

**"DECISION-MAKING
TRIANGLES FOR WELL-
BEING AND
PARTICIPATION"**



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WHY TRIANGLES?

The Decision-Making Triangles emerged from the need to present a rich body of ideas, practices, and observations with clarity and depth. They serve as tools to help us understand the essential characteristics and attributes of each DASCH practice – and more importantly, how combining them can offer a more comprehensive and inclusive experience. When thoughtfully designed, these combinations can address the specific needs of different groups of young people more effectively, cultivating body-mind awareness and fostering participation and well-being.

Which are the DASCH practices ?

DASCH



DANCE

There are many definitions of contemporary dance, influenced by varying geographical, historical, and social contexts. Contemporary dance evolved from the foundations of modern and postmodern dance, emphasizing innovation and a break from traditional form.

Contemporary dance combines elements of the strong but controlled legwork of ballet with modern dance torso work, floor work, fall and recovery, working between the force of movement and the release. It is an expressive form which uses improvisation both as a training and compositional tool. It also incorporates elements of non-western dance cultures, such as elements from African and Japanese dance, as well as other somatic practices for training, such as yoga. Contemporary dance also examines and expands the concepts of pedagogy, choreography and dramaturgy, working on diverse themes, creatively and with inclusivity.

Contemporary dance is for everyone, and particularly meaningful for young people, who have high expectations, need meaningful challenges, seek diversity and clear goals. It is also a powerful tool that can address physical, mental and emotional challenges. Through movement, all different genders and roles can be expressed – or even none of them – offering a space where identity is fluid, personal and free.

Dance offers a space to be, to transform, to test boundaries, to take risks, to express yourself with sensitivity, to practice for real life, to use multiple perspectives as positive tools for problem solving, to act with deep curiosity, and to collaborate with trust and care. In this way, dance becomes a collective experience – a shared language that fosters connection, empathy and a sense of belonging among young people.



Dance can help towards:

- **Body-mind Awareness** – developing presence, coordination, balance and a deeper connection between body and mind.
- **Wellbeing** – nurturing emotional expression, resilience and a positive relationship with oneself and others.
- **Participation** – encouraging engagement, collaboration and active involvement in both personal and collective creative processes.

Contemporary dance is a particularly powerful tool for young people facing physical, mental, and emotional challenges. Physically, it develops strength, flexibility, coordination, and body awareness in a way that is non-competitive and adaptive – accessible to different bodies, abilities, and levels of experience. The emphasis on somatic practices and mindful movement encourages a healthy and caring relationship with one's own body.

Mentally, dance cultivates focus, creativity, and cognitive flexibility. Learning and improvising movement sequences challenges the mind, builds concentration, and opens new pathways of thinking and expression. For young people dealing with stress, anxiety, or low self-esteem, dance offers a safe and structured space to channel their energy, build confidence, and experience a sense of achievement.

Emotionally, dance provides a unique outlet for expression that goes beyond words. It allows young people to explore, process, and communicate complex feelings through movement, fostering emotional intelligence, empathy, and resilience. The shared experience of dancing together also nurtures trust, connection, and a deep sense of belonging.





ACROYOGA

Acroyoga is a practice that beautifully weaves together yoga, acrobatics, and therapeutic bodywork into a single, multifaceted discipline. Through dynamic and mindful movement, it enhances physical strength, flexibility, and balance, while promoting overall fitness and body awareness. The practice cultivates presence and mindfulness, as participants engage in focused breathing and moment-to-moment awareness during poses and transitions, naturally reducing stress and anxiety.

What makes Acroyoga particularly unique is its partner-based nature. Every movement is co-created – requiring communication, trust, and attunement between participants. This fosters empathy, emotional resilience, and deep interpersonal connection. In this way, Acroyoga serves as a holistic approach to well-being, integrating physical, mental, emotional, and social dimensions into a balanced and fulfilling experience.

Acroyoga is for everyone, and especially meaningful for young people, offering a playful yet profound space to explore their own boundaries, build confidence, and experience the joy of genuine collaboration and co-creation.

Acroyoga can help towards:

- **Body-mind Awareness** – developing strength, flexibility, balance, and a deep connection between breath, movement, and presence.
- **Wellbeing** – reducing stress and anxiety, nurturing emotional resilience, and promoting a positive and caring relationship with oneself and others.
- **Participation** – fostering trust, communication, and empathy through partner work, encouraging meaningful social connection and a strong sense of community.

Acroyoga offers a rich and holistic response to the physical, mental, and emotional challenges that young people may face.

Physically, Acroyoga develops strength, flexibility, coordination, and balance in a way that is both dynamic and mindful. The integration of therapeutic bodywork and yoga-based somatic practices supports physical recovery, postural awareness, and a healthy relationship with the body. Its adaptable nature makes it accessible to participants of varying physical abilities and experience levels, allowing everyone to engage at their own pace.

Mentally, the practice demands focus, presence, and clear communication – skills that are directly transferable to everyday life. The process of learning and co-creating movements with a partner builds concentration, patience, and problem-solving ability. For young people dealing with stress, anxiety, or lack of confidence, Acroyoga provides immediate and tangible experiences of success, encouraging a growth mindset and a sense of personal empowerment.

Emotionally, Acroyoga is perhaps most powerful in its ability to build trust – both in oneself and in others. The vulnerability of being lifted, supported, and held by another person creates a profound experience of connection and safety. For young people facing emotional difficulties or social isolation, this can be truly transformative, fostering empathy, emotional openness, and a genuine sense of belonging within a group.





SAILING

Sailing is the practice of harnessing the wind to move a boat across the water – a skill that combines technical knowledge, physical coordination, and a deep attunement to the natural environment. It is about learning to read the wind and the sea, managing a boat with confidence, and embracing the freedom and vastness of the open water. But sailing is much more than a technical discipline; it is a profound experience of presence, adaptability, and collective effort.

On a sailboat, every decision matters. The wind shifts, conditions change, and the crew must respond together – with clarity, trust, and shared purpose. This makes sailing a uniquely powerful tool for social, emotional, and behavioral skills development, fostering active listening, empathy, strategic thinking, and empowerment. The shared responsibility of navigating the sea naturally creates an environment of trust, collaboration, and camaraderie that is difficult to replicate in any other setting.

Sailing is particularly meaningful for young people, offering an extraordinary space to step outside of their comfort zone, take on real responsibility, and experience the deep satisfaction of working as part of a team toward a common goal. The open water becomes a mirror for life – unpredictable, beautiful, and full of possibility.

SAILING



Sailing offers a rich and dynamic environment for supporting young people facing physical, mental, and emotional challenges.

Physically, sailing engages the whole body – from the core strength needed to manage sails and rigging, to the balance and coordination required to move confidently on a moving deck. Time spent on the water and in nature has well-documented benefits for physical health and vitality, while the rhythmic qualities of the sea promote relaxation and physical restoration.

Mentally, sailing is a constant exercise in focus, strategic thinking, and adaptability. Reading the wind, planning a route, and responding to changing conditions demands presence and sharp decision-making. For young people who struggle with concentration or feel overwhelmed by complexity, sailing provides a clear and immediate context in which their decisions have real, visible consequences – building confidence, cognitive clarity, and a strong sense of personal agency.

Emotionally, the experience of the open water carries a unique power. The vastness and beauty of the natural environment naturally reduces stress and anxiety, while the shared adventure of sailing together creates deep and lasting emotional bonds. For young people facing emotional difficulties or social challenges, the responsibility of being part of a crew – being trusted, needed, and valued – can be profoundly transformative, fostering resilience, empathy, and a genuine sense of belonging.

Sailing can help towards:

- **Body-mind Awareness** – developing physical coordination, spatial awareness, and a heightened sensitivity to the natural environment, cultivating presence and mindful responsiveness.
- **Wellbeing** – nurturing a sense of freedom, joy, and connection to nature, while building resilience and the confidence to navigate uncertainty with calm and clarity.
- **Participation** – fostering teamwork, shared responsibility, and camaraderie, encouraging meaningful social bonds and a strong sense of collective achievement.



CLIMBING

Climbing is a sport, an art – the physical act of ascending steep terrain, natural rocks, or artificial walls using hands, feet, and specialised equipment. It requires technique, endurance, and both physical and mental strength. But climbing is more than a physical challenge; it is a deeply personal journey of problem-solving, self-discovery, and growth.

Each route presents a unique puzzle, demanding focus, strategic thinking, and the courage to try, fail, and try again. In this way, climbing becomes a powerful metaphor for life – teaching us that obstacles can be faced step by step, that failure is part of the process, and that perseverance leads to progress. These are lessons that resonate deeply with young people navigating their own personal and social challenges.

When practiced in nature, climbing offers the additional benefit of connection to the natural environment, which has been shown to reduce stress, anxiety, and depression, while improving mood and overall mental well-being. Whether on a rock face or an indoor wall, climbing fosters social interaction, active listening, and empathy – as climbers learn to trust and support one another, a genuine sense of belonging and community naturally emerges.

Climbing offers a uniquely holistic response to physical, mental, and emotional challenges. Physically, it develops full-body strength, flexibility, balance, and motor coordination. It promotes cardiovascular health and body awareness, engaging muscles and movement patterns that are rarely activated in everyday life. Being practiced in nature adds an additional layer of physical well-being, connecting the body to the natural environment in a grounding and restorative way.

Mentally, climbing is above all a problem-solving activity. Every route demands focus, planning, and adaptability – skills that directly translate to everyday life challenges. For young people who struggle with concentration or self-doubt, the clear and immediate feedback of climbing – you either reach the next hold or you don't – builds mental clarity, patience, and a growth mindset.

Emotionally, climbing fosters resilience by teaching young people to face fear, manage risk, and embrace failure as a stepping stone to success. The trust placed in a climbing partner creates deep bonds and a strong sense of mutual support and community. For those facing emotional difficulties, climbing offers a tangible, embodied experience of overcoming obstacles – a powerful reminder of their own strength and capability.

Climbing can help towards:

- **Body-mind Awareness** – developing focus, coordination, spatial awareness, and a deep connection between physical effort and mental clarity.
- **Wellbeing** – building resilience, confidence, and emotional strength, while reducing stress and nurturing a positive relationship with challenge and risk.
- **Participation** – encouraging teamwork, trust, and meaningful social connection, contributing to a sense of community and shared achievement.



HIKING

Hiking **LEVEL UP!**



Hiking is an outdoor activity that involves walking through nature – along forest paths, mountain trails, and challenging rocky terrains. It is one of the most natural and accessible forms of movement available to us, requiring no special equipment or prior experience, yet offering a deeply rich and transformative experience for body, mind, and spirit.

At its heart, hiking is an invitation to slow down and reconnect – with nature, with others, and with oneself. The rhythm of walking, the sounds of the natural environment, and the ever-changing landscape naturally promote mindfulness and relaxation, allowing individuals to disconnect from the pressures and distractions of daily life. Each trail presents its own unique challenges and rewards, making every hike a small but meaningful journey of discovery and perseverance.

Hiking is particularly valuable for young people, offering a space away from screens and social pressures where they can find stillness, build confidence, and experience the quiet satisfaction of reaching a summit or completing a challenging trail. The shared experience of hiking together – supporting one another through difficult terrain, celebrating together at the top – fosters social connection, a sense of belonging, and a genuine spirit of community.



Hiking offers a gentle yet powerful environment for supporting young people facing physical, mental, and emotional challenges.

Physically, hiking is a natural and holistic form of exercise that develops cardiovascular health, muscle strength, endurance, and balance. The varied terrain of forests, mountains, and rocky trails engages the whole body in a way that is both challenging and restorative. Unlike competitive sports, hiking is fully adaptable to different levels of fitness and ability, making it an inclusive and accessible practice for all young people, regardless of their physical starting point.

Mentally, the experience of moving through nature has a well-documented positive impact on cognitive well-being. The combination of physical activity, fresh air, and natural surroundings reduces stress, improves mood, and enhances mental clarity. For young people dealing with anxiety, low motivation, or difficulty concentrating, hiking provides a natural reset – a space where the mind can breathe, find perspective, and regain a sense of calm and focus. The clear and tangible goal of completing a trail also builds a healthy growth mindset and a strong sense of personal achievement.

Emotionally, hiking nurtures resilience, patience, and self-confidence in a quiet and organic way. Facing a challenging climb, pushing through fatigue, and arriving at the destination creates a powerful experience of self-efficacy – a reminder that obstacles can be overcome one step at a time. When shared with others, these experiences deepen empathy, trust, and connection, creating a safe and supportive space where young people can be themselves, feel accepted, and build lasting relationships rooted in shared experience and mutual care.

Hiking can help towards:

- **Body-mind Awareness** – developing physical endurance, coordination, and a deep sensory connection to the natural environment, cultivating presence, mindfulness, and an appreciation for the rhythm of the body in motion.
- **Wellbeing** – promoting relaxation, stress relief, and mental clarity through immersion in nature, while nurturing a positive and caring relationship with one's own physical and emotional health.
- **Participation** – encouraging social interaction, mutual support, and a shared sense of adventure, contributing to meaningful bonds and a strong feeling of community and belonging

STUDY VISIT IN LEONIDIO

During the Level Up! Study Visit in Leonidio, a group of participants had the unique opportunity to share knowledge, observe, and practice both contemporary dance and climbing, guided by experienced experts in both fields. Over five rich and intensive days set against the breathtaking natural landscape of the Peloponnese, they explored the common attributes and benefits of these two practices, and discovered what their combination could uniquely offer.

The experience was built around the concept of Projecting – Red Pointing: the climbing process of identifying a challenging route and working through it repeatedly until completion. In parallel, participants practised free and structured movement phrases inspired by contemporary dance and somatic techniques, including Hatha Yoga. Both practices were explored through three shared phases – preparation, full engagement, and integration through reflection and meditation.

What emerged was more than a combination of two disciplines. It was a dialogue – between body and mind, between effort and release, between the floor and the wall. The movement and dance classes offered a space of awareness and safety, free from struggle and fear, which then carried directly onto the rock face. The small, intimate group created a space of trust, warmth, and genuine openness, where everyone felt free to explore, take risks, and be themselves.

The natural environment of Leonidio played a profound role. Being in nature – walking to the climbing sectors, feeling the rock, watching the light change on the wall – added a grounding, restorative quality to the entire process. The study concluded with group conversations, individual interviews, and shared reflections, reinforcing the aspiration of the organisations involved to design innovative programmes that bring these two practices together.



The combination of contemporary dance and climbing offers a uniquely holistic and complementary experience for young people facing a range of challenges.

Physically, the two practices engage the body in a deeply integrated way. Climbing develops full-body strength, grip, balance, and spatial coordination, while dance cultivates flexibility, fluidity, body awareness, and expressive movement. Together, they activate a wide spectrum of physical capacities – from power and endurance to sensitivity and control – offering a rich and varied physical vocabulary that is accessible to different bodies and abilities. The incorporation of somatic practices such as Hatha Yoga and therapeutic climbing exercises further supports physical health, recovery, and body-mind integration.

Mentally, both practices demand presence, focus, and problem-solving – but in beautifully different ways. Climbing challenges the mind with clear, concrete tasks: reading a route, planning each move, and adapting when things don't go as expected. Dance, on the other hand, opens the mind to creativity, imagination, and multiple perspectives. Together, they cultivate both analytical and creative thinking, building cognitive flexibility, concentration, and a growth mindset. The shared structure of preparation, engagement, and reflection – used across both practices – also provides young people with a transferable framework for approaching challenges in everyday life.

Emotionally, the combination creates a powerful space for expression, connection, and resilience. Dance offers a non-verbal language through which complex feelings can be explored and communicated, while climbing teaches young people to face fear, embrace risk, and experience the deep satisfaction of overcoming obstacles. Practiced together, they nurture trust – both in oneself and in others – and foster a genuine sense of community and belonging. The shared experience of moving, climbing, reflecting, and supporting one another creates lasting bonds and a collective sense of achievement that extends far beyond the program itself.





VOICES FROM LEONIDIO

"I enjoyed a lot the mixture between climbing, movement, and contemporary dancing because both elements had a lot to do with awareness – being aware of the body, feeling the body, feeling the breath." – Juri Kusmaul, Acroyoga teacher and climber

"In the movement and dancing classes, I felt more in my comfort zone. I could practise awareness and then bring this experience onto the wall." – Juri Kusmaul

"Dancing is a primary human need. People need to dance to be happy. And if you create an organic, flexible body, you also create a flexible mind." – Nikos Aravidis

"Both climbing and dancing take you out of your head and into your body. In a way, they can both be seen as a form of meditation." – Peter Mitchell
"Adding consciousness to what you already do instinctively – that is what this combination offers."
– Utsa Burduli

"Dance especially challenges you to feel your body. And when we truly feel our body, we can tap into stuck emotions. It is a beautiful release." – Liga Smite

"I remembered about breathing. I took deep breaths, calmed down, got back into my body – and regulated my nervous system." – Liga Smite

"A clear movement, for me, is a very clear mind." – Eleni Danesi

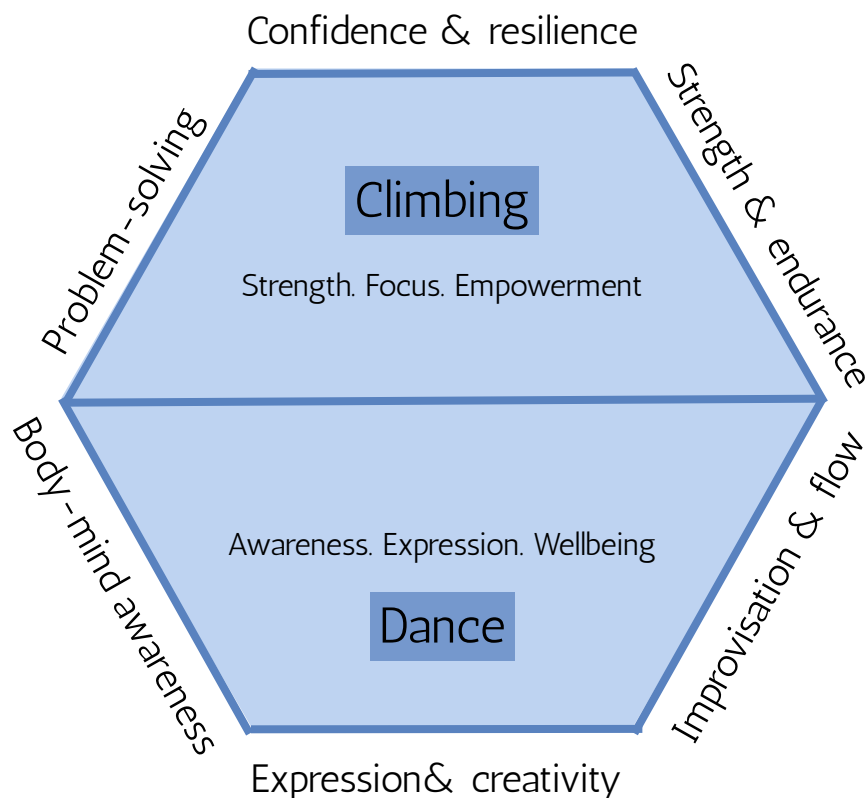
"Each practice benefits from the other when they merge. In the end, we are all using our body and our mind." – Juri Kusmaul

The five days in Leonidio offered something rare and deeply valuable: a space where movement, nature, challenge, and human connection came together in a way that touched every dimension of the participants' lives – physical, mental, and emotional.

For many, the most significant gift was a heightened sense of awareness – of their own body, breath, and inner state. Practices developed on the studio floor transferred directly onto the rock face, revealing how deeply the two disciplines speak the same language. Participants discovered new ways of moving, new approaches to challenge, and new tools for managing fear, frustration, and uncertainty.

Beyond the individual, the collective dimension of the experience was transformative. The small, trusting group created a container in which people felt safe enough to be vulnerable, to explore the unfamiliar, and to be genuinely seen and supported. Shared meals, conversations, and laughter were not peripheral to the learning – they were central to it.

The week planted seeds of ongoing reflection and questioning – about consistency, about fear, about how to bring these practices into young people's lives, about the infinite possibilities of interdisciplinary collaboration.





STUDY VISIT IN BERLIN

The five-day Acroyoga Study Visit in Berlin provided participants with rich hands-on experience and deepened their understanding of Acroyoga as a practical tool for addressing physical, mental, and emotional challenges among young people. The visit was facilitated by Juri Kusmaul, an internationally established Acroyoga teacher, whose expertise and guidance brought depth and inspiration to the entire process.



Through the exchange of methods, shared practice, and learning from experts, participants gained valuable insights into integrating Acroyoga into non-formal education settings, fostering well-being and active participation. The programme combined Acroyoga with physical theatre, partner acrobatics, and somatic games – creating a rich and layered experience that went beyond technique to explore trust, communication, and collective creativity.



What distinguished this experience was the careful, step-by-step structure built by Juri Kusmaul – building exercises progressively, focusing on the communication between partners, and creating a warm, safe, and playful group environment from the very first session. Participants described feeling the group open up naturally, without pressure or performance, discovering new dimensions of their own bodies and their capacity to connect with others. Through skill-building, collaboration, and experiential learning, participants were empowered to bring Acroyoga methodology into their own work – supporting and inspiring youth workers, leaders, and trainers to develop and share innovative educational offerings that harness the unique potential of this practice.

VOICES FROM BERLIN

"Acroyoga inspired me to realise my limits and to communicate with other people. It will help me in many levels – my work, my social life, and how I develop myself." – Dora

"I passed my boundaries with Acroyoga. I have done things with myself that I have not done before. And now I observe – myself and others – and that helps me understand what I can change and how to make progress." – Dora

"Acroyoga opened new horizons for me. It is not only about how flexible or strong you are – it depends a lot on other people, on the base or the flyer. It is a lot like life: sometimes you don't need to predict every step." – Liga Smite

"It was the first time I realised I can be the base. It is just a matter of technique – and it gave me physical confidence and also helped me professionally to think in a more experimental, trial-and-error way." – Dina Danesi

"It was inspiring to see how Acroyoga helped me unlock the handstand – something I was not expecting. I really enjoyed working with different bodies. You get great feedback from the diversity." – Eleni Danesi

"Doing body work helps you experience and process your emotions. Your body is really holding a lot of information." – Gio

"From the first 20 minutes, trust was built. And I needed this for myself – and I saw it in others too. It is clear there is a lot of potential in everybody, regardless of their level of physical fitness." – Stephanas Kumadas

"The whole practice was based on building trust and letting go. Trusting the other person, and also taking responsibility for them on your hands – this could describe climbing too. It is very connected." – Stephanas Kumadas



Physical, Mental and Emotional Impact

The Berlin Acroyoga Study Visit was a rich and multi-layered experience that went far beyond the acquisition of technical skills. What participants discovered was a practice that operates simultaneously on the physical, mental, and emotional level – and that has the rare quality of making all three dimensions feel inseparable.

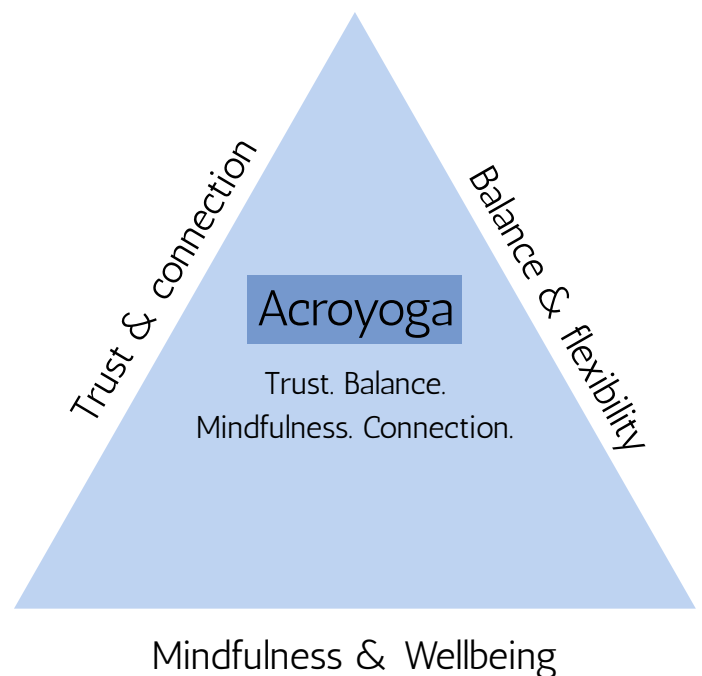
The combination of Acroyoga with physical theatre and somatic games created a uniquely inclusive and joyful learning environment. Participants found themselves laughing, being surprised by their own capabilities, and building genuine trust with others – sometimes within minutes of meeting. The experience was described as transformative not only for those new to Acroyoga, but also for those with experience, who discovered new dimensions of the practice.

Perhaps most powerfully, participants left with a clear vision of how Acroyoga can be used as a tool in youth work, education, team building, and community development – for young people, adults, and groups of all backgrounds and abilities. The experience reinforced the central conviction of the Level Up! project: that the body is not separate from learning, growth, and well-being – it is the very medium through which these things happen.

Physical: Acroyoga engaged the full body – developing strength, flexibility, balance and core stability in a deeply mindful way. Participants felt their core muscles activated, their posture improving, and their bodies awakened to new movement possibilities. The integration of physical theatre and somatic games added playfulness and creativity to the physical dimension.

Mental: The practice demanded total presence – you cannot think about anything else when you are responsible for another person's balance and safety. This enforced focus became a powerful tool for quieting the mind, processing emotions through movement, and building cognitive clarity. The step-by-step structure gave participants a transferable framework for approaching challenges.

Emotional: Acroyoga created profound experiences of trust – both in oneself and in others. The vulnerability of being lifted and held, or of holding another person, generated deep emotional bonds and a genuine sense of safety. For participants who tend toward seriousness or isolation, the playful, non-judgmental space was transformative – opening doors to laughter, connection, and emotional release.





STUDY VISIT IN TINOS ISLAND

The Sailing + Climbing Study Visit brought together participants from partner organisations for an extraordinary week of exploration on and around the island of Tinos, Greece. Under the guidance of experienced instructors – including skipper and captain Nikos Aravidis – the group sailed between the islands of the Aegean, climbed on the rocky coastal terrain, and engaged in movement and yoga sessions that wove the two disciplines together into a coherent, holistic experience.



Living together on the boat created a uniquely intensive learning environment. The limited space, shared responsibilities, and constant proximity to the sea and natural elements meant that collaboration, communication, and trust were not just themes of the programme – they were lived realities, moment to moment. Participants could not escape the necessity of working together, of listening, of adapting. And in this constraint, something remarkable emerged: a deep sense of community, mutual care, and shared purpose.



The programme combined sailing – including navigation, rope techniques, and seamanship – with climbing on coastal rocks, hiking, movement sessions, yoga, and somatic practices. The group also experienced the particular challenge and joy of free soloing into the sea – climbing without a rope above water – which offered a uniquely visceral experience of trust, presence, and adventure. The visit also highlighted the importance of inclusive design: one participant joined with a physical limitation, demonstrating powerfully that with a caring environment and thoughtful adaptation, barriers to participation can be overcome.



VOICES FROM TINOS ISLAND

"Sailing really helps to clear my mind. Being on the sea has this calming effect – somehow the fog clears. You are not just watching water from the outside, you are really connecting with the elements." – Hanga

"It is a collaborative experience. Clear communication and clear focus are essential – not only for a great experience but for safety. This study visit shows us which steps need to be taken to organise sailing for young people on a bigger scale." – Marko

"I learned about myself – constantly being on a boat, climbing, sailing – your body needs to be on 24/7. It is amazing, but it also gives you an extraordinary opportunity to observe yourself and learn about yourself." – Marko

"Both sailing and climbing – you play with ropes. You have to own specific knowledge about your equipment to feel safe. And from this shared knowledge, people can become more active collectively and build relationships based on trust." – Nikos Aravidis, Captain

"Being on a sailing boat in the sea shows you how to commit, how to learn about yourself, and how to communicate with the landscape. It clears your mind – and this clarity leads to more compassion, more empathy, more social involvement." – Nita

"This experience broadens my horizons. It is a whole new terrain that complements others we use for educational purposes and personal development. It provides a new dimension – new possibilities for what we are doing as an organisation." – Peter Mitchell

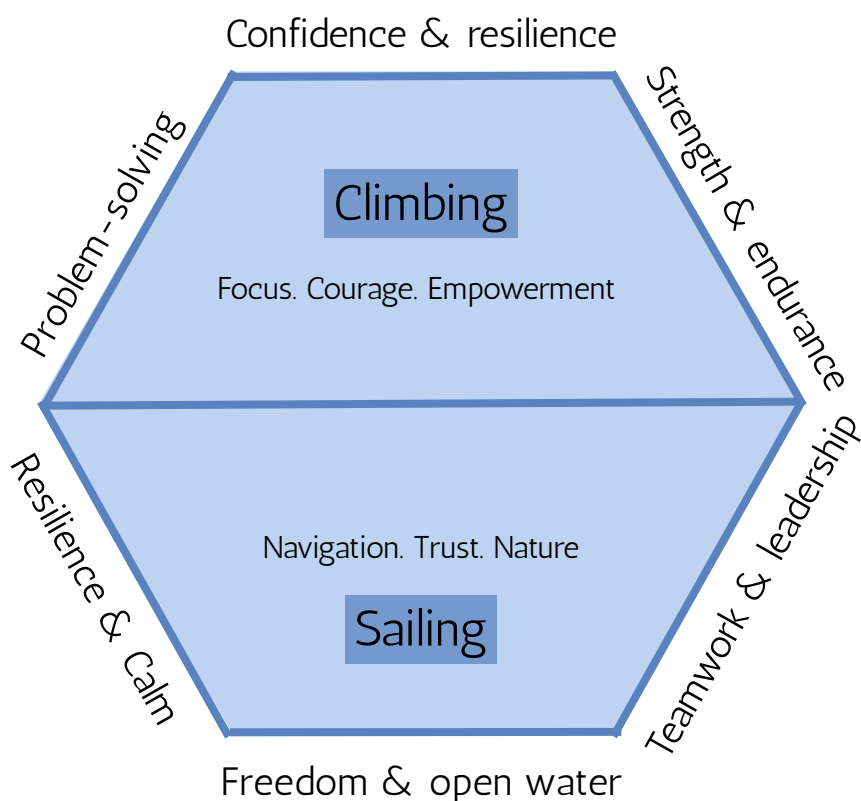
"Sailing limits your space – you cannot go somewhere else, you cannot scroll, sometimes you cannot even talk. So you just be – with yourself, with the others, with the elements. And that brings profound calmness." – Salome

The combination of sailing and climbing creates a uniquely powerful and complementary outdoor learning experience for young people facing a range of challenges.

Physically, the two practices engage the body in distinct yet deeply compatible ways. Climbing develops upper body strength, grip, balance, and precise motor coordination, while sailing demands core strength, spatial awareness, and the physical stamina to manage a boat in changing conditions. Together, they promote cardiovascular health, muscle strength, and endurance, offering a varied and comprehensive physical experience that is both challenging and deeply rewarding. The natural environments in which both practices take place – the sea and the rock face – add an additional layer of physical vitality and sensory richness.

Mentally, sailing and climbing both demand presence, strategic thinking, and the ability to adapt to constantly changing conditions. On the water, participants must read the wind, plan their course, and make real-time decisions as a team. On the rock, they must focus, problem-solve, and find their route step by step. Together, these experiences build cognitive flexibility, concentration, and a strong sense of personal agency. The structured use of reflection and feedback throughout the program further deepens the mental and pedagogical impact, helping young people develop transferable skills for navigating challenges in everyday life.

Emotionally, the combination of sea and rock creates a profound environment for growth, trust, and connection. The vastness of the open water and the immediacy of the climbing wall both invite young people to step outside their comfort zone, face their fears, and discover their own strength and capability. The shared adventure of living, sailing, and climbing together – navigating real challenges as a group – fosters deep bonds of trust, empathy, and camaraderie. For young people facing emotional difficulties or social isolation, this experience of being genuinely needed, supported, and valued within a team can be truly transformative.



The Tinos Study Visit demonstrated something that is difficult to replicate in a conventional educational setting: the transformative power of being fully immersed – in nature, in challenge, in community, and in the present moment. The combination of sailing and climbing, woven together with movement, yoga, and shared living, created an experience that was simultaneously adventurous and deeply grounding.

For participants, the week was a lived lesson in trust – in themselves, in their crewmates, and in the process of learning itself. The sea demanded presence. The rock demanded courage. The boat demanded collaboration. And together, these demands created the conditions for genuine growth – physical, mental, and emotional.

Participants left with not only new skills and knowledge, but with a deepened conviction that these practices – and their combination – hold real potential as tools for youth work, personal development, and well-being. The experience directly inspired concrete future plans: a youth exchange on the Baltic, new local projects combining movement and dance, and a shared commitment to making these experiences more accessible to young people everywhere.





STUDY VISIT IN RATHEN

The five-day Climbing + Hiking Study Visit in Rathen, Germany, took place in the breathtaking Saxon Switzerland National Park – a landscape of dramatic sandstone formations, dense forests, and winding trails that provided the perfect setting for exploring the complementary qualities of climbing and hiking. The visit was facilitated by experienced instructors Peter and Jules, whose expertise guided the group through technical climbing skills and into the wilder dimensions of outdoor adventure.

A defining feature of the Rathen experience was its distinctive climbing tradition. Unlike sport climbing with bolts and chalk, the Saxon climbing style uses knots placed in cracks for protection, and no chalk is permitted – preserving the rock and maintaining a deep respect for the natural environment. For participants, this encounter with a living climbing tradition was both humbling and inspiring, inviting a different relationship with the rock: one based on feeling, reading, and trusting rather than on equipment and performance.

The programme included technical skills according to German Alpine Club standards – abseiling, building belay stands, ropework, risk analysis, and rescue techniques – alongside hiking through the Saxon landscape, a bivouac night under the stars, shared cooking and camp life. The group was mixed in experience and background, which itself became part of the learning: navigating different levels, needs, and comfort zones with care and adaptability. Participants were empowered not only with technical knowledge but with a broader understanding of how to use climbing and hiking as tools in non-formal education – managing group dynamics, logistics, and safety while keeping the joy of the activity at the centre.

VOICES FROM RATHEN

"I have never climbed on knots and without chalk before. It was wonderful to see this historic place where climbing has such deep roots. The people who established this tradition have stayed true to what they value – and that is a beautiful thing to preserve." – Andy Pawlby

"I think climbing should always prioritise enjoyment first – get people to fall in love with it, feel the rock – and then bring in the safety elements. Making safety the first thing you teach is like telling someone going to play football that they might get hurt, so maybe they should not run." – Andy Pawlby

"The key is to use exciting and adventurous activities as the vehicle, and then consciously tie what happens back into participants' everyday lives. The specific activity matters less than how it is delivered. What counts is making it inspiring and fun." – Andy Pawlby

"I did not expect I would enjoy trad climbing so much – mainly because I am afraid. But it shifted my thinking. I started focusing more on the climbing itself than on falling. That made me enjoy being on the rock and reading it much more." – Dina Danesi

"It brought me back 100 percent to where I was – fully present on the rock, focused on the action rather than the equipment. It normally feels the opposite in sport climbing. Here, I felt I was climbing and using the equipment less." – Dina Danesi

"The cooking and eating process – everyone volunteering, everyone involved – was a really nice shared work. Making each other's life easier, serving the others in this moment. It was a beautiful form of collaboration." – Dina Danesi

"I learned about myself that I never have to manage my energy as carefully as when on a boat or climbing for many days. It gives you an amazing opportunity to observe yourself. And I was closer to the stars than I have ever been." – Stella Dimitrakopoulou





The combination of climbing and hiking creates a deeply complementary and holistic outdoor experience for young people facing a range of challenges.

Physically, the two practices engage the body in distinct yet mutually reinforcing ways. Climbing develops upper body strength, grip, precise motor coordination, and spatial awareness, while hiking builds cardiovascular endurance, leg strength, and overall stamina. Together, they offer a comprehensive physical workout that engages the whole body across a wide spectrum of movement – from the careful precision of finding a handhold on a rock face, to the steady rhythm of walking through a mountain forest. Both activities take place in natural environments, adding an additional layer of physical vitality and sensory richness that supports overall health and restoration.

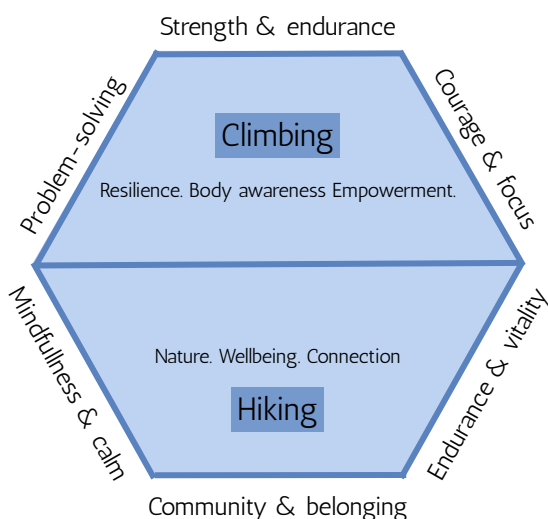
Mentally, climbing and hiking complement each other beautifully. Climbing demands sharp focus, strategic problem-solving, and the ability to stay present under pressure, while hiking invites a quieter, more reflective state of mind – allowing thoughts to settle, perspective to emerge, and mental clarity to be restored. Together, they offer young people a full spectrum of mental experience, from active cognitive engagement to peaceful mindfulness, building resilience, concentration, and a healthy relationship with both challenge and stillness. The structured learning of technical skills such as ropework, risk analysis, and safety procedures further develops responsibility, discipline, and a strong sense of personal competence.

Emotionally, the shared experience of climbing and hiking in nature creates a powerful environment for trust, connection, and personal growth. Climbing teaches young people to face fear, embrace vulnerability, and discover their own strength – especially when supported by a trusted partner or group. Hiking, with its gentler rhythm and immersion in natural beauty, provides space for reflection, emotional restoration, and quiet connection with others. Together, they nurture resilience, empathy, and a deep sense of belonging – reminding young people that they are capable, valued, and supported, both on the rock and on the trail.

The Rathen Study Visit demonstrated the profound educational and personal development potential of combining climbing and hiking in a natural setting rich with tradition, beauty, and challenge. The Saxon climbing style offered participants something rare: an encounter with a practice that prioritises presence, feeling, and respect over performance and equipment.

Perhaps the most significant learning from Rathen was about the relationship between enjoyment and growth. When participants were invited to fall in love with the activity first – to feel the rock, to follow the trail, to be present in the landscape – the technical learning followed naturally and meaningfully. This principle, articulated clearly by participants, has direct implications for the design of youth programmes: joy is not a luxury, it is the engine of learning.

The experience also highlighted the importance of thoughtful programme design when working with mixed-experience groups – balancing challenge and support, structure and freedom, individual needs and collective goals. These are challenges that every youth worker faces, and Rathen offered a lived laboratory for exploring them in real conditions. Participants left with not only new technical skills, but with a deeper understanding of how climbing and hiking can serve as powerful tools for well-being, resilience, and community – for young people and adults alike.



FINAL CONCLUSION

DASCH



The "Decision-Making Triangles for Well-being and Participation" publication is the fruit of a shared journey – one that brought together youth workers, educators, climbers, dancers, sailors, and thinkers from across Europe, united by a common belief: that movement, nature, and human connection are not luxuries in young people's lives, but necessities.

Through the Level Up! project, we explored five distinct practices – Contemporary Dance, Acroyoga, Sailing, Climbing, and Hiking – and discovered not only the unique gifts each one carries, but the extraordinary possibilities that emerge when they are combined. We have seen how dance and climbing speak the same language of awareness and presence, how Acroyoga builds trust in ways that few other practices can, how the sea teaches collaboration through necessity, how the rock teaches courage through challenge, and how the trail teaches patience through rhythm and breath. The voices of the participants who lived these experiences – in Leonidio, Berlin, Tinos, and Rathen – remind us that transformation rarely announces itself in advance. It arrives in a moment of breathing on the wall, in the release of letting go on a handstand, in the silence of a sea at dawn, in the quiet joy of reaching a summit with others. These are not performances of well-being – they are its very substance. The Decision-Making Triangles and Polygons offer a practical and visual language for understanding and communicating these practices – their individual qualities, their shared values, and their combined potential. We offer them as tools for youth workers, educators, programme designers, and all those who believe in the power of embodied, experiential learning to address the physical, mental, and emotional challenges that young people face today.

The practices presented in this publication are not ends in themselves. They are invitations – to move, to trust, to explore, to connect. And when combined thoughtfully, with care and creativity, they become something greater: a pathway toward body-mind awareness, wellbeing, and meaningful participation for all.

I N T R O D U C T I O N

Project Level Up! was developed in order to strengthen youth participation at the European level by sharing knowledge and promoting physical and mental well-being. The project accomplished this through the use of Dance Acroyoga Sailing Climbing Hiking (DASCH) practices as methodological tools to foster and promote civic engagement among young people. These particularly target those facing physical, mental, and emotional challenges.

The project's use of DASCH practices created innovative educational offerings that provide a solid foundation for development on local and transnational levels. All practices forming an innovative education approach can bring life-changing experiences, cultivate mind-body connection, address physical, mental, and emotional challenges, and empower participation and engagement in civil society.

Contemporary dance, acroyoga, and somatic practices are powerful tools that work directly with one's mind-body connection and expand personal awareness. This is in addition to empowering coordination, balance, concentration, and promoting expression and imagination. In this way these practices serve as tools to increase the quality and innovation of youth work while promoting inclusion and diversity.

Climbing, sailing, hiking, and other outdoor activities have an enormous potential for social, emotional, and behavioral skills development. For example, climbing alone directly fosters life-changing experiences, active listening, empathy, strategic thought, self-empowerment, enjoyment of nature, and an environment of trust and partnership. Sailing also fosters resilience and cultivates teamwork and camaraderie. The way that these practices empower youth is vital for their increase in quality, innovation, and recognition of youth participation.

In addition to the benefit for participants, the transnational partnership between Lernlabor and Moon10 developed both organizations' capacities to foster and promote well-being and participation. The project enhanced both organizations' ability to co-plan new projects and implement them effectively at the local and European levels. Moreover, working with a partner from a different country with diverse backgrounds and experiences can bring knowledge on new practices and perspectives, further promoting innovation and the co-creation of high-quality educational offerings. Collaboration between transnational partners also increased the visibility of the project and the connectivity with new stakeholders from different regions. These networking opportunities provided new connections that can lead to future collaborations on larger projects.

Over the last few years, youth have been increasingly stressed, to the point of suffering from health issues such as anxiety, burnout, back and neck pains, and more. This significantly undermines their ability to effectively participate in democratic life. Through the use of DASCH practices, project Level Up! improved youth participation and well-being. This is due to DASCH practices' innate ability to teach both participants and organizers empowerment, resilience, innovation, and the power of diversity.



STUDY VISIT IN LEONIDIO

The first mobility of project Level Up! was a 5-day study visit to Leonidio that focused on collaborative learning through the use of dance, climbing, and somatic practices. The activities brought participants together to explore how dance, movement, and climbing can support physical, mental, and emotional well-being. Through an experiential learning approach, each participant shared their own methods, tested each other's practices, and learned collaboratively. This approach created a strong sense of shared ownership and mutual learning, key to the project's success.



The training content was multifaceted, combining physical, cognitive, and emotional development. Participants explored a wide range of techniques and activities aimed at improving mobility and deepening body awareness. They worked on enhancing coordination, balance, and movement isolation, while also addressing psychological barriers such as fear, hesitation, or lack of confidence. At the same time, the program emphasized interpersonal and group skills, including cooperation, communication, active listening, and the ability to navigate group dynamics effectively. A consistent underlying goal was to cultivate positive internal states such as joy, calmness, and harmony.



Participants engaged with local communities and stakeholders to discuss youth challenges and promote DASCH practices. The project aimed to build skills, encourage collaboration, and inspire new educational initiatives. As a result, participants strengthened their competencies, formed a network of practitioners, and contributed ideas toward a shared publication, while promoting dance, somatic practices, and climbing as effective tools for well-being and social engagement.

The target group for this activity was broad and interdisciplinary, including organizational staff, trainers, youth workers, community leaders, and professionals in dance and somatic practices. This diversity supported cross-sector exchange and strengthened the potential for the project to have a wider impact.

After the mobility concluded, organizers interviewed participants both individually and in group discussions to glean the successes and challenges faced by the project. In these interviews a key aspect of this activity that participants highlighted was awareness. Participants all talked about how the activity developed deeper awareness of their body, breath, emotions, and environment. Multiple participants also claimed that these activities improved their mind-body connection, further highlighting the strengths of these practices for improving self-awareness.

Another major success that participants discussed in interviews was the sense of trust and community fostered by this activity.

very participant emphasized how organizers created a safe and supportive environment that allowed participants to be vulnerable, explore, and grow. This was in part due to the group dynamics created by the small group size that fostered trust, connection, equality, and mutual support. The collective energy created by working together in this way, participants claimed, deepened the experience and transformed individual effort into shared growth. This environment proved vital to the success of the project.

With this environment allowing personal and collective growth, participants explained the various personal breakthroughs that the activity fostered. Participants claimed to experience multiple "first times," mindset shifts, and moments of transformation. These were all possible due to the strengths of these practices as tools for youth work and well-being as well as the environment created by the project.





Participants also explained the different strengths of both climbing and dance practices as they were evident in this mobility. For example, climbing generally lent itself more towards fostering empowerment through challenge. According to participants, overcoming fear, frustration, and failure built confidence and resilience, both of which were major aims of the project. In the case of dancing, participants explained how it fostered creativity & self-expression through improvisation and movement opening new ways of expressing and understanding oneself. This being said, participants still highlighted the intersectionality between these activities, including how practicing different kinds of movement in one type of activity complimented the other, further helping the project reach its aims.

On top of the strengths brought by these specific activities, participants also emphasized the importance of the structure of the mobility. The balance of structure and flexibility allowed for an environment that valued freedom while still making guidance available to those that needed it.

This combined with the experiential learning approach, the participants claim, led to the project being more impactful than traditional teaching methods. With the successes of the project laid out, participants also highlighted their relevance for youth work. There is strong potential for applying these practices in youth development and education, and participants emphasized how interdisciplinary approaches can be innovative and valuable.

Being the first mobility of Project Level Up!, the study visit to Athens was an astounding success. Not only did the project achieve many of the aims and objectives it laid out before, but it provided organizers and participants with valuable experience and knowledge that could be applied to the rest of the project, and to future youth work projects.



STUDY VISIT IN BERLIN

The second mobility of project Level Up! was an acroyoga study visit that took place in Berlin, Germany. Throughout the five day study visit, participants presented, exchanged, and learned working methods to use Acroyoga to address physical, mental, and emotional challenges among young people and promote well-being and participation.

Acroyoga is a practice that combines yoga, acrobatics, and therapeutic practices and offers multifaceted benefits for well-being. Through dynamic movements, it enhances physical strength, flexibility, and balance, promoting overall fitness. The practice also cultivates mindfulness as individuals engage in focused breathing and present-moment awareness during poses, reducing stress and anxiety. Acroyoga's partner-based nature fosters trust, communication, and empathy, nurturing emotional resilience and interpersonal connections. Acroyoga serves as a holistic approach to well-being, integrating physical, mental, emotional, and social dimensions for a balanced and fulfilled life.

Through the use of Acroyoga as the foundation of this activity, it benefitted both participants and partner organizations. For partner organisations, the aims of the activity included understanding how to use acroyoga and partner acrobatics as an effective tool in non-formal and experiential education to work with young people. This is with special attention towards those who are facing physical, mental, and emotional challenges. This aspect of the goal is a key aim of not only this mobility, but project Level Up! as a whole. In addition to this, the mobility is also aimed at helping the partner organisations gain a theoretical and practical understanding of group dynamics, as well as learn how to include acroyoga elements in local project design.

This soft skill is vital for similar projects, especially future projects in cooperation with the same partners.

In addition to developing the organizers, the activity had multiple aims targeting participants. Key aims included using acroyoga to create an environment of trust and help participants trust each other, as well as learning how to give and receive feedback and to use reflection as a pedagogical tool. These aims directly support the overall project goals of well-being and youth participation by helping participants trust and communicate with one another as well as understand their own limits and empower themselves. In addition to this the activity also helps develop hard skills through being trained in spotting, risk analysis, and risk management (falling safely). This was possible due to Acroyoga's aptitude as a tool for education and connection.

After the activity had finished, organizers interviewed the participants to better understand the successes and challenges of the activity. In group and individual interviews participants agreed that the activity was overwhelmingly successful, with participants emphasizing how the activity fostered trust, connection, and personal growth. In particular, participants noted that the small group size created a more intimate and supportive environment, which went hand in hand with the acroyoga practices. Moreover, shared experiences like eating together and spending the whole day together strengthened the group bond. Multiple participants also talked about fear and stepping outside their comfort zone, especially in the context of unfamiliar acroyoga positions. Participants described how pushing through fear helped them discover their own strengths and build their confidence.



In addition to soft skills, participants also described how the activity highlighted the importance of touch and physicality. The Acroyoga forced participants to work physically: moving, balancing, and supporting each other, which they claimed helped them learn in a deeper way. As was discussed, the acroyoga involved meaningful physical contact, which helped some reconnect with touch in a positive way. These participants described how it changed their view of touch to a natural part of collaboration and human connection.

Another aspect of this activity that was discussed in interviews was the emphasis on communication. Participants explained that the acroyoga required constant communication, attention, and awareness of others' bodies and boundaries. This dynamic revealed how people react under pressure and how they collaborate within a team. Moreover, participants claimed that supporting each other safely and respecting boundaries was essential to the experience.

One other aspect pointed out by participants in the interviews was how the activity provided accessibility and infrastructure. Activities like acrobatics require appropriate spaces and resources, which are not always available in every community. In the interviews participants discussed the importance of providing access to such practices, especially for young people who lack such access.

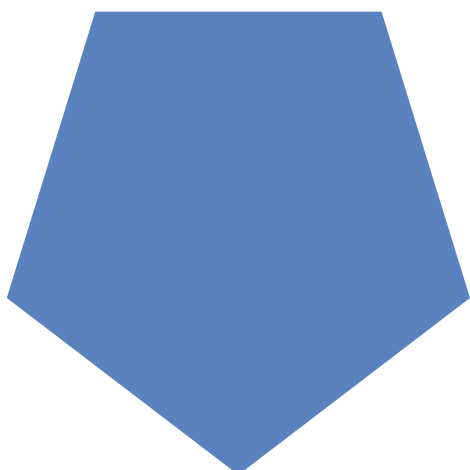
As highlighted by the participant interviews, this activity was an overall success. This was due to acroyoga being used as a powerful tool for developing youth participation and well-being. As described, it helped participants build self-confidence and trust, explore their fear and personal limits, develop teamwork and communication, and strengthen community bonds. In addition to this, the activity successfully achieved its goal of helping youth workers understand the value of acroyoga tools, allowing them to decide how and when to include them in future programs.



STUDY VISIT IN TINOS ISLAND

The study visit to Tinos Island in Greece brought participants together to explore sailing as an educational and developmental tool for young people. Sailing was used as a methodology to address physical, mental, and emotional challenges while fostering important social and behavioral skills. Through the activity, participants practiced active listening, empathy, strategic thinking, and teamwork while building trust, collaboration, and a strong connection with nature.

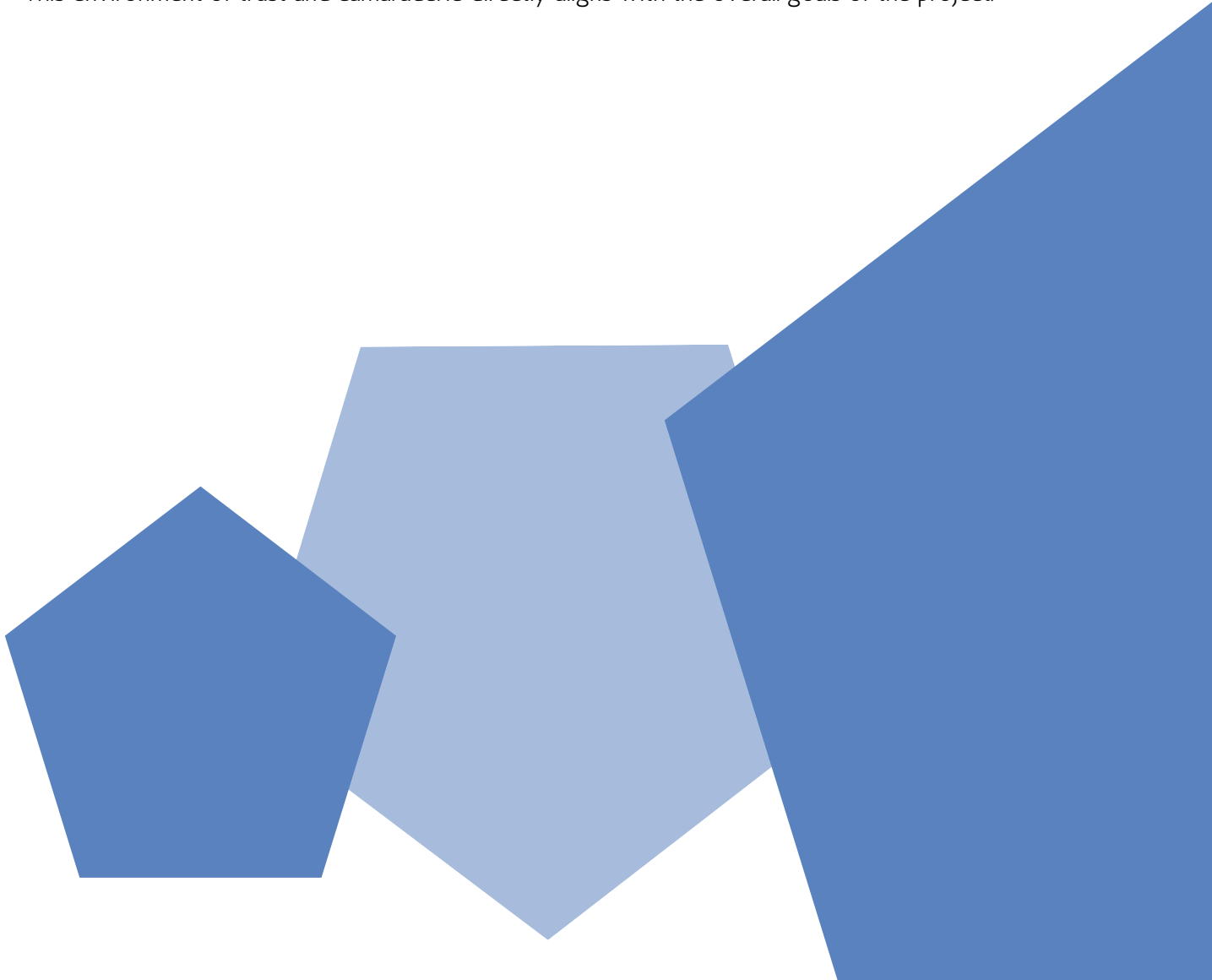
Sailing as an activity has an enormous potential for developing social, emotional, and behavioral skills. As an outdoor activity it fosters empathy, empowerment, enjoyment of nature, and creates an environment of trust and partnership. Additionally, sailing in particular also fosters resilience, and cultivates teamwork and a spirit of camaraderie. This makes it an incredible tool for exploring informal learning methods and developing soft and hard skills, helping to achieve the overall goals of the project.



During the program, participants developed practical competencies such as rope techniques, navigation, leadership, resilience, and cooperation. The project also included engagement with local initiatives and stakeholders in rural areas, creating dialogue about the challenges young people face and emphasizing the role of DASCH activities. Participants further connected with the local community by hiking historic paths on Tinos and learning about the significance of marble in the island's socio-economic history.

The activity involved a diverse group including organizational staff, youth leaders and workers, trainers, educators, and local community representatives. Through experiential learning and shared practice, participants exchanged methodologies, reflected on how sailing can support youth development, and collaborated on ideas for future educational programs at local and international levels. Their insights and contributions were documented throughout the training to inform a final publication and support future initiatives.

Following the mobility, interviews with participants were conducted in order to identify the successes and challenges of the activity. In particular, participants noted the shared learning between sailing and climbing. Both activities emphasized hard-skills and technical knowledge, such as how to use ropes, equipment, and safety systems. More importantly for the goals of the project, both activities cultivated trust, clear communication, and coordinated teamwork. Participants explained how life and work on the boat emphasized cooperation and shared responsibility. Sailing is particularly adept in this regard as every role contributes to the group's success, and without effective teamwork the boat cannot move. This environment of trust and camaraderie directly aligns with the overall goals of the project.



In addition to the social aspects of the activity, participants discussed how the activity also helped develop personal growth. Many of the participants described the experience as transformative on a personal level. Moreover, they claimed how the activity pushed them outside their comfort zone and helped them to become more aware of their own bodies and movements. Observing their own reactions, limits, and strengths in this way helped them to develop resilience, confidence, and adaptability. This personal development, combined with the connection with nature provided by sailing activities, proved vital for participants' well-being. Participants discussed how the activity had strong mental and emotional benefits including reducing stress, presence of mind, and calmness. This serves to demonstrate a key success of this activity as improvement of mental well-being is an explicit goal of the project.

In addition to mental well-being, participants also discussed how the activity helped to develop physical well-being as well. In particular, participants highlighted the importance of balancing physical activities such as sailing and movement practices with rest. As they explained, exposure to natural elements and constant movement can be physically demanding, so maintaining energy levels is important for safety, focus, and teamwork. With this being said, movement practices were not only about performance but also about exploration and creativity. Participants discussed how the activity emphasized playful approaches to movement, experimentation with different techniques, and learning to use natural environments as spaces for learning. Once again this highlights how the connection with nature this activity provided was vital for the goals of the project.

On top of these benefits participants also highlighted how inclusive the activity was. In particular, the mobility showed that outdoor activities can be inclusive when the group provides support for one another and adapts to each participant's different abilities. Moreover, participants stressed the importance of creating environments where everyone can participate and feel supported. Diversity and inclusion is a core aspect of the project and according to the participants the activities were successful in this regard.



Lastly from a more pragmatic perspective, the mobility highlighted the educational value for youth work and possible future applications in youth projects. All the interviewees recognized the strong potential of these activities for youth development and non-formal education.

Key learning outcomes included building trust and teamwork, developing responsibility and communication skills, and strengthening well-being and self-confidence. By proving the proficiency of sailing-based activities in developing these aspects the experience provided practical knowledge for organizing future programs and youth exchanges. As shown from interviews participants now feel more confident about designing similar learning experiences, combining sea and land activities, and using outdoor environments as education tools. By developing knowledge of these activities and how to use them in future projects the mobility successfully accomplished another core goal of the project.

As shown through participant interviews, this mobility was an overall success and achieved the aims initially described in the project plan. In particular, the mobility demonstrated how combining sailing and movement practices in natural environments creates a powerful learning space. This space proved incredibly beneficial for developing personal growth, teamwork, well-being, and innovative youth work methodologies.



STUDY VISIT TO RATHEN

For the final mobility of the project, participants from Athens, including Moon 10 staff members, took part in a five-day study visit to Rathen, where they were hosted by Lernlabor staff and stakeholders. During the visit, they presented, exchanged, and learned methods for using hiking and climbing as tools to address young people's physical, mental, and emotional challenges while promoting well-being and participation.

The activities provided physical exercise and supported mental health by reducing stress, anxiety, and depression, while improving mood and resilience. Climbing fosters problem-solving skills, confidence, and perseverance, while hiking encourages mindfulness and relaxation. Both activities strengthen social connections and a sense of community, contributing to overall well-being.

Throughout the program, participants learned how to use climbing in non-formal education, gained practical experience in organizing outdoor group activities, and developed technical skills such as abseiling, ropework, risk analysis, and rescue techniques according to German Alpine Club standards. The training equipped them with the knowledge, skills, and confidence to apply these methods in educational and personal development contexts.

The activity involved a diverse target group, including organizational staff, local stakeholders, youth workers, community leaders, and educators. It contributed to project goals by strengthening organizational capacity, encouraging cooperation and innovation, expanding networks, and empowering youth workers. As a result, participants enhanced their practical and soft skills, experienced intercultural exchange, and developed a stronger sense of European identity. At the organizational level, Lernlabor and Moon 10 strengthened both local and transnational collaboration.



Following the conclusion of activities, participant interviews further highlighted the successes and results of this mobility. The interviews highlighted that participants found the experience both inspiring and transformative, particularly through their connection with nature and the unique climbing environment. Many appreciated the simplicity of the climbing style, which encouraged presence, awareness, and a deeper connection to nature and oneself.

A recurring concept brought up in the interviews was the development of mental and emotional resilience. Participants described overcoming fear, learning to manage their mental capacity, and focusing on the process rather than outcomes. Climbing and hiking helped them understand their personal limits while fostering mindfulness, confidence, and problem-solving skills.

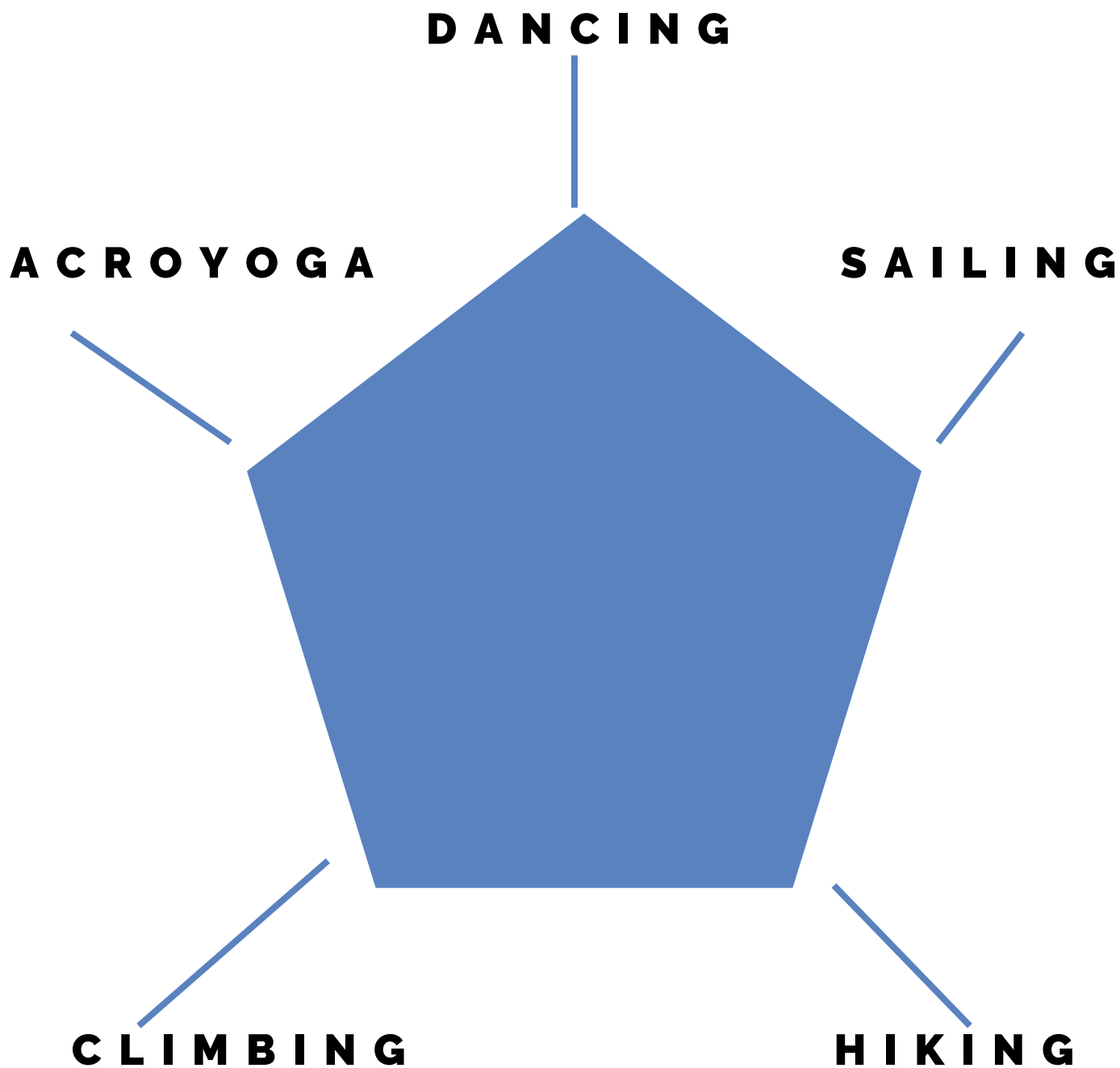
In addition to personal development, the importance of community and collaboration also stood out to participants. Shared activities such as cooking, activities during free time, and supporting each other during climbs strengthened relationships, encouraged teamwork, and created a strong sense of belonging. Participants valued the balance between structured activities and organic, self-led experiences.

From a professional perspective, participants saw strong potential for applying these practices in youth work and education. They emphasized using engaging outdoor activities to inspire young people, promote healthier lifestyles, and “mask” learning through enjoyable experiences. Overall, the interviews showed that hiking and climbing can foster personal growth, social connection, and practical learning in both individual and group contexts.

As the final mobility of Project Level Up!, this study visit successfully built upon previous mobilities, learning from them and further helping the project reach its goals. The activities improved the physical and mental well-being of participants while also creating community and developing group dynamics. In addition to this it also provided inspiration and useful practices for future youth work initiatives and projects.



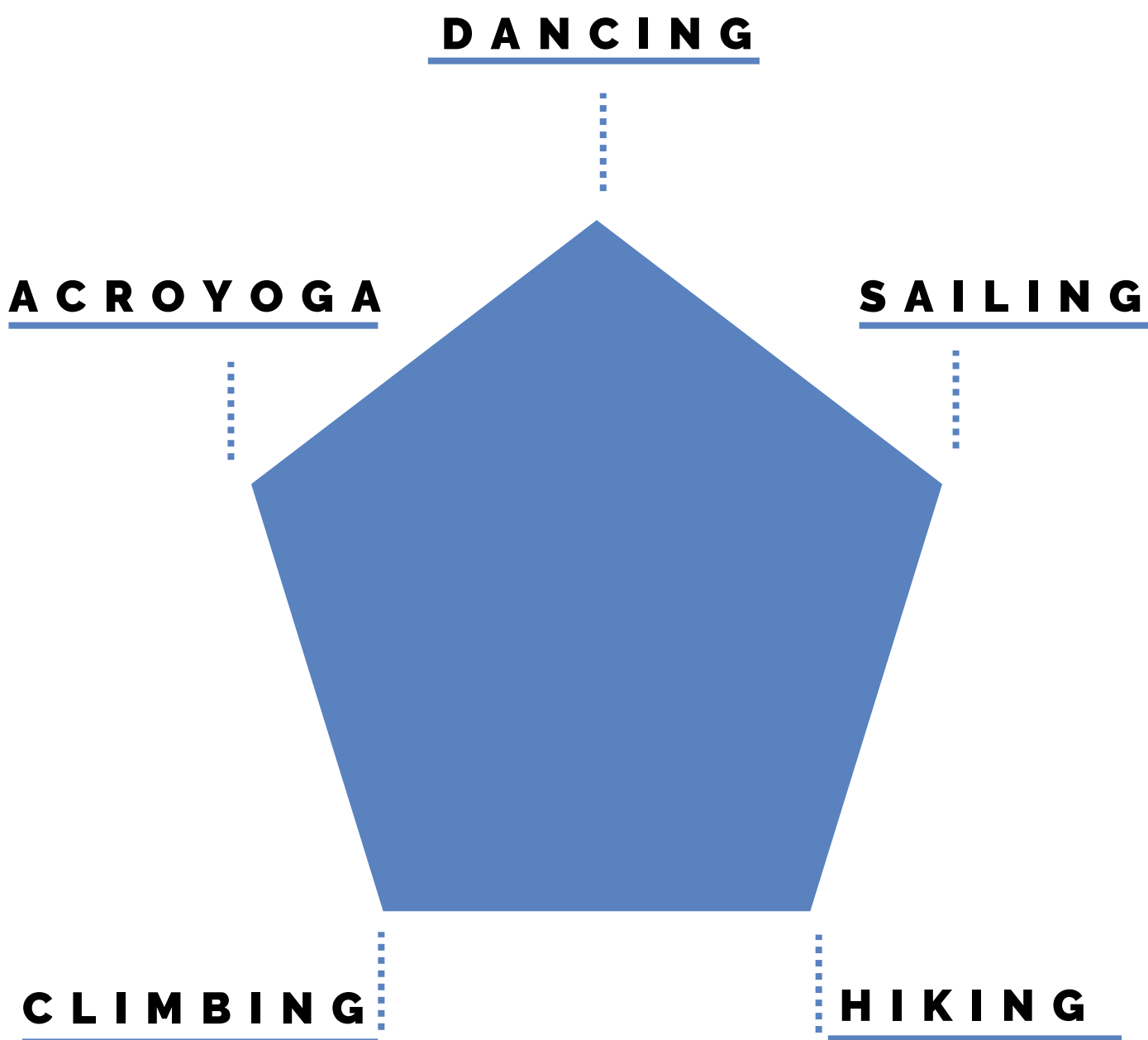
D A S C H



The "Decision-Making Triangles for Well-being and Participation" publication is the fruit of a shared journey – one that brought together youth workers, educators, climbers, dancers, sailors, and thinkers from across Europe, united by a common belief: that movement, nature, and human connection are not luxuries in young people's lives, but necessities.

D A S C H

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D A S C H

The voices of the participants who lived these experiences – in Leonidio, Berlin, Tinos, and Rathen – remind us that transformation rarely announces itself in advance. It arrives in a moment of breathing on the wall, in the release of letting go on a handstand, in the silence of a sea at dawn, in the quiet joy of reaching a summit with others. These are not performances of well-being – they are its very substance. The Decision-Making Triangles and Polygons offer a practical and visual language for understanding and communicating these practices – their individual qualities, their shared values, and their combined potential. We offer them as tools for youth workers, educators, programme designers, and all those who believe in the power of embodied, experiential learning to address the physical, mental, and emotional challenges that young people face today.

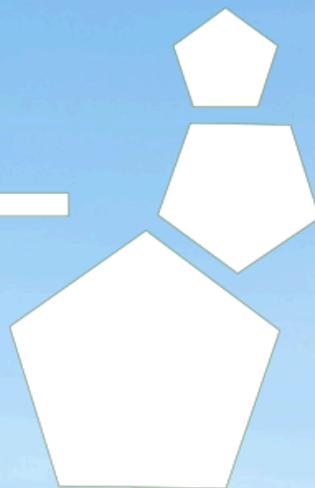




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LEVEL
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