

DIGITAL ACTIVITY BOOK

HEALTHY MIND HEALTHY BODY HEALTHY FUTURE

SMALL-SCALE PARTNERSHIPS IN YOUTH | 2025-1-PL01-KA210-YOU-000361815



**Co-funded by
the European Union**



INFORMATION

Project Title:

Healthy Mind Healthy Body Healthy Future

Project Type:

Small-scale partnerships in youth (KA210-YOU)

Project number:

2025-1-PL01-KA210-YOU-000361815

Partners:

Poland Fundacja Dobrych Działań

Slovakia-Guločka

Türkiye- ODAK



Guločka
občianske združenie

**Website:**

<https://healthymindbodyfuture.eu/>

Social media:

[facebook](#)

[Instagram](#)

Implementation Period:

01.11.2025 - 31.12.2026 (14 months)



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INTRODUCTION

Young people today face a growing number of challenges that influence their physical, mental, and emotional wellbeing. Sedentary lifestyles, unhealthy eating habits, increasing screen time, social media pressure, stress, and limited opportunities for meaningful physical activity have become common issues across Europe. At the same time, youth workers, educators, and community leaders play an increasingly important role in helping young people develop healthier habits and make informed lifestyle choices.

The Healthy Mind, Healthy Body, Healthy Future project was developed in response to these challenges. Together with partner organisations from Slovakia, Poland and Turkey, the project aimed to promote healthy lifestyles through non-formal education, practical learning experiences, and the exchange of innovative methods. During the project, we explored how nutrition, physical activity, and mental wellbeing are connected and how these they can be integrated into engaging educational activities for young people.

This guidebook is one of the main outcomes of the project. It offers a collection of practical ideas, workshop methods, interactive activities, and ready-to-use tools that can be easily adapted to different educational settings. The publication is designed to support youth workers, teachers, trainers, volunteers, and organisations working with young people who wish to encourage healthier lifestyles in an inclusive, creative, and engaging way.

The guidebook is organised into three thematic chapters, reflecting the three core dimensions of wellbeing explored throughout the project: nutrition and healthy eating habits; benefits of physical activity while presenting innovative approaches to sport and movement; promoting emotional wellbeing, resilience, stress management, and positive mental health.

Each chapter combines background information with practical activities, discussion methods, worksheets, and educational resources developed and tested during the project's international mobilities.

ACTIVITY 1

Find Someone Who... – Healthy Habits Icebreaker

"Find Someone Who..." is an interactive icebreaker designed to help participants get to know one another while introducing the theme of healthy lifestyles. Instead of simply asking participants to introduce themselves, the activity encourages meaningful conversations based on everyday habits related to health and wellbeing. By moving around the room and interacting with different people, participants discover common interests, reflect on their own lifestyle choices, and begin building connections within the group. This activity creates an open, positive atmosphere and serves as an excellent introduction to workshops focusing on nutrition, physical activity, mental wellbeing, or healthy lifestyle promotion.

Learning Objectives

By the end of the activity, participants will be able to:

- become acquainted with other members of the group in an interactive and engaging way;
- identify common healthy lifestyle habits among participants;
- reflect on their own daily health-related behaviours;
- recognise the importance of small everyday habits for maintaining physical and mental wellbeing.

Target Group

10–30 participants. Youth workers, young people, educators, teachers, volunteers, and mixed international groups.

Details

- Duration 15–20 minutes, Materials: "Find Someone Who..." worksheet (one per participant), Pens or pencils

Preparation

Print one worksheet for each participant and ensure there is enough space for participants to move freely around the room. Encourage participants to interact with as many different people as possible during the activity.

Step-by-Step Instructions

- Step 1 – Introduction (2–3 minutes)

Welcome the participants and explain that the purpose of the activity is to get to know each other while exploring everyday healthy habits.

Give each participant a worksheet containing several statements. Explain that their task is to walk around the room, talk to different participants, and find someone who matches each statement. When they find a suitable person, they should write that person's name in the corresponding box.

Encourage participants to speak with as many different people as possible. If the group size allows, each participant should sign only one box on another person's worksheet to maximise interaction.

- Step 2 – Find Someone Who... (10–12 minutes)

Participants move around the room asking one another questions related to the statements.

Example statements include:

- Find someone who drinks at least 2 litres of water every day.
- Find someone who exercises regularly.
- Find someone who sleeps at least 7–8 hours every night.
- Find someone who eats healthy and balanced meals.

Participants continue until they complete as many boxes as possible or until the allocated time is over.

- Step 3 – Group Reflection (5 minutes)

Bring the participants back together and facilitate a short discussion using questions such as:

- Which healthy habit was the easiest to find?
- Which one was the most difficult?
- Did anything surprise you while talking to others?
- Did you discover something new about your teammates?
- Which healthy habit would you most like to improve in your own life?
- Why do you think some healthy habits are easier to maintain than others?

Encourage participants to recognise that healthy lifestyles are built through many small everyday choices rather than major changes.

Debriefing

Although simple, this activity provides valuable insight into the group's

current health-related habits while creating an open and friendly learning environment. It encourages participants to reflect on their own routines without judgement and demonstrates that healthy lifestyles can look different for different people. The activity also helps participants establish connections that facilitate communication and cooperation throughout the rest of the programme.

Learning Outcomes

Participants:

- become familiar with other members of the group;
- increase awareness of healthy lifestyle habits;
- develop communication and interpersonal skills;
- reflect on their own daily routines and identify areas for improvement;
- establish a positive learning atmosphere for future workshops.

Tips for Facilitators

- Encourage participants to have short conversations rather than simply asking yes/no questions.
- If several participants match the same statement, encourage discussion about how they developed that habit.
- Remind participants that there are no "perfect" answers—the aim is to learn from one another rather than compare lifestyles.
- If the group is particularly large, increase the number of statements to encourage wider interaction.

Adaptation Ideas

For younger participants: Use simple statements supported by icons or pictures.

For online sessions: Participants can complete the activity using breakout rooms or collaborative platforms such as Padlet or Google Jamboard.

For advanced groups: Add reflective statements such as

- Find someone who recently changed one unhealthy habit.
- Find someone who enjoys cooking healthy meals.
- Find someone who has inspired another person to become more active.

Competences Developed

- | | | |
|----------------------|-------------------|-------------------------|
| • Communication | • Self-awareness | • Active participation |
| • Social interaction | • Health literacy | • Relationship building |

ACTIVITY 2

What Does a Healthy Life Mean? – Brainstorming and Reflection

This brainstorming activity encourages participants to explore the concept of a healthy lifestyle from different perspectives and recognise that health extends beyond nutrition and physical activity. By sharing their own experiences and ideas, participants develop a broader understanding of wellbeing, including its physical, mental, emotional, and social dimensions. The activity promotes active participation from the very beginning of the workshop and provides facilitators with valuable insight into participants' existing knowledge, beliefs, and perceptions. The ideas generated during the brainstorming can also be revisited throughout the training as new concepts and healthy habits are introduced.

Learning Objectives

By the end of the activity, participants will be able to:

- define the concept of a healthy lifestyle from multiple perspectives;
- recognise that wellbeing consists of interconnected physical, mental, emotional, and social dimensions;
- reflect on their own understanding of healthy living;
- exchange ideas and learn from the experiences of other participants.

Target Group

10-30 participants. Youth workers, educators, teachers, volunteers, young people, and mixed international groups.

Details

- Duration 20-30 minutes, Materials: Sticky notes (one colour or multiple colours), markers or pens, flipchart paper, whiteboard, or large wall space.

Preparation

Prepare a flipchart or whiteboard with the question: **"What does a healthy life mean to you?"**

Ensure there is enough space for participants to place their sticky notes and for the facilitator to organise them into categories during the discussion.

Step-by-Step Instructions

- Step 1 – Individual Reflection (3 minutes)

Introduce the activity by asking participants to think individually about the question: What does a healthy life mean to you?

Invite them to reflect on their own experiences rather than searching for "correct" answers. Ask participants to write one word or one idea per sticky note, encouraging them to record as many ideas as they can within the allocated time.

- Step 2 – Sharing Ideas (5 minutes)

Invite participants to place their sticky notes on the flipchart or board and briefly read their ideas aloud. As the notes are collected, encourage participants to notice similarities and differences between the responses.

Examples may include:

- | | | |
|----------------------------|-------------------------|--------------------------|
| -Balanced nutrition | -Mental wellbeing | -Spending time in nature |
| -Regular physical activity | -Positive relationships | -Work-life balance |
| -Quality sleep | -Time for relaxation | -Happiness, self-care |
| -Drinking enough water | -Personal hygiene | -Stress management |

- Step 3 – Grouping Common Themes (5–7 minutes)

Together with the participants, organise the sticky notes into broader categories. Possible themes include:

- | | |
|-------------------------|-------------------------------------|
| • Healthy eating | • Rest and sleep |
| • Physical activity | • Personal hygiene |
| • Mental wellbeing | • Nature and environment |
| • Emotional health | • Work-life balance |
| • Healthy relationships | • Healthy habits and daily routines |

Discuss why certain ideas belong together and how these different areas influence one another. Highlight that a healthy lifestyle is not based on a single behaviour but on a combination of interconnected habits.

Step 4 – Reflection and Discussion (5 minutes)

Facilitate a group discussion using questions such as:

- Which ideas appeared most frequently?
- Were there any answers that surprised you?
- Which aspect of health do people often forget?
- Is a healthy life only about physical health? Why or why not?

- Which healthy habit would you most to strengthen in your own daily life?
- How can small everyday choices contribute to long-term wellbeing?

Debriefing

The activity demonstrates that health is a multidimensional concept encompassing physical, mental, emotional, and social wellbeing. While participants may initially focus on nutrition or exercise, the discussion typically reveals that healthy relationships, emotional balance, quality sleep, stress management, and self-care are equally important components of a healthy lifestyle.

The brainstorming process also highlights that although each individual may prioritise different aspects of wellbeing, many healthy habits are universal and can be developed gradually through small, consistent actions.

Learning Outcomes:

- develop a broader understanding of the concept of healthy living;
- recognise the connection between different dimensions of wellbeing;
- reflect on their own health-related beliefs and behaviours;
- strengthen communication and collaborative thinking skills;
- identify personal areas for improvement

Tips for Facilitators

- Accept every contribution without judging if it is "right" or "wrong."
- Use the completed brainstorming board as a reference during later workshops to connect new learning with participants' initial perceptions.
- If certain areas (such as mental health or relationships) are missing, encourage participants to consider whether they should also be included in the concept of a healthy lifestyle.

Adaptation Ideas

For younger participants-replace written brainstorming with drawing or using picture cards representing different healthy habits.

For online sessions-use collaborative digital tools (Padlet, Miro, Mentimeter) to collect participants' ideas and organise them into categories.

For advanced groups-ask participants to prioritise the five most important components of a healthy lifestyle and justify their choices. The groups can then compare and discuss different perspectives before creating a shared definition of wellbeing.

ACTIVITY 3

Healthy Lifestyles Across Europe – Country Comparison

This intercultural group activity invites participants to explore how healthy lifestyles are understood and practised in different countries and local communities. Working in national teams, participants analyse everyday habits related to nutrition, physical activity, wellbeing, and lifestyle, before sharing their findings with the international group. The activity encourages participants to look beyond stereotypes and consider how culture, traditions, environment, infrastructure, social norms, and opportunities can influence people's everyday health choices.

As well it focuses on discovering differences, common challenges, and inspiring practices that can be transferred between communities. Each national team creates a Healthy Lifestyle Country Profile, which can later be presented, displayed, or digitalised as a project result.

Learning Objectives

By the end of the activity, participants will be able to:

- explore how cultural and social contexts influence lifestyle habits;
- compare nutrition, physical activity, and wellbeing practices;
- identify common challenges among young people;
- recognise good practices and inspiring approaches;
- strengthen intercultural dialogue and mutual understanding;
- identify ideas that could be adapted to their own local context.

Target Group

12–40 participants, ideally representing several countries. Youth workers, young people, volunteers, and mixed international groups.

Details

Duration 55-75 minutes, Materials: flipchart paper, markers, template.

Preparation

Divide participants into national groups. If several participants come from the same country, they work together. In mixed or smaller groups, participants can work according to the communities or regions they know best.

Prepare one flipchart or template for each national group.

Explain from the beginning that the exercise is based on participants' experiences and observations, not on statistical research. Groups should avoid generalisations such as “people in our country always...” and instead use formulations such as “In our experience...”, “A common practice in our community is...”, or “Among young people we work with...”.

Step-by-Step Instructions

- Step 1. Opening Discussion – Does a Healthy Lifestyle Look the Same Everywhere? (10 minutes)

Introduce the activity with a few questions:

- Does “living healthily” mean the same thing in every country?
- What aspects of healthy living might be influenced by culture?
- What role do climate, traditions, infrastructure, family habits, or local opportunities play?
- Can something considered normal and healthy in one country be unusual in another?

Collect a few examples from participants. Explain that the goal of the activity is to explore these differences while also looking for common patterns and opportunities for mutual learning.

- Step 2. Create Your Healthy Lifestyle Country Profile (25 minutes)

Participants work in national teams and create a mini poster or digital presentation representing healthy lifestyles in their country or local community. Each team explores four areas:

1. Food & Eating Habits
2. Physical Activity & Movement
3. Mental Wellbeing & Lifestyle
4. Local Strengths & Challenges

Finally, groups identify: One challenge. One good practice. One thing we could improve.

- Step 3. Create the Country Profile (10 minutes)

Groups organise their conclusions into a visual Healthy Lifestyle Country Profile. Each profile should contain:

Food & Eating Habits	Physical Activity	Mental Wellbeing & Lifestyle
2–3 key observations	2–3 key observations	2–3 key observations

Our Main Challenge, Our Good Practice, What Others Could Learn From Us

- Step 4. International Healthy Lifestyle Gallery (15 minutes)

Display all country profiles around the room. Each national team briefly presents its findings. Participants listen for similarities between countries, interesting differences, common challenges, practices they find inspiring. After the presentations, allow participants several minutes to walk around and examine the posters more closely.

- Step 5. What Can We Learn From Each Other? (10 minutes)

Now move the discussion from comparison to transfer of good practices. Ask each participant to choose one idea from another country that they found particularly interesting. Discuss: Which challenges appeared in several countries? What differences surprised you? Which good practices could realistically be transferred to another country? What could your community learn from the other participating countries?

Create a final flipchart titled: ***“Healthy Ideas We Take Home”***

Collect the strongest practices and ideas identified during the discussion.

Debriefing

Conclude by emphasising that healthy lifestyles are influenced not only by individual choices but also by the environments in which people live. A lot of factors can shape everyday behaviours. The activity should also demonstrate that international cooperation creates an opportunity to discover solutions already working elsewhere. Instead of looking for one universal model of healthy living, communities can exchange approaches and adapt successful ideas to their own realities.

Learning Outcomes

increase their intercultural awareness;
understand how local contexts influence healthy lifestyle behaviours;
identify similarities and differences between participating countries;
discover good practices related to nutrition, movement, and wellbeing;
identify approaches that could be adapted to their own communities.

Tips for Facilitators

Avoid a competition about which country is “healthiest.” Pay attention to stereotypes. Participants should distinguish between their personal/community experience and statements about an entire national population. Encourage concrete examples. Most importantly, spend enough time on good-practice exchange.

ACTIVITY 4

Weekly Fitness Tracker – Building Healthy Movement Habits

The Weekly Fitness Tracker is a self-reflection activity designed to encourage participants to become more aware of their physical activity levels and establish consistent movement habits. By monitoring their daily activities over the course of one week, participants can identify patterns in their behaviour, recognise barriers to regular exercise, and reflect on how physical activity influences their physical and mental wellbeing.

Tracker promotes the idea that every form of movement counts. Whether participants choose walking, cycling, yoga, dancing, or organised sport, the activity reinforces the importance of integrating regular physical activity into everyday life as part of a healthy lifestyle.

Learning Objectives

By the end of the activity, participants will be able to:

- monitor and evaluate their own level of physical activity;
- recognise the importance of regular movement for overall wellbeing;
- reflect on connection between physical activity, mood, and energy;
- identify personal barriers/opportunities for becoming more active;
- set realistic goals for improving their daily movement habits.

Target Group

Youth workers, educators, volunteers, young people, and mixed international groups. Individual activity with optional group reflection

Details

10–15 minutes for introduction and explanation, followed by one week of individual tracking and a 15-minute reflection session. Materials: Weekly Fitness Tracker worksheet, optional: smartphone or fitness application.

Preparation

Provide each participant with a copy of the Weekly Fitness Tracker and explain that the purpose is not to judge fitness levels, but to increase awareness of everyday movement habits. Encourage participants to record every intentional physical activity they complete during the week, regardless of its intensity or duration.

Step-by-Step Instructions

- Step 1 – Introduction (5 minutes)

Introduce the concept of physical activity as an essential component of a healthy lifestyle. Explain that regular movement contributes to physical fitness, emotional wellbeing, improved concentration, stress reduction, and overall quality of life. Present the Weekly Fitness Tracker and explain how it should be completed over the following seven days.

- Step 2 – Individual Tracking (One Week)

Participants record their daily physical activities throughout the week.

For each day, they note the type of activity and the approximate duration.

Examples of activities include:

- | | | |
|------------|-----------------|-----------------|
| • Walking | • Yoga | • Hiking |
| • Running | • Dancing | • Stretching |
| • Cycling | • Team sports | • Outdoor games |
| • Swimming | • Home workouts | |

Participants should be reminded that even short periods of movement, such as walking to school or taking the stairs instead of the lift, contribute to a more active lifestyle.

- Step 3 – Reflection (10–15 minutes)

At the end of the week, invite participants to review their tracker and reflect individually or in small groups using questions such as:

- Which day were you the most physically active?
- Which activity did you enjoy the most? Why?
- How did you usually feel after being physically active?
- What prevented you from exercising on less active days?
- Did you notice any changes in your mood, energy, or concentration?
- What realistic fitness goal would you like to achieve next week?

Encourage participants to focus on progress rather than perfection and celebrate small improvements.

Debriefing

This activity demonstrates that maintaining an active lifestyle does not necessarily require intensive training or expensive equipment. Instead, it highlights the value of incorporating regular movement into everyday

routines through simple, enjoyable activities. Keeping a fitness tracker also encourages self-awareness and helps participants recognise the connection between physical activity, mental wellbeing, energy levels, and healthy habits. By reflecting on their own behaviour, participants are more likely to develop realistic and sustainable goals for increasing their daily level of physical activity.

Learning Outcomes

- increase awareness of their physical activity habits;
- understand the relationship between movement and overall wellbeing;
- identify barriers that affect their level of physical activity;
- develop self-monitoring and self-reflection skills;
- create realistic goals for maintaining a more active lifestyle.

Tips for Facilitators

- Emphasise that the activity is about personal progress, not comparing results with others.
- Encourage participants to include all forms of movement, even those completed during daily routines.
- Celebrate consistency rather than the intensity or duration of activities.
- During the reflection, focus on how participants felt rather than how much exercise they completed.

Adaptation Ideas

For younger participants-replace written tracking with stickers, symbols, or coloured icons representing different types of physical activity.

For online sessions-participants can complete the tracker using a shared Google Sheet, a digital journal, or a fitness application and discuss their experiences during an online reflection session.

For advanced groups-invite participants to record not only the type and duration of activity but also their mood and energy level before and after exercising. At the end of the week, they can analyse how physical activity influenced their wellbeing and identify which activities had the greatest positive impact.

Competences Developed

- | | | |
|-------------------|------------------|-------------------------------|
| • Self-awareness | • Goal setting | • Healthy lifestyle awareness |
| • Self-management | • Responsibility | • Personal wellbeing literacy |

ACTIVITY 5

Healthy Choices in Real Life – Problem-Solving Challenge

This case-based activity encourages participants to apply the knowledge gained throughout the programme to a realistic situation from a young person's everyday life. Participants analyse the lifestyle of a teenager who spends much of their free time on their phone, has low levels of physical activity, and regularly chooses highly processed convenience foods.

Instead of immediately telling the young person what they “should” or “should not” do, participants are encouraged to look deeper: What might be influencing these habits? How could they affect physical and mental wellbeing? What realistic changes could help? Working in groups, participants develop a practical Healthy Lifestyle Support Plan covering nutrition, movement, mental wellbeing, and daily routines. The activity reinforces the idea that sustainable lifestyle changes are usually achieved through small, realistic steps rather than strict rules or dramatic changes.

Learning Objectives

By the end of the activity, participants will be able to:

- analyse lifestyle habits from a holistic perspective;
- identify connections between nutrition, physical activity, screen use, and mental wellbeing;
- explore possible reasons behind unhealthy lifestyle patterns;
- develop realistic and supportive strategies for behaviour change;
- apply knowledge gained during previous activities to a real-life situation;

Target Group

10–30 participants. Young people aged 15–30, youth workers, educators, and volunteers.

Details

Duration 15–20 minutes, Materials: printed case studies, flipchart, markers

Preparation

Print the case study for each group or display it on a screen. Prepare a simple Healthy Lifestyle Support Plan structure on a flipchart: Understand-

Identify-Suggest-Take Action. Explain that the purpose is not to judge the teenager or create a perfect lifestyle for them. Participants should develop solutions that are realistic, supportive, and achievable.

Step-by-Step Instructions

- Step 1. Introduce the Case (5 minutes)

Present participants with the following scenario (example):

Alex is 16 years old. After school, Alex usually goes home and spends most of the afternoon and evening using a smartphone-watching videos, scrolling through social media, chatting, or gaming. Physical activity is limited, and Alex often says that sport is tiring and there is not enough motivation to exercise. Meals are irregular, and snacks, fast food, sweets, and sugary drinks are common choices because they are quick and convenient. Recently, Alex has also started feeling tired during the day and sometimes finds it difficult to concentrate.

Ask participants for their first impressions, but do not start developing solutions yet.

- Step 2. Look Behind the Behaviour (10 minutes)

Divide participants into small groups. Ask them to analyse the situation and discuss:

- What lifestyle habits can you identify?
- Which areas of Alex's wellbeing might be affected?
- Why might Alex have developed these habits?

Encourage participants to consider possible factors such as convenience, boredom, lack of motivation, stress, social habits, limited opportunities for physical activity, lack of knowledge, or established routines.

- Step 3. Connect the Three Areas of Wellbeing (10 minutes)

Ask each group to analyse Alex's situation through the three main themes explored in the project. Nutrition, Physical activity, Mental wellbeing.

Groups should also identify connections between the areas. For example, poor sleep may influence energy and food choices, while movement may support both physical health and mood.

- Step 4. Create a Healthy Lifestyle Support Plan (15 minutes)

Each group now creates a practical plan for Alex. Ask them to propose: One nutrition change, One movement change, One digital habit change, One mental wellbeing strategy, One daily routine change.

Then ask groups to identify: Which ONE change should Alex start with first, and why?

- **Step 5. Present the Solutions**

Each group presents its Healthy Lifestyle Support Plan, others consider:

- Is the advice realistic for a 16-year-old?
- Is it supportive rather than judgemental?
- Could Alex actually maintain these changes?
- Does the plan consider physical and mental wellbeing?
- Which idea would probably be easiest to start with?

Debriefing

Conclude with a whole-group discussion:

Was it easy to give Alex advice?

Did you initially focus on changing the behaviour or understanding its causes?

Why might telling someone simply to “exercise more” or “eat healthier” be ineffective?

Which small changes could have the greatest impact?

How are nutrition, movement, mental wellbeing, sleep, and digital habits connected?

How can we encourage healthy choices without making young people feel judged?

What could youth workers, families, schools, or communities do to make healthier choices easier?

Tips for Facilitators

Avoid turning the discussion into criticism of young people who use phones, play games, or eat convenience foods. Encourage groups to avoid unrealistic recommendations such as “never eat fast food,” “delete all social media,” or “go to the gym every day.” Remind participants that different young people have different circumstances, resources and levels of support.

Adaptation Ideas

Multiple cases: Give different groups different scenarios, such as a young person experiencing school stress, someone who skips meals because of a busy schedule, or a teenager who wants to exercise but feels uncomfortable participating in organised sport.

For youth workers: Ask groups to develop not only individual advice but also one activity their organisation could implement to support young people experiencing similar challenges.

ACTIVITY 6

Nutrition Detective – Building the Foundations of a Healthy Meal

This interactive activity introduces participants to the four essential nutritional components that form the basis of a balanced diet: proteins, healthy fats, carbohydrates, and fibre. Instead of memorising definitions, participants actively classify foods into categories and discuss the role each nutrient plays in maintaining energy, supporting growth, improving concentration, and promoting overall wellbeing.

The activity helps participants understand that healthy eating is about balance rather than restriction, and that each nutrient has an important function within the body.

Learning Objectives

By the end of the activity, participants will be able to:

- identify the four main nutritional groups;
- explain the basic function of proteins, fats, carbohydrates, and fibre;
- recognise common food sources for each nutrient;
- understand why all four groups are needed for a balanced diet;
- challenge common nutrition myths (the belief that all fats are unhealthy)

Target Group

8-30 participants. Young people (14+), youth workers, educators, volunteers.

Details

- Duration 75-90 minutes, Materials: food cards, four category cards (proteins, fats, fiber, carbs), flipchart, post-its, presentation.

Step-by-Step Instructions

- Step 1 – Opening Discussion (5 minutes)

Begin with one simple question: What makes a meal healthy?

Invite participants to share their ideas before introducing any theory. Record their answers on a flipchart.

Explain that although many people focus on calories or avoiding particular foods, a healthy meal is actually about giving the body the nutrients it needs to function properly.

- Step 2 – Discover the Four Building Blocks (15 minutes)

Introduce the four main nutrient groups one by one. Explain briefly:

Proteins, examples of them:

- build muscles and tissues, support recovery, keep us full for longer
- eggs, chicken, fish, yoghurt, beans, lentils

Healthy fats, examples of them:

- support brain function, help produce hormones, improve vitamin absorption
- olive oil, avocado, nuts, seeds, oily fish

Challenge the myth: Eating healthy fats does not automatically cause weight gain.

Carbohydrates, examples of them:

- provide the body's main source of energy, fuel the brain, support physical activity

Discuss the difference between:

- refined carbohydrates
- whole-grain carbohydrates

Fibre, examples of it them:

- supports digestion, keeps blood sugar more stable, promotes satiety
- vegetables, fruit, legumes, oats, whole grains

- Step 3 – Nutrition Detective Challenge (30-35 minutes)

Divide participants into small groups. Each group receives a set of food cards. Their task is to place every food into one of the four categories.

Encourage discussion because many foods fit into more than one category.

Examples include:

salmon, eggs, oats, avocado, rice, broccoli, almonds, beans, yoghurt, bananas

Afterwards compare answers together and explain any foods that caused disagreement.

- Step 4 – Reflection (15 minutes)

Ask participants:

- Which category surprised you most?

- Which nutrient do you probably eat too little of?
- Which nutrient do you rely on the most?
- Was there any food you classified differently than expected?
- What changes could make one of your meals more balanced?

Debriefing

Healthy eating is not about eliminating certain foods but about creating balance. Each nutrient has a unique role in supporting the body's daily functions. Proteins repair and build tissues, carbohydrates provide energy, healthy fats support the brain and hormones, while fibre promotes digestion and long-lasting satiety. Understanding these roles helps participants make more informed food choices rather than following common myths or restrictive diets.

Learning Outcomes

- understand the functions of the four essential nutrient groups;
- recognise nutritious food sources;
- improve food literacy;
- develop critical thinking about nutrition information;
- become more confident in making balanced food choices.

Competences Developed

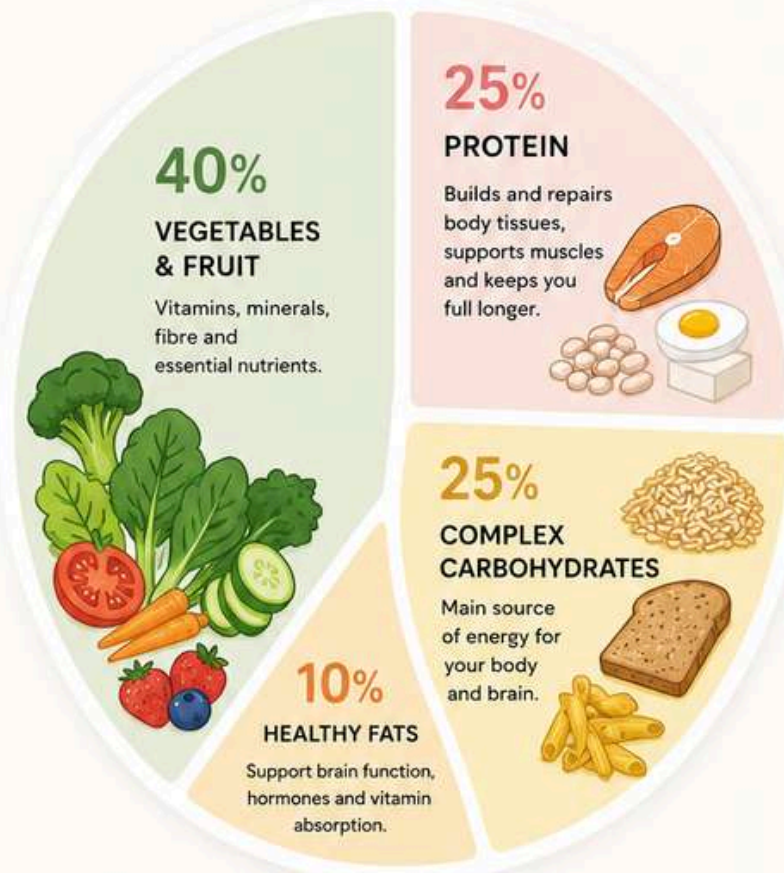
- Health literacy
- Critical thinking
- Decision-making
- Collaboration
- Communication
- Self-awareness

HEALTHY NUTRITION CHECKLIST

Small daily choices. Big difference.

THE PLATE METHOD

Use this simple guide for balanced and satisfying meals.



BALANCE

Eat a variety of foods from all groups.



HYDRATION

Drink enough water every day.



REGULARITY

Eat regular meals and listen to your hunger.



WELL-BEING

Food is fuel, but also part of your well-being and enjoyment.

DAILY CHECKLIST



I ate at least 2 portions of vegetables or fruit today.

☐

I included a source of protein in my main meals.

☐

I chose whole-grain or complex carbohydrates whenever possible.

☐

I included healthy fats such as nuts, seeds, avocado or olive oil.

☐

I drank enough water throughout the day.

☐

I ate regular meals instead of skipping them.

☐

I limited sugary drinks and highly processed snacks.

☐

I listened to my body's hunger and fullness signals.

☐

I ate something that was both nutritious and enjoyable.

☐

I focused on balance rather than perfection.

☐

DON'T FORGET TO HYDRATE!

Drink water regularly throughout the day.

Aim for 6-8 glasses of water.



REMEMBER

- Every meal doesn't have to be perfect.
- Small improvements are more sustainable than strict diets.
- Healthy eating should fit your lifestyle, budget, and preferences.
- Food is fuel, but it is also meant to be enjoyed.

ACTIVITY 7

Myth or Fact? Challenging Healthy Eating Misconceptions

Young people are constantly exposed to nutrition advice through social media, advertising, influencers, and popular trends. While some information is evidence-based, many messages promote unrealistic expectations, expensive products, or misleading marketing claims. This interactive activity encourages participants to question common food myths, distinguish facts from misconceptions, and develop critical thinking skills when making everyday food choices.

Through discussions, mini challenges, and practical examples, participants discover that healthy eating is not about perfection or expensive superfoods—it is about making balanced, informed decisions that fit their daily lives. The activity is inspired by common misconceptions such as "healthy food is expensive," "protein snacks are always healthy," and "understanding nutrition is too difficult."

Learning Objectives

By the end of the activity, participants will be able to:

- identify common myths related to healthy eating;
- distinguish evidence-based nutrition information from marketing messages;
- understand how advertising and social media influence food choices;
- practice making healthier everyday food decisions;
- develop confidence in interpreting basic nutrition information.

Target Group

10–30 participants. Young people (15+) and adults

Details

Duration 15–20 minutes, Materials: Myth or Fact cards, ready presentation, flipchart, post-its, markers, optional: food packages or access to shop,

Preparation

Before the session, prepare a series of statements based on common nutrition myths presented during the workshop. Examples include:

- I drink enough water every day.
- Healthy food is always expensive.
- Protein bars are healthier than fruit.
- Fresh juice is always healthier than water.
- Healthy eating means buying trendy products.
- Reading food labels is too difficult.
- Granola is always a healthy breakfast.

Arrange the room so participants can easily discuss their opinions in small groups.

Step-by-Step Instructions

- Step 1 – Opening Discussion (10 minutes)

Ask participants: "What comes to your mind when you hear the words healthy food?". Invite several answers and write keywords on a flipchart. Encourage participants to mention ideas they often see online, hear from friends, or learn from social media.

- Step 2 – Myth or Fact Challenge (20 minutes)

Read each statement aloud. Participants vote whether they believe it is a myth or a fact by raising coloured cards, moving to different sides of the room, or using thumbs up/down. After each vote, facilitate a short discussion before revealing the explanation. Encourage participants to explain why they made their choice rather than simply giving the correct answer.

- Step 3 – "This or That?" Decisions (15 minutes)

Present several pairs of everyday food choices and ask participants which option they would choose and why. Examples include:

- Protein bar or banana with nuts
- Granola with yogurt or oatmeal with fruit
- Smoothie or sandwich with yogurt
- Fresh juice or water

After each example, discuss that healthier choices often depend on the situation, nutritional value, and portion size rather than marketing or appearance.

- Step 4 – Marketing Detective (15 minutes)

Show several examples of food packaging or advertisements.

Ask participants:

- What attracts your attention first?
- What makes this product look healthy?
- What information should consumers actually check?

Introduce the idea that attractive packaging does not always reflect nutritional quality and encourage participants to look beyond marketing claims by checking ingredients and nutrition labels.

- Step 5 – Key Takeaway (5 minutes)

Finish the activity by presenting the central message:

Healthy food does not have to be expensive, trendy, or perfect. Small, balanced choices made consistently have a greater impact than following short-term diets or social media trends.

Debriefing

Guide participants through a reflection using questions such as:

- Which myth surprised you the most?
- How does social media influence your food choices?
- What is one small nutrition habit you could improve this week?
- How can you become a more informed consumer?

Emphasise that developing critical thinking is just as important as learning nutrition facts

Learning Outcomes

- recognize common nutrition myths;
- better understand how marketing influences food choices;
- improve their ability to evaluate nutrition information critically;
- gain confidence in making balanced food choices;
- understand that healthy eating is based on consistency rather than perfection.

Tips for Facilitators

- Avoid presenting foods as completely "good" or "bad."
- Encourage discussion rather than testing participants' knowledge.
- Use real food packaging whenever possible to increase engagement.
- Reinforce that healthy eating is realistic, affordable, and enjoyable.
- Adapt examples to foods commonly available in participants' countries.

SMART FOOD CHOICES GUIDE

A quick checklist before buying or eating

Healthy eating isn't about choosing the "perfect" product.
It's about making informed, balanced choices every day.



1 DON'T JUDGE BY THE FRONT OF THE PACKAGE

Marketing often highlights words like:

"Natural" "Fitness" "High Protein" "Low Fat" "Sugar Free"

- ✓ Turn the package around and check the nutrition information.



2 ASK YOURSELF THREE QUESTIONS

Before putting a product into your basket, ask:

- ☐ Do I really need this?
- ☐ Is this product nourishing my body or just satisfying a craving?
- ☐ Is there a simpler alternative?



3 KEEP IT SIMPLE

Many healthy foods don't come with colourful packaging.



Eggs



Fruit



Vegetables



Oats



Beans



Nuts & seeds



Potatoes



Fish

- ✓ Simple foods are often nutritious, affordable, and versatile.

4 THINK BEFORE FOLLOWING TRENDS

Ask yourself:

- ☐ Am I choosing this because it is healthy...
or
- ☐ Because I saw it on social media?



Remember:
Trends are optional.
Healthy habits are sustainable.

5 READ BEYOND THE LABEL

When comparing products, check:



Ingredients list



Added sugar



Protein content



Fibre content



Portion size

- ✓ A product that looks healthy isn't always the healthiest option.

6 BALANCE OVER PERFECTION

There are no "good" or "bad" foods.
Instead, aim to:

- ✓ Eat a variety of foods.
- ✓ Include vegetables or fruit every day.
- ✓ Drink enough water.
- ✓ Enjoy treats in moderation.
- ✓ Focus on long-term habits instead of strict diets.



MY PERSONAL HEALTHY CHOICE

This week, I will...



REMEMBER

Healthy lifestyle is not about perfect food.

It's about better everyday choices.

ACTIVITY 8

Youth vs Active Lifestyle-Exercising is Hard?

This interactive workshop introduces participants to the importance of regular physical activity for both physical and mental wellbeing. Through guided discussion, collaborative reflection, and role-playing, participants explore how movement influences mood, energy, posture, stress management, and overall health. They examine common barriers that prevent young people from being active and work together to identify realistic, achievable solutions. The activity concludes with personal goal-setting, encouraging participants to commit to one small movement habit they can incorporate into their daily lives. The workshop reinforces the idea that movement is not limited to organised sport but can be integrated into everyday routines to support a healthier lifestyle.

Learning Objectives

By the end of the activity, participants will be able to:

- explain how regular movement benefits both physical and mental health;
- recognise the connection between movement, mood, energy, posture, and stress regulation;
- identify common barriers that discourage young people from being physically active;
- propose practical strategies for promoting active lifestyles;
- commit to one realistic movement habit to improve their own wellbeing.

Target Group

10–30 participants. Youth workers, young people, volunteers, and mixed international groups.

Details

Duration 60-90 minutes, Materials: scenario cards, flipchart, markers, paper

Preparation

Prepare and print one scenario card for each group based on current lifestyle of youth. Divide participants into groups of 3–5 people and provide enough space for short role-play performances. print the Mini Habit Tracker for each participant.

Step-by-Step Instructions

• Step 1. Opening Discussion – Why Do We Move? (10 minutes)

Ask participants:

- What comes to your mind when you hear the word exercise?
- Why do people usually decide to be physically active?
- Is movement only about sport or weight loss?

Collect responses on a flipchart without evaluating them.

Introduce the workshop by explaining that movement influences much more than physical appearance. Using the presentation, discuss how regular movement supports: brain and mood; energy levels; posture and mobility; stress regulation through movement and breathing. Encourage participants to share examples from their own experiences and make with then 5-7 min of energetic exercise.

• Step 2. Group Reflection – Barriers and Opportunities (15 minutes)

Divide participants into small groups. Ask each group to discuss the following questions from the presentation:

- Why don't young people move?
- What are simple ways to include movement in everyday life?
- How can schools, youth organisations, or local communities make movement more attractive and enjoyable for young people?

Each group writes their ideas on a flipchart and briefly presents them to the others. Facilitate a short discussion by comparing similarities and differences between the groups' responses.

• Step 3. Role Play – Youth vs Active Lifestyle (20 minutes)

Divide participants into groups of 3–5. Provide each group with one role-play scenario based on the presentation, for example:

"No Time for Movement" – a student believes they are too busy with school and homework to exercise.

"It's Not Cool" – a young person wants to start exercising, but friends discourage them.

"Just One More Game" – screen time gradually replaces opportunities for physical activity.

Each group has approximately 10 minutes to prepare a short role play that includes: the problem, different perspectives, a realistic solution.

Groups perform their role plays for the rest of the participants.

- **Step 4. Reflection and Debriefing (10 minutes)**

What was the main challenge?

What helped solve the situation?

Were the proposed solutions realistic?

What would you do differently?

Highlight that regular movement does not have to involve intensive exercise or gym workouts. Walking, stretching, cycling, dancing, cleaning, or other enjoyable activities also contribute to wellbeing.

Step 5. Personal Commitment (10 minutes)

Distribute the Mini Habit Tracker. Ask participants to reflect on the question presented in the workshop:

-What is one small movement habit you could start?

Invite them to choose one realistic action they can practise over the next week, such as: taking a daily walk, stretching every morning, using the stairs instead of the lift, cycling to school, taking regular movement breaks during study. Explain that consistent small habits often lead to lasting change.

Debriefing

Use the following questions to conclude the workshop:

- What surprised you most about the benefits of movement?
- Which barriers affect young people the most?
- Which role-play solution was the most convincing?

Learning Outcomes

- understand the broad benefits of regular movement for physical and mental wellbeing;
- identify common obstacles to maintaining an active lifestyle;
- develop practical strategies for overcoming these barriers;
- strengthen communication and problem-solving skills through role play;
- create a realistic personal commitment to becoming more physically active.

Tips for Facilitators

- Emphasise that movement is for everyone, regardless of fitness level.
- Encourage participants to focus on enjoyable forms of movement.
- Allow participants to share personal experiences without judgement.
- During the role plays, encourage creative but realistic solutions.
- Reinforce that small, consistent habits are often more sustainable than drastic lifestyle changes.

ACTIVITY 9

Mind & Balance: Understanding Stress, Emotions and Relaxation

This experiential activity introduces participants to mental wellbeing, emotional awareness, and simple techniques for managing everyday stress. Participants first explore what mental health means and reflect on situations that influence their emotions. They then learn about mindfulness and the connection between stress, breathing, and the body before experiencing several simple relaxation techniques themselves.

The workshop combines discussion, self-reflection, breathing exercises, and gentle mindful movement. Rather than approaching mental health only theoretically, participants experience practical strategies that can be incorporated into everyday routines to support emotional balance and wellbeing.

Learning Objectives

By the end of the activity, participants will be able to:

- understand mental health as an important part of overall wellbeing;
- recognise personal situations and factors that influence emotions;
- increase awareness of how stress can affect both the mind and body;
- understand the basic idea of mindfulness;
- practise simple breathing and relaxation techniques;
- reflect on which wellbeing strategies work best for them.

Target Group

10–30 participants. Youth workers, young people, volunteers, and mixed international groups.

Details

- Duration 75-90 minutes, Materials: Presentation slides, flipchart, pens, Emotion cards or emotion scale, Yoga mate, Calm instrumental music

Preparation

Create a calm and comfortable environment with enough space for participants to sit and move freely. Prepare two flipchart sheets titled: “What makes me stressed?” and “What makes me feel good?” If possible, arrange chairs in a circle rather than classroom-style seating.

Step-by-Step Instructions

- Step 1. What Is Mental Wellbeing? – Introduction (10 minutes)

Begin with a simple question:

When you hear “mental health”, what comes to your mind?

Collect participants’ associations and use them to introduce the idea that mental health is not only connected with mental illness. It also concerns how we feel, cope with everyday challenges, relate to others, manage stress, and function in our daily lives. Ask:

- What can influence our mental wellbeing?
- Can our physical habits affect how we feel mentally?
- What helps you feel mentally balanced?

Connect the discussion with the broader project message that a healthy mind and healthy body influence one another.

- Step 2. Emotion Reflection – What Affects Me? (10–15 minutes)

Introduce the two questions: *What makes you stressed? What makes you happy or helps you feel good?* Participants reflect individually and write their answers on post-its and place them on the flipchart. Read some of the responses together and identify common themes. Stress factors might include school, work, conflicts, social media, lack of sleep, uncertainty, or feeling overwhelmed. Positive influences may include friends, movement, music, nature, rest, family, or spending time alone. There is no need for participants to explain personal answers unless they want to.

Then ask:

- Which things can we control?
- Which things are more difficult to control?
- When we cannot change a stressful situation, what can we change about our response to it?

- Step 3. Introducing Mindfulness (5–10 minutes)

Ask participants: What does mindfulness mean to you?

After hearing several ideas, explain it as paying attention to what is happening here and now (our breathing, thoughts, emotions, body sensations) without immediately reacting to everything we experience. Emphasise that mindfulness is not about “emptying the mind.” Instead, it is about noticing what is happening and bringing attention back to the present. Introduce breathing as one of the ways of practising this awareness.

- Step 4. Breathing Exercise – Before & After (10 minutes)

Before starting, ask participants to notice how they currently feel. They can rate their level of tension or stress: 1 – very relaxed → 5 – very tense

Then guide them through a simple slow-breathing exercise for approximately five minutes. For example:

Breathe in slowly through the nose → pause briefly → breathe out slowly → repeat.

Encourage participants to notice:

- their breathing;
- tension in their shoulders and jaw;
- thoughts passing through their mind;
- how their body changes as their breathing slows.

Afterwards, ask them to rate their tension again; ask What changed?

- Step 5. Mindful Movement & Relaxation (10–15 minutes)

Continue from breathing into several minutes of gentle movement. This can include shoulder rolls; gentle neck movements; stretching the arms and upper body; slow forward folds; simple standing yoga poses; gentle spinal stretches; mindful walking; stretching combined with slow breathing. The aim is relaxation and body awareness, not physical performance.

- Step 6. My Personal Mental Wellbeing Toolkit (10 minutes)

After the practical exercises, ask participants: What helps YOU return to balance when you feel stressed or overwhelmed?

Participants identify three simple strategies they could realistically use. This makes the final result personal rather than prescribing the same relaxation method to everyone

Debriefing

Bring participants back into a circle and discuss:

- Did you feel differently before and after?
- Which relaxation technique felt most natural to you?
- Why might the same technique work differently for different people?
- What signs tell you that you need a break?
- How could you include a short mindfulness practice in your normal day?

Emphasise that mindfulness and relaxation techniques are tools for supporting everyday wellbeing and stress management, rather than solutions to every mental health difficulty.

ACTIVITY 10

Quiz Time – Test Your Healthy Lifestyle Knowledge

Quiz Time is a gamified learning activity designed to consolidate participants' knowledge after completing workshops and discussions on healthy lifestyles. Using an interactive online platform such as Kahoot!, participants review key concepts related to nutrition, physical activity, mental wellbeing, hydration, sleep, and healthy daily habits in an engaging and competitive environment.

The quiz encourages active participation, teamwork, and discussion while helping participants reinforce the most important messages of the training. The activity also allows facilitators to identify topics that may require further clarification and provides immediate feedback on participants' understanding.

Learning Objectives

By the end of the activity, participants will be able to:

- recall key information presented during the workshops;
- demonstrate their understanding of healthy lifestyle principles;
- reflect on areas where they need further knowledge;
- strengthen collaboration and communication skills;
- increase motivation to apply healthy habits in everyday life.

Target Group

10–40 participants. Youth workers, educators, volunteers, young people, and mixed international groups.

Details

- Duration 15–20 minutes, Materials: "Computer with internet access, projector, smartphones/tablets, prepared quiz.

Preparation

Before the session, prepare the Kahoot! quiz and test the internet connection and presentation equipment. Share the game PIN with participants and explain how to join the quiz using their own devices. Participants may compete individually or in small teams, depending on the

group size and learning objectives.

Ready to use Kahoot quiz: (adapt according to your group if needed)

<https://create.kahoot.it/share/healthy-body-healthy-mind-healthy-future/f65ec114-433d-4d1a-a6bd-f28a7ee50de8>

Step-by-Step Instructions

- Step 1 – Introduction (3-4 minutes)

Explain that the purpose of the activity is to review and reinforce the knowledge gained during the workshops in a fun and interactive way.

Emphasise that the quiz is not an exam, but an opportunity to reflect on what participants have learned and celebrate their progress.

- Step 2 – Play the Quiz (10-12 minutes)

Participants join the Kahoot! game using their smartphones or computers.

Questions cover topics discussed throughout the programme, including healthy nutrition; balanced meals, hydration; sleep and recovery; mental wellbeing; stress management; healthy daily habits; physical activity; screen time and digital wellbeing.

Example questions include:

- How many hours of sleep do teenagers need each night?
- Which activities can help reduce stress?
- How much water should we drink every day?
- Which habit supports good mental wellbeing?
- What are the risks of excessive screen time?
- Which food groups should be included in a healthy meal?

After each question, briefly discuss the correct answer and provide additional explanation where necessary.

- Step 3 – Reflection (5 minutes)

After the quiz, facilitate a short discussion using questions such as:

- Which question surprised you the most?
- Which topic do you feel more confident about now?
- Was there anything you answered incorrectly that changed your understanding?

Encourage participants to focus on learning rather than their final score.

Debriefing

Interactive quizzes are an effective way to reinforce learning through active participation and immediate feedback. By combining friendly competition with discussion, participants are more likely to remember important information and recognise areas where further learning may be beneficial.

The activity also demonstrates that learning about healthy lifestyles can be engaging, enjoyable, and collaborative. Rather than measuring success through scores alone, the quiz encourages participants to reflect on their progress and apply the knowledge gained throughout the programme to their everyday lives.

Learning Outcomes

- reinforce key concepts related to healthy lifestyles;
- evaluate their understanding of the workshop content;
- increase confidence in making informed health-related decisions;
- strengthen teamwork and communication skills;
- identify practical actions they can implement in their daily routines.

Tips for Facilitators

- Encourage discussion after each question.
- Remind participants that mistakes are valuable learning opportunities.
- Keep the atmosphere supportive and avoid placing excessive emphasis on winning.

Adaptation Ideas

For younger participants-use fewer questions with more visual elements and simplified language.

For larger groups-divide participants into small teams to encourage collaboration and discussion before answering.

For offline sessions-replace Kahoot! with printed quiz cards, a board game format, or a "True or False" activity where participants move to different sides of the room to indicate their answers.

For follow-up activities-invite participants to create their own healthy lifestyle quiz for another group, reinforcing their knowledge while developing creativity and communication skills.

HEALTHY LIVING AND THE SLOW FOOD MOVEMENT

Healthy living is more than following a diet—it is a balanced lifestyle that includes proper nutrition, regular physical activity, adequate rest, and informed food choices. Every meal we eat has both an energy value and a nutritional value, so it is important to focus not only on the amount of food but also on its quality.

The Slow Food movement promotes food that is produced naturally, processed carefully, and enjoyed mindfully. Its philosophy emphasizes fresh, local, and seasonal ingredients that support both human health and environmental sustainability.

A healthy diet should include:

- Vegetables and fruit, which provide vitamins, minerals, and fiber.
- High-quality protein, such as fish, poultry, legumes, and cottage cheese, to support muscles and overall health.
- Whole-grain products, which provide long-lasting energy and improve digestion.
- Healthy fats from nuts, seeds, olive oil, or locally produced sunflower and rapeseed oils.

Simple healthy meals include oatmeal with fruit and cottage cheese for breakfast, baked fish with vegetables and quinoa for lunch, and a light salad with chickpeas for dinner.

Food quality begins with healthy soil. Sustainable farming methods that avoid excessive chemical use help preserve biodiversity, protect the environment, and produce healthier crops.

Slow Food Pressburg is the Bratislava branch of the international Slow Food movement and a member of the global Terra Madre network. It

brings together local farmers, food producers, chefs, and consumers to protect traditional cuisine, support local food production, and promote sustainable agriculture. The organization also hosts educational events, local food tastings, and participates in international initiatives that encourage fair and environmentally friendly food systems.

Choosing high-quality, locally produced food benefits our health, supports local communities, and contributes to a more sustainable future.

PILLARS OF HEALTHY EATING



VEGETABLES AND FRUIT

They provide the body with vitamins, fiber and minerals.



HIGH-QUALITY PROTEIN

It supports muscle health. Sources include fish, poultry, legumes and cottage cheese.



WHOLE-GRAIN FOODS

They ensure stable energy levels and good digestion.



HEALTHY FATS

They come from nuts, seeds, olive oil, sunflower, rapeseed and mustard.

THE QUALITY OF FOOD BEGINS WITH THE SOIL



Food quality is closely linked to the quality of the raw ingredients grown – and thus to the quality of the soil.

Sustainable farming methods without chemicals help protect our health, preserve biodiversity and support a healthier environment.



Healthy soil



Healthy crops



Healthy food



Healthy people

TIPS FOR SIMPLE MEALS



BREAKFAST

Oatmeal with fruit and cottage cheese.



LUNCH

Baked salmon with vegetables and quinoa.



DINNER

Light salad with chickpeas and vegetable oil.



SLOW FOOD PRESSBURG



Slow Food®
Pressburg

Slow Food Pressburg is the Bratislava branch of the international Slow Food movement and part of the global Terra Madre network.

- Local food communities – connecting farmers, artisanal producers and chefs who follow strict quality and environmental standards.
- Terra Madre Day – celebrated every year on December 10th through public events, webinars and local food tastings.
- Advocacy and awareness – promoting agroecology, traditional cuisine and fair, sustainable food systems in Slovakia and Europe.



APPENDICIES

The Appendices section brings together a collection of practical, ready-to-use materials that complement the activities presented in this book. These resources are designed to help participants turn knowledge into everyday action and to support youth workers and educators in delivering healthy lifestyle activities in their own communities.

The section includes the ***Water Challenge Guide, Mini Habit Tracker, Hunger and Fullness Scale, Healthy Nutrition Checklist, and Smart Food Choices Guide***. Each resource can be used alongside the relevant activity in the book or independently as a handout, reflection tool, personal challenge, or follow-up resource.

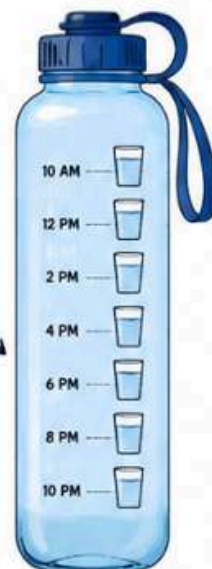
All materials are designed to be easy to print, share, and adapt according to the needs, age, and context of the group. Facilitators are encouraged to use them flexibly and integrate them into workshops, local activities, or individual learning.

WATER CHALLENGE

Small habit, big difference

Challenge
Duration:
3 DAYS

Color a
glass every
time you
drink it!



MY DAILY WATER GOAL



My weight:

_____ kg

Calculation:

Weight x 30 ml

My daily goal:

_____ ml

(_____ L)

30 ml of water per 1 kg of body weight

DAY 1

- Drank a glass of water after waking up ☐
- Carried a water bottle during the day ☐
- Drank water before meals ☐
- Reached my daily water goal ☐

HOW DID I FEEL?

- Energy ☆☆☆☆☆
- Focus ☆☆☆☆☆
- Mood ☆☆☆☆☆

Notes:

DAY 2

- Drank a glass of water after waking up ☐
- Carried a water bottle during the day ☐
- Drank water before meals ☐
- Reached my daily water goal ☐

HOW DID I FEEL?

- Energy ☆☆☆☆☆
- Focus ☆☆☆☆☆
- Mood ☆☆☆☆☆

Notes:

DAY 3

- Drank a glass of water after waking up ☐
- Carried a water bottle during the day ☐
- Drank water before meals ☐
- Reached my daily water goal ☐

HOW DID I FEEL?

- Energy ☆☆☆☆☆
- Focus ☆☆☆☆☆
- Mood ☆☆☆☆☆

Notes:

REFLECTION

- Did I have more energy? _____
- Did I feel less hungry between meals? _____
- Was it easier to concentrate? _____
- Did I notice any change in my mood? _____
- What was the most difficult part of drinking enough water? _____
- What habit will I continue after this challenge? _____

Remember!

Sometimes what feels like hunger is actually thirst.



Before reaching for a snack, try drinking a glass of water and wait a few minutes.

Healthy habits don't start with perfection. They start with one simple action repeated every day.



DRINK 1 GLASS
AFTER WAKING UP



1 GLASS
BEFORE EACH MEAL



CARRY YOUR
BOTTLE



BE CONSISTENT,
NOT PERFECT

MINI HABIT TRACKER

SMALL HABITS TODAY. BIG CHANGES TOMORROW.

	MON	TUE	WED	THU	FRI	SAT	SUN
 MOVEMENT Move my body for at least 10 minutes	☐	☐	☐	☐	☐	☐	☐
 WATER Drink enough water today	☐	☐	☐	☐	☐	☐	☐
 BALANCED FOOD Eat balanced meals and listen to my body	☐	☐	☐	☐	☐	☐	☐
 NOTES	 I'M PROUD OF...						

HUNGER & FULLNESS SCALE

Listen to your body. Eat with awareness.



TIPS



Eat regularly every 3-4 hours.



Choose balanced meals that include protein, fiber and healthy fats.



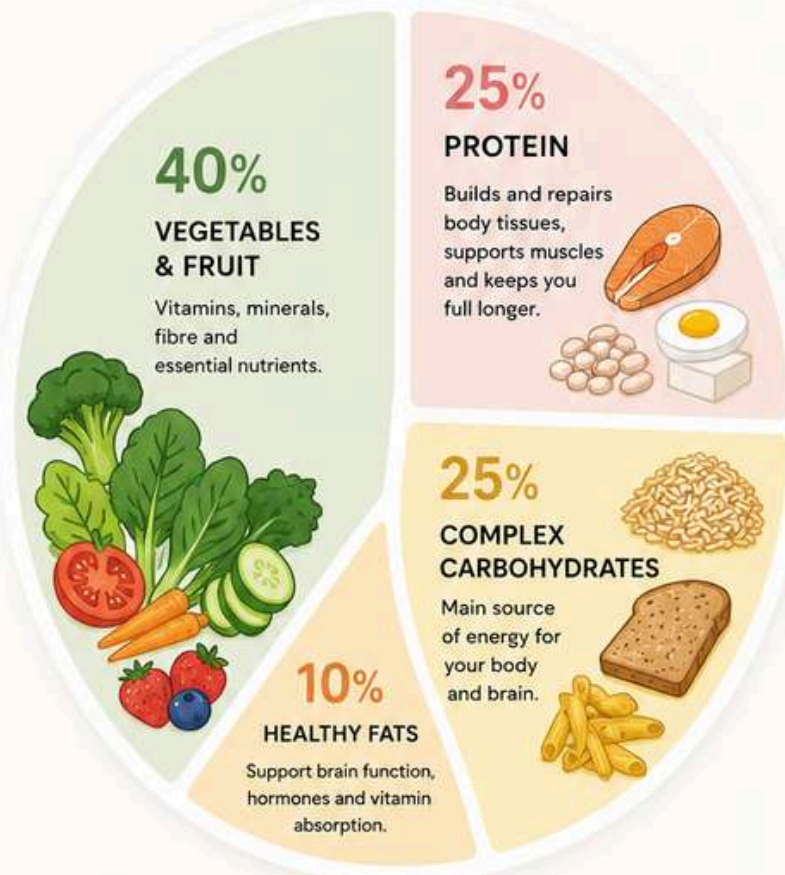
Drink enough water. Sometimes thirst feels like hunger.

HEALTHY NUTRITION CHECKLIST

Small daily choices. Big difference.

THE PLATE METHOD

Use this simple guide for balanced and satisfying meals.



BALANCE

Eat a variety of foods from all groups.



HYDRATION

Drink enough water every day.



REGULARITY

Eat regular meals and listen to your hunger.



WELL-BEING

Food is fuel, but also part of your well-being and enjoyment.

DAILY CHECKLIST



I ate at least 2 portions of vegetables or fruit today.

☐


I included a source of protein in my main meals.

☐


I chose whole-grain or complex carbohydrates whenever possible.

☐


I included healthy fats such as nuts, seeds, avocado or olive oil.

☐


I drank enough water throughout the day.

☐


I ate regular meals instead of skipping them.

☐


I limited sugary drinks and highly processed snacks.

☐


I listened to my body's hunger and fullness signals.

☐


I ate something that was both nutritious and enjoyable.

☐


I focused on balance rather than perfection.

☐


DON'T FORGET TO HYDRATE!

Drink water regularly throughout the day.

Aim for 6-8 glasses of water.



REMEMBER

- Every meal doesn't have to be perfect.
- Small improvements are more sustainable than strict diets.
- Healthy eating should fit your lifestyle, budget, and preferences.
- Food is fuel, but it is also meant to be enjoyed.

SMART FOOD CHOICES GUIDE

A quick checklist before buying or eating

Healthy eating isn't about choosing the "perfect" product.
It's about making informed, balanced choices every day.



1 DON'T JUDGE BY THE FRONT OF THE PACKAGE

Marketing often highlights words like:

"Natural" "Fitness" "High Protein" "Low Fat" "Sugar Free"

- ✓ Turn the package around and check the nutrition information.



2 ASK YOURSELF THREE QUESTIONS

Before putting a product into your basket, ask:

- ☐ Do I really need this?
- ☐ Is this product nourishing my body or just satisfying a craving?
- ☐ Is there a simpler alternative?



3 KEEP IT SIMPLE

Many healthy foods don't come with colourful packaging.



Eggs



Fruit



Vegetables



Oats



Beans



Nuts & seeds



Potatoes



Fish

- ✓ Simple foods are often nutritious, affordable, and versatile.

4 THINK BEFORE FOLLOWING TRENDS

Ask yourself:

- ☐ Am I choosing this because it is healthy... or
- ☐ Because I saw it on social media?



Remember:
Trends are optional.
Healthy habits are sustainable.

5 READ BEYOND THE LABEL

When comparing products, check:



Ingredients list



Added sugar



Protein content



Fibre content



Portion size

- ✓ A product that looks healthy isn't always the healthiest option.

6 BALANCE OVER PERFECTION

There are no "good" or "bad" foods.
Instead, aim to:

- ✓ Eat a variety of foods.
- ✓ Include vegetables or fruit every day.
- ✓ Drink enough water.
- ✓ Enjoy treats in moderation.
- ✓ Focus on long-term habits instead of strict diets.



MY PERSONAL HEALTHY CHOICE

This week, I will...



REMEMBER

Healthy lifestyle is not about perfect food.

It's about better everyday choices.

CONCLUSION

A healthy lifestyle is not created through one perfect meal, one workout, or one stress-free day. It is built gradually through the choices, routines, and habits that become part of our everyday lives.

Throughout this Activity Book, we have explored health from different but closely connected perspectives. Balanced nutrition gives our bodies the energy and nutrients they need. Regular movement supports our physical health, mood, and ability to manage stress. Taking care of our mental and emotional wellbeing helps us understand our needs, build resilience, and maintain balance in our daily lives. Together, these elements contribute to a healthier body, a healthier mind, and a healthier future.

The activities presented in this book also remind us that there is no single formula for a healthy lifestyle. Our habits are influenced by our culture, environment, opportunities, personal preferences, and everyday realities. What matters is developing awareness, making informed choices, and finding realistic solutions that can be maintained over time.

We therefore encourage youth workers, educators, organisations, and young people to use these activities as a starting point. Adapt them, discuss them, experiment with them, and bring them into your own communities. A small workshop can inspire a new habit; a conversation can change a perspective; and one positive experience can motivate someone to take better care of themselves.

The **Healthy Mind, Healthy Body, Healthy Future** project shows that promoting health does not have to be complicated. Sometimes meaningful change begins with something very simple: moving a little more, eating a little more consciously, taking time to breathe, listening to our bodies, and supporting one another.



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My dear friend,

A healthy lifestyle is not built through strict diets, intense workouts, or perfect daily routines. It is created through your small, consistent choices that support both physical and mental wellbeing. Understanding how to make informed food decisions, build balanced meals, stay hydrated, move regularly, and manage stress are valuable life skills that can positively influence health today and in the future. The goal is not perfection, but balance, awareness, and sustainability. By developing healthy habits step by step, you can improve your energy, mood, resilience, and overall quality of life, creating a strong foundation for a healthy mind, a healthy body, and a healthy future.

Make a step and invest in your future!



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