



Bien-être
en Mouvement

Well-Being Toolkit

A practical guide for youth well-being, movement and non-formal learning



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PROJECT INFORMATION

- Project title: Bien-être en Mouvement
- Programme: Erasmus+
- Action: KA152-YOU, Mobility of Young People
- Project reference: 2025-1-FR02-KA152-YOU-000298054
- Youth Exchange: 4 to 12 July 2026
- Location: Bagnères-de-Luchon, France

Coordinating organisation:

Association Petite Graine, France

Published in July 2026

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1. About this Toolkit

This toolkit turns the Bien-être en Mouvement youth exchange learnings into practical activity cards.

It is written for young people aged 18-30 who want to facilitate activities themselves with another group of young people.

The learning journey follows the project focus on well-being, movement-based learning, healthy lifestyles, intercultural exchange and active participation.

Who can use it?

- Young people aged 18-30 who want to facilitate activities with peers.
- Youth leaders preparing a youth exchange or local event.
- Informal groups that want ready-to-use exercises on well-being, movement, food, nature and reflection.
- Youth workers or educators who want to hand over facilitation roles to young people.

How to use it

- Choose a flow. Use the 7-day journey, a one-day workshop, or pick one card for a 45-90 minute session.
- **Prepare the group.** Read the activity card, adapt the examples to your context, prepare materials, and agree on roles.
- **Facilitate.** Ask questions, give clear instructions, model participation, and make space for the group to learn from each other.
- **Close every activity.** Use the debrief questions to connect experience to learning and future action.





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2. Learning Journey at a Glance

Day	Focus	Activity Card
1	Arrival, welcome, group building	1-4
2	Mindfulness and stress release	5-7
3	Movement, body awareness and well-being	8-11
4	Food, mood and intercultural learning	12-14
5	Resilience, personal goals and future planning	15-16
6	Nature connection and outdoor learning	17-18
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3. Facilitation Essentials

A facilitator is not the expert who has all answers. Your role is to create a safe structure where people can try, reflect, connect and make meaning together. You hold the process; the group creates the learning.

Before the session

- Clarify the purpose, timing, location, and expected output.
- Check accessibility: mobility needs, language level, sensory overload and transport barriers.
- Prepare simple instructions. If people use different languages, show them visually and repeat them in small groups.
- Prepare a consent reminder: photos & videos must only be shared with permission.

During the session

- Start with a check-in and end with a check-out.
- Use short explanations and long practice time.
- Notice participation patterns and invite quieter voices without putting anyone on the spot.
- Take care of energy: breaks, warm-up, cool-down and emotional decompression.

After the session

- Collect the tangible output and store it safely.
- Ask what should be improved next time.
- If the activity touches sensitive topics, make yourself available for a short private conversation and share support contacts if needed.



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4. Activity Cards

Each card is designed so that a young person can implement it with limited resources.

Read the whole card first, adapt timing to your group, and always close with a reflection. The activities can be used in the suggested order or as standalone sessions.



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Activity 1: Welcome Circle and Name Tags

Theme	Duration	Group	Space	Level
Introduction	45-60 min	8-32	Indoor/outdoor circle	Easy

Purpose: Create a warm first contact, help people learn names, and set a welcoming tone before deeper well-being work begins.

Learning outcomes

- Participants know at least five names and feel less anxious about entering the group.
- The group starts building trust through light movement and personal choice.
- Facilitators practice clear instructions and inclusive energy management.

Materials

- Sticky labels or paper name tags, markers, tape or safety pins.
- A ball to pass around.

Before you start

- Prepare a circle with no tables in the middle.
- Write your own name tag first, including pronunciation if helpful.
- Prepare two alternative ways to participate for people who dislike movement or speaking loudly.

Steps

1. Arrival names. Invite everyone to write their name, pronouns if they wish, and one small symbol representing how they arrive today.
2. Name wave. One by one, each person says their name and makes a small movement. The group repeats the name and movement together.



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3. Three connections. Participants walk around and find three people with something in common: a hobby, a place, a favourite food, or a song.

4. Memory circle. Pass the soft object. The person holding it says one name they remember and one word for the atmosphere they want this week.

5. Mini closing. Thank the group and explain that every activity will include a choice: everyone can participate in a way that respects their body and boundaries.

Debrief questions

- What helped you remember names?
- What made the first contact easier?
- What kind of atmosphere do we want to protect as a group?

Inclusion, safety and adaptations

- Use seated movements for participants with limited mobility.
- Allow people to pass if they do not want to perform a movement.
- For multilingual groups, pair people who can support each other with translation.

Tangible output: A visible name tag for each participant and a first shared list of atmosphere words.



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Activity 2: Fears, Expectations, Contributions and Group Agreement

Theme	Duration	Group	Space	Level
Group building	75-90 min	8-32	Room with walls	Easy

Purpose: Turn unspoken hopes and worries into a shared agreement that makes the group safer, more inclusive and more responsible.

Learning outcomes

- Participants name what they need from the group and what they can offer.
- The group co-creates rules instead of receiving rules from facilitators.
- Potential conflicts are reduced because expectations are visible.

Materials

- Three flipcharts titled Fears, Expectations, Contributions.
- Sticky notes in three colours, markers, tape.
- A fourth flipchart titled Our Group Agreement.

Before you start

- Place the three flipcharts far enough apart for small groups to move around.
- Prepare examples: fear - feeling excluded; expectation - learn practical tools; contribution - listening, humour, translation.
- Agree with co-facilitators which non-negotiables must be included: consent, no discrimination, punctuality, safety and confidentiality.

Steps

1. Silent writing. Give participants 8 minutes to write fears, expectations and contributions on separate sticky notes.





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2. Gallery walk. Participants place notes on the three flipcharts and read silently.
3. Cluster. In small groups, cluster similar notes and create short titles for each cluster.
4. From needs to agreements. Ask: What agreements would reduce these fears and support these expectations? Write proposed rules in positive language.
5. Consent check. Read the draft agreement aloud. Use thumbs: up means agree, sideways means concern, down means block. Adjust until the group can live with it.
6. Visibility. Keep the agreement visible and revisit it after two days.

Debrief questions

- Which fear became lighter when it was named?
- Which agreement will be hardest to keep?
- How can we remind each other without blaming?

Inclusion, safety and adaptations

- Use drawings for people who prefer not to write much.
- Invite anonymous notes for sensitive fears.
- Avoid pushing people to share personal stories behind their fears.

Tangible output: A group agreement symbolically confirmed by everyone.



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Activity 3: Bamboo Team Challenge

Theme	Duration	Group	Space	Level
Trust and teamwork	40-55 min	8-30	Open room or flat outdoor space	Medium

Purpose: Use a simple physical challenge to explore communication, leadership, frustration and collective problem-solving.

Learning outcomes

- Participants experience how small actions influence a whole group.
- The group reflects on leadership styles and cooperation under pressure.
- Participants practice giving and receiving instructions without blaming.

Materials

- One long lightweight stick, bamboo cane, tent pole, broom handle or several sticks taped together.
- Open space with no obstacles.

Before you start

- Check that the stick is light and safe.
- Prepare a no-force rule: the stick rests on fingers; no one grabs it.
- Plan a seated alternative with a smaller object if needed.

Steps

1. Set-up. Ask participants to stand in two lines facing each other. Everyone points both index fingers forward. Place the stick on top of the fingers.
2. Challenge. The group must lower the stick to the ground while every finger remains in contact. If contact is lost, restart.
3. Observe. Do not solve the challenge for them. Notice patterns: who gives instructions, who becomes silent, who gets frustrated.





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4. Second round. Let them discuss strategy for two minutes and try again.

5. Transfer. Ask them to connect the experience to the week: How do we communicate when things are difficult?

Debrief questions

- What happened when the task became harder than expected?
- Which communication helped? Which communication blocked progress?
- How can we share leadership in our group?

Inclusion, safety and adaptations

- If physical contact or standing is difficult, use a table version with a lighter object.
- Keep the mood playful; stop if frustration becomes personal.
- Make sure no one is mocked for mistakes.

Tangible output: A list of teamwork agreements based on real experience, not theory.



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Activity 4: Buddy Walk and Daily Reflection

Theme	Duration	Group	Space	Level
Reflection	30-45 min	Pairs	Safe walking route	Easy

Purpose: Create a simple daily practice where participants digest experiences, notice emotions and support each other without pressure.

Learning outcomes

- Participants build reflection habits and emotional vocabulary.
- Participants strengthen peer support and intercultural connection.
- Facilitators receive feedback about group needs.

Materials

- Reflection question cards.
- Optional: notebooks or learning journals.

Before you start

- Choose a short, accessible route or an indoor alternative.
- Create buddy pairs that change every day or stay stable depending on the group needs.
- Set boundaries: buddies listen; they do not become therapists.

Steps

1. Pair up. Invite participants to walk in pairs at a comfortable pace.
2. Question 1. What moment from today stayed with you?
3. Question 2. What did you learn about yourself, your body or the group?
4. Question 3. What do you need tomorrow to feel well and participate?
5. Silent minute. End the walk with one minute of silence, noticing surroundings.



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6. Group harvest. Back in the circle, people may share one insight or need. Sharing is optional.

Debrief questions

- What is easier to say while walking than sitting in a circle?
- How did listening without fixing feel?
- What group needs should facilitators know?

Inclusion, safety and adaptations

- Let participants choose same-language buddies when emotional content is important.
- Use written reflection for participants who prefer privacy.

Tangible output: Daily reflection notes



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Activity 5: Mental Health Meter

Theme	Duration	Group	Space	Level
Needs assessment	40-60 min	8-30	Room with wall	Easy

Purpose: Help participants express current energy, stress and support needs in a non-clinical, visual and non-stigmatising way.

Learning outcomes

- Participants notice their current mental state and what influences it.
- The group normalises different energy levels and support needs.
- Facilitators adapt the programme based on real-time needs.

Materials

- Large paper with a 1-5 scale or weather symbols: storm, rain, clouds, sun, rainbow.
- Sticky dots or sticky notes.
- Markers and optional private reflection sheets.

Before you start

- Explain that this is not a diagnosis and no one has to explain their choice.
- Prepare support information in case someone asks for help.
- Decide whether responses are anonymous or named.

Steps

1. Introduce the meter. Ask: How is your inner weather today? 1/storm means very heavy; 5/rainbow means energised and supported.
2. Silent placement. Participants place a dot or sticky note on the scale.





3. Pattern noticing. Look at the whole picture without naming individuals. Ask: What does the group need today?
4. Support menu. Invite small groups to propose low-cost supports: breaks, quiet corner, movement, fresh air, buddy check, clearer instructions.
5. Action. Choose two adjustments to implement the same day.
6. Repeat. Use the meter again after two days and compare the group pattern.

Debrief questions

- What did the group meter show us?
- What supports are easy to provide without money?
- How can we ask for support without shame?

Inclusion, safety and adaptations

- Use colours or icons instead of numbers to avoid a clinical feeling.
- Allow private notes to facilitators.
- Do not ask anyone why they placed their dot in a certain position.

Tangible output: A visual snapshot of the group's well-being needs.





Activity 6: Breathing and Relaxation Techniques

Theme	Duration	Group	Space	Level
Mindfulness	35-50 min	6-30	Quiet room/outdoor	Easy

Purpose: Introduce simple breathing tools that participants can use before sleep, presentations, conflict or stressful travel moments.

Learning outcomes

- Participants try at least three breathing techniques and choose one that works for them.
- Participants understand that regulation is personal: one method does not fit everyone.
- Participants can guide a short relaxation safely.

Materials

- Mats, chairs or blankets; optional calm instrumental music.
- Printed technique cards: box breathing, longer exhale, hand breathing.

Before you start

- Offer chair-based participation and eyes-open options.
- Warn that deep breathing can feel uncomfortable for some people; they may stop anytime.
- Choose a quiet space and reduce interruptions.

Steps

1. Check-in. Ask participants to rate tension in the body from 1-5 using fingers.
2. Technique 1: longer exhale. Inhale for 3, exhale for 5. Repeat for 6 rounds. Invite normal breathing if dizzy.
3. Technique 2: box breathing. Inhale 4, hold 4, exhale 4, hold 4. Offer a shorter count if needed.



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4. Technique 3: hand breathing. Trace fingers of one hand with the other: inhale up a finger, exhale down.

5. Mini practice in pairs. One person guides a 90-second practice using calm voice; the other gives feedback.

6. Choose your tool. Everyone writes one situation where they will try one technique.

Debrief questions

- Which technique felt most accessible?
- When could you use this in daily life?
- What should a facilitator say to keep breathing activities safe?

Inclusion, safety and adaptations

- For trauma-sensitive practice, avoid commands like close your eyes. Use invitations.
- Do not use breath holds with people who feel panic, dizziness or respiratory difficulty.
- Keep silence short; some groups feel safer with soft guidance.

Tangible output: Personal breathing card: My chosen technique, when I will use it, and what I need to remember.



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Activity 7: Mindfulness Walk in Nature

Theme	Duration	Group	Space	Level
Nature and attention	60-90 min	8-30	Safe outdoor route	Easy-medium

Purpose: Use walking and sensory attention to reconnect with the body, reduce mental noise and notice the environment.

Learning outcomes

- Participants experience mindfulness as an active, outdoor practice.
- Participants practise sensory awareness and mindful breathing.
- Participants reflect on how nature can support low-cost well-being.

Materials

- Route map, water, weather-appropriate clothes.
- Small cards with sensory prompts.
- Optional: bags for collecting litter safely.

Before you start

- Check route safety, accessibility, toilets, shade and weather.
- Set pace expectations: this is not a fitness walk.
- Create a buddy system and emergency contact plan.

Steps

1. Arrival outside. Invite participants to stand quietly and notice one sound, one colour and one body sensation.
2. Slow walking. Walk in silence for 7 minutes. Prompt: Feel the contact between feet and ground.
3. Breathing stop. Pause. Inhale while looking at something near; exhale while looking at something far.





4. Sensory pairs. In pairs, one person names five things they notice; the other listens without adding.
5. Gratitude object. Each participant chooses a natural object to observe without taking it away if that would harm the place.
6. Return and journal. Write: What did nature show me about my current state?

Debrief questions

- What changed between the beginning and end of the walk?
- Which sense do you use most? Which do you forget?
- How can we make nature-based well-being accessible in cities or rural areas?

Inclusion, safety and adaptations

- Avoid silence if it increases anxiety; use low-volume pair observation instead.
- Respect the environment: leave no trace and avoid disturbing plants or animals.

Tangible output: A short personal nature note or drawing for the participant's learning journal.





Activity 8: Stress Release Through Free Movement

Theme	Duration	Group	Space	Level
Movement and emotions	75-90 min	8-30	Open safe space	Medium

Purpose: Explore how emotions can move through the body using non-competitive, consent-based movement.

Learning outcomes

- Participants express emotions through movement without needing dance skills.
- Participants learn grounding tools after intense energy.
- Participants respect body autonomy and different comfort levels.

Materials

- Speaker and varied music playlist.
- Open space, water, optional mats.
- Emotion cards: anger, joy, tiredness, hope, confusion, calm.

Before you start

- Check the floor and physical safety.
- Explain that there is no performance and no touching without consent.
- Prepare non-moving roles: observer, rhythm keeper, drawing the movement.

Steps

1. Warm-up. Start with shaking hands, rolling shoulders, gentle steps and breathing.
2. Emotion cards. Participants choose an emotion card privately and find one small movement that represents it.





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3. Guided free movement. Play music. Invite movements at three levels: hands only, whole body, travelling through space.
4. Release and pause. After energetic movement, pause with feet on the ground and longer exhale breathing.
5. Group sculpture. Small groups create a frozen image of stress changing into support.
6. Cool-down. Stretch gently and drink water.

Debrief questions

- Which emotion was easiest or hardest to move?
- What helped you feel safe in a movement activity?
- What is one movement you could use when stressed?

Inclusion, safety and adaptations

- Offer seated versions for all prompts.
- Avoid intense physical exertion without warm-up, hydration and cooldown.

Tangible output: A group list of stress-release movements that require no equipment.



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Activity 9: Body Scan and Posture Awareness

Theme	Duration	Group	Space	Level
Self-awareness	45-60 min	6-30	Quiet room	Easy

Purpose: Help participants notice links between emotions, posture, breath and self-expression without judging their bodies.

Learning outcomes

- Participants identify body signals linked to stress and ease.
- Participants practise changing posture gently to support confidence or calm.
- Participants learn to observe rather than criticise the body.

Materials

- Chairs or mats.
- Paper body outline sheets and coloured pencils.
- Optional calm music.

Before you start

- Use body-neutral language: avoid comments on appearance, weight or flexibility.
- Prepare a quiet atmosphere and opt-out options.
- Explain that participants do not need to show their body map.

Steps

1. Grounding. Invite participants to sit or stand comfortably and feel points of contact with the chair or floor.
2. Body scan. Guide attention slowly from feet to head. Ask them to notice tension, warmth, numbness or ease without fixing.



3. Posture experiment. Try three postures: closed/protected, open/confident, relaxed/grounded. Ask what changes in breath or mood.
4. Body map. Participants colour where they feel stress and where they feel resources or strength.
5. Choice practice. Each person chooses one small posture or movement that supports them.
6. Pair share. Optional: share one discovery, not the whole map.

Debrief questions

- What body signals tell you that you need a break?
- How can posture influence emotions without pretending everything is fine?
- How can facilitators avoid body-shaming language?

Inclusion, safety and adaptations

- Do not ask people to close eyes or lie down if they do not want to.
- Use hands or shoulders only for groups uncomfortable with full-body focus.

Tangible output: A private body map and one personal resource posture.





Activity 10: Cooperative Movement Games

Theme	Duration	Group	Space	Level
Physical well-being	75-90 min	10-30	Outdoor field/gym	Easy-medium

Purpose: Make physical activity accessible, playful and non-competitive so that participants connect movement with joy rather than pressure.

Learning outcomes

- Participants discover low-cost ways to be active together.
- The group practices cooperation and fair play.
- Participants reflect on barriers to physical activity and how to reduce them.

Materials

- Soft balls, frisbee, cones or natural markers, water.
- Optional: scarves or ropes for team challenges.

Before you start

- Check field safety and weather.
- Choose games where winning is not the main objective.
- Prepare alternatives for different fitness levels.

Steps

1. Warm-up name run. Participants move around; when you call a name, everyone copies that person's safe movement for 10 seconds.
2. Cooperative relay. Teams carry an object across space in creative ways. Goal: everyone participates and no object drops.
3. Frisbee mission. Group must complete 20 passes involving everyone before scoring a point.





4. Human knot alternative. Use ropes or scarves instead of hand-holding if touch consent is complicated.
5. Cool-down walk. Walk slowly in silence for two minutes, then stretch.
6. Reflection circle. Discuss how the games felt compared to competitive sport.

Debrief questions

- What made movement enjoyable or stressful?
- How did cooperation change the game?
- How can we design sports activities for people who usually feel excluded from sport?

Inclusion, safety and adaptations

- Offer roles such as strategist, scorekeeper, photographer or encourager.
- Avoid elimination games; they often exclude the people who need confidence most.

Tangible output: A group-made list of principles for inclusive movement games.





Activity 11: Partner Stretching and Mobility

Theme	Duration	Group	Space	Level
Body care	35-50 min	Pairs	Flat space	Easy

Purpose: Support body recovery after movement and teach participants a short mobility routine they can repeat independently.

Learning outcomes

- Participants learn basic warm-up and cool-down principles.
- Participants practise consent and communication in pair-based body activities.
- Participants identify one mobility exercise useful for daily life.

Materials

- Mats or towels, water, optional relaxing music.
- Mobility routine cards.

Before you start

- Clarify that partner stretching does not require touching; partners can mirror instead.
- Ask about injuries and remind participants to stay within comfort.
- Demonstrate each movement slowly.

Steps

1. Consent check. Partners ask: Do you prefer no touch, light support, or mirroring only?
2. Joint circles. Ankles, knees, hips, shoulders, wrists and neck, slowly and without pain.
3. Mirror stretch. Partner A leads gentle stretches; Partner B mirrors. Switch after 3 minutes.



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4. Supported balance. Participants try a simple balance exercise, with optional wall or partner support.

5. Breath and stretch. Inhale to lengthen; exhale to soften. Repeat with side stretch and forward fold variation.

6. Personal routine. Each participant chooses three movements for a 5-minute routine.

Debrief questions

- How did asking for consent change the pair work?
- Which movement felt useful for your body?
- What is the difference between healthy discomfort and pain?

Inclusion, safety and adaptations

- Avoid correcting people's bodies aggressively; use invitations and self-assessment.
- Never force flexibility or competition.

Tangible output: A personal 5-minute mobility routine.



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Activity 12: Food and Mood Discussion

Theme	Duration	Group	Space	Level
Nutrition	60-75 min	8-32	Workshop room	Easy

Purpose: Explore how food, mood, culture, money, energy and access are connected, without moralising or shaming anyone's diet.

Learning outcomes

- Participants identify links between eating habits, energy and emotions.
- Participants understand that food choices are shaped by culture, budget, time and access.
- Participants generate realistic ideas for supportive meals and snacks.

Materials

- Food cards or pictures, flipchart, markers.
- Scenario cards: exam stress, travel day, low budget, shared kitchen, no appetite, cultural celebration.

Before you start

- Avoid diet culture language: no good/bad food labels.
- Prepare examples of balanced meals that are low-cost and culturally adaptable.
- Be sensitive to eating disorders, poverty, allergies and religious food practices.

Steps

1. Mood line. Participants stand on a line: Food affects my mood a lot - not much. Invite optional comments.
2. Scenario groups. Small groups receive a scenario and design a supportive food plan for that situation.





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3. Barrier mapping. Groups list barriers: money, kitchen access, transport, knowledge, emotional state, family habits.
4. Supportive swaps. Instead of judging, participants suggest realistic additions: water, fruit, protein, warm meal, shared cooking, regular timing.
5. Collect principles. Create a poster: Food habits that support our well-being.
6. Personal note. Everyone writes one small food-related experiment for the week.

Debrief questions

- What food messages in society create shame?
- What makes healthy eating difficult for young people?
- What is one supportive, realistic change that does not require much money?

Inclusion, safety and adaptations

- Use culturally diverse food examples.
- Make room for participants who have limited control over food at home.

Tangible output: A non-judgmental Food & Mood principles poster.



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Activity 13: Cultural Food Exchange

Theme	Duration	Group	Space	Level
Intercultural learning	60-90 min	8-30	Kitchen/dining room	Easy

Purpose: Use food traditions as a gateway to intercultural dialogue, memory, belonging and respectful curiosity.

Learning outcomes

- Participants share cultural knowledge through everyday practices.
- The group practices asking respectful questions and avoiding stereotypes.
- Participants reflect on how food connects to identity, family, migration and place.

Materials

- Small samples or demonstrations, if possible.
- Story cards: origin, occasion, people, memory, change, sustainability.
- Allergy and dietary labels.

Before you start

- Ask participants to bring or describe a food/drink tradition, not necessarily cook it.
- Check allergies and food safety.
- Make clear that no culture should be reduced to one food.

Steps

1. Set the frame. Food stories are personal. Participants choose what to share and what not to share.
2. Small group stories. Each person presents a food/drink tradition using the story cards.



3. Respectful questions. Listeners ask curious questions beginning with how, when, who or what. Avoid jokes about smell, religion or poverty.
4. Common threads. Groups identify similarities: comfort, celebration, care, migration, seasons, family.
5. Sustainability reflection. Discuss how traditions adapt to local, seasonal or budget-friendly ingredients.
6. Group harvest. Collect one recipe, phrase or value from each tradition.

Debrief questions

- What did you learn that surprised you?
- How can food create belonging?
- How can we be curious without exoticising others?

Inclusion, safety and adaptations

- Participants can share a drawing, photo or story if they cannot bring food.
- Do not pressure migrants or minority participants to represent an entire culture.
- Label allergens clearly and provide non-tasting participation options.

Tangible output: A shared page of food stories, values and optional recipes for the cookbook.





Activity 14: Budget-Friendly Well-being Cookbook

Theme	Duration	Group	Space	Level
Healthy lifestyles	90-120 min	8-30	Workshop/kitchen	Medium

Purpose: Create practical recipes that participants can actually use after the exchange, considering budget, access, culture and sustainability.

Learning outcomes

- Participants adapt favourite meals rather than replacing them with unrealistic ideals.
- Participants learn to consider cost, nutrition, time and ecological impact.
- The group creates a concrete resource for dissemination.

Materials

- Recipe template, markers, phones for photos if consented.
- Ingredient price examples, seasonal/local food list.
- Optional kitchen access for testing one recipe.

Before you start

- Prepare a simple recipe template: name, story, ingredients, cost, steps, variations, dietary notes.
- Collect example prices from local shops or market.
- Make groups mixed by cooking confidence.

Steps

1. Favourite meal story. Each participant names a meal that gives comfort, energy or belonging.
2. Choose recipes. Small groups choose one meal to adapt.





3. Adaptation challenge. Make it more budget-friendly, nutritious, plant-forward or seasonal without removing its identity.
4. Write clearly. Groups complete the recipe template with simple steps and dietary notes.
5. Peer test. Another group checks: Can we understand it? Is it affordable? What substitutions are possible?
6. Cookbook gallery. Display recipes and vote for categories: easiest, cheapest, most comforting, most climate-friendly.

Debrief questions

- What makes a recipe realistic for young people?
- How can healthy food respect culture and budget?
- Which recipe could you teach to friends at home?

Inclusion, safety and adaptations

- Use no-cook recipes if kitchen access is limited.
- Include dietary labels without judgement: vegan, vegetarian, halal, gluten-free, allergy risks.

Tangible output: A small participant-made well-being cookbook with realistic recipes and substitutions.





Activity 15: Overcoming Barriers Hike Challenge

Theme	Duration	Group	Space	Level
Resilience	120-180 min	8-28	Outdoor route	Medium

Purpose: Use a physical route as a metaphor for personal barriers, support systems and realistic next steps.

Learning outcomes

- Participants connect personal development with embodied experience.
- Participants identify barriers and resources without being forced to disclose trauma.
- The group practises mutual support during a challenge.

Materials

- Safe route map, water, first-aid kit, weather plan.
- Barrier/resource cards, pens.
- Optional small stones or leaves as symbols.

Before you start

- Choose a route suitable for the least experienced participant, not the most athletic one.
- Prepare an indoor metaphor walk if weather or accessibility is an issue.
- Set group safety rules: stay together, buddy system, no racing.

Steps

1. Opening metaphor. Ask: What makes a path difficult besides distance? Examples: fear, lack of support, unclear direction.
2. Barrier card. Each person privately writes one barrier to their well-being or participation.





3. Walk. At the first stop, participants name resources that help with barriers: people, routines, skills, places.
4. Team challenge. Give a cooperative task, such as crossing a marked area while keeping the group connected by a rope or shared rhythm.
5. Symbolic release. Participants may place a natural object on the path to represent leaving one unhelpful belief behind. Do not leave litter.
6. Closing step. Each person writes one small next step for overcoming a barrier.

Debrief questions

- What did the hike teach about support?
- When did the group move too fast or too slow for someone?
- What is one barrier young people face in accessing well-being?

Inclusion, safety and adaptations

- Use a flat route or indoor stations for accessibility.
- Keep barrier sharing optional and general.
- Monitor weather, hydration, fatigue and emotional intensity.

Tangible output: A personal barrier-resource-next step card.





Activity 16: SMART Personal Action Plan and Vision Board

Theme	Duration	Group	Space	Level
Personal development	90-120 min	8-32	Workshop room	Easy-medium

Purpose: Help participants turn inspiration into realistic, concrete and personally meaningful well-being actions.

Learning outcomes

- Participants understand SMART goals and apply them to well-being.
- Participants create a visual reminder of their values and next steps.
- Participants identify support people and obstacles before returning home.

Materials

- Old magazines, paper/cardboard, glue, scissors, markers.
- SMART goal worksheet.
- Optional calming music.

Before you start

- Prepare examples of realistic goals: walk 15 minutes twice a week, cook one shared meal, use breathing before exams.
- Avoid success pressure; focus on experiments, not perfection.
- Create a quiet creative atmosphere.

Steps

1. Guided visualisation. Invite participants to imagine a day in three months where they feel slightly more balanced.
2. Values words. They write five values or feelings they want more of: calm, strength, connection, energy, courage.





3. SMART input. Explain Specific, Measurable, Achievable, Relevant and Time-bound with simple examples.
4. Vision board. Participants create a collage showing their desired well-being direction.
5. Action plan. Each person writes one SMART goal, one obstacle and one support person.
6. Optional sharing. Participants share only what they want. End with encouragement, not advice.

Debrief questions

- What makes a well-being goal realistic?
- What support will you need after the project?
- How can we avoid turning self-care into another pressure?

Inclusion, safety and adaptations

- Allow digital vision boards with phones.

Tangible output: A personal vision board and SMART well-being action plan.





Activity 17: Nature as a Tool for Expression

Theme	Duration	Group	Space	Level
Eco-wellness	75-120 min	8-30	Natural area	Easy

Purpose: Use natural materials, observation and metaphor to express feelings without relying only on words.

Learning outcomes

- Participants experience creative expression as a well-being tool.
- Participants practise ecological respect and leave-no-trace principles.
- Participants find metaphors for personal and group learning.

Materials

- Natural objects found on the ground, not picked from living plants.
- Optional paper, pencils, camera with consent.

Before you start

- Choose a safe outdoor area with clear boundaries.
- Explain leave-no-trace: use what is already fallen and return it afterwards.
- Prepare prompts for participants who feel blocked creatively.

Steps

1. Silent collection. Participants walk for 10 minutes and choose 3-5 natural objects that represent their current state.
2. Personal composition. They create a small land art composition on the ground.
3. Gallery walk. The group walks silently and observes each composition without interpretation.





4. Story choice. Creators may share the story of their composition or simply give it a title.
5. Group mandala. Together, create one collective image representing the group journey.
6. Return. Take photos if consented, then return objects respectfully.

Debrief questions

- What was easier to express through nature than through words?
- How did we practise respect for the place?
- How could this work in an urban environment?

Inclusion, safety and adaptations

- Use indoor objects or recycled materials if outdoor access is limited.
- Participants can work in pairs if being alone feels uncomfortable.
- Avoid taking natural objects from protected areas.

Tangible output: Photos or drawings of personal and group nature compositions, with consent.





Activity 18: Reflection Stops Hiking

Theme	Duration	Group	Space	Level
Outdoor learning	2-4 hours	8-20	Hiking route	Medium

Purpose: Turn a hike into a structured learning process with reflection, navigation, cooperation and connection to place.

Learning outcomes

- Participants experience outdoor activity as non-formal education.
- Participants practise navigation, teamwork and environmental awareness.
- Participants connect physical effort with reflection on personal and social well-being.

Materials

- Route map, first-aid kit, water, snacks, weather gear.
- Reflection stop cards and team navigation tasks.
- Optional compass or phone map with offline access.

Before you start

- Risk-assess the route and identify bail-out points.
- Inform participants about distance, elevation and equipment.
- Create small navigation teams with rotating roles: map reader, timekeeper, well-being watcher, storyteller.

Steps

1. Start circle. Invite each participant to name one strength they bring to the hike.
2. Stop 1 - pace. Ask: How do we choose a pace that includes everyone?



3. Stop 2 - attention. Silent observation: what is the landscape teaching about change or resilience?
4. Navigation task. A team leads the group to the next point, checking safety and inclusion.
5. Stop 3 - support. Pairs discuss a moment when they needed help and how they asked for it.
6. Closing. End with a short gratitude or star-gazing reflection if safe and appropriate.

Debrief questions

- How did roles affect participation?
- What did nature teach us about well-being?
- How did the group respond when someone needed a slower pace?

Inclusion, safety and adaptations

- Use a shorter walk with reflection stations for accessibility.
- Do not make hiking a test of toughness.
- Have a clear emergency plan and respect weather warnings.

Tangible output: Team navigation notes and one group principle for inclusive outdoor activities.





Activity 19: Youthpass Reflection and Well-being Commitments

Theme	Duration	Group	Space	Level
Recognition and future action	90-120 min	8-32	Workshop room	Easy

Purpose: Recognise learning, close the group process and support participants to carry well-being practices into daily life.

Learning outcomes

- Participants name their learning using Youthpass language.
- Participants connect personal learning with future action.
- The group closes with appreciation and realistic commitments.

Materials

- Youthpass competence overview or simplified cards.
- Learning journal notes, certificates if used.
- Commitment cards and envelopes.

Before you start

- Prepare a calm closing space and enough time. Do not rush reflection.
- Explain Youthpass as recognition of non-formal learning, not a school exam.
- Prepare examples for each competence in simple language.

Steps

1. Learning timeline. Participants draw the week as a line and mark three important learning moments.
2. Competence corners. Place Youthpass competence cards around the room. Participants stand near a competence they developed and share examples in small groups.





3. Personal statement. Each person writes 5-8 sentences for their Youthpass or learning record: I learned..., I practised..., I want to continue...
4. Well-being commitment. Each participant writes one realistic action for the next month and one person/place that can support it.
5. Gratitude exchange. In a circle, participants offer short appreciations. Keep it optional and time-limited.
6. Closing ritual. Use music, movement or a quiet moment to close the group.

Debrief questions

- Which learning surprised you?
- What competence do you want to keep developing?
- What will help your commitment survive after returning home?

Inclusion, safety and adaptations

- Allow participants to draw their Youthpass reflections before writing.
- Offer translation support for competence words.
- Avoid pressure to make big public promises; small commitments are more sustainable.

Tangible output: Youthpass-ready reflection notes and one personal well-being commitment.





Bien-être
en Mouvement

KEEP THE MOVEMENT GOING

This toolkit was created to be used, adapted and shared.

We invite youth workers, educators, facilitators and young people to bring these activities into their own groups and communities, adapting them to different needs, abilities and local contexts.

Thank you to the participants, youth leaders, facilitators and partner organisations who contributed to Bien-être en Mouvement and helped transform shared experiences into practical learning tools.

**“Take what supports you.
Adapt what needs to change.
Share what helps others.”**



STAY CONNECTED

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Project reference:

2025-1-FR02-KA152-YOU-000298054



Funded by
the European Union

