



# Sport for All Manual

Dossier of Values for Life



### Presentation

#### Goals

Sport is an effective tool to reproduce values of our society. Because of its universal character, some of its manifestations are associated with values and attitudes such as cooperation, dialogue, respect, responsibility, honesty and creativity. This argument is enough for that sport can become a highly transformative element in the educational process of children and youth.

The main goal of the following manual is to provide resources for the teaching of values in boys and girls from age 6 who benefit from the practice of table tennis. Talk about values is to refer to one or more elements that we consider important in our lives, codes of behaviour that form a moral base on which you can decide what is or is not correct. In short, this collection of resources is an essential tool for those who drive the promotion and development of table tennis as a vehicle for change.

#### Methodology

The manual is divided into five dimensions starting from the personal level to the group: Individual, Family, Friends, Society and Health. We propose that the issues are dealt with on a monthly basis and that they follow, as far as possible, this concentric sequence varying each of the dimensions. The games and other activities proposed are general guidelines to work with values, but they must be adapted to the context of your group according to its needs, age, and other characteristics presented by each particular group.

In addition to the methods detailed in this manual, we appeal to the creativity and resourcefulness of the facilitator in order to add more activities such as documentaries, educational videos, testimonials from role models, role plays, using the arts, talks with experts, excursions and contact with nature, visits to shelters and hospitals, among others. Your experience and knowledge of table tennis are also crucial to enrich this program, so we recommend adapting activities that revolve around our discipline.

It is suggested that these activities occupy about 20% of the table tennis program and are accompanied by a tournament or recreational activity to positively reinforce the experience. For example, sessions for values could be scheduled during the last week of each month and include a mini tournament "fly" and at the end you could have a picnic where every boy or girl brings something to share with others.

### The Role of the Facilitator

Working with youth and adolescents implies a big challenge, yet rewarding for those who promote their training. You should know that you are their main model and at all times you must promote fair treatment to all and full respect for the rules. First of all, the great concern of all teachers is to know the most suitable ways and means for convey the spirit of equality, justice, tolerance and personal fulfilment to the participants.

Instructors and facilitators require extra help in their training. In addition to technical training in table tennis, pedagogical contents are essential as they are the basis of education. For example, it is relevant that the facilitator is aware of the major transformations and moments of crisis that teenager face and of the type of role that they should take as trainers concerning these complex processes of physical and emotional changes. The training work is not only subject for Associations; it is the task and responsibility of the facilitator to search for updates and expertise on all issues that are inherent to his or her mission.

### A few tips.

- Prepare an agenda: Write in advance what you plan to do and make sure that all the resources and materials you are going to need are there. Present it before starting the session and ask if anyone has any suggestions.
- The time required for each activity is provided in the manual, but be flexible: Shorten the activity if the group doesn't seem to be interested or allow continuing if there is an interesting discussion.
- The same if the proposed activities do not fit the type of group you manage try to use different types of activities: dynamics, discussions, representations or short dramatizations, small investigations, videos and drawings. Be creative.
- Be sure to take a break every 90 minutes or even more often for groups with younger boys and girls.
- Create rules for the group: Ask the group what rules they would like everyone to follow. People feel safe when they know what is expected from them and when they know that everyone is willing to follow the same rules.
- Help everyone to get involved: Develop the activities in small groups (4 or 6 participants); so that everyone who wants has the opportunity to speak (some people are not used to speak in front of large groups). In larger groups, take care not to allow a few to take control of the discussion.
- Reserve some time for evaluation: At the end of each activity session, ask the group what they think about the day. Please incorporate their suggestions and change the agenda of the next session to be better connected to the needs and interests of the group.

### Managing difficult situations

One of the biggest challenges as a guide and trainer of boys and girls is to know how to cope with critical situations that may arise in your group. Many of them may have experienced sore family crisis or perhaps suffered some form of abuse from someone else. This can generate reactions full of aggression, pain, sadness, fear and shame. To handle these situations and guide your group conveniently, we recommend the following:

- Inspire confidence and take care of the specific group situations. At the beginning of each session, inform the participants of your group that the shared situations or stories won't leave the group. Make sure the other members of the group also commit to it. However, if you think someone is at risk of suffering serious harm, discuss it with his or her parents, school teachers or with whom you believe can help in his or her care.
- Do not force someone to share his or her personal experiences if he or she doesn't want to. In case they don't want to express themselves, respect their silence and try to find other ways to help them with their problem.
- If they decide to share, listen to what they have to say and show them that you are grateful and that you appreciate what they have told to the group. If they express strong emotions, try to reflect on them without shaming anybody. For example, you can say: "Hearing that story has touched you so much, sure there are others in the group feeling the same!"
- Provide options and exits to the problems of your participants. For example, research organizations that may provide emotional, legal or other kind of support if someone in your group needs help.
- After discussing complicated issues, you may need to develop an activity that helps to relax the atmosphere. Take a break, intersperse a dynamic or listen to music can help overcome these strong emotions.

# Section 1:

# INDIVIDUAL

## 1. Self-esteem

### Activity name:

The message

### Presentation of the value

The self-concept of an individual is essential for his or her personal development both professional and emotional. Self-discovery is essential to detect those personal characteristics in its multiplicity in a positive way so that individuals learn to esteem themselves and overcome certain fears or prejudices.

All of us have an idea about what self-esteem is. We can consider it as the attitude that a person has to him or herself. It is a dynamic process that is influenced by many throughout life. Positive developments reinforce positive self-esteem and failures trigger the negative, and this can happen simultaneously in daily life.

### Teaching:

I am worth!

### Goals

Raise the internal curiosity exercising skills of self-knowledge and author revelation to others. Increase self-esteem and develop group confidence as a support space.

### Suggested ages

10-18 years

### Duration

40 minutes

### Procedure

- Distribute the participants in a large space where they can have a moment of reflection.
- Silently each participant designs an advertising that represents his or her most important qualities as a person in the most realistic way, imagining that anyone would buy that product. The aim of the activity is likely to give a complete picture of their personality in a few words. For this purpose they can use whatever comes to their imagination: symbols, slogans photographs representing the main achievements and dreams.
- You can give them some ideas for their advertising such as:
  - I am creative and I know how to paint on canvas.
  - I am good at Algebra exercises.
  - I am a responsible brother.
- Once each participant has completed his or her advertising, they are collected and randomly distributed among all participants. The author cannot be released during the discussion but wait for

the others to guess his or her identity. The moderator's role is important as it should be channelled so that comments are positive without an exaggerated tone if personal characteristics are noticeable.

- Once all the identities have revealed, reflection questions arise:
  - How did I feel during the activity? May I think that they understand me?
  - How did I react to the comment of others?
  - Have we found details of ours who had gone unnoticed?
  - What would my best friend say if reading my description?
- Within the reflection you can tackle some of these strategies to build their self-esteem:
 

<ol style="list-style-type: none"> <li>1) Praise and not ridicule.</li> <li>2) Discover their qualities.</li> <li>3) Improve their body image.</li> <li>4) Help to tolerate frustrations.</li> <li>5) Teach them to feel proud of their achievements.</li> <li>6) Identify emotions and feelings.</li> <li>7) Value their opinions.</li> <li>8) Make them feel like an important member of their family.</li> </ol>	<ol style="list-style-type: none"> <li>9) Celebrate their successes.</li> <li>19) Avoid overprotection.</li> <li>11) Know well the environment of the teenagers.</li> <li>12) Encourage the relation to groups.</li> <li>13) Encourage their creativity.</li> <li>14) Help them to set goals.</li> <li>15) Be interested in their school life.</li> </ol>
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### Resources

- A3 size white cards for each teenager.
- Crayons, colours, magazines to cut.

## 2. Self-control and anger management.

**Activity name:**

Healthy thoughts

## Presentation of the value

It is not always common to have an assertive reaction to a crisis situation. Constructive thoughts that allow reasoning appropriately in these circumstances are stripped by negative thoughts that lead to angry outbursts or violent impulses. For example, if we think that dogs are brave and always bite, probably we will feel fear every time we see a dog in front of us.

We could describe the self-control as my ability to stay in control in situations of distress, misunderstanding or tension. There are two ways of losing control by disproportionate reactions: Inhibit when a person withdraws into her or himself and is unable to express her or his feelings and explosive when a violent and immediate reaction is triggered. As instructors and trainers we must know how to channel these emotions positively with activities like the next one:

## Teaching:

Control thoughts or ideas held about the person or situation, resulting in an assertive and controlled response.

## Goals

The purpose of this session is to identify where these reactions are born and show that having control over these thoughts can also change their emotions and / or reactions.

## Suggested ages

10-18 years

## Duration

45 minutes

## Procedure

- The facilitator proposes the following situation:

*“Imagine you have an appointment with your best friend and you have been waiting up to an hour, but she or he doesn’t come.” After this, ask to 3 or 4 participants:*

- It will be reflected on it if there are reactions of anger, rage, and irritation to the presented situation.
  - What did you think when you were waiting and your friend didn’t arrive?
  - How did you feel at that moment?



- How common is it that you have these kinds of reactions?
- The next step will be to form four or five groups and each of them has to choose a coordinator. The group will receive a conflictive situation which must be resolved according to a readjustment of thoughts and emotions. Each group has the help of a roadmap to write down each of the thoughts, and a self-instruction guide for not responding aggressively.
- After resolving the conflicts, the coordinator of each group reads their responses to the whole group. The facilitator should emphasize that the thoughts are what activating and increasing emotions are. It is therefore possible to change our emotional response, compared to a situation or particular event, using positive and healthy thoughts. For this to occur, it is advisable to keep in mind the self-instructions presented in the support guideline.
- Finally, muscle relaxation techniques are acquired as another way to control a crisis situation. When the body is under stress, it fosters inappropriate reactions. Certain exercises help to relax, as for example the relaxation of neck muscles. We recommend to work on this with the following exercises:
  - Take a comfortable position and close the eyes.
  - Tense the muscles of your neck, taking it gently back, focus on the places where you notice the tension (the sides, neck).
  - Direct your attention to these areas and relax, slowly release the muscles of your neck.
  - Pay attention to the sensations in those muscles while relaxing.
  - Focus on the difference between tension and relaxation.
  - Inhale deeply through the nose, hold the breath for a few seconds and slowly exhale through the mouth.

### Resources

- Situations sheet (example)

### Situation 1

Your mum calls your attention in front of your friends.

What would you think?	How would you feel?	Change your thinking.	Change your feeling.

### Self-instructions sheet

#### REGISTER OF SELF-INSTRUCTIONS

##### Instructions:

Try to use one of the following self-instructions next time when you feel like you are getting angry. Make them yours!

1. While you remain calm you can control the situation.
2. Let's take things without exaggeration. Don't leave your boxes.
3. Think about what you want to achieve.
4. No need to prove anything to anyone.
5. There is no reason to bother.
6. Look for the positives.
7. You won't let this bother you.
8. He is probably not happy, that's why he seems so annoying.
9. You cannot expect people to act as you want.
10. Your muscles are tense. It's time to relax.
11. Probably, he is looking for you to lose papers, control yourself!
12. Stop! Take some deep breaths.
13. Try to solve the problem. You can deal with respect to that person.
14. Other...

## 3. Transparency and fair play

### Activity name:

Game creators

### Presentation of the value

Transparency is the basis of all sporting activity. According to the Olympic Charter, fair play is based on the principle of equal conditions on competition and the profound respect for human beings.

Fair play has to do with the choices you make: what is right and what is wrong. People pay attention to how you play according to the rules. You earn reputation of a good or bad sportsperson and this will continue long after the end of the competition. This can determine how people treat you even before they get to know you. To adjust to the spirit of sport and build a good reputation of yourself, you should always: show respect for yourself and for others (competitors, umpires and staff); respect the rules of the competition and of clean sport; be both a good winner and a good loser.

### Teaching:

Playing within the rules is also fun. Sport does not have much meaning without fair play. We play sports for the opportunity to show our unique talents, to share, to make friends and to have fun. Fair play makes this all possible.

### Goals

Based on a recreational activity, this activity seeks the recognition of the value of rules and consequences that are generated by breaking rules. Therefore, transparent behaviour is a priority for all participants in each of the places where they operate. At school, at home, in the club.

### Suggested ages

8-15 years

### Duration

45 minutes

### Procedure

- At the beginning you should divide the participants into 3 groups. To do so, you can use a technique of groups. We recommend you to use the “division into groups of interest”, asking and grouping. Those who love football, who lives in apartments, who has a cat, etc. Those interested in... interested in...
- After that, each group should choose a leader. Using the challenges cards, each group will be assigned by lottery to create a game that can be invented individually or collectively according to

the challenge and for which they should use all the resources that are in the training hall: balls, rackets, nets, cones, benches, jump ropes.

- After ten minutes, the groups must present their created games. The exposition will be held according to the order of the challenges cards. The other two groups will act as players and the hosts collaborate as guides and observers. Take into account to include the following variations in each intervention.
  - Group 1: without umpire.
  - Group 2: One of the group representatives will be the umpire.
  - Group 3: you are the umpire.
- After the three presentations speak with each group about all their impressions both in the role of creators and players. In particular, you should emphasize the following:
  - What was the difference in the three groups?
  - Is it possible to have a fun and competitive game with clear rules?
  - What were the consequences for offenders?
  - How did it feel to be punished?
  - What happens when there is no umpire to control?

### Resources

- Balls of different sizes
- Sacks
- Hula hoops
- Ropes
- Benches
- Rackets
- Other sports equipment and everything they find around.

## Section 2:

# FAMILY

## 4. Communication between parents and children

### Activity name:

Ping Pong “Confidence Cup”

### Presentation of the value

By communication we mean to share the “intimate” of each, what each person feels inside, which is always original, unique, exclusive, and not repeatable and which only oneself know and value. It is essential that parents know how to understand their children, know how to intuit what they care about, what they want to say and what needs they have.

The kids begin to share their leisure time away from home with their friends rather than doing things together with their parents, so it is fundamental to use the early childhood to establish a close relationship between parents and children. Leisure time shared during childhood serve as a basis for building trust for life.

### Teaching:

I trust. I know that I can tell you everything.

### Goals

Develop confidence and communication as a basis of the role of the family in the formation of a sportsperson.

### Suggested ages

6-18 years

### Duration

4 hours.

### Procedure

- The family circle is an important element in the personal development of a child or teenager. Your role as a trainer also includes the parents. We suggest that you to organize a “lightning” table tennis tournament where parents and children participate. This will give you the opportunity to learn more about their family life and also integrate and engage them as models for their children.
- Probably many of your kids come from extended families where for various reasons parents roles have been assumed by older brothers and sisters, uncles and aunts, grandparents or guardians. They are equally important in their formation so do not forget to include them also in the activity.
- Try that the game methodology is fun for everybody and allows teamwork. Doubles are a good choice and don’t forget to reward all the teams at the end of the event with a small symbolic gift.

- After generating this approach, you will have to strengthen the trust and communication that was generated by the tournament. To do this, you can put the challenge that after one or two weeks they have to get an old photo of their parents, ideally one of dad and one of mum. Photos and memories of the past can be a valuable resource at the moment to start a conversation between parents and children and to express own values and shared memories.
- Ask the group to share a few minutes with dad and mum at home. When you explain the activity, you can guide them with questions like:
  - What time did your parents put you to get home?
  - At what age did you first go to a disco?
  - What is the story you remember most of your time at school?
- Parents also have their role in the activity. Therefore we suggest you to write a secret letter that you deliver the day of the family tournament. In this letter you should tell them about the game with the photos. This will be an excellent opportunity to increase their confidence and improve communication and to learn more details about their goals, fears, difficulties and expectations. For example:
  - What profession would you like to exercise?
  - Is there any girl or guy you like?
  - What do you think about alcoholism?
- Finally, as a feedback, at the next training, you can do a brief sharing where each of your guided participants can express her or his emotions during the activity and tell some funny detail about their parents' youth.
- Don't forget to keep in touch with parents whenever possible.

### Resources

- Tables, nets, separators.
- Symbolic award for all participants.

## 5. Roles and Responsibility

### Activity name:

The world upside down

### Presentation of the value

Many teens believe that their only responsibility is to receive nourishment, clothing, education and everything necessary from their parents. Any human being needs to know that he or she is performing a role that makes him or her feel useful. A teen who doesn't take a task at home will feel dissatisfied and unhappy with his or her performance.

Despite the social changes in which parents share less and less time at home, young people should be able to recognize and appreciate all the effort they make and take responsibility at home starting with small tasks like taking out the trash or washing dishes.

### Teaching:

I know my mission in my family and I am an example for my brothers and sisters.

### Goals

Correct inappropriate behaviour and detect problems children may be facing in their home through a dynamic of reverse roles.

### Suggested ages

8-16 years

### Duration

40 minutes

### Procedure

- Use a group building technique to divide the group into five or six groups of three persons each, depending on the number of participants. You can use a dexterity game with little balls, such as writing in each of them the names and their respective group, but in disorder so it is a challenge to find the group they belong to.
- Each member has to take a role: one of them will represent the dad / mum, another one the polite child and the third the spoiled and capricious child.
- After that, each group represents in a four minutes play a typical family situation: e.g. cleaning dishes, a shopping day, laundry, etc. The idea is that each participant view from another perspective what is his or her family role and so can recognize the efforts that their parents do every day.
- You must be very observant and perceive behaviours they reflect in their representation. To complete the activity collect all the negative attitudes you have detected and channel them towards



a commitment to change in each. On the other hand, it is important that each of the participants sees with new eyes the effort their parents do for them and that they know that they must change from a passive to a participatory role within their home.

### Resources

- Ping pong balls,
- Markers

## 6. Alcoholism at home

### Activity name:

Ask for help!

### Presentation of the value

Adolescence is a complex stage for all during which the many ups and downs as well as physical changes affect the character of a teenager. If to this period of crisis is added a parent with a drinking problem, the mixture can really be explosive.

There are many reasons why the tendency to drink from a parent contributes to feelings of anger, frustration, disappointment, sadness, shame, worry, loneliness and helplessness in their son or daughter. Although every family is different, people who grow up with alcoholic parents often feel lonely, unloved, depressed or overwhelmed by the secret lives of their families.

### Teaching:

Ask for help is a healthy step to face alcoholism of someone at your home. Take care of yourself is what your parents would want you to do, especially if they can't manage it due to drinking.

### Goals

Help the adolescent to detect this type of behaviour in their parents recognizing alcoholism as a disease that requires a treatment. Come up with ways out of this big problem.

### Suggested ages

10-16 years

### Duration

40 minutes

### Procedure

- You can start the activity with a reflection. We recommend to use a video (resources) or follow the plot line of this story:

*“Tony is lying in the bed when he hears the slam from the front door of his house. He covers his head with his pillow to avoid hearing his parents discussing. Tony knows that his mother felt back to drink. He starts to worry about coming late to school and realizes that he probably has to help his younger sister to get ready.”*

- The kids should put themselves in Tony's situation and describe how they would feel if they have to go through a similar situation or tell if they have already passed something like that.

- Alcoholism is a disease and like any other disease it requires a treatment. That is why the kids should know how to react if they live a situation of alcoholism at home. They should ask for help. It is important that they know the eight steps to follow with an alcoholic.
  - Recognize the problem.
  - Stay informed.
  - Identify their own emotions.
  - Learn about healthy coping strategies.
  - Search for support.
  - Search for a safe environment.
  - Stop the cycle.

### Resources

- Reflection video.  
Effects of alcoholic parents.  
<https://www.youtube.com/watch?v=jiFJW9XRGp0>

7.

8. Domestic violence.

### Activity name:

New finals

### Presentation of the value

Some forms of violence that a child may experience at home are: emotional, physical, sexual, neglect, forced early marriage, domestic violence, and mutilation, among others. Parents, stepparents, guardians, siblings, relatives and others who care for children can be responsible for the violence they suffer at home.

Children's rights are contained in the Convention on the Rights of the Child (CRC), an international human rights treaty adopted by the UN in 1989 which has been ratified by almost every country in the world. For example, in Hong Kong the Councils of Children allow young people to express their views on issues that concern them.

### Teaching:

I have the right to be protected from all forms of physical and psychological violence, of degrading punishments, injury, neglect and abuse.

### Goals

This activity uses drawing to help the kids to reflect on different forms of violence at home and to teach them how to react to them.

### Suggested ages

6-16 years

### Duration

45 minutes

### Procedure

- You can start the activity with a reflection. We recommend to use a video (resources) or follow the plot line of this story:

*"My father tied me to a tree and beat me in front of the whole neighbourhood for playing cards with my cousin. Now, the whole neighbourhood bothers me, making me feel worse than the beating itself."*

*South Asian boy*

*Some of our parents fight in front of us causing us pain and worry.*

*Some of our parents always return home drunk and do not care for our physical, emotional and nutritional needs. Some children and adolescents care for their parents and siblings, because the parents are not responsible.”*

*Young eastern and Southern African man*

- Discuss the types of violence against children and adolescents that may occur in the home and family.
- Make the group draw an example of violence against children and adolescents in the home, each in a box of the “comic strip”, working in pairs or small groups. Then, using a second sheet of paper, show them a different ending (one in which the child or teen gets help protecting him or her and preventing violence.
- Alternative modality: A group can draw an example, and then give the “comic strip” to another group for them to complete. Once completed, it returns to the original authors. So everyone can see ideas he or she didn’t imagine before!
- Share the “comic strips” by passing them to all participants. The situations can be represented or used as an argument for a puppet show.
- Discuss with the group:
  - What new ideas to cope with violence have they learned from this activity?
  - What kinds of violence can face children and adolescents?
  - For what types of violence do you need the help on an adult?
- As a follow up and enforcement of this activity you might publish the “comic strips” in a book or local magazine.

### Resources

- Sheets of A4 paper, with printed grids if possible as if they were “comic strips”.
- Pens or pencils.
- Coloured pencils.

## Section 3:

# FRIENDS

### 9. Friendship

### Activity name:

Blind persons and guides

### Presentation of the value

One of the most important aspects in groups joined through sport is the interaction with the teammates. Adolescents gradually access the experience of friendship once surpassed the egocentrism of childhood, although the emotional and psychological instability of this age produces difficulties to live friendship with certain deepness and continuously.

Friendship reflects the need of all humans to communicate with others to express and receive affection. In true friendship you learn to express love, respect, sincerity, loyalty, trust and generosity; you learn to accept each other with all faults and qualities. For friends to be friends and not just acquaintances there must be a mutual support. With a friend you share fun and illusions, but also worries and sorrows.

### Teaching:

Confidence in my teammates is a treasure that has to be cultivated.

*"A father's a treasure; a brother's a comfort; a friend is both." (Benjamin Franklin)*

### Goals

This activity aims to reinforce the value of friendship based on elements like trust and sincerity by presenting it as a fundamental experience of life.

### Suggested ages

6-16 years

### Duration

40 minutes

### Procedure

- Gather the kids around a big circle.
- To begin the activity, organize a small warming up by playing "Frozen". For this the group must build a large circle and you place yourself in the middle to lead the game. Randomly, you should point on one of the participants. Who receives the signal will bend and immediately the two partners who are located on his or her side must freeze through a signal. Who reacts first remains in the game and who do not, remains seated. The eliminated participant remains on his or her knees and the following participant alive will participate in the next contest. Feel free to repeat two or three rounds of play before starting the second activity.
- For the second activity it is necessary to divide the group into two; half of the group are blind persons and the rest guides. The blind persons should be led by their teammates who are guides around the hall or in the environment in search of a track. After five minutes, they change roles. At

the end of the exercise, the guide and the blind person sit down to talk about the experience of trust each other: was it easy or difficult; how did they feel more comfortable, being guide or blind; etc.

- Finally, the tracks are used as tools for painting a banner and the group will choose an emblem and a slogan that will symbolize this moment of union.

### Resources

- Blindfolds
- White cloth 3 x 3 meters
- Paintings, spray and other artistic elements.

## 10. Bullying

**Activity name:**

We don't bully here



### Presentation of the value

For many children and adolescents it is quite difficult to participate normally in a group. Bullying has turned into a serious problem and affects especially adolescents during their early forming stage. A global survey conducted by WHO on violence and health of students between 13 and 15 years, expressed that 42% of female students and 50% of male students report having suffered bullying within the last 30 days. This activity aims to identify the phenomenon of bullying as a negative and hurtful practice in such a way to acquire meaning. Bullying in social networks is presented as an example putting the aim on preventing more children of suffering it themselves.

### Teaching:

Words can hurt even more than beats. Before they come out of your mouth, you should get used to think. Maybe they can harm someone more than you'd think and maybe, when you realize this; it will be too late to fix it.

### Goals

Set the main manifestations of bullying in adolescents and provide exits to act in a situation of abuse based on empathy with others.

### Suggested ages

8-18 years

### Duration

40 minutes

### Procedure

- Prepare the group with the mirror game. Divide the group into pairs. The activity consists in imitate the movements of the other partner as if he were reflected in a mirror. After one minute, change the roles and the other participant has to imitate his partner. Make a brief discussion of the sensations that left this experience and emphasize that we may know to see with the eyes of the others what happens inside of our friends and not always with our owns.
- After this, show them the video "I hate Charles", which shows all the negative effects of discrimination against a person. The moderator should guide the participants so that they put themselves in the shoes of a person who receives a bullying attack. Some points you should treat:
  - What are the most known types of bullying?
  - Have you bullied another person?
  - Have you ever felt a victim of bullying?
  - How would you feel in such a situation?
- Finally, you ask them to write individually a positive message for a friend who is going through a situation of bullying on the white cards. Every participant should write the same message twice and put it on a clamp. Their mission is to address an unknown guy and give him the clamp explaining

the meaning of this phrase and why the bullying may affect the lives of others. Guide your group with statements like:

- I respect myself respecting you.
- You are worth, you are someone special.
- I have stopped with bullying, and you???
- Before starting the next session share with the group the principal reactions and teachings of the activity.

### Resources

- Projector
- Laptop with internet
- White cards 15 x 5 cm
- Ribbon
- Reflection video.  
 “I hate Charly”, available on You Tube.  
<https://www.youtube.com/watch?v=N1hGhV-qHHs>  
 “I hate Charly”, available on You Tube  
<https://www.youtube.com/watch?v=AcZmrp-3yCs>

## 11. Solidarity and Empathy

### Activity name:

A boomerang of kindness

### Presentation of the value

It seems that the world we are living in is more and more plagued with material things and other amenities, but the truth is that every day many people live in isolation and deep loneliness. To bring about a change, we must learn to empathize, i.e. to be aware of others and be willing to help and support. To be solidarity has to do with being sensitive to the problems and sufferings of others. The opposite of solidarity is competition. In our society it is taught that the important thing in life is to be the first, even if it is required to hand over someone. Another behaviour which does not involve solidarity is consumerism. This behaviour is lacking in social conscience and the value of things. Therefore it is necessary to teach children the real value of things we offer them and how lucky we are to have them so that they learn to take only what they need.

### Goals

This activity aims to raise a spirit of solidarity and develop the virtue of empathy that is essential especially for their emotional personal development.

### Teaching:

You just need a detail to show solidarity. Solidarity is learned and strengthened with practice.

### Suggested ages

6-16 years

### Duration

45 minutes

### Procedure

- You can start the day by reading one of these stories. Ask them to reflect about what solidarity means in the world today. With whom? What does it imply? Who does it need?

#### Tolstoy and the beggar

*Walking along a street in Russia, during the famine that accompanied the war, the great writer Tolstoy met a beggar. Tolstoy revised his pockets to see what he could find for the poor man. But there was nothing: since he had given it all before. Prompted by compassion, he gave the beggar a hug, kissed his cheek and said:*

*— Don't be angry with me, brother, I have nothing to give you.*

*The haggard beggar brightened. And tears shone in his eyes as he said gratefully:*

*— But you gave me a hug and called me brother.*

*That is a great gift!*

*(Taken from Lewis, Hedwig: “At home with god”)*

### Mark and Moses

*Mark was born in a family with 7 sisters and brothers. His mother had a hard birth but thanks to medical help he was born without tare. Moses also has seven brothers and sisters. During pregnancy, his mother had problems and he was born with an oppressed lung and he still can't breathe easily. Moses was born with the help of his aunt and grandmother, both livestock experts.*

*Marcos enjoys a healthy and equilibrated diet. He eats vegetables, meat, fish, iron, phosphorus, carbo, ... Moses dropped his teeth due to malnutrition. Mark's favourite food is chicken and ham. Moses had this never proven, but for sure he would like it. Mark has a chequered coat for cold days. Moses has more luck, because in his country it is almost never cold and he doesn't need clothing. It is a double luck, because although he would need it, he wouldn't have it.*

*Mark leaves home to go play in the park or for a walk. Moses is always outside. Mark doesn't know his father and he doesn't know where he is. Moses neither, but he knows that he died in the war, although he doesn't know against who he fought. Mark will never go to school and he will never learn to read. Moses neither. Mark's life expectancy is about twenty years. Moses' is more, but maybe he may not reach this age.*

*Mark's an Irish setter. Moses an African child.*

- After this introduction, we suggest you to show a video (see materials) about the reason why this value is one of the most necessary in our society. Our actions always have a consequence. Having an attention to our fellows brings us closer to them and makes us more human. It is important to reinforce the idea that small details serve and are the most constructive; These could be personal commitments starting with details as small as greeting people at a bus stop, give a smile to whom we served at the supermarket, ask a friend how he feels.

### **Resources**

- Projector
- Laptop with internet
- Video “Kindness Boomerang” available on You Tube:  
<https://www.youtube.com/watch?v=nwAYpLVyeFU&index=46&list=PL341AF642B69612C2>

## 12. Social networks, Pros and Contras

### Activity name:

Are you sure to publish this?

### Presentation of the value

Social networks have become areas of social interaction among young people, who create a profile to relate with others. Public exposure in the case of adolescents can lead to social, emotional and affective problems.

When we have a tool at hand and want to give it the proper use that allows us to leverage its maximum function, we need to know it and use it responsibly, that is use it for what it was created and with all the precautions contained in its instructions. Although claiming to know the risks, they admit to accept strangers as friends and offer real facts about their life. In this situation, the need to work on this issue becomes more evident.

### Teaching:

Do not lose the desire for close contact with others. The more the technology advances, more we find it difficult to experience what we all seek.

### Goals

Set limits on the use of social networks and raise awareness of the dangers of improper handling.

### Suggested ages

10-18 years

### Duration

30 minutes

### Procedure

- Present 2 videos related to the use of technology and social networks. The first one shows the dangers of a misuse and the second suggests the positive aspects.
- Make a small discussion. Divide the participants into two groups and give them one of the following roles: Critics of the use of these technologies or supporters.
- Close the meeting gathering these comments. Do not forget to highlight some aspects, such as:
  - Mention that abuse makes it easy to lose concentration and sense of time, especially during homework.
  - Possible contact can be established between adolescents and dangerous people, such as “paedophiles and rapists” who prey on this type of media.

- Without a good guide it can become a focus of youth harassment or “cyberbullying”. Adolescents are constantly searching approval and acceptance.
- An excessive use of internet and social networks can also lead to physical and vision problems and bad postures.
- Emotional problems such as dependency, addiction and isolation can be another serious consequence of misuse.
- Or find pornography, false advertising and other content that is not always properly filtered.
- Finally, reinforcing what they learned, you can give them homework: Every participant (at an age where he or she has a social network account) puts one or two messages in his or her Facebook wall in which they guide their friends to use their Facebook, Twitter, You Tube, etc. properly.

### Resources

- Projector
- Laptop with internet
- Video “Think Before You Post”, available on You Tube:  
<https://www.youtube.com/watch?v=UmijKUwAswY>
- Video “Power of love” available on You Tube:  
<https://www.youtube.com/watch?v=PmCDxY2IJAE>

## 13. Teamwork and cooperation

### Activity name:

Challenge “puzzles”

### Presentation of the value

Teamwork is a core value not only for community living but it is also a skill that will make a difference in the professional and academic life of the adolescents. To strengthen this, you should assign challenging tasks that require to work together as a group. Teamwork is also crucial because it creates trust between group members especially when good cohesion is missing. By working together and helping each other to carry out a task they create links between them that allow them to integrate as a team.

### Teaching:

Big challenges require great teams.

### Goals

Develop group cohesion and show that teamwork is a key success factor of a human group.

### Suggested ages

5-16 years

### Duration

40 minutes

### Procedure

- You can start with a dynamic presentation with the aim to build confidence in the group. Therefore we recommend you to use the “Human Knot” technique. Arrange the whole group in a circle facing each other (if it is a large group, it can be divided into teams of five to nine participants). Everyone should grab the hands of two people, other than those directly next to them. This will give a big human knot. Now they must figure out how to make a circle without breaking the chain of hands. After that, you can make a variation of “Back to Back”: divide the group into pairs and make them sit down on the floor back to back with their arms linked. Now tell them to stand up. Then combine they pairs into group of four participants and increase the number continuously.
- After explaining the meaning of this dynamic, invite the whole group to take the challenge “Puzzle”. First you should have prepared the place and the worktable. To your signal they have to organize themselves to piece a giant puzzle together (1000 pieces). It is important that you start guiding them, as it is a very complex task. For example:
  - One group should be responsible for sorting pieces by colour or figures.
  - Another group should put these pieces together.

- Another group pieces the whole puzzle together.
- You can also think about a group activity using table tennis materials. For example an obstacle course where the whole group should carry bouncing balls or a test of challenges in which each of the members should play a dexterity game such as bouncing the ball with their weak hand or make strokes to a target. Be creative, the important thing is that you motivate your participants to work in teams and that they support each other especially when they have problems to accomplish the challenges.
- Close the session with a meeting where all participants express all positive and negative feelings left by the games. Establish a group commitment and a picture of all together with the finished puzzle. You can also use the following text as a part of the reflection:

### The flight of geese

*When the geese are heading to a warmer place to spend the winter, they fly in the form of a 'V'. They do so, because when they flap their wings, each bird produces a movement in the air that helps the bird immediately behind him. Flying in a 'V' formation, the whole flock increases the flight efficiency by at least 71% compared to just one bird flying alone.*

*Every time, when a goose leaves the formation, it feels immediately the resistance on the air and the difficulty of flying alone. Then it quickly comes back to the formation to take advantage of the flock's power in front of him. When the leader goose gets tired of flying, it goes some places behind and another goose takes the lead. The geese flying behind quack to encourage the ones in the front to keep the same speed. Finally, when a goose gets sick or is wounded by a shot, other geese leave the formation too and they fly with him to support and protect him."*

*Santiago Pont Lexica (comp.),*

*Mensajes, Buenos Aires,*

*FM Milenium - Simon Brothers S.A., 1998*

### **Resources**

- Puzzle of at least 1000 pieces
- Worktable
- Camera



## Section 4:

# SOCIETY

## 14. Respect for others

### Activity name:

Respecting my close environment

### Presentation of the value

Respect is the recognition, appreciation, self-evaluation and consideration for others and therefore to ourselves and it is the basis for a healthy and peaceful social coexistence. By promoting this value, the participants also learn basic rules of behaviour at home, in public spaces, in the classroom, with classmates, siblings or friends, etc. Cultural diversity, gender differences, and the ideas and visions of others should also be respected. Respect begins considering the rights of others in smaller situations, for example to give a seat on the bus.

The obstacles for practising respect are among others poor personal assessment, egoism, envy and resentment. Being an authority figure (parents, teachers, etc.) involves greater responsibility... or gives the right to disrespect. As trainers and references we are conscious of how to give a good example and we always know that we have an influence on our groups.

### Teaching:

Respect is the basis of a healthy coexistence. We must not only respect people nearby but all who are part of society and in all environments.

### Goals

Getting participants to understand and practice the value of respect.

### Suggested ages

5-18 years

### Duration

40 minutes

### Procedure

- The facilitator asks four participants to act out the following situation:

*John is a high school student who is called by his teacher to recite a poem. John gets tense, nervous, sweaty hands, he stutters and the words don't come out. The students laugh and give him nicknames: "machine gun", "rattle". That increases his fear and discomfort and he stays silent. The teacher asks him to continue; John doesn't respond and gets a failing grade.*

- Ask the participants the following questions and encourage the discussion on these issues.

- What do we observe in this story? Does it take place at school or at home?
- Why do you think that John can't continue the poem?
- Which value is affected?
- Do you have seen situations like this one?
- After each discussion, the facilitator explains the value of respect.
- The facilitator indicates to form groups of five to seven participants in the classroom and each one has to choose a coordinator. Using the booklet "Respecting my close environment" they have to imagine a situation where "respect is missing", whether on the street, at home, on a bus, in the neighbourhood or at school. Then ask them to restructure the situation, that is, change the situation of disrespect to an action where the value of respect is practiced. One representative of each group reads the proposal to change the situation. Together with the suggestions of the participants in the classroom this proposal is consolidated.

### Resources

- Work book "Respecting my close environment"

"RESPECTING MY CLOSE ENVIRONMENT"		
LOCATION	SITUATION OF MISSING RESPECT	SUGGESTED MODIFICATION
1. Street		
2. Park		
3. Home		
4. Public transport		
5. Neighbourhood		
6. School		

## 15. Integration of personas with a disability

### Activity name:

Challenge with obstacles

### Presentation of the value

There are many types of disabilities in persons with whom we share our daily life. Around us there are persons who need help, not only for crossing the street or climbing stairs, but also for having someone to laugh with or to trust.

It is estimated that over 500 million people worldwide have a physical, mental or sensorial disability and around 80% of these persons live in developing countries.

Many people with disabilities are denied the possibility of education or professional development; they are excluded from cultural life and normal social relationships. But not only people with a disability suffer. The society loses the opportunity to harness the huge potential of people with disabilities.

### Teaching:

Disability is nothing other than our inability to understand that we all have different abilities. We all do that, we all can, the important thing is to win together.

*Unknown Native American*

### Goals

This session serves to identify and understand the difficulties of people with a disability when doing their normal activities and starting from the understanding of this phenomenon the total acceptance and integration of people with a disability is sought.

### Suggested ages

6-18 years

### Duration

45 minutes

### Procedure

- To perform this activity you need to build groups of four to six persons to whom you will present a challenge; to do so, do a dynamic to conform random groups. Every group member has to quit an ability, that means that in each group you have:
  - 1 blind person (blindfolded)
  - 1 lame (bound feet)
  - 1 one-armed (tied hands)

- 1 deaf (cover ears or headphones)
- 1 dump (bandage the mouth)
- In case of more persons in the group, repeat one of the disabilities. The facilitator should verify that they really can't access this ability.
- Once prepared, the groups have to do the following: Each group has to pass an obstacle course for which you have to prepare an open-air area with tests like cones, stands, barriers. Use your imagination to build tests that requires the cooperation of all group members. You can also use a double match of table tennis in which each member have a disability, for example, to simulate a visual disability of a participant, he can use glasses with a black adhesive. Another type of challenge could be that they play without talking to each other or with their weak hand.
- At the end of the activity, a representative of the group presents the characteristics of his house. After the activity they are asked to build groups according to the type of disability.
- Once they built these groups, start the reflection with the blind persons, then the lame, one-armed, deaf and dump asking the following questions:
  - What happened during the activity?
  - How did you feel?
  - Was there participation of all members during the presented challenge?
  - How do you imagine your life with a permanent disability?
- Participation is recorded on a flip chart, after collecting all the impressions of the participants, you reflect with them on the importance of recognizing the different abilities and contributions of the members of a group, because having a disability is not an obstacle to contribute and be part of a construction; this is where true teamwork and sustainable ventures is shown.
- To finish the session or strengthen it during the week, it is suggested to send a video of a Paralympic Competition. The International Paralympic Committee Channel provides a variety of resources that can be used for this value.

### Resources

- Blindfolds
- Ropes
- Earplugs
- Flipchart
- Different objects for the obstacle course.

## 16. Respect for the environment

### Activity name:

The recycling broom

### Presentation of the value

Global warming and the reduction of water and other natural resources is a serious problem of our society. Environmental care is the duty of everyone, starting with the smallest things like using the bicycle more often, use less water what having a shower, etc.

One of the main actions for the environment is recycling. Recycle means reuse as raw material used and discarded items to produce new ones. To do so, it is important to implement the rule 4Rs: Reduce, Reuse, Recycle and Recover.

### Goals

This session aims to create the culture of recycling between the participants. Therefor you present the different types of garbage out there, how they can be recycled, how much they affect the nature and to what extent they can degrade over the years.

### Teaching:

Small efforts are important to save our environment.

### Suggested ages

6-16 years

### Duration

60 minutes

### Procedure

- For this activity, participants draw up items out of plastic bottles.
- You can start the activity presenting the following dates related to the time it takes to recycle different objects:

*Do you know how long it takes nature to recycle:*

*A sheet of paper: 6 months*

*A cigarette filter: 2 years*

*A chewing gum: 5 years*

*A plastic bottle: 100 years*

*A glass: 4000 years*

*A can: an unlimited time*

- The following picture shows the instructions:



- Every broom should be identified with a specific colour according to the criteria of recycling:



- Conclude the day with an explanation of the reason for each colour and the meaning of the recycling broom. From now on, every participant becomes an “expert” in the colour of his or her broom and takes care both at home and school that these wastes are properly deposited.
- It is also important to highlight at any time the fulfil of the following practices, as they go hand in hand with recycling.

- Avoid buying products with excessive packaging.
- Whenever possible, recycle grocery bags to wrap the garbage or to carry when you go shopping.
- Recycle sheets of paper you use at home, using both sides.
- Make double-sided photocopies.
- Encourage children to use more the blackboard and less sheets of paper.
- Attend workshops about recycling paper.
- Buy drinks in returnable bottles.
- Use energy-saving bulbs.
- Share their recycling experiences with friends and family.

### Resources

- Big plastic bottles
- Broom tubes or metal rods.
- Scissors
- Colours
- Cardboards and markers



## 17. Human Rights

### Activity name:

Our charter of rights and responsibilities

### Presentation of the value

The Universal Declaration of Human Rights was proclaimed in 1948 as a common standard for all nations, so that all human beings of all races and religions are treated equally. It states that men are born free and equal in dignity and rights, so that the right to life, liberty, security of person, freedom of expression, not to be enslaved, to a fair trial, to equality before the law, work and equal pay, freedom of movement, a nationality, to marry and found a family is guaranteed.

The rights should be seen as a commitment or a call to defend them. Thus, a person having rights means having responsibilities on them. Everyone must ensure from his position to make this happen, even children and young people. For example, a student must be responsible for being a good student and respect his or her peers.

### Teaching:

Human rights are essential guarantees so that we can live like human beings. Without them we cannot grow or fully exercise our qualities, our intelligence, talent and spirituality. To respect them means to bear our own small responsibilities.

### Goals

Understanding of human rights as a set of basic rules for living in a community and at the same time understanding that having a right adheres us to a liability.

### Suggested ages

5-18 years

### Duration

45 minutes

### Procedure

- Start presenting the Human Rights according to the Universal Declaration. Then try to make the participants reflect on their rights at school, in their family. Use a brainstorming to do so, for example:
  - The right to be treated kindly.
  - The right to have my own space and my belongings.
  - The right to live safely without attacks from others.

- The right to treat me fairly and with respect.
- At the end ask each participant to select the four rights that he or she considers as the most important rights and to write them down on the Charter of Rights. Next to each right, they should write the included responsibility. Adapt the sheet of rights and responsibilities for the younger participants with smaller situations. For example, I am responsible to obey immediately to my parents and do all my homework on time.
- This charter should be used as a personal commitment. For example:
  - We have the right: to be treated kindly by our classmates.
  - We have the responsibility: to treat each of our classmates with respect and courtesy.

### Resources

- Charter of rights and responsibilities

**OUR RIGHTS AND RESPONSIBILITIES CHARTER**

We have the **right** to .....

.....

We have the **responsibility** to .....

.....

We have the **right** to .....

.....

We have the **responsibility** to .....

.....

We have the **right** to .....

.....

We have the **responsibility** to .....

.....

We have the **right** to .....

.....

We have the **responsibility** to .....

.....

## Section 5:

# HEALTH AND PREVENTION

## 18. Disease prevention (HIV)

### Activity name:

Bingo for prevention

### Presentation of the value

Recent data indicates that 1 in 4 new HIV infections (26%) occur among young people between 13 and 24 years. About 60% of young people with HIV do not know they are infected and can transmit the virus to others without knowing it. These numbers are especially alarming as the most affected group is composed of young people.

Preventing HIV transmission is one of the Millennium Development Goals of the United Nations. The main risk factors for HIV among young people are: neither to know how HIV is transmitted nor to know their own risks. To reduce the risk, this group has to be reached early by prevention programs according to its age, including information on the risks and teaching skills to delay the initiation of sexual life. Although methods such as the use of condoms are widely promoted, the best way young people can avoid getting HIV is prevention and abstinence.

### Teaching:

Learn to prevent and how to live together with persons having Aids.

### Goals

Let participants acquire awareness of the risks, preventive measures and also know how to cope with those having Aids.

### Suggested ages

13-18 years

### Duration

45 minutes

### Procedure


- For this activity you need chairs and tables for the participants. It is important to have all the materials carefully prepared, especially the cards which you should design according to the number of participants you expect.
- Name a delegate who will call the bingo numbers. Who fills the card first, will be liable to a prize. This person should recite each of the selected cells.
- You can make five or six columns with different forms, for example a diagonal, an L, full column. We suggest that the activity lasts about 30 minutes.

- After this, it is necessary to reinforce the information that has been presented during the game. It is important to mention:
  - Ways through which you can get it?
  - How to prevent? Continence, chastity, fidelity, responsibility.
  - How to live with people having Aids? How to break prejudices?
- Finally, to close the activity, you ask the participants to manufacture the red ribbon symbolizing the fight against AIDS worldwide. Each person should make his or her own tie and it's recommended to use a segment of red cloth of 15 cm put in a "V" with a small tack. Strengthen the meaning of this item as a symbol for hope and struggle of those having Aids. In this crusade we must all join forces for a cure is found and that the quality of those who are carriers improve. It is also a message of support, respect and solidarity.



## Resources

- Thin red cloth
- Tacks
- 2 or 3 prizes
- Chairs and tables
- Bingo cards with 9 spaces in each. You should include randomly the following information:
  - Break myths:
  - How to prevent:
  - The harsh reality

BINGO			
The truth helps to stop AIDS			
Break myths	How to prevent	The harsh reality	
You cannot spread in public baths	Responsibility in your decisions	34 million people with AIDS around the world	
You cannot spread greeting another person	Abstinence	25 – 34 years old is the group most at risk of infection	
You cannot spread for sharing	Fidelity to your partner	Every day 1.000 children are born with this disease	

## 19. Addiction prevention

### Activity name:

Learning to prevent

### Presentation of the value

Nowadays, access to drugs and alcohol begins at an early age. Family conflicts and social pressure are factors that induce the consumption of these substances. The best weapon for children and young people do not fall into addictions is prevention. The World Health Organization defines drug addiction as the repeated use of a drug that leads to a state of periodic or chronic intoxication. And regarding the term 'drug', suggests using it referring to: "any substance which when taking in a living body is able to modify one or more of its functions."

Knowing that it begins by consuming, in a very high percentage, alcohol and tobacco, around age 13, we must begin to prevent before, marking the aim to delay as much as possible experimental first use. Many studies indicate that adolescents who initiated drinking at 13 developed a number of problems, including drug addiction, compared to those whose initiation occurred later, about 17-19 years

### Teaching:

Your dreams are too precious. Don't let alcohol or drugs destroy them.

### Goals

Let participants acquire awareness of the risks, preventive measures and also know how to cope with those being addicted.

### Suggested ages

10-15 years

### Duration

60 minutes

### Procedure

- Talk to your targeted about the main addictions they know and about the problems they generate in them. Analyse Irini's case and discuss the following questions after reading:
  - What are Irini's options?
  - Why are these options so difficult?
  - What is the message of the advertising? How does it affect Irini's decision?
  - What expectations do have the people who are part of Irini's life? Friends, trainer, teammates, family, her parents.
  - What would you do?

- What is a healthy choice?
- How would you convince your teammates to take a right decision?
- Within the reflection you can address some of the following strategies to prevent drug use:
  - Keep the communication channels open.
  - Don't force the issues of communication, don't force them to extend if they don't want to.
  - Promote the expression of emotions.
  - Enhance self-esteem and self-confidence.
  - Participate in joint activities.
  - Review rules and limits.
  - Present our view of drugs.
- Give each one of your players the dream card.
- Organize a contest of artworks using bottles and cans of liquor and cigarette packs; instead of labels they should put a positive message of prevention against this type of addiction. The task is to generate a positive message for other teenagers.

### Resources

- Reading for analysis

#### *To smoke or not to smoke*

*Irini takes the bus to school with her friends. Every day they walk past a big advertisement for a brand of cigarettes. On the advertisement there is a picture of a lovely lady who is wearing a beautiful white dress. In the picture she is standing on a ship with a handsome man, and the sun is setting in the background. Both the man and the woman are smoking cigarettes. Irini would love to look like the lady in the white dress. Irini plays volleyball for her community team so she knows all of the health dangers about smoking. One day several of Irini's school friends buy cigarettes and decide to smoke them in the park after school. They invite Irini to join them. What should she do?*

- Worksheet "Drugs and alcohol will take you away from your dream"

## What Are Your Dreams and Goals?

Whether or not you are a substance user, take a moment to make a list of what you TRULY want out of life. Include both immediate goals (get an "A" in math this quarter) and long-range dreams (buy a motorcycle).

### Your Personal / Relationship / Family Goals:

Examples:

- \* Have a boyfriend/girlfriend who treats me with respect
- \* Have kids someday, and be a good role model for them

\* \_\_\_\_\_

\* \_\_\_\_\_

### Your School / Work Goals:

Examples:

- \* Go to college
- \* Own my own business someday

\* \_\_\_\_\_

\* \_\_\_\_\_

### Your Fun / Sports / Travel Goals:

Examples:

- \* Travel / see the world
- \* Make the basketball team this year

\* \_\_\_\_\_

\* \_\_\_\_\_

### Your Material / Money Goals:

Examples:

- \* Have a bank account
- \* Buy a car

\* \_\_\_\_\_

\* \_\_\_\_\_

gotten so drunk that you've thrown up in front of your friends (or on them)? Not a pretty sight or sound. Alcohol and drugs can make you lose control and look stupid. See yourself as others see you. How do you look when you fall into the furniture?

### The Facts

It's tempting to think that drug problems only happen to other people, not us. But the risks of drug use are real. Step back and think about some of the risks:

- Using drugs to escape problems creates new ones.
- Guilt from sneaking drugs, tobacco, or alcohol can increase your stress level and damage your relationship with your family.
- The more you use a drug, the more of it you need to get high. And drug tolerance makes it harder to feel any pleasure.

What's in a cigarette?  
Over 4,000 chemicals, including acetone, ammonia, arsenic, cadmium, carbon monoxide, DDT/Dieldrin, formaldehyde, hydrogen cyanide, methane, nitrobenzene, toluene, and vinyl chloride.

SOURCE:  
American Cancer Society

- If I've felt tempted to use alcohol, tobacco, or other drugs, where did the impulse come from?
- How can I feel better about myself?
- Which friends can I count on?
- Which adults can I confide in?
- What are my top two goals in life? What steps can I take to achieve the

- Alcohol can cause serious liver damage.
- Marijuana impairs your memory and ability to concentrate.
- Alcohol-related accidents are the number one cause of death for adolescents.
- Every day more than 1,000 adults die prematurely as a result of starting smoking as a teen.



## 20. Hygiene and Health

### Activity name:

The golden rules

### Presentation of the value

The hormonal changes of adolescence make teenagers expel strong odours, there is excess fat and they sweat more. If you can install these routines from the early years, it will help to maintain these standards throughout their lifetime. Not only for aesthetic appearance, but also make clear that it is for health reasons.

Hygiene should also be practiced meticulously when handling food. Good or bad hygiene directly affects people's health. There are many diseases related to poor hygiene practices. For example: diarrhoea, gastrointestinal diseases, and skin infections.

### Teaching:

"Fine feathers are making fine birds." Good hygiene is the best way to prevent diseases.

### Goals

Strengthen the importance of personal care.

### Suggested ages

6-18 years

### Duration

40 minutes

### Procedure

- With the help of magazines, work on one or several posters where you point out the 10 golden rules of hygiene:

#### Main personal hygiene practices and its importance:

- *Daily shower or bath (cleaning the face, hands, hair, genitals and feet): This habit controls natural body odours that are basically produced by perspiration or sweat. This way, you avoid the presence of germs and bacteria that can affect the health of our skin.*
- *The eyes: They are very delicate organs and should not be touched with dirty hands, handkerchiefs or other objects. Their own cleansing mechanisms are the tears. To prevent vision problems it is recommended to keep good lighting of the spaces thus avoiding greater eyestrain when studying, reading, watching TV or working with computers.*

- *The ears: You should avoid getting water in the ears. No objects should be entered, such as: clips, tweezers, cotton buds or other. You should clean them periodically, taking into account the recommendations of your physician.*
- *Teeth: The mouth begins the process of digestion of food and plays an important role in oral and gestural communication, but also gives rise to health problems; the best way to prevent them is making adequate and regular brushing teeth and tongue.*
- *Cleaning the nose: The nose lets in air to reach the lungs with temperature and humidity and free of foreign particles. The production of mucus is a natural process that serves as a lubricant and filter for the air, but you need to remove it several times a day, in addition to the discomfort it represents; it contains filtered particles and organisms that can cause disease.*
- *Hygiene of clothing and footwear: Washing outwears and underwear as well as shoe hygiene is essential. Where possible clothing should be exposed to the sun in order to eradicate many microbes. In the same way bedding should be washed with some regularity, since there breed dangerous germs for lack of cleanliness.*

### 10 Golden Rules for hygiene and food safety (WHO)

- *Choose hygienically processed food, eaten raw should be washed carefully.*
- *Cook food thoroughly at the right temperature, particularly raw foods (meat, chicken, fish, and eggs).*
- *Eat cooked food immediately, because at room temperature the microbes begin to reproduce.*
- *Save carefully cooked food, stored in the heat or cold depending on the type of food we want to keep.*
- *Reheat cooked food thoroughly; this is the best protection against microbes that may have grown during storage.*
- *Avoid contact between raw and cooked foods, when this happens, it is called cross-contamination. A cooked food is contaminated by contact with raw one.*
- *Wash hands. Before and during the preparation of food, after using the bathroom and before eating.*
- *Keep all kitchen surfaces and all utensils used clean.*
- *Protect foods from insects, rodents, and other animals.*
- *Use safe water for drinking, washing and preparing food.*

### **Resources**

- Magazines to cut
- Sheets of cardboard
- Markers and colours

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