



**Healthy
Communities**

Learning Offers for Health Guides



**Co-funded by
the European Union**

Partners involved:



www.bgz-berlin.de

Germany



www.eurocultura.it

Italy



www.gesundheitbb.de

Germany



www.stowarzyszeniestop.pl

Poland



www.caritas-wien.at

Austria

About the Project

With our **HEALTHY COMMUNITIES** project, we illustrate the contribution that adult education can strengthen the health skills of all citizens (including and especially groups with fewer opportunities), counteracting marginalization, and strengthening participation and commitment. One shortcoming of current health skills development programs is that they do not reach all population groups.

The project team has chosen to focus on the local community, in particular through the connection to the living environment in the community, which has so far only been elementary developed.

Content

1. Introduction.....	2
2. Design and Methodology.....	3
2.1. Learning Offers as an approach to the practice	4
2.2. The Scaffold Methodology and Healthy Communities	4
2.3. The method in practice: step-by-step	5
2.4. Output & Learnings	7
3. Annex: Learning Offers	8
Mini-Guide Training Circle	5
Debunk the Myth	7
Ask a Health Worker	9
Language Café with Health Topics	11
Park Exercise in the Morning	13
Bike Buddy Day	15
Family Recipe Share Night.....	17
Low-Cost Healthy Meal Challenge.....	19
Walking Map Workshop.....	21
How to make an Appointment at the doctor.....	23
Health topic discussion with the neighbourhood	25
School lesson Healthy Eating	27
Health Day Action	29
Small Conversations in self-help context.....	31
Female Healthy Breakfast	33
Sport and Exercise sessions	35
Simple First Aid Demonstration.....	37
Reading Health Labels Together	39
Information Evening for Parents	41
Neighbourhood Air Quality Walk	43
Cook Once, Eat Twice Demo	45
Healthy Sleep Tips Corner	47
Affordable Local Shopping Tour.....	49
Self-Care Skills Afternoon	51
Sing and Stretch for Seniors	53
Title	55

1. Introduction

This document provides an overview of a set of learning offers that, together with the Body of Knowledge (BoK), form the overall learning catalogue. These learning offers are designed to be easily accessible for people from diverse backgrounds, with a particular focus on disadvantaged groups and individuals with low or medium levels of health literacy.

Each learning offer presents a practical learning scenario within a specific health context. On the one hand, they enable participants to apply and share knowledge; on the other hand, they serve as entry points for further learning and exploration of health-related topics.

The learning offers are primarily intended for health guides and community facilitators. They can be used to respond to local needs, introduce health-related topics, and support the development of health literacy within communities. At the same time, they are not meant to fully cover a topic, but rather to provide an initial, low-threshold starting point that can be adapted and expanded according to the specific context.

All learning offers are designed to be easy to use and self-explanatory. They include practical guidance, suggestions for implementation, and references to additional sources and tools. They also provide general tips and ideas on how to design and establish similar activities within a community. Using a clear and hands-on template, the learning offers can be easily adapted or further developed to create new formats.

Most of the learning offers were co-designed and implemented by health guides within the *Healthy Communities* project. Additional offers were developed by project partners to complement the collection.

Structure of the Learning Offers

Each learning offer is presented in a standardised format and includes the following sections:

User Story

This section introduces the perspective of the participant. It describes who might benefit from the learning offer, in which situation they are, and what kind of support they need. For health guides, it serves as a quick reference to assess whether the offer is relevant for their community or target group.

Activity

The activity section provides a simple description of the learning scenario and outlines suggested steps for implementation. These steps are meant as guidance and can be adapted, extended, or simplified depending on the needs and context of the group.

Objectives & Methods

These sections describe what participants can gain from the activity and how learning is facilitated. They help health guides assess the potential benefits and relevance of the offer.

Materials

This section supports implementation by providing practical ideas, small tasks, and example exercises. It also includes references to background information and external resources from

the Body of Knowledge. These materials are intended as inspiration and guidance, not as a complete overview of a topic. The external resources were not developed within the project, and responsibility lies with the original sources.

Tips & Evaluation

The final section offers recommendations for implementing the activity and provides guidance on how to reflect on and evaluate the learning process. It supports health guides in understanding what has been achieved and how the activity can be improved or adapted in the future.

Overall, the learning offers are designed to be flexible, practical, and easy to apply. They aim to support community-based health learning and empower both facilitators and participants to engage with health topics in a simple, accessible, and meaningful way.

2. Design and Methodology

The methodology presented in this section was developed by Eurocultura as part of WP4 of the Healthy Communities project. Its main purpose was to support Health Guides in moving from the training course to real community action.

During the project, Eurocultura identified a practical need: after participating in the Health Guide training course, participants needed a clear, simple and engaging way to understand how the seven training topics could be translated into concrete micro-activities in the community. The Learning Offers were developed as examples and starting points, but Health Guides also needed a method to analyse them, adapt them and imagine how similar activities could work in their own local reality.

For this reason, Eurocultura designed the workshop “**From Scenarios to Community Action**”. The workshop was created from scratch by Eurocultura, starting from the idea of using the **Scaffold Cards methodology**, originally inspired by [ETF Training Foundation](#) materials, and adapting it to the specific needs of the Healthy Communities project. The Scaffold logic was useful because it helps learners structure an activity by reflecting on setting, target group, needs, methods, planning, resources, competences and assessment. Eurocultura reworked this idea into a more visual, creative and participatory workshop format exemplary for the Healthy Communities project and the Health Guides, volunteers and community actors.

The main purpose of the workshop was to create a bridge between:

- the **7 topics of the Health Guide training course**;
- the **Learning Offers / learning scenarios** developed by the project;
- and the **micro-activities** that Health Guides could realistically implement in their communities.

In other words, the workshop was not only a training activity. It was a practical tool to help participants understand: “**I followed the Health Guide course — now how can I use what I learned to do something small, useful and realistic in my community?**”

2.1. Learning Offers as an approach to the practice

The Health Guide training course provided participants with knowledge and competences on seven key topics:

1. Role of the Adult Educator
2. Communication and Motivation
3. Maintaining Health
4. Navigational Skills
5. Disinformation and Critical Thinking
6. Digital Health
7. Mental Health

However, during implementation it became clear that knowing these topics was not enough. Health Guides needed to connect the training contents with real situations: people asking questions in informal contexts, difficulties in accessing services, misinformation, lack of trust, isolation, unhealthy habits, digital barriers and other everyday challenges.

The Learning Offers were created to give participants concrete examples of possible micro-activities, such as informal discussions, walking groups, health information moments, peer support activities, practical demonstrations or community events. They were not intended as fixed lesson plans, but as starting points that could be adapted to different groups, places and needs.

Eurocultura therefore developed the workshop methodology to help participants reconnect with the training topics, explore possible Learning Offers, understand which community needs each scenario could address, reflect on the competences needed, and transform an idea into a small and realistic community action.

The workshop was designed to be fun, creative and participatory. The use of cards, puzzles, visual mapping, group work and discussion helped reduce the pressure of formal planning and made the process more accessible, especially for volunteers and participants who were not used to designing educational activities.

2.2. The Scaffold Methodology and Healthy Communities

As a basis for the methodology the Scaffold Game from the ETF Foundation was used as a starting point because it provides a structured way to design learning activities. Scaffold is a tool, consisting of a deck of [102 cards](https://www.etf.europa.eu/en/what-we-do/scaffold-card-game-revolutionise-teaching), created to support educators in designing learning activities and guiding them step-by-step – from planning to assessment (<https://www.etf.europa.eu/en/what-we-do/scaffold-card-game-revolutionise-teaching>). Thus, it helps participants ask practical questions before taking action:

- Who is the activity for?
- Where will it take place?
- What need does it address?
- What is the objective?
- Which methods will be used?
- What resources are needed?

- Which competences are involved?
- How can we observe if the activity worked?

Eurocultura adapted this structure to the Healthy Communities context. The aim was not to make participants complete a complex educational planning exercise, but to help them reason step by step from a real situation to a feasible micro-action.

For this reason, the Scaffold approach was combined with several practical tools:

- **Training Modules Puzzle**, to reconnect with the seven course topics;
- **Learning Scenario Cards**, to present possible micro-activities;
- **From Knowledge to Action Puzzle**, to show the journey from learning to implementation;
- **Co-Design Path Puzzle**, to help participants adapt or create an activity;
- **Values Cards**, to connect the activity with the principles of Healthy Communities;
- **Community Puzzle Wall**, to make the final ideas visible and shared.

This combination created a methodology that was both structured and accessible. The Scaffold Cards provided the planning logic, while the puzzle sets made the process more interactive, concrete and easier to understand.

2.3. The method in practice: step-by-step

The workshop follows a step-by-step process that guides participants from reflection to action. It is designed to help participants connect the training course and the learning catalogue with the local implementation of micro-activities (learning offers). In more detail the structure looks as follows:

1. Reconnect and focus

The workshop starts with a short reflection on real community health situations. Participants are invited to think about local issues, personal experiences or needs they noticed after the training course. This helps make the workshop concrete from the beginning.

2. Match and connect: the seven training topics

Participants then work with the seven training topics of the Health Guide course. Through the Training Modules Puzzle, they reconnect with the course contents and discuss which topics are most relevant to their possible role as Health Guides.

This phase helps participants understand that each topic can support a different type of community action. For example, Communication and Motivation can support informal health conversations; Navigational Skills can support access-to-services activities; Disinformation and Critical Thinking can support myth-busting activities; Digital Health can support help moments on apps or online services; and Maintaining Health can support walking groups, food activities or wellbeing routines.

3. Explore the Learning Scenarios

Participants explore the Learning Scenarios and select those that feel closest to their community reality. They may also choose scenarios that feel difficult but important.

This phase helps participants understand that the Learning Offers are not abstract examples, but possible starting points for action. Participants compare them with their own context and begin to think about what could be useful, realistic or challenging.

4. Find the stage: from knowledge to action

The selected scenario is then placed along the path:

Discover → Connect → Adapt → Act → Reflect & Share

This helps participants understand where their idea currently stands. Some ideas may still be at the discovery stage because more information is needed. Others may require partners, adaptation, resources or a first testing moment. This makes the implementation process more realistic.

5. Rebuild the scenario

This is the central phase of the workshop. Participants take one selected Learning Scenario and rebuild it for their own local context.

They are guided by simple questions:

What is the real need?

Who is the target group?

Where could the activity happen?

Who could help?

What should be simplified?

What resources are already available?

What is the first small step?

How can the activity remain realistic?

This is where the Scaffold logic becomes practical. Participants do not simply copy the scenario; they adapt it. They may change the target group, the setting, the language, the format, the duration or the level of structure.

6. Connect to values

Each adapted activity is then connected to the values of Healthy Communities, such as equity, inclusion, empowerment, sustainability, respect and wellbeing.

This phase helps participants reflect not only on what they want to do, but also on how and why they want to do it. For example, an activity should not only share information, but also create trust, include people, respect differences and support participation.

7. Create your piece

Participants create a visual puzzle piece representing their activity. The piece may include the title of the activity, the target group, the main value, the key competence and the first step for implementation.

All pieces are then placed on a Community Puzzle Wall. This gives a visible and symbolic result: each small activity is one piece of a wider Healthy Community.

8. Reflection and next steps

The workshop ends with a reflection on what was learned, what felt difficult, and what could be realistically tested after the workshop.

Participants are encouraged to identify one small next step rather than design a complex project. This supports gradual activation and reduces the pressure on Health Guides.

2.4. Output & Learnings

During implementation, Eurocultura tested this methodology with Health Guides, stakeholders and CSV Vicenza. The cooperation with CSV was particularly important because CSV works with a broad network of volunteering associations and therefore represented a strategic context to test how the methodology could be used by local community actors.

The original workshop idea was further adapted after discussions with CSV and with the professional trainer involved in the activity. This co-design process showed that the methodology had strong potential, but also that it needed to be simplified for participants.

Some elements of the original Scaffold structure were too complex for a short volunteer workshop. For this reason, the final version used with participants focused more on simple questions, concrete examples, visual work, group discussion, small and realistic actions, and adaptation of existing scenarios.

At the same time, the more structured Scaffold Cards remained useful for facilitators, trainers and organisational staff. CSV considered them useful especially for staff training, internal reflection and exchange of good practices.

Expected Outputs

The expected output of the workshop is not a formal project proposal. The output is a simple and realistic community micro-action plan or adapted Learning Offer.

Each group or participant should leave the workshop with:

- a selected topic or scenario;
- a clearer understanding of the community need;
- an adapted activity idea;
- a target group and possible setting;
- first steps for implementation;
- values and competences connected to the activity;
- and a simple reflection on feasibility.

In this way, the workshop supports the expansion of the Learning Offers catalogue. Participants can adapt existing scenarios or create new ones based on real local needs. The **catalogue therefore becomes a living tool**, not a closed collection.

Lessons learned for future use

The experience showed that the methodology should remain flexible. It can be used as a full workshop, a shorter session, or a simplified activity depending on the context and the participants.

For future implementation, it is useful to:

- keep the language simple;
- provide concrete examples;
- use the Scaffold Cards mainly as facilitator support when needed;
- focus participants on one small and realistic activity;
- include mentoring after the workshop;
- allow co-facilitation instead of expecting immediate autonomy;
- adapt the Learning Offers to existing community activities;
- and collect feedback through simple reflection tools.

The methodology is most effective when it is embedded in existing local relationships, especially volunteering networks, community spaces and organisations already trusted by participants.

However, some challenges remain. The Scaffold methodology gives useful structure, but if used too fully it can become too heavy for volunteers or short community sessions.

A challenge was thus **participant confidence**. Not all Health Guides felt immediately ready to design or facilitate activities independently. Some needed more support, examples, mentoring or co-facilitation.

A further challenge was helping participants move from broad ideas to realistic and achievable actions. While many participants generated creative proposals, the workshop process often required them to simplify and adapt these ideas so that they could fit the resources, time and conditions available in their local context.

Documentation was also a challenge, especially for informal or sensitive activities. In some contexts, it was not appropriate to collect names, photos or detailed personal information. This confirmed the need for light and non-invasive documentation tools.

3. Annex: Learning Offers

Mini-Guide Training Circle

Peer-to-Peer Training to share facilitation tips with newcomers

Education Access & Quality

User Story

As a new Health Guide, I want to support my community on health issues, but my experience is limited to certain areas. I am also unsure which activities would best reach and support people. These meetings allow me to learn from experienced Health Guides, seek advice, and explore relevant topics and existing activities I can adapt for my community.

Activity

This activity consists out of regular meetings (onsite or online) where Health Guides reflect on their activities, share experiences and challenges, and support each other. A session should last around 1.5–2 hours and take place every **two weeks**, or **at least once a month**. Each session includes:

1. Assigning roles (facilitation, note-taking, moderator)
2. Sharing experiences
3. Exchanging advice, information, and strategies (supported by visually documentation)
4. Addressing organizational matters (summary and next meeting date)

Further considerations:

For onsite meetings, secure a room in a community centre or local NGO, ideally with free use or organisational support, and ensure materials such as flipcharts, markers, and cards/Post-its are available. For online sessions you can use various free tools for group calls.



Goals & Audience

Generating first insights and practical advices
for getting active as a Health Guide

Sharing Experiences, Knowledge and Good Practices from own activities

Empowering each other: Finding a common understanding of the role of a Health Guide

Building a Peer-Supporting Structure

Being updated on health issues & current changes in the system

Target Group: Health Guides with different levels of experience

Methods

Ensure inclusivity by defining clear topics ahead and preparing an agenda to stay on track.

Practice active listening by clearly separating experience-sharing and advice-giving (e.g. in two phases).

Allow sufficient time for introductions.

Use visual materials to make sessions more engaging and tangible.

Pair for example experienced and less experienced Health Guides for peer support.

Materials

Background Information & Best Practice Examples:

- [Module 1 – the Role of a Health Guide](#) [ENG, DE, IT, PL]
- [Active Cards](#) (can be used for introduction, reflection on self-care or own activities) [EN]
- Methods and Tools for facilitating meetings and Workshops: [Seeds for Change](#); [Training for Change](#) [EN]
- [Techniques for Active Listening](#) [DE]



Exercises & (Best)-Practices:

- **Reflecting about one's own activities** and sharing experiences with others: starting with partner interviews, followed up by sharing key insights with the group
- **Sharing experiences** collected by using different offers of institutions, etc.
- **My personal coping strategies for self-care:** personal inquiries with different questions.

Tips & Evaluation

Topics & content to be discussed for inspiration:

- Common community health issues (e.g. mental health, nutrition, access to services)
- Outreach strategies (how to engage hard-to-reach groups)
- Case discussions (challenging situations from practice)
- Local resources mapping (services, partners, support offers)
- Communication skills (trust-building, intercultural sensitivity)
- Self-care and burnout prevention for Health Guides



Hints for implementation:

- **Quick feedback rounds** at the end (e.g. “one takeaway, one improvement”)
- **Short surveys** every few months (usefulness, relevance, participation)
- Reflect on **practical impact**: What ideas were applied in the community?
- Collect **success stories or examples** of peer support in action

Debunk the Myth

Discussions to distinguish between health facts and misinformation

Education Access & Quality

User Story

Participants engage in group discussions to explore common health myths and distinguish between facts and misinformation. Through shared experiences and guided reflection, they learn how to question information, compare perspectives, and identify reliable sources. This helps them build confidence in making informed health decisions and strengthens their ability to navigate everyday information critically.

Activity

Discuss common health myths through small group conversations focused on everyday topics (e.g. nutrition, physical activity, daily habits). Participants explore familiar statements, share personal experiences, and reflect on how different information influences their choices. Participants work in small groups and analyse selected health statements, deciding whether they are true, false, or uncertain. They explain their reasoning, compare perspectives, and reflect together with facilitator support to identify reliable information and clarify key points.



1. **Prepare** by looking up some common health myth and create statements
2. **Let** people discuss the statements
3. **Reveal** the solution by presenting the truth about a myth or let people do some own research on the web
4. **Discuss again** the solutions and trustworthiness of sources found in the web.

Duration: approx. 30–45 minutes

Setting: indoor training space / community setting

Goals & Audience

Strengthen ability to distinguish between facts and misinformation

Encourage critical thinking about health information

Build confidence in discussing and questioning information

Increase awareness of reliable sources

Promote informed decision-making

Target Group: Adults, community members, people with general low health literacy

Methods

Dialogue-based learning through group discussion

Critical thinking and reflection on everyday information

Peer exchange of experiences and perspectives

Facilitator-supported clarification using simple language

Materials

Background Information & Best Practice Examples:

- [WHO: Health literacy and misinformation resources](#) [EN]
- [European Commission – Health information manipulation](#) [EN]
- [Module 3 - Maintaining Health](#) [DE, EN, IT, PL]
- [Debunking 10 common nutrition myths for 2025](#) [EN]
- [Checkliste für verlässliche Gesundheitsinfos](#) [DE]



Exercises & (Best)-Practices:

- **“True or false?” voting:** Participants position themselves (or vote) before discussing a statement
- **“Why do I believe this?” reflection:** Participants reflect on where their knowledge comes from
- **Source check exercise:** Participants review examples of sources and discuss which seem reliable
- **Debate round:** Groups defend different perspectives to explore complexity

Tips & Evaluation

Topics & content to be discussed for inspiration:

- Common myths about nutrition, hydration, or physical activity
- Everyday health advice from social media or peers
- Differences between opinions and evidence
- How to identify reliable health sources
- Basic fact-checking strategies
- Examples of misleading or oversimplified claims



Hints for implementation:

- Create a safe and respectful discussion environment
- Emphasise that questioning information is positive
- Use simple, relatable examples from everyday life
- Adapt content to participants' cultural and social context
- Avoid overwhelming participants with too much information
- Encourage all participants to contribute, but without pressure

Ask a Health Worker

Informal Q&A session with a local health professional

Health Care Access & Quality

User Story

As a community member, I often have questions about health but don't always know who to ask or feel unsure contacting professionals. Sometimes I hesitate because I am afraid my question might be too simple or not important enough. I want an informal opportunity to speak directly with a health worker, so that I can better understand health information and services and feel more confident navigating them.

Activity

Participants engage in an open exchange with a health professional in an informal and accessible setting. The activity focuses on asking questions, clarifying everyday health concerns, and learning about local services. The session lasts approximately 45–60 minutes and can take place in community centres or informal neighbourhood spaces.



1. **Introduce the health worker and topic scope:** Present the professional and clarify what kind of questions can be asked.
2. **Collect or invite questions from participants:** Questions can be asked openly or submitted anonymously.
3. **Facilitate an open Q&A session:** The health worker responds with simple and clear explanations.
4. **Encourage sharing of experiences:** Participants relate questions to real-life situations.
5. **Provide practical information on services:** Highlight relevant local health services and access points.
6. **Summarise key messages and contacts:** Recap useful information and where to seek further support.

Goals & Audience

Improve access to reliable and understandable health information

Increase confidence in asking health-related questions

Strengthen understanding of local health services

Build trust between community members and health professionals

Target Groups: Adults, community members, people with general low health literacy

Methods

Dialogue-based learning through direct **interaction** with a professional

Low-threshold, participant-driven **format**

Use of **real-life questions** and experiences

Facilitated exchange in a safe and respectful environment

Materials

Background Information & Best Practice Examples:

- [Module 1 – The Role of a Health Guide](#) [EN, DE, IT, PL]
- [How to find reliable Health information Online](#) [EN]
- [Gesundheit im Faktencheck](#) [DE]
- [Questions to ask your doctor](#) [EN]
- [Checkliste für verlässliche Gesundheitsinfos](#) [DE]
- [WHO: Your life, your health. Tips and information for health and well-being](#) [EN]



Exercises & (Best)-Practices:

- **Anonymous question box:** Participants write questions to reduce hesitation
- **“I always wondered...”:** Participants complete the sentence to start discussion
- **Scenario-based questions:** Participants discuss everyday situations (e.g. when to see a doctor)
- **Service mapping task:** Identify where to go for specific health needs
- **Clarification check:** Participants restate answers in their own words
- **“One useful contact” takeaway:** Participants note a service they might use

Tips & Evaluation

Topics & content to be discussed for inspiration:

- Accessing primary care and specialists
- Preventive health and everyday wellbeing
- Medication use and basic health questions
- When and where to seek medical help
- Patient rights and navigation of services
- Local health offers and support structures



Hints for implementation:

- Create a welcoming and non-judgmental atmosphere
- Allow anonymous participation to lower barriers
- Use simple, non-technical language
- Encourage participation but respect boundaries
- Choose familiar and accessible locations
- Brief the health worker to adapt communication to the group

Language Café with Health Topics

Conversation sessions on health themes for language practice

Social & Community

User Story

As a non-native speaker, I want to improve my (for example) German language skills in a practical and supportive environment, especially for situations related to health and healthcare. I often feel unsure when speaking to doctors or navigating the health system, so I want to build confidence and learn useful vocabulary for real-life situations.

Activity

Language Cafés provide a low-threshold environment for practicing a new language (German) in an informal setting. This relaxed atmosphere fosters peer-to-peer exchange on everyday challenges, making it an ideal platform for Health Guides to facilitate interventions. Each session lasts approximately **45–60 minutes** and focuses on a specific health-related theme (e.g. doctor-patient communication). A typical session includes:



- 7. Thematic Introduction:** The Health Guide presents the specific health topic of the session.
- 8. Check-in:** A brief round of introductions where participants share their name and one health-related keyword.
- 9. Breakout Sessions:** Participants are divided into smaller groups (2–4 groups depending on size and language level). Each group focuses on a specific scenario
- 10. Interactive Practice:** Participants engage in role-plays, dialogues, and guided discussions to practice relevant vocabulary and communication strategies.
- 11. Plenary Wrap-up:** Joint reflection where participants share key learnings, useful phrases, and personal insights.

Goals & Audience

Strengthen language skills in health-related contexts

Increase confidence when interacting with healthcare providers

Improve understanding of the local health system

Empower participants to communicate their needs more effectively

Target Group: Regular Language Café participants, typically adults from diverse international backgrounds with varying language levels and lived experiences.

Methods

Use simple, clear language adapted to participants proficiency levels

Apply interactive and participatory methods (e.g. role-play, small group work)

Create a safe and non-judgemental learning environment

Use real-life scenarios to ensure practical relevance

Encourage peer-to-peer exchange and mutual support

Adapt group size and topics based on participants needs

Materials

Background Information & Best Practice Examples:

- [Volkshilfe Wien – Die Gesundheits.übersetzerin \[multilingual\]](#)
- [Volkshilfe Wien – Die Gesundheits.übersetzerin: Health Care Project \[multilingual\]](#)
- [Healthcare Language Guide For Migrants \[multilingual\]](#)
- [WHO: Your life, your health. Tips and information for health and well-being \[EN\]](#)
- [WHO: Questions and Answers on various topics \[EN\]](#)



Exercises & (Best)-Practices:

- **Role-play scenarios:** Participants simulate situations (e.g. doctor visit, pharmacy conversation)
- **Keyword round:** Participants introduce and explain one health-related word
- **Dialogue building task:** Groups create short conversations using key vocabulary
- **“How would you say it?” exercise:** Translate everyday health situations into simple German phrases
- **Experience sharing:** Participants describe real situations they encountered

Tips & Evaluation

Topics & content to be discussed for inspiration:

- The Consultation: describing symptoms and speaking with a doctor
- The Pharmacy: asking for advice and understanding medication instructions
- The Health System: navigating insurance and administrative processes



Hints for implementation:

- Keep sessions flexible and responsive to participants' language levels
- Provide encouragement and positive feedback to build confidence
- Avoid overly technical vocabulary; focus on practical communication
- Use repetition and real-life examples to reinforce learning
- Gather quick feedback at the end (e.g. “one new word learned, one useful situation”)
- Observe whether participants feel more confident using German (or the newly learned language) in health-related situations

Park Exercise in the Morning

Weekly outdoor light exercise or yoga sessions

Neighbourhood & Build Environment

User Story

I would like to improve my well-being, become more active, and learn basic exercises such as yoga in a supportive group environment. However, I may not feel comfortable joining a gym or structured fitness programme because out of time-constraints or membership prices, but I want to engage in simple and accessible physical activity in a relaxed outdoor setting.

Activity

This activity consists of regular outdoor exercise or yoga sessions in a local park. It offers a low-threshold opportunity for participants to engage in physical activity while enjoying a social and natural environment. Sessions take place on a regular basis (e.g. monthly or weekly depending on local capacity) in an easily accessible location, ideally with a quiet and safe area such as a meadow. Each session lasts between **30–45 minutes** for beginners and can be extended up to 60–90 minutes for more advanced participants.



1. **Welcome & Introduction:** Greeting participants, short introduction round (if needed), and explanation of the session structure.
2. **Safety Guidance:** Clear instructions on safe practice (e.g. listening to one's body, reducing intensity, stopping if pain occurs).
3. **Guided Practice:** Introduction and practice of simple exercises or yoga poses (asanas), with variations to accommodate different levels of experience.
4. **Cool-down & Closing:** Gentle stretching and short reflection, with space for questions.

Goals & Audience

Promote accessible and regular physical activity

Support the development of healthy daily habits

Improve body awareness and reduce barriers to participation in physical exercise

Strengthen social interaction and community engagement

Target Group: Open to everybody (Individuals seeking low intensity outdoor activities, people who feel uncomfortable in traditional fitness environments, beginners)

Methods

Use simple, inclusive instructions suitable for all fitness levels

Offer variations of exercises to ensure accessibility

Encourage participants to follow their own pace and limits

Create a supportive and non-competitive atmosphere

Use demonstration and guided practice rather than complex explanations

Ensure the location is safe, accessible, and comfortable

Materials

Background Information & Best Practice Examples:

- Use Youtube for simple fitness exercises for everybody. For example: [Home Fit Short Videos for simple fitness exercises](#) [multilingual]
- [WHO: Key Facts on Physical Activity](#) [EN]
- [Fußball, Fitness, Ernährung - BIÖG Shop](#) [DE]
- [BIÖG: Bewegung, Ernährung & Entspannung](#) [DE]



Exercises & (Best)-Practices:

- **“Follow the movement” exercise:** Participants imitate simple guided movements
- **Intensity choice task:** Participants choose between easier and more advanced variations
- **Breathing awareness exercise:** Focus on inhale/exhale during movement
- **Body check-in:** Participants briefly reflect on how their body feels before/after
- **Pair exchange:** Participants share how they felt during the session

Tips & Evaluation

Topics & content to be used for inspiration:

- Basic yoga poses (e.g. standing, sitting, and gentle stretching asanas)
- Breathing techniques (e.g. slow breathing, awareness of inhale/exhale)
- Simple mobility and stretching exercises
- Relaxation and mindfulness elements (e.g. short body scan)



Hints for implementation:

- Clearly communicate meeting point, time, and what participants should bring (e.g. comfortable clothing, mats, water)
- Start with shorter sessions and gradually increase duration if appropriate
- Be attentive to participants' physical limits and adapt exercises accordingly
- Encourage regular participation to support habit formation
- Collect informal feedback after sessions (e.g. mood, energy level, comfort)
- Observe whether participants feel more confident and motivated to stay physically active

Bike Buddy Day

Residents pair up to cycle safe routes together

Neighbourhood & Build Environment

User Story

As a resident, I want to feel more confident cycling in my neighbourhood, but I am unsure about safe routes and how to navigate traffic. I also do not know how to maintain my bike and need help in setting up my bicycle for daily use. I would like to learn from others, practice in a supportive setting, and discover how cycling can become a safe, healthy, and enjoyable part of my daily life.

Activity

This activity is a half-day community event that connects participants through a “buddy system” to explore local cycling routes together. It focuses on building confidence, practical navigation skills, and social interaction. Participants are paired or grouped based on experience levels, allowing beginners to learn from more confident cyclists. The group then follows pre-identified, safe and low-traffic routes that connect important local destinations such as parks, shops, or community centres.



1. **Welcome & Introduction:** Greeting participants, introduction of facilitators, and overview of the activity and its goals.
1. **Safety Check & Orientation:** Basic bike safety check (e.g. brakes, tires) and introduction to key cycling rules and road behaviour.
2. **Break & Exchange:** Short stops along the route (e.g. park or café) to rest, reflect, and share experiences.
3. **Closing & Reflection:** Group reflection on key learnings, confidence levels, and possible next steps (e.g. independent cycling routes).

Goals & Audience

Increase confidence in using local cycling infrastructure

Promote cycling as a healthy and sustainable mode of transport

Strengthen practical navigation and road safety skills

Enhance social connections and peer learning through a buddy system

Target Group: Residents who own a bike but feel hesitant to cycle in traffic, Newcomers wanting to explore and understand local routes

Methods

Peer learning through buddy pairing (experienced–beginner)

Experiential learning through real-life cycling practice

Step-by-step guidance and demonstration of safe cycling behaviour

Use of local routes to ensure practical relevance

Informal group exchange and reflection moments

Supportive and non-competitive learning environment

Materials

Background Information & Best Practice Examples:

- [Komoot](#) is an app to create routes for walking, cycling, jogging with many free to use routes for your city or location. **[Multiple languages]**
- [15 tips for cycling in Berlin](#) **[EN]**
- [Safe Cycling Map](#) (Open-Source Tool) to create routes
- Wiener Gesundheitsförderung: Broschüre für [Tipps und Empfehlungen zum Thema Bewegung im Alltag](#) **[DE]**
- [WHO: Health Economic Assessment Toll for walking and cycling](#) **[EN]**



Exercises & (Best-)Practices:

- **“Spot the safe route” task:** Participants identify safer vs. busier streets
- **Buddy reflection:** Pairs discuss confidence and challenges during the ride
- **Traffic situation discussion:** Group reflects on specific intersections or moments
- **Confidence scale:** Participants rate confidence before and after the activity
- **“My next route” task:** Participants plan a route they would use in daily life

Tips & Evaluation

Topics & Content to be used for inspiration:

- Basic cycling rules and road safety principles (Identifying bike lanes)
- Navigation of bike lanes and shared roads (intersections, crossings)
- Hand signals and communication in traffic
- Route planning and identifying low-traffic alternatives
- Basic bike maintenance (e.g. brakes, tire pressure)
- Sustainable mobility and benefits of cycling for health



Hints for implementation:

- Buddy Pairing: ideally mixing more experienced cyclists with beginners.
- Carefully select and plan ahead safe, low-traffic, and clearly structured routes
- Ensure clear instructions and group coordination during and after the ride (time and place where to meet for breaks and in the end)
- Collect feedback on participants confidence before and after the activity

Family Recipe Share Night

Evening event where families cook and share healthy recipes

Social & Community

User Story

I would like to eat healthier and prepare more diverse meals using fresh ingredients, but I am not an experienced cook and do not know many recipes or techniques. I often feel unsure about how to combine ingredients or cook nutritious meals in an affordable way. Therefore, I would like to connect with others in my community who have more experience, learn from their traditions, and discover simple cooking techniques that I can apply in my daily life for myself or my family.

Activity

This activity is a 2-hour interactive evening event in which families and community members come together to prepare and share healthy meals in a communal setting. Participants are invited to bring a healthy family recipe or contribute to a shared cooking process. The activity combines collaborative cooking with social exchange and concludes with a shared meal. Typical sessions consist of:



1. **Recipe Sharing & Group Formation:** Participants briefly introduce their dishes or cooking ideas and form small groups or cooking stations.
2. **Collaborative Cooking:** Participants rotate between different preparation stations (e.g. chopping, seasoning, cooking), supported by a facilitator. During this phase, participants exchange knowledge about ingredients, preparation methods, and cultural contexts.
3. **Nutritional Input** Short, informal inputs from the facilitator on the nutritional value of ingredients and tips for healthy, budget-friendly cooking.
4. **Community Meal (Potluck)** All participants come together to share and taste the prepared dishes in a communal setting.
5. **Closing & Exchange** Reflection round where participants share impressions

Goals & Audience

Promote healthy and affordable eating habits

Increase awareness of nutritional value in everyday cooking

Celebrate cultural diversity through food and shared traditions

Strengthen social cohesion and intergenerational exchange

Target Group: Families, Seniors interested in sharing knowledge and social interactions, new residents, Neighbourhood members, cooking enthusiasts, all interested persons

Methods

Experiential learning through **hands-on cooking** (learning by doing)

Peer-to-peer exchange of recipes, skills, and cultural knowledge

Small group collaboration and rotation between tasks

Informal learning through discussion and shared experience

Facilitation through **guiding questions** and light nutritional input

Creating an **inclusive, welcoming, and participatory environment**

Materials

Background Information & Best Practice Examples:

- [WWF: Healthy and Sustainable Recipes](#) [EN]
- [Öffentliches Gesundheitsportal Österreichs: Healthy recipes](#) [DE]
- [Öffentliches Gesundheitsportal Österreichs: Hygiene for the kitchen](#) [DE]
- [WHO: e-Library of Evidence for Nutrition Actions \(eLENA\)](#) [EN]
- [WHO: Healthy diet: Keys to eating well](#) [EN]



Exercises & Practice:

- **“Story behind the dish”:** Participants share cultural or personal context
- **Ingredient discussion:** Groups reflect on health benefits of ingredients used
- **“Healthy swap” exercise:** Participants suggest healthier alternatives
- **Cooking role rotation:** Participants switch tasks (cutting, cooking, seasoning)
- **Taste reflection:** Participants describe what they liked and learned

Tips & Evaluation

Topics & content to be used for inspiration:

- Healthy adaptations of traditional recipes (thematic evenings)
- Budget-friendly cooking strategies
- Seasonal and locally available ingredients
- Cultural food traditions and festive meals (e.g. holiday or religious dishes)
- Nutritional aspects of common ingredients (e.g. vegetables, grains, proteins)
- Reducing food waste and sustainable cooking practices



Hints for implementation:

- Ensure the cooking space is suitable for group work and safe for all ages
- Encourage participants to share stories behind their recipes
- Keep instructions simple and adaptable to different skill levels
- Be mindful of dietary restrictions and cultural sensitivities
- Support equal participation by distributing tasks within groups
- Create a welcoming and social atmosphere (e.g. shared table setting)

Low-Cost Healthy Meal Challenge

Cooking activity where participants prepare a meal under €5

Economic Stability

User Story

I often feel that cooking nutritious and healthy meals is expensive and requires a lot of knowledge. I am unsure how to plan meals on a limited budget or how to combine simple ingredients in a healthy way. I would like to learn practical strategies from others, try out affordable recipes, and gain confidence in preparing healthy meals that fit my financial situation.

Activity

This activity is a hands-on group cooking challenge in which participants prepare a healthy meal within a fixed budget. It combines planning, teamwork, and practical cooking experience. The session takes place in a communal kitchen or at the home of a participant and lasts approximately 3 hours. Participants work in small groups to design, prepare, and present their meals. A typical session includes:



1. **Group Formation & Planning:** Participants form small groups and develop a meal idea within a fixed budget.
2. **Doing Groceries:** Participants go to local supermarkets or shops to buy the ingredients for the planned meal
3. **Cooking Phase:** Groups prepare their meals collaboratively.
4. **Presentation:** Each group presents their dish and shares key ideas behind it.
5. **Tasting & Exchange:** Participants taste all dishes and exchange feedback and experiences.

Goals & Audience

Promote healthy and affordable eating habits

Strengthen practical cooking and planning skills

Encourage teamwork and collaborative problem-solving

Support reflection on everyday eating habits

Target Group: Young people, students and families, open to participants of all ages and experience levels

Methods

Group-based problem-solving and decision-making

Learning by doing within real-life constraints (budget)

Peer exchange of ideas, recipes, and strategies

Facilitated **reflection** through presentation and discussion

Materials

Background Information & Best Practice Examples:

- [Die Umweltberatung: Rezepte der Saison - Kochen mit Genuss!](#) [DE]
- [WWF: Healthy and Sustainable Recipes](#) [EN]
- [Öffentliches Gesundheitsportal Österreichs: Healthy recipes](#) [DE]
- [Öffentliches Gesundheitsportal Österreichs: Hygiene for the kitchen](#) [DE]
- [WHO: e-Library of Evidence for Nutrition Actions \(eLENA\)](#) [EN]



Exercises & Practice:

- **“Budget Constraints”:** Discuss how decision-making was dependent on the budget.
- **Experience Exchange:** What were the experiences in the supermarket?
- **Mini reflection:** Participants summarise their main concern for doing grocery with a low budget

Tips & Evaluation

Topics & content to be used for inspiration:

- Cost-saving cooking techniques (e.g. bulk cooking, reducing waste)
- Balanced meals (e.g. combining vegetables, proteins, and grains)
- Cultural variations of affordable dishes



Hints for implementation:

- Clearly define and communicate the budget and rules of the challenge
- Ensure equal participation within groups by distributing roles
- Support groups that may struggle with planning or decision-making
- Keep recipes simple and adaptable to different skill levels and food preferences or constraints
- Encourage creativity rather than perfection
- Allow enough time for both cooking and reflection (also good during eating)

Walking Map Workshop

Residents map safe and pleasant walking routes together

Neighbourhood & Build Environment

User Story

In my daily routine, I often move from one place to another without really noticing my surroundings or considering walking as an option. Even for short distances, I tend to rely on public transport or other means. Exploring the neighbourhood together with others could help me discover suitable walking routes, exchange experiences, and find simple ways to integrate more movement into my everyday life.

Activity

This activity is a participatory workshop that combines a group walk with collective mapping of local walking routes. It can be organised as a one-time event or as a recurring activity. Participants explore their neighbourhood on foot, exchange knowledge about routes, and reflect on opportunities for integrating walking into daily life.



1. **Start with a short group exchange:** Ask participants about their current walking habits, preferred routes, and challenges.
2. **Introduce the walking focus:** Present the idea of identifying safe, pleasant, and practical walking routes in the neighbourhood.
3. **Conduct the group walk:** Walk a pre-selected route together, encouraging participants to observe surroundings and share impressions.
4. **Discuss observations during the walk:** Prompt participants to reflect on safety, accessibility, and comfort of different areas.
5. **Map key findings together:** After or during the walk, collect insights on useful routes, barriers, and highlights.
6. **Close with reflection and exchange:** Share key takeaways and ideas for integrating walking into daily routines. Leave space for sharing experiences.

Goals & Audience

Promote walking as an accessible form of daily physical activity

Increase awareness of safe and pedestrian-friendly routes

Encourage integration of movement into everyday routines

Strengthen social interaction and community exchange

Support shared knowledge about the local environment

Target Group: Open to all, (can be adapted to people with limited mobility)

Methods

Participatory mapping and knowledge-sharing

Group discussion and reflection

Use of **real-life environments** for practical relevance

Inclusive approach adaptable to different mobility levels

Facilitation through **guiding questions** and exchange

Materials

Background Information & Best Practice Examples:

- [Wien zu Fuß – Viennas Mobility Agency](#) offers hints and materials about walking routes and street safety in Vienna [EN]
- [Tools about Assessment of Streets](#) according to Healthy Street Approach [EN]
- [Vienna City Challenge – Walking routes](#) (with Quiz, designed for young people) [DE]
- [WHO: Health Economic Assessment Tool for walking and cycling](#) [EN]



Exercises & Practice:

- **“What do I notice?” observation task:** Participants reflect on safety, comfort, environment
- **Route comparison:** Discuss differences between two walking paths
- **Barrier spotting:** Identify obstacles (traffic, accessibility, lighting)
- **“My daily route” reflection:** Participants connect walk to their routine
- **Group mapping:** Collect preferred routes and improvements

Tips & Evaluation

Topics & Content to be used for inspiration:

- Pedestrian-friendly infrastructure (e.g. sidewalks, crossings, green areas)
- Safe vs. unsafe walking routes
- Everyday opportunities for walking (e.g. errands, commuting)
- Barriers to walking (e.g. traffic, accessibility, safety concerns)
- Health benefits of regular walking
- Local resources such as existing walking maps or routes



Hints for implementation:

- Prepare suitable and safe routes in advance
- Consider accessibility and adapt routes to participants' needs
- Take weather conditions into account when planning the activity
- Use guiding questions to stimulate discussion during the walk (e.g. themed walks)
- Keep the walking distance appropriate for the target group
- Provide a comfortable meeting and closing point (e.g. community space)

How to make an Appointment at the doctor

Step-by-Step demo of medical appointment booking

Health Care Access & Quality

User Story

When I need to see a doctor, I often feel unsure about how to make an appointment. I may not know what to say on the phone, how to describe my issue, or what information is needed. This can make me hesitate or delay seeking care. I would like to learn how the process works step by step and practice common situations, so that I feel more confident arranging medical appointments when I need them.

Activity

Participants learn how to book a medical appointment through guided explanation and practical exercises. The session focuses on typical situations such as calling a doctor's office or arranging an appointment in person. The session lasts approximately 60–90 minutes and takes place in a classroom or community setting.



1. **Introduce the appointment process:** Explain the basic steps of booking an appointment (e.g. calling, stating reason, confirming details).
2. **Present key phrases and information:** Provide examples of simple sentences used when contacting a doctor.
3. **Demonstrate a model conversation:** Show a typical dialogue between patient and receptionist.
4. **Practice in pairs or small groups:** Participants simulate appointment booking scenarios.
5. **Explore variations of situations:** Practice different cases (e.g. urgent appointment, follow-up visit, cancellation).
6. **Summarise key steps and phrases:** Highlight essential elements participants should remember.

Goals & Audience

Increase confidence in accessing healthcare services

Build practical communication skills for appointment booking

Improve understanding of healthcare system procedures

Reduce barriers to seeking medical care

Support independent navigation of health services

Target Group: Adults with limited experience in healthcare system, language barriers or low confidence

Methods

Practice-oriented learning through **simulation**

Use of **simple** and **structured language**

Repetition and **role-play** to build confidence

Peer learning and mutual support

Materials

Background Information & Best Practice Examples:

- [Questions to ask a doctor \[EN\]](#)
- [Booklet für eine gute Kommunikation bei Ärzt*innen \[DE\]](#)
- [How to App; how to understand medical reports \[EN\]](#)
- [eBook for health educators for effective communication with the patient \[PL\]](#)
- [Module 4 Navigational Skills \[EN, PL, DE, IT\]](#)



Exercises & Practice:

- **Role-play calls:** Participants simulate phone conversations with a doctor's office
- **Phrase matching exercise:** Match common questions and appropriate responses
- **“What do I say?” task:** Participants formulate sentences for specific situations
- **Scenario variation:** Practice different appointment types (urgent, routine, follow-up)
- **Confidence check:** Participants reflect on how comfortable they feel before and after

Tips & Evaluation

Topics & content to be used for inspiration:

- Common phrases for booking appointments
- Information typically required (name, symptoms, availability)
- Differences between urgent and routine appointments
- Understanding opening hours and availability
- Basic structure of healthcare access (e.g. GP, specialist)
- Handling misunderstandings in communication



Hints for Implementation:

- Use clear, simple language and repeat key phrases
- Provide written examples participants can refer to
- Encourage practice without fear of making mistakes
- Adapt scenarios to participants' real-life situations
- Be sensitive to language levels and confidence
- Allow time for repetition and clarification

Health topic discussion with the neighbourhood

Discussions about health topics for planning specific workshops

Social & Community

User Story

As a resident of the neighbourhood, I want to share my views and experiences related to health and wellbeing. A short conversation in a safe and informal setting allows me to speak openly, so that everyday experiences can be heard and considered in future planning. I may also discover other residents who face similar challenges, have similar needs, or possess useful knowledge, allowing us to learn from each other.

Activity

Conduct a brief, low-threshold health survey during a public neighbourhood event (e.g. a festival or local community gathering). It combines a simple questionnaire with informal conversation to gather insights into local health needs.



1. **Set up a visible and accessible stand:** Position a small, welcoming point at the event where people can easily approach.
2. **Approach participants directly:** Invite visitors to take part in a short conversation using a friendly and open approach.
3. **Use a short questionnaire as a guide:** Ask 5–6 simple questions to initiate discussion about health needs and experiences.
4. **Encourage open dialogue:** Allow space for participants to share personal perspectives beyond the questions.
5. **Document key insights:** Note recurring themes, concerns, and ideas shared during conversations.
6. **Conclude the interaction briefly:** Thank participants and, if relevant, inform them about follow-up activities or support offers.

Goals & Audience

Gain insight into health-related needs and priorities in the neighbourhood

Identify differences between groups (e.g. age, access to services)

Build initial trust and contact between residents and health actors

Provide a basis for planning future health activities and services

Target Group: Residents of the neighbourhood, all age groups, individuals with varying levels of access to health information

Methods

Low-threshold, **face-to-face engagement** in a familiar environment

Use of short **questionnaires** as conversation starters

Active listening and open-ended dialogue

Qualitative data collection through note-taking

Outreach approach to engage diverse participants

Informal trust-building through personal interaction

Materials

Background Information & Best Practice Examples:

- [Module 2 & Handout Active listening](#) [EN, DE, IT, PL]
- [Gesundheit Österreich Measuring health literacy instrument](#) [EN]
- [Prevention and Early Detection](#) [DE]
- [BlÖG: Startseite](#) or [Alle Kategorien - BlÖG Shop](#) [DE]
- [Doing What Matters in Times of Stress – An illustrated Guide](#) [EN]
- [WHO: Questions and Answers on various topics](#) [EN]



Exercises & Practice:

- **“First question opener”:** Use one easy question to start conversation
- **Theme clustering:** Identify recurring topics across participants
- **Mini reflection:** Participants summarise their main concern
- **Listening exercise (facilitators):** Focus on active listening without interruption
- **Quick feedback prompt:** “What would improve your health locally?”

Tips & Evaluation

Topics & content to be used for inspiration:

- Access to healthcare services
- Physical and mental health concerns
- Barriers to healthy lifestyles (e.g. time, cost, information)
- Health information needs and preferred formats
- Use of local health services and support structures



Hints for implementation:

- Keep questions simple, clear, and easy to answer
- Ensure a friendly and non-intrusive approach when addressing participants
- Be flexible and adapt conversations to participants’ interests
- Respect privacy and avoid collecting sensitive personal data
- Use short notes or keywords for efficient documentation
- Position the stand in a visible but calm area of the event
- Use findings to inform concrete follow-up actions or activities

School lesson Healthy Eating

School lesson planning for a class on the topic healthy eating

Education Access & Quality

User Story

As a student, I am surrounded by many different ideas about food and what is considered healthy. Sometimes this can be confusing, and I am not always sure what choices are actually good for me. I would like to better understand how food affects my energy, concentration, and overall wellbeing. Simple explanations and practical examples would help me make healthier choices in my everyday school life.

Activity

An interactive classroom session introduces students to the basics of healthy eating through age-appropriate and engaging methods. The session takes place during one school lesson (approx. 45–60 minutes) and combines short inputs with interactive exercises.



1. **Introduce key concepts of healthy eating:** Present basic principles of balanced nutrition using simple explanations and visual examples.
2. **Explore everyday eating habits:** Encourage students to reflect on what they eat during a typical school day.
3. **Conduct an interactive exercise:** Use activities such as food sorting, quizzes, or small group discussions to distinguish between different types of foods.
4. **Link nutrition to wellbeing:** Discuss how food influences energy levels, concentration, and mood.
5. **Apply knowledge to real-life situations:** Explore practical examples such as lunchboxes or snacks brought from home.
6. **Summarise key takeaways:** Highlight simple tips for making healthier choices in everyday school life.

Goals & Audience

Build basic understanding of healthy and balanced nutrition

Enable students to distinguish between healthier and less healthy food options

Strengthen confidence in making everyday food choices

Increase awareness of the link between nutrition, energy, and wellbeing

Target Group: Students in 5th grade (approx. 10-11 years old), School classes in urban or mixed neighbourhoods, Group size 20-30 students

Methods

Combination of **short inputs and hands-on activities**

Use of **visual aids** and practical examples

Group discussions and peer exchange

Learning through **reflection on everyday situations**

Materials

Background Information & Best Practice Examples:

- [Lehrerinnen und Lehrer - Zielgruppen - BIÖG Shop](#) [DE]
- [Module 3 Maintaining Health](#) [EN], [DE], [IT], [PL]
- [Fußball, Fitness, Ernährung - BIÖG Shop](#) [DE]
- [BIÖG: Bewegung, Ernährung & Entspannung](#) [DE]
- [WHO: Child health: Recommended food for the very early years](#) [EN]



Exercises & Practice:

- **Food sorting game:** Classify foods into healthier/less healthy
- **“What did I eat today?” reflection:** Students analyse their own habits
- **Quiz challenge:** Short questions about nutrition
- **Lunchbox check:** Discuss real-life examples
- **Energy link exercise:** Connect food to concentration and mood

Tips & Evaluation

Topics & content to be used for inspiration:

- Basic food groups and balanced meals (make examples)
- Healthy vs. less healthy snacks and drinks
- Nutrition and its impact on energy and concentration
- Everyday eating habits (e.g. breakfast, school snacks)
- Simple rules for healthy choices (e.g. variety, moderation)
- Understanding food labels or ingredients (basic level)



Hints for implementation:

- Use simple language and relatable examples for the age group
- Keep activities varied to maintain attention and engagement
- Encourage participation and allow students to share their experiences
- Avoid moralising food choices; focus on understanding and balance
- Adapt content to cultural diversity and different eating habits
- Use visual and interactive elements to support learning

Health Day Action

Health Day Action with discussion about Salutogenesis

Education Access & Quality

User Story

In my daily life, I often face challenges that make it difficult to prioritise my health. I do not always have access to clear information or spaces where I can openly talk about wellbeing. I would like to exchange experiences with others in a supportive environment, learn simple ways to take care of my health, and gain practical ideas that I can apply in my everyday life.

Activity

The core goal is to create a low-threshold, in-person health day that combines short inputs, group exchange, and a practical activity. It creates a space for learning, reflection, and shared experience. The event can be organised as a half-day or multi-hour session in a community-based setting.



1. **Introduce key ideas on health and wellbeing:** Provide a short, accessible input on the connection between body, mind, and daily life.
2. **Facilitate group exchange:** Encourage participants to share experiences and perspectives on everyday health topics.
3. **Explore personal strategies:** Guide participants to reflect on what supports their wellbeing in daily life.
4. **Conduct a practical activity:** Engage participants in a shared activity (e.g. doing a mental health exercise).
5. **Encourage informal exchange during the activity:** Create space for conversation and peer learning while working together.
6. **Close with joint reflection:** Summarise key insights and share ideas for small, realistic changes in daily life.

Goals & Audience

Strengthen health literacy and understanding of holistic health

Promote self-efficacy in managing everyday health

Encourage open discussion of health-related topics

Provide practical experience with simple healthy behaviours

Foster social connection and mutual support

Target Group: Adults in challenging life situations or limited prior knowledge

Methods

Combination of **short inputs** and participatory discussion

Experiential learning through practical activities

Reflection on **personal experiences** and daily routines

Peer-to-peer exchange and mutual support

Use of **simple, accessible language** and concepts

Creation of a **safe and inclusive learning environment**

Materials

Background Information & Best Practice Examples:

- [Health Sleep \[DE\]](#), [Fit Gegen Hitze \[DE\]](#)
- [Module 3 – Maintaining Health \[EN\]](#), [DE], [IT], [PL]
- [BIÖG: Bewegung, Ernährung & Entspannung \[DE\]](#)
- [BIÖG: Persönlicher Infektionsschutz \[DE\]](#)
- [Erste Hilfe für die Seele & 10 Schritte zur psychischen Gesundheit \[DE\]](#)
- [WHO: Fact Sheets on various Topics \[EN\]](#)



Exercises & Practice:

- **“What supports me?” reflection:** Participants identify personal resources
- **Group discussion prompts:** Exchange on daily habits
- **Cooking collaboration:** Shared preparation of simple meals
- **Experience circle:** Participants share one learning
- **“One small change” task:** Define realistic next step

Tips & Evaluation

Topic & Themes to be used for inspiration:

- Holistic understanding of health (body, mind, social context)
- Everyday health practices (e.g. nutrition, movement, rest)
- Stress management and self-care strategies
- Small, realistic steps towards healthier habits
- Social support as a resource for wellbeing



Hints for implementation:

- Use clear and simple language adapted to participants' needs
- Keep inputs short and focus on interaction and exchange
- Create a safe and respectful space for sharing experiences
- Be flexible and responsive to participants' interests and situations
- Ensure the practical activity is simple and inclusive
- Encourage participation without pressure
- Allow enough time for informal exchange and reflection

Small Conversations in self-help context

Tips & Advices on self-care and mental health with self-help groups

Health Care Access & Quality

User Story

In many situations, talking about personal health or life challenges can feel difficult—especially when there is little space for open and honest exchange. I sometimes feel that my experiences are not fully understood or that conversations are too formal or technical. I would like to be part of a setting where I can share my perspective, listen to others, and connect without pressure.

Activity

Through an exchange format participants from self-help, health and social contexts are brought together to focus on dialogue, listening and mutual learning in a safe environment. The event can be organised as a half-day or full-day session in a barrier-free community space.



1. **Introduce the topic and context:** Provide a short input on self-help and its role in health and social participation.
2. **Share perspectives through dialogue:** Facilitate a moderated discussion or experience-sharing round with different voices.
3. **Encourage personal contributions:** Invite participants to share their experiences, thoughts, and questions.
4. **Enable open exchange and networking:** Create space for informal conversations between participants and organisations.
5. **Highlight available support structures:** Make visible existing offers, groups, or services in the community.
6. **Close with joint reflection:** Reflect on key insights and personal takeaways from the exchange.

Goals & Audience

Strengthen self-help as a resource for health and participation

Promote open communication and mutual understanding

Encourage sharing of personal experiences

Increase awareness of local support structures

Foster networking and a sense of community

Target Group: Relatives and caregivers, Professionals from social and health services

Methods

Dialogue-based and participatory formats

Moderated discussions and experience-sharing rounds

Peer-to-peer exchange and storytelling

Open networking and informal conversation

Use of **guiding questions** to structure exchange

Creation of a respectful, inclusive, and **low-pressure environment**

Materials

Background Information & Best Practice Examples:

- [Module 2 Communication Competencies and Motivation](#) [EN, PL, DE, IT]
- [Self-Help Contact: NAKOS - Selbsthilfekontaktstellen](#) [DE]
- [Berliner Stadtteilzentren und Selbsthilfekontaktstellen – Berlin](#) [DE]
- [Various tips on self-help & example exercises for self-help groups](#) [EN]
- **Short Movie:** [Flight and Trauma – Self Help](#) [EN]



Exercises & Practice:

- **Guiding question rounds:** e.g. “What helps me?”
- **Experience sharing circle:** Short personal statements
- **Listening exercise:** Participants reflect on what they heard
- **Connection mapping:** Identify shared experiences or needs
- **Takeaway reflection:** “What stays with me?”

Tips & Evaluation

Topics & themes to be used for inspiration:

- Meaning and role of self-help in everyday life
- Personal experiences with illness, recovery, or support
- Barriers and enabling factors in accessing help
- Communication and listening as tools for empowerment
- Available local services and support structures
- Needs and wishes of participants regarding support and exchange



Hints for implementation:

- Create a safe and respectful atmosphere for sharing personal experiences
- Use simple language and avoid technical jargon
- Encourage listening without judgement and equal participation
- Keep inputs short and prioritise dialogue and exchange
- Offer different ways of participation (speaking, listening, small groups)
- Be attentive to emotional dynamics and provide support if needed

Female Healthy Breakfast

Breakfast Sessions with time to talk about health issues for women

Education Access & Quality

User Story

In my daily routine, I often prioritise others and have little time to focus on my own health and wellbeing. Topics related to women's health are not always easy to discuss, and I may lack a safe space to ask questions or share experiences. I would like to connect with other women in a relaxed setting, exchange ideas, and learn simple ways to take care of my health in everyday life.

Activity

This activity is directed to women only. Participants come together for a shared breakfast in a safe and informal setting, combined with guided conversation on selected health topics relevant to women. The session lasts approximately 1.5–2 hours and takes place in a community space.



1. **Introduce the health topic of the session:**
Present a simple and relevant theme (e.g. nutrition, stress, reproductive health).
2. **Share a healthy breakfast together:**
Participants eat and engage in informal conversation.
3. **Facilitate guided discussion:**
Introduce questions and prompts related to the topic.
4. **Encourage exchange of experiences:**
Participants share personal perspectives and practical tips.
5. **Explore simple health strategies:**
Discuss small, realistic actions for everyday life.
6. **Summarise key insights:**
Highlight takeaways and useful ideas from the discussion.

Goals & Audience

Promote awareness of women's health topics

Encourage self-care and healthy habits

Create a safe space for open discussion

Strengthen confidence in talking about health

Foster social connection and mutual support

Target Group: Women seeking exchange and community support (It is recommended to do this activity only with women to create a safe space)

Methods

Informal, **dialogue-based learning** in a safe environment

Combination of **shared activity** (breakfast) and guided discussion

Peer-to-peer exchange and storytelling

Use of simple, **accessible language**

Materials

Background Information & Best Practice Examples:

- [NHS Information and support on health, wellbeing, conditions and screening](#) [EN]
- [Healthy eating from the start: Information on nutrition during pregnancy and breastfeeding](#) [EN, DE]
- [Öffentliches Gesundheitsportal Österreichs: Ein guter Start ins Leben](#) [TR]
- [Early Childhood Interventions](#) [multilingual]



Exercises & Practice:

- **“Check-in question” round:** Participants respond to a simple opening question (e.g. “What does health mean to me?”)
- **Topic cards discussion:** Participants pick a card with a question or topic and share thoughts
- **Experience exchange:** Participants share everyday strategies or challenges
- **“One tip I use” round:** Each participant shares a practical health tip
- **Reflection moment:** Participants identify one small change they could try

Tips & Evaluation

Topics & content to be used for inspiration:

- Healthy eating and daily routines
- Stress management and self-care
- Reproductive and hormonal health
- Mental health and emotional wellbeing
- Balancing family, work, and personal health
- Access to health services and information



Hints for implementation:

- Create a safe, respectful, and confidential space – Women only works best!
- Be sensitive to cultural and personal differences
- Avoid judgement and encourage voluntary sharing
- Use simple language and avoid medical jargon
- Keep the atmosphere relaxed and informal
- Adapt topics to participants’ interests and needs

Sport and Exercise sessions

Small sport and fitness exercises for people with health issues

Education Access & Quality

User Story

I know that physical activity is important for my health, but due to my physical condition or past experiences, I often feel unsure about what kind of exercise is safe for me. I may worry about pain, overexertion, or doing something wrong. I would like to find simple and safe ways to stay active, guided by someone who understands my limitations, and in a group where I feel comfortable and supported.

Activity

Participants engage in guided, low-intensity physical exercises adapted to different health conditions and fitness levels. The activity focuses on safe movement, gradual progression, and building confidence. The session lasts approximately 45–60 minutes and takes place in a safe and accessible indoor or outdoor setting.



1. **Introduce the focus of the session**
Explain the type of exercises and safety considerations.
2. **Start with gentle warm-up movements**
Prepare the body with simple, low-impact exercises.
3. **Practice guided exercises**
Perform a series of adapted movements focusing on mobility, strength, or balance.
4. **Offer variations for different levels**
Provide easier and more challenging options for each exercise.
5. **Encourage body awareness during movement**
Prompt participants to notice how their body feels and adjust intensity.
6. **Close with relaxation and stretching**
Finish with gentle stretching or breathing exercises.

Goals & Audience

Promote safe and accessible physical activity

Improve mobility, strength, and body awareness

Build confidence in exercising with health limitations

Support regular movement habits

Target Group: Individuals with physical health issues or limitations, returning to physical activity or seeking low intensity exercises

Methods

Guided, **demonstration-based learning**

Adaptation of exercises to individual abilities

Experiential learning through movement

Supportive **group-based environment**

Materials

Background Information & Best Practice Examples:

- [WHO: Key Facts on Physical Activity](#) [EN]
- [Fußball, Fitness, Ernährung - BIÖG Shop](#) [DE]
- [BIÖG: Bewegung, Ernährung & Entspannung](#) [DE]
- [Module 3 – Maintaining Health](#) [EN, DE, PL, IT]



Exercises & Practice:

- **“Listen to your body” check-in:** Participants rate their comfort level before and after exercises
- **Movement variation task:** Participants choose between different intensity levels for each exercise
- **Balance challenge:** Simple exercises (e.g. standing on one leg or seated alternatives)
- **Stretch and release routine:** Guided stretching focusing on key muscle groups
- **Pair reflection:** Participants briefly share what felt comfortable or challenging

Tips & Evaluation

Topics & content to be used for inspiration:

- Low-impact exercises for mobility and strength
- Safe movement practices for different conditions
- Importance of regular physical activity
- Body awareness and recognising limits
- Stretching and relaxation techniques
- Everyday opportunities for movement



Hints for implementation:

- Clearly communicate that participants can adapt or stop at any time
- Demonstrate exercises slowly and clearly
- Offer seated or alternative options for all activities
- Monitor participants' wellbeing and adjust intensity accordingly
- Encourage a non-competitive and supportive atmosphere
- Use simple instructions and avoid complex movements

Simple First Aid Demonstration

Short workshop on handling minor injuries

Health Care
Access & Quality

User Story

In everyday situations, small injuries can happen at any time, but I often feel unsure about how to react correctly. I may hesitate because I am afraid of doing something wrong or making the situation worse. I would like to learn simple first aid steps for common situations so that I can act quickly and confidently when needed.

Activity

Participants learn basic first aid techniques for common minor injuries through short demonstrations and guided practice. The focus is on simple, practical actions that can be applied in everyday situations. The session lasts ca. 60–90 minutes and takes place in a community or classroom setting.



1. **Introduce common minor injuries**
Present typical situations (e.g. cuts, burns, bruises).
2. **Demonstrate basic first aid steps**
Show simple procedures for treating these injuries.
3. **Explain key safety principles**
Highlight what to do and what to avoid in each situation.
4. **Practice techniques in small groups**
Participants try out basic actions (e.g. bandaging).
5. **Explore everyday scenarios**
Discuss how to react in real-life situations.
6. **Summarise key actions**
Highlight simple steps participants should remember.

Goals & Audience

Increase confidence in handling minor injuries

Provide basic first aid knowledge for everyday situations

Reduce hesitation in emergency responses

Promote safety awareness

Encourage helping behaviour within the community

Target Group: Individuals with little or no first aid knowledge, parents, caregivers or general interest in practical life skills

Methods

Demonstration-based learning with practical application

Hands-on exercises in small groups

Scenario-based learning linked to everyday situations

Repetition of simple steps to build confidence

Materials

Background Information & Best Practice Examples:

- [Various First Aid Fact Sheets \[EN\]](#)
- [DRK: Allgemeine Erste-Hilfe-Maßnahmen und Hinweise \[DE\]](#)
- [Erste Hilfe für die Seele & 10 Schritte zur psychischen Gesundheit \[DE\]](#)
- [First Aid Worksheets to use for practice \[EN\]](#)



Exercises & Practice:

- **“What would you do?” scenarios:** Participants discuss how to react in specific situations (e.g. small cut, minor burn)
- **Bandaging practice:** Participants practice applying simple bandages
- **Step-order exercise:** Arrange first aid steps in the correct order
- **Mistake spotting:** Identify common mistakes in first aid situations
- **Role-play situation:** Simulate helping someone with a minor injury
- **Confidence check:** Participants reflect on how prepared they feel

Tips & Evaluation

Topics & Content to be used for inspiration:

- Treatment of cuts, bruises, and minor burns
- Hygiene and infection prevention
- When to treat at home vs. when to seek help
- Basic first aid kit contents
- Safety precautions in everyday life
- Calm and effective response in unexpected situations



Hints for implementation:

- Use clear, step-by-step explanations
- Keep demonstrations simple and easy to replicate
- Encourage participants to practice actively
- Avoid overwhelming participants with too much information
- Adapt examples to participants' daily environments
- Ensure a safe and supportive learning atmosphere

Reading Health Labels Together

Workshop on interpreting food nutrition labels

Education Access & Quality

User Story

When I go shopping, I often see a lot of information on food packaging, but I don't fully understand what it means. Terms like sugar content, fat levels, or ingredients can be confusing, and I am not always sure how to compare products. I would like to better understand these labels so that I can make more informed and healthier choices in my everyday shopping.

Activity

Participants explore real food products and learn how to read and interpret nutrition labels through guided comparison and discussion. The session lasts approximately 60–90 minutes and takes place in a classroom or community setting.



1. **Introduce key elements of food labels**
Present basic components (e.g. ingredients, nutritional values, portion sizes).
2. **Explore real product examples**
Provide different food items for participants to examine.
3. **Compare products in small groups**
Participants analyse and compare labels of similar items.
4. **Discuss key findings**
Highlight differences in sugar, fat, salt, and ingredients.
5. **Apply knowledge to everyday choices**
Reflect on how label information influences shopping decisions.
6. **Summarise simple rules for interpretation**
Highlight practical tips participants can use when shopping.

Goals & Audience

Improve understanding of food labels and nutrition information

Enable participants to compare products more effectively

Support healthier and more informed food choices

Increase awareness of hidden ingredients

Build confidence in everyday shopping situations

Target Group: Adults and families, individuals interested in healthy eating

Methods

Experiential learning using real-life products

Guided **comparison** and analysis

Learning through **discussion** and **reflection**

Use of simple and **practical examples**

Materials

Background Information & Best Practice Examples:

- [NHS: Food label guidelines \[EN\]](#)
- [EU: Nutrition claims authorised under EU law \[EN\]](#)
- [Youtube: How to read a nutrition facts label \[EN\]](#)
- [WHO: Nutrition labelling \[EN\]](#)



Exercises & Practice:

- **“Which is healthier?” comparison:** Participants compare two similar products and justify their choice
- **Sugar detective task:** Identify hidden sugars in ingredient lists
- **Label decoding exercise:** Participants explain what specific label elements mean
- **Portion size challenge:** Estimate and compare portion sizes vs. actual values
- **Quick decision task:** Participants choose a product under time pressure and explain why

Tips & Evaluation

Topics & content to be used for inspiration:

- Ingredients list and order of ingredients
- Nutritional values (sugar, fat, salt, calories)
- Portion sizes and daily recommendations
- Hidden sugars and additives
- Simple rules for healthier choices
- Comparing similar products



Hints for implementation:

- Use real and familiar food products
- Keep explanations simple and avoid technical jargon
- Focus on a few key elements rather than all details
- Encourage discussion and sharing of shopping habits
- Adapt examples to local food culture
- Provide practical “rules of thumb” for quick decisions

Information Evening for Parents

Children and media – Information and tips for parents

Education Access & Quality

User Story

When my child is unwell or facing a common health issue, I often feel uncertain about what to do. There is a lot of information available, but it can be confusing or even contradictory. In these situations, I would like to receive clear and trustworthy guidance and have the opportunity to ask questions. Talking with others who face similar challenges would help me feel more confident in making decisions for my child.

Activity

This exchange session is aimed at parents and combines a brief input with an open discussion on a preferred health or health related topic such as the usage of media. It takes place in a familiar and accessible setting (homes, schools, or public places, library). The session lasts approximately 60 minutes and focuses on one specific, everyday health topic relevant to families.



1. **Introduce the health topic:** Provide a short, clear input with essential information in accessible language.
2. **Explain key situations and responses:** Present simple orientation (e.g. when to wait, when to act, when to seek professional help).
3. **Invite questions from participants:** Open the space for participants to ask questions related to their everyday experiences.
4. **Facilitate group exchange:** Encourage participants to share perspectives and practical experiences.
5. **Clarify common misunderstandings:** Address frequently asked questions or misconceptions.
6. **Summarise key messages:** Highlight a few practical takeaways for everyday use.

Goals & Audience

Provide clear and reliable information on common family health topics

Strengthen confidence in handling everyday health situations

Support informed decision-making

Promote exchange and shared learning among parents and caregivers

Increase awareness of reliable sources of information and support

Target Group: Parents and caregivers / Health Guides, Families

Methods

Short, **structured input** with accessible language

Moderated discussion and **Q&A**

Use of **real-life examples** and everyday situations

Peer exchange and shared experiences

Clarification through **guided questions**

Creating a **safe and trust-based learning environment**

Materials

Background Information & Best Practice Examples:

- [BIÖG: Informationen zu Verhaltenssüchten](#) [DE]
- [Schulinitiative Pausenlos Gesund: Gesunder Medienumgang](#) [DE]
- [Soziale Netzwerke: Chancen und Risiken für Jugendliche](#) [DE]
- [Sind soziale Medien eine gute Quelle bei Gesundheitsfragen?](#) [DE]
- [WHO: Teens, screens and mental health](#) [EN]



Exercises & Practice:

- **“What would you do?” scenarios:** Discuss typical situations
- **Myth vs. fact exercise:** Address common misunderstandings
- **Question collection:** Participants write or ask questions
- **Experience sharing:** Parents exchange strategies
- **Key message recall:** Participants summarise main learnings

Tips & Evaluation

Topics & themes to be used for inspiration:

- Common childhood illnesses (e.g. fever, colds, minor injuries)
- Preventive care and daily health routines
- Recognising warning signs and when to seek help
- Navigating healthcare services for children
- Reliable sources of information (e.g. trusted websites, local services)
- Dealing with conflicting advice and misinformation



Hints for implementation:

- Use clear, simple, and non-technical language
- Focus on a limited number of key messages to avoid overload
- Encourage questions and validate participants' concerns
- Be sensitive to different cultural perspectives and parenting styles
- Keep the session interactive and responsive to participants' needs
- Provide practical, realistic examples

Neighbourhood Air Quality Walk

Walk to explore local air quality using simple tools/apps

Neighbourhood & Build Environment

User Story

When I move through my neighbourhood, I rarely think about the quality of the air I breathe. I might notice traffic or pollution, but I don't really understand how it affects my health or how it changes from place to place. I would like to better understand my environment and learn simple ways to recognise and reduce exposure to air pollution in my daily life.

Activity

Participants explore their neighbourhood on foot while using simple digital tools and observation to better understand local air quality and its impact on health. The session lasts approximately 90 minutes and takes place outdoors in the local neighbourhood.



1. **Introduce basic air quality concepts:** Provide a short explanation of key indicators (e.g. particulate matter, nitrogen dioxide) and their relevance.
2. **Set up digital tools:** Support participants in accessing and using a simple air quality app on their smartphones.
3. **Walk through selected locations:** Visit different points in the neighbourhood (e.g. busy streets, parks, construction areas).
4. **Compare measurements and observations:** Encourage participants to relate app data to sensory impressions such as smell, noise, or traffic.
5. **Discuss influencing factors:** Reflect on how infrastructure and environment affect air quality and exposure.
6. **Identify healthier routes and practices:** Share ideas for choosing more “breathable” paths and reducing exposure in daily life.

Goals & Audience

Increase awareness of urban air pollution and its sources

Build basic understanding of air quality indicators

Enable participants to use digital tools for monitoring air quality

Encourage reflection on environmental health in everyday life

Target Group: Local residents (of urban areas), all groups

Methods

Sensory observation: Participants reflect on what they see, smell, and feel at different locations

Data comparison: Air quality is compared across different spots (e.g. busy street vs. park)

“Hotspot or safe spot” classification: Participants identify and discuss potential pollution sources

Materials

Background Information & Best Practice Examples:

- [WHO: Global air quality guidelines](#) [EN]
- [Air pollution & Health: European Perspective](#) [EN]
- [WHO: Factsheet about Asthma](#) [EN]
- [EU: Air and noise pollution factsheet](#) [EN]



Exercises & Practice:

- **“What do I notice?”** observation task: Participants describe smell, noise, traffic, and surroundings at each stop
- **Air quality comparison:** Compare app readings between two locations (e.g. street vs. park)
- **“Guess before you check” exercise:** Participants estimate air quality before looking at the app
- **Hotspot identification:** Participants identify areas with higher or lower pollution
- Route reflection task: Participants mark which routes feel more comfortable or “breathable”

Tips & Evaluation

Topics & themes to be used for inspiration:

- Common air pollutants (e.g. PM_{2.5}, NO₂) and their health effects
- Sources of urban air pollution (traffic, heating, construction)
- Differences between green and high-traffic areas
- Use of mobile apps for environmental monitoring
- Everyday exposure and risk reduction strategies
- Urban planning and environmental health connections



Hints for implementation:

- Choose a route with clearly contrasting environments (e.g. busy vs. quiet areas)
- Ensure participants can easily access and use the selected apps
- Keep explanations simple and focused on practical relevance
- Encourage active observation and discussion during the walk
- Consider safety when selecting walking routes

Cook Once, Eat Twice Demo

Demonstration of preparing meals that can last multiple days

Economic Stability

User Story

In my daily life, I often struggle to find the time and budget to cook healthy meals regularly. Cooking from scratch every day can feel overwhelming, and I am not always sure how to reuse leftovers in a creative and safe way. I would like to learn simple strategies that help me save time, reduce food waste, and still eat healthy meals.

Activity

Participants prepare a simple, healthy dish together and learn how it can be transformed into a second meal for another day. The activity combines cooking, demonstration, and shared reflection. The session takes place in a communal kitchen or at the home of a participant and lasts approximately 2–3 hours.



1. **Prepare the main dish together:** Participants cook a simple, healthy recipe in small groups or as a whole group.
2. **Explain reuse possibilities:** Introduce how parts of the prepared dish can be reused or adapted for a second meal.
3. **Demonstrate safe storage practices:** Show how to store cooked food properly and what to consider for hygiene and shelf life.
4. **Prepare the second meal variation:** Demonstrate or jointly prepare a follow-up dish using the original meal or leftovers.
5. **Share and taste the results:** Participants eat together and compare both meal variations.
6. **Exchange experiences and ideas:** Reflect on how the approach can be applied in everyday life.

Goals & Audience

Promote time- and cost-efficient meal planning

Encourage healthy and sustainable eating habits

Reduce food waste through practical reuse strategies

Strengthen everyday cooking skills

Foster social interaction and shared learning

Target Group: Families, students, seniors, open to all age groups

Methods

Experiential learning through hands-on cooking and demonstration

Learning by doing with practical, real-life examples

Step-by-step guidance for simple and replicable recipes

Peer exchange and sharing of everyday strategies

Materials

Background Information & Best Practice Examples:

- [Die Umweltberatung: Simple Gerichte in Krisenzeiten](#) [DE]
- [Die Umweltberatung: Vermeidung von Lebensmittelabfällen](#) [DE]
- [Die Umweltberatung: Von A bis Z: Das Lebensmittellexikon](#) [DE]
- [BBC: Healthy Meals on a Budget](#) [EN]
- [WHO: Food Safety](#) [EN]



Exercises & Practice:

- **Leftover brainstorming:** In small groups, participants list ideas on how common leftovers (e.g. vegetables, rice, bread) can be reused
- **Storage decision exercise:** Participants discuss short scenarios (e.g. “Can I still eat this tomorrow?”) to learn basic storage and safety rules
- **Meal planning mini-task:** Groups plan a simple 2-day meal using one base ingredient
- **Experience sharing round:** Participants exchange personal habits or challenges related to cooking, time, and food waste

Tips & Evaluation

Topics & Themes to be used for inspiration:

- Meal planning and batch cooking strategies
- Safe food storage and shelf-life basics
- Reducing food waste in everyday life
- Affordable and seasonal ingredients
- Creative reuse of leftovers (e.g. soups, sauces, stir-fries)
- Balanced and nutritious meal composition



Hints for implementation:

- Choose simple and flexible recipes that can be easily adapted
- Ensure all steps are clearly explained and easy to follow
- Consider participants’ cooking experience and adapt accordingly
- Be mindful of dietary preferences and cultural differences
- Allow enough time for both cooking and exchange
- Provide take-home ideas or recipes for everyday use

Healthy Sleep Tips Corner

Workshop on how to improve sleep and recovering times

Health Care Access & Quality

User Story

In my daily life, I often feel tired or not fully rested, even after sleeping. My routines can be irregular, and I am not always sure what actually helps improve sleep. Advice on this topic can be confusing or difficult to apply. I would like to understand what influences my sleep and learn simple habits that I can realistically integrate into my daily routine to feel more rested and recover better.

Activity

Participants explore the basics of healthy sleep and recovery through short inputs, reflection, and practical exercises. The session focuses on identifying personal habits and developing simple improvements. The session lasts approximately 60–90 minutes and takes place in a community or classroom setting.



1. **Introduce key factors of healthy sleep**
Present simple concepts (e.g. routines, environment, stress, screen use).
2. **Reflect on personal sleep habits**
Participants consider their current routines and challenges.
3. **Identify common barriers to good sleep**
Discuss factors that negatively affect sleep quality.
4. **Explore simple improvement strategies**
Present practical tips for better sleep and recovery.
5. **Apply ideas to everyday situations**
Participants identify realistic changes they can try.
6. **Summarise key takeaways**

Goals & Audience

Increase awareness of factors influencing sleep quality

Promote healthy sleep habits and routines

Support recovery and overall wellbeing

Encourage reflection on daily behaviour

Strengthen self-efficacy in improving sleep

Target Group: Adults experiencing sleep difficulties or fatigue, Individuals interested in improving wellbeing, people with irregular routines or high stress levels, general all interested people

Methods

Combination of **short input** and guided reflection

Everyday-oriented and practical learning approach

Peer exchange and discussion

Low-threshold and **participatory facilitation**

Materials

Background Information & Best Practice Examples:

- [DGSM: Der Schlaf von Frauen \[DE\]](#)
- [WHO: Factsheet on Stress \[EN\]](#)
- [Doing What Matters in Times of Stress – An illustrated Guide \[EN\]](#)
- [WHO: Factsheet on Mental Health \[EN\]](#)
- [What is sleep Hygiene: Factsheet \[EN\]](#)



Exercises & Practice:

- **Sleep routine mapping:** Participants outline their typical evening and night routine
- **“Sleep barrier” identification:** Participants list factors that disturb their sleep
- **Habit check exercise:** Participants reflect on behaviours (e.g. screen use, caffeine)
- **“One change tonight” task:** Each participant chooses one small habit to try
- **Relaxation mini-practice:** Short breathing or calming exercise
- **Experience sharing:** Participants exchange what works or doesn’t work for them

Tips & Evaluation

Topics & content to be used for inspiration:

- Sleep cycles and basic sleep needs
- Evening routines and sleep hygiene
- Effects of stress, screen time, and nutrition on sleep
- Relaxation and calming techniques
- Creating a sleep-friendly environment
- Recovery and rest in daily life



Hints for implementation:

- Keep information simple and avoid overly scientific explanations
- Focus on practical and achievable changes
- Encourage participants to reflect on their own routines
- Be sensitive to different lifestyles and constraints
- Avoid judgement and promote realistic expectations
- Include a short practical relaxation exercise

Affordable Local Shopping Tour

Guided market visit to find healthy budget-friendly foods

**Economic
Stability**

User Story

When I go grocery shopping, I often feel unsure where to find affordable but healthy food. Prices can vary a lot, and I don't always know which places offer good quality at a reasonable cost. I would like to discover local options together with others, learn practical tips for saving money, and exchange everyday strategies that help me make healthier and more affordable choices.

Activity

Participants explore their neighbourhood through a guided tour visiting selected food shops, markets, or community-based food initiatives. The activity combines local discovery, information sharing, and peer exchange. The session lasts approximately 2–3 hours and should not include more than 4–6 stops.



1. **Introduce the route and focus of the tour:** Present the selected locations and explain the aim of finding affordable and healthy food options.
2. **Visit selected food spots:** Guide participants through different locations (e.g. markets, discount stores, food initiatives).
3. **Provide short inputs at each stop:** Explain what makes each place relevant (e.g. price, quality, accessibility, special offers).
4. **Encourage exchange during the tour:** Invite participants to share their own shopping habits and tips.
5. **Compare options across locations:** Reflect on differences in price, variety, and quality.
6. **Close with reflection and key takeaways:** Summarise insights and discuss how participants can apply them in daily life.

Goals & Audience

Increase knowledge of affordable and healthy food sources

Strengthen skills for cost-conscious food shopping

Promote healthy eating within limited budgets

Encourage exchange of everyday strategies and experiences

Target Group: All age groups, residents of the neighbourhood facing financial constraints

Methods

Experiential learning through **guided exploration of real-life environments**

Place-based learning focused on local resources

Peer exchange and sharing of practical knowledge

Short **contextual inputs** at each stop

Materials

Background Information & Best Practice Examples:

- [Information on food banks and community centres in Vienna](#) [DE]
- [Food Map of Vienna](#) [DE] [Food Map of Favoriten](#) [DE]
- [Die Umweltberatung: Simple Gerichte in Krisenzeiten](#) [DE]
- [Die Umweltberatung: Vermeidung von Lebensmittelabfällen](#) [DE]
- [TK: Healthy eating on a low-budget](#) [EN]



Exercises & Practice:

- **“Best Deal Spot” comparison:** Participants compare two locations (e.g. market vs. supermarket) and discuss which offers better value and why
- **Price-check challenge:** Small groups estimate prices of selected items and compare them across different shops
- **Shopping strategy exchange:** Participants share one personal tip for saving money or finding good quality food
- **“What would I buy?” task:** Participants choose 2–3 items at a stop and explain their choices (price, nutrition, use)

Tips & Evaluation

Topics & themes to be used for inspiration:

- Affordable sources of fresh food (markets, discount stores, community offers)
- Seasonal and local products
- Food banks, community kitchens, or food-sharing initiatives
- Budget-friendly shopping strategies
- Reading prices and comparing value (price vs. quality)
- Healthy food choices on a limited budget



Hints for implementation:

- Carefully plan the route with accessible and diverse locations
- Limit the number of stops (max. 5–6) to keep the tour manageable
- Provide short and clear explanations at each stop
- Encourage active participation and sharing among participants
- Be mindful of different financial situations and avoid judgement

Self-Care Skills Afternoon

Workshop on daily habits, exercises, and stress reduction

Education Access & Quality

User Story

At times, I notice that stress affects my body and mood, but I don't always understand what is happening or how to respond to it. In challenging situations, I often lack simple tools to calm myself or regain balance. I would like to better understand how stress works and learn practical techniques that I can use in my daily life. Having the opportunity to try these methods together with others would help me feel more confident in taking care of myself.

Activity

Participants explore stress and self-care through a series of interactive workshop sessions combining short inputs, practical exercises, and reflection. The activity is organised as 2–3 sessions (approx. 2–3 hours each), forming a total of around 6 hours.



1. **Explore how stress works**
Introduce basic concepts such as stress reactions (fight, flight, freeze), common stressors, and physical and emotional responses.
2. **Practice basic calming techniques**
Guide participants through simple breathing exercises and awareness practices.
3. **Introduce movement-based techniques**
Practice activities such as shaking, stretching, or light movement to release tension.
4. **Reflect on personal experiences**
Encourage participants to connect exercises with their own daily situations.
5. **Explore social and emotional resources**
Discuss the role of social interaction, self-compassion, and supportive environments.
6. **Develop personal application strategies**
Identify when and how participants can use the techniques in their everyday life.

Goals & Audience

Increase understanding of stress and its effects on body and mind

Strengthen self-awareness and recognition of stress signals

Encourage self-care and emotional regulation

Highlight the role of social support and connection

Target Group: Individual experiencing or having experienced stressful situations, all groups

Methods

Combination of **short theoretical inputs** and practical exercises

Experiential learning through **guided practice**

Reflection-based learning linked to everyday situations

Group exchange and supportive discussion

Low-threshold, trauma-sensitive facilitation approach

Materials

Background Information & Best Practice Examples:

- [Module 7 – Mental Health](#) [EN, DE, PL, IT]
- [WHO: Fact Sheet on Stress](#) [EN]
- [Doing What Matters in Times of Stress – An illustrated Guide](#) [EN]
- [NHS: Breathing exercises for stress](#) [EN]
- [WHO: Self-Care competency framework](#) [EN]



Exercises & Practice:

- **Body awareness check-in:** Participants briefly reflect on where they feel tension or stress in their body
- **Breathing practice:** Guided exercises such as slow breathing or square breathing
- **“Shake it off” exercise:** Short movement activity to release physical tension
- **Stress mapping:** Participants identify personal stressors and typical reactions
- **Application reflection:** Participants answer simple prompts (e.g. “When can I use this technique?”)

Tips & Evaluation

Topics & themes to be used for inspiration:

- Stress cycle and physiological responses
- Fight, flight, freeze reactions
- Breathing techniques and relaxation methods
- Movement and body-based stress release
- Self-compassion and emotional awareness
- Role of social interaction and support networks



Hints for implementation:

- Create a safe, respectful, and calm environment
- Use simple language and avoid overly technical explanations
- Introduce techniques step by step and allow time for practice
- Be attentive to participants’ emotional responses and limits
- Encourage voluntary participation without pressure
- Allow space for reflection after each exercise

Sing and Stretch for Seniors

Music and movement activity tailored for older adults

Social & Community

User Story

As I get older, I sometimes feel that my body becomes less flexible and that I move less in my daily life. At the same time, I miss opportunities to be active in a way that feels enjoyable and social rather than demanding. I would like to take part in an activity that helps me stay physically and mentally active, while also connecting with others. Combining music, movement, and shared experiences would make it easier and more motivating for me to participate.

Activity

Participants engage in a guided group session that combines gentle physical exercises with singing familiar songs. The activity creates a relaxed and enjoyable atmosphere while supporting movement and social interaction. The session lasts approximately 60 minutes and takes place in a safe and accessible indoor setting.



1. **Start with gentle movement and singing:** Participants perform simple seated stretches (neck, arms, legs) while singing familiar songs.
2. **Increase rhythm and coordination:** Introduce light rhythmic movements such as clapping or coordinated arm motions with music.
3. **Combine movement and memory:** Encourage participants to follow song lyrics and recall melodies while moving.
4. **Engage in light strengthening exercises:** Include simple movements that support mobility and circulation.
5. **Slow down with breathing and humming:** Guide participants through calm breathing exercises and melodic humming.
6. **Close with a shared musical moment:** End with a familiar song to create a positive and collective experience.

Goals & Audience

Improve flexibility, mobility, and circulation

Stimulate cognitive function through music and memory recall

Support emotional wellbeing and relaxation

Reduce social isolation through shared activity

Promote enjoyable and accessible physical movement

Target Group: Older adults (65+) with varying levels of mobility, Residents of assisted living or senior community centres

Methods

Combination of **music-based and movement-based learning**

Low-impact physical exercises adapted to different mobility levels

Cognitive stimulation through singing and memory recall

Group-based and **inclusive facilitation approach**

Use of familiar and emotionally **engaging music**

Materials

Background Information & Best Practice Examples:

- [NHS: Physical activity guidelines for older adults](#) [EN]
- [NHS: Breathing exercises for stress](#) [EN]
- Look up music lists on music streaming platforms explicitly for elderly people



Exercises & Practice:

- **“Move with the music” exercise:** Participants synchronise simple movements (e.g. arm lifts, clapping) with rhythm
- **Lyric recall activity:** Participants sing along and recall familiar words or phrases
- **Seated stretch routine:** Guided gentle stretching for neck, shoulders, and legs
- **Rhythm coordination task:** Participants follow simple clapping or tapping patterns
- **Breathing and humming exercise:** Slow breathing combined with humming to promote relaxation

Tips & Evaluation

Topics & themes to be used for inspiration:

- Simple mobility and stretching exercises for seniors
- Breathing and relaxation techniques
- Familiar songs and music from participants’ youth
- Connection between music, memory, and wellbeing
- Social interaction and emotional wellbeing in later life
- Light coordination and rhythm exercises



Hints for implementation:

- Choose music that is familiar and meaningful for participants
- Adapt movements to different mobility levels (e.g. seated options)
- Ensure a safe and comfortable physical environment
- Keep instructions clear, slow, and easy to follow
- Encourage participation without pressure to perform
- Observe participants’ physical limits and adapt accordingly
- Create a warm and positive group atmosphere

Title

Subtitle

User Story

Activity



Goals & Audience

Methods

Materials

Background Information & Best Practice Examples:



Exercises & Practice:

Tips & Evaluation

Topics & themes to be used for inspiration:



Hints for implementation:

Developed and project coordination:

BGZ Berliner Gesellschaft für Internationale Zusammenarbeit mbH
(Berlin Association for International Cooperation)

www.healthycommunities.eu

Project Partner

Caritas der Erzdiözese Wien - Hilfe in Not

Eurocultura

Stowarzyszenie Trenerskie Organizacji Pozarzadowych

Gesundheit Berlin-Brandenburg e.V.

Funder: European Union Erasmus+

Berlin, 2026



**Co-funded by
the European Union**

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



www.bgz-berlin.de