

Lifelong Learning Programme - LLP



# GUIDEBOOK



Lifelong  
Learning  
Programme

Project 527797-LLP-1-2012-1-RO-GRUNDTVIG-GMP





# Wellness - The Guidebook

**This publication has been developed in the framework of the project**

*Skills for True Well-being*  
(527797-LLP-1-2012-1-RO-GRUNDTVIG)



**Lifelong  
Learning  
Programme**

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# Guidebook

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*Skills for True Well-being*

*(527797-LLP-1-2012-1-RO-GRUNDTVIG)*



## Table of contents

<b>1. Introduction</b>	<b>4</b>
1.1 The Wellness: Skills for True well-being project's aims	5
1.2 Background: well-being Pilot Courses	7
1.3 Conceptual and methodological framework	9
<b>2. The Partnership</b>	<b>13</b>
<b>3. The Guidebook Skills and Tools for True well-being</b>	<b>14</b>
3.1. Target group of the Guidebook	14
3.2. How to use the Guidebook	14
<b>4. Operating strategies</b>	<b>16</b>
4.1 Educators self-rating stress	17
4.2 Educators self-rating communication skills	18
4.3 Educators self-rating effective teaching methods	19
4.4 Adult learners self-rating stress	20
4.5 Adult learners self-rating communication and relationship ability	21
4.6 Adult learners self-esteem and self-presentation	22
<b>5. Tools</b>	<b>23</b>
5.1 Glossary	23
5.2 Games, exercises and techniques	30
5.2.1 Stress	31
5.2.2 Communication and relationship	36
5.2.3 Self-esteem and self-presentation	42
5.2.4 Effective teaching methods	47
5.3 Seminar outlines	56
<b>5.4 Questionnaires</b>	<b>60</b>
5.4.1 Questionnaire immediately after the course	60
5.4.2 Questionnaire one month after the course	63

## 1. Introduction

A project partnership consortium comprising seven partners from six different European countries: Romania (Coordinator), Poland, Slovenia, Italy (Promimpresa and FormAzione Co&So Network), Cyprus and UK were put together to address the priority of Grundtvig Multilateral projects “Quality assurance of Adult Learning, including the professional development of staff” (Skills for True well-being, 527797-LLP-1-2012-1-RO-GRUNDTVIG). The proposal of the project also corresponds to the European Pact for Mental Health and well-being launched at a Conference on Mental Health and well-being on 13 June 2008. It was stated that “The level of mental health and well-being in the population is a key resource for the success of the EU as a knowledge-based society and economy. Hence, the realisation of the objectives of the Lisbon strategy, on growth and jobs, social cohesion and sustainable development. The mental health and well-being of citizens and groups, including all age groups, different genders, ethnic origins and socio-economic groups, needs to be promoted based on targeted interventions that take into account and are sensitive to the diversity of the European population.”

The consortium of the European partnership project comprises of public and private bodies, universities, adult education organisations, training and consulting companies, social cooperatives and non for profit organisations (Skills for True well-being, 527797-LLP-1-2012-1-RO-GRUNDTVIG).



## 1.1 The Wellness: Skills for True well-being project's aims

*Aim 1: improve the content and delivery of adult education through providing adult education organisations with tools that enhance the well-being of Educators/Professionals/Tutors.*

*Well-being has been identified as a foundation for effective teaching and learning. Educators/Professionals/Tutors in adult education are especially vulnerable to burn out syndrome. They spend most of time interacting with students and co-workers and need to update their knowledge and skills continually and sometimes they need to attend to the challenging task of evaluating Adult Learners or subordinates as well as being evaluated. Without practical tools for monitoring their inner state and tools for self-management they are likely to suffer from decreased motivation and work engagement, drop in their creativity and work performance as well as poor health and hence frequent absenteeism. In order to work fruitfully the educators need practical skills enabling them to find and maintain their optimum teaching state. Satisfying levels of well-being in the field of education certainly plays an essential role. The success of education relies heavily on the quality of interaction between a teacher/trainer and students. Research shows that well-being is a core inner resource that allows a person to use his or her potential fully, work productively, deal with stress and life challenges, contribute to the community and create meaningful life aligned with one's values. well-being is the foundation for physical, emotional, mental and social health. well-being is of growing significance in policy circles and public debate. However, the education system does not strongly focus on providing people with skills that directly help to enhance and sustain their well-being.*

*Aim 2: improve the content and delivery of adult education through providing adult education organisations with tools that enhance the well-being of adult Learners.*

*Research shows that well-being is a core inner resource that allows a person to use his or her potential fully, work productively, deal with stress and life challenges, contribute to the*

*community and create meaningful life aligned with one's values. Well-being is the foundation for physical, emotional, mental and social health. Well-being is of growing significance in policy circles and public debate. However, the education system does not strongly focus on providing people with skills that directly help to enhance and sustain their well-being. In an attempt to identify and develop self-management skills to create satisfying levels of sustainable well-being, the consortium of the European partnership project (Skills for True well-being, 527797-LLP-1-2012-1-RO-GRUNDTVIG), engaged in a Transnational well-being Analysis to examine a baseline well-being level in Adult Learners on National and European levels as well as define key needs related to promoting well-being. The findings of the Transnational well-being Analysis, served as the basis for developing pilot courses, workshops and seminars for Adult Learners. Following on from there, was the well-being Pilot courses implementation phase as well as the evaluation of the pilot courses.*

*The implementation phase of pilot courses for Adult Learners was aimed at examining specific needs of adult learners related to well-being and support adult education organisations in creating holistic organisational paradigm which empowers people at all levels to achieve more of their potential. The implementation phase of the courses were to further create supportive learning environment that encouraged Adult Learners to express themselves, develop their talents, explore new opportunities and pursue challenging goals.*

## 1.2 Background: well-being Pilot Courses

Pilot courses for adult education professionals			
	Stress and health	Communication and relationship	Effective teaching method
	Raise understanding of how stress impact teaching ability	Raise understanding of the communication process	Enhance the ability to create safe and friendly learning environment
	Reduce the consequences of stress	Increase the skill of building good relationships	Raise awareness on different learning styles
	Prevent burn-out syndrome	Enhance speaking and listening skills	Raise awareness on linking knowledge to real life
	Enhance emotional self awareness	Improve non verbal skills	Encourage to pay attention to learners' individual motivations
	Improve emotional balance	Raise self-awareness in communication and relationship	
	Help to identify stress and emotional triggers and find out new strategies	Focus on acceptance, respect, openness, authenticity, assertiveness	Focus on importance of feedback as a motivational factor
	Enhance the ability to relax	Let people explore their understanding of relationship and expand their outlook	Improve the ability to include play and laugh during sessions
	Broaden the understanding of health		Boost the ability to use creativity both in teaching and in learning
	Provide practical tools	Provide practical tools	Provide practical tools

Pilot courses for adult learners			
	Stress and health	Communication and relationship	Self-esteem and self-presentation
	Raise understanding of stress causes and effects	Raise understanding of the communication process	Boost the participants' confidence and awareness
	Reduce the consequences of stress	Increase the skill of building good relationships	Provide the opportunity to discover one's own strength
	Introduce holistic model of stress	Enhance listening skills	Enhance and improve self-presentation
	Enhance emotional self awareness	Improve non verbal skills	Raise the self-awareness on unsupportive mental patterns
	Improve emotional balance	Raise self-awareness in communication and relationship	
	Help to identify stress and emotional triggers and find out new strategies	Focus on acceptance, respect, openness, authenticity, assertiveness	Boost emotional resilience and ability to challenge
	Enhance the ability to relax	Allow people to explore their understanding of relationship and expand their outlook	Decrease the fear of criticism or rejection
	Broaden the understanding of health		Let people reflect on self-esteem and self-compassion
	Provide practical tools	Provide practical tools	Provide practical tools

## 1.3 Conceptual and methodological framework

The conceptual framework of implementation of the pilot courses allow us to find the most effective and attractive ways to promote well-being through adult education. The idea that well-being is a valuable end in itself seems irrefutable. There can be few European countries which would not wish their citizens and communities to flourish. But beyond this general ideology, there are sound practical reasons for prioritising and promoting well-being. The evidence from large National and cross-National research shows that individuals with higher well-being as indicated by measures of happiness or life satisfaction, tend to be more productive, have higher incomes, more stable marriages, and better health and life expectancy (Diener, 2000; Judge et al, 2001).

These cross-sectional associations are supported by longitudinal evidence. For instance, a meta-analysis by Chida & Steptoe (2008) showed that positive feelings or attitudes at one point in the life course were associated with increased health and longevity later in life. A range of experimental research further confirms that higher levels of well-being or positive emotions produce a range of beneficial outcomes including a broader focus of attention and more creative thinking (Fredrickson & Branigan, 2005), more tolerance and generosity towards others (Forgas, 2002), a healthier physiological response to stress (Fredrickson et al, 2000). Taken together, the evidence shows that well-being or positive emotions lead to positive behaviours, increased cognitive capability and health and that positive behaviours, capabilities and health in turn fuel well-being and positive emotions. well-being therefore matters as an outcome in its own right, as well as in light of its benefits for Adult Learners and society.

Adult learner's Subjective well-being (SWB) has usually been conceptualised in terms of people's emotional responses (good or bad feelings) and their cognitive or evaluative responses e.g. 'satisfaction' (Kahneman et al, 1999; Diener, 1984; Veenhoven, 2000).

However, as noted in our (*Skills for True well-being, 527797-LLP-1-2012-1-RO-GRUNDTVIG*) project, this conceptualisation regards well-being as a state rather than a process (Rogers, 1961). It focuses on having positive feelings or evaluations, as opposed to doing certain things that lead to lasting pleasure or fulfilment (Vitterso, 2004). This distinction was fundamental to the development of our partnership project (*Skills for True well-being, 527797-LLP-1-2012-1-RO-GRUNDTVIG*). It parallels two distinct philosophical approaches to well-being

– the hedonic approach which emphasises positive feelings (Kahneman et al, 1999) versus the eudaimonic approach which emphasises positive functioning (Keyes, 2002; Ryan & Deci, 2001; Sen 1996). The eudaimonic approach has been operationalised in various ways, and typically includes concepts such as autonomy or self-determination, interest and engagement, positive relationships, and a sense of meaning, direction or purpose in life (Ryff & Singer, 1998; Deci & Ryan, 2000; Diener et al, 2010; Seligman, 2002).

Items designed to capture the range of eudaimonic concepts were included in our (*Skills for True well-being, 527797-LLP-1-2012-1-RO-GRUNDTVIG*) project. However, in terms of theory underpinning the different conceptualisations of functioning or eudaimonic well-being, each participating partner of our project (*Skills for True well-being, 527797-LLP-1-2012-1-RO-GRUNDTVIG*) drew on different traditions regarding implementation of the well-being pilot course. The six well-being dimensions proposed by Ryff & Singer (autonomy, environmental mastery, personal growth, positive relations, purpose in life, self acceptance) derived from developmental psychology and psycho-dynamic theory. The three concepts described by Deci & Ryan (autonomy, competence, relatedness) came from the humanistic approach and the perspective of psychological ‘needs’. Seligman’s core concepts (pleasure, engagement, meaning) combined hedonic well-being with key aspects of Aristotle’s theory and Csikszentmihalyi’s work on ‘flow’ (1988), while Diener’s conceptualization was influenced by all these earlier approaches plus the evidence that optimism is important for successful functioning and well-being (Scheier & Carver, 2003) and the work of Putnam (2000) and Helliwell et al (2009) showing that ‘social capital’ is basic to the well-being of societies.

Indeed, the evidence on the importance of social connections to well-being (Helliwell and Putnam 2005; Diener and Seligman, 2002) partly led us to ensure that our project (*Skills for True well-being, 527797-LLP-1-2012-1-RO-GRUNDTVIG*) included detailed measures of social as well as personal well-being. While there is substantial overlap between these different conceptualisations, they are essentially idiosyncratic. In 2008, the UK Government Office for Science published the results of its Foresight Project on Mental Capital and well-being (Government Office of Science, 2008). The project aimed to use the best available scientific and other evidence to develop a vision for Mental Capital and Mental well-being over the next 20 years. As part of this project, the New Economics Foundation examined the definitions of well-

being used by policy makers and compared them to the taxonomy of well-being models developed by Dolan et al (2006), who produced five categories of models: 1) preference satisfaction; 2) basic needs; 3) flourishing; 4) hedonic; and 5) evaluative. Rather than seeing these models in competition with each other to describe a static construct, the model viewed the various approaches as describing different aspects or stages of a dynamic process (Thompson and Marks, 2008).

In this model, functioning well (eudaimonic well-being) results from a combination of enabling conditions and psychological resources. Enabling conditions include opportunities and obstacles, inequalities, social norms and culture, while psychological resources include such characteristics as resilience, optimism and self-esteem. In turn, functioning well feeds back into enabling conditions and determines one's experience of and cognitive judgements about life (e.g. happiness, satisfaction, interest, boredom and distress), and experience of life in turn feeds back into psychological resources.

Pilot courses for adult education professionals			
Methodology	Stress and health	Communication and relationship	Effective teaching methods
	Preparatory semi-structured interview	Preparatory semi-structured interview	Preparatory semi-structured interview
	Warm-up assignments	Warm-up assignments	Warm-up assignments
	Providing theory about stress and its effects	Providing models to increase the quality of communication and relationship	How to make teaching more attractive/effective
	Self-learning and support to creative solutions	Learner centred approach and self-learning	Attention to real-life situations: active learning
	Practical activities: stress and emotions management	Practical activities: professional and personal communication	Practical activities: debates, role plays, body movements, exercises...
WELLNESS Forum (online platform) Ex-post questionnaire			

Pilot courses for adult learners			
Methodology	Stress and health	Communication and relationship	Self-esteem and self-presentation
	Preparatory semi-structured interview	Preparatory semi-structured interview	Preparatory semi-structured interview
	Warm-up assignments	Warm-up assignments	Warm-up assignments
	Providing theory about stress and its effects	Providing models to increase the quality of communication and relationship	Reflection on sources of self-esteem and support to self-presentation ability
	Self-learning and support to creative solutions	Learner centred approach and self-learning	Attention to real-life skills and attitudes: active learning
	Practical activities: stress and emotions management	Practical activities: professional and personal communication	Practical activities: debates, role plays, body movements, exercises...
	WELLNESS Forum (online platform) Ex-post questionnaire		



## 2. The Partnership



**Romania** (Project Coordinator)

*West University of Timisoara*

[www.uvt.ro](http://www.uvt.ro)



**United Kingdom**

*Health Psychology Management Organization Services*

[www.hp-mos.org.uk](http://www.hp-mos.org.uk)



**Slovenia**

*Razvojno izobraževalni center Novo mesto*

[www.ric-nm.si](http://www.ric-nm.si)



**Italy**

*Promimpresa srl*

[www.promimpresa.it](http://www.promimpresa.it)



**Cyprus**

*ShipCon Limassol Ltd*

[www.shipcon.eu.com](http://www.shipcon.eu.com)



**Poland**

*University of Humanities and Economics in Lodz*

[www.ahe.lodz.pl](http://www.ahe.lodz.pl)

**Italy**



*FormAzione Co&So Network*

[www.formazionenet.eu](http://www.formazionenet.eu)

### 3. The Guidebook Skills and Tools for True well-being

This Guidebook has been developed as part of the EU-funded project Skills for True well-being with the aim of disseminating the innovative strategies, techniques or learning activities developed and tested within the partnership.

This Guidebook offers a step-by-step guide to the construction of a learning path for adults based on the idea that the well-being affects the quality of teaching and learning, in a circular process and in a mutual relationship between teacher and learner and between classroom and real life.

The Partners have successfully experienced the effectiveness of the method and offer their experience to whom aims to approach adults teaching sharing the same philosophy.

#### 3.1. Target group of the Guidebook

- Professionals starting with adults' learning
- Adults' learning professionals with a few years of experience willing to improve the effectiveness of their actions
- Training managers within learning organizations
- Professionals in charge of evaluating learning strategies

#### 3.2. How to use the Guidebook

Our experience shows that adult educators use guidebooks as resources to find new methods, strategies or learning activities when they intend to change something in their trainings or to adapt their teaching to challenging groups of learners. Nevertheless this guidebook is not an ABC for adult learning methodology; the authors believe that adult education methodology is known to adult educators and the correlation between aims, content, methods and assessment is familiar to readers. We encourage adult educators to take what is useful from this guidebook to enrich their own teaching strategies and combine it with material or procedural resources they have found useful in the past.

Our partnership relies on the belief that good adult educators make a significant difference between highly motivated adult learners and poorly motivated ones. Good educators are familiar with a wide range of strategies to be able to adjust to a variety of learning styles and dispositions. The innovative strategies, techniques or learning activities shared in the guidebook were tested on diverse target groups. The examples we introduce in this Guidebook have resulted from testing the teaching-learning methods, techniques and activities in our pilot courses. We encourage our readers to be creative and to adapt our approaches to a certain learning context, specific group of adult learners and content.

We want to share with adult educators, teachers, trainers the innovative strategies we developed and tested. The Guidebook, which is one of the main dissemination instruments, will be also available on the project website.

The Guidebook is organized in six chapters. Chapter 1, 2 and 3 present the *Skills for True well-being* project and partnership, as well as some basic information about this guidebook. Chapter 4 starts with our definition of “innovative strategies” and readers can find the charts showing the results of auto-rating activities held during the pilot courses. In Chapter 5 readers can find the tools the partnership developed, focused on the aim to increase awareness, knowledge and skills about stress, self-esteem, relationship and communication ability.

Each method, technique or learning activity is described, firstly by giving basic information about it and secondly, by introducing examples of practical use.

## 4. Operating strategies

The project has considered the self-rating strategy to be the most useful and innovative within the learning/teaching activities, since well-being increases as awareness of it increases as well.

The levels of Stress and Abilities were self-rated on a number of varied-items questionnaires; the items were administered to pilot courses' participants in 3 different moments:

- Before (pre-questionnaire day 1)
- During (post-questionnaire day 1 and pre-questionnaire day 2)
- After (post-questionnaire day 2)

The questionnaires, to be retrieved in a shorter form at Chapter 5 of the present guidebook, allowed an answer on a scale of 0 to 10, with 0 being very low and 10 being extremely high.

We will summarize in the following charts the results of the self-rating strategy; the values amount to the grade point average of questionnaires' results in the pilot courses held in different countries (the partners' ones).

## 4.1 Educators self-rating stress

	Pre-questionnaire day 1	Post-questionnaire day 1	Pre-questionnaire day 2	Post-questionnaire day 2
Rate your stress	6.1			
Rate your ability to deal with stress	5.4			
Rate your knowledge of stress	6.0			
Rate your ability to relax	5.3			
Rate your ability to deal with emotions	5.9			
Rate your achieved knowledge of stress		8.8		
Rate your achieved knowledge of thinking/stress relation		8.7		
Rate relaxation techniques achieved		8.9		
Rate your increased understanding of the impact of emotions on learning		8.5		
Rate your increased ability in dealing with disturbing emotions		8.4		
Rate your self-awareness on stress in your life			7.3	
Rate your understanding of “optimal learning state”			7.4	
Rate your awareness on stress in educational setting			7.7	
Rate your ability in relaxation techniques			6.6	
Rate your ability to manage stress when learning			7.0	
Rate your benefit from identifying stress triggers				8.6
Rate your benefit from the skills you have gained				8.7
Rate the increase of your understanding of the effects of stress in educational setting				8.5

## 4.2 Educators self-rating communication skills

	Pre-questionnaire day 1	Post-questionnaire day 1	Pre-questionnaire day 2	Post-questionnaire day 2
Rate your communication skills	7.18			
Rate your understanding of perceptions in communication	7.5			
Rate your awareness of non verbal cues	7.3			
Rate your ability concerning feedback	7.2			
Rate your awareness of effective public speaking	7.0			
Rate you achieved understanding of perceptions in communication		8.9		
Rate the topic of non verbal cues		9.0		
Rate your achieved knowledge on giving feedback		8.9		
Rate the discussion about public speaking		8.5		
Rate your increased awareness on non verbal cues		8.5		
Rate your public speaking skills			7	
Rate your listening skill			7.6	
Rate your awareness of what it takes to build good relationships			7.4	
Rate your ability to build and maintain good relationships			7.6	
Rate your ability to assertive communication			6.7	
Rate your satisfaction on the proposed exercises and techniques				8.6
Rate the utility of new skills you gained in building relationship				8.7
Rate the utility of new skills you gained in assertiveness				8.5
Rate the utility of new skills you gained in public speaking/listening				8.5

### 4.3 Educators self-rating effective teaching methods

	Pre-questionnaire day 1	Post-questionnaire day 1	Pre-questionnaire day 2	Post-questionnaire day 2
Rate your general effectiveness	7.7			
Rate the variety of your teaching methods	7.0			
Rate your knowledge of different learning styles	7.1			
Rate your creativity	6.6			
Rate your ability to enhance learners' creativity	6.4			
Rate your understanding of the role of goals	8.3			
Rate your achieved knowledge on learning styles		8.7		
Rate creativity and goal setting topics		8.8		
Rate your increased creativity		8.7		
Rate your achieved skills on stimulating creativity		8.9		
Rate your increased understanding on goal setting		8.9		
Rate your skill in effective goal setting			7.8	
Rate your knowledge about active learning			7.3	
Rate your ability to use active learning methods			7.4	
Rate your ability to give constructive feedback			7.2	
Rate the usefulness of SMARTEF model				8.8
Rate the usefulness of exercises on active learning				8.7
Rate the usefulness of feedback topics				8.6
Rate the effectiveness of new knowledge on your teaching style				8.8

## 4.4 Adult learners self-rating stress

	Pre-questionnaire day 1	Post-questionnaire day 1	Pre-questionnaire day 2	Post-questionnaire day 2
Rate your stress	6.2			
Rate your ability to deal with stress	5.4			
Rate your knowledge of stress	4.7			
Rate your ability to relax	5.1			
Rate your ability to deal with emotions	4.8			
Rate your achieved knowledge of stress		8.2		
Rate your achieved knowledge of thinking/stress relation		8.1		
Rate relaxation techniques achieved		7.8		
Rate your increased understanding of the impact of emotions on learning		7.5		
Rate your increased ability in dealing with disturbing emotions		7.9		
Rate your self-awareness on stress in your life			6.6	
Rate your understanding of “optimal learning state”			5.6	
Rate your awareness on stress in educational setting			6.4	
Rate your ability in relaxation techniques			5.1.	
Rate your ability to manage stress when learning			6.0	
Rate your benefit from identifying stress triggers				7.9
Rate the usefulness of strategy change technique				7.8
Rate the usefulness of inner dialogue's topic				8.0
Rate your benefit from the skills you have gained				7.9



## 4.5 Adult learners self-rating communication and relationship ability

	Pre-questionnaire day 1	Post-questionnaire day 1	Pre-questionnaire day 2	Post-questionnaire day 2
Rate your communication skills	7,3			
Rate your understanding of perceptions in communication	6.9			
Rate your awareness of non verbal cues	6.7			
Rate your ability concerning feedback	7.4			
Rate your awareness of effective public speaking	6.5			
Rate you achieved understanding of perceptions in communication		9.2		
Rate the topic of non verbal cues		9.0		
Rate your achieved knowledge on giving feedback		9.5		
Rate your increased awareness on non verbal cues		9.1		
Rate your listening skills			8.3	
Rate your awareness of what it takes to build good relationships			8.0	
Rate your ability to build and maintain good relationships			7.8	
Rate your ability to assertive communication			7.9	
Rate your satisfaction on the proposed exercises and techniques				9.3
Rate the utility of new skills you gained in building relationship				8.9
Rate the utility of new skills you gained in assertiveness				8,9

## 4.6 Adult learners self-esteem and self-presentation

	Pre-questionnaire day 1	Post-questionnaire day 1	Pre-questionnaire day 2	Post-questionnaire day 2
Rate your self-esteem	7.0			
Rate your awareness of your strengths	7.0			
Rate your understanding and awareness of thinking patterns	6.5			
Rate your understanding and ability to change negative beliefs	6.3			
Rate topics and exercises on strengths, power of thought and changing limiting beliefs		7.1		
Rate your increased awareness of your strengths		7.1		
Rate your increased awareness on thinking patterns		7.3		
Rate your increased skill to change limiting beliefs		7.4		
Rate your ability to manage challenging situations			6.2	
Rate your awareness about self-talk and your understanding of how it impacts self-esteem			6.0	
Rate your ability to change perspectives			6.6	
Rate your awareness of body language			6.8	
Rate your self presentation skill			5.9	
Rate topics, techniques and exercises on managing inner state, self-talk, perceptual positions, body language and self presentation				7.5
Rate your increased skill to manage your inner state				7.4
Rate your increased awareness on self-talk				7.2
Rate your increased ability to change perspectives				7.6
Rate your improved awareness of body language				7.2
Rate your increased skill of self-presentation				7.5

## 5. Tools

In this chapter readers can find some of the tools the partnership developed, focused on the aim to increase awareness, knowledge and skills about stress, self-esteem, relationship and communication ability.

Glossary contains brief explanations contains of concepts relevant to well-being.

Each method, technique or learning activity is described, firstly by giving basic information about it and secondly, by introducing examples of practical use.

### 5.1 Glossary

#### What is well-being?

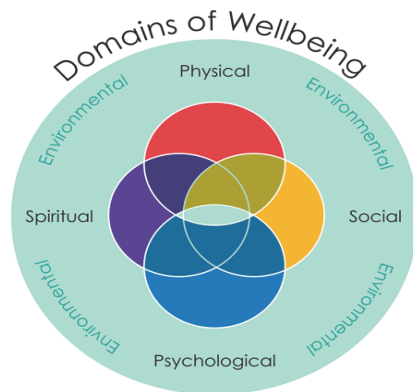
##### Health /well-being

- The World Health Organisation (WHO) defined **health** in its broader sense in 1946 as a state of complete physical, mental, and social **well-being** and not merely the absence of disease or infirmity
- Although this definition has been subject to controversy, in particular as lacking operational value and because of the problem created by use of the word complete, it remains the most enduring

##### Areas of well-being

- The maintenance and promotion of health is achieved through different combinations of physical, mental, and social well-being, together sometimes referred to as the *health triangle*. The fourth part is the spiritual factor.
- The WHO's 1986 *Ottawa Charter for Health Promotion* further stated that health is not just a state, but also *a resource for everyday life, not the objective of living. Health is a positive concept emphasizing social and personal resources, as well as physical capacities.*

## Domains of well-being



## Behaviours that affect well-being

### Physical well-being

- I care about proper diet and regular meals
- I care about maintaining a healthy body weight
- I have enough sleep to regenerate

### Psychological (mental, emotional) well-being

- I care about my daily mood
- I try to think positively about life
- I try not to overwork

### Social well-being

- I look for the opportunity to socialise with people
- I care about friendship and relationships
- I avoid conflicts with people in my neighbourhood

### Spiritual well-being

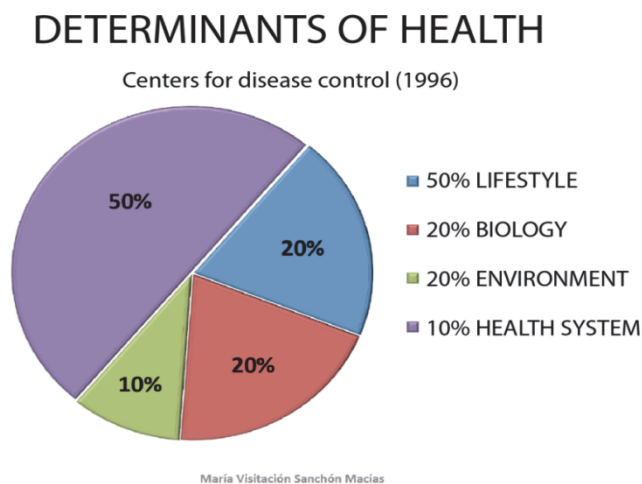
- In difficult moments, I think about the meaning and purpose of my life
- It helps me to think that there is a reality beyond our mind
- I am guided by ethical values in life

**Effective learning/teaching correlated with general well-being in the project groups (trainers, learners)**

- I am effective in the acquisition of new knowledge
- I develop my interests
- I like to learn new things

### **Lifestyle-determinants of well-being**

The important groups of determinants of well-being are *human behaviors* (lifestyle)



**Positive Psychology Point of view**

- Health = well being = happiness = flourishing = life satisfaction (synonymous terms)
- The aim of the project is **to focus on psychological and social aspects** of health – well-being.

**Life satisfaction/well-being can be viewed from two perspectives:**

(Czapiński, 2004; Roysamb, 2006)

- Hedonic – focuses on experiencing pleasure, joy and happiness.
- Eudaimonic – focuses on development/growth, self- actualisation, involvement. It represents humanistic approach, highlighting the conscious role of a human being. This differentiation of the two approaches corresponds to the division between subjective and psychological well-being.

**Subjective well-being** consists of three main components:

1. cognitive judgment of life satisfaction,
2. presence of positive affect,
3. relative lack of negative affect (Diener, Lucas, 1999).

These components are closely related, but each of them can concern temporary or more permanent thoughts and feelings encompassing a certain sphere of life (e.g. family, job, one's health satisfaction) or more general constructs (e.g. general life satisfaction).

**Psychological well-being** encompasses six components:

1. self-acceptance;
2. personal growth;
3. purpose in life;
4. positive relations with others;
5. environmental mastery;
6. feelings of autonomy.

Seedhouse (1995) points out four concepts of well-being, in which he includes chosen theories of well-being.

1. **Happiness**, identified with openness and wide range of social contacts
2. **Positive stress**, meaning constant activity, be at work or studies, involvement, having a hobby.
3. **Intellectual stimulation**, including discovering and cognition
4. **Carefreeness**, connected with the feeling of security, lack of difficult situations coping with, relaxation.

#### **Bottom-up theory of well-being**

The feeling of happiness is the function of various partial satisfactions and emotional experiences resulting from both temporary and permanent life circumstances e.g. financial situation, personal relations, which influence life satisfaction.

#### **Top-down theory of happiness**

This theory claims, that general satisfaction is a permanent human characteristics (resulting from genes, upbringing process or other affecting factors), which are not related to the actual situation with regard to particular aspects being assessed.

**Top – down** perspective disregards the influence of environmental factors. **Bottom-up** approach, on the other hand focuses mainly on environmental variables as the causes of differences in quality of life, not taking account of individual differences. It is worth pointing out that experiencing positive or negative events can increase or decrease life satisfaction, but the effect is usually short-term. Some powerful events e.g. traumatic situations may have long-lasting effect on life satisfaction (Czapiński, 2004; Roysamb, 2006). There is also the third perspective allowing for combination of all approaches and seeking for broader determinants of life satisfaction.

#### **Transactional model of quality on life (System Model)**

It is claimed that each sphere of quality of life constitutes a subsystem of a general system, and quality of life is a component of a broader system – *a human being*, which in turn constitutes a component of the widest system – *a human being – environment*. This approach indicates that

all spheres related to quality of life are interconnected and can influence one another (Zalewska, 2003). The model corresponds to the assumptions of *The Onion Theory of Happiness* by Czapinśki (2004) or the *broaden-and-build theory* by Frederickson (2001).

### **The onion theory of happiness (Janusz Czapinśki)**

This theory distinguishes between three levels (layers) of psychological well-being. The deepest level, determined genetically, not always experienced subjectively, is the *will to live*. An intermediate level corresponds to hedonic and eudaimonic measures of well-being i.e. *general subjective well-being*. The third, being the outer layer of happiness consists of affective experiences and partial satisfactions relating to particular aspects of life (family, job, finance, accommodation conditions, relaxation etc.).

### **The broaden-and-build theory (Barbara Fredrickson)**

This is the theory of functions performed by positive emotions in human life. It belongs to the 'top-down' approach. Emotions, such as all other judgements processes, signal, what is the actual state: advantageous (favourable) or disadvantageous (threatening) and which direction should we adapt: pursuit (maintaining, consolidating, approaching) or withdrawal (escape, destruction, stoppage).

### **Authentic happiness/Flourish theory (Martin Seligman)**

Seligman lists six universal virtues (wisdom and knowledge, courage, love and humanity, justice, temperance, spirituality and transcendence) and within these 6 virtues, 24 strengths constitutes individual configurations. **Happiness means good life(flourishing)**. Well-being, according to Seligman (2012), is based on three linchpins:

1. *pleasure and positive emotions,*
2. *involvement,*
3. *the sense of life.*

Czapinśki (2004) on the basis of literature review outlines a psychological profile of a happy person, without prejudging whether a particular personality trait is only a correlate, condition or a derivative of well-being. The author included such characteristics as **the feeling of control**



**and responsibility, self-assessment, the system of values, intelligence, activity, emotionality, personality traits** according to *Big Five*. When summing up, he states that, relationship between many personality traits, temperament and happiness are much stronger than between psychological well-being and objective life conditions. It does not, however, mean that individual predispositions are more important sources of happiness than life conditions.

## 5.2 Games, exercises and techniques

Based on the shared communications methodologies and research of the Wellness Project, the pilot courses have followed five principles:

### **Practical**

Participants could implement the principles and tactics once they were back in the office situation.

### **Interactive**

Equal parts disciplined, informal, conversational and stimulating, the seminars were interactive, with participants actively involved with either individual or team exercises.

### **Challenging**

Engaging and provocative, the workshops tested the status quo. If the training only reinforces what the team members already know, then it's not actually training.

### **Evaluative**

The project followed Kirkpatrick's Model for Summative Evaluation, measuring: 1) the initial reaction of the workshop attendees, 2) the resulting increase in knowledge or capability, 3) the extent of behaviour changes or work place improvements, and 4) the effects on the business or environment.

### **Fun and Memorable**

If training is boring, no one learns. If no one learns, it's a waste of people, time and money.

In this chapter some of the exercises, games and techniques used during the pilot course can be found and used by the readers to make their teaching/learning experience effective, fun and memorable.

## 5.2.1 Stress

### Circle name game (*Ice breaking*)

Names are said around the circle along with an adjective or animal that starts with the same letter as their name (e.g. Amazing Andrea, Funny Francis), and if you'd like, a movement which everyone repeats. At the end, all participants need to repeat everyone else's name with the adjective/animal.

### Breathing techniques

They are the perfect solution to rapidly calm nerves, focus the mind and help you think more clearly. They can be done anytime, anywhere. If you are sitting down and it is safe to close your eyes that's fine, otherwise standing and with your eyes open is also ok. They are simple and very powerful.

### Conscious breathing

- Become aware of yourself in your body as you are standing or sitting
- Notice your breath as it enters and leaves your body, following it all the way in and out
- Slowly inhale through your nose and exhale through pursed lips
- Let it get a little deeper and slower so that it goes down into your body more.
- Feel your tummy as well as your chest rising and falling
- Keep your focus on the breath for at least 4 or 5 full breaths.

**The Benson relaxation response** is a variation using numbers.

- Repeat the steps for *conscious breathing*
- Close your eyes
- On each out breath say a number in your mind. No. 1 for example.
- You can also visualize the number
- Another variation is to use a number on both the in and the out breath
- Saying the no 1 as you inhale and 2 as you exhale
- Visualize the numbers, give them a colour and an interesting shape.

### Grounding and awareness building technique

- Stand on a solid base with your feet a little apart and your knees slightly bent.
- Breath slowly and deeply a few times and follow the breath down into your body.

- Simply observe the breath.
- Move your attention to your feet and legs and imagine sending more weight down into them, so they become heavier.
- Say to yourself “I am standing here right now. I am present in my body”
- Look out through your eyes from a point just behind your eyes.
- Hear the sounds from a point just behind your ears.
- Let your attention run through your body and notice if it is comfortable.
- Notice if there are any areas of tension. If so, breathe into the area and focus on it for a few seconds and have the intention of letting the tension go.
- Notice the border between your body and the air around you.
- Notice if you are resting equally on both feet and imagine roots going out from your feet down into the earth underneath you.
- Say to yourself “Here I stand firmly rooted and safe”
- Let your attention go inside and notice thoughts and feelings.
- Imagine pulling heavy thoughts and feelings down into your legs and feet and flowing them out through the roots into the ground.
- Stand for as long as you want. Breathe deeply.

### **Positive thought**

- Use conscious breathing
- Allow a pause between the breaths
- Say to yourself a positive affirmation for example –‘I am breathing in peace and blowing out tension’ or ‘I am calm and strong’ or ‘I am safe and supported’
- Each time you exhale make sure you relax your face, jaw, shoulders and hands.

### **Conscious eating (*mindfulness*)**

- Take a small piece of food, it can be for instance a piece of a fruit, a nut or a raisin
- Use conscious breathing
- Look at the food as if you saw it for the first time, give your full attention to the piece of

food in front of you. Observe it. Don't assess it, or think about it, or study it intellectually. Just observe it for what it is.

- Touch the food, explore its texture for a few moments, give your full attention to the sensations in your fingertips as you are touching the food.
- Smell the food
- Bite it slowly and enjoy its taste. It can be done with eyes closed

You may be amazed at how different food tastes when eaten in this way! In the same way you can use conscious smelling, conscious touching, conscious seeing and conscious listening.

### Visualization

Imagery is a normal, natural element of our mental processes, often unconscious and frequently depicting negative outcomes or even worst case scenarios and triggering the stress response. It is very useful to use imaginary in a resourceful way either to anchor a desired outcome (when we imagine the desired scenario of a future event) or just to introduce relaxation response. Below is an example of a relaxation technique using visualization.

#### ***The garden of your life***

*Take a few moments to relax and take a few nice deep breaths. Close your eyes as you enjoy the sensation of growing relaxation. Now imagine yourself stepping into a shower of light. Let all the cares and stress of the day to be washed away until you are feeling clean, light and refreshed. Notice that the light of the shower awakens the light inside you and your body begins to fill with light...As your body becomes lighter and lighter you are becoming even more relaxed, enjoying the sensation of ease, clarity and lightness. Imagine now that you are out in the nature and in front of you there is a gate to very special garden, this is the garden of your life. When you are ready start moving towards the gate and enter the garden. Take a few moments to explore the garden and notice what you notice. Is your garden small or large? Is it tidy or rather wild. What are the colours in your garden? Can you see flowers, trees,*

vegetables, grass? Are there any animals in your garden? What sounds can you hear in the garden of your life? What can you smell? Find a place in your garden that draws your particular attention and explore that place. What can you see? What can you feel when you are there? In many gardens there is a fountain I suggest that you find a fountain in your garden and sit by it for a while. Listen to the water, touch the water. Is the water in your fountain clean and clear? Notice whatever you can notice about the fountain. As you continue relaxing you can get ready to meet somebody very special – the Gardener. He or she is the one who knows your garden very well, he/she takes care of it and loves the garden very much. He/she is very wise and always willing to offer his/her counsel or inspiration. Wait for your Gardener to arrive, maybe you will see him/her or hear him/her or just have a sense that he/she is there next to you. Once you are in the presence of the Gardener say hello and you can ask them a question or ask for a message for you. As a response the gardener may say something to you or show you something or maybe the message will arrive as a certain feeling. Just be quite for a moment and wait for the message. Now you can say thank you to the Gardener and once you fully explored your Garden slowly start walking towards the gate, knowing that you can always come back to your Garden. When you open the gate you will be back in the room, so notice your body sitting in your chair, slowly start moving your fingers, you can stretch a bit while you are getting ready to opening your eyes and being fully present, feeling refreshed and energized.

### **The impact of emotions on teaching and learning ability**

**Discussion:** Facilitate a group discussion on the role of emotions in teaching and learning. What kind of emotions make teaching and learning easier and enhance motivation? What kind of emotions influence motivation and teaching and learning ability in a negative way? How Emotional disturbances can affect many different aspects central to learning, including (but not limited to): concentration, stamina, handling time pressures and multiple tasks, interacting with others, responding to feedback, responding to change, and remaining calm under stress. After the discussion

introduce some more facts and ideas (you can use those below). Point to the impact of emotional state on perception, thinking and behaviour. According to expert Priscilla Vail in her article “The Role of Emotions in Learning”, *“Emotion is an on/of switch for learning...the emotional brain, the limbic system, has the power to open or close access to learning, memory, and the ability to make connections.”* State of mind—our thoughts and feelings—drives our behaviours.

**Analogy to a glass elevator:** from the basement floor (low state of mind) you can see just a fraction of your situation, all you can see is just the dark basement. The higher you go (higher state of mind) the more you can see and see new aspects of the situation, have better understanding of yourself and others and you can perceive new possibilities. In lower state of mind the world looks quite limited and we often feel stuck, frustrated or even hopeless. We try to deal with life from that place we are not using our potential fully. Our emotional state reflects our current state of mind. Our emotions are great indicator of the quality of our thinking in any given moment.

**Teacher’s emotions:** When a teacher/trainer is in an inner state of anxiety, upset, discouragement, fear, shame or anger his ability to connect with the students as well as to be responsive and creative is limited. It negatively impacts not only on his ability to teach but also creates negative learning environment and adversely influences learners motivation, engagement and joy of learning. On the contrary, mental clarity, positive feeling, compassion and enthusiasm have the power to bring out the best in the teacher so he can be fully responsive to what is happening in the classroom, express his enthusiasm for the subject (the respondents of the **WELNESS** needs analysis pointed to teacher’s enthusiasm as one of the most motivating factor), offer support to the learners and approach teaching with creativity and resourcefulness.

**Learner’s emotions:** It has been proven that our learning ability is strictly correlated with state of mind and the quality of our emotions. Emotions are also connected to attention and memory hence can facilitate or hinder learning. Research has shown that positive emotions such as happiness, acceptance and trust have a positive effect on learning, memory and social behaviour. Conversely, negative emotional states, such as anger and sadness, have been shown to have a negative impact on learning and

motivation. Motivation is a drive or desire that compels us to do something, with motivation we are able to overcome challenges and reach our goals, without motivation our best talents get wasted and there is no place for meaningful learning.

A joyful classroom atmosphere that encourages positive interactions and allows element of play and fun produces internal chemical responses in students that make them more apt to learn, boost their memory and enhance creativity and problem solving.

## 5.2.2 Communication and relationship

### Non verbal cues

**Exercise A: Visual calibration** - Groups of 2 or 3: A, B (and C).

1. A thinks of a person whom s/he likes a lot.
2. B (and C) calibrates non-verbal signals.
3. A thinks of a person whom A does not like or have a hard time with.
4. B (and C) calibrates non-verbal signals and compare with the observations in point 1.
5. A then thinks of either one or the other person. A must not tell of whom s/he thinks.
6. B (and C) determine by calibration whom A is thinking of and they tell each other which observations determine their answer
7. Person A reveals if the answer is correct.
8. Switch roles

**Exercise B: Auditory calibration** - Groups of 2 or 3: A, B (and C).

1. B (and C) are seated with their backs to A
2. A tells a real story
3. B can ask questions to clarify until B thinks that s/he has calibrated voice, tonality etc.
4. A then tells a made up story
5. B again may ask more questions to clarify, until B has calibrated the differences from point 2. (B then discusses the observations with C).



6. A tells another story that is either real or made up but A does not tell if the story is true or false
7. B (and C) must determine if the story is true or false based on their auditory observations
8. The answer is checked with A
9. Switch roles

### Game

Prepare a small pieces of paper and write 1 adjective on each piece of paper: e.g. curious, indifferent, bored, caring, rushed, interested, supportive, worried etc. Ask every participant to draw 1 piece of paper, see it but not show it to the others. Then everybody finds a pair and they have a conversation about a topic of their choice for 5 min. while everybody tries to express by non verbal communication the adjective they had picked. Then the partner tries to guess what state the other person expressed and what were the cues they observed.

### Active listening techniques

- Eye contact
- Attentive body language (leaning towards the other person, open posture, nodding when appropriate)
- Matching body language of the person who is speaking
- Paraphrase - Restating a message, but usually with fewer words (e.g. A: *I just don't understand, one minute she tells me to do this, and the next minute to do that.*  
B: *You feel confused because you don't understand what she wants.*)
- Clarification - bringing vague material into sharper focus
- Asking open questions
- Summarizing – organizing and pulling together what was said (e.g. The three major points of the story are...or To conclude.....)
- Showing empathy – reflection of feelings and needs of the person who is speaking (e.g. A: *It is so depressing when you try to do your best and nobody seems to see your*

*efforts...B: You feel sad because you would like recognition for what you've done.)*

- Acknowledging the other person's current experience (e.g. a person tells about how upset they are and their body language reflects the anger, we may say "It looks to me that you are really angry").

#### **Additional tips for active listening**

- Do not assume that you know what the other person means
- Do not deny or undermine the other person's experience (e.g. when they say how afraid they are don't say "don't worry, it is not a big deal")
- Make sure if you have understood well
- Offer encouragement and support
- Remind yourself that the other person is resourceful enough to find their way
- When appropriate, ask how the person feels. Do not to assume that you know how the person feels
- Show empathy
- Be fully attentive and focused on the other person. Do not think of anything else. **Do not plan what to say while you are listening**
- Do not interrupt or make irrelevant comments
- Look for feelings and needs
- If you have to state your views, say them only after the other person has finished talking
- Calibrate verbal as well as non verbal cues
- Listening for the meaning beyond the words
- Withhold judgement, moralizing and blaming
- Do not offer advise
- While using the active listening techniques, remember that the most important thing is to be present, not to use the techniques perfectly. Have clear head, thinking too much can take you away from the connection to the person
- Be curious. You may ask: what more do you think, or feel, or want to say?
- Be comfortable with silence
- Do not assume that you know best what is good for the other person

- Know that for some people the experience of really being listened to and having their ideas treated with respect can be a revelation that will have a direct impact on the way they treat themselves and others

#### **Active listening exercise A**

Ask the participants to work in pairs. Present a situation of your choice that allows practising active listening (e.g. a colleague complaining that he cannot work with a team he was assigned to; a husband frustrated that his wife doesn't help with housework; a person who considers career change etc.). Then ask the participants to role play two different scenarios – one that demonstrates active listening and the second one that demonstrates lack of active listening (can demonstrate for instance criticizing, comforting or giving advice) – approx. 15 min.

#### **Active listening exercise B**

Ask the participants to work in pairs. Person A speaks about her/his goal or a problem. Person B listens actively. After 10-15 min. they change roles. After the exercise ask them what they have learnt and what their experience was like – approx. 40 min.

#### **Assertive expression of anger**

This model describes the four stages in which - using assertive behaviour – the person is going to change undesirable situation and express feelings. We give information to another person without violating one's borders.

##### **1. Stage I - Inform**

When someone's behaviour bothered me, teasing me - turn someone's attention to the behaviour and ask for behaving differently. For example - It disturbs me, when you interrupt me when I start to speak. Please, don't interrupt me...

##### **2. Stage II - Express feelings**

If someone does not change his behaviour, even though he knows that it bothers me, I give expression to my emotions. The second time I press to change one's behaviour, this time more firmly. For example – It makes me angry when you still interrupt me when I start to talk ...

### 3. Stage III - Recall the "back "

If someone knows that his behaviour bothered me, and although I've expressed my anger he continues his behaviour – then I inform him what I'm going to do, if it still does not change. "Back" is something that I can recall to stop the negative situation. For example - If you will not stop interrupting me when I talk, I will finish this conversation.

### 4. Stage IV - use the "back ".

If nothing changes, I'm doing what I announced. It is important to choose such consequences, that I am really ready to use. For example - I finish the conversation and walk away.

#### Assertiveness Exercise A

Give a couple of examples of situations in which the above model could be used, for instance somebody kicking your chair at the theatre. Ask the participants to role play the assertive response using the 4 steps model. Give them feedback – approx. 20 min.

#### Assertiveness Exercise B

For each situation, create an assertive, aggressive and passive reaction. Write your answers and practice in pairs; try to observe your feelings and thoughts when you are expressing different types of statements; then change role and observe your thoughts and feelings when you are receiving different communicates (approx. 20 min.)

- Your friend does not give you back the money that he borrowed

Passive reaction.....

Aggressive reaction.....

Assertive reaction.....

- A salesman urges you to buy a very expensive perfume you do not want to buy

Passive reaction.....

Aggressive reaction.....

Assertive reaction.....

- A close friend is late for a meeting with you
  - Passive reaction.....
  - Aggressive reaction.....
  - Assertive reaction.....
  
- Your collaborator criticizes your behaviour in public
  - Passive reaction.....
  - Aggressive reaction.....
  - Assertive reaction.....
  
- Someone is trying to jump the queue to enter the doctor's office before you
  - Passive reaction.....
  - Aggressive reaction.....
  - Assertive reaction.....

### 5.2.3 Self-esteem and self-presentation

#### Self-discovery – what your greatest strengths are?

##### Exercise A

This is a pair exercise, 5 minutes per person. Tell your partner what you love/like about yourself and what you are good at. If you notice that as you speak you start diminishing your positive qualities, stop and start again, talk only about the positive. Then change roles. (approx. 10 min.)

##### Exercise B

This exercise involves standing in a circle and playing with a ball. The person that has the ball needs to say what she/he loves/likes about her/himself, and then they throw the ball to somebody else and so on. (E.g. I like my sense of humour, I like my hair, I like my imagination etc.) (approx. 10 min.)

##### Exercise C

This is an individual exercise. Take a sheet of paper and answer the following question: *If people who know you well were asked about your greatest strengths, what would they say?* Write down at least 5 strengths. If you want, you may share your reflections with the group after the exercise. (approx. 15 min.)

*Discussion:* Follow up on the exercises, you may ask the participants the following questions: How did you feel during the exercises? What did you observe about yourself? What did you observe about other people's reactions as you were sharing the good things about yourself? (approx. 15 min.)

#### Methods for challenging negative self-beliefs

1. **Replacing old beliefs with new ones** – is a method that helps to change limiting beliefs to more supporting ones
  - (a) Chose a negative self-belief you want to work with
  - (b) Examine the evidence that you built the belief upon
  - (c) Chose an alternative more supportive belief that you possibly accept
  - (d) Examine evidence for the new belief**
2. **“The work” process** – is a method that helps to reflect on limiting beliefs and as a

result one often gains new perspective and insight and the beliefs dissolve/transform. Chose a belief you want to work with. Then ask yourself the following questions. It is important not to overthink and not to try hard to make the belief change. You just need to ask the questions and silently listen to whatever comes up in you.

- (a) Is it true?
- (b) (if the answer was yes) Can I absolutely be sure that it is true?
- (c) When I believe this belief, how do I react?
- (d) Who would I be without this belief?
- (e) Then turn the belief around (e.g. "I am a bad parent" turn to "I am a good parent") and ask yourself – in what way this is the same true or truer?

Important: Your beliefs influence your perception! Once you introduce new, supportive belief, you will soon start noticing more and more evidence to support it!

*Tip:* Sometimes people gain deep insights to how we create our experience via thought and this understanding helps them realize that what they took so seriously before is just a thought and the moment they stop holding on to the thought it passes by and is replaced by a new thought. It can lead to instant change and dissolving negative beliefs once we recognize them for what we really are.

### **Anchoring – a technique for creating confident state**

Anchoring is a simple technique that can help you to manage your inner state. It is very useful for instance when you want to feel confident on a job interview, to feel calm while talking to your boss, to feel competent while giving a presentation etc. Most of us know how a particular scent or melody can trigger old memories. It is often called associating one thing with another. We can also describe it as a response to stimuli: A stimulus, as for example a sound, triggers a particular response. Most people have heard about Pavlov's dogs that connected the sound of a bell with the taste of food. Eventually they began salivating at the mere sound of the bell. Similarly humans may hear a melody that reminds us of a certain holiday – the sound of the melody triggers internal images of the holiday spot, the atmosphere and the sensation of the sun and the taste of the ouzo...We call it to trigger an anchor – the melody is the anchor that gives us access to all the memories. Hence an anchor is an element from a situation or an experience that will bring the whole situation back again. Anchors are usually external, that is they come from the outside and trigger internal state. A siren, a church

bell, an old photograph, the smell of a damp basement that brings you back to the first time you had the experience. This fact is very much exploited in advertising, where certain images or sounds or melodies are associated by the consumer with wishes and needs, and thereby trigger a desire to purchase. For example, advertising movies with beautiful, happy people trigger in the consumer a state of (longing for) joy or happiness. The product becomes the anchor for the state, and the next time the consumer sees the product, s/he gets access to this state and feels like making a purchase. The very skillfully crafted melodies that accompany most commercials (jingles) become yet another anchor – you can actually hear people singing the tunes while buying the products! Even our language is an advanced process of anchoring, as either the sound or the sight of a word is associated with certain thoughts and feelings inside us. This is the way that the words make sense: They are anchored to specific images, which again trigger certain states. For example, think of a word like "test", which for many people is an anchor for being nervous or tense. We can work with changing old anchors, so that a specific word, image, tone of voice, or whatever it is, no longer triggers an unwanted state. We can consciously create new, resourceful anchors and use them when we need them in order to experience a certain state. Anchoring can help us to quickly access internal resources when we want to have them. **Anchoring can be used like this:**

### 1. Create the anchor

We anchor a certain state in ourselves, for example the state of calm, joy, energy... Hence we build an association between the anchor and the state. The anchoring can be done visually, auditorily, or kinesthetically.

### 2. Trigger the anchor

When later we want to have access to the state, we trigger the anchor. Explained differently: By seeing, hearing or feeling the anchor again, you associate into the state you had when the anchor was created.

**Example:** I think of a lovely situation where I had plenty of energy. Briefly I touch a certain spot on my body (kinesthetic anchor) while I am in that state. When later I wish I had more energy, I touch the spot on my body again thus I trigger the anchor and connect to a more energized state.

### Visual, auditory and kinesthetic anchor

We can anchor in three ways: visually, auditorily and kinesthetically.



A *visual anchor* can be a nod, a colour, a light, a hand movement, or anything else that a person can see. It could also be colours or symbols or words.

An *auditory anchor* can be any kind of sound, for example a particular tone of voice, a cough, and a knock on the table, a melody or a repeated word.

A *kinesthetic anchor* can be a touch or a certain movement.

We can strengthen an experience by stacking anchors on top of each other. This means that every time we are in a resourceful state, we anchor on a place on our bodies. We can repeat this (stack) and thus strengthen the anchor. We can then trigger the anchor any time we need to get in touch with the anchored resource.

#### **Exercise A/Demonstration:**

1. Find a situation where you wish to be more resourceful.
2. Find the resource that you want to have in the situation, e.g. calm or self-confidence.
3. Check that the resource is really desirable by asking: "If I could have this resource, would it be good for me?" If not, find another resource.
4. Find a situation in your life where you had this resource.
5. Choose a spot on your body, where you want to place a kinesthetic anchor (e.g. the wrist)
6. Now relive the situation where you had the resourceful state. Move completely into it so that you can feel it. When it is at its highest, then press on the place on your body where you want to anchor the state.
7. Let go of the place and leave the situation.
8. Test the anchor by pressing it. If immediately you enter the state, then continue. If you do not connect with the resource, then repeat point 6 (possibly with another situation where you had the resource).
9. Now think of the situation from point 1 as you trigger the anchor.

If it changes the situation, it is fine. If it doesn't, then stack the anchor (make it stronger) by repeating point 6, possibly with other situations where you had the same resource.

**Exercise B**

Imagine yourself surrounded by people who care about you (they can be friends, family members, imagined people etc.). Now imagine that they are sending you their love and support. Feel their acceptance and support and anchor this state in you. Later, when you experience a fear of rejection, trigger the anchor and feel at ease, knowing that you already have what you need.

**Exercise C**

1. Think of a situation in which you criticized/are still criticizing yourself in a harsh way. Close your eyes and recall the voice of your “inner critic”, what does it sound like? Is it male or female voice? Does it remind you of somebody? If you could see the “Inner Critic”, what would it look like? How big she/he is? What his/her intentions are?
2. What would you like to say to him/her?
3. What his/her response would be?
4. What he/she is trying to protect you from?
5. In what way he/she can do it in a more supportive way?
6. Now imagine that you have your “Inner Allay”, a part of you that is always gentle, strong, wise and supportive. It is like an internal friend whose voice quiets down the “Inner Critic”. Imagine what she/he would look like? What she/he would be saying to you? Especially when your “Inner Critic” is activated, call your “Inner Allay” to support you.

## 5.2.4 Effective teaching methods

### ***METHODS enhancing creativity – approx. 60 min.***

Below are examples of methods/techniques enhancing teacher's and learner's creativity. Discuss the methods and carry out exercises for at least 2-3 of them.

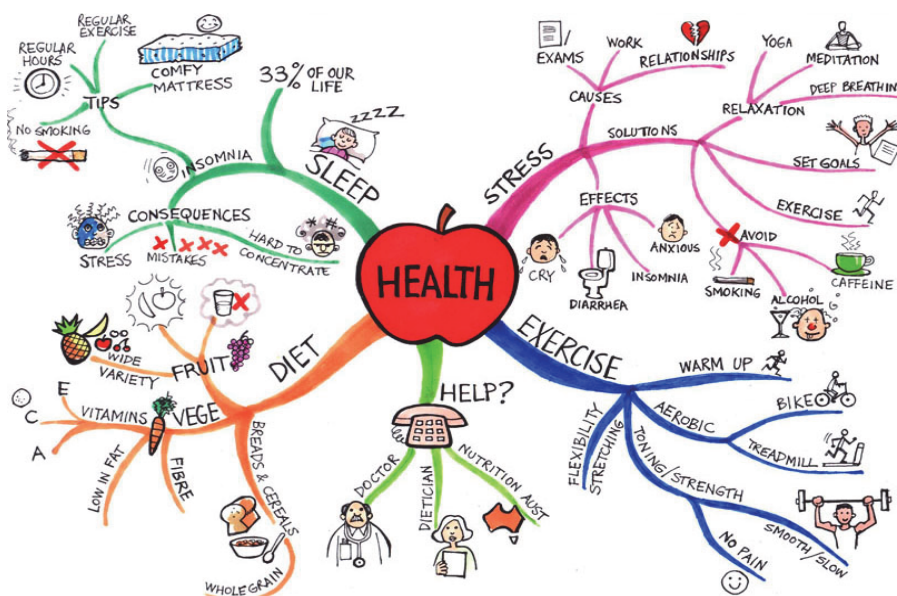
***Mind mapping*** can be defined as a diagram used to represent words, ideas, tasks or other items linked to and arranged radially around a central key word or idea. It is used to generate, visualise, structure and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing. It is not in itself a technique by which decisions can be made but it helps to organize information that might be used in the future to make decisions. Mind Mapping has lots of advantages over traditional written notes as it can help to provide, for instance, a quick grasp of the main ideas of a book in just a few minutes. Images, colours and drawings can be used to elaborate and constitute the format of a mind map. It is easy to associate the issues to the pictures and thus remember most of the facts. The use of images and words applies to both hemispheres of the brain, improving the development of creative thinking in organizing the information. Mind Mapping can be used in many different situations and for many different reasons: during business meetings, when studying, when planning or developing innovative ideas. As each person has their own type of thinking, mind maps are most effective at the individual level, as they reflect the specific user's thought patterns.

### ***How to make mind maps?***

- Start in the center with an image of the topic, using at least 3 colours.
- Use images, symbols, codes, and dimensions throughout your Mind Map.
- Select key words and print using upper or lower case letters.
- Each word/image is best alone and sitting on its own line.
- The lines should be connected, starting from the central image. The central lines are thicker, organic and flowing, becoming thinner as they radiate out from the centre.
- Make the lines the same length as the word/image they support.
- Use multiple colours throughout the Mind Map, for visual stimulation and also to encode or group.

- Develop your own personal style of Mind Mapping.
- Use emphasis and show associations in your Mind Map.
- Keep the Mind Map clear by using radial hierarchy, numerical order or outlines to embrace your branches.

Below is an example of a mind map (source: [learningfundamentals.com.au](http://learningfundamentals.com.au))



## Exercise

Divide the participants into small groups. Ask them to prepare a mind map with a central key word “creativity”. Then the groups present their maps and discuss the similarities and differences. Discuss in what way they find this method helpful and how they are going to use it in the future. – approx. 20 min

**Creating a fairy tale/metaphor/story** – is another creative method that helps people think in a metaphorical and imaginative way. One way to do it is to provide some framework, for instance the fairy tale involves a cat, a mouse, a cake and takes place in a train. Then divide the participants into groups. The first group needs to finish the sentence: “Once upon a time....”, the second group “suddenly....”, the third group “to solve this problem....” and the last one “at the end....” Then the groups read the story and are asked to role-play. This exercise can also help the participants to connect in a playful way and break the ice.

Another way might be introducing a problem and asking the participants to create a metaphor that will illustrate different aspects of the problem and a potential solution. *You may include an exercise on creating a fairytale/ story/metaphor (approx. 15 min.)*

**Brainstorming** is a technique designed to generate a large number of ideas for the solution of a problem. It is designed to obtain the maximum number of ideas relating to a specific area of interest. Might be applied in problem solving as well as in regular learning situations. Although the use of brainstorming will differ from one class to the other, there are common brainstorming rules which should be followed for it to be an effective tool for boosting trainees/students' creativity:

- Focus on quantity: enhancing divergent production, aiming to facilitate problem solving through the maxim quantity breeds quality
- No criticism: participants should focus on extending or adding to ideas, reserving criticism for a later 'critical stage' of the process. By suspending judgment, participants will feel free to generate unusual ideas
- Welcome unusual ideas: generating ideas by looking from new perspectives and suspending assumptions
- Combine and improve ideas: combining good ideas to form a single better good idea, as suggested by the slogan "1+1=3". It is believed to stimulate the building of ideas by a process of association

#### Goals - SMARTER Model

##### 1. SPECIFIC – important criteria

Phrase the goal as precisely and detailed as possible. For example, if we phrase "I want to be better at English" it is difficult for our brains to know what "better" means – is it better grammar, ability to express yourself freely in everyday life situations, ability to read a novel in English, etc.? Therefore it is important, that we make clear what we really want, and make it as specific as possible.

##### 2. MEASURABLE – what will be the evidence?

How will you know when you have reached your goal? What will be the evidence? Some people forget to make clear what should be the evidence that they have reached their goal. So in fact, they may have reached their goal but forgot to notice and celebrate. The evidence can be something fact-specific that you see, hear or feel depending on the goal you set for yourself. For example, you can see yourself signing the contract for the new job, you can hear yourself giving a presentation with confidence, you can feel that you now have a better understanding of other people when the situation in question occurs etc.

### **3. ATTRACTIVE – corresponding to your values and associated with positive emotions**

What will it give you to attain this goal? Ask yourself if the goal really is attractive to you? To have goals that we really are not motivated to reach causes disappointments and might reinforce a feeling of failure. A goal has to correspond to your values.

### **4. REALISTIC – given the time and resources (internal and external) that you have available**

Is the goal realistic in relation to the time and the resources that you have available? If several times we experience that our goals are not fulfilled, we may end up concluding “things never succeed for me”. It may be that we have set goals that are not realistic, in other words we have underestimated how much time was needed to reach the goal, or we have overestimated the resources available. For this reason it is important to focus on whether reaching the goal is realistic within the given time, etc.

### **5. TIMED – by when do you want to reach this goal?**

Time is an important factor when we work on setting goals for ourselves. Plenty of people have a goal “in the future”. However, as they have not set a specific time, they might never reach the goal – because it will still be “in the future”. Therefore it is important to ask “When should the goal be reached?” You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps.

### **6. ECOLOGICAL – what other areas of your life will be affected? Who else will be affected?**

Which positive or negative spin-offs will achieving the goal bring? An important part of a well-shaped goal is what we call “ecology”. Ecology means holistic or systemic, that is the goal is

right for the whole of the individual and for the individual's surroundings. Example: A man would like to find a new job, where he can travel a lot and have exciting experiences. He has dreamt about this job for a long time and he is close to getting it. As he starts asking himself what it will really be like to get the job, he finds out that he will be spending too much time away from his two small children. His goal – the new job – was not ecological for him, as it would lead to missing the family. The man had solely focused on the excitement of the job and the challenges it would bring him, and forgotten to consider what it would mean for him as a whole, as a family man. If we solve our problems without a holistic regard, we risk getting new problems or we risk falling back into old behavior.

## 7. FORMULATED POSITIVELY - focus on what you want rather than what you do not want

When we set goals, it is important to focus on what we wish to achieve. Some people state goals in terms of what they do not want, for example "I no longer want to feel incompetent", or "I no longer want to smoke". In order to understand the meaning and the two sentences above, our brains have to create internal representations of the sentences, for example in the form of images of someone who feels incompetent, or of someone who smokes. Consequently it becomes very difficult to let go of what you do not want – for what should the brain focus on instead? Thus it is important that we formulate our goals in positive terms, focusing on the desired outcome, as for example: "I feel competent" or "I have clean lungs".

### Active learning methods and exercises

**World cafe method** ([www.theworldcafe.com](http://www.theworldcafe.com)) is a simple, effective, and flexible format for hosting large group dialogue. It can be modified to meet a wide variety of needs but the following five components comprise the basic model:

- 1) *Setting*: Create a "special" environment, most often patterned after a café, i.e. small round tables covered with a tablecloth, block paper, coloured pens, a vase of flowers and some cookies. There should be four chairs at each table.
- 2) *Welcome and Introduction*: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Café Etiquette, and putting participants at ease.
- 3) *Small Group Rounds*: The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of

the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4) *Questions*: each round is prefaced with a question designed for the specific context and desired purpose of the session. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

5) *Harvest*: After the small groups (and/or in between rounds, as desired) individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recorders in the front of the room.

**Exercise** - Following the above model facilitate world café discussion with the following questions:

- What is the real purpose of active teaching methods?
- What does it mean to be an effective trainer?
- Where does learners' motivation come from?
- In what context using active teaching methods is not advisable?

At the end of the small group rounds facilitate the whole group discussion.

**Observation activity** is a technique that brings attention to the difference between factual and objective outlook on a situation and our personal perception of a situation coloured by our individual feelings, interpretations and judgements. It can be done as a homework followed by a group discussion facilitated by the trainer.

**Exercise**: Ask the participants, as homework, to choose one or more contexts in which they will observe interpersonal interactions between at least 2 people and take notes. Then they need to record the events selected in two different ways: 1) through an observation sheet where they have to describe without judgement the situation chosen and observed (context, people involved, brief description of the situation, effects on the starting context) 2) By describing the situation in a personal diary with their own



impressions, memories, doubts, thoughts and considerations. The homework is followed by a group discussion in a chosen context, for instance objective versus subjective experience and how our own “filter” influences our perceptions and therefore how we actively create rather than passively record our experience of life.

**Different perspectives** is a technique that allows the participants to experience the same situation from different points of view and understand different sets of needs, values, motives etc.

**Exercise:** The trainer shows a short film for instance a famous fairy where there is conflict between the characters. For example “Little Red Riding Hood” can be used where the three main characters (the wolf, the little girl and the grandmother) have very different points of view. Then the trainer divides participants into groups. Each group will identify itself with a character or a group of characters and will try to understand the reasons of their behaviour. Then each group chooses a representative who will explain the role and motivations of its characters in a discussion with representatives from the other groups. After the exercise reflect on how it applies in our everyday lives and/or at work. What is the value of gaining different perspective, what can happen when we are not willing to take a different perspective or when we are confused about our own point of view etc. This might be related to a specific context that the group is working on (e.g. conflict resolution, communication with “difficult clients”, working with youths, leadership or any other context).

**Interactive lecture** – it encourages interaction between the teacher and the learners. The teaching process can be conducted in the form of questions and answers, doing a variety of exercises and discussions on particular case studies. It establishes a relaxed atmosphere, as well as confidence in learners.

**Demonstration** – the learners are shown in practice how to best cope with a particular situation or how to best perform a set of activities or a certain technique. It might involve inviting a volunteer to the middle of the circle, demonstrating the use of the technique on his particular issue and then answering questions that the observers have.

**Critical situation analysis** – learners describe cases which have caused serious difficulties. The group discusses the main facts which define each of these situations

and make a decision upon the additional information needed, as well upon the teaching required for solving the problems presented.

**Small group discussions with peers** – very suitable for team work. Different positions are expressed and defended by means of arguments, by exchanging ideas and opinions in relation to a given topic. It consolidates the team and problem solving skills are developed

**Teamwork** – allows for learning from each other, making decisions based on consensus, develops the capacity to communicate and cooperate with others, supports development of social skills, helps to include and activate the more quiet/withdrawn learners, can stimulate creativity. It is most effective when there is trust among the members, the goal for the team is clear and everybody is actively involved in discussion, decision making and the actual work.

#### **Self-awareness in the context of team - The island**

Ask the participants to sit in a circle. Tell them that in a moment they will receive a written instruction for an exercise. They will have exactly 1 hour/45 min for the exercise and even if they finish earlier they will have to stay where they are, nobody leaves the circle before the time is finished. Tell them also that you will be observing them from outside of the circle but you will not have any interaction with them so even if they ask you a question during the exercise you are not going to answer or say anything. Once they are seated in a circle put in the middle a written instruction:

*“You are a group of survivors from a ship wreck and have landed on a small, uninhabited island a very long way away from the mainland. There are a few sparse resources on the island such as fruit, nuts, fish and water. A small rowing boat with room for three people has also been washed ashore. There are no resources to build another boat. There is great risk that the small boat will not reach the mainland, which is a long way away. There is only a remote possibility that a ship will pass by anywhere near the island. What are you going to do?”*

Once the exercise is finished there is time for a discussion. Suggested questions:

- What was your role during the exercise?

- What other roles did you observe in the group?
- Who did you perceive as a leader? Were you in any way a leader?
- What was important to you while making decisions?
- What did you enjoy?
- What was a challenge?
- Did you feel frustrated at any point? Why? What did you do about it?
- In what way did you contribute to the team?
- Was there anything you wish you did differently?

**Pair work and small group work** - giving the learners the opportunity to check their ideas with just one other person, which helps them feel validated before having to offer answers in front of a whole group.

**Discussion/debate** – helps to express own point of view as well as respect other person's perspective. Stimulates reflection and develops the skill of looking at a situation from different angles. It is very helpful if the teacher who facilitates the discussion asks questions/shares his reflections that point the learners in a new direction and helps them to challenge and expand their attitudes. Suggested topics for discussion during this seminar: "Excellent teacher – friend? Challenger? Helper? Inspirer? " Or "Where does motivation come from?" or "How can I be the best teacher that I can be?"

**Role plays** – it requires prior development of scenarios, briefings, role definition and allocation, setting of rules, discussion of students' achievements and assessment. They provide students with additional practice and preparation for future interactions. It encourages students who are hesitant or shy to participate in groups. Peers can provide a non-threatening atmosphere in which students can practice new social skills such as speaking up in a class. Can also boost creativity and allows for experimenting in a safe environment.

**Games** – allow creating relaxed friendly environment and bringing out the creative and playful side in the learners. Often explaining the educational theory behind the activities helps them realize that it is not just for fun, it is actually to help them learn.

## 5.3 Seminar outlines

### Objectives:

- The seminar is a result of the findings of the Grundtvig multilateral project “Skills for True Wellbeing”. The contents and methods have been piloted by 7 organizations in 6 countries and have proven to be beneficial for developing skills that have positive impact on the level of well-being of the participants.
- The seminar is centred on two main topics: “healthy self” and “healthy relationships” and corresponding sets of skills: 1) stress management and 2) communication as a foundation for enhancing well-being in educators.

### Aims:

- Disseminate the findings of the “Skills for True Wellbeing” project
- Introduce holistic model of stress and raise understanding of stress causes, mechanisms and effects
- Raise understanding of how stress impacts teaching ability
- Provide the participants with practical tools for dealing with stress
- Reduce the consequences of stress (such as poor health, absenteeism, lack of creativity, ineffective communication, inability to focus, more conflicts etc.) and develop healthy ways of dealing with everyday work demands
- Prevent burn-out syndrome in educators
- Enhance emotional self awareness
- Introduce practical tools for coping with difficult emotions
- Improve the participants emotional balance
- Help the participants to identify their stress triggers and emotional triggers at work context and come up with new, more resourceful strategies
- Enhance in the participants the ability to relax
- Broaden the understanding of health
- Develop better understanding of the communication process
- Increase the skill of building rapport
- Enhance in the participants listening skill

- Provide practical tools for giving feedback
- Improve understanding of non verbal communication cues
- Raise the participants self-awareness with regards to communication and relationships
- Allow the participants to explore their own understanding of relationships and expand their outlook
- Point to the key elements of satisfying relationships: acceptance, respect, openness, authenticity, assertiveness
- Enhance the participants public speaking skill

### **Training Program**

#### **Day 1 (6 hours)**

- Introduction and course overview
- Ice breaking
- Individual expectations
- Discussion on what is “True Wellbeing”
- Let’s talk about stress
- Definitions
- Understanding the stress response (fight/flight versus prolonged stress)
- Physical, emotional, mental and behavioural symptoms of stress
- Relation between our thinking and stress
- Effective and ineffective ways of dealing with stress
- Relaxation exercises that help to manage stress effectively– part 1
- Reflections of the day, discussion

#### **Day 2 (6 hours)**

- Effects of stress in educational setting
- Assessing your personal stress triggers
- Changing unresourceful strategies
- Self talk awareness
- Relaxation exercises - part 2
- Reflections of the day, discussion

#### **Day 3 (6 hours)**

- The impact of emotions on teaching and learning ability
- Tools for dealing with disturbing emotions
- How can I be more mindful and resourceful in the classroom? – action plan
- Introduction to the subject of interpersonal communication and relationships
- How our perceptions influence our communication
- Reflections of the day, discussion

**Day 4 (6 hours)**

- Non-verbal cues in communication – self awareness and understanding others
- Feedback – how to give it so they want to receive it and how to receive it as a gift
- Public speaking essentials
- Reflections of the day, discussion

**Day 5 (6 hours)**

- Public speaking – practical exercises
- The art of listening – “Listening to ignite not to reply”
- Let’s talk about relationships
- What do you know about relationships?
- What stops us from relating in a satisfying way
- What makes relationships work?
- Assertiveness – an essential element of satisfying relationships
- Summary, course evaluation, departure of the participants

**Methodology**

Prior to the seminar there will be a semi-structured interview conducted through email; the interview aims to identify the participants’ particular training needs in order to fine-tune the training program to meet the needs of the individual participants and the organisations they work/volunteer for. The participants will also receive a couple of “warm up” assignments prior to the seminar.

The seminar will provide theory necessary to understand the nature of stress as well as practical tools for managing stress and difficult emotions. The course will also provide simple

models that can help to expand the participant's understanding of communication process as well as enhance their understanding of healthy relationships. They will also receive practical tools useful in managing their professional and personal communication.

Attention will be given to how to implement the findings and skills in real life situations after the seminar. Methods such as debate, role play, body movement, individual mind management technologies, pair and group exercises and mini-coaching will be used throughout the seminar.

The methodology of the seminar includes learner-centered approach and utilizes self-learning methods. The aim of the training is not to produce ready-made solutions (passive learning), but to inspire the participants to search creatively for knowledge and effective solutions which are connected with their needs and challenges (active learning). In this way the participants take responsibility for their own learning process and act as active partners of the training.

The participants will be invited to join WELLNESS Forum – online platform that facilitates exchange of experiences among adult education professionals and learners. Moreover, 1 month after the seminar they will be requested to answer a questionnaire in order to identify in what way they've been using skills they learnt on the seminar and what changes they have experienced as a result.

## 5.4 Questionnaires

### 5.4.1 Questionnaire immediately after the course

*Dear Participant of the ..... course. We would appreciate if you would answer a few questions and return the questionnaire to your trainer.*

*Age:              Sex:              Occupation:*

*Please circle your answers*

1. On a scale from 1 to 10 (1 being poor, 10 being excellent) overall how would you rate the course?

1      2      3      4      5      6      7      8      9      10

2. On a scale from 1 to 10 (1 being very low, 10 being very large) to what extend has the course met your expectations?

1      2      3      4      5      6      7      8      9      10

*(Briefly explain why)*

3. On a scale from 1 to 10 (1 being not at all, 10 being very much so) how interesting and engaging did you find the method used during the course?

1      2      3      4      5      6      7      8      9      10

4. On a scale from 1 to 10 (1 being not useful at all, 10 being very useful) how useful did you find the content of the course?

1      2      3      4      5      6      7      8      9      10

5. On a scale from 1 to 10 (1 being not relevant at all, 10 being very relevant) how relevant do you find this seminar to your professional needs?

1      2      3      4      5      6      7      8      9      10

6. On a scale from 1 to 10 (1 being not relevant at all, 10 being very relevant) how relevant do you find this seminar to your personal needs?

1      2      3      4      5      6      7      8      9      10

7. On a scale from 1 to 10 (1 being very small, 10 being very large) how would you rate the potential of the course to enhance the level of your well-being?



1      2      3      4      5      6      7      8      9      10

8. On a scale from 1 to 10 (1 being not at all, 10 being very much so) how knowledgeable with regards to the content of the course did you find your trainer?

1      2      3      4      5      6      7      8      9      10

9. On a scale from 1 to 10 (1 being not at all, 10 being very much so) how approachable and helpful did you find your trainer?

1      2      3      4      5      6      7      8      9      10

10. On a scale from 1 to 10 (1 being not at all, 10 being very much so) how engaging did you find your trainer's presentation/facilitation style?

1      2      3      4      5      6      7      8      9      10

11. On a scale from 1 to 10 (1 being not useful at all, 10 being very useful) how useful did you find the materials (booklet) provided during the training?

1      2      3      4      5      6      7      8      9      10

12. Which topics did you find the most interesting and useful?

*(Please list the topics)*

13. Please comment on possible areas of improvement regarding the seminar content and methods of delivering this particular course

- 14.** Additional comments

### **Additional questions for particular courses**

#### **a) Stress&health**

1. On a scale from 1 to 10 (1 being very small, 10 being very large) how would you rate the improvement of your understanding of stress mechanisms and effects?

1      2      3      4      5      6      7      8      9      10

2. On a scale from 1 to 10 (1 being very small, 10 being very large) how would you rate the improvement of your ability to deal with stress?

1      2      3      4      5      6      7      8      9      10

#### **b) Communication and relationships**

1. 1. On a scale from 1 to 10 (1 being very small, 10 being very large) how would

you rate the improvement of your understanding of communication process?

1    2    3    4    5    6    7    8    9    10

2. On a scale from 1 to 10 (1 being very small, 10 being very large) how would you rate the improvement of your communication skills?

1    2    3    4    5    6    7    8    9    10

**c) Effective teaching methods**

1. On a scale from 1 to 10 (1 being very small, 10 being very large) how would you rate the improvement of your ability to use effective teaching methods?

1    2    3    4    5    6    7    8    9    10

**d) Self esteem**

1. On a scale from 1 to 10 (1 being very small, 10 being very large) how would you rate the improvement of your self-presentation skills?

1    2    3    4    5    6    7    8    9    10

2. On a scale from 1 to 10 (1 being very small, 10 being very large) how would you rate the potential of the understandings and skills you gained for having positive impact on your self-esteem?

1    2    3    4    5    6    7    8    9    10

### 5.4.2 Questionnaire one month after the course

*Dear Participant in the .....course, we would appreciate if you would answer a few questions regarding the outcomes of the seminar that you took 1 month ago and return the questionnaire to your trainer.*

Age:

Sex:

Occupation:

#### A – General part

*Please circle your answers*

1. On a scale from 1 to 10 (1 being very low, 10 being very high) how would you rate the enhancement of your well-being over the past month?

1      2      3      4      5      6      7      8      9      10

2. On a scale from 1 to 10 (1 being very small, 10 being very large) to what extent have you applied the understandings and skills of the course in your professional life?

1      2      3      4      5      6      7      8      9      10

*(Briefly explain which understandings and skills)*

3. On a scale from 1 to 10 (1 being small, 10 being very large) to what extent have you applied the understandings and skills of the course in your personal life?

1      2      3      4      5      6      7      8      9      10

*(Briefly explain which understandings and skills)*

4. On a scale from 1 to 10 (1 being very low, 10 being very high) how would you rate the impact of the course on your job satisfaction?

1      2      3      4      5      6      7      8      9      10

5. On a scale from 1 to 10 (1 being very low, 10 being very high) how would you rate the impact of the course on your life satisfaction?

1      2      3      4      5      6      7      8      9      10

*(If you have any additional comments please share them)*

### **B – Course specific part**

#### **Stress and health seminar**

1. On a scale from 1 to 10 (1 being nothing at all, 10 being very much) how much has your stress level decreased over the last month?

1      2      3      4      5      6      7      8      9      10

2. On a scale from 1 to 10 (1 being very little, 10 being very large) to what extent understandings and skills gained during the course have proven to be helpful in dealing with stress?

1      2      3      4      5      6      7      8      9      10

3. On a scale from 1 to 10 (1 being very little, 10 being very large) to what extent do you find yourself more relaxed and balanced?

1      2      3      4      5      6      7      8      9      10

*(Briefly describe in what situations)*

#### **Communication and relationships**

1. On a scale from 1 to 10 (1 being very small, 10 being very large) how would you rate the improvement of your communication over the last month?

1      2      3      4      5      6      7      8      9      10

*(Briefly describe in what way has your communication improved)*

2. On a scale from 1 to 10 (1 being very low, 10 being very high) how would you rate the enhancement of the quality of your personal and professional relationships?

1      2      3      4      5      6      7      8      9      10

**Effective teaching methods**

3. On a scale from 1 to 10 (1 being very little, 10 being very large) to what extent have you applied the methods you learnt during the seminar?

1      2      3      4      5      6      7      8      9      10

*(Briefly describe which methods)*

4. On a scale from 1 to 10 (1 being not at all, 10 being very much) how much more competent as a teacher /trainer do you feel as a result of having gained the new knowledge/skills?

1      2      3      4      5      6      7      8      9      10

5. On a scale from 1 to 10 (1 being very low, 10 being very high) how would you rate the impact of using the new methods on your students?

1      2      3      4      5      6      7      8      9      10

*(Briefly describe the changes you have noticed in your students)*

**Self esteem and self presentation**

1. On a scale from 1 to 10 (1 being very little, 10 being very large) to what extent has the way you feel about yourself changed?

1      2      3      4      5      6      7      8      9      10

*(Briefly explain)*

2. On a scale from 1 to 10 (1 being very small, 10 being very large) how would you rate the improvement of the way you handle difficulties?

1      2      3      4      5      6      7      8      9      10

*(Briefly explain)*

3. On a scale from 1 to 10 (1 being very little, 10 being very large) to what extent has your confidence increased?

1      2      3      4      5      6      7      8      9      10

*(Briefly describe in what situations)*

4. On a scale from 1 to 10 (1 being very small, 10 being very large) how would you rate the improvement of the way you present yourself to others?

1      2      3      4      5      6      7      8      9      10

*(Briefly describe)*



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The aim of the Wellness project is to empower: professionals engaged in adult education and their learners in practical skills that allows them to handle daily challenges more effectively and enhance their level of wellbeing in a sustainable way.

Many professionals of the educational sector face working conditions characterized by a high level of emotional involvement and strong interpersonal demands.

These conditions may lead to the burnout syndrome if professionals are unable to develop effective coping strategies and manage stress adequately.



## PROJECT COORDINATOR

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