FOREWORD

"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

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
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.

**PROJECT OVERVIEW**

**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**

This 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, Orliski (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 Orliski), 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

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

Lots of Little People doing Lots of Little things in Lots of Little Places can change the way we live together on earth.
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.

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
01. **H-O-R-S-E (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, it forces the next player to try and repeat this shot from anywhere on the court and play proceeds as before:
  - Player #1 can, however, make the next player wait 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, whatever word you’ve chosen (in the case of B-U-R-G-E-R, player #2 is then free to select a new spot to shoot from).
  - If player #1 misses his original shot, then player #2 is free to make the next player wait.

**Alternatives**
- Play the game with any other word that is associated with an unhealthy lifestyle, such as coke or fries.

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.

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?

**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.
Round 2

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 appoints someone on an ‘Activity List’.

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

EXERCISES

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

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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 a 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.

15 minute fun
Play hopscotch outside.
Make up a dance routine to a song.

Regioal ACTIVITIES

13
HEALTHY LIFESTYLE

HEALTHY EATING

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

HIPPOCRATES

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.

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.

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.

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.

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 healthy 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.

DID YOU KNOW...

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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.

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, 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.

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-myth-buster.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

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.

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!
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 food 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 if 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. The race continues until both teams complete the course and the second team member sets off.
Back at the start the card must be put in the lunch box before the race continues until both teams complete the course and the second team member sets off.

**SCORING**
The team who completes the course the fastest scores 5 points. Each healthy item in the lunch box scores 1 point. If you don’t have a fun football skills practice by having the players dribble their football around cones.

**ALTERNATIVES**
This game is really quick and easy to set up before, during or after a normal football training session.

**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

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 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. If you don’t have a fun football skills practice by having the players dribble their football around cones.
The game is the winner!

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)

INSTRUCTIONS
Set up 2 lanes running the length of the playing area. At one end scatter the alphabet cards with the letter facing downwards.

1. Split the group into two teams. Give the front person in each team a football.
2. 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.
3. Each team must have at least one healthy food to shout out to keep going 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 to the start.
4. If the player cannot think of a suitable fruit or vegetable start and dribble the ball back to the start before passing the ball to once a healthy food has been shouted the player carries the card.

5. When the coach blows the whistle, the person at the front of each team will throw 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. If they cannot think of a healthy food to shout out their answer, this player must now run down to the alphabet zone and pick up a letter of the alphabet before coming back to the start.
6. Each team must have at least one healthy food to shout out to keep going 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 to the start.

7. If the player cannot think of a suitable fruit or vegetable start and dribble the ball back to the start before passing the ball to once a healthy food has been shouted the player carries the card.

8. Each team must have at least one healthy food to shout out to keep going 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 to the start.

9. If the player cannot think of a suitable fruit or vegetable start and dribble the ball back to the start before passing the ball to once a healthy food has been shouted the player carries the card.

10. Each team must have at least one healthy food to shout out to keep going 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 to the start.

11. If the player cannot think of a suitable fruit or vegetable start and dribble the ball back to the start before passing the ball to once a healthy food has been shouted the player carries the card.

12. Each team must have at least one healthy food to shout out to keep going 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 to the start.

13. If the player cannot think of a suitable fruit or vegetable start and dribble the ball back to the start before passing the ball to once a healthy food has been shouted the player carries the card.

14. Each team must have at least one healthy food to shout out to keep going 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 to the start.

15. If the player cannot think of a suitable fruit or vegetable start and dribble the ball back to the start before passing the ball to once a healthy food has been shouted the player carries the card.

16. Each team must have at least one healthy food to shout out to keep going 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 to the start.

17. If the player cannot think of a suitable fruit or vegetable start and dribble the ball back to the start before passing the ball to once a healthy food has been shouted the player carries the card.

18. Each team must have at least one healthy food to shout out to keep going 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 to the start.

19. If the player cannot think of a suitable fruit or vegetable start and dribble the ball back to the start before passing the ball to once a healthy food has been shouted the player carries the card.

20. Each team must have at least one healthy food to shout out to keep going 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 to the start.

21. If the player cannot think of a suitable fruit or vegetable start and dribble the ball back to the start before passing the ball to once a healthy food has been shouted the player carries the card.

22. Each team must have at least one healthy food to shout out to keep going 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 to the start.

23. If the player cannot think of a suitable fruit or vegetable start and dribble the ball back to the start before passing the ball to once a healthy food has been shouted the player carries the card.

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).

- “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.

1. It is recommended that we eat at least 3 portions of fruit and vegetables a day. TRUE
2. Eating five apples a day is the best way of reaching your recommended five a day target. FALSE
3. Protein foods don’t count towards your five a day. FALSE
4. Tinned vegetables do count towards your five a day. TRUE
5. Adults should eat no more than a teaspoon of salt a day. FALSE
6. About 40% of our daily salt intake is already contained in the foods we eat. TRUE
7. You can identify those foods that are high in salt by their taste. TRUE
8. Sea salt is better for you than table salt. FALSE
9. Adult males should eat no more than 60g of saturated fat a day. TRUE
10. Adult females should eat no more than 20g of saturated fat a day. TRUE
11. Sausages are high in saturated fat. TRUE
12. Butter contains more saturated fat than margarine. TRUE
13. Tinned soups and soups can be high in sugar. TRUE
14. Savoury foods like tinned soup and readymade pasta sauces don’t contain sugar. FALSE
15. A quarter of the body is made up of water – true or false? TRUE
16. Around 15% of the calories that we eat each day should come from protein foods such as meat. TRUE
17. Water lubricates the joints and eyes, aids digestion and flushes out toxins. TRUE
18. Around 6-8 glasses of fluids are recommended for most people with a moderate physical activity level per day. TRUE
19. The best types of food to give you more energy are dairy foods. FALSE
20. Consuming dairy and milk products are good for your teeth, bones, and nails. TRUE
21. Fruit and vegetables always try to eat a variety of fruits and vegetables in moderation and use semi-skimmed milk and low-fat yoghurt. TRUE
22. Butter and margarine contain similar amounts of fat, although butter contains greater levels of saturated fat. TRUE
23. The true and false questions described in the tobacco section, as mentioned before, the true and false questions can be the base of many group-based games.
IN BOTH OF THE UEFA EURO 2012 HOST COUNTRIES SMOKING REMAINS A MAJOR PUBLIC HEALTH PROBLEM. IN LINE WITH RESPECT YOUR HEALTH – EURO SCHOOLS 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 DETERMINE 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

HEALTHY LIFESTYLE

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

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...

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 2010
SMOKERS AT RISK 1,170-1,601/2010

* KNOWN CARCINOGENIC SUBSTANCES

CDMAD* (USED IN BATTERIES)
ARSENIC (LETHAL POISON)
DIBENZACRIDINE* (A RADIOACTIVE ELEMENT)
POLONIUM 210* (A RADIOACTIVE ELEMENT)
DDT (INSECTICIDE)
ACETONE (SOLVENT)
CARBON MONOXIDE (FOUND IN EXHAUST FUMES)
PYRENE* NAPHTYLAMINE* NAPHTALENE (INSECTICIDE)
AMMONIAC (DETERGENT)
NICOTINE (USED AS HERBICIDE AND INSECTICIDE)
TOLUENE (INDUSTRIAL SOLVENT)
VINYL CHLORIDE (USED IN PLASTIC MATERIALS)
METHANOL (USED AS ROCKET FUEL)
CARBON MONOXIDE (FOUND IN EXHAUST FUMES)
CYANHIDRIC ACID (USED IN THE GAS CHAMBERS)

DANGER POISON

1153x17
25
THE COBBOY 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.

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 EQUIVALENT TO SOMEONE IN THE WORLD DYING OF SMOKING EVERY 7 SECONDS.

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 EQUIVALENT TO SOMEONE IN THE WORLD DYING OF SMOKING EVERY 7 SECONDS.

GREAT NEWS!
THE UEFA EURO 2012 HOSTED BY POLAND AND UKRAINE WILL BE DECLARED AS A TOBACCO-FREE TOURNAMENT! THIS MEANS THAT THERE WILL BE NO SMOKING ALLOWED ANYWHERE WITHIN TOURNAMENT STADIA AND FAN ZONES, WHILST THE SALE AND PROMOTION OF TOBACCO PRODUCTS WILL BE BANNED.

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 fingernails, 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 increased risk of a heart attack and stroke
- Smoking can lead to heart disease

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
1 to 9 months after quitting:
- Your coughing and shortness of breath decrease
1 year after quitting:
- Your 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....
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 decreas ed 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 discuss social influences that promote tobacco use. help them to avoid some of the unhealthy decisions you’ve made. remember, as a role model you should not smoke in front of them to avoid some of the unhealthy decisions you’ve made.

WHAT TO AVOID?

7. implying that young people are “bad” if they smoke.
8. encouraging kids or adolescents to keep up with the “cool” kids.
9. saying that smoking is a good way to deal with stress, or helps you cope with stress.
10. giving mixed messages. if you smoke yourself, don’t try to imply that young people are “bad” if they smoke.

TIPS AND HINTS

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

TIPS AND HINTS

1. 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.
Football(s) (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 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 4-10).
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!
Congratulations 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!

Key message:
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.

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.

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. Worrisomely, in Poland 8.6% of smokers still believe that smoking does not cause serious illnesses.

HABITUATION

Health in your hands

If you, too, want to quit smoking, you will find here useful hints and tips to prepare yourself for the change of your life.

Start now!

To increase motivation, you can also use the quit smoking tool in a new online format.

Download the free stop smoking app for your mobile.

You will find a whole range of useful quit smoking aids and support tools in the Smokefree.nhs.uk app.

www.smokefree.nhs.uk
**EXERCISES**

**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”

**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 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, family) 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.

With what emotions 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.

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**04. QUICK GAME - KICK THE HABIT!**

**KEY MESSAGE**

Smoking isn’t cool. Don’t give it a chance - kick it into touch!

**EQUIPMENT**

Football goal; Football; 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.

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**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.

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**CHILDREN’S MULTIPLE CHOICE QUICK QUIZ**

(Blank choice is correct answer)

1. How many chemicals are there in cigarette smoke?
   A. 600
   B. 1000
   C. 2500

2. Smoking causes a person’s heart rate to...
   A. 1000
   B. Increase
   C. Stay the same

3. Finish the following sentence, “passive smoking is the breathing of other people’s smoke and it...
   A. Only affects the person smoking
   B. Can cause health problems for other people who 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. Cans
   C. Bicycle tires

5. Smoking is the biggest cause of which type of cancer?
   A. Liver cancer
   B. Pancreatic cancer
   C. Lung cancer

---

**MOVIES**

You can use the following movies to demonstrate the dangers of smoking:

• The Insider (Michael Mann (1999))
• Thank you for Smoking (Jason Reitman (1999))
• We Love Cigarettes (documentary) downloadable at: www.topdocumentaryfilms.com/we-love-cigarettes
• The Tobacco Conspiracy (documentary) downloadable at: www.topdocumentaryfilms.com/we-love-cigarettes

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**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 pipes.

2. Smoking increases your risk of heart disease and stroke.
   True
   - Smoking is a leading cause of heart failure and stroke. Smoking damages and constricts blood vessels, reducing blood flow to the heart and brain. Your life can depend on breaking your smoking habit.

3. Smoking damages and constricts blood vessels, reducing blood flow to the heart and brain. Your life can depend on breaking your smoking habit.

4. Smokers are more likely to get mouth, tongue and throat cancer than lung cancer.
   True
   - If you smoke as a teenager, you are more likely to smoke as an adult.

5. People who smoke as adults are more likely to have smokers before they were 21.
   False
   - If you smoke as a teenager, you will probably have a harder time quitting as an adult.

6. Second hand smoke does not hurt anyone.
   False
   - Second hand smoke is highly toxic. Tobacco smoke is so toxic that it can cause severe asthma attacks and even death.

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
   - A smoker has a faster resting heart rate than a non-smoker.

8. The resting heart rates of young adult smokers are two to three beats per minute faster than non-smokers.
   True
   - If you stop smoking, your body will begin to repair the damage almost immediately.

9. It takes 2-3 attempts to give up smoking.
   False
   - On average it can take up to 7 times to give up smoking, so keep trying until you succeed.

10. 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.

11. In addition, if you smoke as a teenager, you will probably have a harder time quitting as an adult.
   True
   - It’s hard to give up smoking once the habit is established.

12. 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.
   True
   - A baby during pregnancy has no choice, but mothers do – never smoke during pregnancy.
HEALTHY LIFESTYLE

ALCOHOL

“WHAT WILL YOU SAY TO YOUR KIDS AND GRANDKIDS? THAT YOU DIDN'T QUALIFY FOR THE WORLD CUP BECAUSE YOU WENT FOR A PARTY?”

LED BEHMKER
FORMER COACH OF THE POLISH NATIONAL TEAM

DID YOU KNOW...

CONTRARY TO WHAT MANY PEOPLE BELIEVE, ALCOHOL IS NOT A STIMULANT - IT IS ACTUALLY A DEPRESSANT! AN ESTIMATED 65% OF SUICIDES ARE ACCOMPANIED BY A LONG-TERM DRINKING PROBLEM.

“SHAKE SPREADS”

“i quit drinking. what can i say? it’s better and it’s cool.”

SOKOŁ, POLISH RAPPER

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.

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
An 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

"AS A DEFENDER I KNOW THAT THE BEST DEFENSE IS TO TAKE CARE OF YOUR HEALTH."

Artem Fedetskiy, Professional Football Player, Defender for the Ukrainian National Team, Respect Your Health Ambassador
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 and bring it to the front of the circle. Each person then has to explain the consequence to the rest of the group. Allow 2 minutes for each of the players.

**ALTERNATIVES**
To make the game even more difficult ask the participants to find a short or long-term consequence starting with the letter of the name of the person that he or she sits next to. 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.

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**02. NUTS AND BOLTS**

**KEY MESSAGE**
To let participants understand how alcohol affects 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

**INSTRUCTIONS**
1. Give each team a bolt. Each player must unscrew the bolt without the use of a key.
2. Give each team a nut as well. Each player must screw the nut back onto the bolt. Repeat the exercise but allow players to control the bolt before they screw it back on.
3. Do the same thing but this time wearing a pair of thick gloves.

**ALTERNATIVES**
To help with the discussion:
- Refer to the short and long-term consequences of alcohol consumption earlier in this section.
- Allow all members of the group to experience wearing the thick gloves.

**DISCUSSION**
Initiate a discussion by asking the participants the following question:
- 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?

**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 will have to kick the ball 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.

**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)

**INSTRUCTIONS**
- Set up 2 bases in the training area with an equal distance away from each other.
- Give the group about 1-2 minutes to think of a suitable consequence.

**ALTERNATIVES**
If you cannot get hold of a pair of beer goggles play the game by spinning the participant around 10 times quickly.

**DISCUSSION**
- Test the participants on the other health sections.

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**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

**INSTRUCTIONS**
Ask the group to form a large circle facing inwards.

**ALTERNATIVES**
Practise 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.

**DISCUSSION**
- Allow all members of the group to experience wearing the goggles.

**TRUE OR FALSE?**

1. Alcohol can make you do things you regret as it lowers your inhibitions.
   - True
   - False

2. Alcohol is a stimulant.
   - True
   - False

3. Alcohol can lead to lead poisoning.
   - False
   - True

4. You can die from drinking too much in one session.
   - True
   - False

5. Alcohol can lead to mouth and throat cancer.
   - False
   - True

6. Alcohol can lead to cirrhosis and fatty liver.
   - True
   - False

7. Alcohol can damage your liver.
   - False
   - True

8. Drinking alcohol can lead to arguments or fighting with friends.
   - True
   - False

9. Alcohol makes you feel relaxed.
   - False
   - True

10. Alcohol is very relaxing.
    - False
    - True

11. Alcohol can make you feel depressed.
    - True
    - False

12. Alcohol makes you feel sleepy.
    - True
    - False

13. You are sober enough to drive once you have had a sleep.
    - False
    - True

14. Drinking alcohol can cause you to really feel headache the next day.
    - False
    - True

15. Alcohol can make you feel tired.
    - True
    - False

16. Alcohol can make you have a dry mouth.
    - False
    - True

17. Alcohol makes you feel relaxed.
    - False
    - True

18. Alcohol makes you feel sleepy.
    - False
    - True

19. Alcohol can make you feel giddy.
    - True
    - False

20. Alcohol can make you feel drowsy.
    - False
    - True

21. Alcohol can make you feel drowsy.
    - True
    - False

22. Alcohol can make you feel drowsy.
    - False
    - True

23. Alcohol can make you feel drowsy.
    - True
    - False

24. Alcohol can make you feel drowsy.
    - False
    - True

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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 Annan, 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.

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.

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!

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

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.
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

**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 inform 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 cleans 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 gender stereotypes together!

Some boys enjoy dancing more than soccer. Let’s swap and fight gender stereotypes together! Lots of girls would rather be on the pitch and “boys play sports while girls cheer them on”. This is a classic stereotype by swapping conservative gender roles in sports.

Try to convince boys and girls to challenge persistent gender stereotypes together!

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

**INSTRUCTIONS**
Divide 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 is 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 local carpenters, 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 flipper.

**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.

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 will be 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.
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 (tailed 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 at 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 website on popular portals: e.g. official websites of the organizations you cooperate with
- Remember that kids who regularly play on your pitch might be found in the city hall
- Remember that you can’t beat word of mouth marketing!
- Leave leaflets in the most popular local shops, schools, kindergartens, retirement homes and other familiar public spaces.
- Put into action what you have learned! tailor the promotional material to the needs of your target group!
- Put into action what you have learned! tailor the promotional material to the needs of your target group!

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.

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 POZNAŃ).

DID YOU KNOW...

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.
- • 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.

01. MOVIE MAKERS

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 the sports 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 eligible judging panel.

ALTERNATIVES
You could organize a similar contest for the best poster, supporters song or name of the local team!

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

EXERCISES
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!

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?

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.

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.

Our Community
Engaging Volunteers

“Volunteerism is the ‘glue’ that holds society together.”
A.D. de Raad, Executive Coordinator of the United Nations Volunteers Program

Our Community
Tips and Hints
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 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 throwing a party, organizing a dinner or inviting your most engaged volunteers for ice cream when they have accomplished a milestone.

Some experience that will help them to get a better job in the future. Often, those who are temporarily unemployed also like 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 investment of time and energy. If you want to instill a sense of identity, you may provide the volunteers with official T-shirts or badges.

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 recruit people and keep them dedicated, you must 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.

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 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. FOOTBALL 3

KEY MESSAGE

Play fair – respect your opponent!

INSTRUCTIONS

Football 3 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.
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**

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

**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!

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**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 clean-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.respectyourehealth.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, media-tors, 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

**ACTiviTY POOL**

- Prepare a press invitation and press release
- Look after journalists at the tournament
- Publish articles on the RESPECT your Health website

**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.

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**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.
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 oRlUk 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!

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 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)

THE RULES AT A GLANCE

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

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.
“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!”

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

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

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 is fair play between boys and girls on one team?
- 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 fraggle 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”, Sonke Wortmann (parental guidance)
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

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

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!

DID YOU KNOW...?

ACTIVITY POOL
OTHER SPORTS

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.
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.

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.

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.

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.

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 simpler! 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
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 HealthEuroSchools 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 organising a tournament ask the teams to provide you with their data, like age, gender, etc.

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.

Questionnaire

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.

Thank you!

Questionnaire for events

To be completed by you – the coach, teacher or facilitator

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 between 5 and 10 participants from your activity session to return their questionnaire – avoid sitting together.

Thank you!
UEFA EURO 2012

RESEARCH 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 organisations, 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.
