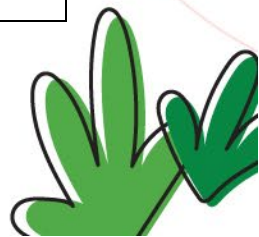




INITIATING MORE MOVEMENT IN EVERYDAY LIFE AND DOCUMENTING EVERYDAY ROUTES IN A PLAYFULL WAY

<p>Introduction</p>	<p>Briefly explain to the students what this exercise is about.</p> <p>This activity aims to encourage young people to playfully take ownership of the space and the existing traffic infrastructure in a playful way. Among other things, they learn to orientation and to coordinate with others in the team.</p>
<p>Objective / teachers' goal</p>	<ul style="list-style-type: none"> - To raise awareness and attention for the topic of active mobility. - To create a desire for active mobility (walking, cycling, etc.) and movement in everyday life (Through attention to the living environment, self-confident movement in public space etc.) - Research the district: Focus on specific aspects of Active Mobility (walking, intramodality, health, etc.) - Analyze own mobility behavior - Make the connection between the built environment and Active Mobility visible. - Surveys as a basis for dialogue process and implementation project
<p>Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)</p>	<p>Motivation for more movement in daily life Competence in analysing health needs Raise competences in communication</p>
<p>Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input checked="" type="checkbox"/> Participation <input type="checkbox"/> Daily functioning</p>	
<p>Materials</p>	<p>Each Student a print of the city, the village, the surrounding and a map of the local transport system</p>
<p>Approach</p>	<p>Activity 1: Path visualization according to different types of movement: Everyday routes to certain destinations (school, leisure time, etc.) are drawn on a printed map and differentiated by color according to types of movement - walking, running, cycling, motorized transport, etc. Work in pairs and after one hour you report in the group about your findings.</p>





	<p>Activity 2: On the hunt for Mister X</p> <p>This activity aims to encourage young people to playfully take ownership of the space and the existing traffic infrastructure in a playful way. Among other things, they learn to orientation and to coordinate with others in the team.</p> <p>A group with up to five participants are "Mister X". Mister X is on the run in the big city using public transport. The other groups chase him - also by public transport. Mister X is given a small-time advantage and starts from a point with any public transport. The other groups must find him as quickly as possible. You can call the "head office" to find out the last whereabouts of Mister X and the other detective groups.</p> <p>Mister X must report regularly (e.g., every 10 minutes) to the control center and tell them which means of transport he used to get to were. A supervisor must act as a "control center" and record all whereabouts.</p> <p>All groups need a map of the local transport system and know the boundaries of the play area.</p> <p>In one game variant, the participants are not participants do use public transport but walk (e.g. in the park). on the way</p>
Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	workshop
Duration	6 hours
Final goal (learning outcome)	Initiating more movement in everyday life and documenting everyday routes in a playful way





Dimension/Aspects							
Bodily functions	Feeling healthy	Fitness	Complaints and pain	Sleep	Food	Condition	Exercise
Mental well-being	Remember	Concentrate	Communicating	Being cheerful	Accepting yourself	Dealing with change	Sense of control
Quality of life	Enjoy	Being happy	Balance	Feeling safe	How you live	Get by with your money	Feeling comfortable with yourself
Social participation	Social contact	Be taken seriously	Doing fun things together	Belonging	Doing meaningful things together	Support from others	Interest in society
Daily functioning	Taking care of yourself	Knowing your limits	Knowledge of health	Dealing with time	Dealing with money	Being able to work	Being able to ask for help
Meaning	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

