Wellness²

Wellness2: A Step forward in Wellbeing in the field of Adult Education

IO2.A3 Training tools

wellness2portal.eu

Lead Partner:
PRISM Impresa Sociale s.r.l., Italy

Introduction to Training Modules

The training modules were created by the project partners, observing the results obtained during the development of Output 1. The main results show that the state of wellbeing for the purposes of this project is a reflection of the quality of adult education. How trainers see and feel, in which ways learners learn more effectively, and how the staff in education can do their job better are only some of the factors that come up as, a result of emotional psychological and spiritual wellbeing. It is notable that the results of examining different procedures in the five partner countries has shown us that there are different practices when it comes to wellness. From these differences, however, it was possible to find common agreement on the elements that can allow a transfer of skills to the target groups. The partners agreed on the definition of 5 modules that will allow a transfer of skills to trainers who deal with adult education; and these skills will be shared by the trainers with the administrative staff.

The partnership

- EESTI VABAHARIDUSLIIT MTU, Estonia
- ENOROS CONSULTING LIMITED, Cyprus
- PROMIMPRESA SRL, Italy
- FUNDACJA ROZWOJU AKTYWNOSCI MIEDZYNARODOWEJ I EDUKACYJNEJ, Poland
- EUROPEAN CENTER FOR QUALITY OOD, Bulgaria
- PRISM Impresa Sociale s.r.l., Italy

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[Module 1] Educational framework - ENAEA	
Themes	**Introduction to the training:** • Familiarization; • Overview about timetable, fixing common rules; • Participants` expectations. **Introduction to the wellbeing in adult education:** • Key-elements of well-being learning environment; • Introduction of the Map of Wellbeing. **Planning of trainings and creation of the curriculum:** • Defining the target group, identifying learning needs; • Curriculum, learning outcomes, curriculum coherence; • Formulation of curriculum learning outcomes; • Assessment. **Quality assurance of non-formal adult trainings:** • Threshold-based quality assessment in Estonian AE-institutions; • Quality assurance systems (introduction of European Quality Mark EQM); • Adult educator qualification, profession and self-improvement (on the example of Estonia). **Feedback:** • Gathering feedback/evaluation, improvement process.
Objectives	The aim of the module is to increase the participants' awareness about the wellbeing environment in adult education, quality assurance of training (continuing education) and outcomes-based curriculum development.
Learning outcomes	• Knows key-elements of well-being learning environment; • Knows the principles of quality assessment in non-formal learning; • Develop an output-based curriculum, including assessment; • Gives feedback to learners and asks for feedback.
Teaching methods	• Individual work (reading materials before the training); • Bingo-method to get to know each other; • Brainstorming to establish common rules; • Illustrative-demonstration method – introduction of well-being concept, spoken explanation + conversation method (short overview + short discussion about pre-read materials); • Complex practical group work - creation of curriculum, Mindmap, presentations (by learners); • Snowball-method: self-analysis, discussion in mini-group, discussion in bigger group, discussion; • Feedback by using Dixit-cards.
Training materials	• Flipchart with paper, coloured markers, post-its. Printed materials for each participant: • Worksheets Wellbeing wheel and project`s infographics • Worksheets for BINGO • Template for curriculum (A3) • Feedback worksheet Materials for educator/teacher: • Presentations of the topics; • Wellbeing wheel and project`s infographics • Worksheet for BINGO

[Module 1] Educational framework - ENAEA	
	• Template for curriculum (A3) • Feedback worksheet • Dixit-cards for the reflection/feedback in last session of the day
Description of the classroom	Spacious room with natural light, which includes: • Movable/portable tables (can be easily moved to group work); • Comfortable chairs; • Computer and speakers; • Data projector; • Clock on the wall.
Online materials	Independent work materials compiled in a workbook and cover the following topics: • Identifying the target group, identifying learning needs; curriculum, learning outcomes, curriculum coherence; assessment; • Threshold-based quality assessment in Estonian AE-institutions; • Quality assurance systems (introduction of European Quality Mark EQM); • Adult educator qualification, profession and self-improvement (on the example of Estonia); • Gathering feedback/evaluation, improvement process (different methods, feedback to learners, organisational view etc).
Assessment methods/criteria	• All materials have been read and questions about materials answered; • Performing and presenting independent work tasks according to the trainers` instructions; • Active participation in classroom activities and group-work; • Presentations of group-work (active participation); • Pre- and post-tests have been performed.

Pre-Training Self-test	*5 questions connected to the module topic that test the expectations and general understanding of the participant. Questions can be multiple choice (4 possible answers) or true/false questions.*
	
	• *Administrative staff can promote caring and cooperative culture supporting the development of physical and mental wellbeing.*
	  TRUE *FALSE*
	
	• *Administrative staff play an active role in establishing a friendly environment, where both adult learners and trainers feel welcome, included, connected and respected.*
	  TRUE *FALSE*
	
	• *In adult education, only the outcome can be assessed.*
	  TRUE ***FALSE***
	
	• *In Estonia, it is possible to apply for the profession of adult educator at four levels.*
	  TRUE *FALSE*
	
	• *There are four types of feedback.*
	  TRUE ***FALSE***

Post Training Self-test	*5 questions connected to the specific module content that test the knowledge of the participants after completing the module. Questions can be multiple choice (4 possible answers) or true/false questions.* • *Administrative staff collaborate with trainees to develop school policies, plans and curriculums for ensuring safety and quality.*

[Module 1] Educational framework - ENAEA	

	TRUE ***FALSE***
	
	• *There should not be many learning outcomes, 4-6 is appropriate, in long, modular training you can set your own learning outcomes for each module.*
	   TRUE *FALSE*
	
	• *Features referring to learning process closed to feedback:*
	    o *Evaluation carried out only by the teacher because learners are not able to do it;*
	    o *It is easy to find the point in the learners' responses.*
	   TRUE ***FALSE***
	
	• *There are two types of feedback, positive and negative.*
	   TRUE *FALSE*
	
	• *Ability-based grouping does not support learning.*
	   TRUE *FALSE*

References	Project materials: Map of Wellbeing in Adult Education: https://vabaharidus.ee/projectwellness/wp-content/uploads/2020/06/WELLNESS-2-Map-of-Wellbeing-in-Adult-Education-PDF.pdf Quality assurance system European Quality Mark (EQM): http://www.europeanqualitymark.org/ Professional qualification adult educator: Https://www.andras.ee/en/professional-qualification-adult-educator-andragogue

Lesson 1	Title: Introduction to the training	Duration: 45 minutes	Learning objectives / outcomes	Additional comments
Activities: *Activity 1 - 20 minutes* - Familiarization - give each participant a bingo card, explain that the group has 20 minutes to mingle with each other. During this time, they should be introducing themselves to one and other and finding people who match the traits on the bingo card. Once they have found the person with the correct trait, they must put the person's name in the corresponding box, or have the person sign the appropriate square. Just like a normal game of bingo, the clock continues to tick until the first person to fill five boxes across or down yells "Bingo". To make the game more exciting and motivating, have a prize (or prizes, if playing the longer game) ready to give the winners. *Activity 2 - 10 minutes* - Overview about timetable, fixing common rules - educators present the program and timetable, participants will agree on common rules, which will be presented on a flipchart. *Activity 3 - 15 minutes* - Participants` expectations - each participant will take 3-4 different colours post-its and will write on them the expectations of the training. The whole group expectations will be presented on a flipchart (post-it's to flipchart).			- Familiarization-getting know each other; - Fixing rules; - Find out participants' expectations.	• Familiarization using BINGO-method, • worksheet is added; • Fixing rules – brainstorming, leading trainer is visualizing agreements; • Mapping participants expectations – using post-its.

Lesson 2	Title: Introduction to the wellbeing in adult education	Duration: 20 minutes	Learning objectives	Additional comments
Activities: *Activity 1* - Short overview by educator and leaded discussion about topics (20 minutes): - key-elements of well-being learning environment; - introduction of the Map of Wellbeing. *Activity 2* - At the same time participants can add comments and thoughts to both worksheets. Main materials should be read before the training in an online environment (https://wellness2portal.eu/).			Participant names and describes key elements of well-being.	Two worksheets are prepared (printed out) for each participant: • key-elements of well-being learning environment • map of Wellbeing.

Lesson 3	**Title:** Planning of trainings and creation of the curriculum	**Duration:** 115 minutes	**Learning objectives**	**Additional comments**

Activities:
 	
Activity 1
• Short overview by educator and leaded discussion about topics (15 minutes):
   o defining the target group, identifying learning needs;
   o curriculum, learning outcomes, curriculum coherence;
   o formulation of curriculum learning outcomes and assessment.
Main materials should be read before the training in an online environment (https://wellness2portal.eu/).
 	
Activity 2
• Complex practical group work 45 minutes - creation of curriculum "Santa Claus training" (using the structure, which is based on the Continuing Education Standard on the example of Estonia for curriculum creation), divide the students into groups (max 5 participants per group), share the template for curriculum (A3) for each group.
 	
Activity 3
• Presentation of group work results (max 45 minutes) - each group has for presentation 5-7 minutes, debrief: educators and the other groups feedback for the presentation 2-3 minutes.
 	
Activity 4
• Sum up the topic with participants for 10 minutes.
			• Participants are using theoretical framework by compiling curriculum;
			• Outcomes-based curriculums are completed.
				• First introduction topic (based on online materials, which are read before) 15 minutes;
				• Group work session 45 minutes;
				• After those presentations of groupwork results (incl. presentation of each group) - 45 minutes), summary 15 minutes.

Lesson 4	Title: Ensuring quality in adult education	Duration: 60 minutes	Learning objectives	Additional comments

Activities
 	
Activity 1
• Energizer "An orchestra without instruments" - Explain to the group that they are going to create an 'orchestra' without instruments. The orchestra will only use sounds that can be made by the human body. Players can use hands, feet, voice etc, but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound. Choose a well-known tune and ask everyone to play along, using the 'instrument' that they have chosen. Alternatively, don't give a tune and let the group surprise itself by creating a unique sound.
 	
Activity 2
• Short overview by educator and leaded discussion about topics (15 minutes):
   o threshold-based quality assessment in Estonian AE-institutions;
   o quality assurance systems (introduction of European Quality Mark EQM);
   o adult educator qualification, profession and self-improvement (on the example of Estonia).
Main materials should be read before the training in an online environment (https://wellness2portal.eu/).
 	
Activity 3
• Visual mind mapping "How trainers can be involved in the AE organisation's quality system?" – group work. Participants can also use the online mind mapping softwares.
https://www.mindmeister.com/
https://www.mindmup.com/
Activity time: 20 minutes.
 	
Activity 4
• Sum up the topic with participants for 10 minutes.
			Participants are aware about:
			• threshold-based quality assessment;
			• quality assurance system EQM;
			• adult educator qualification system.
			Participants:
			• understand and analyse their role in ensuring the quality system of the training company/organisation.
				• Energizer (after lunch) 15 minutes;
				• visual mind mapping– group work + presentations 45 minutes.

Lessons 5	Title: Feedback and evaluation	Duration: 50 minutes	Learning objectives	Additional comments

Activities
 	
Activity 1
• Short overview by educator and leaded discussion about topics (15 minutes):
   o gathering feedback/evaluation;
   o improvement process (different methods, feedback to learners, organisational view etc).
 	
Main materials should be read before the training in an online environment (https://wellness2portal.eu/).
Activity 2
• Practical task "BENEFITS OF GIVING AND RECEIVING FEEDBACK"
 	
   o **Task 1:** Take a moment to think about the situation where you last gave and received feedback. What did you get from giving and receiving feedback for yourself? Activity time: 5 minutes.
 	
   o **Task 2:** Discussion in pairs/mini-groups (max 3 persons)
   o what you experienced when you gave feedback;
   o what was the feeling to get feedback;
   o which seemed complicated by giving feedback. Activity time: 10 minutes.
   o **Task 3:** Discussion in large groups
   o benefits of giving feedback;
   o benefits of receiving feedback.
  Activity time: 15 minutes.
 	
Activity 3
• Sum up the topic with participants for 5 minutes.
	Participants explain benefits from giving feedback and receiving feedback.	For each participant Feedback worksheet

Lessons 6	Title: Feedback and evaluation of the day	Duration: 25 minutes	Learning objectives	Additional comments

Activities
 	
Activity 1
• Reflection of the day using Dixit-cards. Place a deck of cards on the table and ask each participant to take two cards. Each participant will reflect and describe with two cards:
   o What was the best thing I learned from the training today?
   o What new knowledge/skills am I going to use in my daily work?
	To get feedback about the day.	An educator/teacher needs a pack of Dixit-cards.

[Module 2] Wellbeing Environment - FRAME	
Themes	**Culture as a supporting element of the development of physical and mental wellbeing.** • Organizational culture and strategy • Organizational culture components • Sustainable development and wellbeing as a value **Learning environment and its quality** • Energy of learners • Logistic and technicalities to create Wellness environment (e.g., the responsibility to provide the proper organizational aspects such as physical structures, materials, organization, etc.) • Analysis how persons with disabilities perceive the environment and how to deal with it? • Culture based organization of the venue **Using science-based knowledge** • The science communication • Channels, sources, strategies • Trust and mistrust towards scientific sources **Engagement in occupational learning** • Benefits of professional development • Professional and non-professional career (community, volunteering) • Self-motivation
Objectives	The aim of the module is: • To broaden the participants' knowledge and widening skills of the wellbeing environment in the context of management, organizational culture and good practices as well as individual aspects
Learning Outcomes	• Trainee is able to give examples of organizational culture • Trainee is able to present wellbeing as an element related to culture and strategy • Trainee is able to critically reflect on its own wellbeing • Trainee can implement good wellbeing practices • Trainee is able plan the implementation of wellbeing principles and can record progresses on a wellbeing checklist
Teaching methods	• Discussion; • Mini lecture with the use of PP presentation; • Individual work (reading materials before the training); • Mindmap; • Participant's presentations; • Snowball-method: self-analysis, discussion in pairs, discussion in bigger group.
Training materials	• Case study 'With Dzieweczka song on her lips/ *Z dzieweczką na ustach'* • Form sheet: Elements of organizational culture • Audit of energy resources • My personal book of successes
Online materials	**Compendium of good examples** https://www.boxingscene.com/motivation/48221.php https://elearningindustry.com/10-practical-tips-motivate-people-to-learn https://granite.pressbooks.pub/teachingdiverselearners/chapter/motivation-2/

[Module 2] Wellbeing Environment - FRAME	
Assessment methods/criteria	List the assessment methods/criteria: • All materials have been read and questions about materials answered; • Active participation in classroom activities and group-work; • Presentations of group-work Presentation of individual work

Pre-Training Self-test	*5 questions connected to the module topic that test the expectations and general understanding of the participant. Questions can be multiple choice (4 possible answers) or true/false questions.*
	
	1. Sentence: there is no relationship between national culture and organizational culture
	  *true **false***
	
	2. Sentence: Motivation and motivational system mean the same thing
	  *true **false***
	
	3. Ceremonies and rituals are part of organizational culture
	  ***true** false*
	
	4. Channels of science communication are:
	  • *only traditional media*
	  • *only digital media*
	  • ***traditional and digital media***
	    tick all the correct answers
	
	5. Self-motivation is an important part of professional development
	  ***true** false*

Post Training Self-test	*5 questions connected to the specific module content that test the knowledge of the participants after completing the module. Questions can be multiple choice (4 possible answers) or true/false questions.*
	
	1. Science communication is about:
	  • *academics communicating with students*
	  • *publishing scientific articles*
	  • ***publicising research results to the public.***
	    tick all the correct answers
	
	2. Schein's model of organizational culture includes:
	  • ***language artifacts***
	  • ***Behavioral artifacts***
	  • ***physical artifacts***
	    tick all the correct answers
	
	3. Stories can be useful in shaping organizational culture
	  ***true** false*
	
	4. In 2019, pan-European principles for "Wellbeing in the training environment" were created, which are mandatory in all European Union countries.
	  *true **false***

	5. Energy management consists of: • **sleep habits** • energy conservation regulations • **dietary habits** • Health and safety regulations • **free time habits** *tick all the correct answers*
References	*Created by the PDST Primary Health and Wellbeing Team*. (n.d.). National Program for Happiness & Wellbeing, U.-G. (2018). *A guide to happiness & wellbeing in the workplace*. 15, 25. NEF. (2008). *Five Ways to Well-being*. 1–23. http://www.neweconomics.org/publications/five-ways-well-being-evidence Programme, L. L. (2012). *Skills for True Wellbeing*. ProMenPol. (2009). *A Manual for Promoting Mental Health and Wellbeing: The Workplace ProMenPol Project Final 2009 Table of Contents*. *Wellbeing*. (n.d.). 1–42. https://www.boxingscene.com/motivation/48221.php https://elearningindustry.com/10-practical-tips-motivate-people-to-learn https://granite.pressbooks.pub/teachingdiverselearners/chapter/motivation-2/

Lesson 1	Title: Culture as a supporting element of the development of physical and mental wellbeing	Duration: 90 minutes	Learning objectives/Outcomes	Additional comments
Short recapitulation on the first day **Culture as a supporting element of the development of physical and mental wellbeing.** • Organizational culture and strategy • Organizational culture components • Sustainable development and wellbeing as a value **Discussion**			• Refer to the previous day • Familiarize participants with the basic elements of organizational culture and its relations with the organizational strategy (Pp presentation (definition of strategy, definition of organizational culture, relations between strategy, culture and organizational structure; components of organizational culture - various approaches) - mini-lecture with the use of presentation) • Learning about the example of organizational culture (Case study analysis ('with dzieweczka song on her lips/ *z dzieweczką na ustach'* print version) - work in groups) • Presenting wellbeing as an element related to culture and strategy (Discussion: whether sustainable development and wellbeing can be valuable for the organization? Why? Examples from wellness 1 and 2)	**Online** Online materials have been red and analysed. Short quiz/ questionnaire about materials has been answered. **During the training:** Active participation in group works.

Before the training:
• Print a sheet for each participant: Elements of organizational culture • Print out a sheet "*'With Dzieweczka song on her lips/ Z dzieweczką na ustach'* " for each participant

During the training:
1. Distribute the materials to the participants 2. Individual work: read the case study with a girl on the lips and put all the examples found on the individual circles of the diagram (symbols, stories, etc.) In the dotted places 3. Collaborative work, group discussion: exchange your answers, has anyone found an example on rituals and customs? Did anyone find an example of symbols? Or maybe someone knows other examples? From other organizations? 4. Do you recognize any elements of organizational culture in your own organization? What kind? Has your example inspired you to develop an organizational culture in your organization? What might this involve?

Case study **With "Dzieweczka" on her lips (case study based on a publication by Dorota Hałasa, Rzeczpospolita)**

Hisomi Sasaki forbade calling the factory in Tychy, Poland, the sister of Isuzu, a similar factory on the island of Hokkaido. The factory in Tychy is to be number one.

To build an engine

The Isuzu plant in Tychy, established within a special economic zone, is the largest Japanese investment in Poland. During the implementation of the process, the director-administrator of the factory in Tychy and managers of individual departments underwent training and a month of internship at the Isuzu factory in Tomakomai, Hokkaido. The main goal was to familiarize Polish employees with the Japanese management style. Isuzu Motors is both an automobile manufacturer and one of the world's largest manufacturers of diesel engines. In Tychy, Isuzu is to produce a new type of engine with a capacity of 1700 cubic cm, meeting the European Union environmental regulations. The factory in Poland is to become one of the key links in the global production network built by Isuzu within Japan, America and Europe. The plant in Japan is located in the port city of Tomakomai, 50 kilometres from Sapporo. During the commissioning of the factory in Poland, 44 employees completed an apprenticeship in Tomakomai. It was the first time in Japan for everyone and the first encounter with Japanese culture and work organization. As part of the internship, the Polish crew had to assemble a diesel engine, which will be produced in Tychy and then exported to General Motors. The apprenticeship was conducted not only by the employees of the Polish factory, but also by three technical teachers who will be preparing the staff in the future.
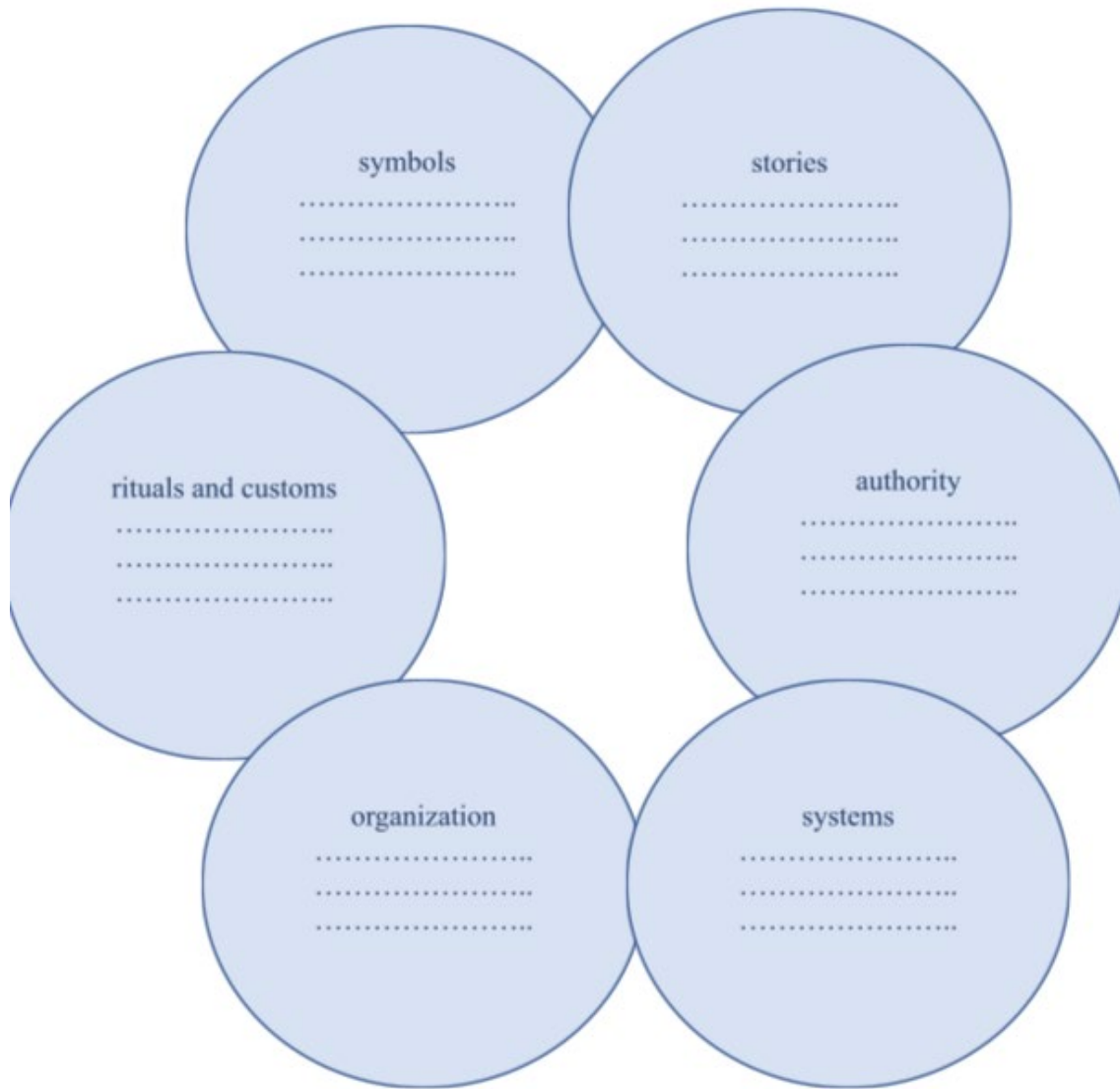
Integration and consistency

The Japanese system of work organization and management has features not found in countries of Western culture. Board members and employees are treated as an integral part and co-owners of the enterprise. Production line workers are involved in management decision-making, so that the division between blue and white collar is less clear. To find out more about the problems of the production process, engineers start working from the production line. It was a novelty for Poles, but even team masters eagerly repeated the scope of tasks of their subordinates, work on the production line. The exchange of information is done through morning stand-ups and joint going out after work, for dinner and a glass of sake. The feeling of employee solidarity is united by the company song sung after the morning gymnastics. Polish staff also took part in this morning gymnastics. The Poles were reluctant to accept the local custom of raising their hands up while shouting "we'll do our best". By design, this gesture helps employees to overcome the state of morning lethargy. However, Poles associated this gesture negatively, with the Nazi shout. The factory management understood this reluctance and they were released from shouting together.

In search of love

Accuracy at work is the most important criterion for hiring a new employee at Isuzu. When hiring, a Japanese job applicant receives a long text from which he must pick out all the hieroglyphs with the meaning "love". This mark is quite complicated in Japanese and if the employee cannot find all the characters in the text, it means that he will not be able to comply with the requirements of accuracy at work. According to the trainees, the secrets of Japanese management include: precise work planning, no room for improvisation, extensive cooperation with employees of various production levels and open communication. The work of each apprentice was assessed once a week according to a 4-point scale and pictures of apprentices with a description of the progress in passing the process of apprenticeship were posted in the training room. During one of the joint trips by bus, Polish apprentices were encouraged to sing together the Polish song 'Szła Dzieweczka do laseczka', which is well known in Japan. It is a feast song very popular in Poland. In view of the widespread joy and the explosion of humour of the interns, the director of Isuzu suggested that this song should become the official song of the factory in Poland. According to him, the company song creates a sense of belonging to the workplace. Almost every company has it in Japan. The trainees said that after the practice they would like to pass on not only practical knowledge, the need to comply with work standards and safety, but also a sense of belonging to a common company family.

Elements of the organizational culture

symbols
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stories
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rituals and customs
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authority
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organization
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systems
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Lesson 2	Title: Learning environment and its quality	Duration: 150 minutes	Learning objectives/Outcomes	Additional comments
Learning environment and its quality • Energy of learners • Logistic and technicalities to create Wellness environment (e.g., the responsibility to provide the proper organizational aspects such as physical structures, materials, organization, etc.) • Analysis how persons with disabilities perceive the environment and how to deal with it? • Culture based organization of the venue			• familiarizing participants with the elements of wellbeing in relation to the individual • encouraging participants to critically reflect on their own wellbeing ***(Energy of learners*** *– individual questionnaire and overview)* • presentation of good wellbeing practices ***Compendium of good examples*** presentation of good practices broken down into: Requirements for the training room: (1) based on safety management and ergonomics, (2) the class division in terms of spaces and usability by learners with special needs); Green and sustainable organization of trainings based on green thinking; Equipment (machinery, installations), materials for training participants, balanced place to eat, healthy balanced catering etc. • operational preparation of a wellbeing check list ***(Creating a checklist*** *– exercise in smaller group, presentation and exchange of experiences)* • planning the implementation of wellbeing principles (How to shape it in the organization? EX: Wellbeing promotional campaign - scatter with the stages of the promotional campaign)	**Online** Online materials have been red and analysed. Online ***Compendium of good examples*** **During the training:** Active participation in group works.

Audit of energy resources

Goals of the exercise

- Analysis of your energy resources
- Verification of habits related to the WLB strategy
- Identification of development areas related to WLB

Problem situations that the exercise helps to solve

- Decline in work efficiency
- Decline in employee mood
- Decline in employee involvement
- Increase in the number of conflict situations
- Increase in the level of tension between employees

Knowledge pill

Both the professional work and what we do in private life can give us energy to act, be a source of motivation and satisfaction. On the other hand, it can make us weak - a source of fatigue, tension, frustration and discouragement. Although we know the basic principles of the functioning of our body, we often are embedded in fixed habits - we sleep and rest for too short, we eat improperly, we have too little physical exercise. These types of behaviour lead to a decline in our energy resources. The question arises: to what extent is our body adapted to the style of work that the world of new technologies imposes on us? How up-to-date and useful are the operating habits and style of work of both individuals and organizations? Physical energy management of employees and managers is becoming a growing need of modern organizations, an important component of activities in the WLB area.

Exercise description

- Provide the participants with questionnaires to analyse their energy resources.
- Ask them to complete the questionnaires by providing honest answers.
- Once everyone has completed the questionnaires, ask them to form groups of three and discuss the conclusions.
- Ask everyone to think of three new behaviours that will improve performance in their chosen WLB dimension.

- To learn about the latest trends related to sleep habits, dietary habits etc. try to use scientific sources. See the example of the "Science blogger" exercise (below).

Exercise: "Audit of energy resources" – audit card

Describe your sleep habits.

Supporting questions:

How many hours do you sleep? …………………………………………………………………

How you fall asleep?………………………………………………………………………………

What are you doing just before falling asleep? …………………………………………..

How do you sleep during the week? ………………………………………………………….

How do you sleep on vacation? ………………………………………………………………

How do you wake up? …………………………………………………………………………

Do you take a nap during the day? ………………………………………………………....

Describe your free time habits.
Supporting questions: How much time do you spend on pleasure? ………………………………………………. What do you really like to do? …………………………………………………………… What sports do you do or what other physical activity do you do? …………………… …………………………………………………………………………………………… When was the last time you felt satisfied with yourself? ……………………………….. How often do you "do nothing"? ………………………………………………………… How much TV do you watch during the week? …………………………………………. When and in what situations do you feel completely relaxed? ………………………… ……………………………………………………………………………………… What dream do you have now to come true? ………………………………………… ……………………………………………………………………………………
Describe your dietary habits.
Supporting questions: How many meals a day do you eat? ………………………………………………………… Do you eat breakfast? ……………………………………………………………………… How many coffees do you drink a day? ……………………………………………….. How are your meals balanced in terms of meat, vegetables and carbohydrates? ………………………………………………………………………………………… How much water do you drink daily? ………………………………………………… How much sweets do you eat? ………………………………………………………. What time do you eat your last meal? ………………………………………………… How much alcohol do you drink in a week? ……………………………………………
Five-minute relaxation
1. Ask participants to sit comfortably in the armchairs (so that their legs and arms are not crossed and their spine is under a natural load) and close their eyes. 2. Ask the participants to start breathing deeply on the slogan "start" - inhale for 1, 2, exhale for 1, 2, 3, 4, and when prompted for "end" they will finish the exercise and open their eyes. 3. Ask about their feelings and possible mood improvement, a sense of relaxation. Report that this exercise can inspire you to find your own little ways to relax and seek energy balance.
Wellbeing promotional campaign
While implementing wellbeing concept within an organization, we can inform employees and promote it in various ways: through organizational publications: brochures, leaflets, posters, folders; by placing information in periodic newsletters distributed to employees and / or customers of the company; by posting information on organisation websites and in social media, organizing wellbeing competitions. The promotional campaign is one of the ways of drawing the attention of the staff to the implemented wellbeing program. In the case of wellbeing, it should be mainly an internal campaign. 1. Print the campaign assumptions (stages) and questions for each stage. 2. Cut individual questions into smaller strips. 3. Distribute to each participant. 4. Ask to match the questions with the stages.   Participants share their observations and this is a pretext to talk about the purposefulness of the program promotion among employees and about situational approach. Participants can add their questions - signposts in designing and implementing the campaign

CAMPAIGN PURPOSE AND MAIN RECIPIENTS OF THE CAMPAIGN	PROMOTING THE WELLBEING IDEA AMONG EMPLOYEES AND INFORMING EMPLOYEES THAT THE EMPLOYER TAKES CARE OF THEIR NEEDS
RANGE AND SCALE OF OPERATION	• Will the campaign cover the entire organisation? • Will the campaign cover selected departments? • Will we do a pilot?
TIME	• Are we planning a short-term or long-term campaign? • Will we repeat the campaign activities? How often?
FINANCIAL RESOURCES	• Will we need new items, equipment (mobile phone, laptop)? • How much will it cost? • Will we need prizes in competitions, gadgets? • How much will they cost? • What other costs will we bear, e.g., will we offer rewards/remuneration to employees participating in the campaign?
HUMAN RESOURCES	• How many employees will be involved in the campaign? • Is it important for employees involved in the campaign to be positive about it? • What competencies will be needed to run the campaign?
CAMPAIGN PARTNERS	• Will we invite any partners to cooperate? • Will we ask for patronage?
BENEFITS	• Has the organisation benefited from the implementation of wellbeing? • Have employees benefited from wellbeing? Has employee motivation increased? • Has the organisation's image improved? • Has media interest in the company's activities increased?

CAMPAIGN EFFICIENCY	• What are the opinions of employees about the wellbeing program?
	   - survey questionnaire
	   - analysis of forum entries
	   - meetings and face-to-face discussions
	   - interviews with the organisation's management

Lesson 3	Title: Using science-based knowledge	Duration: 60 minutes	Learning objectives/Outcomes	Additional comments
Using science-based knowledge • The science communication • Channels, sources, strategies • Trust and mistrust towards scientific sources			1. Short PP presentation 2. How to create and use existing science-based knowledge – learning from own experience and inspiring practices	**Before the training** - individual preparation of an inspiring practice from one's own country – exercise *'Science blogger'*, opinion leader and his scientific "sources" **During the training:** Active participation in group works and individual works.

Exercise *'Science blogger'*
The aim is the individual preparation of an inspiring practice from one's own country – exercise *'Science blogger'*, opinion leader and his scientific "sources" 　1. Find a science blogger in your country 　2. briefly describe his/her blog - what does it look like? does he often post descriptions? are the descriptions illustrated with photos? movies? 　3. find the sources he cites. Are these scientific sources? Why do you think he is citing these sources? Individual presentation of the results and discussion - Below are some examples of how to search for scientific sources for training
How much water do you need to drink during the day?
● Https://www.health.harvard.edu/staying-healthy/how-much-water-should-you-drinkhttps://www.mayoclinic.org/healthy-lifestyle/nutrition-and-healthy-eating/in-depth/water/art-20044256 ● https://www.thelancet.com/journals/langlo/article/piis2214-109x(20)30368-5/fulltext
What is the preferred length of sleep per day?
● Https://www.health.harvard.edu/staying-healthy/how-much-sleep-do-we-really-need ● https://www.sleepfoundation.org/articles/how-much-sleep-do-we-really-need ● https://health.gov/myhealthfinder/topics/everyday-healthy-living/mental-health-and-relationships/get-enough-sleep
Whether breakfast is recommended?
● Https://www.independent.co.uk/life-style/health-and-families/features/should-i-eat-breakfast-weight-gain-loss-metabolism-a6874601.html ● https://www.sciencedirect.com/science/article/pii/s1878450x17300045 ● https://time.com/5516364/is-eating-breakfast-healthy/

Lesson 4	Title: Engagement in occupational learning	Duration: 60 minutes	Learning objectives/Outcomes	Additional comments
Engagement in occupational learning • Benefits of professional development • Professional and non-professional career (community, volunteering) • Self-motivation **Summary of the day** **Time for Q and A**			Why is it worth developing professionally? How do you understand a professional career? How can you complete your career? Working for the society, local community, through volunteering? Directed discussion (towards: enhancing the social, emotional and learning outcomes) How to build self-motivation. Book of Successes – individual exercise	**During the training:** Active participation in working groups and individually.

Benefits of professional development
Why is it worth developing professionally? How do you understand a professional career? How can you complete your career? Working for the society, local community, through volunteering? Directed discussion (towards: enhancing the social, emotional and learning outcomes)

book of successes
1. develop your own success book 2. list some of your professional and personal successes 3. choose one professional and one personal 4. describe of each of them - why do you think it is a success? how did it happen? what contributed to it? What was your motivation for these actions?

My personal book of successes
……… ……… ……… ……… ……… ……… ……… ……… ……… ……… ……… ……… ………

[Module 3] Innovative Activities to Increase Motivation - ENOROS	
Themes	**1.Identifying the effective learning environment.** 1.1 What constitutes an effective learning environment? **2. Inclusive and well-being learning and teaching methods** 2.1 Demonstrate PPT - Theory about teaching methods 2.2 Interactive Activity **3. Support of learning/teaching process and the self-development of adults** 3.1 PPT Theory Identifying ways to provide support to adults. 3.2. Discussion on the self-development of adults **4. Career and self-fulfilment planning** 4.1 PPT Theory Self-awareness and self -knowledge 4.2 Interactive Activity **5. Taking responsibility in learning process.** 5.1 PPT Theory Taking responsibility of my own learning **6. Communication** 6. 1 PPT Theory and Discussion Express yourself and communicate with the audience'' 6.2 PPT Theory and Discussion Enhancement of improving the learner's communication skills 6.3 Interactive Activity
Objectives	The aim of this module is to: • Enhance the participants' motivation through a series of innovative activities that promote wellness and well-being in an ideal learning environment. • Promote wellbeing practices • Increase the willingness of adult learners to participate • Maintain trainers' interest • Persuade trainers to utilize these methods to their work environment
Learning outcomes	• Trainee can discuss, based on factual knowledge, the importance of the role of wellbeing within a learning environment • Trainee can communicate ideas and set expectations and goals within a learning environment • Trainee can discuss the role of wellbeing on work-life and cab practice mindfulness exercises • Trainee knows how to identify their personal strengths and weaknesses and use them to set goals and develop a learning plan
Teaching methods	• Non - Formal Training • Individual work (reading materials before the training) • Zip Zap Boing Energizer as a way to get to know each other

[Module 3] Innovative Activities to Increase Motivation - ENOROS	
	• Brainstorming and discussions • Interactive Activities • Conversation • Group work • Presentations (done by learners) • Discussion • Quick movement activity • Worksheet on personal development plan
Training materials	• Laptops are needed for the group (either one per team or more) • Flipchart with paper, coloured markers, • Different colour post-its. • Chairs • One worksheet of personal development, to each one of the participants
Online materials	• https://elearningindustry.com/17-tips-to-motivate-adult-learners • https://www.bookwidgets.com/blog/2018/06/20-interactive-teaching-activities-for-in-the-interactive-classroom • https://positivepsychology.com/motivation-education/
Assessment methods/criteria	The criteria used for assessment will be: • All materials have been read and questions about materials answered; • Performing and presenting independent work tasks; • Active participation in classroom activities and group-work; • Presentations of group-work.

Pre-Training Self-test	*5 questions connected to the module topic that test the expectations and general understanding of the participant. Questions can be multiple choice (4 possible answers) or true/false questions.*
	
	1. *Motivation is not needed in order to achieve my goal. Reaching my targets is just a matter of luck.*
	   *TRUE or **FALSE***
	
	2. *My level of motivation increases as I am moving closer to achieve my goal.*
	   ***TRUE** or FALSE*
	
	3. *Goal orientation questionnaires and plans can be used as motivational techniques.*
	   ***TRUE** or FALSE*
	
	4. *Nothing can stop or reduce my motivation.*
	   *TRUE or **FALSE***
	
	5. *Understanding student and teacher motivation and developing strategies to foster motivation for students at all levels of performance are essential to effective teaching.*
	   ***TRUE** or FALSE*

Post Training Self-test	*5 questions connected to the specific module content that test the knowledge of the participants after completing the module. **(Right answer in bold)***

[Module 3] Innovative Activities to Increase Motivation - ENOROS	
	1. Are there any methods that I can utilize in order to overcome obstacles that limit my everyday motivation? **TRUE** *or FALSE* 2. Does an insignificant change of my daily habits can effectively increase my personal motivation? **TRUE** *or FALSE* 3. Do I need tangible reminders to stay motivated? **TRUE** *or FALSE* 4. Can people around me support me mentally and psychologically or shall I trust only help by qualified professionals? *TRUE or* **FALSE** 5. Academic motivation is discussed in terms of self-efficacy, an individual's judgments of his or her capabilities to perform given actions. **TRUE** *or FALSE*
Description of the room:	Check before the training that: ● Ensure the classroom is at a **comfortable temperature** before the class starts; ● Ensure the **equipment and furniture** is set up to suit the learning needs of the educational session; and ● Try and **minimise external distractions**, such as noise coming from outside the classroom. Cosy, big, with natural light, which includes: ● Movable/portable tables (can be easily moved to group work) ● Comfortable chairs ● Computer and speakers ● Data projector
References	Kimmel, S., Gaylor, K., & Hayes, J. (2014, October). Age differences among adult learners: Motivations and barriers to higher education. In Proceedings of the 2014 Institute for Behavioral and Applied Management Conference (pp. 20-23). Cross, K. P. (1981). Adults as Learners. Increasing Participation and Facilitating Learning. Sogunro, O. A. (2015). Motivating factors for adult learners in higher education. *International Journal of Higher Education*, *4*(1), 22-37. O'Neill, S., & Thomson, M. M. (2013). Supporting academic persistence in low-skilled adult learners. *Support for Learning*, *28*(4), 162-172. Shoshani, A., & Eldor, L. (2016). The informal learning of teachers: Learning climate, job satisfaction and teachers' and students' motivation and well-being. *International Journal of Educational Research*, *79*, 52-63. Burton, K. D., Lydon, J. E., D'Alessandro, D. U., & Koestner, R. (2006). The differential effects of intrinsic and identified motivation on well-being and performance: prospective, experimental, and

implicit approaches to self-determination theory. *Journal of personality and social psychology*, *91*(4), 750.

Lyubomirsky, S., & Layous, K. (2013). How do simple positive activities increase well-being?. *Current directions in psychological science*, *22*(1), 57-62.

Mäkelä, T., Kankaanranta, M., & Gallagher, C. (2014, October). Involving students in the redesign of learning environments conducive to learning and wellbeing. In *Proceedings of the Annual Architectural Research Symposium in Finland* (pp. 268-282).
Sanacore, J. (2008). Turning reluctant learners into inspired learners. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *82*(1), 40-44.

Lesson 1	Title: Social and psychological aspects ensuring the learning environment	Duration: 60 minutes	Learning objectives/Outcomes	Additional comments
Divide your group into pairs, with one partner assigned to the talker role and the other assigned to the listener role. And make sure they have the chance to talk respectively analysing and discussing the following three topics. *Activity 1* 1. Define psychological learning environment. *Activity 2* What constitutes an effective learning environment? How to create it and what elements it needs to be efficient. Physical and Psychosocial Aspects of the Learning Environment. Discussion among groups of 4-5 learners. 2. Define social learning environment. The social learning environment is comprised of students' perceptions about how they are encouraged to interact with and relate to others (e.g., classmates, the teacher), and encompasses dimensions of: (1) teacher support, (2) promoting mutual respect, (3) promoting student task-related interaction, and (4) promoting trust and communication. *Activity 3* 1.3 Creating an effective learning environment. *The participants should think about the effective learning environment according to their standards and write it down* *Activity 4* *Use an energiser activity to maintain motivation of participants (https://www.sessionlab.com/library/energiser)*	• To help participants define their personal creating learning environment. • To conceptualize wellbeing in a way that feels both relevant and measurable starts with looking at what people need to thrive in their lives.	• Familiarization with the learning environment concept, looking for definitions. • Participants expectations from the day– using post-its. • Ask them to share their level of motivation to take part in the day 3.

Lesson 2	Title: Inclusive and well-being learning and teaching methods	Duration: 40 minutes	Learning objectives/Outcomes	Additional comments
Activity 1 2.1 Methods to improve learner's wellbeing. Activity about communicating using both words and gestures to express and show with moves how wellbeing is making them feel Use an acting exercise to promote ways to communicate with gestures (https://www.theatrefolk.com/blog/nonverbal-communication-exercises/) *Engagement and wellbeing are highly reciprocal, each influencing the future state of the other. And to prepare students for a lifetime of thriving wellbeing, it's important to study students holistically - giving insights into what contributes to quality wellbeing.* *Activity 2* 2.2 Interactive Activity for trainer's role. Interactive Activity in groups of 4 people each about how to improve the learner's wellbeing through different methods and their practical implementation. Discussions. Allow time to think and build on their own personal methods for motivating learners. *The role of the trainer has evolved during the past few decades. It is time for learning and development professionals to embrace this evolution and begin to change the way they design and deliver training; and accept their roles in different areas of the organization.*			• To enhance the importance that wellbeing can have on learners and its impact on their soft skills. • To help participants understand the evolution of the trainer's role in today's business since the world is continuing at a brisk pace, and is something that everyone should comprehend.	Introduction to the variety of methods that can improve learner's wellness.

Lesson 3	Title: Support of learning/teaching process and the self-development of adults	Duration: 45 minutes	Learning objectives/Outcomes	Additional comments
Activity 1 3.1 Creation of an inclusive learning process. 3.1 PPT Theory *Identifying ways to provide support to adults. Getting the trainers familiar with their personal self-development through presenting to them theory on why it is important to understand firstly themselves and then transmit the feeling of self-understanding to the adult learners.* *Activity 2* 3.2 Enhancing the self-development of adults. 3.2. Discussion on the self-development of adults. *The idea of fulfilling every student's potential… helps reorient our thinking about a simple truth: When it comes to education, the big picture is really determined by the little picture -- what's best for each individual student.*			• To reinforce the exchange of ideas and support by sharing their expectations and needs while providing support to the learners • To acknowledge that other trainers might feel the same for a situation will persuade them to open up and share with the group their concerns.	

Lesson 4	Title: Career and self-fulfilment planning	Duration: 190 minutes	Learning objectives/Outcomes	Additional comments
Activity 1 4.1 Self-awareness and self-knowledge. 4.1 PPT Theory about the self-awareness and self-knowledge. Introduce the concept of introspection to examine feelings and emotions. *When learners have a good time at their learning environment, they'll feel more motivated to come into the class each day to continuously engage in any other fun activities you have to offer them. What is interesting to point out is that in order to do so, a personal self-awareness is highly needed.* *Activity 2* *4.2 Interactive Activity for a successful personal development plan.* 4.2 Interactive Activity in group of 4 trainers in which they will create their own personal development plan and future goals. *Self-Awareness is the ability to understand yourself and to consciously be aware of your personality, emotions, behaviour, and necessities in life. Self-awareness can help you make important choices, maintain a positive attitude, and have healthy habits. Those who struggle in areas of self-awareness may make poor choices, have bad habits, and lack progression in life therefore it is extremely important to work on these aspects during the learning process*			• To understand how they are doing in their personal wellbeing: are they thriving, struggling or suffering? How are their relationships with friends, family and the broader campus? Where are they financially? How about in school and future career thinking? How are they staying physically healthy? • To identify ways to promote their own wellbeing within a workplace.	Interactive Activity Exercise 2 worksheet is given to each one

Lesson 5	Title: Taking responsibility in learning process.	Duration: 20 minutes	Learning objectives/Outcomes	Additional comments
Describe here your activities: *Activity 1* *5.1 Why is it important to take responsibilities during the learning process.* 5.1 PPT Theory about taking responsibility of my own learning, how can I support my self during the learning process and what are my rights and obligations in such an environment. *In an environment where everyone will be completely responsible for their own success, each person will have to be capable of managing his own life, define his job, distributing energy and acquiring the knowledge and necessary abilities for the next project. Setting goals, making decisions and prioritizing tasks will be fundamental skills in this new economy.* *Activity 2* *5.2 Identify practical ways to promote mindfulness (i.e., mindfulness exercises, relaxation activities, yoga) within a learning environment. Discuss the benefits.* *Choose a mindfulness exercise and practice it with the group (https://www.mayoclinic.org/healthy-lifestyle/consumer-health/in-depth/mindfulness-exercises/art-20046356)*			• To learn how to take responsibility for your own learning because it makes it easier to identify your strengths and weaknesses. • Once these have been identified you can work on a learning plan that focuses on the areas that you need most help with, increasing the speed of your learning, and build your skills.	

[Module 4] Harmony of and between educational actors - PRISM	
Themes	**1. Communication system among educational actors** 1.1 Definition of a WELLNESS Communication system 1.2 Concrete actions to communicate without falling in misunderstanding. **2. Effective collaboration on workplace** 2.1 Preparing the ground for effective collaboration 2.2 How to overcome misunderstandings/ failure 2.3 Offer constructive feedback in a thoughtful way. **3. Wellness approach to maintain sustainable and positive relations.** 3.1 Best practices to maintain sustainable relations 3.2 Promotion of solidarity lifestyles and positive choices
Objectives	The aims of this module are: • To improve communication among educational actors • To strength cooperation at workplace • To maintain sustainable and positive relations with colleagues • To promote well-being lifestyles and positive choices
Learning outcomes	• Trainee will be able to create and support effective communication with other educational actors; • Trainee will be able to better collaborate avoiding misunderstandings; • Trainee will be able to strength cooperation at workplace; • Trainee will be able to maintain sustainable and positive relations with colleagues • Trainee will be able to promote well-being lifestyles and positive choices even beyond the workplace
Teaching methods	• Non formal learning • Interactive Session • Case study • Group work
Training materials	• Pens, pencils, colours, a4 sheets, post it, • Scissors, glue • Flipchart, chairs • Cards (specific for activities)
Online materials	• https://positivepsychology.com • https://epale.ec.europa.eu • Thematic Working Group on Quality in Adult Learning
Assessment methods/criteria	The criteria used for assessment will be: • All materials have been read and questions about materials answered; • Performing and presenting independent work tasks; • Active participation in classroom activities and group-work; • Presentations of group-work.

[Module 4] Harmony of and between educational actors - PRISM	
Pre-Training Self-test	*5 questions connected to the module topic that test the expectations and general understanding of the participant. Questions can be multiple choice (4 possible answers) or true/false questions.* *1. Please select the most common reason of misunderstanding at work:* *Multiple choice, you can select more than one -* ***Strong Leadership - Personality-Based contrast -*** *Creative Idea* ***- Bad listening. (Right answer in bold)*** *2. Organizational conflict, or workplace misunderstanding is a state of discord caused by the actual or perceived opposition of needs, values and interests between people working together.* ***TRUE*** *or FALSE.* *3. Please select the negative effects caused by poor harmony between educational actors:* *Multiple choice, you can select more than one -* ***Interfere with empathy*** *- stomach-ache -* ***Obstruct exploration of more alternatives*** *- Delay decisions.* *4. Well-being lifestyles and positive choices could be a trigger for Positive outcomes in group work relations.* ***TRUE*** *or FALSE.* *5. What is EPALE:* *Multiple choice, you can select just one option:* ***Electronic Platform for Adult Learning in Europe*** *- Extreme Path and Logical Emotions - The European platform for youth.*
Post Training Self-test	*5 questions connected to the specific module content that test the knowledge of the participants after completing the module.* ***(Right answer in bold)*** *1. Please select the main aspects of communication:* *Multiple choice, you can select more than one -* ***Physical, Linguistic, Cognitive****, Behavioural (**right answer in bold**)* *2. One of the biggest inhibitors to quality communication in the workplace is missed signals and quickly formed assumptions.* ***TRUE*** *or FALSE.* *3. It is important to practice physical exercise early in the morning to improve your listening skills.* *TRUE or* ***FALSE****.* *4. Is it important to offer constructive feedback in a thoughtful way to increase mutual understanding at work.* ***TRUE*** *or FALSE* *5. Effective communication in the workplace is key to establishing strong relationships and getting important projects done.* ***TRUE*** *or FALSE*
References	*Cedefop (2011)* WORKING PAPER No 11 Lifelong guidance across Europe: reviewing policy progress and future prospects http://www.cedefop.europa.eu/EN/Files/6111_en.pdf

[Module 4] Harmony of and between educational actors - PRISM

	Cedefop (2012) Working Paper No 16. Trends in VET policy in Europe 2010-12. Progress towards the Bruges communiqué. http://www.cedefop.europa.eu/EN/Files/6116_en.pdf Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning. (2012/C 398/01). http://eur-lex.europa.eu/LexUriServ/LexUriServ.douri=OJ:C:2012:398:0001:0005:EN:PDF Council Resolution on a renewed European agenda for adult learning. (2011/C 372/01). http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0001:0006:EN:PDF

Lesson 1	**Title:** Basic Communication skills	**Duration:** 60 minutes	**Learning objectives/Outcomes**	**Additional comments**
Activity 1= the first activity is centred on the creation of a framework for understanding communication. The main aspects of communication will be treated like Physical, Linguistic, Cognitive, Social and Emotional communication. Participants will be involved trying every aspect of communication in group work. *Activity 2=* "Guess the Emotion" Divide the group into two teams. Place on a table (or put in a box) a packet of cards, each of which has a particular emotion typed on it. Have a participant from Group A take the top card from the table and act out (pantomime) the emotion for his/her group. This is to be done in a fixed time limit (such as a minute or two). If the emotion is guessed correctly by Group A, they receive ten points. Now have a participant from Group B act out an emotion; award points as appropriate. Rotate the acting opportunities between the two groups. After 20 to 30 minutes of acting and guessing, call time and announce the winning team based on its point total.			• Capacity building for participants regarding the good framework for understanding communication. • To help participants develop more empathy, consider other perspectives, build their communication and negotiation skills.	

Lesson 2	**Title:** Active listening	**Duration:** 45 minutes	**Learning objectives/Outcomes**	**Additional comments**
Activity 1= Divide your group into pairs, with one partner assigned to the talker role and the other assigned to the listener role. The talker's job is to describe what he or she wants from a vacation without specifying a destination. The listener's job is to listen attentively to what is being said (and what is not being said) and to demonstrate their listening through their behaviour. After a few minutes of active listening, the listener should summarize the three or main criteria the talker is considering when it comes to enjoying their vacation. Finally, the listener should try to sell the talker on a destination for their vacation.			To enhance the importance of active listening and giving participants a chance to practice their skills.	Implement a 5 min. energizer. No preparation work will be asked to participants

After a quick debrief on how well the listener listened, the two should switch roles and try the exercise again.

This exercise gives each participant a chance to practice talking about their wants and needs, as well as an opportunity to engage in active listening and use the knowledge they gained to understand and relate to the speaker.

Lesson 3	Title: How to improve Workplace Communication Skills	Duration: 45 minutes	Learning objectives/Outcomes	Additional comments
Activity 1= For this activity, is needed an even number of participants so everybody can have a partner. Once people have paired off, they sit back-to-back with a paper and pencil each. One member takes on the role of a speaker, and the other plays the part of the listener. Over five to ten minutes, the speaker describes a geometric image from a prepared set, and the listener tries to turn this description into a drawing without looking at the image. Then, they talk about the experience, using several of the following example questions: Speaker Questions • What steps did you take to ensure your instructions were clear? How could these be applied in real-life interactions? • Our intended messages aren't always interpreted as we mean them to be. While speaking, what could you do to decrease the chance of miscommunication in real-life dialogue? Listener Questions • What was constructive about your partner's instructions? • In what ways might your drawing have turned out differently if you could have communicated with your partner?			• To develop listening, clarity and potential strategies in communication. • To express expectations, needs, and more, it helps to clarify and create common ground.	Plus 1 energizer 10 minutes. No preparation work will be asked to participants

Lesson 4	Title: Concentric Circles	Duration: 45 minutes	Learning objectives/Outcomes	Additional comments
Activity 1= Two circles of chairs are set up, one inside the other. Participants who sit in the middle are 'talkers' while those in the outer ring are 'watchers', and these roles should be allocated prior to the exercise. Armed with their handouts, talkers begin to engage with the topic. They use the goals as a guide for the conversation, while the watchers listen carefully and make notes. After fifteen minutes of discussion, the watchers and talkers switch circles—those who were listening before now sit on the inner circle for a fifteen-minute conversation. It can be on the pre-chosen topic or on a different one, but the activity must conclude with a debrief. During this debrief, they reflect collectively on the experience itself: • How was being a watcher, compared to being a listener? • What did you feel when you were observing from the outer circle, listening but not contributing? How did this influence your learnings, rather than providing your own input? • In what ways did being a watcher impact your perspectives of the talkers? What about their dynamics?	• To enhance the understanding of other people's perspectives • To validate people feelings and potentially avoid the stress of misunderstandings.	Plus 1 icebreakers 10 minutes. No preparation work will be asked to participants.

Lesson 5	Title: Conflict-Resolution	Duration: 45 minutes	Learning objectives/Outcomes	Additional comments
Activity 1= can be done with an even number of participants, as they will need to find a partner for this one-on-one game. In the book mentioned below, there are also hand-outs, but you can prepare your own for this activity. Ideally, more than one 'Talker Scenario' and more than one 'Listener Scenario': • A 'Talker Scenario' will describe something like a bad day at work, or a problem with a client. In a small paragraph, it should outline what's gone wrong (maybe it's everything from a cracked smartphone screen to a delay during your commute). This scenario is followed by an instruction for the Talker to play a role: "*You call up your colleague for some support*" or "*You decide to let off some steam by talking to your co-worker*". • A 'Listener Scenario' is a bit different. In several sentences, the scenario outlines a situation where they are approached by a colleague with problems but might have other things on their plate. They might be up to their ears in work, or their colleague's complaints might seem trivial. After reading the scenario of their context (e.g., it's a hectic day, your computers just crashed), the Listener's role is to act it out while they respond, for	• To giving constructive feedback • To solve conflict at work using communication skills.	

example: "*Show with your body language that you're far too busy*".

The exercise is a good starting point for a conversation about constructive listening strategies. Together, the pairs can come up with more productive, empathetic, and appropriate responses, with the acting experience fresh in mind. Some discussion points include:

- As Talker, what feedback did your Listener appear to give?
- How did you feel about the feedback you received?
- How might you create some listening and feedback approaches based on this?

Lesson 6	Title: Building sustainable relation at work	Duration: 45 minutes	Learning objectives/Outcomes	Additional comments
Activity 1= In this activity, one colleague has a full 60 seconds to rant about something which irks them. It's best if this isn't inappropriate for the workplace, but at the same time, it doesn't have to be work-related. If you hate pop-up ads, for instance, you've already got great material for your rant. The first colleague (Player A) simply lets loose while the second person (Player B) listens carefully, trying to cut through the noise by singling out: • What Player A really cares about – for instance, smooth user experience on the internet; • What they value – e.g., clarity and transparent advertisements; • What matters to them – e.g., getting work done, doing their online shopping in peace, or a more intuitive, user-friendly adblocker. Player B then 'decodes' the rant by repeating it back to Player A, isolating the key positive points without the fluff or negativity. They can use some variant on the following sentence stems to guide their decoding: • "You value…" • "You care about…" • "You believe that…matters a lot" Then, they can switch over and repeat the game again. As you can probably see, the activity is aimed at helping teammates appreciate that feedback has positive goals.	helping your co-worker in practicing empathetic listening and other skills to build sustainable relations at work	Plus 1 energizer 10 minutes. No preparation work will be asked to participants

Lesson 7	Title: Offering constructive feedback	Duration: 60 minutes	Learning objectives/Outcomes	Additional comments
Activity 1= Everyone will introduce themselves and say their names in front of the group. The group observes and gives feedback on the way the person introduced himself what he did outside of his neutral expressions. He might find out that he always lifts up his eyebrows without being aware of it. It can explain why other people might think he or she always look a bit angry. On other side of the spectrum, someone who always laughs a little can find out why people might not always take him as seriously as he would like to. *Activity 2*= During this constructive feedback exercise the team forms two lines facing each other. First each person from line A tells to the person in front of him what he likes about his behaviour starting with the sentence "I like that," Next to telling to the other person what you like about his behaviour, you can also tell the other person what you like about the team. Next you tell what you would like to happen in the team. And then the other person responds with: Than the team would be like, 1. After everyone from line A has faced everyone from line B you let the persons make duos with people from their own line as well, so at the end everyone has faced everyone from the team. 2. You can also play this game in a circle while everyone watches each other. One person begins. He chooses someone from the circle with whom he wants to do the exercise. After they both have had the turn the person who had been chosen now chooses another person from the circle. Go on until everyone has played the exercise. P.S. only do this variation when everyone feels safe.	• To support team's learning and development. • To increase employees' motivation	Plus 1 energizer 10 minutes. No preparation work will be asked to participants

[Module 5] Flexibility of the System - PROMIMPRESA	
Themes	1. **Friendly environment** 2. **Inclusion, respect, involvement** 3. **Support the learning process and self-development of adults** 4. **Personal well-being and self-development, avoid burnout** 5. **The diversity of the learning community** 6. **Skills to improve the groups adaptability**
Objectives	The aim of this module is to: • Build an inclusive, learning-friendly environment • Adaptation of the learning process to respond to changing needs • Acquire skills to improve adaptability and flexibility • Build a positive educational culture
Learning outcomes	• Trainee will be able to build an inclusive, learning-friendly environment • Trainee will be able to adapt learning processes to respond to changing needs • Trainee will be able to acquire skills to improve adaptability and flexibility • Trainee will be able to build a positive educational culture
Teaching methods	• Non formal learning • Learning by doing • Interactive Session: participatory mapping and project work • Case study • Practical exercises and working group
Training materials	• Flipchart • Tables and chairs • Sheets • Pens, pencils • Printed documents

Online materials	• Online materials will be distributed in pdf format (content by Promimpresa)
	   o **online module 1:** 20min -individual exercise on "what's your own situation?" to think about the elements of an inclusive, learning-friendly classroom.
	   o **online module 2:** 30 min- addressing the problem of "Create flexibility in education systems": learning pathways change, alternatives promotion to grade retention, Counselling and onsite support with multidisciplinary teams, social skill development, conflict resolution, and Behavioral change promotion, mainstream education for learner return, flexibility in programme delivery, strong links between, guidance and counselling services.
	• **online module 3:** 20 min - **"An Inclusive, Learning-Friendly Environment"**; benefits for adult learners, trainers, staff members and the whole community of a training provider. New learning design: various learning devices, different approaching and the novel tasks

Assessment methods/criteria	• Pre training questionnaire and post training questionnaire • Active participation in classroom activities and group-work • Presentations of group-work • Evaluation form
Pre-Training Self-test	*4 questions connected to the module topic that test the expectations and general understanding of the participant. Questions can be multiple choice (4 possible answers) or true/false questions.* ***(Right answer in bold)***

1.   *In your opinion what this definition means "Providing choices, not closing doors"?*
   A.   *adapt their learning pathway as they go along, to suit their interests and abilities*
   B.   *make transitions from one learning pathway to another*
   C.   *leading the trainees to dropping out*

2.   *Which are the key skills necessary to promote wellbeing in adult educators and learners?*
   A.   *Lead and Teach with Your Strengths*
   B.   *Experience feeling of belonging*
   C.   <u>*Engaged, thriving schools begin with educators*</u>, *so take care of the people who are taking care of your students.*
   D.   *All the previous answers*

3.   *What is assertiveness?*
   A.   *ability to clearly express emotions and opinions*
   B.   *ability to clearly and effectively express emotions*
   C.   *ability to express one's emotions and opinions clearly and effectively without however offending or attacking the interlocutor*
   D.   *ability to express one's emotions and opinions clearly and effectively, if needed, by attacking the interlocutor*

4.   *In your opinion, how much is important to offer mutual feedback?*
   A.   *It's fundamental to offer feedback if someone asks for it.*
   B.   *It's fundamental to offer feedback even if someone doesn't ask for it*
   C.   *It's important to offer feedback if someone is emotionally ready to receive it*
   D.   *It's not important to offer feedback*

Post Training Self-test	*5 questions connected to the specific module content that test the knowledge of the participants after completing the module.* **(Right answer in bold)**

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Lesson 1	Title: Flexibility of the system to enhance diversity	Duration: 165 min	Learning objectives/Outcomes
Pre-activity: 20 min- Registration - enrolment of the participants. Presentation of the program and team *Activity 1*: 20 min- ice breaking game: Sticky notes: my Expectations, my goals, topics to focus on. <u>Description:</u> Each participant uses 3 post-it for sticky notes of 3 different colours and writes on them: • on the yellow one: 3 expectations towards this part of the training • on the green one: 3 personal goals towards this part of the training • on the pink one: 3 topics you'd like to cover with this part of the training Each participant explains his/her notes. *Activity 2:* 50 min- Participatory presentation. <u>Description:</u> Theory. Implementing Diversity to Maximize Flexibility, Creativity and Productivity in the classroom: What is an inclusive, learning-friendly environment (ILFE)? Introduction of elements of personal well-being. *Activity 3*: 30 min - discussion in group of 6 people to figure out determining factors to guarantee a flexible learning environment <u>Description:</u> The trainer creates groups combining people coming from different organisations. Each group is provided with a sheet (A2 format) and coloured pens. The sheet is put in the middle of a table and people sit around. Each group must focus on 2 determining factors which are considered essential to guarantee a flexible learning environment. At the same time, each group must provide 3 actions that trainers, learners and staff should set up to facilitate the above-mentioned aspects. Each group presents its results to others. *Activity 4:* 45 min - Participatory analyses of the strategies to foster a diverse classroom (the benefits for trainers, adult learners, staff members and communities of having an inclusive, learning-friendly environment) <u>Description:</u>	• Define personal goals and expectations related to the module • Define the element of wellbeing and the mutual influence among actors involved • Understand how stereotypes affect wellbeing in learning context • Understand factors affecting the flexibility of the learning environment and how to manage them • What is an inclusive, learning-friendly environment (ilfe) • Learn strategies to foster a diverse classroom • To foster inclusion and collaboration, • To maximize student-to-student interaction. • To cultivate intellectual engagement by giving students an active voice over their learning, while adjusting the pedagogy throughout.

Divide the group into 4 groups of maximum 5 people. Distribute one poster and one marker per group. Each group chooses a place in the classroom to work. Each group has 10 minutes to complete the topic they have on their poster. Then the groups go round and rotate from 10 minutes to 10 minutes, go through all the posters and complete the definitions.

At the end you will get a complete mapping of the topics.

Es of topics exercises:

- What is well-being,
- what are the behaviours that influence well-being, Determinants of well-being, techniques and methods that enhance teachers' and students' creativity?

Lesson 2	Title: Skills to improve the groups adaptability and flexibility	Duration: 150 minutes	Learning objectives/Outcomes
Activity 5: 40 min- Sum up of the online part of the training. New learning design, various learning devices, different approaching and the novel tasks. Description: The trainer uses slides/PowerPoint to figure out the main topics of the online training. *Activity 6*: 60 min- "Power walk" practical task Description: Define some roles of possible members of displaced and non-displaced communities (including persons potentially affected by displacement) and write them on small cards (5 cm x 5cm). Participants play the roles described on the cards that are distributed to them. * Give each of the participants a piece of paper with a character written on it. If there are fewer than 25 participants, reduce the number of characters, making sure you do not take out too many one from one group (e.g. all the powerful ones, or all the vulnerable ones) * Request the participants to join at an open space for the exercise * Ask participants to stand in a row -Give an instruction to participants to take one step forward if the statement applies to his/her given character. After reading the statements, ask those who have come forward and discuss why they are at the front, what those who remained at the back feel about those who moved forward. Explain that these are people normally meet when in community. Also ask people at the back who they are and why they did not take steps. Explain that these are people who deserve attention. Discuss the outcomes of the power walk and			• Learn new learning design and different learning approaches • Able to identify issues of power and rights relating to the communities they live with and their work environment • Introduced to human rights-oriented thinking. • To experience a shift in perception from object to relationships; • To explore our knee-jerk tendency to "go it alone" • A greater ability to identify mental models in real time, and see key interrelationships and systemic structures. • To try to find positive ways to define the meaning of conflict management and resolution. Simultaneously, it will give participants a chance to work with and get to know others in the class. • The capacity to be open to, and reflect upon, feelings, both positive and negative, by excluding or taking advantage of the information that accompanies them according to their usefulness.

its implication on our community level activities. Also assess what capacities people at different levels need to listen to others.	• The capacity to control and regulate emotions of one's own and those of others, moderating negative emotions and increasing positive ones
Timeframe · 30 minutes to complete the Power Walk · 30 minutes (minimum) for plenary discussion	

Activity 7: 20 min- Energizer "5easy puzzle"

Description: Minimum 5 pp and then any additional multiple of 5. 5 pieces of 10-inch x 10-inch coloured paper or cardboard, scissors, ruler, a pencil.

Each team member is to form a square (flat on the table or ground) with the cu up pieces of paper. Be careful not to suggest that the members of the team are competing with one another. A participant wanting to exchange a piece can place it in the centre of the circle. A piece placed in the centre may be taken by another participant. Pps should hold no more than three pieces at one time.

Duration: 20 minutes

Activity8: Team Building activity focussed on assertiveness, emotional intelligence and emotional facilitation of thinking, highest level of the hierarchy.

Description:
Duration: 30 minutes.
Activity Aims:
1. Separate participants into groups of 4 or 5 and give them a large marker pen and a large sheet of paper.
2. Inform the teams that they must answer the 3 questions:
- How would you define conflict management?
- What negative problems might be caused by conflict in the workplace?
- What positive outcomes can result from conflict in the workplace?

3. Ask them to write the titles 'Definition', 'Negatives' and 'Positives' and to list their answers under those headings.
4. The teams should agree with their team members what they consider the definition of conflict management is, before writing it on their sheet of paper.
5. After the allotted time is up, have one person from each group, say aloud to the class, what their definition and positives and negatives were, that they listed.
6. These sheets of paper can be taped to a board or somewhere in the classroom. to be viewed during the training.

Lesson 3	Title: Summary of the whole LTTA	Duration: 45 minutes	Learning objectives/Outcomes
Activity 9: 45 min- General discussion on personal wellbeing and feedback about the training. Description: The trainer opens a general discussion about the entire training (all modules) and asks for feedback and suggestions. Then, the hosting delivers the Training Certificates and the trainees fill the evaluation form.			• Evaluate the LTTA • Deliver the certificates • Give feedback and suggestions to improve