



D3.1 – WORKSHOPS DEVELOPMENT

WP3 – HEALTHY LIFESTYLE PROGRAM



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2 INTRODUCTION

2.1 PURPOSE OF THE DELIVERABLE

The purpose of this deliverable is to support the development of WP3 workshops in a structured, consistent, and evidence-based manner, ensuring alignment with the objectives of the Sports4Fun project and the findings of WP2.

Specifically, the deliverable aims to provide partners with a common framework, tools, and guidance for the design of inclusive and accessible workshops that promote healthy lifestyles through sport and physical activity. The workshops are developed to respond directly to the needs, barriers, and motivators identified in WP2, particularly for vulnerable and underrepresented groups.

This deliverable supports partners in:

- Selecting and developing workshop activities within the agreed thematic areas
- Ensuring that workshop content reflects key WP3 principles, including inclusion, accessibility, affordability, and environmental responsibility
- Applying a common methodological approach while allowing flexibility for country-specific adaptation

In addition, the deliverable facilitates harmonisation and quality assurance across partner countries by introducing standardised documentation tools for workshop development. These tools enable partners to clearly define objectives, target groups, activity structure, expected outcomes, and evaluation elements for each workshop.

Finally, this deliverable establishes the foundation for the subsequent phases of WP3, including workshop implementation, evaluation, and the transformation of selected workshop content into sustainable e-learning modules. By doing so, it ensures coherence between planning, delivery, and long-term use of WP3 outcomes within and beyond the project duration.

2.2 LINK WITH WORK PACKAGE 2

The development of workshops under WP3 is directly linked to the findings of Work Package 2 (WP2), which analysed participation patterns, barriers, motivators, and educational needs related to physical activity and healthy lifestyles across partner countries.

WP2 identified that younger adults (18–34) are generally more active, while elderly individuals, women, persons with disabilities, migrants, and low-income groups face significantly higher barriers to participation. Common barriers across countries include lack of time, financial constraints, health limitations, low motivation, and limited access to suitable facilities. Mental health and stress management emerged as the highest educational priority, followed by healthy nutrition and time management.

These findings informed the Needs-Based Co-Design Matrix for WP3 presented in Annex 16, which translates WP2 evidence into practical design principles for workshop development. As a result, WP3 workshops are designed to reduce participation barriers, enhance motivation, and respond to the specific needs of vulnerable groups through inclusive, accessible, affordable, and context-sensitive activities.

2.3 SCOPE AND TARGET GROUPS

The scope of WP3 workshops is to promote healthy lifestyles through inclusive physical activity and wellbeing-oriented interventions, addressing both physical and mental health dimensions.

WP3 primarily targets vulnerable and underrepresented groups, including women and girls, elderly individuals, persons with disabilities, migrants and ethnic minorities, and low-income populations. Workshops are designed to be adaptable to different settings, such as schools, community centres, retirement homes, disability institutions, and public spaces.

Through a common methodological framework and country-specific adaptations, WP3 workshops aim to foster participation, social inclusion, mental wellbeing, and sustainable healthy habits, ensuring relevance and accessibility across diverse social and cultural contexts.

3 CONTEXTUAL FRAMEWORK OF WORK PACKAGE 3

Work Package 3 (WP3) represents the implementation-oriented core of the Sports4Fun project. It builds directly on the research evidence generated in WP2 and translates this knowledge into practical, inclusive, and sustainable actions promoting healthy lifestyles through sport and physical activity. WP3 acts as the bridge between analysis, practice, and long-term impact, ensuring that project results are relevant, usable, and transferable.

3.1 OBJECTIVES OF WP3

The main objectives of WP3 are to:

- Design and develop inclusive and needs-driven workshops promoting physical activity, mental wellbeing, and healthy lifestyle habits
- Address participation barriers identified in WP2 through accessible, affordable, and adaptable activities
- Pilot test workshops at national level and evaluate their effectiveness
- Transform selected workshop content into sustainable e-learning modules
- Prepare and deliver the Sports4Fun inclusive sports event, integrating workshop themes into community-based practice

3.2 ROLE OF WP3 WITHIN THE OVERALL PROJECT

WP3 plays a central role within the overall project by operationalising WP2 findings and ensuring the practical application of project objectives. While WP2 focuses on research and needs assessment, WP3 translates evidence into concrete interventions, engaging target groups directly through workshops and events.

Furthermore, WP3 supports the sustainability and dissemination of project outcomes by linking face-to-face activities with digital learning resources and large-scale inclusive sport events. In this way, WP3 ensures coherence between research, implementation, evaluation, and long-term exploitation of results.

3.3 EXPECTED OUTCOMES AND DELIVERABLES OF WP3

The expected outcomes of WP3 include:

- Increased participation of vulnerable and underrepresented groups in physical activity
- Improved awareness of physical, mental, and emotional wellbeing
- Enhanced motivation to adopt sustainable and healthy lifestyle habits

The main deliverables of WP3 are:

- A set of developed and piloted workshops, documented through standardised templates
- WP3 Implementation Guidelines and a Workshops–Activities Catalogue
- Evaluation tools, including participant feedback questionnaires
- E-learning modules hosted on the project website and freely accessible
- Delivery of national Sports4Fun events in partner countries

These outcomes and deliverables contribute directly to the project's impact, sustainability, and European added value.

4 WORKSHOP DEVELOPMENT GUIDE

The Workshop Development Guide provides a common methodological framework to support partners in the design, adaptation, and delivery of WP3 workshops. It ensures coherence, quality, and alignment with WP2 findings, while allowing flexibility to respond to country-specific needs and target groups.

4.1 DESIGN CRITERIA AND QUALITY STANDARDS

WP3 workshops are developed according to a set of shared design criteria and quality standards derived from the WP2 survey findings and the needs-based co-design approach.

Key design criteria include:

- Needs-driven approach: Workshops respond directly to barriers, motivators, and priorities identified in WP2.
- Low-cost and accessible design: Activities prioritise no-cost or low-cost solutions (e.g. bodyweight exercises, dance, walking, use of public spaces).
- Holistic focus: Workshops combine physical activity with psychosocial wellbeing, social interaction, and mental health support.
- Inclusivity and safety: Gender-sensitive approaches, adapted activities, and safe environments are ensured, particularly for women, elderly participants, and persons with disabilities.
- Community-based implementation: Cooperation with municipalities, NGOs, schools, and community organisations is encouraged.

Quality standards include clear objectives, structured activities, documented outcomes, and the use of common templates and evaluation tools.

4.2 LEARNING OBJECTIVES AND COMPETENCES

WP3 workshops aim to develop both individual competences and collective capacities related to healthy lifestyles.

Learning objectives focus on:

- Increasing awareness of physical, mental, and emotional wellbeing

- Strengthening motivation to engage in regular physical activity
- Developing basic self-management skills related to stress, recovery, sleep, nutrition, and daily routines
- Enhancing social skills such as cooperation, inclusion, and peer support

Workshops also aim to build competences related to:

- Adopting affordable and sustainable healthy habits
- Participating confidently in inclusive physical activity settings
- Transferring workshop practices into everyday life

4.3 TARGET GROUPS AND ADAPTABILITY

WP3 workshops primarily target vulnerable and underrepresented groups, including women and girls, elderly individuals, persons with disabilities, migrants and ethnic minorities, and low-income populations.

Adaptability is a core principle of workshop development. While a common framework is applied across all countries, workshops are adapted to national and local contexts, as reflected in the WP3 Action Plan:

- Italy focuses on psycho-social recovery and emotional safety.
- Greece prioritises family support and inclusive activities for children with disabilities.
- Slovenia addresses healthy ageing and rural community isolation.
- Türkiye responds to economic barriers and the need for safe, motivating spaces, particularly for women.

This adaptive approach ensures relevance while maintaining methodological coherence.

4.4 IMPLEMENTATION GUIDELINES

WP3 workshops are designed to be implemented in accessible and familiar settings such as parks, community centres, schools, retirement homes, and public spaces. Flexible scheduling is encouraged to accommodate family responsibilities and work commitments.

Each workshop is documented using the standard WP3 template and evaluated through participant feedback tools. Partners are encouraged to pilot test activities, reflect on outcomes, and adjust implementation where necessary.

Workshops serve as the foundation for subsequent WP3 actions, including the development of e-learning modules and the integration of workshop themes into national Sports4Fun events.

5 WORKSHOP CATALOGUE – OVERVIEW

The Workshop Catalogue presents the consolidated set of thematic areas and workshop concepts developed under WP3. It provides an overview of the workshop structure and thematic clustering, serving as a reference framework for partners during the development, implementation, and documentation of workshop activities.

The catalogue is organised into three main clusters—Physical Activity, Health & Lifestyle, and Environment & Community—reflecting the holistic approach of WP3. Each cluster addresses complementary dimensions of healthy lifestyles, combining physical movement, mental and emotional wellbeing, daily healthy habits, and environmental awareness.

The Workshop Catalogue ensures coherence across partner countries by offering a shared thematic orientation while maintaining flexibility for local adaptation based on national contexts and target group needs.

5.1 INTRODUCTION TO THE WORKSHOP CATALOGUE

The Workshop Catalogue outlines the agreed WP3 workshop themes and highlights their associated environmental and affordability parameters. Each workshop theme has been designed in direct response to the needs and barriers identified in WP2, with particular attention to accessibility, inclusion, and sustainability.

The catalogue supports partners in designing workshops that use low-cost or no-cost resources, promote the use of public and community spaces, and encourage environmentally responsible practices. At the same time, it allows partners to adapt activities to different target groups and implementation settings, such as schools, community centres, retirement homes, disability institutions, and outdoor environments.

By linking thematic content with practical implementation parameters, the Workshop Catalogue functions as a practical planning and implementation tool, supporting consistent quality, replication, and long-term sustainability of WP3 workshop activities.

The following table represents the 3 main clusters and 10 workshop themes alongside with designing parameters which formed the background guide for workshops development.

Cluster	Workshop Theme	Environmental & Affordability Parameters
Physical Activity	Mental Health & Stress Management through Movement	Use of indoors/outdoor spaces (parks) at no cost, no-equipment exercises
Physical Activity	Muscle Strengthening & Functional Fitness	Bodyweight training (zero cost), recycled/natural materials (e.g. water bottles as weights)
Physical Activity	Teamwork & Social Inclusion Games	Collaborative games in public spaces, reuse of sports materials
Physical Activity	Emotional Wellbeing & Self-Expression through Movement	Dance/movement in community spaces without equipment, outdoors setting
Health & Lifestyle	Healthy Eating & Affordable Nutrition	Focus on affordable, seasonal local foods, reduction of food waste
Health & Lifestyle	Sleep Hygiene & Recovery	Promoting natural sleep hygiene (avoiding screens, healthy environment), zero cost
Health & Lifestyle	Digital Detox & Screen-Free Lifestyle	Activities in parks or home based/community spaces, low-cost or free alternatives to digital overuse
Environment & Community	Outdoor Activities & Connection with Nature	Walking, hiking, 'green games' in public spaces – zero cost, ecological awareness
Environment & Community	Inclusive & Adapted Physical Activities	Affordable inclusive activities (e.g. Boccia, seated exercises) in public areas, low-cost solutions
Environment & Community	Healthy Habits & Sustainable Lifestyle	Small daily habits (hydration, walking, waste reduction, energy saving) linked with affordability & sustainability

5.2 LIST OF WORKSHOPS

The following table provides an overview of all WP3 workshops, structured by cluster, thematic area, and workshop title. It presents a clear panorama of the workshop portfolio developed under the Sports4Fun project.

Cluster	Workshop Theme	Workshop Title (Partner)
Physical Activity	Mental Health & Stress Management through Movement	A Walk Down Memory Lane (SL)
Physical Activity	Mental Health & Stress Management through Movement	Breathe, Focus, Adapt: Mindfulness, Breathing & Cold-Water Experience (GR)
Physical Activity	Mental Health & Stress Management through Movement	Green Footsteps – Nature Walk & Talk (TR)
Physical Activity	Muscle Strengthening & Functional Fitness	Active & Healthy Ageing (SL)
Physical Activity	Muscle Strengthening & Functional Fitness	Move Safely: Chair-Based HEPA for Functional Independence (IT)
Physical Activity	Muscle Strengthening & Functional Fitness	Everyday Strength: Functional HEPA with Simple Tools (IT)
Physical Activity	Teamwork & Social Inclusion Games	Move, Act, Belong: Inclusive Musical Theatre for All (IT)
Physical Activity	Teamwork & Social Inclusion Games	Play Together: Teamwork & Social Inclusion Games (GR)
Physical Activity	Teamwork & Social Inclusion Games	In Their Shoes (GR)
Physical Activity	Teamwork & Social Inclusion Games	Inclusive BOCCE for Families and Friends (GR)
Physical Activity	Emotional Wellbeing & Self-Expression through Movement	Move & Express: Dance-Based HEPA for Wellbeing (IT)

Physical Activity	Emotional Wellbeing & Self-Expression through Movement	Body & Voice – Expressive Movement & Drama Games (TR)
Physical Activity	Emotional Wellbeing & Self-Expression through Movement	Traditional Rhythms: Folk Dance for All (TR)
Health & Lifestyle	Healthy Eating & Affordable Nutrition	Grow Your Own Health (SL)
Health & Lifestyle	Healthy Eating & Affordable Nutrition	Healthy & Affordable Eating (GR)
Health & Lifestyle	Healthy Eating & Affordable Nutrition	Picnic of Cultures – Food & Games from Home (TR)
Health & Lifestyle	Sleep Hygiene & Recovery	Good Night Ritual (SL)
Health & Lifestyle	Sleep Hygiene & Recovery	Rest to Move Better: Sleep and Recovery for Active Living (IT)
Health & Lifestyle	Sleep Hygiene & Recovery	Rest to Reset: Sleep Hygiene & Natural Recovery (GR)
Health & Lifestyle	Digital Detox & Screen-Free Lifestyle	Breathe, Focus, Recover: Mindfulness & Breathing for Wellbeing (GR)
Environment & Community	Outdoor Activities & Connection with Nature	GrandPark Day (SL)
Environment & Community	Outdoor Activities & Connection with Nature	Active Saturdays: Guided Walking for Health and Connection (IT)
Environment & Community	Outdoor Activities & Connection with Nature	Moving Together: Inclusive Urban Walks (IT)
Environment & Community	Inclusive & Adapted Physical Activities	Women Move Together: Safe Outdoor HEPA Walks (IT)
Environment & Community	Healthy Habits & Sustainable Lifestyle	Grow Your Own Health (SL)

6 DETAILED DESCRIPTION OF THE WORKSHOPS

6.1 CLUSTER 1: PHYSICAL ACTIVITY

THEME: MENTAL HEALTH & STRESS MANAGEMENT THROUGH MOVEMENT

6.1.1 Workshop 1: A walk down memory lane

Field	Description
Workshop Title	A walk down memory lane
Theme/ Cluster	Health & Lifestyle
Country/ Partner	Media Šport, Slovenia
Target Group	Elderly (65+)
Context/Setting	Outdoors (park / garden)
Type of Activity	Guided walk + cognitive activation stations
Duration	60-90 min
Number of Participants	6-15
Equipment Needed	- None
Step-by-Step Description	<ol style="list-style-type: none">1) Welcome (5 min)<ul style="list-style-type: none">• Warm welcome and short introduction• Overview of safety, pace and group rules2) Walk tour (45-80min)<ul style="list-style-type: none">• Participants are invited to start the walking tour, which will include several stations, all designed to increase memory abilities in seniors. The number of stations you decide to include is optional and should reflect the group abilities.• Some proposals for stations can be found bellow:<ol style="list-style-type: none">1) <u>Sound recall</u> (10 min): Participants stop, close eyes for 10 seconds, and listen. They list 2–3 sounds they heard and compare with a partner.2) <u>Snapshot memory station</u> (10 min): Participants take a “mental photo” of their surroundings for 15 seconds. After walking 10–15 steps, the facilitator asks some questions, for instance: “What colors do you remember?” “What object was on your left?” “What was closest to the path?”

	<p>3) <u>Old memory sharing</u> (15 min): invite participants to share what memory does the scent of nature bring up in them.</p> <p>4) <u>Nature words challenge</u> (10 min): decide on a category (trees/flowers/animals/birds...) and play a game – how many items can the group list in 1 minute.</p> <p>5) <u>Trail names</u>: Invite participants to give playful names to items / landmarks you see along the trail (e.g. ‘Friendship bench’, Grandmothers Flower’). When you finish the trail, try to recall all the given names.</p> <p>3) Closing Circle (5 min)</p> <ul style="list-style-type: none"> - Group reflection – ask participants what the best memory from today’s walk is.
Main Objective	Promoting gentle outdoor mobility and activate memory
Specific Objectives	<ul style="list-style-type: none"> - Promote gentle movement in nature, supporting mobility and well-being. - Reduce feelings of isolation through group storytelling and partner discussions. - Strengthen confidence by offering memory tasks that are positive and non-threatening.
Expected Outcomes	<p>Behavioral</p> <ul style="list-style-type: none"> - Increased willingness to engage in gentle outdoor activities <p>Emotional</p> <ul style="list-style-type: none"> - Enhanced sense of calm <p>Physical</p> <ul style="list-style-type: none"> - Light mobility activation - Improved coordination and posture through slow-paced walking <p>Social</p> <ul style="list-style-type: none"> - Increased interaction through group memory tasks - Shared storytelling builds community and trust
Potential Benefits (Based on WP2 findings)	<p>Seniors with health-related limitations can participate fully thanks to the gentle pace, short distances, and (seated) breaks. The session supports individuals with low motivation by making the walk meaningful through enjoyable memory challenges rather than “exercise.” Because it requires no special infrastructure, it is ideal for participants experiencing geographic isolation and can be implemented in rural areas or small parks. The activity also combats monotony, offering a varied rotation of sensory tasks and storytelling — a refreshing alternative to routine indoor activities.</p>
Environmental & Affordability Elements	<p>The workshop doesn’t require any materials, making it highly sustainable and cost-free. No disposable items, high-tech devices, or specialized equipment are required. The low-cost, low-impact design ensures accessibility for any community or rural location.</p>
Evaluation Method	

Partner responsible	
Comments / Adaptations	

Cluster 1: Physical Activity

Theme: Mental Health & Stress Management through Movement

6.1.2 Workshop 2: Breathe, Focus, Adapt: Mindfulness, Breathing & Cold-Water Experience

Field	Description
Workshop Title	Breathe, Focus, Adapt: Mindfulness, Breathing & Cold-Water Experience
Theme / Cluster	Mental Health, Stress Management, Mindfulness & Recovery
Type of Activity	Single-session experiential workshop
Duration	1.5–2 hours
Number of Participants	Minimum 10 participants
Target Group	Adults aged 50–70 who may experience stress, emotional vulnerability or reduced well-being, including individuals at risk of depression or cognitive decline, and interested in safe, guided practices.
Context / Setting	Outdoor location with safe access to cold water (sea, lake or controlled pool), combined with a nearby warm indoor or sheltered space for preparation and recovery.

Activity description

Field	Description
Type of Activity	Experiential workshop combining brief theoretical input, guided breathing and mindfulness exercises, and supervised cold-water immersion.
Core Methodology	Mindfulness and breathing practices inspired by the Wim Hof Method, adapted to a health-oriented, non-competitive and safety-first context.
Intensity & Adaptation	Cold exposure duration and breathing intensity are adapted individually. Participants may choose partial immersion or observation only.

Standard workshop structure (1.5 – 2 hours)

Field	Description
1. Introduction (10–15 minutes)	Welcome and overview of the session objectives. Brief explanation of the method and its relevance for stress regulation and mental well-being. Safety briefing and opportunity for questions.
2. Warm-up & Breath Control (≈20 minutes)	Guided breathing exercises conducted in a warm, temperature-controlled environment. Focus on calm, rhythmic breathing to promote focus,

	emotional regulation and readiness. Participants are reminded to self-regulate and stop at any time.
3. Cold-Water Exposure (≈30–45 minutes)	Supervised cold-water immersion or short swimming experience in a safe environment. Gradual entry and limited exposure time appropriate for first-time participants. Demonstration of safe entry, immersion and exit techniques. Post-immersion recovery in a warm space with gentle movement, warm beverages and light food.
4. Mindfulness & Reflection (20–30 minutes)	Post-exposure mindfulness practices focusing on grounding, breath awareness and body sensations. Guided reflection on emotional and physical responses with the facilitator.
5. Closing Discussion (10–15 minutes)	Group sharing and discussion of experiences. Address questions or concerns. Optional take-home suggestions for simple daily breathing or mindfulness practice.

Logistics & safety

Field	Description
Workshop Location	Outdoor cold-water site with controlled access and safety supervision, plus a nearby warm and sheltered preparation/recovery space.
Equipment	Participants are advised to bring appropriate cold-water swimming equipment (swimwear, towels, warm clothing; wetsuits optional for beginners). Organisers provide safety supervision and first aid materials.
Health & Safety Measures	Mandatory health screening questionnaire prior to participation. Clear safety instructions before cold exposure. Participation is voluntary and can be stopped at any time. Cold exposure is always supervised by trained staff.

Objectives & outcomes

Field	Description
Main Objective	Promote mental well-being, stress reduction and body awareness through a single, guided experience combining mindfulness, breathing and safe cold-water exposure.
Specific Objectives	<ul style="list-style-type: none"> • Increase awareness of breathing as a tool for emotional regulation. • Offer a safe first experience of cold exposure supported by mindfulness techniques.

	<ul style="list-style-type: none"> • Encourage confidence, self-regulation and listening to bodily signals. • Foster social connection and shared experience within the group.
Expected Outcomes	Participants report a sense of accomplishment, increased calmness and heightened body awareness. Greater confidence in using breathing and mindfulness techniques to manage stress. Positive group interaction and motivation to explore healthy practices independently.
Potential Benefits (linked to WP2 findings)	The workshop addresses WP2-identified challenges related to stress, emotional vulnerability and social isolation. The one-off format lowers participation barriers while still offering a meaningful and impactful experience.

Evaluation & notes

Field	Description
Evaluation Method	<ul style="list-style-type: none"> • Short pre- and post-session self-rating (stress, calmness, perceived well-being). • Group reflection at the end of the workshop. • Facilitator observation of engagement and comfort levels.
Environmental & Affordability Elements	Use of natural environments and existing facilities. Minimal equipment required. Techniques taught can be practiced independently at no cost.
Comments / Adaptations	Where cold-water immersion is not feasible, alternative cold exposure methods (e.g. cold showers or cold air exposure) may be used. Session duration and intensity can be adjusted based on participant needs.

Cluster 1: Physical Activity

Theme: Mental Health & Stress Management through Movement

6.1.3 Workshop 3: Green Footsteps – Nature Walk & Talk

Field	Description
Workshop Title	Green Footsteps – Nature Walk & Talk
Theme/ Cluster	Mental Health & Stress Management Physical activity
Country/ Partner	NEU& Türkiye
Target Group	<ul style="list-style-type: none">• Elderly individuals experiencing isolation• Women (especially caregivers)• Migrants & Refugees with limited mobility access• Low-income adults with sedentary lifestyles• Persons with mild disabilities or chronic stress-related symptoms <p>The activity is inclusive, age-friendly, and requires no physical fitness prerequisites</p>
Context/Setting	<ul style="list-style-type: none">• Public parks (e.g. Meram, Alaaddin Hill)• Botanical gardens or city greenways• Lakeside walking paths (e.g. Beyşehir, Sille)• Accessible trails with minimal slope, benches, and rest zones <p>This setting also offers exposure to sunlight (Vitamin D), beneficial for mental health during winter months.</p>
Type of Activity	<ul style="list-style-type: none">• Gentle group walk• Guided breathing and stretching• Outdoor health education (hydration, mindfulness, stress)• Peer bonding circle (before/after) <p>No competition. Focus is on safety, inclusion, and sensory experience (birds, fresh air, plants).</p>
Duration	90 minutes
Number of Participants	15- 20
Equipment Needed	<ul style="list-style-type: none">• Refillable water bottles• Printed tip cards (with visuals and local dialect if needed)• Foldable chairs• Herbal tea in thermoses

	<ul style="list-style-type: none"> • Optional: Pedometers or wrist counters <p>All materials are low-cost or recyclable; reusable where possible.</p>
<p>Step-by-Step Description</p>	<ol style="list-style-type: none"> 1. Arrival & Warm-Up (10 min) <ul style="list-style-type: none"> ○ Facilitators greet participants. ○ Icebreaker (e.g., “name & favorite season”) ○ Gentle stretches and breathing with background music 2. Walk Phase 1 (20 min) <ul style="list-style-type: none"> ○ Guided walk through the route at a comfortable pace ○ “Walk and notice” cues: trees, birdsong, breathing 3. Pause & Reflect (15 min) <ul style="list-style-type: none"> ○ Participants sit or stand in a semi-circle ○ Short talk: “Benefits of hydration & outdoor movement” ○ Share local sayings or folk tales about walking, nature 4. Walk Phase 2 (20 min) <ul style="list-style-type: none"> ○ Pair up and walk back while discussing a daily habit ○ Practice “mindful steps” – focus on rhythm and breath 5. Feedback Circle & Tea (5 min) <ul style="list-style-type: none"> ○ Herbal tea served (local mix e.g. linden, rosehip) ○ Participants rate their mood on smiley cards ○ Optional: Add their “favorite moment” to a story tree poster
<p>Main Objective</p>	<p>To foster physical movement, mental relaxation, and community connection through accessible, guided nature walks.</p>
<p>Specific Objectives</p>	<ul style="list-style-type: none"> - Increase regular outdoor physical activity among elderly and women. - Reduce anxiety and loneliness by promoting group-based gentle exercise. - Improve understanding of stress reduction practices and hydration.
<p>Expected Outcomes</p>	<ul style="list-style-type: none"> • Reduced symptoms of anxiety and stress • Formation of new social ties and mutual trust • Increased knowledge about healthy habits • Positive association with public green spaces <p><i>Activities:</i> Slow guided walks in nature</p> <ul style="list-style-type: none"> • Short talks on hydration, mindfulness, nature care <p><i>Inclusive:</i> Wheelchair-friendly, all paces welcome Make friends, feel safe, zero cost</p>

Potential Benefits (Based on WP2 findinings)	<ul style="list-style-type: none"> • Cost → Fully free, low equipment • Confidence → Safe peer-led activity, no fitness pressure • Isolation → Encourages trust-building and routine participation • Inactivity in winter → Outdoor sunlight and warm clothing help
Environmental & Af- fordability Elements	<ul style="list-style-type: none"> • Low-impact on environment: Uses existing green zones • Reusable Materials: Tip sheets, water bottles • Green Transport Encouraged: Walk/bike to location • No Gym Required: No electricity or indoor heating used
Evaluation Method	<ul style="list-style-type: none"> • Smile Scale Cards (Before & After walk – mood tracking) • Facilitator Reflection Log <ul style="list-style-type: none"> ○ Participation level ○ Noted mobility/communication concerns ○ Quotes from feedback circle
Partner responsible	NEU (Necmettin Erbakan University) – Faculty of Tourism, Schools, Related NGOs, supported by local municipalities
Comments / Adapta- tions	<ul style="list-style-type: none"> • Winter Months: Walking routes selected for safe, snow-free areas • Language Support: Visual tip cards in Turkish, Arabic, and English • Tea Adaptation: Herbal tea made from local plants collected in summer • Emergency Plan: On-site first aid kit, contact number printed on tip sheet

CLUSTER 1: PHYSICAL ACTIVITY

THEME: MUSCLE STRENGTHENING & FUNCTIONAL FITNESS

6.1.4 Workshop 4: Active & Healthy Ageing

Field	Description
Workshop Title	Active and healthy aging
Theme/ Cluster	Physical activity
Country/ Partner	Media Šport, Slovenia
Target Group	Elderly
Context/Setting	Retirement home, community center
Type of Activity	Physical exercise
Duration	90 – 120 minutes
Number of Participants	10 – 20
Equipment Needed	Chairs Soft balls Scarves or light cloths Light resistance bands Printed handouts (guidelines + Personal Active Ageing Plan) Music player Water and light snacks (optional)
Step-by-Step Description	<ul style="list-style-type: none"> • Welcome (10 min) • Warm welcome and short introduction of the project • Overview of workshop structure • Healthy Ageing Guidelines (20 min) • Discussion of common age-related challenges (mobility, balance, sleep, mental well-being). • Presentation of key guidelines: physical activity basics, nutrition, sleep hygiene, and social connection. • Presentation of key safety rules for Physical Activity • Distribution of one-page summary sheet • *Guidelines & summary sheet in Anex • Exercises & Games (50 min) • Warm-Up (10 min) • Balance & Strength (15 min) • Flexibility & Mobility (15 min) • Cardio & Group Fun (10 min) <p>Personal Active Ageing Plan (20 min)</p>

	<p>Distribute the Individual Active Ageing plans that have been printed for this activity to the participants</p> <p>Invite the participants to create their own plan by choosing goals that they find realistic and fun</p> <p>*Personal Active Ageing plan in Anex</p>
Main Objective	Promoting active, healthy, and independent ageing
Specific Objectives	<p>promote active ageing and physical activity</p> <p>Increase regular physical activity among elderly participants in a safe and enjoyable way</p> <p>Improve balance, strength, flexibility and confidence</p> <p>Promote mental well-being</p>
Expected Outcomes	<p>Behavioral</p> <p>Participants adopt small daily activity habits</p> <p>Emotional</p> <p>Improved mood, reduced stress, increased sense of achievement.</p> <p>Stronger motivation due to positive group experience</p> <p>Physical</p> <p>Better joint mobility, balance, and coordination</p> <p>Social</p> <p>More social interaction, sense of belonging, inter-personal support</p>
Potential Benefits (Based on WP2 findings)	<p>The workshop directly responds to several barriers highlighted in WP2. Health-related limitations are addressed through the presentation of clear, accessible healthy-ageing guidelines that encourage older adults—especially those with existing conditions—to feel more confident about engaging in safe, appropriate physical activity. Low motivation and interest are tackled by supporting participants in developing a simple Personal Active Ageing Plan, which helps them set realistic goals and build motivation. The issue of geographic isolation is mitigated because the workshop requires no special infrastructure and can be delivered in any environment, including rural or remote areas. Finally, concerns about activity monotony are addressed by incorporating enjoyable, movement-based elements—such as light dance activities—which align with the preferences expressed by participants in WP2 and help make the workshop more engaging and appealing.</p>
Environmental & Affordability Elements	<p>The activity promotes sustainability and accessibility by:</p> <p>Requiring minimal, low-cost equipment (chairs, scarves, soft balls, reusable resistance bands).</p> <p>Allowing the use of existing community spaces without need for specialized infrastructure.</p> <p>Ensuring affordability and equal access even in low-resource or rural settings</p>

Evaluation Method	
Partner responsible	
Comments / Adaptations	<p>Provide seated alternatives for all exercises.</p> <p>For groups with lower mobility: extend warm-up and stretch segments; reduce standing activities.</p> <p>Can be adapted for outdoor settings or virtual sessions using household objects</p>

Cluster 1: Physical Activity

Theme: Muscle Strengthening & Functional Fitness

6.1.5 Workshop 5: Move Safely: Chair-Based HEPA for Functional Independence

General workshop information

Field	Description
Workshop Title	MOVE SAFELY: CHAIR-BASED HEPA FOR FUNCTIONAL INDEPENDENCE
Theme/Cluster	Physical Activity/ Muscle Strengthening & Functional Fitness
Country/Partner	ISIG (UISP& ANDOS), Italy
Target Group	Older adults and adults with reduced mobility, including persons with disabilities and chronic conditions, people with limited access to regular physical activity, and individuals who benefit from safe and gender-sensitive exercise settings.
Context/Setting	Home environment, retirement home, community centre

Activity description

Field	Description
Type of Activity	Chair exercise session for adults with reduced mobility (low-impact exercises performed in a sitting position).
Duration	45–60 minutes (including welcome, warm-up, main part and cool-down exercises).
Number of Participants	30+
Equipment Needed	Stable chairs without wheels (one per participant), small soft balls, light elastic bands (optional), any printed exercise sheets.
Step-by-Step Description	<ol style="list-style-type: none">1. Welcome and check-in (5–10 min): Brief introduction, safety reminder, participants are asked about any pain or limitations.2. Seated warm-up (10 min): Gentle neck, shoulder, and ankle mobilizations, breathing exercises, slow seated marching in place.3. Main part (20–25 min): Seated upper and lower body exercises (e.g., arm raises, leg extensions, seated marching, torso rotations), light resistance band work, simple coordination exercises (ball passing, combined arm and leg movements). Low–moderate intensity and always adaptable.4. Cool-down and stretching (5–10 min): Gentle arm, leg, and back stretching, breathing and relaxation exercises.5. 5. Feedback and closing (5 min): Short round of sharing how participants are feeling, questions and suggestions, reminders of some simple movements that can safely be repeated at home.

Objective and outcome

Field	Description
Main Objective	Offering safe, enjoyable, and accessible physical activity for adults with reduced mobility through chair-based exercises, improving mobility, confidence, and social inclusion.
Specific Objectives	<ul style="list-style-type: none"> • Improve joint mobility, muscle activation, and posture in a protected position (sitting). • Reduce the fear of falling and increase confidence in body movement. • Create a welcoming social environment that reduces isolation and encourages regular participation in physical activity.
Expected Outcomes	<p>Participants report feeling "more relaxed" and less stiff after the session. Mild improvements in functional ability (e.g., getting up from a chair more easily, better balance while standing).</p> <p>Improved mood, relaxation, and confidence to exercise safely.</p> <p>Greater sense of belonging and connection with the group.</p>
Potential Benefits (Based on WP2 findings)	<p>The activity addresses barriers that emerged in WP2 study, such as the lack of activities adapted to vulnerable individuals, low physical self-esteem, and social isolation.</p> <p>Chair gymnastics allows individuals with limited mobility, chronic conditions, or advanced age to participate safely and with supervision, addressing the need for safe, guided, and inclusive exercise opportunities.</p>
Environmental & Affordability Elements	<p>The activity uses existing community spaces (e.g., club offices, community centres) and basic equipment (chairs, simple, low-cost or reusable materials such as soft balls and elastic bands).</p> <p>No gym memberships or expensive equipment are required.</p> <p>This makes the activity low-cost, replicable, and environmentally sustainable, as it requires few new materials and allows for long-term reuse.</p>

Evaluation & notes

Field	Description
Evaluation Method	<ul style="list-style-type: none"> • Immediate evaluation (after each session): Short before/after check on perceived mobility, mood, and confidence to move safely (e.g. "How confident do you feel moving your body today?"), plus brief instructor observation (participation, engagement, signs of discomfort). • Progress evaluation (after a series of sessions): Simple functional indicators where feasible (e.g. sit-to-stand repetitions in 30 seconds, observed posture or range of motion), combined with short oral or written participant feedback. • Added value – continuity at home: Participants are encouraged to continue selected exercises independently at home, especially during periods when attending sessions is not possible, supporting habit formation and autonomy.

Partner responsible	UISP, ANDOS & ISIG in collaboration with a trained physiotherapist or instructor when available.
Comments / Adaptations	<p>The intensity, number of repetitions, and duration can be reduced for more vulnerable participants (shorter blocks, more frequent breaks).</p> <p>Use chairs with armrests and ensure sufficient space between chairs for safe movement.</p> <p>Possible adaptations for different cultural/linguistic groups (simple language, visual demonstrations, multilingual support, culturally appropriate music).</p> <p>For participants with cognitive difficulties, use greater repetition, clear visual cues, and simple, stable routines.</p>

Cluster 1: Physical Activity

Theme: Muscle Strengthening & Functional Fitness

6.1.6 Workshop 6: Everyday Strength - Functional HEPA with Simple Tools

General workshop information

Field	Description
Workshop Title	Everyday Strength: Functional HEPA with Simple Tools
Theme/Cluster	Muscle Strengthening & Functional Fitness, Outdoor Activities & Connection with Nature
Country/Partner	ISIG (ANDOS, UISP), Italy
Target Group	Older adults and adults at risk of functional decline, including persons with disabilities and people with limited access to structured exercise, as well as participants who benefit from inclusive and gender-sensitive community-based physical activity.
Context/Setting	school, home environment, work place, retirement home, community centre, park

Activity description

Field	Description
Type of Activity	Gentle/soft gymnastics session aimed at improving strength, balance, and functionality in everyday tasks (getting up from a chair, carrying bags, climbing steps), using filled plastic water bottles and other eco-friendly tools.
Duration	45–60 minutes total (warm-up, strength and functionality exercises, balance work, cool-down).
Number of Participants	30+
Equipment Needed	Sturdy chairs (one per participant), filled plastic water bottles of various sizes (0.5–1.5 L) to use as small weights, optional filled cloth bags (rice, sand), towels or cloths for traction exercises, small steps or low steps, and mats for those who can work on the floor. All materials should preferably be reused or recycled.
Step-by-Step Description	1. Welcome and Safety (5–10 min): Brief introduction, check-in with reported physical status, reminder to listen to your body and stop if you feel any pain. Explanation that the exercises mimic everyday movements.

	<ol style="list-style-type: none"> 2. Gentle warm-up (10 min): Mobilization of the neck, shoulders, wrists, hips, and ankles, marching in place (sitting or standing), large but slow movements of the arms and torso. 3. Functional strength exercises (20–25 min): Chair rises and sits (with or without arm support) to simulate getting out of a bed/chair. Water bottle lifts for the arms and shoulders (like picking up objects from a shelf). Pulling exercises with a towel or cloth (similar to pulling a door, bag, etc.). Small “pushes” against the wall or the back of the chair (similar to pushing a door or cart). The exercises are adapted to different strength levels, with the option of performing them while seated. 4. Balance and stability (5–10 min): standing exercises near the chair (raising one leg at a time, walking in place, shifting weight from one leg to the other, possibly using a small step). 5. Cool down and stretching (5–10 min): gentle stretching of legs, arms, and back, slow breathing, brief relaxation.
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Objective and outcome

Field	Description
Main Objective	Support and improve muscle strength and daily functioning (especially in elderly and/or vulnerable groups) through soft and accessible exercises, using simple and eco-sustainable materials.
Specific Objectives	<ul style="list-style-type: none"> • Strengthen the major muscle groups involved in everyday activities (legs, torso, arms) to reduce fatigue and the risk of loss of independence. • Improve balance and coordination in functional movements (rising, bending, carrying objects) to prevent falls. • Promote awareness that simple, everyday materials (bottles, towels, steps) can become economical and sustainable training tools, even for home practice.
Expected Outcomes	Participants report greater ease in performing everyday tasks (e.g., getting up from a chair, climbing small stairs, carrying light bags). Perceived increase in strength, stability, and confidence in moving. Reduced fear of falling thanks to gentle, guided training. Increased motivation to repeat simple exercise cycles at home with bottles and household materials.
Potential Benefits (Based on WP2 findings)	The activity addresses barriers that emerged in WP2 study, such as a sedentary lifestyle and difficulty with daily activities. By offering exercises directly related to everyday life and using familiar materials, it helps bridge the gap between physical activity and real life, increase self-efficacy, and prevent functional decline, especially in vulnerable individuals.
Environmental & Affordability Elements	All activities are based on recycled and low-impact materials (filled water bottles, bags, towels, chairs, steps). No professional equipment or gym memberships are required. Participants can replicate the exercises at home at no additional cost, promoting an active, sustainable, and accessible lifestyle, even for those with limited financial resources.

Evaluation & notes

Field	Description
Evaluation Method	<ul style="list-style-type: none"> • Simple functional tests at the beginning and end of the cycle (e.g., number of sit-stands in 30 seconds, ability to balance on one leg while holding onto a chair, perception of effort). • Self-assessment of difficulty in daily activities (e.g., "How difficult is it for you to get up from a chair/climb a flight of stairs?" before and after the program). Observation by the instructor of posture, execution technique, and movement confidence. • Brief oral or written feedback on what participants began to do more easily in their daily lives.
Partner responsible	ANDOS, UISP & ISIG
Comments / Adaptations	<p>Exercises can be performed seated, standing, or with additional supports, depending on the individual's level of independence.</p> <p>Groups can be divided by level of abilities or designed to follow gradually increasing difficulty levels.</p> <p>For people with specific medical conditions (heart disease, significant joint problems), adjust the intensity, number of repetitions, and rest periods, always in accordance with any medical advice.</p>

Cluster 1: Physical Activity

Theme: Teamwork & Social Inclusion Games

6.1.7 Workshop 7: Move, Act, Belong - Inclusive Musical Theatre for All

General workshop information

Field	Description
Workshop Title	Move, Act, Belong: Inclusive Musical Theatre for All
Theme/Cluster	Inclusive & Adapted Physical Activities, Teamwork & Social Inclusion Games
Country/Partner	ISIG (C – WONDER, ANDOS, UISP), Italy
Target Group	Children, young people, adults, and older adults, including persons with disabilities and participants from migrant backgrounds, in mixed and inter-generational groups, with attention to inclusive and gender-sensitive participation.
Context/Setting	Theatre, other

Activity description

Field	Description
Type of Activity	Musical theatre school for children, teens, and adults, offering integrated singing, dancing, and acting activities using English language. Expressive, fun, and educational activities, open to all ages.
Duration	The activity can be proposed as a stand-alone or structured into a programme of 60–90 minute sessions (e.g., once a week), with the option of preparing a short final performance.
Number of Participants	40+
Equipment Needed	A large, safe room for movement, sound system and microphone, backing tracks, sheets of lyrics (in English), pens/highlighters, any costume items and small props (including recycled ones: hats, scarves, old clothes), chairs, and a keyboard or musical instrument (if applicable).
Step-by-Step Description	<ol style="list-style-type: none">1. Welcome and warm-up (10–15 min): games to get to know each other, short physical and vocal warm-up, simple English pronunciation exercises (tongue twisters, short phrases).2. Body and stage work (15–20 min): exercises in body expression, movement in space, theatrical games (statues, short improvisations, “walk as if you were...”).3. Singing in English (15–20 min): gradual learning of one or more songs from musicals or age-appropriate repertoire; work on text, pronunciation, rhythm, and chorus.

	<p>4. Acting and integration (15–20 min): short dialogue scenes in English or with a mix of Italian and English, character development, short choreographies that combine singing, dancing, and acting.</p> <p>5. Return to calm and sharing (5–10 min): short physical cool-down, final circle with feedback (“how did you feel?”, “what did you like most?”), possible creative homework (e.g. listening to a song, learning a line in English).</p>
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Objective and outcome

Field	Description
Main Objective	Promote self-expression, self-esteem, English language skills, and social inclusion through musical theatre (singing, dancing, and acting) in a creative and welcoming environment, open to all ages.
Specific Objectives	<ul style="list-style-type: none"> • Develop expressive and communication skills (voice, body, stage presence), building self-confidence and the joy of challenging yourself. • Improve comprehension and use of English through songs, dialogues, and simple theatrical texts, in a playful, non-academic way. • Encourage teamwork, intergenerational collaboration, and encounters between people from diverse backgrounds (including foreigners), valuing talents and differences.
Expected Outcomes	Participants become more confident in speaking, singing, and moving in front of others. Greater familiarity with English (words, phrases, pronunciation) associated with positive and fun experiences. A strong sense of community, belonging, and mutual support will be created, especially in preparation for a possible final performance. Opportunities for children, adolescents, and adults to share a common creative activity, reducing isolation and "rigid" roles (parent/child, adult/minor).
Potential Benefits (Based on WP2 findings)	The activity responds to WP2 findings because it promotes social inclusion and active participation through a structured, replicable activity. By combining singing, dancing, and acting, it supports physical wellbeing and emotional expression in a safe group setting. Delivered in English, it also encourages language practice and intercultural exchange, facilitating the inclusion of foreign participants. It is naturally intergenerational (children, teenagers, adults), creating community bonds and reducing isolation.
Environmental & Affordability Elements	The activity uses existing indoor spaces (school gyms, multipurpose halls, community theatres) with limited equipment (sound system, backing tracks, small costumes, often recycled or repurposed). The props can be largely recycled (used clothing, second-hand items), keeping costs down and promoting creative reuse. The group format makes the program economically sustainable and replicable in different contexts.

Evaluation & notes

Field	Description
Evaluation Method	<ul style="list-style-type: none">• Structured observation by the operators (level of participation, collaboration, willingness to get involved, use of English, progress over time).• Simple questionnaires or feedback forms for participants and, if present, parents/guardians (perceived self-esteem, enjoyment, group belonging, interest in English).• Qualitative evaluation through the preparation of a short final performance (presentation of one or more scenes/songs) as a feedback session.• Collection of short testimonials (phrases, key words, impressions) to be used as narrative indicators of impact
Partner responsible	C-WONDER & ISIG
Comments / Adaptations	<p>Option to create separate groups based on age (children, adolescents, adults) or intergenerational activities (e.g., joint rehearsals before the performance).</p> <p>Adaptation of English materials based on language level: use simple refrains for beginners, more complex phrases for more advanced learners.</p> <p>Inclusion of participants with disabilities (physical, cognitive, emotional) through differentiated roles: acting, choral singing, movement, lighting/props management, etc.</p>

Cluster 1: Physical Activity

Theme: Teamwork & Social Inclusion Games

6.1.8 Workshop 8: Play Together - Teamwork & Social Inclusion Games

Field	Description
Workshop Title	Play Together: Teamwork & Social Inclusion Games
Theme/ Cluster	Physical Activity-Teamwork & Social Inclusion Games
Country/ Partner	Kinitiko Ergastiri, Greece
Target Group	Elderly, people with disabilities, mixed groups, gender sensitive.
Context/Setting	Outdoor park, school yard, public plaza, or community centre.
Type of Activity	Physical exercise, team games
Duration	2 hours
Number of Participants	12–24 participants
Equipment Needed	Reused / Recycled Sports Materials, Old balls (various sizes: footballs, tennis balls, soft balls), Recycled-paper balls (newspaper + tape), Plastic bottles (used as cones or markers) Fabric strips or old T-shirts (turned into ropes or flags) Cardboard sheets, bags (for balloon substitutes or sandbags) Socks filled with rice/sand
Step-by-Step Description	<p>Welcome & Introduction, Establish rules, create teams, icebreaker activity, introduce the activity, Reflection & Debrief</p> <p>Welcome & Introduction (10 minutes)</p> <p>Establish rules: respect, safety, encouragement, no pressure, open participation.</p> <p>Icebreaker Idea:</p> <p>“Group Pair Up” – Ask participants to find someone wearing the same color or who shares a hobby. Light, fun, and gets people mixing.</p> <p>Games for Teamwork & Communication (20–25 minutes)</p> <p>-Balloon Cooperation Challenge</p> <ul style="list-style-type: none"> -use one balloon or plastic bag for each team -Each team try to keep the balloon on the air -Try transfer the balloon without hold the balloon from the start to the end - Whit the participation of all the players <p>Variations: Add movement, obstacles, or cooperative goal (e.g., moving balloons from point A to B).</p> <p>Social Inclusion Games (25–30 minutes)</p> <p>Inclusive Relay – Everyone’s Strength Counts</p>

Team Setup: Divide participants into teams of 4–6. Each team lines up behind a starting line. Create 4–6 relay stations, each with a different type of task.

Relay Stations (Examples)

Each station focuses on a different strength, not speed:

Station 1 – Balance & Control

Walk slowly while balancing a soft object on a hand or shoulder

Adaptation: allow support from a teammate

Station 2 – Coordination

Pass a ball around the body or between teammates before moving on

Emphasize rhythm and cooperation

Station 3 – Accuracy

Gently throw or roll an object into a target (box, hoop, marked area)

Unlimited attempts → no failure pressure

Station 4 – Communication

One participant closes eyes while teammates verbally guide them around markers

Focus on trust and clear communication

Reuse & Reinvent: Creative Sports Materials (20 minutes)

Teach participants how to create or repurpose equipment for games. Small groups create one new piece of sports equipment from reused items. They then invent a mini cooperative game using it. This module brings creativity, eco-awareness, and ownership of the activity.

Ideas:

- Balls made from rolled newspapers + tape
- Cones from old plastic bottles
- Ropes from braided textiles
- Targets from cardboard
- Sandbags from old socks

Reflection & Debrief (10 minutes)

Gather the group to reflect:

Ask:

- “What helped your team work well together?”
- “How did we make sure everyone was included?”
- “What was challenging?”
- “How can we bring this teamwork to daily life or sports?”
- “What can we reuse more creatively in future?”

Take-Home Tools

	<p>Provide a small handout or slide with:</p> <ul style="list-style-type: none"> Principles of inclusive teamwork Quick list of 10 collaborative games Ideas for creating sport equipment from reused materials Reflection questions for coaches/teachers Safety guidelines
Main Objective	Collaborative games in public spaces, reuse of sports materials
Specific Objectives	Strengthen teamwork, communication, and social inclusion through playful collaborative activities, while promoting sustainability through the reuse of sports materials.
Expected Outcomes	Physical / social outcome expected after participation
Potential Benefits (Based on WP2 findings)	Build social skills, whilst create family activities that strengthen bonds and reduce isolation.
Environmental & Affordability Elements	Reuse of sports materials. Old balls, ropes, cones, nets Plastic bottles as markers, Newspapers for homemade balls, Scrap fabric for flags or team identifiers. Reduces waste and extends the lifespan of existing equipment.
Evaluation Method	General goal of the activity, promote inclusion, improve mobility,
Partner responsible	Eye and hand coordination
Comments / Adaptations	

Cluster 1: Physical Activity

Theme: Teamwork & Social Inclusion Games

6.1.9 Workshop 9: In Their Shoes

Field	Description
Workshop Title	“In Their Shoes”
Theme/ Cluster	Teamwork & Social Inclusion Games
Country/ Partner	Kinitiko Ergastiri, Greece
Target Group	elderly, people with disabilities,
Context/Setting	School, community center, basketball court
Type of Activity	Physical exercise, team game, creative task,
Duration	2-3 Hours
Number of Participants	Standard Group (15–25 People)
Equipment Needed	<ol style="list-style-type: none"> 1. <u>Physical Disability</u> -Thick socks or oven mitts (to simulate loss of dexterity). Props: 2-3 shirts with buttons, shoes with laces, and small water bottles with screw-caps. A scarf or belt. 2. <u>Visual Disability Station</u> -Blindfolds or dark scarves (at least 10). Long sticks or canes (to simulate walking aids). Opaque bags for the "Mystery Box" touch challenge. Everyday items: Keys, coins, sponges, and various legumes (beans/lentils). 3. <u>Auditory Disability Station</u>- Disposable earplugs or noise-canceling headphones. Smartphone & portable speaker (to play loud background "white noise").Surgical masks or paper (to cover your mouth so participants can't lip-read). 4. <u>Autism & Sensory Overload Station</u> Small flashlights (to simulate visual sensitivity). Textured materials: Sandpaper, feathers, or rough scraps of fabric.Distractions: Brightly colored paper, battery-operated fans, or a whistle. Communication cards: Printed PECS (Picture Exchange Communication System) cards. Worksheets: Simple math or reading tasks to attempt during the "overload."
Step-by-Step Description	<p>(15 min)</p> <p>1.Setup & Grouping Divide your room into 4 labeled stations (Physical, Visual, Auditory, Sensory). Split your participants into groups of 4–5 people.</p> <p>2. Role Assignment each group, assign three roles: The User: Experiences the simulation. The Assistant: Ensures safety and provides guided help. The Observers: Note down challenges and "aha" moments.</p>

3. The Rotation (The Circuit) Set a timer for 20–25 minutes per station. Halfway through the time, participants swap roles within their group. When the timer rings, groups move to the next station until everyone has visited all four.

THE 4 DISABILITY STATION

1-Visual impairment

1.1 The "Blind" Path (Trust & Hearing)

This exercise demonstrates how essential clear guidance is.

- What you will need: Blindfolds.
- The activity: Divide participants into pairs (Guide and Blind).
- The task: The "Guide" must lead the "Blind" through an obstacle course (e.g., between desks or chairs) using only their voice.
- The rule: The guide is not allowed to touch the other person. They must give precise instructions: "Take two small steps forward," "Turn 90 degrees to the right."

1.2 Recognition Through Touch (Fine Sensation)

Simulates the effort of recognizing objects without the aid of sight.

- What you will need: An opaque box or bag (the "magic box") and various everyday objects (keys, paper clip, beans, coin, sponge).
- The activity: The participant wears a blindfold.
- The task: They must put their hand in the box and identify 5 objects using only their sense of touch.
- Development: Try giving them coins of different values (e.g., 5 cents and 10 cents) and ask them to distinguish between them.

2-Hearing impairment

2.1 The "Silent" Instruction Game

This exercise demonstrates dependence on visual information.

- The activity: The facilitator wears a protective mask (or covers their mouth with a piece of paper) and gives a series of instructions to the participants (e.g., "open your notebook to page 12 and draw a circle"), but without making any sound.
- The lesson: Participants realize that without sound and without seeing the lips (lip reading), information is completely lost.

2.2 Broken Telephone... Without Voice (Pantomime)

A variation of the well-known game that focuses on nonverbal communication.

- The activity: Divide the participants into a line. The first person must convey a complex sentence (e.g., "The dog is chasing a red ball in the garden") to the next person, using only gestures and facial expressions.
- The challenge: No whispering or talking is allowed.
- The conclusion: At the end, compare the original sentence with the one that reached the last player. This will show how easily messages can be misinterpreted without words.

3- Mobility Impairment

3.1. The Sock (or Glove) Exercise

A classic method for demonstrating loss of dexterity and touch.

- What you will need: A thick winter sock or kitchen glove (without finger compartments).
- The activity: The participant puts the sock on their hand.
- The task:
 - o Try to pick up a coin from the table.
 - o Use a cell phone to send a short message.
 - o Flip through a magazine or book.

3.2. The "Reverse" Hand

Simulates hemiplegia (where one side of the body has limited movement).

- What you will need: A scarf or belt.
- The activity: Tie the participant's "good" hand behind their back or secure it to their chest.
- The task: They must perform everyday tasks using only their non-dominant hand:
 - o Open a bottle of water.
 - o Cut a piece of paper with scissors.
 - o Put on a jacket or cardigan.

4- Autism Spectrum

4.1-The Challenge of Sensory Overload

This activity shows how difficult it is to concentrate on a simple task when your brain is bombarded with stimuli that it cannot "filter."

- The activity: One participant (the "student") sits at a desk and tries to read a text or solve a math problem.
- The "Temptations": Three other participants stand around him and do the following simultaneously:
 1. One whispers unrelated words in his ear.
 2. Another lightly touches his shoulder or back with a feather or rough cloth.
 3. The third flashes a flashlight (not directly in his eyes) or waves a brightly colored piece of paper in front of his field of vision.

4.2- Nonverbal Communication Activity (Pictograms)

For many individuals on the spectrum, images are easier to understand than words.

- What you will need: Cards with simple drawings (e.g., a glass of water, a toilet, a book, an angry face).
- The activity: Ask participants to communicate a need or emotion without speaking, using only the cards (PECS - Picture Exchange Communication System).

	<ul style="list-style-type: none"> • The lesson: Participants experience how images become a "bridge" of communication for someone who has difficulty with spoken language. <p>4. Final Debrief, everyone in a circle for 30–40 minutes to discuss: Frustrations: What was surprisingly difficult? Barriers: What in the room/building made the task harder? Behavior: How did it feel to be helped or "stared at"?</p>
Main Objective	Raise awareness for disability. Foster Deep Empathy, Promote the Social Model of Disability
Specific Objectives	<p>Barrier Identification: Participants will be able to identify and list at least three specific architectural or communication barriers in their current environment (e.g., school or office) that they previously overlooked</p> <p>Communication Competence: Participants will demonstrate the ability to apply three practical inclusive behaviors, such as maintaining eye contact for lip-reading, giving precise verbal directions, and asking "How can I help?" before taking action.</p> <p>Perspective Shift: At least 80% of participants will report a measurable change in their understanding of disability</p>
Expected Outcomes	<p>Emotional -Shift from sympathy/pity to empathy and respect.</p> <p>Behavioral-Application of inclusive communication and etiquette.</p> <p>Social -Transformation of the group into active advocates for accessibility.</p> <p>Physical-Awareness of environmental stressors (noise, light, obstacles).</p>
Potential Benefits (Based on WP2 findings)	
Environmental & Affordability Elements	<ol style="list-style-type: none"> 1. Low-Cost Implementation Household Materials: Uses everyday items (tape, socks, scarves, lentils) instead of expensive medical simulators. Zero-Budget Scalability: Any school or NGO can replicate the training without needing a dedicated budget or high-tech equipment. 2. Environmental Sustainability Reusable Toolkits: 90% of the kit (blindfolds, headphones, shirts, chairs) is reusable for hundreds of sessions. Minimal Waste: Replaces "disposable" training props with long-lasting materials and digital resources where possible. 3. Long-Term Social Sustainability Fixing it Right First: Teaches Universal Design, which is more sustainable than the waste

	and cost of "retrofitting" inaccessible buildings later. Behavioral Change: Invests in human knowledge—the only accessibility tool that never breaks and costs nothing to maintain.
Evaluation Method	The activity ends when all teams have passed through all workstations and completed the self-assessment form. How well do you think you did in each activity? Very well / Fairly well / Not at all
Partner responsible	Barrier Identification Audit: Participants will successfully identify and document at least three specific environmental or communication barriers within their own workspace or school by the end of the session. Competency in Inclusive Etiquette: 100% of participants will demonstrate the "Ask First" protocol—performing at least two simulated interactions where they correctly ask for consent and instructions before assisting a person with a disability to 2-3 measurable or concrete aims
Comments / Adaptations	<p>The "Opt-Out" Policy: Always allow a "safe word" (e.g., "Stop" or "Safe"). Some participants may have past trauma or claustrophobia that a blindfold or sensory overload could trigger.</p> <p>Level of Difficulty: Adjust the tasks based on the group.</p> <p>Debrief is Non-Negotiable: The "doing" is only half the work. Without the 40-minute discussion at the end, participants might leave feeling "glad they aren't disabled" (pity) rather than "wanting to fix the building" (advocacy).</p> <p>Annex</p> <p>Reflection Sheet</p> <p>My Inclusion Journey: Reflection Sheet Name: _____ Date: _____</p> <p>Instructions: After completing each station, take a moment to think about how you felt. Circle an emoji and answer the quick question.</p> <p>1. The "Blind" Path (Trust & Hearing) How did it feel? 😊 (Safe) / 😕 (Confused) / 😞 (Anxious)</p> <p>The Big Question: Did you find it easier to give the directions or to follow them? Why?</p> <p>2. Recognition Through Touch How did it feel? 😲 (Curious) / 😮 (Surprised) / 😞 (Hard)</p> <p>The Big Question: Which object was the hardest to identify? What "clue" helped you figure it out?</p> <p>3. The "Silent" Instruction Game</p>

How did it feel? 🤫 (Quiet) / 😡 (Frustrated) / 🧠 (Focused)

The Big Question: What is one thing the "leader" did with their body that helped you understand the task?

4. Non-Verbal Broken Telephone

How did it feel? 😂 (Funny) / 🧩 (Puzzled) / 🤝 (Connected)

The Big Question: If the message changed by the end, where do you think the "mistake" happened?

5. The Sock / Glove Exercise

How did it feel? 🐢 (Slow) / 😡 (Annoying) / 💪 (Determined)

The Big Question: Think of one daily task (like eating or texting). How would it change if you had to wear the glove all day?

6. The "Reverse" Hand

How did it feel? 🤔 (Concentrated) / 🌀 (Messy) / ⌚ (Patient)

The Big Question: Does doing something "the hard way" mean a person is less smart, or just that they need more time?

7. The Sensory Overload Challenge

How did it feel? 😵 (Overwhelmed) / 🗣️ (Noisy) / 🛡️ (Trying to block it)

The Big Question: What was the most distracting thing (the light, the music, or the whispering)?

8. Nonverbal Communication

How did it feel? 🗣️ (Creative) / 😞 (Limited) / ✨ (Clear)

The Big Question: Can you share a feeling with someone without saying a single word? How?

The Big Picture (Final Thoughts)

Which station was the most eye-opening for you?

What is one thing you will do differently the next time you meet someone who does things differently than you?

"Inclusion is not bringing people into our world. It is making the world one where everyone fits."

Cluster 1: Physical Activity

Theme: Teamwork & Social Inclusion Games

6.1.10 Workshop 10: Inclusive BOCCE for Families and Friends

Field	Description
Workshop Title	Inclusive BOCCE for Families and Friends
Theme/Cluster	Inclusive & Adapted Physical Activities, Teamwork & Social Inclusion Games
Country/Partner	KINITIKO ERGASTIRI, Greece
Target Group	Families, friends, and community members of persons with and without disabilities. Disabilities may include intellectual disabilities, physical disabilities, or mixed abilities. The activity is suitable for mixed-age groups.
Context/Setting	Outdoors or indoors

Activity description

Field	Description
Type of Activity	This activity introduces Bocce as an inclusive, social, and accessible game for families and friends of persons with and without disabilities. It is designed to promote cooperation, fun, physical activity, and social bonding among participants with intellectual and/or physical disabilities.
Duration	The activity can be proposed as a stand-alone or structured into a programme of 60–90 minutes sessions.
Number of Participants	2 to 8 participants per game. Teams of up to 4 players. Teams can be mixed (persons with and without disabilities together).
Equipment Needed	<ul style="list-style-type: none"> • Bocce balls (soft or standard depending on participants) • Target ball (pallina) • Flat playing surface (indoor or outdoor) • Cones or markers • Chairs for rest and accessibility <p>Optionally two flags (1 red and 1 green)</p>
Step-by-Step Description	<p>Ice Braking Activity (10 minutes)</p> <p>Name & Ball Circle: Participants stand or sit in a circle. One ball is passed around. Each person says their name and something they like (or answers a simple question). Goal: create a relaxed, friendly atmosphere.</p>

	<p>Introduction to Bocce (10 minutes)</p> <p>Explain the basic idea of Bocce: getting your ball as close as possible to the target ball.</p> <p>Demonstrate how to roll or throw the ball.</p> <p>Explain team play and fair play rules.</p> <p>Stress cooperation, encouragement, and enjoyment.</p> <p>Warm-Up (10 minutes)</p> <p>Gentle movements suitable for all abilities:</p> <ul style="list-style-type: none"> • Arm circles • Shoulder rolls • Wrist and finger movements • Gentle walking or rolling the ball back and forth <p>Adapt movements for seated participants.</p> <p>Bocce Game Time (20 minutes)</p> <p>Form teams of up to 4 players.</p> <p>Each team takes turns throwing or rolling their balls.</p> <p>Allow adaptations (shorter distance, assisted throw).</p> <p>Facilitator encourages positive communication and teamwork.</p> <p>Focus on participation rather than scoring.</p> <p>Reflection & Closing (10 minutes)</p> <p>Group discussion using simple questions:</p> <ul style="list-style-type: none"> • What did you enjoy? • How did you feel playing together? • What was easy or difficult? <p>End with positive feedback and group applause.</p>
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Objective and outcome

Field	Description
Main Objective	Promote social inclusion, participation, and shared enjoyment through an inclusive Bocce activity that brings together families and friends of persons with and without disabilities in a welcoming, non-competitive environment accessible to all ages.
Specific Objectives	<ul style="list-style-type: none"> • Encourage active participation and self-confidence through simple, adapted game actions (rolling, aiming, turn-taking), regardless of physical or cognitive ability. • Foster positive social interaction, communication, and cooperation among participants, strengthening relationships between family members, friends, and peers. • Support teamwork, mutual encouragement, and intergenerational engagement by creating mixed teams that value diversity, different abilities, and shared experiences.

Expected Outcomes	Participants feel included, valued, and comfortable taking part in a shared sport activity. Increased confidence in participating in group games and greater enjoyment of physical activity are observed. Families and friends experience improved interaction and bonding, while persons with disabilities show greater willingness to engage in future community-based sport or recreational activities. A sense of belonging and collective enjoyment is reinforced throughout the session.
Potential Benefits (Based on WP2 findings)	The activity responds to WP2 findings by addressing barriers such as limited access to adapted physical activities, fear of judgement, and social isolation. Bocce offers a low-threshold, easily adaptable sport that enables meaningful participation across mixed-ability groups. Its cooperative and flexible format supports emotional well-being, social interaction, and inclusion in a safe and supportive group setting.
Environmental & Affordability Elements	The activity makes use of existing indoor or outdoor community spaces (school yards, parks, community halls) and requires minimal, reusable equipment (bocce balls, markers, measuring tools). No specialised clothing or facilities are needed, keeping costs low and ensuring easy replication. The group-based format supports economic sustainability while encouraging local participation and environmentally responsible use of resources.

Evaluation & notes

Field	Description
Evaluation Method	<ul style="list-style-type: none"> • Structured observation by the operators (level of participation, collaboration, willingness to get involved). • Simple questionnaires or feedback forms for participants and, if present, parents/guardians (perceived self-esteem, enjoyment, group belonging, interest in English).
Partner responsible	KINITIKO ERGASTIRI, Greece
Comments / Adaptations	<ul style="list-style-type: none"> • Players may throw, roll, or gently push the ball. • Distance can be adjusted. • Verbal instructions should be simple and supported with demonstrations. • Allow assistance from family members if needed. • Emphasize participation and fun rather than competition.

Cluster 1: Physical Activity

Theme: Emotional Wellbeing & Self-Expression through Movement

6.1.11 Workshop 11: Move & Express: Dance - Based HEPA for Well - Being

General workshop information

Field	Description
Workshop Title	MOVE & EXPRESS: DANCE-BASED HEPA FOR WELL-BEING
Theme/Cluster	Inclusive & Adapted Physical Activities
Country/Partner	ISIG (ANDOS, UISP), Italy
Target Group	Adults and older adults with diverse physical abilities, including persons with disabilities, people recovering from illness or surgery, individuals from migrant backgrounds, and participants who benefit from inclusive and gender-sensitive movement environments.
Context/Setting	Theatre , gym, outdoors in protected/reserved spaces

Activity description

Field	Description
Type of Activity	Dance actions and expressive movement workshop for all ages (children, adults, disabled people, and seniors), with guided individual, pair, and small group exercises, adaptable to different physical abilities.
Duration	60–75 minutes in total (welcome, warm-up, central dance part, final moment of relaxation and sharing).
Number of Participants	40>
Equipment Needed	Music player and speakers, music playlist (slow, upbeat tracks), scarves or light towels, any circles or small symbolic objects, chairs for those needing support, and mats for final relaxation.
Step-by-Step Description	<ol style="list-style-type: none"> 1. Welcome and initial circle (10 min): brief introduction, establishing a climate of trust, explaining that you don't need to "know how to dance" because the goal is to express yourself and feel good. 2. Body warm-up (10–15 min): gentle activation of feet, legs, arms, and trunk, breathing exercises, and small guided movements in space (even near your chair for those who are vulnerable). 3. Central part of dance activity (25–30 min): simple movement sequences set to music (rhythmic walking, arm movements, mirror games in pairs, circle dances), moments of guided improvisation (e.g., "move

	<p>as if you were... the rain," "the wind," "an emotion"), activities that encourage encounters between generations (e.g., adults and seniors dancing with children/young people).</p> <p>4. Relaxation and return to calm (5–10 min): slow movements, breathing, short exercises sitting or on the floor with quiet music.</p> <p>5. Final sharing (5–10 min): a short talk (or, for children, even a small drawing) about how they felt, what they liked, and what they would like to repeat.</p>
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Objective and outcome

Field	Description
Main Objective	Promote mental and physical well-being, self-expression, positive self-image and social inclusion through dance therapy, creating a shared space for different age groups.
Specific Objectives	<ul style="list-style-type: none"> • Improve body awareness, coordination, and mobility through creative movement to music, with exercises adaptable to different skill levels. • Provide a nonverbal outlet for emotions, tensions, and personal experiences, supporting self-esteem and a sense of competence. • (Re)build a positive body image • Encourage encounters and dialogue between generations and different backgrounds, creating positive bonds and a climate of mutual support.
Expected Outcomes	<p>Participants report greater relaxation, improved mood, and a sense of "lightness" after the workshop. Increased participation among people who would not normally engage in traditional sports but feel more comfortable in creative, non-competitive contexts.</p> <p>Improved social interactions between people of different ages.</p> <p>Increased recognition of the body as a resource for movement and well-being, even in the presence of health conditions or reduced confidence.</p>
Potential Benefits (Based on WP2 findings)	The activity addresses needs that emerged in WP2 study, such as social isolation, difficulty expressing oneself verbally, low motivation for "traditional" sports, and cultural and language barriers. Dance therapy uses the universal language of the body and music, facilitating the inclusion of diverse audiences. It helps reduce the stigma associated with fragility (physical or psychological) and creates a safe space for experimenting with new ways of relating.
Environmental & Affordability Elements	<p>The workshop can be held in existing indoor spaces (classrooms, multipurpose rooms, gyms, club offices) and requires only a basic sound system and a few simple, reusable materials (scarves, hoops, mats). No expensive equipment or registration at a private centre is required. This makes the activity low-cost, easily replicable, and sustainable, with minimal environmental impact and intelligent use of community spaces.</p> <p>The activity can be performed also outdoors in protected/reserved spaces (private garden, outdoor space of public buildings not open to the public, temporary closed park section, ...)</p>

Evaluation & notes

Field	Description
Evaluation Method	<ul style="list-style-type: none"> • Brief scale of mood and perceived well-being before and after the series of sessions (also with smiley faces for children or people with reading difficulties). • Observation grid for the leaders: level of participation (active/passive), interactions with others, willingness to contact, changes over time. • Collection of qualitative feedback from participants (key phrases, words, impressions) and, if applicable, from caregivers/family members (e.g., "I see him more relaxed," "he can't wait to come back"). • Monitoring attendance and continuity/increase of participation in the dance therapy cycles.
Partner responsible	ANDOS, C-WONDER & ISIG
Comments / Adaptations	<p>Exercises can always be adapted: some sections can be performed seated for people with mobility limitations or fatigue; time can be reduced for more vulnerable groups.</p> <p>Thematic cycles can be structured (e.g., "emotions," "seasons of life," "roots and future") to highlight personal stories and cultural differences. - Specific moments or groups can be planned (e.g., intergenerational grandparent-grandchild workshop, women's group, adolescent group linked to C-Wonder programs).</p> <p>Carefully select inclusive music: songs from different cultures, also proposed by participants, to encourage recognition and active participation. Opportunity to use both dances and music from a diversified cultural background.</p>

Cluster 1: Physical Activity

Theme: Emotional Wellbeing & Self-Expression through Movement

6.1.12 Workshop 12: Body & Voice – Expressive Movement & Drama Games

Field	Description
Workshop Title	Body & Voice – Expressive Movement & Drama Games
Theme/ Cluster	Emotional Wellbeing & Self-Expression through Movement Mental Health Physical Activity
Country/ Partner	NEU & Türkiye Implemented in collaboration with local schools, youth centers, and community culture houses
Target Group	This activity targets vulnerable and underserved community members including elderly individuals, migrants, low-income families, women, and persons with limited language proficiency. The workshop format is also well-suited to neurodiverse participants, shy children, and others who benefit from non-verbal and low-pressure communication formats.
Context/Setting	The workshop can be implemented in school gymnasiums, university multipurpose halls, community cultural centers, or large classrooms. The venues must be warm, accessible, quiet, and safe. In good weather, it can also be delivered outdoors in shaded park areas, using soft mats or grass for ground-based activities.
Type of Activity	An expressive movement and drama-based group session using music, gesture, roleplay, and storytelling. No acting experience is needed. The design prioritizes emotional release, non-verbal confidence, and joyful peer interaction.
Duration	90-120 minutes
Number of Participants	15–25 participants per session
Equipment Needed	Open indoor space for safe and free movement Soft mats or floor cushions (optional but helpful for older adults or those with physical limitations) A music player or speaker for warm-up music Emotion cards or simple illustrated cards for visual support Printed prompts or simple objects to inspire storytelling All materials can be low-cost, DIY, or made from recycled materials
Step-by-Step Description	1. Warm-Up (15 min): Light stretching and music-based movement exercises are used to loosen the body and ease nervous energy. Icebreaker games like "sta-

	<p>tue freeze" make the group laugh and connect without needing language. The aim is to remove performance pressure and create comfort.</p> <p>2. Mirror Movement (15 min): Participants work in pairs. One becomes the leader and performs slow, expressive movements while the partner mirrors them. Then they switch roles. This develops trust, empathy, and the ability to express without words.</p> <p>3. Emotion Circle (20 min): The group sits in a large circle. Each person silently performs a body gesture and a non-verbal sound to represent an emotion (e.g., joy, frustration, curiosity). The others guess. The facilitator helps explore how emotions are expressed in the body, building emotional literacy and destigmatizing expression.</p> <p>4. Collaborative Storytelling (25 min): Using prompt cards, objects, or images, each person contributes a sentence and a movement to create a group story. The result is often funny or poetic. This step empowers even shy or low-literacy participants to contribute meaningfully.</p> <p>5. Free Expression Scene (20 min): Participants are invited to act out a short scene from their life, real or imaginary. This can be done solo, in pairs, or in small groups. Others observe respectfully and give positive feedback. Stories are often about family, childhood, or dreams.</p> <p>6. Debrief & Closing Reflection (10–15 min): The group sits together to reflect on how they feel, what they discovered, and what they want to take with them. Breathing exercises and calming music may be used to end on a grounded note.</p>
<p>Main Objective</p>	<p>To promote emotional release, body awareness, and social cohesion through drama-based physical activities that require no performance skills or language proficiency</p>
<p>Specific Objectives</p>	<p>To increase participants’ self-awareness and confidence in expressing emotions using physical and non-verbal techniques</p> <p>To reduce anxiety and social fear through group trust-building exercises</p> <p>To provide a safe and supportive space for vulnerable individuals to be seen and heard</p> <p>To foster creativity and storytelling capacity across all ages and language levels</p>
<p>Expected Outcomes</p>	<p>Participants report reduced emotional stress and increased sense of lightness</p> <p>Shy and linguistically isolated individuals feel more engaged</p> <p>New relationships and bonds are formed between participants</p>

	Participants are more willing to return to future events or similar activities
Potential Benefits (Based on WP2 findings)	<p>This workshop overcomes language, cost, and confidence-related barriers by providing a playful and supportive environment</p> <p>It reaches migrants, youth, and low-income groups who may avoid traditional sports or fitness settings</p> <p>It offers expressive outlets that promote resilience and community belonging, supporting overall wellbeing</p>
Environmental & Affordability Elements	<p>No specialized props or costumes are required</p> <p>All materials can be DIY, reused, or made from paper, fabric, or local donations</p> <p>Workshops are free of charge</p> <p>Indoor format ensures accessibility in winter or during weather limitations</p> <p>No fitness level or acting experience is required, ensuring full inclusivity</p>
Evaluation Method	<p>Quick emotion check using emoji or color-coded mood cards at entry and exit</p> <p>Short self-reflection cards asking about confidence, stress, and connection levels</p> <p>Facilitator notes on group engagement, participation, and mood shifts</p> <p>Optional audio/photo documentation with consent</p>
Partner responsible	<p>NEU + Schools- Youth & Sport Units</p> <p>NEU (Necmettin Erbakan University) – Lead in designing, piloting, and adapting the activity locally.</p>
Comments / Adaptations	<p>Workshops can be co-facilitated with psychology departments, performing arts students, or drama therapists for deeper impact</p> <p>Simple bilingual instructions (Turkish + Arabic/Dari) should be used for refugee and migrant groups</p> <p>Story themes should be chosen carefully to avoid triggering topics; facilitators are trained in basic trauma-informed methods</p> <p>Soft music, essential oils, or colorful fabrics can enhance the sensory experience when available</p>

Cluster 1: Physical Activity

Theme: Emotional Wellbeing & Self-Expression through Movement

6.1.13 Workshop 13: Traditional Rhythms: Folk Dance for All

Field	Description
Workshop Title	Traditional Rhythms: Folk Dance for All
Theme/ Cluster	Cultural Inclusion & Social Engagement Digital Detox & Screen-Free Lifestyle Physical Activity
Country/ Partner	NEU & Türkiye NEU leads the design and pilot phase of the workshop and coordinates with schools, cultural centers, and NGOs to reach target groups across various Turkish regions.
Target Group	This activity is designed for diverse and inclusive groups, including: <ul style="list-style-type: none"> • Youth (14–25 years), • Elderly participants, • Women (especially in conservative or rural communities), • Migrants and refugees, • Low-income families or individuals with limited access to cultural or recreational services. <p>The session is adaptable for mixed-gender or single-gender groups and accommodates individuals with varying levels of fitness or mobility.</p>
Context/Setting	The activity can be carried out in indoor environments such as school gymnasiums, university multipurpose halls, cultural centers, and municipal halls that provide warmth and accessibility, especially during winter months. When weather conditions allow, it can also be implemented in outdoor spaces such as school gardens or public parks with flat and safe ground.
Type of Activity	The workshop consists of low-impact physical exercise through rhythm-based group dance. It integrates traditional folk dance movements with simple coordination exercises and collective rhythm, encouraging participation through music, movement, and shared cultural expression rather than technical performance.
Duration	90 minutes (can be extended or split into 2 sessions)
Number of Participants	15–25 per session
Equipment Needed	The activity requires minimal and low-cost equipment, including a speaker for recorded music or optional live instruments such as bağlama or darbuka, comfortable shoes for participants, traditional

	scarves or handkerchiefs for dance coordination, and a clean floor space with heating when held indoors. All materials are reusable and easily accessible.
Step-by-Step Description	<p>Welcome & Icebreaker (10 mins) Circle-based name & rhythm clap game to build comfort.</p> <p>Intro to Local Folk Dance (15 mins) Short visual presentation or storytelling about the origin of dances like Zeybek, Halay, Horon in Türkiye or other folkloric dances in different countries</p> <p>Warm-Up Movements (10 mins) Gentle stretching to music, focus on joints and balance.</p> <p>Basic Steps Training (30 mins) Participants learn and repeat simple group formations. Trainers encourage those with limited mobility to participate while seated.</p> <p>Group Dance with Music (15 mins) Entire group performs simplified version together, emphasizing joy, rhythm, and expression.</p> <p>Cool Down + Reflection Circle (10 mins) Breathing exercises and sharing session: “How did this make you feel?” The session begins with a welcoming circle and a simple rhythm-based icebreaker where participants learn each other’s names through clapping and movement. This is followed by a short introduction to traditional folk dances such as Zeybek, Halay, or Horon, presented through storytelling and brief cultural explanations. A gentle warm-up phase prepares the body with stretching and balance exercises. Participants then learn basic dance steps in a slow and repetitive manner, with adaptations offered for seated or low-mobility participation. The group practices the dance together with music, focusing on enjoyment and shared rhythm. The workshop concludes with a cool-down phase and a reflection circle where participants share how the activity made them feel.</p>
Main Objective	The main objective of the workshop is to promote inclusion, physical movement, and cultural engagement through joyful and accessible folk dance activities rooted in tradition.
Specific Objectives	The specific objectives are to encourage regular physical activity in a culturally familiar and safe way, to enhance emotional wellbeing and reduce social isolation, and to strengthen intergenerational and intercultural connections through shared rhythm and movement.
Expected Outcomes	Expected outcomes include improved mood and energy levels, increased confidence in group participation, reduced feelings of isolation, and a stronger sense of belonging and cultural pride among participants.
Potential Benefits (Based on WP2 findings)	Based on WP2 findings, this activity addresses key barriers such as lack of motivation, cost concerns, and discomfort with formal sports settings. It is particularly effective for women and elderly participants because it feels familiar and non-threatening. The shared rhythm and collective movement foster trust and social bonding, while the indoor format makes it suitable for winter conditions.

Environmental & Affordability Elements	The workshop promotes sustainability by using minimal equipment, reusable props, and existing community spaces. No specialized clothing or technology is required, and participation is free of charge, ensuring affordability and accessibility for all groups.
Evaluation Method	Evaluation is conducted through a simple pre- and post-session emotional check using visual mood indicators, short open-ended feedback questions, and facilitator observations regarding participation, engagement, and group dynamics. Photo or video documentation may be used with participant consent for internal reporting.
Partner responsible	NEU + local NGOs– Schools- Youth & Sport Units
Comments / Adaptations	The workshop can be adapted by selecting regionally familiar dances, organizing women-only sessions in conservative contexts, simplifying movements for elderly or disabled participants, or combining the activity with food or storytelling sessions to enhance community engagement.

6.2 CLUSTER 2: HEALTH & LIFESTYLE

THEME: HEALTHY EATING & AFFORDABLE NUTRITION

6.2.1 Workshop 14: Grow your own health

Field	Description
Workshop Title	Grow your own health
Theme/ Cluster	Health & Lifestyle Environment & Community
Country/ Partner	Media Šport, Slovenia
Target Group	Elderly (65+) Children
Context/Setting	Outdoors (park / garden) or indoor classroom / community hall
Type of Activity	Hands-on gardening
Duration	60-75 min
Number of Participants	10-20
Equipment Needed	<ul style="list-style-type: none"> - Small pots or recycled containers - Potting soil - Planting tools - Seeds: radish, parsley, carrots, pumpkins, ... - Seedlings: lettuce, tomato, pepper, ... - Water spray bottles - Stickers, markers or labels for identifying and personalizing the plant pots - Optional: Gardening gloves
Step-by-Step Description	<p>4) Welcome (5 min)</p> <ul style="list-style-type: none"> • Warm welcome and short introduction • Create pairs (one child, one adult- 'gardening mentor') <p>5) Create your own mini garden (50 min)</p> <ul style="list-style-type: none"> • <u>Getting to know the plants</u> (10 min): Older participants explain the differences between seeds and seedlings, when each is typically used, what plants need to grow (soil, water, light) ... <i>For additional information, please visit: https://www.twinkl.com/blog/a-guide-to-gardening-for-kids-advice-info-and-resources</i> • <u>Preparing the pots</u> (10 min): Each pair receives two growing pots or recycled containers. Children decorate the pots using markers, labels, or stickers. • <u>Planting seeds</u> (10min): Older participants demonstrate how deep seeds should be planted and explain why different seeds require different depths. Children help place the

	<p>seeds into the soil and gently cover them. they water the soil lightly using a spray bottle or small watering can.</p> <ul style="list-style-type: none"> • <u>Planting a Vegetable Seedling</u> (10 min): Each pair plants a small vegetable or herb seedling in the second pot. Older participants can show how to carefully remove the seedling from its container without damaging the roots. They plant the seedling and water it. • <u>Labeling & Care planning</u> (10 min): Each pair labels their pots with the plant name (optional: also, with a date of planting). ‘Gardening mentors’ explain the simple care procedure for each plant (watering schedule, sunlight needs). <p>6) Closing Circle (5 min)</p> <ul style="list-style-type: none"> - Group reflection <p>Each pair can share: Plant name, one new thing learned from their partner, where they will keep their plant at home, how they plan to use the plant when it’s grown...</p>
Main Objective	Promoting healthy lifestyle habits
Specific Objectives	<ul style="list-style-type: none"> - Encourage intergenerational exchange of knowledge and experiences. - Provide participants with a simple, low-maintenance activity they can continue at home. - Promote nutrition awareness and practical use of herbs and vegetables in daily life.
Expected Outcomes	<p>Behavioral</p> <ul style="list-style-type: none"> - Participants engage in regular plant care and healthy eating habits <p>Emotional</p> <ul style="list-style-type: none"> - Increased sense of achievement and pride in creating living projects - Strengthened intergenerational bonds and social inclusion <p>Physical</p> <ul style="list-style-type: none"> - Gentle fine-motor activity through planting, pouring, and potting <p>Social</p> <ul style="list-style-type: none"> - Strengthened community relationships
Potential Benefits (Based on WP2 findings)	<p>This activity effectively addresses several key barriers identified in WP2. Health-related limitations are accommodated through fully seated options and gentle, adaptable tasks, ensuring that participants with reduced mobility or dexterity can take part comfortably. Low motivation is addressed by the intergenerational format, as working alongside children increases engagement and creates meaningful social interaction. The workshop is not dependent on specific infrastructure and can be delivered both indoors and outdoors, making it</p>

	suitable for geographically isolated or rural settings . In addition, the combination of sensory, cognitive, creative, and practical elements helps to overcome activity monotony by offering variety and enjoyment. Finally, the use of simple, low-cost materials ensures that the activity remains affordable and accessible for all participants.
Environmental & Affordability Elements	The workshop is designed to be environmentally responsible and highly affordable, using low-cost, reusable, or recycled materials such as jars, pots, soil, and seeds. Herbs and plants can be sourced locally or grown directly from seeds, which helps reduce both costs and the environmental footprint associated with transport and packaging. The activity does not rely on technology or disposable products, ensuring accessibility for all participants and minimizing unnecessary resource use. In addition, the workshop generates very little waste, as leftover soil, seeds, or plant material can be reused in future sessions or composted, supporting circular and sustainable practices.
Evaluation Method	
Partner responsible	
Comments / Adaptations	<ul style="list-style-type: none"> • Mini garden documentary: Where feasible, the growth process of the mini gardens can be documented over time. Photos are taken at the initial planting stage, and participants are encouraged to continue photographing their plants as they develop. After several weeks or months, a follow-up session may be organized in which the progress of each intergenerational pair is shared and discussed. This reflective meeting allows participants to compare outcomes, explore reasons for differences in plant growth, and identify factors that influenced success or failure. The “gardening mentors” (older participants) can contribute practical insights and recommendations, supporting collective learning and continuous improvement for future planting activities.

Cluster 2: Health & Lifestyle

Theme: Healthy Eating & Affordable Nutrition

6.2.2 Workshop 15: Healthy & Affordable Eating

Field	Description
Workshop Title	Healthy & Affordable Eating
Theme/ Cluster	5. Healthy Eating & Affordable Nutrition
Country/ Partner	Kinitiko Ergastiri. Greece
Target Group	Adults or mixed community group
Context/Setting	Everywhere
Type of Activity	Creative task, Practical Activities
Duration	Total time 2-2,5 hours
Number of Participants	Estimated Group size 12-18 persons
Equipment Needed	Flipchart or slides, sample foods (optional), pens, budget meal examples, containers for storage demo, seasonal food chart handouts, recipe cards.
Step-by-Step Description	<p>1-What does nutritious eating really mean</p> <p>Introduction (10 min)</p> <p>Goals: Explain why healthy eating can be affordable. Share key research findings in simple, relatable terms (e.g., benefits of local/seasonal foods, long-term cost savings, environmental impact).</p> <p>Engagement Idea: Ask participants what they think the biggest barriers are to healthy eating. Debunk common myths (e.g., “healthy food is always expensive”).</p> <p>2-Budget-Friendly Foods & Smart Shopping (10 min)</p> <p>“Let’s talk about affordable foods that still deliver excellent nutrition.”</p> <p>Show a list or samples:</p> <p>Oats, whole grains. Canned tomatoes, beans, chickpeas</p> <p>Frozen vegetables and fruit. Root vegetables (carrots, potatoes, cabbage)</p>

Smart Shopping Tips: Buy store brands. Compare cost per unit. Use weekly deals. Buy in bulk (rice, oats, beans). Plan meals before shopping.

Activity: “Here are three meals that cost €1–€2 per portion. Which would your family enjoy? What variations would you try?”

3-Budget Meal Breakdown Activity (10 min)

Materials: Printed cards with ingredient lists and costs.

Each group has a simple meal card. Estimate the cost per serving and discuss how you could make it cheaper or healthier.”

Guide discussion.

Debrief: “What surprised you most about the actual cost?”

4-Seasonal & Local Foods (25 minutes)

Topics

- Benefits of seasonal foods: cheaper, fresher, lower environmental footprint.
- How to identify what's in season each month.
- Comparing price differences between seasonal and non-seasonal produce

Practical Activities

- Seasonal Food Calendar: Create a simple year-round chart for your region.
- Market Challenge: Show photos of local market items and ask participants to build a meal using €5–€10.
- Taste Test: Provide samples of seasonal fruits/vegetables (if possible).

5-Reducing Food Waste

Topics

Why food waste happens and how much it costs the average household.

Understanding “Use By” vs. “Best Before.”

Storage techniques to extend shelf life.

Creative ways to use leftovers.

Practical Activities

Meal Rescue Game: Show commonly wasted items (old bread, wilted greens, overripe bananas) and brainstorm recipe ideas.

Food Storage Demo:

- How to freeze herbs/vegetables
- Proper fridge organization
- Portioning cooked meals for later

6-Cooking Demonstration

Make a seasonal soup using affordable local vegetables.

Prepare a no-waste stir fry using leftover bits of vegetables Show how to make overnight oats or budget-friendly snacks.

	If cooking isn't possible, show 2–3 live recipe walkthrough videos instead
Main Objective	General goal of the activity (e.g. promote healthy eating, with affordable way, reduction of food waste)
Specific Objectives	-Improve participants' ability to plan healthy meals on a budget -Increase use of seasonal, local foods -Reduce household food waste through practical skills
Expected Outcomes	Behavioral: Healthier, budget-conscious food choices and reduced waste Emotional: Increased confidence and motivation around nutrition Physical: Improved diet quality and energy levels Social: Greater sharing of healthy habits and community engagement
Potential Benefits (Based on WP2 findings)	Healthy Eating & Affordable Nutrition
Environmental & Affordability Elements	The workshop promotes sustainability by encouraging seasonal, local foods and reducing food waste, while ensuring low-cost accessibility through affordable ingredients, simple recipes, and practical budget-friendly tools usable by all participants
Evaluation Method	To promote healthy lifestyle choices through accessible and affordable nutrition education. To increase awareness of sustainable food practices while supporting healthy eating on a budget. To support long-term wellbeing by improving everyday food choices and reducing food waste.
Partner responsible	Increase knowledge of healthy, affordable food choices -Improve skills in budget-based meal planning using seasonal foods -Strengthen food waste reduction practices
Comments / Adaptations	<p>Annex 1: Sample Affordable Meal Examples</p> <ul style="list-style-type: none"> • Lentil & Vegetable Soup (lentils, carrots, onion, canned tomatoes) – low cost, high protein • Seasonal Vegetable Stir-Fry (seasonal vegetables, rice or pasta) • Oatmeal with Fruit (oats, seasonal fruit, seeds) • Egg & Vegetable Frittata (eggs, leftover vegetables) <p><i>Average cost per portion: low-budget friendly, depending on local prices.</i></p> <p>Annex 2: Seasonal & Local Food Guide (Example)</p> <ul style="list-style-type: none"> • Spring: leafy greens, peas, radishes • Summer: tomatoes, zucchini, berries • Autumn: squash, apples, cabbage • Winter: carrots, potatoes, onions <p><i>Encourage facilitators to adapt this list to local conditions.</i></p> <p>Annex 3: Budget Shopping Tips</p>

- Plan meals before shopping
- Buy seasonal and local products
- Compare unit prices
- Choose store brands
- Buy frozen or canned vegetables when fresh is expensive

Annex 4: Food Waste Reduction Tips

- Understand food labels: “Use by” vs. “Best before”
- Store food correctly to extend shelf life
- Freeze leftovers and surplus food
- Use leftovers creatively (soups, stir-fries, salads)

Annex 5: Sample Interactive Activities

Budget Meal Challenge

Participants design a healthy meal within a fixed budget using provided ingredients.

Meal Rescue Game

Groups brainstorm recipes using commonly wasted foods.

Annex 6: Evaluation Tools

- Short post- workshop questionnaire
- Self-assessment checklist (before/after)
- Group discussion feedback

Cluster 2: Health & Lifestyle

Theme: Healthy Eating & Affordable Nutrition

6.2.3 Workshop 16: Picnic of Cultures – Food & Games from Home

Field	Description
Workshop Title	Picnic of Cultures – Food & Games from Home
Theme/ Cluster	Teamwork & Social Inclusion Games Outdoor & Indoor activity Healthy eating & Affordable Nutrition Health & Lifestyle
Country/ Partner	NEU & Türkiye
Target Group	The primary target group includes elderly individuals, immigrants, women, and families with children, particularly those from underrepresented or economically vulnerable backgrounds. The workshop is designed to promote cross-generational participation and multicultural exchange in a safe environment.
Context/Setting	This activity is envisioned as an outdoor event and will take place in public green areas such as city parks, picnic zones, or school gardens. In case of unfavorable weather conditions, indoor gymnasiums or multi-purpose halls with open windows and proper ventilation can also be considered as alternatives.
Type of Activity	The workshop involves a community picnic combined with the sharing of healthy home-cooked meals and traditional games that are commonly played in Türkiye, such as sack races, tug-of-war, and handkerchief chasing games. It also includes music, storytelling, and relaxed mingling time for informal dialogue among participants. picnic, cultural exchange, traditional games
Duration	180 minutes (3 hours)
Number of Participants	20- 30
Equipment Needed	The materials required include picnic blankets and tables for food-sharing, reusable water bottles and eco-friendly cups, a portable sound system for background music or announcements, props for games such as sacks or ropes, and a few seating cushions or chairs for elderly participants.
Step-by-Step Description	Each person brings one healthy dish Share grandma’s recipe stories Play traditional games: Sack race, Tug of war, Handkerchief game Kids welcome Celebrate diversity, feel included 1.Welcome and food-sharing setup (30 min) 2. Traditional games rotation (sack race, tug-of-war, dodgeball) (60

	<p>min)</p> <ol style="list-style-type: none"> 3. Storytelling circle & music exchange (45 min) 4. Group photo & feedback wall (15 min) 5. Free mingle & closing (30 min) <p>At the start of the workshop, a welcome area is set up where participants display and share one healthy dish, preferably prepared using traditional recipes passed down from grandparents. This is followed by traditional game rotations where groups compete in joyful physical activities such as sack races or tug-of-war. After the physical games, everyone gathers for a storytelling and music circle where participants share memories about their culture, favorite family recipes, or childhood games. Toward the end of the event, a group photo is taken, followed by a feedback wall session where participants can express their reflections through words or drawings. The event ends with free mingling and community-building discussions.</p>
Main Objective	<p>The main objective is to foster intercultural dialogue and social inclusion through accessible, joyful, and meaningful shared experiences. By offering a platform where diverse voices can express themselves through food, games, and stories, the workshop enhances collective emotional well-being and trust.</p>
Specific Objectives	<p>The first objective is to promote intergenerational bonding by engaging both elderly and young participants in shared cultural practices. The second goal is to create a welcoming space where immigrant and minority voices feel seen and valued. The third objective is to increase awareness about affordable healthy nutrition by showcasing traditional meals that are both nutritious and economical.</p>
Expected Outcomes	<p>The activity is expected to reduce feelings of social isolation, enhance a sense of joy and belonging, and help build new intercultural friendships. By sharing personal stories and playing together, participants will overcome language or cultural barriers and recognize their shared values and aspirations.</p>
Potential Benefits (Based on WP2 findings)	<p>Based on the WP2 needs analysis, this activity addresses the emotional, physical, and cultural inclusion needs of groups who often feel marginalized. It provides a space to be seen and heard, facilitates empathy through storytelling, and improves mental well-being through light physical play. Additionally, the shared experience of food strengthens social bonds and trust among diverse participants.</p>
Environmental & Affordability Elements	<p>The event promotes sustainability through the use of home-prepared food, reusable containers, and waste bins for recycling. No entry fee is charged, and the open-air setting ensures that participation remains inclusive and cost-free for all attendees. Collaboration with local food banks or community kitchens can also enhance the affordability aspect if necessary.</p>

Evaluation Method	The effectiveness of the activity will be evaluated through three components. The first is a feedback wall where participants can express how they felt using mood stickers, smiley faces, or short notes. The second involves audio or video recordings from the storytelling circle that reflect the impact of the cultural exchange. The third method is the documentation of photo reflections that capture emotional expressions, group interactions, and joyful moments, which can later be reviewed during WP4 dissemination.
Partner responsible	The lead partner responsible is Necmettin Erbakan University – Faculty of Tourism, with active support from local NGOs working on migration, youth and elderly well-being, as well as schools and municipal sport departments
Comments / Adaptations	For accessibility, interpreters in Arabic and Dari will be provided to ensure that non-Turkish speakers can fully engage. Elderly participants will have access to adapted seating areas under shade, and water stations will be set up throughout the park. Local park authorities will be contacted in advance to coordinate safety and permission for hosting the event.

Cluster 2: Health & Lifestyle

Theme: Sleep Hygiene & Recovery

6.2.4 Workshop 17: Good Night Ritual

Field	Description
Workshop Title	Good Night Ritual
Theme/ Cluster	Health & Lifestyle
Country/ Partner	Media Šport, Slovenia
Target Group	Elderly
Context/Setting	Retirement home, community center
Type of Activity	Hands-on sensory workshop
Duration	90-120 min
Number of Participants	8-20
Equipment Needed	<ul style="list-style-type: none"> - Electric kettle / stove - Herbal teas - Cups for tasting - Herbs essential oils - Small jars / bags for tea blends - Small organza bags for sachets - Cushions or comfortable chairs - Music player - Scented candles (optional)
Step-by-Step Description	<p>7) Welcome (10 min)</p> <ul style="list-style-type: none"> • Warm welcome and short introduction of the project • Overview of workshop structure <p>8) Personal Sleep Tea blend (20 min)</p> <ul style="list-style-type: none"> • Present different herbs and explain their positive influence on sleep and relaxation • Prepare a tasting of the herbal teas • Participants prepare their own Sleep Tea Blend and pack it (to take home at the end) <p><i>*Common Medicinal Herbs for sleep Improvement and Stress Relief in Anex</i></p> <p>9) Aromatherapy (30 min)</p>

	<ul style="list-style-type: none"> Using the herbs from the previous activity and adding some essential oils, explain how aroma can influence positive feelings and relaxation Participants craft their scented pillow sachets from the presented ingredients (to take home at the end) <p><i>*Essential Oils for sleep Improvement and Stress Relief in Anex</i></p> <p>10) Meditation techniques (30 min)</p> <ul style="list-style-type: none"> Present a basic meditation / relaxation technique that suits your participants Create a relaxing environment (dim the lights, light some candles, relaxing music...) 20 minutes meditation / relaxation session with the participants <p><i>To gather inspiration, you may review selected example videos:</i> https://www.youtube.com/watch?v=mxwDzp6ZMEI https://www.youtube.com/watch?v=RAhYfiWWRi0</p> <p><i>However, facilitators are encouraged to use equivalent resources in the national language or to guide the meditation themselves, using a calm, clear, and relaxing voice.</i></p> <p>11) Closing circle (10 min)</p> <ul style="list-style-type: none"> Encourage participants to share their experience – how they feel now versus when they arrived
Main Objective	To develop a calming, multi-sensory bedtime ritual that supports sleep quality, reduces stress, and promotes emotional well-being.
Specific Objectives	<ul style="list-style-type: none"> - Reduce common sleep-hygiene mistakes - Foster social connection and peer support - Promote modern sleep techniques
Expected Outcomes	<p>Behavioral</p> <ul style="list-style-type: none"> - Participants adopt a simple nightly ritual and use their Recovery Kit regularly. - Increased likelihood of using breathing techniques during restlessness. <p>Emotional</p> <ul style="list-style-type: none"> - Reduced anxiety or tension before bed <p>Physical</p> <ul style="list-style-type: none"> - Reduced nighttime restlessness <p>Social</p> <ul style="list-style-type: none"> - Increased bonding and shared experience within the group
Potential Benefits (Based on WP2 findings)	The workshop directly addresses several key barriers identified in WP2. For participants with health-related limitations , the activities

	<p>are accessible for a wide range of physical abilities. Geographic isolation is mitigated because the workshop does not require specialized spaces, equipment, or facilities; it can be implemented in any community setting, including rural areas. The issue of activity monotony, highlighted in WP2, is addressed through the inclusion of varied and creative elements such as crafting, tasting and scent-blending exercises, which align with participants expressed interest in more engaging, creative activities. Finally, the commonly reported lack of time is reduced as the proposed evening ritual—particularly the short meditation—is designed to be performed before bedtime, even while already in bed, meaning it requires no additional time investment and easily integrates into existing routines.</p>
Environmental & Affordability Elements	<p>The workshop strongly promotes both sustainability and affordability by relying on low-cost, reusable, and natural materials such as dried herbs and glass jars. It avoids the need for expensive devices, technology, or disposable products, making it accessible for organizations with limited budgets. Many of the herbs can be sourced locally or even grown in community gardens, further reducing environmental impact and strengthening local supply chains. The containers used—such as small jars or fabric sachet bags—are designed to be refilled and reused multiple times, supporting long-term use rather than single-use consumption.</p>
Evaluation Method	
Partner responsible	
Comments / Adaptations	<p>The workshop can be easily adapted to meet the needs of diverse participant groups. For individuals with dementia, the session can be simplified, paced more slowly, and supported with repetitive, reassuring cues. Participants with visual impairments can fully engage thanks to the workshop’s naturally multisensory design, and additional tactile elements and clear verbal instructions can further enhance accessibility. For those with limited hand mobility, facilitators can provide pre-mixed blends or offer hands-on assistance during the crafting components to ensure full participation. In group-home settings or environments with shorter attention spans, the activity can also be divided into a three-part mini-series delivered over three separate days, allowing for a more relaxed and manageable experience.</p>

Cluster 2: Health & Lifestyle

Theme: Sleep Hygiene & Recovery

6.2.5 Workshop 18: Rest to Move Better - Sleep and Recovery for Active Living

General workshop information

Field	Description
Workshop Title	Rest to Move Better: Sleep and Recovery for Active Living
Theme/Cluster	Sleep Hygiene & Recovery
Country/Partner	ISIG (ANDOS, UISP), Italy
Target Group	Adults experiencing fatigue, stress, or recovery needs, including older adults, people returning to physical activity after illness or surgery, caregivers, and individuals with sedentary or high-stress lifestyles who wish to improve recovery and well-being to support active living.
Context/Setting	Home environment, retirement home

Activity description

Field	Description
Type of Activity	Informative and practical-experiential meetings with experts (e.g., doctors, psychologists, physiotherapists) on sleep, post-exercise or post-surgery recovery, including demonstrations of simple relaxation techniques.
Duration	60–90 minutes per session (theoretical part + practical relaxation part + space for questions).
Number of Participants	ND
Equipment Needed	Comfortable chairs, a projector and screen (or monitor) for slides, a basic sound system, mats or blankets for those who wish to experience relaxation while lying down, pillows, dimmable lights. Printed information sheets with sleep and recovery tips may be included.
Step-by-Step Description	<ol style="list-style-type: none"> 1. Welcome and introduction (10–15 min): Introduction of the experts, the topic of the meeting (sleep, recovery after activity/surgery), and basic rules (this is not meant to replace medical advice, but to offer general guidance). A brief round of participants' expectations. 2. Information session on sleep and recovery (20–30 min): A simple explanation of what sleep is, why it is important for healing and muscle recovery, the difference between restful and disturbed sleep, and the

	<p>main factors that influence it (routine, light, diet, medications, stress). Basic guidance on how to organize rest after physical activity or surgery (load management, listening to the body, recovery times).</p> <p>3. Demonstration/experiences of small relaxation practices (15–20 min): Guided exercises, such as diaphragmatic breathing, progressive muscle relaxation, simple visualizations, and mini body scans. All practices can be adapted to both sitting and lying down.</p> <p>4. Questions and Answers (10–15 min): Space for questions, concerns, and clarifications about sleep, nighttime anxiety, post-activity or post-surgery recovery (always with the recommendation to consult your doctor for specific situations).</p> <p>5. Closing and Homework (5–10 min): Brief summary of key messages, plus a small worksheet with 2–3 relaxation exercises and sleep hygiene tips to try at home.</p>
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Objective and outcome

Field	Description
Main Objective	Improve sleep management and post-activity or post-surgery recovery through clear information and the learning of small, simple relaxation practices that can be used in everyday life.
Specific Objectives	<ul style="list-style-type: none"> • Increase participants' knowledge of sleep, sleep hygiene, and recovery strategies (physical and psychological) after activities or operations. • Teach at least 2–3 easy, brief, and repeatable relaxation techniques at home (e.g., breathing, muscle relaxation, visualizations). • Reduce anxiety related to sleep, pain, or the fear of "not recovering," increasing the sense of control and self-efficacy.
Expected Outcomes	<p>Participants are more informed about the factors that influence sleep and the role of rest in recovery. Increased use of relaxation strategies before bed or during times of stress (e.g., evening, post-surgery, after physical activity).</p> <p>Perceived reduction in anxiety and worry related to sleep and recovery; increased sense of "doing something useful for oneself."</p> <p>Improved ability to communicate with healthcare professionals (doctors, physiotherapists, psychologists) by asking more informed and targeted questions.</p>
Potential Benefits (Based on WP2 findings)	<p>The "sleep and recovery" activity links with the WP2 findings because it is a key determinant of wellbeing and participation in the programme</p> <p>Insufficient recovery reduces energy and motivation and increases the risk of injuries and drop-out. It is especially relevant for vulnerable target groups</p>

	(older adults, sedentary people, post-surgery participants, high-stress profiles). It improves overall intervention quality by making it more sustainable over time and more adaptable to individual needs.
Environmental & Affordability Elements	The activity uses existing indoor spaces (club rooms, clinics, community centres) and requires no complex equipment, just a projector and a few mats/blankets. The exercises offered require no special materials and can be done at home free of charge. The group meeting format makes the program cost-effective, replicable, and sustainable, requiring minimal resources and offering the option of integrating existing groups (e.g., patient associations, adapted physical activity groups).

Evaluation & notes

Field	Description
Evaluation Method	<ul style="list-style-type: none"> • Brief pre- and post-session questionnaires covering knowledge (e.g., "What factors disrupt sleep?", "What helps recovery?") and perception of sleep (quality, difficulty falling asleep, awakenings). • Simple self-assessments (e.g., a 1-10 scale of tension/tiredness before and after the session or after trying the exercises). • Qualitative feedback collection at the end of the program (e.g., "What strategies have you started using?", "What was most helpful?"). • Monitoring session attendance and, if possible, a short follow-up (e.g., after 1 month) to determine whether relaxation practices are being maintained
Partner responsible	ANDOS, UISP & ISIG
Comments / Adaptations	<p>Content can be tailored to different audiences: older adults, recent surgery, caregivers, people with chronic illnesses, students approaching important exams, and amateur athletes.</p> <p>Thematic sessions can be organized (e.g., "sleep and pain," "sleep during menopause," "sleep in young people"), or series of 3–4 progressive sessions. For migrants or those with limited language skills: use simple language, visual support (icons, images), and possibly a linguistic/cultural mediator. An online version (webinar) with a guided demonstration of relaxation techniques can be offered for those who have difficulty when traveling</p>

Cluster 2: Health & Lifestyle

Theme: Sleep Hygiene & Recovery

6.2.6 Workshop 19: Rest to Reset: Sleep Hygiene & Natural Recovery

Field	Description
Workshop Title	Rest to Reset: Sleep Hygiene & Natural Recovery
Theme/ Cluster	Sleep Hygiene & Recovery
Country/ Partner	Kinitiko Ergastiri. GREECE
Target Group	e.g. youth, elderly, people with disabilities, mixed groups.
Context/Setting	school, home environment, work place, community center
Type of Activity	Theoretical, interactive.
Duration	1.5–2, hour interactive workshop
Number of Participants	Ideal group size: 10–20 participants
Equipment Needed	Laptop and projector or flipchart Printed handouts (sleep hygiene checklist, routine template). Chairs and/or mats for relaxation exercises, blankets or cushions (optional). Timer or clock Pens and paper
Step-by-Step Description	<p>De-Introduction (10 minutes)</p> <p>Icebreaker: Ask participants: “What’s the biggest thing that keeps you from sleeping well?”</p> <p>Understanding Sleep & Recovery (15–20 minutes)</p> <ul style="list-style-type: none"> How sleep cycles work (light sleep, deep sleep, REM) Why recovery processes happen at night Signs of poor sleep Impact on mood, performance, injury risk, appetite, and concentration <p>Simple activity: Participants rate their own sleep quality using a short checklist</p> <p>Reducing Screen Time & Evening Stimulation (20 minutes)</p> <p>Key points: Blue light suppresses melatonin Social media stimulates the brain → harder to wind down Evening habits shape body rhythms Strategies to teach: “Digital sunset”: put screens away 1 hour before bed Use warm light or night mode Create a phone “sleep parking spot” outside the bedroom</p> <p><i>Activity: Have participants identify their top 3 evening screen triggers and choose realistic alternatives.</i></p> <p>Creating a Healthy Sleep Environment (20–25 minutes)</p> <ul style="list-style-type: none"> Ideal bedroom temperature Light exposure and blackout curtains Reducing noise Ergonomics: pillow, mattress, sleeping positions

	<p>Decluttering bedroom Scent, airflow, and comfort Mini-demo (if possible): Show examples of bedroom “do and don’t” setups.</p> <p>Natural Sleep Hygiene Practices (20–25 minutes) Focus on: Regular sleep/wake schedule Evening relaxation rituals: stretching, reading, warm shower, herbal tea Avoid late caffeine, sugar, heavy meals Gentle breathing exercises Journaling to reduce mental clutter Activity: Guide a 3–5 minute simple breathing or relaxation exercise. Build Your Own Sleep Routine</p> <p>Take-Home Toolkit (10–15 minutes)</p> <ul style="list-style-type: none"> • <u>Sleep plan.</u> Preferred bedtime. Pre-sleep rituals. Screen reduction strategy Environment adjustments. Morning routine for consistent wake-up Outcome: Everyone leaves with a personalized, doable sleep plan. • <u>Screen-free activity ideas</u> • <u>Bedroom environment improvement guide</u> • <u>Breathing exercises</u> • <u>“7-day sleep challenge” sheet</u> <p>Discussion & Q&A (5–10 minutes) “What is one change you will start tonight?”</p>
Main Objective	Promoting natural sleep hygiene, limiting screens, creating a healthy sleep environment, and supporting recovery routines.
Specific Objectives	<p>Workshop Goals</p> <ul style="list-style-type: none"> • Why sleep is essential for physical and mental recovery • How lifestyle habits impact sleep quality • How to build a personal, realistic sleep routine • How to improve their sleep environment • How to reduce screen use before bedtime • Easy, natural techniques for better sleep
Expected Outcomes	The activity leads to improved sleep-related behaviors, increased emotional wellbeing, enhanced physical recovery, and greater social awareness and promotion of healthy sleep practices within participants’ communities.
Potential Benefits (Based on WP2 findings)	The workshop responds to common barriers such as high screen use, stress, irregular routines, and limited access to sleep support by providing low-cost, practical, and adaptable sleep hygiene strategies tailored to participants’ daily schedules and living conditions.
Environmental & Affordability Elements	Promotes sustainable, natural sleep habits and ensures low-cost accessibility through practical, behavior-based strategies that require no specialized equipment or financial resources.

Evaluation Method	Short participant feedback questionnaire to assess satisfaction, relevance, and perceived usefulness of the workshop.
Partner responsible	-to improved sleep-related behaviors -greater social awareness and promotion of healthy sleep practices
Comments / Adaptations	<p>feedback questionnaire Short Version Satisfaction level (Very satisfied → Unsatisfied) Improved sleep knowledge (Agree → Disagree)</p> <p>Confidence to change sleep habits (Agree → Disagree) One sleep habit I will change: _____</p> <p>Comments: _____</p> <p>“7-day sleep challenge” sheet</p> <p>Your Sleep Schedule</p> <p>Target bedtime: _____</p> <p>Target wake-up time: _____</p> <p>Daily Sleep Challenge Day 1 – Awareness Day</p> <p><input type="checkbox"/> Notice what time you go to bed and wake up <input type="checkbox"/> Observe evening habits (screens, food, stress) Notes: _____</p> <p>Day 2 – Screen Reduction</p> <p><input type="checkbox"/> Stop using screens at least 60 minutes before bed <input type="checkbox"/> Use an alternative activity (reading, stretching, music) Notes: _____</p> <p>Day 3 – Sleep Environment Reset</p> <p><input type="checkbox"/> Tidy and ventilate your bedroom <input type="checkbox"/> Reduce light and noise as much as possible <input type="checkbox"/> Prepare comfortable bedding Notes: _____</p> <p>Day 4 – Evening Routine</p> <p><input type="checkbox"/> Create a simple 15–30 min wind-down routine <input type="checkbox"/> Repeat the same steps before bed (e.g. tea, reading, breathing) Notes: _____</p>

Day 5 – Relaxation Practice

- Practice slow breathing or relaxation for 5 minutes
- Let go of the day’s worries before bed

Notes: _____

Day 6 – Consistent Wake-Up

- Wake up at your planned time (even if sleep was not perfect)
- Get daylight exposure in the morning

Notes: _____

Day 7 – Reflect & Adjust

- Reflect on what worked best this week
- Choose 2 habits to continue next week

Notes: _____

Weekly Reflection

What improved your sleep the most?

What was difficult?

Two habits I will continue:

Cluster 2: Health & Lifestyle

Theme: Digital Detox & Screen-Free Lifestyle

6.2.7 Workshop 20: Breathe, Focus, Recover - Mindfulness & Breathing for Well-being

General workshop information

Field	Description
Workshop Title	Breathe, Focus, Recover: Mindfulness & Breathing for Well-being
Theme / Cluster	Mental Health, Stress Management & Mindfulness Practices
Country / Partner	To be completed by implementing partner
Target Group	Adults and older adults experiencing stress, mental fatigue or reduced recovery, including caregivers, sedentary individuals and people seeking simple mindfulness and breathing tools.
Context / Setting	Indoor calm environment (community centre, classroom, studio or club room) allowing seated or lying-down breathing and mindfulness exercises.

Activity description

Field	Description
Type of Activity	Guided mindfulness and breathing workshop inspired by the Wim Hof Method, combining short explanations, body awareness, controlled breathing cycles, and reflective moments.
Duration	Up to 60 minutes (adaptable).
Number of Participants	8–25 participants.
Equipment Needed	Chairs or mats, calm indoor space, projector/screen, speakers, and access to a guided Wim Hof breathing YouTube video
Step-by-step description	<ol style="list-style-type: none"> 1) Introduction & icebreaker: brief discussion on stress, breathing and recovery. 2) Understanding breathing & recovery: how breathing affects the nervous system, focus and stress. 3) Mindfulness preparation: body scan and posture awareness. 4) Guided breathing practice (Wim Hof-inspired): cycles of deep breathing and breath retention, following the YouTube video provided https://youtu.be/g0Cu31O3ND0?si=RztJqsa635bCk0_Y 5) Grounding & reflection: silent observation, sharing sensations and experiences.
Accessibility & Inclusion	Exercises performed seated or lying down. Participants may skip breath retention or reduce intensity. Clear verbal guidance and reminders that participation is voluntary and self-paced.

Objective & outcomes

Field	Description
Main Objective	Support mental well-being, stress reduction and recovery by introducing accessible mindfulness and breathing techniques inspired by the Wim Hof Method.
Specific Objectives	<ul style="list-style-type: none"> • Increase awareness of breathing as a tool for emotional regulation and focus. • Teach a structured breathing practice that participants can repeat independently. • Promote mindfulness, body awareness and calm attention. • Encourage safe, non-competitive self-exploration of breath and sensations.
Expected Outcomes	Participants report increased relaxation, improved focus and a sense of mental clarity. Greater confidence in using breathing techniques to manage stress, tension and fatigue. Participants leave with a simple, repeatable practice.
Potential Benefits (based on WP2 findings)	The activity addresses WP2-identified barriers such as stress, low energy and mental overload that reduce engagement in healthy lifestyles. Breathing and mindfulness practices provide low-threshold, cost-free tools supporting emotional regulation and recovery.

Evaluation & notes

Field	Description
Evaluation Method	<ul style="list-style-type: none"> • Short self-rating before and after the session (stress level, calmness, focus). • Closing reflection question: 'How did your body and mind change during the exercise?' • Facilitator observation of engagement and comfort levels.
Environmental & Affordability Elements	No specialised equipment required. Uses existing indoor spaces and free digital resources (YouTube video). Techniques can be practiced at home at no cost, making the activity highly sustainable and replicable.
Partner Responsible	Implementing organization ideally with facilitator trained in mindfulness, breathing or well-being practices.
Comments / Safety Notes	Participants are reminded not to practice breath retention while driving or in water. People with medical conditions (e.g. cardiovascular issues, pregnancy) are encouraged to adapt intensity or consult a professional. Emphasis on comfort and self-regulation.

6.3 CLUSTER 3: ENVIRONMENT & COMMUNITY

THEME: OUTDOOR ACTIVITIES & CONNECTION WITH NATURE

6.3.1 Workshop 21: Active Saturdays: Guided Walking for Health and Connection

General workshop information

Field	Description
Workshop Title	ACTIVE SATURDAYS: GUIDED WALKING FOR HEALTH AND CONNECTION
Theme/Cluster	Outdoor Activities & Connection with Nature, muscle Strengthening & Functional Fitness
Country/Partner	ISIG (UISP, ANDOS), Italy
Target Group	Adults and older adults with low levels of physical activity, including persons with disabilities and people from migrant backgrounds, as well as young people and families interested in shared, low-threshold outdoor physical activity in a supportive group setting
Context/Setting	Park

Activity description

Field	Description
Type of Activity	Outdoor walking in a group (especially for the elderly and sedentary people), at a slow-moderate pace, on simple and safe paths.
Duration	60–90 minutes total (including welcome, explanation of the route, walk and short final closure).
Number of Participants	60 >
Equipment Needed	Comfortable walking shoes, seasonal clothing, and a water bottle; trekking poles, if available; and high-visibility jackets for operators/guides. No expensive equipment is required.
Step-by-Step Description	<ol style="list-style-type: none"> 1. Welcome and introduction (10–15 min): Meet at an agreed-upon location, registration, and a brief health check. Presentation of the route, safety rules, and pace (slow, suitable for everyone). 2. Light warm-up (5–10 min): Simple exercises standing or near a bench/wall (mobilizing the ankles, hips, and shoulders, and a few deep breaths).

	<ol style="list-style-type: none"> 3. Main walk and return to the starting point (35–50 min): Group walk along a flat or slightly hilly path, with scheduled breaks (benches, shaded areas). The pace is adapted to the group, with one leader leading and one trailing. There is the possibility of brief moments of socializing or simple "tasks" (e.g., observing the surroundings, chatting in pairs, counting steps for a stretch). 4. Cool-down (5–10 min): After reaching the starting point, light stretching of the legs and back, and a few relaxing breaths. 5. Feedback and closing (5–10 min): brief conversation about how they are feeling, possible collection of suggestions for the next Saturdays, reminder of the date/time of the next walk.
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Objective and outcome

Field	Description
Main Objective	Promote regular physical activity, mental and physical well-being, and socializing through outdoor walks organized on Saturdays, accessible even to the less fit or elderly.
Specific Objectives	<ul style="list-style-type: none"> • Gradually increase weekly physical activity (number of steps, walking time) in a protected and guided environment. • Reduce sedentary lifestyles and feelings of isolation by creating a regular social event ("I'm active on Saturday") that fosters relationships and mutual support. • Promote and enhance local green spaces and walking trails, encouraging active mobility habits (walking instead of constantly using the car).
Expected Outcomes	<p>Participants report increased energy, better mood, and less feelings of being "stuck at home."</p> <p>Progressive improvements in walking endurance (ability to walk longer or with less fatigue).</p> <p>New social connections and a greater sense of belonging to the group ("I don't walk alone").</p> <p>Greater familiarity with safe routes in the neighbourhood/city and increased daily use of walking for short trips.</p> <p>Participants gradually appreciate the establishment of new interpersonal relationships</p>
Potential Benefits (Based on WP2 findings)	<p>The activity addresses barriers identified in WP2 study, such as a sedentary lifestyle, fear of moving alone, lack of structured opportunities for exercise, loneliness, and a lack of knowledge of local opportunities.</p> <p>The Active Saturdays offers a regular, accompanied, and free event that helps vulnerable and senior persons overcome their fear of going out, feel safer in a group, and experience physical activity as a pleasant and shared experience.</p>

	Where relevant, the activity can also be implemented with culturally diverse groups, creating opportunities for social interaction, mutual understanding, and informal intercultural exchange through shared movement and routine.
Environmental & Affordability Elements	<p>The walk uses public spaces and existing routes (parks, bike paths, safe sidewalks), without the need for enclosed structures or machinery. It requires no specific equipment other than comfortable shoes and a water bottle.</p> <p>This makes the activity very low-impact and affordable: there are no high registration fees, no long car journeys required, and it promotes the local area and sustainable mobility.</p>

Evaluation & notes

Field	Description
Evaluation Method	<ul style="list-style-type: none"> Initial and periodic assessment: A brief baseline check at the start of the activity, followed by periodic assessments (e.g. every 4–6 weeks), focusing on walking frequency and perceived physical and emotional well-being. Ongoing session-level observation: Continuous observation by staff during activities, tracking attendance, level of participation, and any recurring difficulties or support needs. Simple participation indicators: Where feasible, use basic quantitative indicators such as average number of participants per session, number of consecutive Saturdays attended, and average continuous walking time. Collective feedback moments: Short group feedback sessions organised periodically (e.g. monthly) to gather participants' reflections on routes, schedules, perceived benefits, and challenges encountered.
Partner responsible	UISP & ISIG
Comments / Adaptations	Multiple difficulty levels are possible (shorter, flatter routes for more vulnerable participants, slightly longer routes for those with more fitness levels). In case of inclement weather, the activity can be replaced with short mobility exercises indoors (gym, club hall) or with an informational meeting on movement and health. To encourage the inclusion of foreigners: use simple language, provide a language facilitator where possible, and enhance informal moments of cultural exchange during breaks. Particular attention should be paid to route safety (absence of architectural barriers, safe pedestrian crossings, presence of benches or rest areas, enforced traffic ban/closure)

Cluster 3: Environment & Community

Theme: Outdoor Activities & Connection with Nature

6.3.2 Workshop 22: Moving Together: Inclusive Urban Walks

General workshop information

Field	Description
Workshop Title	MOVING TOGETHER: INCLUSIVE URBAN WALKS
Theme/Cluster	Outdoor Activities & Connection with Nature, Inclusive & Adapted Physical Activities
Country/Partner	ISIG (UISP), Italy
Target Group	People with mobility impairments or reduced mobility, together with walking participants (family members, volunteers, citizens) who wish to take part in an inclusive experience, including the optional simulation of wheelchair use, to promote awareness, solidarity, and shared responsibility for accessible urban environments.
Context/Setting	City and Park

Activity description

Field	Description
Type of Activity	An inclusive wheelchair outing/walk, open to people with mobility disabilities as well as to walking participants (family members, volunteers, and citizens) who may choose to take part by accompanying or temporarily using a wheelchair along an accessible urban route or park. The activity aims to promote physical activity, social interaction, and first-hand awareness of architectural barriers in local communities. It also supports the identification of inadequate or potentially unsafe routes and provides an opportunity to reflect on the suitability of accessibility measures implemented by local authorities.
Duration	60 – 90 minutes
Number of Participants	30 >
Equipment Needed	Wheelchairs provided by the association/partner for those who need them, high-visibility jackets for operators and volunteers, and possibly printed maps of the route so that any critical points, obstacles and architectural barriers can be highlighted.
Step-by-Step Description	<ol style="list-style-type: none"> 1. Welcome and initial briefing (10–15 min): Meet at an accessible location, register everyone, and introduce the concept of Wheelchair Walk (inclusion, movement, and awareness). Explanation of safety rules, the route, and roles. 2. Main route: Group walk along a tested and accessible route (sidewalks, ramps, safe pedestrian crossings). Brief stops are planned at key points (e.g., barriers or critical points encountered) for observations and sharing.

	3. Final debriefing and sharing: Brief discussion of the difficulties encountered, feelings of independence or fatigue, and proposals for making the area more accessible. Possible collection of notes or photos of critical/positive points.
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Objective and outcome

Field	Description
Main Objective	Promote inclusion, autonomy and social participation of wheelchair users, while at the same time raising awareness in the area of architectural barriers and critical issues
Specific Objectives	<ul style="list-style-type: none"> • Offer wheelchair users a structured and safe opportunity to get out, move around, and socialize in the local area. • Raise awareness among family members, volunteers, and citizens of the real challenges associated with wheelchair mobility (missing ramps, sidewalks, crossings, etc.). • Collect useful observations on accessible routes and critical urban issues, as a basis for potential improvement proposals to local authorities.
Expected Outcomes	<p>Increased confidence among wheelchair users in using public spaces and outdoor paths.</p> <p>Strengthening of bonds between participants, volunteers, families, and associations, reducing feelings of isolation.</p> <p>Increased awareness among pedestrian participants of barriers and possible solutions (ramps, adequate crossings, appropriate parking, etc.).</p> <p>Possible creation of an informal map of the most accessible routes and "hotspots" to report to the municipality/institutions.</p>
Potential Benefits (Based on WP2 findings)	<p>The activity addresses needs identified in WP2 study regarding the obstacles faced by persons with disabilities to exercise due to physical (architectural) barriers as well as social barriers (isolation, lack of opportunities for recreation).</p> <p>The Wheelchair Walk creates a concrete context in which to experience the local area from the perspective of a wheelchair user, bridging the gap between "people with disabilities" and the "rest of the community" and supporting the development of support networks.</p>
Environmental & Affordability Elements	The activity uses existing public spaces (streets, parks, squares) and wheelchairs provided by participants and/or associations. It does not require dedicated structures or additional expensive equipment. It encourages pedestrian/active mobility and awareness of urban spaces.

Evaluation & notes

Field	Description
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Evaluation Method	<ul style="list-style-type: none"> • Brief pre- and post-survey questionnaire for wheelchair users (perception of independence, safety, frequency of outings). • Questionnaire or short interview with walking participants (family members, volunteers, citizens) regarding awareness of barriers and change in perspective after the experience. • Collect observations along the route (photos, brief notes) on critical points and best accessibility practices, summarized in a short map. • Monitoring of the number of participants and their participation in any subsequent editions
Partner responsible	UISP & volunteer associations & ISIG
Comments / Adaptations	<p>The route must be carefully tested in advance, including sidewalk accessibility, ramps, safe crossings, and accessible restrooms.</p> <p>Schools, youth groups, or other organizations may be involved to increase the awareness-raising impact.</p> <p>Symbolic moments (e.g., some able-bodied participants testing a stretch of the wheelchair) may be included to foster empathy.</p>

Cluster 3: Environment & Community

Theme: Inclusive & Adapted Physical Activities

6.3.3 Workshop 23: Women Move Together - Safe Outdoor HEPA Walks

General workshop information

Field	Description
Workshop Title	WOMEN MOVE TOGETHER: SAFE OUTDOOR HEPA WALKS
Theme/Cluster	Outdoor Activities & Connection with Nature, Muscle Strengthening & Functional Fitness, Inclusive & Adapted Physical Activities
Country/Partner	ISIG (UISP, ANDOS), Italy
Target Group	Women and individuals who benefit from gender-sensitive activity settings (including older adults, persons with disabilities, and refugees)
Context/Setting	Park

Activity description

Field	Description
Type of Activity	Outdoor group walk exclusively for women, at a slow-moderate pace, on simple and safe paths, to promote well-being, socialization, and a women-only space.
Duration	60–90 minutes total (including welcome, explanation of the route, walk and short final closure).
Number of Participants	40>
Equipment Needed	Comfortable walking shoes, seasonal clothing, and a water bottle; trekking poles are welcome if you have them. High-visibility jackets for operators/guides. Mothers with strollers are welcome, if the route allows.
Step-by-Step Description	<ol style="list-style-type: none"> 1. Welcome and introduction (10–15 min): Meet at an agreed-upon location, register everyone, and briefly listen to their health status. Presentation of the route, safety rules, and the "women-only space" concept (respect, non-judgment, and the ability to speak freely). 2. Light warm-up (5–10 min): Simple exercises standing or near a bench or wall (mobilizing ankles, hips, shoulders, and breathing). 3. Main walk and return to the starting point (35–50 min): Group walk along a flat or slightly hilly path, with scheduled breaks. The pace is adapted to the participants, with one leader leading and one trailing. During the walk, brief moments of conversation in small groups may be offered, with the support of a cultural or linguistic mediator if present. 4. Cool-down (5–10 min): Return to the starting point, gentle stretching of legs and back, breathing and relaxation exercises.

	5. Feedback and closing (5–10 min): brief discussion about how they felt (physically and emotionally), gathering insights on schedules, routes and specific needs of the women.
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Objective and outcome

Field	Description
Main Objective	Promote physical activity, emotional well-being, and social inclusion for women, particularly foreigners or those with fears or hesitations, through an outdoor walk organized in a protected, women-only setting.
Specific Objectives	<ul style="list-style-type: none"> • Create a safe and welcoming space where women can move and speak freely, reducing embarrassment, fear of judgment, and gender-related concerns. • Encourage encounters between Italian and foreign women, supporting the building of bonds of trust, cultural exchange, and mutual support. • Gradually increase participants' weekly physical activity levels by offering regular and easily accessible meetings.
Expected Outcomes	<p>Participants report a greater sense of security and freedom in physical activity compared to mixed settings.</p> <p>Increased participation among women experiencing social isolation, including women from migrant backgrounds.</p> <p>Perceived improvement in physical well-being (greater walking endurance) and emotional well-being (reduced loneliness, increased self-confidence).</p> <p>Development of informal peer networks and mutual support among participants, extending beyond the activity itself.</p>
Potential Benefits (Based on WP2 findings)	<p>The activity specifically addresses barriers that emerged in WP2 study, such as low female participation and fear of exposure in mixed-gender spaces.</p> <p>The women-only format reduces fear and hesitation, facilitates participation by those who would not normally participate in activities open to all, and offers a protected environment where linguistic, cultural, religious and self-esteem barriers can be gradually overcome.</p>
Environmental & Affordability Elements	As in the standard version, the walk uses public spaces and existing paths (parks, sidewalks, bike paths) without any structural costs. No subscriptions are required; just wear comfortable clothing and shoes (the activity can also be carried out wearing traditional ethnic clothing, or it can be an opportunity to avoid wearing it for a period of time). The activity is therefore low-cost, easily replicated, and has a low environmental impact, promoting gentle mobility and the use of green spaces as a means of empowering women.

Evaluation & notes

Field	Description
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Evaluation Method	<ul style="list-style-type: none"> • Initial and periodic self-assessment: Brief baseline and follow-up assessments using targeted questions for women (e.g. comfort in group physical activity, perceived sense of welcome and safety in an all-female context). • Participation monitoring: Regular monitoring of attendance levels, with specific attention to the participation of women who are less present in other activities, including women from migrant backgrounds. • Qualitative staff observation: Ongoing observation by facilitators focusing on participation, interactions between participants with different backgrounds, and signs of increasing openness and confidence over time. • Collective feedback moments: Periodic group discussions (e.g. monthly) to gather suggestions and identify practical needs related to schedules, childcare, and possible cultural or language barriers.
Partner responsible	UISP, ANDOS & ISIG
Comments / Adaptations	<p>Targeted communication in places frequented by women and migrant women (listening centres, counselling centres, migrant associations, language courses, children's schools).</p> <p>Possible integration with brief information sessions at the end of the walk (e.g., women's health, local services, rights, language courses). Attention to cultural and religious norms: choosing compatible routes and times, wearing neutral clothing by staff, respecting confidentiality and trust-based time.</p> <p>Option to include a "mothers and children" consideration if this requirement arises in the group of participants (e.g., stroller-friendly routes, shorter walking times, more frequent breaks).</p>

Cluster 3: Environment & Community

Theme: Healthy Habits & Sustainable Lifestyle

6.3.4 Workshop 24: Grow your own health

Field	Description
Workshop Title	Grow your own health
Theme/ Cluster	Health & Lifestyle Environment & Community
Country/ Partner	Media Šport, Slovenia
Target Group	Elderly (65+) Children
Context/Setting	Outdoors (park / garden) or indoor classroom / community hall
Type of Activity	Hands-on gardening
Duration	60-75 min
Number of Participants	10-20
Equipment Needed	<ul style="list-style-type: none"> - Small pots or recycled containers - Potting soil - Planting tools - Seeds: radish, parsley, carrots, pumpkins, ... - Seedlings: lettuce, tomato, pepper, ... - Water spray bottles - Stickers, markers or labels for identifying and personalizing the plant pots - Optional: Gardening gloves
Step-by-Step Description	<p>12) Welcome (5 min)</p> <ul style="list-style-type: none"> • Warm welcome and short introduction • Create pairs (one child, one adult- ‘gardening mentor’) <p>13) Create your own mini garden (50 min)</p> <ul style="list-style-type: none"> • <u>Getting to know the plants (10 min)</u>: Older participants explain the differences between seeds and seedlings, when each is typically used, what plants need to grow (soil, water, light) ... <i>For additional information, please visit: https://www.twinkl.com/blog/a-guide-to-gardening-for-kids-advice-info-and-resources</i> • <u>Preparing the pots (10 min)</u>: Each pair receives two growing pots or recycled containers. Children decorate the pots using markers, labels, or stickers. • <u>Planting seeds (10min)</u>: Older participants demonstrate how deep seeds should be planted and explain why different seeds require different depths. Children help place the

	<p>seeds into the soil and gently cover them. They water the soil lightly using a spray bottle or small watering can.</p> <ul style="list-style-type: none"> • Planting a Vegetable Seedling (10 min): Each pair plants a small vegetable or herb seedling in the second pot. Older participants can show how to carefully remove the seedling from its container without damaging the roots. They plant the seedling and water it. • Labeling & Care planning (10 min): Each pair labels their pots with the plant name (optional: also, with a date of planting). ‘Gardening mentors’ explain the simple care procedure for each plant (watering schedule, sunlight needs). <p>14) Closing Circle (5 min)</p> <ul style="list-style-type: none"> - Group reflection <p>Each pair can share: Plant name, one new thing learned from their partner, where they will keep their plant at home, how they plan to use the plant when it’s grown...</p>
Main Objective	Promoting healthy lifestyle habits
Specific Objectives	<ul style="list-style-type: none"> - Encourage intergenerational exchange of knowledge and experiences. - Provide participants with a simple, low-maintenance activity they can continue at home. - Promote nutrition awareness and practical use of herbs and vegetables in daily life.
Expected Outcomes	<p>Behavioral</p> <ul style="list-style-type: none"> - Participants engage in regular plant care and healthy eating habits <p>Emotional</p> <ul style="list-style-type: none"> - Increased sense of achievement and pride in creating living projects - Strengthened intergenerational bonds and social inclusion <p>Physical</p> <ul style="list-style-type: none"> - Gentle fine-motor activity through planting, pouring, and potting <p>Social</p> <ul style="list-style-type: none"> - Strengthened community relationships
Potential Benefits (Based on WP2 findings)	<p>This activity effectively addresses several key barriers identified in WP2. Health-related limitations are accommodated through fully seated options and gentle, adaptable tasks, ensuring that participants with reduced mobility or dexterity can take part comfortably. Low motivation is addressed by the intergenerational format, as working alongside children increases engagement and creates meaningful social interaction. The workshop is not dependent on specific infrastructure and can be delivered both indoors and outdoors, making it suitable for geographically isolated or rural settings. In addition, the</p>

	<p>combination of sensory, cognitive, creative, and practical elements helps to overcome activity monotony by offering variety and enjoyment. Finally, the use of simple, low-cost materials ensures that the activity remains affordable and accessible for all participants.</p>
Environmental & Affordability Elements	<p>The workshop is designed to be environmentally responsible and highly affordable, using low-cost, reusable, or recycled materials such as jars, pots, soil, and seeds. Herbs and plants can be sourced locally or grown directly from seeds, which helps reduce both costs and the environmental footprint associated with transport and packaging. The activity does not rely on technology or disposable products, ensuring accessibility for all participants and minimizing unnecessary resource use. In addition, the workshop generates very little waste, as leftover soil, seeds, or plant material can be reused in future sessions or composted, supporting circular and sustainable practices.</p>
Evaluation Method	
Partner responsible	
Comments / Adaptations	<ul style="list-style-type: none"> <p>Mini garden documentary: Where feasible, the growth process of the mini gardens can be documented over time. Photos are taken at the initial planting stage, and participants are encouraged to continue photographing their plants as they develop. After several weeks or months, a follow-up session may be organized in which the progress of each intergenerational pair is shared and discussed. This reflective meeting allows participants to compare outcomes, explore reasons for differences in plant growth, and identify factors that influenced success or failure. The “garden mentors” (older participants) can contribute practical insights and recommendations, supporting collective learning and continuous improvement for future planting activities.</p>

Cluster 3: Environment & Community

Theme: Healthy Habits & Sustainable Lifestyle

6.3.5 Workshop 25: Pedal for Health – Community Cycling Days

Field	Description
Workshop Title	Pedal for Health – Community Cycling Days
Theme/ Cluster	Mental Health & Stress Management Healthy Habits & Sustainable Lifestyle Outdoor Activities & Connection with Nature Environment & Community
Country/ Partner	Türkiye Necmettin Erbakan University (NEU) Supported by: Local Municipalities, Youth Centers, NGOs, Cycling Clubs
Target Group	Young adults (18–30) Migrants and refugees (esp. newly arrived) Women with limited prior access to sport Low-income families Mixed-ability groups (basic mobility required)
Context/Setting	University campuses Local parks with bike paths Car-free city center routes on weekends Public sports fields with access to bike stands
Type of Activity	Moderate physical activity (cycling) Peer training Community event with motivational talks and fun challenges
Duration	120 minutes (2 hours)
Number of Participants	15- 20 (depending on bikes available)
Equipment Needed	<ul style="list-style-type: none"> • Bicycles (borrowed, city-funded, or donated) • Helmets • Safety vests • Bike pumps & repair kits • Printed route maps & tip sheets • Water bottles & fruit snacks • First aid kit <p><i>Note: All equipment to be provided free or sponsored.</i></p>
Step-by-Step Description	1. Welcome & Registration (10 min) Participants sign in, receive safety vests and numbers.

	<p>2. Bike Safety & Warm-Up (10 min) Quick training on traffic rules, braking, signaling, helmet adjustment.</p> <p>3. Cycling Journey (60 min) Ride begins in groups, guided by volunteers. Loop through green areas, with music or themed stops (e.g., "Hydration Station").</p> <p>4. Rest & Reflect (20 min) Group sits in a circle at destination point. Peer testimonials (e.g., "I learned to ride at 40!"). Light refreshments offered.</p> <p>5. Mini Game or Challenge (10 min) Fun activity to end on high energy: e.g., "Ride in Zig-Zag," "Team Relay," or "Bike Art Parade."</p> <p>6. Feedback & Goodbye (10 min) Reflection cards + group photo + certificates or stickers for all.</p>
Main Objective	To promote physical health, community belonging, and sustainable mobility through inclusive cycling events accessible to all.
Specific Objectives	<ol style="list-style-type: none"> 1. Increase cycling among youth, women & migrants 2. Reduce inactivity caused by affordability or transport issues 3. Build confidence in urban cycling 4. Promote eco-friendly city transport
Expected Outcomes	<p>Improved cardiovascular fitness</p> <p>Reduced fear around public movement and transport</p> <p>Stronger social ties and inclusion for migrant/refugee groups</p> <p>Increased knowledge of local green spaces and safe cycling habits</p>
Potential Benefits (Based on WP2 findings)	<p>Responds to sedentary lifestyles due to economic hardship</p> <p>Engages women and youth hesitant about solo outdoor activity</p> <p>Breaks cultural stigmas about women cycling in public</p> <p>Addresses language barriers through non-verbal peer learning and visual aids</p> <p>Offers a sport "for everyone," especially those excluded from gyms and clubs</p>
Environmental & Affordability Elements	<p>Promotes zero-emission transport</p> <p>Encourages shared community resources</p> <p>All materials are reusable, low-cost, or donated</p> <p>Held in open-access, no-fee public spaces</p> <p>Fosters culture of upcycling (bike repair and maintenance sessions can follow later)</p>
Evaluation Method	<p>Observation by facilitators on confidence and interaction during cycling</p> <p>Pre- and post-activity mood and self-confidence self-check cards</p>

	Short focus group with volunteers (what worked / who struggled / ideas for next)
Partner responsible	NEU + Konya Metropolitan Municipality – Youth & Sport Units
Comments / Adaptations	<p>Indoor cycling alternatives (stationary bikes) may be offered in poor weather.</p> <p>Turkish and Arabic visual aids to support instructions.</p> <p>Women-only groups or time slots where culturally appropriate.</p> <p>Basic “Learn to Bike” 30-min sessions added before main event for beginners.</p> <p>Municipal police or local guides may escort the group for safety</p>

7 EVALUATION FRAMEWORK

7.1 PURPOSE OF THE EVALUATION

The purpose of the evaluation questionnaire is to collect structured feedback from participants after attending the planned WP3 workshops. It aims to capture participants' experiences and perceptions regarding the relevance, accessibility, inclusiveness, and overall quality of the developed activities.

The questionnaire supports the **monitoring and evaluation framework of WP3**, providing both qualitative and quantitative evidence on the effectiveness of the workshops. It allows participants to express their views on the content, methodology, duration, and perceived benefits of the activities, including impacts on physical activity, mental and emotional wellbeing, healthy lifestyle habits, and environmental awareness.

Furthermore, the questionnaire contributes to the **quality assurance and continuous improvement** of WP3 by identifying strengths, challenges, and areas for enhancement. The collected feedback will inform future adaptations of workshops and support their transformation into sustainable e-learning modules.

Finally, the evaluation questionnaire ensures alignment with the **core principles of WP3**—inclusion, accessibility, affordability, and environmental responsibility—and provides essential documentation for WP3 reporting, final project evaluation, and dissemination activities.

7.2 WORKSHOP EVALUATION QUESTIONNAIRE

Section A – Participant Profile (optional, non-sensitive)

1. Age group <18 18–34 35–54 55+
2. Gender (optional) Female Male Non Binary
3. This workshop was attended as: Individual School/organization Community group

Section B – Workshop Experience

(1. Strongly disagree, 2. Disagree, 3. Neither agree nor disagree, 4. Agree, 5. Strongly agree)

1. The workshop was **easy to follow and understand**.
(1 – 2 – 3 – 4 – 5)
2. The activities were **adapted to my abilities and needs**.
(1 – 2 – 3 – 4 – 5)
3. I felt **included and comfortable** during the workshop.
(1 – 2 – 3 – 4 – 5)
4. The workshop increased my **motivation to be physically active**.
(1 – 2 – 3 – 4 – 5)
5. The duration and structure of the workshop were appropriate.
(1 – 2 – 3 – 4 – 5)

Section C – Perceived Benefits

After this workshop, I feel more aware of:

- Physical health benefits
- Mental and emotional wellbeing
- Healthy lifestyle habits
- Environmentally friendly choices

(multiple answers allowed)

Section D – Accessibility & Sustainability

The workshop:

- Used **simple and affordable equipment** (*Agree / Disagree / Not sure*)
- Could be easily repeated in my community (*Agree / Disagree / Not sure*)
- Encouraged environmentally responsible behaviour (*Agree / Disagree / Not sure*)

Section E – Open Feedback

1. What did you like most about the workshop? (*open answer*)
2. What could be improved? (*optional*)

8.3 Format Recommendations

- **Paper version** (for elderly, disability institutions)
- **Digital version** (Google Forms / Microsoft Forms)
- Use **icons and smiley scale** for low-literacy groups
- Translated into **national languages**

8 CONCLUSIONS AND NEXT STEPS

The implementation of WP3 is progressing according to plan, with a clear framework, shared understanding among partners, and concrete tools in place to support effective delivery. The preparatory actions completed so far have ensured alignment with WP2 findings and established common standards for quality, inclusion, and sustainability.

The next phase will focus on the **implementation and pilot testing of workshops** at national level, supported by structured monitoring and evaluation tools, including participant feedback questionnaires. The collected data will contribute to quality assurance, continuous improvement, and evidence-based reporting.

In parallel, selected workshop content will be transformed into **e-learning modules**, ensuring long-term accessibility and sustainability of WP3 outcomes through the project's website. Finally, partners will prepare and deliver **national Sports4Fun events**, integrating workshop themes into inclusive, community-based sport activities.

These next steps will strengthen the practical impact of WP3 and support the transition from pilot actions to scalable and sustainable results.

9 ANEX: WORKSHOP 4 - HEALTHY AGEING GUIDELINES

Based on WHO

As we age, certain changes are common and completely normal. Reduced mobility and joint stiffness can make movement feel more difficult, while balance changes may increase the fear of falling. Many older adults experience sleep disturbances, such as difficulty falling or staying asleep, which can affect energy and mood. Mental well-being may also be impacted by loneliness, stress, or reduced social contact. The purpose of this session is to show that gentle, regular activity and healthy routines can significantly improve quality of life at any age, even with chronic conditions.

Physical Activity

Aim for at least 150 minutes per week of moderate physical activity, such as walking, gardening, light dancing, or cycling at a comfortable pace.

Include muscle-strengthening activities at least 2 days per week (e.g. chair exercises, resistance bands, bodyweight movements).

Practice balance and coordination activities at least 3 times per week to reduce the risk of falls.

Remember: any movement is better than none. Activities can be short, adapted, and done seated if needed.

Nutrition

Eat regular meals with a variety of foods.

Include protein daily (eggs, dairy, legumes, fish, lean meat) to maintain muscle mass.

Choose fruit and vegetables for vitamins, minerals, and digestion.

Drink enough water or unsweetened tea, even if you do not feel thirsty.

Sleep Hygiene

Aim for 7–8 hours of sleep per night.

Go to bed and wake up at consistent times.

Avoid caffeine late in the day.

Create a calming evening routine (dim lights, warm tea, breathing exercises).

Social Connection

Regular social contact helps reduce loneliness, depression, and cognitive decline.

Group activities, shared meals, intergenerational workshops, and community events all support emotional well-being.

Staying socially active is just as important as staying physically active.

Key Safety Rules for Physical Activity

Start slowly and increase activity gradually.

Choose activities that match your abilities and health conditions.

Use supportive footwear and stable seating if needed.

Stop immediately if you feel dizziness, chest pain, or severe discomfort.

Keep breathing naturally—do not hold your breath during exercises.

Consult a healthcare professional before starting new activities if you have serious health conditions.

Healthy Ageing – Simple Guidelines for Everyday Life

Small, regular habits can greatly improve your health and quality of life – at any age.

Move Your Body

Aim for at least 150 minutes per week of gentle to moderate activity

Include muscle-strengthening activities 2 times per week

Practice balance activities 3 times per week to reduce the risk of falls.

Remember: Safety first – listen to your body! Stop if you feel pain, dizziness, or shortness of breath.

Ask a health professional for advice if needed.

Eat Well to Stay Strong

Eat regular meals with a variety of foods.



Include protein every day (eggs, dairy, legumes, fish, lean meat).

Eat plenty of fruit and vegetables for energy and digestion.

Drink enough water or unsweetened tea, even if you are not thirsty.

Limit highly processed foods, sugar, and excess salt

Sleep Better

Aim for 7–8 hours of sleep per night.

Avoid caffeine late in the afternoon or evening.

Create a calming evening routine (warm tea, dim lights, slow breathing).

Stay Socially Connected

Spend time with family, friends, or community groups.

Join group activities or workshops when possible.

Talking, laughing, and sharing experiences supports mental well-being.

Personal Active Ageing Plan

1. My Physical Activity Goals

✓ This week I will try to...

Walking

- Walk 10–15 minutes a day
- Take two 30-minute walks this week
- Use stairs instead of elevator (when possible)

Strength & Balance

- Do 5–10 minutes of simple strength exercises (chair stands, wall push-ups)
- Do a balance exercise daily (e.g., standing on one leg, heel-to-toe walk)
- Attend a group exercise class (yoga, chair-based workout)

Flexibility & Mobility

- Stretch 5 minutes in the morning
- Do gentle mobility exercises (neck, shoulders, hips, ankles) every other day

Outdoor / Social Activities

- Go for a walk with a friend or family member

Do one outdoor activity (gardening, park walk)

Other (write your own):

2. My Nutrition Goals

✓ This week I will try to...

Drink 4–6 glasses of water daily

Eat 1–2 portions of fruit every day

Add vegetables to one main meal

Reduce sugary snacks (choose nuts, fruit, yogurt)

Eat a balanced breakfast at least 3 times this week

Other:

3. My Sleep & Rest Goals

✓ This week I will try to...

Go to bed and wake up at similar times

Avoid screens 1 hour before sleep

Take a short rest/relaxation break during the day

Spend 10 minutes doing breathing or relaxation exercises

Other:

4. My Social & Mental Well-being Goals

✓ This week I will try to...

- Call or visit a friend/family member
- Participate in a community or hobby group
- Do one activity I enjoy (reading, music, puzzle, nature walk)
- Practice 5 minutes of mindfulness or gratitude

Other:

5. My Personal Commitment

My main goals for this week are:

I feel confident I can achieve them (circle):

😊 Yes 😐 Maybe 😞 Not sure

Signature (optional): _____

Date: _____

10 ANNEXES – WORKSHOP 25 - PEDAL FOR HEALTH – COMMUNITY CYCLING DAYS

1. Cycling Route Map Guide

- Placeholder instructions to help partners design a safe, short, and beginner-friendly cycling route using local infrastructure (parks, promenades, municipal paths, etc.).

2. Bilingual Safety Tips for Cyclists

Before You Ride: Gear Up Right

Item	Purpose	Notes
Helmet	Protects your head in case of falls	Must fit snugly, chin strap secure
Bright Clothing or Reflective Vest	Increases visibility	Essential for dusk or cloudy days
Comfortable Shoes	Better control over pedals	Avoid flip-flops or heels
Water Bottle	Prevents dehydration	Especially in warmer seasons
Bike Check	Make sure tires are firm, brakes work, seat is adjusted	We provide a quick check station before rides

On the Road: Golden Rules

- Always ride in the direction of traffic, not against it.
- Use hand signals clearly when turning or stopping.
- Stay visible – don't ride too close to parked cars or walls.
- Keep both hands on the handlebar, except when signaling.
- Obey traffic signs just like drivers.
- Leave space from other cyclists (at least 1 meter).
- Be cautious at intersections and crosswalks – slow down and make eye contact with drivers.

Respect Others

- Ring your **bike bell** gently when passing pedestrians.
- Slow down near families, kids, or animals.
- Be kind – say “hello” or “thank you” when sharing the path.
- Use polite language and **support others**, especially beginners.

What If Something Goes Wrong?

Situation	What to Do
Bike chain falls off	Stop, flip bike, gently reset chain. Ask volunteers.
Flat tire	Stop in a safe spot, walk bike back. We'll help.
Minor injury	We carry a first aid kit – inform a facilitator.
Anxious or tired	You can stop anytime. Rest benches and water available.

Bonus: Be a Green Cyclist

- Avoid plastic bottles – bring a **reusable flask**.
- Don't litter – leave parks cleaner than you found them.
- Support **bike-friendly cities** by using pedal power more often.

Reminder During the Event

Facilitators and peer volunteers will gently remind these safety tips before and during the ride. No one is left behind, and **speed is never the goal—safety and joy are!**

- Ready-to-print guidance in both Turkish and English with accessible language for migrants, women, youth.
- 3. **Participant Feedback Form**
 - Open-ended reflection prompts to evaluate mobility confidence, event enjoyment, and suggestions for future improvements.

Participant Feedback Form

Workshop Title: Pedal for Health – Community Cycling Days

Date: [Insert Date]

Location: [Insert Location]

Facilitator(s): [Insert Name(s)]

1. Overall Experience

How would you describe your experience in today's cycling event?

✎ Write freely about your feelings, surprises, or memorable moments.

2. Confidence in Movement

Do you feel more confident in cycling after this event? Why or why not?

✎ Comment on your comfort level with biking, learning new skills, or navigating the route.

3. Social Inclusion

Did you feel included and supported during the event?

✎ Please describe any social connections you made or group dynamics you observed.

4. Health & Wellbeing

How did this event contribute to your physical or mental wellbeing?

✎ You may mention any changes in your energy, mood, or motivation.

5. What Did You Learn?

Did you learn something new today?

Yes

No

If yes, **what did you learn?**

✎ For example: a new safety tip, group skill, or idea for healthy living.

6. Future Activities

What kind of similar activities would you like to join in the future?

✎ E.g., walking groups, family rides, cooking workshops, stress management.

7. Suggestions

What would you improve or change for next time?

✎ Think about organization, timing, route, group size, etc.

8. One Word Summary

If you had to describe the day in one word, what would it be?

 _____

Volunteer Checklist: *Pedal for Health – Community Cycling Days*

- Field coordination responsibilities, including hydration support, safety control, equipment handling, and inclusive communication.

General Guidelines for Volunteers

- Arrive at the event location **45 minutes before** the scheduled start time.
- Wear identifiable clothing (e.g., **S4F volunteer vest**, cap, or badge).
- Carry a **whistle** or **walkie-talkie** if available, for emergency communication.
- Be proactive, **kind**, and **inclusive**—you are the face of the event!

Field Coordination & Check-in

Task	Description	Responsible
Check-in Setup	Set up table/signage for participant registration	Volunteer A
Attendance Sheet	Record names, contact info (if needed), and provide name tags	Volunteer A
Welcome Briefing	Greet participants warmly and provide an overview	Volunteer B
Route Marking	Place signs or markers (chalk, tape) along the cycling route	Volunteer C
Route Monitoring	Walk or cycle along the route to ensure direction is followed	Volunteer D

Hydration & Health Support

Task	Description	Responsible
Water Stations	Set up 1-2 water refill spots along the route	Volunteer E
Refill Management	Ensure constant availability of clean drinking water	Volunteer E

Task	Description	Responsible
First Aid Kit	Carry a small first aid kit and report any incidents	Volunteer F
Emergency Contact	Keep emergency numbers and report to lead organizer if needed	Volunteer F

Safety Control & Equipment Support

Task	Description	Responsible
Bike Checkpoint	Check tire pressure, brakes, and seat height	Volunteer G
Helmet Check	Ensure all participants wear helmets correctly	Volunteer G
Route Crossing	Stand at road crossings or sharp turns to guide and warn	Volunteer H
Rear Sweeper	Follow at the back of the group to support slow cyclists	Volunteer H

Inclusive Communication & Engagement

Task	Description	Responsible
Multilingual Support	Provide translation or simplified instructions if needed	Volunteer I
Support Vulnerable Participants	Assist elderly, migrants, or beginners gently	Volunteer I
Encourage Participation	Cheer, engage, and keep spirits high throughout the event	All Volunteers
Feedback Facilitation	Distribute and collect reflection forms at the end	Volunteer J

Closing & Wrap-Up

Task	Description	Responsible
Clean-Up	Pack up materials, remove signage, collect trash	All Volunteers
Lost & Found	Collect any items left behind by participants	Volunteer A

Task	Description	Responsible
Debrief	Join final short team huddle to review success and note improvements	All Volunteers

11 ANNEXES: WORKSHOP 16 - PICNIC OF CULTURES – FOOD & GAMES FROM HOME

Annex 11.1 – Healthy Recipe Sharing Template

Participants are invited to bring a home-made dish along with a recipe card filled as follows:

Name of the Dish:

Region of Origin:

Main Ingredients:

Preparation Steps:

Why it's healthy (1–2 sentences):

Family or Cultural Story (optional but encouraged):

Printed cards will be displayed next to each dish.

Annex 11.2 – Feedback Wall Prompts

Printed on colored cards and pinned on a wall or board. Participants can place stickers or write short comments.

1. "Today I felt..."
 -  Happy
 -  Connected
 -  Curious
 -  Inspired
 -  (Add your own word)
2. "The game I enjoyed most was..."
 -  Write in the name
3. "I would love to see this next time..."
 -  Open space for new suggestions

Annex 11.3 – Storytelling Circle Guidelines

Facilitators will guide this session with simple questions:

- "What dish reminds you of your childhood?"
- "What game did you play with your grandparents or cousins?"
- "What would you teach someone from another culture about your traditions?"

Participants speak for 1–2 minutes each; optional music from each culture may be played during transitions.

Annex 11.4 – Inclusivity & Accessibility Setup Plan

- Seating: Blankets + foldable chairs, shaded areas for elders
- Language Support: Interpreters for Arabic, Farsi/Dari
- Children's Corner: Balloons, safe toys, drawing mats
- Waste Management: Labeled recycling bins (plastic, organic, paper)
- Signage: Bilingual Turkish–English posters, icons for low literacy
- Safety: First aid kit on site, municipal partnership for park permission



12 ANEXXES: WORKSHOP 17: GOOD NIGHT RITUAL

Common Medicinal Herbs for Sleep Improvement and Stress Relief

Chamomile	Chamomile is often used in to help with anxiety and relaxation. It's also used to heal wounds and reduce inflammation and swelling.
Ginkgo	Ginkgo leaf extract is used for asthma, bronchitis, fatigue, and tinnitus. It is used to improve memory and to help prevent dementia. <i>Only extract from leaves should be used!</i>
Valerian	Valerian root is commonly used as a natural sleep aid because of its sedative properties. It can also ease anxiety, lower blood pressure and improve your ability to deal with stress.
Basil	Researchers, who studied basil found that it could help control blood pressure and that its fragrance eased stress and relieved anxiety and depression.
Lavender	The scent of lavender, a member of the mint family, can relieve anxiety, improve sleep and melt away irritability and stress
Lemon balm	Lemon balm is a plant in the mint family that possesses antibacterial, antidiabetic, anti-stress, anti-anxiety, anti-inflammatory and antioxidant properties. It can be used improve your sleep, boost your mood, and protect your heart and liver.
Rosemary	Rosemary is an aromatic herb that's part of the mint family. It's known for its ability to improve memory, promote hair growth, relieve muscle aches and pains, improve cognitive function, and soothe digestive issues. Rosemary also possesses anti-stress and healing properties.
Cilantro	Cilantro benefits include its ability to promote the detoxification of heavy metals, reduce anxiety, improve sleep, lower blood sugar levels, boost your heart health, support your digestion, promote skin health and fight free radical damage that can lead to a number of degenerative diseases.
St. John's Wort	St. John's wort is an herb that's most commonly used as a natural remedy for depression, anxiety and insomnia.
Tarragon	Tarragon is an herb that's in the sunflower family and has a flavor similar to anise. Fresh and uncooked tarragon leaves can be used

in cooking, and tarragon essential oil is used to aid digestion and spark appetite.
Tarragon can be helpful in improving sleep.

Essential Oils for Sleep Improvement and Stress Relief

Lavender	Lavender, a purple flowering shrub, seems to be the plant with the essential oil that is most studied by scientists. This essential oil calms the nervous system, primarily due to the chemical compounds linalool and linalyl acetate found within it. Many studies demonstrate lavender's positive effect on sleep in a variety of people.
Bergamot	Bergamot is a fragrant herb native to North America, often grown to attract pollinators such as bees and butterflies. Research suggests bergamot may help with a variety of ailments. Bergamot essential oil may also be inhaled or diffused throughout a room. When bergamot essential oil is experienced as aromatherapy, it may lower blood pressure and improve mental health. These calming properties might be why bergamot is thought to improve sleep. Bergamot and sandalwood essential oils mixture is often used for sleep improvement.
Chamomile	If you would like to reduce anxiety as part of your sleep hygiene routine, chamomile is considered to be one of the best essential oils for sleep and anxiety. In one study, inhaling a mixture of chamomile and lavender essential oils reduced anxiety in nurses.
Cedarwood	Cedarwood oil has a sedative effect due to a chemical compound called cedrol. Inhaling an essential oil mixture that contains cedrol has been demonstrated to improve sleep quality in both young, healthy adults and older adults with dementia, likely because it activates the parasympathetic nervous system. Cedarwood oil, along with other essential oils, may increase total sleep time and reduce early morning awakenings.
Clary Sage Oil	Some people may also use clary sage essential oil for its sleep-promoting properties. Studies show that clary sage oil has an antidepressant effect and reduces cortisol levels. Since cortisol impacts circadian rhythms and appears to be tied to alertness, reducing cortisol may promote sleep. Clary sage may also improve sleep by reducing anxiety. If anxiety interferes with your ability to sleep and you enjoy the smell of herbs, clary sage oil might be a good option for you.

13 ANNEXES – WORKSHOP 12 - BODY & VOICE – EXPRESSIVE MOVEMENT & DRAMA GAMES

ANNEXES - Body & Voice – Expressive Movement & Drama Games

Annex 1: Preparatory Actions

Venue Preparation

- Ensure floors are clean, non-slip, and free of sharp edges
- Provide optional mats or soft surfaces for seated or floor exercises
- Ensure heating or cooling is adequate in indoor venues

Participant Considerations

- Remind participants to only perform movements within their comfort range
- Use inclusive language and avoid competitive language (no “winners”)
- Offer chairs or quiet zones for participants with sensory sensitivities
- Adapt activities for mobility-impaired individuals (e.g., storytelling in seated positions)

Emotional Safety

- Inform participants they may pass or observe during emotion games
- Avoid emotionally intense prompts (e.g., grief, trauma, war) unless guided by professionals
- Use neutral or uplifting themes (e.g., joy, surprise, courage)

Facilitator Reminders

- Monitor body language and mood shifts
- Be ready to redirect if any participant appears distressed
- Close each session with grounding and relaxation techniques (deep breathing, hand stretches)

Annex 2: Emotion Prompt Cards (for Printing)

Create cards using large, readable fonts and simple icons or emoji-style visuals.

Example Set of Emotions to Act or Mirror:

1. Joy
2. Surprise
3. Anger
4. Sadness
5. Pride
6. Fear
7. Curiosity
8. Shyness

- 9. Embarrassment
- 10. Love

(Each card should show the word + a visual icon. Optional multilingual label: Turkish/Arabic/English)

Annex 3: Participant Reflection Form

Name (optional):

Age Group:

Child (under 12) Teen Adult Elderly

Languages Spoken:

1. How did you feel during the activities today?

2. Which activity made you feel most included or happy? Why?

3. Did you learn something about yourself or others? What was it?

4. Would you like to join another session like this? Why or why not?

5. Any suggestions to improve this activity for future participants?

Annex 4: Volunteer Role Checklist

Before Workshop:

- Prepare venue: open space, clean, accessible
- Arrange mats, music player, emotion cards, chairs
- Check audio equipment and heating/lighting if indoors
- Display signs for restrooms, quiet area

During Workshop:

- Welcome participants and assist registration
- Help distribute emotion cards or props
- Offer support to participants with physical limitations
- Monitor the energy level and communicate with facilitator
- Handle any emergency needs or early exits discreetly

After Workshop:

- Collect feedback forms
- Help with clean-up and equipment packing
- Join reflection session with facilitators to evaluate how the group responded

Annex 5: Certificate of Participation (Text Template)

CERTIFICATE OF PARTICIPATION

This certifies that

[Participant Name]

has actively participated in the workshop



Body & Voice – Expressive Movement & Drama Games
organized under the S4F Erasmus+ project
held in [City, Venue] on [Date]

We thank you for your expression, movement, and courage!

Workshop Facilitator

Institution / Local Partner

[Insert Logos: Erasmus+, Local Partner Logo]

14 ANNEXES – WORKSHOP 13 - TRADITIONAL RHYTHMS: FOLK DANCE FOR ALL

ANNEXES - Traditional Rhythms: Folk Dance for All

Annex 1 – Safety Tips for Folk Dance Workshops

Pre-Workshop Preparation

Ensure the floor is clean, dry, and free of any tripping hazards.
Confirm all participants are wearing suitable footwear (comfortable and closed-toe).
Warm up gently with mobility exercises to prevent strain.

During the Workshop

Monitor the tempo of music to match participants' age and energy levels.
Provide seating options for those who may need to rest or prefer to observe.
Encourage hydration breaks every 20–30 minutes, especially in warmer conditions.

Post-Workshop Cool Down

Use breathing techniques and light stretching to reduce muscle fatigue.
Allow time for participants to reflect and share any discomfort or dizziness.

Special Considerations

Avoid spins or jumps for older participants or those with balance issues.
Ensure there is a volunteer/staff member available for first aid or emergency response.

Annex 2 – Participant Feedback Form

Workshop Title: Traditional Rhythms: Folk Dance for All

Date: _____

Facilitator(s): _____

Open-Ended Reflection Prompts:

1. What part of the dance workshop did you enjoy the most?
2. Did you feel welcomed and included during the session? Please explain.
3. How did participating in this session affect your mood or energy level?
4. Would you like to join a similar event in the future? Why or why not?
5. Do you have any suggestions to improve this activity?

Consent for Media Use:

I allow the organizers to use photos/videos taken during the event for reporting and visibility purposes.

Signature: _____

Annex 3 – Volunteer Checklist**Pre-Workshop Tasks**

- Set up sound system or instruments
- Arrange floor space (clear hazards, provide seating corners)
- Place water stations visibly

During the Workshop

- Assist elderly and children during dance steps
- Monitor any signs of fatigue or discomfort
- Translate or explain steps for migrants if needed
- Encourage inclusive participation (everyone joins, no pressure)

Post-Workshop Tasks

- Distribute feedback forms
- Support clean-up and recycling of materials
- Ensure participants are safe and comfortable before leaving

Assigned Roles:

- Music & Sound Assistant: _____
- Participant Support: _____
- Health & Safety Monitor: _____

Annex 4 – Certificate of Participation (Text Template)

Certificate of Participation

This is to proudly certify that

[Participant Name]

has successfully participated in the workshop titled

“Traditional Rhythms: Folk Dance for All”

organized under the Erasmus+ Sports4Fun Project
held on [Insert Date] in Konya, Türkiye

The participant contributed to fostering intercultural understanding, emotional well-being, and community spirit through movement and cultural expression.

Workshop Facilitator

[Logos of Erasmus+, and other local partners]

15 ANNEXES – WORKSHOP 3 - GREEN FOOTSTEPS WORKSHOP ACTIVITY

Annex 15.1: Tip Sheet – Hydration & Calm in Winter

Stay Hydrated!

- Drink at least 1.5 to 2 liters of water daily.
- In winter, warm water with lemon or herbal teas are great alternatives.
- Avoid excessive caffeine and sugary drinks.

Mindfulness Tips:

- Breathe deeply: Inhale for 4 counts, hold for 4, exhale for 4.
- Notice 5 things around you: colors, sounds, sensations.
- Smile gently—it relaxes your face and improves mood.

Winter Comfort:

- Dress in layers: hat, gloves, scarf.
- Take short walks during daylight for vitamin D.
- Drink warm herbal teas after activity.

Annex 15.2: Sample Walking Route Map

Sample Route: Alaaddin Hill to Kültürpark (Konya)

- Distance: 1.5 km (wheelchair accessible)
- Stops: Fountain plaza, viewing point, rest benches
- Facilities: Public toilets, tea house, mosque nearby

[It is better to share the map of the area with the participants

Annex 15.3: Mood Evaluation Cards

Before the walk, each participant is given a smiley card and asked:

- How do you feel right now?

Choices: 😊 (Happy), 😌 (Calm), 😐 (Neutral), 😫 (Tired), 😞 (Stressed)

After the walk:

- How do you feel now?

- What did you enjoy most?

Facilitator collects cards anonymously for feedback analysis.

Annex 15.4: Herbal Tea Recipe – Healing Winter Brew

Ingredients (serves 10):

- 3 tbsp dried linden (ihlamur)
- 1 tbsp dried rosehip (kuşburnu)
- 1 stick cinnamon
- Optional: honey or lemon slices

Instructions:

1. Boil 2 liters of water.
2. Add herbs and simmer for 10 minutes.
3. Let steep for another 10 mins.
4. Strain and serve warm.

Annex 15.4: Safety Checklist for Facilitators

- First aid kit available and accessible
- Emergency contact numbers printed and distributed
- One trained assistant to monitor group pace
- Weather check before walk
- Avoid icy/slippery paths

- Ensure at least 2 rest stops with seating

16 NEEDS-BASED CO-DESIGN MATRIX FOR WP3

Vulnerable Group	Main Barriers	Enablers / Needs	Design Suggestions for WP3
Women and Girls	Lack of time; cultural norms; lack of female-only spaces; low motivation	Group-based activities; mental health benefits; flexible timing; safe spaces	Design women-only or gender-sensitive sessions; involve female facilitators; provide flexible scheduling
Elderly Individuals	Physical limitations; social isolation; lack of age-appropriate activities; mobility issues	Community-based events; light and social exercises; peer support	Offer low-intensity, social activities; ensure venues are accessible and welcoming for older adults
Migrants and Ethnic Minorities	Language and cultural barriers; economic constraints; unclear access rules	Inclusive communication; culturally adapted spaces; NGO and local support	Use multilingual materials; engage cultural mediators; provide information through trusted networks
Persons with Disabilities	Inaccessible facilities; lack of trained staff; absence of adapted programmes	Trained staff; transport assistance; inclusive promotion; partnerships with disability orgs	Train coaches on adaptive sport; partner with local disability associations; ensure facility accessibility
Low-Income Groups	Cost of activities and transport; lack of time; limited public infrastructure	Free/low-cost options; school/NGO partnerships; voucher schemes	Plan activities in accessible, low-cost venues; offer subsidies or community-supported initiatives



Sports 4 Fun is an international project that aims to encourage individuals to adopt a healthy lifestyle through an innovative approach to physical activity. Conducted with four partners from different European countries, this project focuses on developing interactive workshops and a sustainable structure for sports events to foster comprehensive community participation. Our initiative promotes social inclusion by engaging people of all ages, disadvantaged individuals, migrants, and people with disabilities.

WWW.SPORTS4FUNPROJECT.COM



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