OTHER SPORTS TOURNAMENTS, FOOTBALL3 TOURNAMENTS CAN PROVIDE A PLATFORM FOR THE PROMOTION OF HEALTHY LIVING BUT WHAT'S BEST ABOUT THEM IS THAT THEY ARE A LOT OF **FUN!**

"FAIR PLAY IS ABOUT A PLAYER'S ATTITUDE: RESPECT FOR AN OPPONENT AND KEEPING HER OR HIM FREE FROM MENTAL OR PHYSICAL INJURY. PLAYERS WHO PLAY FAIR PUT THEMSELVES IN THE OTHER'S SHOES."

INTERNATIONAL FAIR PLAY CHARTER

IN THIS SECTION YOU WILL LEARN...

1. How to play Football3
2. How to use it as a methodological tool to promote fair play in sports and society

FOOTBALL3

A GAME OF THREE HALVES

1. Half

Prior to each match, the teams come together to discuss how they want to play the match and agree on additional fair play rules they would like to play with.

2. Half

During the match the players themselves are responsible for playing according to the rules agreed upon. Disagreements are resolved by dialogue - there are no referees!

3. Half

Following the match, the teams come together again to discuss how fairly they felt the game was played and decide on fair play points for each team.

TIPS AND HINTS

Mediators can be anybody who has a talent to lead discussions in an objective manner. You could think of engaging responsible young people and training them to being mediators. Contact the RESPECT your Health – Euroschools 2012 Community Liaison Officer to learn more about the training of mediators.

THE RULES AT A GLANCE

- Football3 is played on small pitches
- Teams consist of at least two girls and two boys
- There is no referee; instead there are mediators to oversee the matches
- Before the match all players come together to negotiate the rules
- After the match the teams come together again to reflect upon the game
- Fair play points are awarded by the opposing team
- The final result is the total of the points awarded for both fair play and goals

MEDIATORS

Throughout these three halves mediators observe the match off-pitch and assist the discussions between the teams. Remember, they are not referees and do not take decisions. All needs to be discussed and agreed with the teams. Coaches or other coordinators are not permitted to take part in these discussions. Mediators do not actively interfere in the flow of play – their tasks involve:

- Moderating the pre- and post-match dialogue zone discussions
- Observing the matches and completion of the game report (downloadable at www.respectyourhealth.eu)

“MIXED TEAMS, NO REFEREES, AND FAIR PLAY RULES THAT THE PLAYERS DECIDE ON THEMSELVES – WHAT A GREAT APPROACH! I WISH THE PARTICIPANTS OF RESPECT YOUR HEALTH AN EXCITING AND ENRICHING EXPERIENCE!”

ALINA GOROBETS, UKRAINIAN FOOTBALL PLAYER AND COACH, BEST FEMALE FUTSAL PLAYER OF THE WORLD 2009, RESPECT YOUR HEALTH AMBASSADOR

DID YOU KNOW...

MANY ORGANIZATIONS AROUND THE WORLD USE FOOTBALL AS A TOOL TO GET ACROSS EDUCATIONAL MESSAGES IN VARIOUS FIELDS. BE IT PEACE-BUILDING IN THE MIDDLE EAST, HIV PREVENTION IN SUB-SAHARAN AFRICA OR MINE RISK EDUCATION IN CAMBODIA, FOOTBALL IS MORE THAN JUST A GAME – IT CAN BRING ABOUT SOCIAL CHANGE! TO FIND OUT MORE SEE WWW.STREETFOOTBALLWORLD.ORG

The Polish delegation MSIS set an example and took home the Fair Play Trophy at the Third European Street Football Festival 2011 in Belgrade.

TEAMS
Football3 matches are played with mixed teams of up to six players. Two girls and two boys from each team must be on the pitch at all times. Substitutions can be made throughout the match (without stopping the clock). The number of teams recommended for a tournament is 8-12.

MATCH LENGTH
Due to the small pitches and the speed of the game, the playing time per match should not be more than 12 minutes.

PITCHES
Matches can be played on any small pitch with small goals. This can be a school playground, a sports hall, a field, a local village, a town square or a street.

WHO WINS? WORKING OUT THE MATCH RESULTS...
Teams can win points for scoring goals AND for playing fairly

Goal points:

3 points:	for the team with the most goals scored
1 point:	for the team with fewer goals
2 points:	for both teams when the match is drawn

Fair play points:

2 points:	the team adhered to both the guidelines and the additional fair play rules
1 point:	the team either adhered to the guidelines or the additional fair play rules
0 points:	the team neither adhered to the guidelines nor the additional fair play rules

ALTERNATIVES
Depending on the number of players, some of the basic rules can be altered:
- The duration of the match and the size of the pitch
- The team size
- The content of the fair play guidelines

ON THE PITCH
Before organizing a Football3 tournament it is advisable to practice this way of play in sports lessons or on the public pitch beforehand. Make sure to take sufficient time to explain the rules and ensure that questions can be dealt with comprehensively.

Pre-match discussion topics:
- What is fair play between boys and girls on one team?
- What does it mean to treat the other team fairly?
- What can a team do to prevent itself feeling under pressure?

Post-match discussion topics:
- Did all players acknowledge the “We’re only successful as a team!” idea?
- Was it difficult to play fairly and if so why?
- Were the girls well integrated in the team? Are girls really “weaker”?

FAIR PLAY GUIDELINES

Fair play
No fouls, no slide tackles and no insults! Fair play and respect towards your teammates, your opponents, the mediators, officials and spectators is a must.

Fouls
In case of a foul , the fouled player should indicate that a foul has occurred by raising the hand. The players should help each other up and the team of the player who was fouled receives a free kick.
Intentional foul
Following intentional or dangerous fouls the offending player must be substituted for the rest of the match. Ideally this would be done by the player’s own team or coach. If necessary, the mediator will direct the offending player to be substituted.

Mediators
Mediators are entitled to call a fair play time-out and arbitrate if the players cannot agree among themselves. Time is stopped for discussions.

Time-out
Each team has one fair play time-out per match. It can be used when the players feel that the game is not being played in a fair manner and can only be called by the players themselves. The time-out results in a discussion between the teams about how they can improve the level of fair play. Time-outs must not be used tactically and can only be called when the ball is out of play.

Warning
Teams, coaches or individual players that consistently play unfairly can be reported to the tournament supervisors. This can result in an official warning. If that team or individual repeatedly demonstrates a lack of fair play and respect the supervisor can suspend them from the tournament.

ADDITIONAL FAIR PLAY RULES

Prior to each match the players can negotiate additional fair play rules. Below you can see a list of questions the players can pose.
- Should both teams celebrate goals together, regardless of who scores?
- Throw in or kick in when the ball goes out?
- Can goals be scored from all over the pitch or only from the opponent’s half?
- Can the ball be played above waist height?
- Are there corner kicks?
- Should a player be substituted after shooting a goal?
- Should all goals only count if at least once a boy and a girl have shot one goal?
- Should goals shot by girls count double?

MOVIES

Football is not only good for your physical health, it is also a great way to learn about fair play. To find out more about the beautiful game, you can check out the following movies:
- “Maradona”, Emir Kusturica (12)
- “Looking for Eric”, Ken Loach (12)
- “A fragile dream”, David Tryhorn (12)
- “Africa United”, Debs Gardner-Paterson (parental guidance)
- “Street Kids United”, Tim Pritchard (9)
- “Bend it like Beckham”, Gurinder Chadha (12)
- "The Miracle of Bern", Sönke Wortmann (parental guidance)

DID YOU KNOW... ?

ACCORDING TO THE WHO "OVER 30% OF CAR JOURNEYS IN EUROPE COVER DISTANCES OF LESS THAN 3 KM; 50% COVER LESS THAN 5 KM. THESE DISTANCES CAN BE COVERED WITHIN 15–20 MINUTES BY BICYCLE". CYCLING CAN BE USED TO COUNTERACT PHYSICAL INACTIVITY, WHICH IS A LEADING RISK FACTOR FOR ILL HEALTH IN DEVELOPED COUNTRIES. IT WILL ALSO REDUCE LEVELS OF AMBIENT AIR POLLUTION AT THE SAME TIME! TWO GREAT REASONS TO ADVOCATE ACTIVE TRANSPORT!

ACTIVITY POOL
OTHER SPORTS

TO ENGAGE ALL COMMUNITY MEMBERS IN COMMON ACTIVITIES, EACH SCHOOL, FOOTBALL CLUB, YOUTH CENTRE OR ORLIK PARTICIPATING IN RESPECT YOUR HEALTH – EUROSCHOOLS 2012 SHOULD OFFER A WIDE RANGE OF SPORTS TOURNAMENTS AND ACTIVITIES. AS DESCRIBED IN "HOW TO ORGANIZE A TOURNAMENT", SUCH EVENTS SHOULD BE PLANNED CAREFULLY AND INTEGRATE HEALTH-RELATED SIDE EVENTS. BELOW YOU CAN FIND SOME IDEAS FOR INSPIRATION. HOWEVER, YOUR OWN CREATIVITY IS THE ONLY LIMIT TO THE EVENTS YOU CAN SET UP IN YOUR COMMUNITY.

COMMUNITY RUN

Join London, New York, Berlin and Hong Kong in organizing your very own community run. This can be by foot or on skates, bikes or wheelchairs, in distances of 2 km, 5 km, 10 km, half marathon, etc. If you choose to include more than one method of transportation and/or distance, have the groups start separately. Reward the most creative 'healthy running' costume with a prize to advocate a healthy lifestyle.

HIKES AND WALKS

For those who are not so keen on competitions you can organize moonlight or lantern walks or a hike in the mountains.
Such activities can be bonding! This is what a community walk could look like: www.moscowcommunitywalk.org/index.html

WALK FOR WATER

You could think of organizing a Walk for Water to join other communities across the globe on World Water Day (see section "other activities"). It is a symbolic 6 km walk in solidarity with people from underprivileged areas who have to walk 6 km everyday to collect water for their basic needs (United Nations Development Report, 2008). This initiative raises awareness of the importance of clean water and safe sanitation while engaging the local community in physical activity. Read more at: www.worldwalksforwater.org

BIG PEDAL INITIATIVE

Organize a "Big Pedal Initiative" either as a health awareness event on its own or as a means to reach out to community members e.g. to announce an upcoming tournament or event. If you do it as an event on its own you could advocate physical activity and healthy living by displaying posters stating "We pedal for our health!" You can also challenge other communities to see who can get more people on the streets.
Get inspired by the community bike ride organized by the Canadian Mental Health Association: www.cmhacommunityride.ca

TIPS AND HINTS

For some of these activities (e.g. community run) you may have to cooperate with the police and local authorities in order to block the roads. Please consider that such a petition may take time.

ALTERNATIVES FOR THE WINTER

Obviously the scope of activities for the winter is more limited. But there are still plenty of opportunities – just get inspired by the list below...

- Approach schools to find indoor sports facilities where you can carry out most activities described in modules 1-3.
- Cooperate with the local pool to organize swimming or diving tournaments. Remember the "Senior to junior-" or "Family tournaments"!
- Organize an ice hockey session at the local skating rink. You may play the same health-related games described in module 1.

ACTIVITIES IN THE SNOW:

- Gather community members to go sledding
- Organize a snow day where participants build "The perfect igloo" or the "Biggest snowmen/women" or can start a community snowball match
- Go cross country skiing

ACTIVITY POOL
OTHER ACTIVITIES

MEDIA AND CREATIVITY
As you have probably noticed by now, the opportunities for engaging community members in health-related activities are endless! And there are more ideas to come. To engage community members in health-related topics you can go far beyond sports. Any kind of media and/or arts-related activities can be linked with health education or awareness.

MOVIES
Movies are a great way to convey messages – be it on health or fair play. As you might have noticed, most of the sections contain a list of recommended movies. If you are interested in showing some of the movies recommended in the guide, cooperate with schools or public theaters and choose a movie which is tailored to the age group you are working with.

ART
Art is an excellent way to express feelings and attitudes towards certain topics. There is a great variety of options on how to address healthy lifestyles through art. You could start a graffiti, painting, collage, photo or video project and ask the participants to illustrate answers to one of the following questions:
- What is health to me?
- How healthy is my community?
- How can we improve our health?

SPORTS MATERIAL: DO IT YOURSELF!
Football Shirts: When preparing for tournaments you can also encourage your team to create the jerseys on their own by painting the team logo, their number and name or a slogan on a shirt. This enhances team spirit and gets the team members excited.
Soccer balls: You can also organize a workshop where participants can make their own soccer balls. See: www.kidzworld.com/article/6982-make-your-own-sports-gear
Goalposts: If your pitch is still lacking goalposts, make them yourselves! Follow the link below to find instructions on how to build your own goalpost:
www.livestrong.com/article/82381-build-own-soccer-goal/
Trophy competition
Arts can also be used to make a project more personal. A trophy competition to identify the most suitable trophy enthuses the kids, attaches them emotionally to the upcoming tournament or project and makes them part of the whole process.

TIPS AND HINTS

Keep in mind that an arts project can be time and resource intensive but very rewarding. Try to involve experienced arts teachers or artists and appreciate the participants' work by exhibiting the results at the local sports ground, at schools, museums or in a community space.

URBAN GARDENING PROJECT
If your sports ground is attached to a small open area, why not arrange a gardening project? Depending on the space and season, you could grow herbs, vegetables or fruits. A communal project like this creates a sense of common ownership towards the sports ground, while developing awareness of the importance of healthy eating. Find tips on what to grow at what time of the year at www.eatseasonably.co.uk/what-to-eat-now/calendar/

FAMILY HEALTH FAIR AND COOKING EVENT
At a family health fair local farmers and health experts can provide community members with a better understanding of healthy eating and safer food preparation. You can also arrange cooking events which could be linked to the urban gardening project. Ask local restaurants or schools to lend you their kitchen for educational sessions. By contacting the local health center you could also try to get a pro bono dietician on board.

PAPER CHASE
A paper chase or scavenger hunt is an outdoor game in which the organizers hide hints, notes and items which guide participants along a set path. On their way the participants have to complete certain activities (e.g. make up a six-line poem or a song, find a name or slogan for their team, dress-up according to their team name etc.) and gather the items listed in one of the notes on their way. If organized properly, a paper chase is a fun activity which can include all community members. You can organize it directly in an urban setting starting from the sports ground or in the nearby countryside.
Introduce the participants to the important rule: All groups have to put the notes back where they found them.
Split the participants into 2-4 groups and send the groups off every 15 minutes.
To add extra fun, provide each group with a very small item e.g. an orange and ask them to ring the bells and knock on the doors of other community members to trade the item for something more valuable, e.g. a box of cornflakes. The group can do this as many times as they would like to and they might come back with an item such as grandpa`s soccer ball.

DID YOU KNOW...

MANY FOOTBALL CLUBS ACROSS EUROPE, IN PARTICULAR THE UK PREMIER LEAGUE, RUN SUCCESSFUL GARDENING PROJECTS FOR YOUNG PEOPLE AND ADULTS. ASTON VILLA FC TEACHES KIDS AND TEENAGERS ABOUT HEALTHY EATING AND GROWING FRUITS AND VEGETABLES IN LOCAL ALLOTMENTS AND URBAN GARDENS, WHILE OTHER CLUBS SUCH AS LIVERPOOL FC TARGET OLDER PEOPLE TO FOSTER SOCIAL INCLUSION AND PHYSICAL ACTIVITY THROUGH ACTIVE COMMUNITY GARDENING.

"TV TURN-OFF" WEEK!
It's simple! Engage your community members by switching off or unplugging the TV for a whole week! To make this commitment more appealing, it is advisable to offer a wide range of fun activities during this week with the help of volunteers. The more community members involved, the easier it will be for them to stick to the commitment.

At the start of the week
Ask the participants to make a list of:
things they love doing (e.g. calling a friend, playing games, baking cookies, playing at the sports ground) and things they have been wanting to do for a long time (e.g. learning a new skill or language, starting a journal, reading a book).
Encourage the participants to do one of the things included in the list each day of the week except when involved in community activities organized in line with the initiative.

During the week
Motivate the participants to re-think the role of television in their lives:
Why do we spend so much time watching TV?
In what ways does it keep us from doing other things (e.g. engaging in meaningful conversations with family members, studying, sports and other hobbies)?
How can we benefit from it?

After the week
Discuss:
Were you able to stick to the "TV turn-off" week?
Did you like the other activities offered during the week?
Will you try to change the role of TV in your lives?

FAMILY DAY
Organize a family day filled with your favorite activities described in all modules. These could include a paper chase with lots of art-related activities or a football3 family tournament with health-related side events. Most importantly, try to involve all generations and think of activities that all community members can take part in!

TIPS AND HINTS
Use official UN days listed below as a hook to advertise certain activities. Here are some ideas:

4 February	**World Cancer Day** Fundraising event for an organization fighting cancer. Find fundraising ideas: www.fundraiserinsight.org/ideas/
8 March	**International Women's Day** Women's soccer tournament
22 March	**World Water Day** Walk for water (see Other Sports)
6 April	**World Physical Activity Day** Big pedal initiative (see Other Sports)
7 April	**World Health Day** Big sports tournament with health-related side events
15 May	**International Day of Families** Family tournament or a collective lantern walk
31 May	**World No-Tobacco Day** No smoking poetry slam
5 June	**World Environment Day** Clean-your-pitch day (see Community Outreach)
22 August	**International Youth Day** Football3 tournament
29 September	**World Heart Day** Healthy heart event: team up with professionals from hospitals or health centers to offer free health checks
1 October	**International Day for Older Persons** Senior football tournament
16 October	**World Food Day** Cooking event or run-for-food event www.fao.org/getinvolved/worldfoodday/runforfood
20 November	**Universal Children's Day** Paper chase organized by parents of the community
21 November	**World Television Day** Start the "TV turn-off" week

MONITOR YOUR ACTIVITIES

IN ADDITION TO RUNNING SESSIONS THAT ARE FUN, THOUGHT PROVOKING AND HAVE THE ABILITY TO IMPROVE PARTICIPANTS' UNDERSTANDING OF HEALTH AND LIFESTYLE ISSUES, IT IS IMPORTANT TO CAPTURE KEY DATA FROM THE SESSIONS.
THE COLLECTION OF INFORMATION ALLOWS RESULTS, PROCESSES AND EXPERIENCES TO BE DOCUMENTED AND USED AS A BASIS FOR FURTHER DECISION MAKING.
RESPECT YOUR HEALTH-EUROSCHOOLS 2012 IS A UNIQUE PROJECT. THAT`S WHY WE WILL NEED YOUR SUPPORT IN EVALUATING IT. THIS WILL HELP US TO LEARN FROM THE EXPERIENCE AND IMPROVE FUTURE PROJECTS LIKE THIS.

Over the next two pages you will find three different questionnaires. They should be filled out by you or by the participants. Details of how each of the questionnaires should be filled out are given below.
Take your time to go through the questionnaire so that you get familiar with the purpose of the survey.
Whilst capturing data from the sessions may seem a bit tedious, you don't need to worry as this process will be quick and easy!

TIPS AND HINTS

If you are organizing a tournament ask the teams to provide you with their data, like age, gender,etc.
This will make the evaluation process easier.

TIPS AND HINTS

Make sure to have enough copies of questionnaires for events.

TIPS AND HINTS

Don`t forget to upload plenty of pictures and a report of the event on to your website and on your playground's bulletin board. And make sure to send a copy to your Community Liaison Officer.

1. Date

2. Name of coach or teacher

3. Name and address of training ground

4. Gender and age range of group
(please indicate whether participants are attending regularly or just from time to time – regularly means attending at least every week)

Age	Male regular / sometimes	Female regular / sometimes	Total
0-10			
11-18			
19-29			
30-40			
50+			
Total			

5. Was the session alcohol free?
☐ Yes ☐ No

6. Was the session smoke free?
☐ Yes ☐ No

7. Which healthy lifestyle topic did you discuss with the participants?
(please mark all that are applicable)
☐ Physical Activity ☐ Healthy Eating
☐ Alcohol ☐ Tobacco Prevention
☐ None

8. What type of activities did you conduct? (please mark all that are applicable)
☐ Football ☐ Exercises from the guide
☐ Basketball ☐ Volleyball
☐ Arts and craft ☐ Dance
☐ Activities for older people (e.g. Nordic Walking)
☐ None ☐ Other, please specify

9. Which of the following facilities does your sports ground have?
(please mark all that are applicable)
☐ Locker rooms ☐ Showers
☐ Workshop rooms ☐ Others, please specify
☐ None

10. Do you have any other remarks or observations on this session?

QUESTIONNAIRE FOR REGULAR ACTIVITIES

To be completed by? YOU – the coach, teacher or facilitator
How often? Try to complete one after each session
Why? To collect simple information relating to the regular activities that you are providing
How? Download this questionnaire at www.respectyourhealth.eu, fill it out and send it via email or by post to your Community Liaison Officer.
Remember! Regular activities are not events! Activities take place on a regular basis, daily or weekly, for example.

1. Date

2. Name of coach or teacher

3. Name and address of training ground

4. Estimated number of male and female participants

Age	Male	Female	Total
0-10			
11-18			
19-29			
30-40			
50+			
Total			

5. Please describe the event and the activities

6. Was the event alcohol free?
☐ Yes ☐ No

7. Was the event tobacco free?
☐ Yes ☐ No

8. Which healthy lifestyle topic did you promote? (For each topic you addressed, please indicate how (i.e. workshops, information stand, flyers etc.)
☐ Physical Activity ☐ Healthy Eating
☐ Alcohol ☐ Tobacco Prevention
☐ None

9. How many volunteers supported you with the organisation/implementation of the event?

10. How did you recruit the volunteers?
☐ Friends and family ☐ School
☐ Church ☐ Sports club
☐ Website, name
☐ Other, please specify

11. Do you think the event was a success?
Did you reach your goals?
Did you manage to promote healthy lifestyle?
Please rate the success of your event on the scale.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Successful event ◆▶ Needs further development
Please explain your answer in two sentences.

12. Do you have any other remarks or observations on this session?

QUESTIONNAIRE FOR EVENTS

To be completed by? YOU – the coach, teacher or facilitator
How often? After each event you organise
Why? To collect simple information on the success of the event
How? Download this questionnaire at www.respectyourhealth.eu, fill it out and send it via email or by post to your Community Liaison Officer

Questionnaire
Dear participant, we hope you had a good time at today's activity. If not, tell us why!
By answering the following questions you can help us to improve the activities we offer.
Please take your time to fill out the questionnaire. It will just take you a couple of minutes and can have a valuable impact on future events and activities!

1. Date

2. Name and address of training ground

3. What have you enjoyed most about the activity?
☐ Making new friends ☐ Being active and playing sports
☐ Understanding more about healthy lifestyles
☐ Learning new football/sporting techniques
☐ Other, please indicate

4. Have you learned anything new about healthy lifestyles through the session?

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
A lot ◆▶ Nothing at all

5. Which healthy lifestyle topic have you learned most new information about?
(please mark all that are applicable and circle the most relevant topic)
☐ Physical Activity ☐ Healthy Eating
☐ Alcohol ☐ Tobacco Prevention
☐ None ☐ Other, please specify

6. After what you have learned about a healthy lifestyle do you think you're leading a healthy life or do you think you should change your lifestyle?
☐ Yes, I am leading a healthy life
☐ No, I am not leading a healthy lifestyle. I should change my behaviour

7. Have you talked to friends or family about the health topics that you have experienced in the activities?
☐ Yes
☐ No

8. Are you (constantly) active in your community? (i.e. as a volunteer, organizing your own activities etc.)?
☐ Yes, please explain how and where
☐ No

9. Have you ever taken part in a volunteer activity?
☐ Yes (please skip question 10)
☐ No (please answer question 10)

10. If you are not active in your community what would make you participate in a volunteer activity?
☐ I would like to if I was asked
☐ It would have to be an interesting activity
☐ I would do it, if I was rewarded for doing so I am not
☐ interested in community engagement at all

11. Do you think community engagement is beneficial to your society and community?
☐ Yes ☐ No ☐ I don`t know

12. Is there anything you did not like about the activity you took part in? What should be changed?

THANK YOU!

QUESTIONNAIRE FOR PARTICIPANTS

(regular activities and events) – Information for YOU – the coach, teacher or facilitator
To be completed by? The participants
How often? Twice a month for regular activities/ after every event
Why? To receive an honest opinion by the participants on the quality of the activities
How? Download this questionnaire at www.respectyourhealth.eu and print out as many copies as you will need.

- Ask between 5 and 10 participants from your activity session to spend 5 minutes on their own to complete this feedback form – avoid sitting together.
- Ask about 10 percent of the participants of an event to take part in the survey.
- Assure participants that their feedback is anonymous and that they should be totally honest with their answers.
- Prepare a box for the questionnaires as some participants might find it uncomfortable to return their questionnaire face to face.

PARTNERS

FUNDING PARTNER

UEFA
UEFA – the Union of European Football Associations – is the governing body of football on the continent of Europe. UEFA's core mission is to promote, protect and develop European football at every level of the game, and to promote the principles of unity and solidarity. UEFA is involved in both professional and amateur football and addresses social issues which concern European football and society. By supporting RESPECT your Health-Euroschools 2012, UEFA will help to integrate children into the UEFA EURO 2012 tournament and contribute to strengthening local communities and improving health literacy levels in Poland and the Ukraine.
www.uefa.com

IMPLEMENTING PARTNER

Overall coordination
STREETFOOTBALLWORLD
streetfootballworld drives a network of local organisations worldwide that use football to provide opportunities to disadvantaged young people and builds a coalition of powerful partners to create social change. streetfootballworld is an international expert on using the power of football for sustainable social development and has worked on the legacies of several major football events. Following the success of EURO-SCHOOLS 2008, the official school project of the UEFA EURO 2008™, streetfootballworld is delighted to develop a legacy program that is deeply rooted in the host countries. For the upcoming UEFA Championship in 2012 the focus is on healthy lifestyle and community development.
www.streetfootballworld.org

Implementation Poland
VOLUNTEERS FOR SPORT FOUNDATION
Volunteers for Sport Foundation was established by several sport enthusiasts in 2009 who believed that volunteer´s support is crucial for modern sport. **V4SPORT.EU** created by the Foundation is an innovative portal that enables browsing for voluntary adverts from all over the world and looking for people willing to help during sport events or for everyday activities. The Foundation cooperates with still growing number of over 50 sport organizations and almost 2000 volunteers.
http://www.v4sport.eu

Implementation Ukraine
FOOTBALL FEDERATION OF UKRAINE
Football Federation of Ukraine (FFU) is the national authority for developing football in Ukraine and the country's exclusive representative in FIFA, UEFA, and other international sports organisations and football competitions. FFU also holds football competitions in Ukraine. One of FFU's key priorities is promoting healthy lifestyle values through grassroots football - a goal shared by RESPECT your Health. This initiative is promoted in Ukraine with the help of the regional office of Open Fun Football Schools, which holds football activities throughout the year.
http://www.ffu.org.ua/

Guide Development Support on Health
EUROPEAN HEALTHY STADIA NETWORK
The European Healthy Stadia Network supports sports stadia, clubs and governing bodies across Europe to develop health promoting policies and practices to the benefit of fans, stadia workforces and local communities. The Network facilitates successful partnerships between sport and health agencies, supported by guidance documents, dissemination of good practice and advocacy work. For more information on the Network and to view our guidance documents and library of Healthy Stadia case studies, please visit: **www.healthystadia.eu**
The European Healthy Stadia Network is part-funded by the World Heart Federation through its partnerhsip with UEFA.
www.world-heart-federation.org

UEFA EURO 2012 RESPECT PROGRAMS

Aside from RESPECT your Health - Euroschools 2012, UEFA is supporting three further programs aimed at encouraging social change in order to leave a lasting legacy in Poland and Ukraine. Find more information on all RESPECT programs below.

RESPECT Fan Culture – Fans' Embassies
At Football Supporters Europe we believe that fans are the life-blood of the football world and need to be looked after and cared for. The most experienced members of the FSE Fans' Embassies Division have been organising Fans' Embassies for nearly two decades. At EURO 2012, FSE will run Fans' Embassy services in all eight host cities under the motto "by fans for fans" with the aim of promoting positive and peaceful fan culture and thus contributing to a celebratory atmosphere at EURO 2012.
www.fanseurope.org

RESPECT Inclusion
50% of all disabled Europeans have never participated in leisure or sport activities. EURO 2012 provides an opportunity to improve access to football and for the removal of physical, sensory and intellectual barriers in public places in the region. It is recognised that supporting and playing football is an integral and vital part of european culture and tradition. Football is increasingly diverse; this naturally includes many more disabled people. The Centre for Access to Football in Europe (CAFE) has formed a disability alliance in the region to help deliver the awareness project, RESPECT Inclusion – Football with No Limits.
www.cafefootball.eu

RESPECT Diversity
EURO 2012 offers a unique chance to promote a positive message of diversity and inclusion. This program will be delivered on behalf of FARE by the long established regional partner, the 'Never Again' Association. Civil society organizations, and ethnic minorities in particular, have been motivated to engage with the preparations. Important stakeholders have signed up to the anti-discrimination agenda. The FARE activities concentrate on minimizing the risk of racist incidents during the tournament, as well as the promotion of anti-discrimination measures.
www.farenet.org, www.nigdywiecej.org

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WWW.RESPECTYOURHEALTH.EU