Wellness in European Adult Education

Training Activities Compendium

- 2022 -

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Wellness²

WHY Wellness[2]

In many occasions the formal and non-formal evaluation of the training courses for adults has reported that adult trainees often feel extremely stressed and overwhelmed by the challenges of their professional and personal lives. In order to be motivated, the adult learners have to be trained in a learning environment that will enable them to implement the training paths in a state of well-being.

On the other hand, the wellbeing of the adult trainee passes through the right teaching approach, the wellbeing of the trainers themselves and their skills to create a «wellbeing learning environment».

An important role, within this framework, is also played by the adult education institutions, who have the responsibility to provide the proper organisational aspects (in terms of physical structures for the implementation of the courses, and the provision of training material and administrative/bureaucratic organisation).

Our project aims at facilitating the development and validation of «wellbeing learning environment» in adult staff and learners as we perceive wellbeing to be the foundation for effective teaching and learning and utilizing one's potential. The results of the project will empower the above target groups through mental social and physical programs, as keys to the success in learning. Based on the new Estonian Education Development Plan 2021– 2035 that was launched a well-being learning environment is defined as:

"*A well-being learning environment is a combination of mental, social and physical conditions created for learning that supports the learner's self-efficacy and self-esteem, the development of life skills and social competences, and mental and physical health in general.*"

WHOM for

This compendium of Training Tools are aimed at adult trainers, adult learners and managerial or administrative staff involved in adult education in supporting the personal wellbeing of adult learners by implementing new practices, new courses, new ways of attracting adult learners, new ways of solving problems, as well as identifying factors of wellbeing and developing social identity.

WHAT to learn

This compendium of Training Tools gathers activities that adopt a variety of non-formal educational methods and that will support the enhancement of your capacity to:
- understand and explain the components of a learning environment that creates well-being;
- analyse the key elements of a well-being-creating learning environment from the perspective of the learner, the trainer and the trainings` manager;
- support the creation of a well-being learning environment;
- handle job issues with stronger awareness and capacity to cooperate with colleagues.

The learning outcomes are connected with the five main spheres of wellbeing: physical, psychological, spiritual, emotional and social. Indeed, the main aim of this Wellness training is to facilitate trainers/operators to improve skills and enhance their performance as trainers and their capacity to involve adult learners in training activities. Moreover, another key aspect of this training activity is to prepare professionals in education to provide trainings on local level about the nature and creation of wellbeing learning environment.

Modules:
- **Module 1: EDUCATIONAL FRAMEWORK**
  To increase the participants' awareness about the wellbeing environment in adult education, quality assurance of training (continuing education) and outcomes-based curriculum development.
- **Module 2: WELLBEING ENVIRONMENT**
  To broaden the participants' knowledge and widening skills of the wellbeing environment in the context of management, organisational culture and good practices as well as individual aspects.
- **Module 3: INNOVATIVE ACTIVITIES TO INCREASE MOTIVATION**
  To enhance the participants' motivation through a series of innovative activities that promote wellness and well-being in an ideal learning environment.
- **Module 4: HARMONY OF AND BETWEEN EDUCATIONAL ACTORS**
  To improve communication among educational actors and thus, to strength cooperation at workplace by maintaining sustainable and positive relations with colleagues.
- **Module 5: FLEXIBILITY OF THE SYSTEM**
  To acquire skills to improve adaptability and flexibility to build an inclusive, learning-friendly environment by adaptation of the learning process to respond to changing needs.

Browse the online learning Platform at wellness2portal.eu
www.projectwellness.eu
www.facebook.com/Wellness2Project

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Put Wellness on the MAP

The training modules are based on the Map of Wellbeing in Adult Education and will help you create and enjoy a well-being learning environment.
The innovative map combines recommendations on how to establish and improve wellbeing in adult education made from a comparative research in Estonia, Bulgaria, Cyprus, Poland and Italy.
Learn more at https://vabaharidus.ee/projectwellness/wp-content/uploads/2022/04/ENG_Wellness2_Map-of-Wellbeing-in-Adult-Education.pdf

The Wellness2 Consortium

ENAEA Estonian Non-Formal Adult Education Association (Estonia)
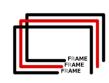
European Center for Quality Ltd. (Bulgaria)

ENOROS Consulting Ltd. (Cyprus)

FRAME Foundation for the Development of International and Educational Activity (Poland)
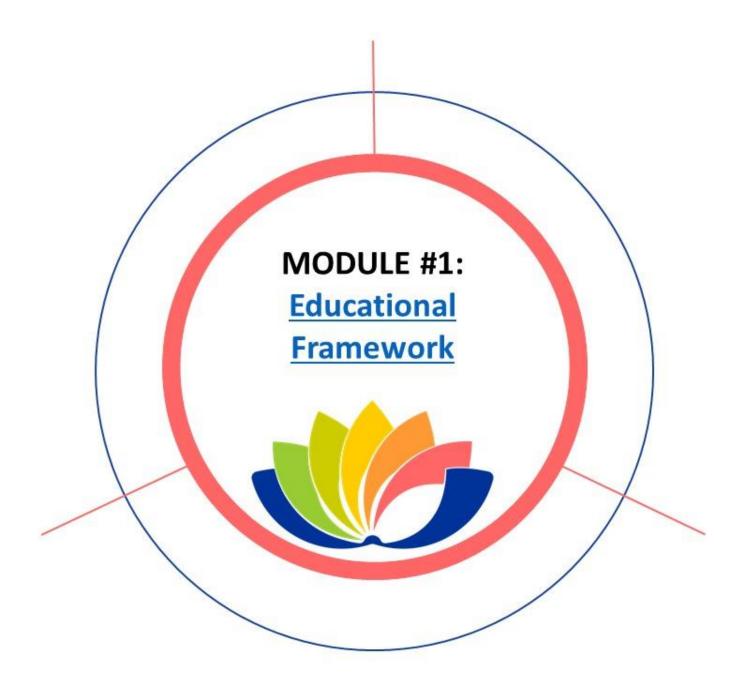
PRISM Impresa Sociale s.r.l. (Italy)

Promimpresa Società Benefit SRL (Italy)

MODULE #1:

Educational Framework

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MODULE #1: Educational Framework

🪷 **Introduction to the wellbeing in adult education**

🪷 **Planning of trainings and creation of the curriculum**

🪷 **Quality assurance of non-formal adult trainings**

🪷 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

- Trainee knows key-elements of well-being learning environment.
- Trainee understands the principles of quality assessment in non-formal learning.
- Trainee is able to develop an output-based curriculum, including assessment.
- Trainee is aware about how to provide feedback to learners and asks for feedback.

🪷 TRAINING MATERIAL

- Flipchart with paper, coloured markers, post-its.

Printed materials for each participant:
- Worksheets Wellbeing wheel and project`s infographics
- Template for curriculum (A3)
- Feedback worksheet

🪷 ONLINE RESOURCES

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);

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Pre-Training Self Test	ANSWER	
	True	*False*
Administrative staff can promote caring and cooperative culture supporting the development of physical and mental wellbeing.	◎	◎
Administrative staff play an active role in establishing a friendly environment, where both adult learners and trainers feel welcome, included, connected and respected	◎	◎
In adult education, only the outcome can be assessed.	◎	◎
In Estonia, it is possible to apply for the profession of adult educator at four levels	◎	◎
There are four types of feedback.	◎	◎

🪷 THEORETICAL FRAMEWORK

The concept of well-being

The project agreed that an 8-dimensional approach to well-being is used to define well-being.

1. Occupational well-being is the ability to obtain personal satisfaction and fulfilment from the work you do, while maintaining a balance in your personal life. Our desire to contribute to our careers has a positive impact on the organizations in which we work and on society as a whole and ensures professional well-being.

2. Environmental well-being is the ability to take responsibility for the quality of the air, water and land around us. When we have a positive impact on the quality of the environment, we also have a positive impact in our homes, communities or on the planet.

3. Social well-being is the ability to communicate with other people in the world. We can contribute to social well-being when we maintain positive relationships with friends and colleagues.

4. Economic well-being is your relationship with money and your ability to use your resource. It is a balance between the mental, physical, and mental aspects of money. Above all, it is about understanding and taking care of your financial situation in such a way as to be prepared for financial changes as well.

5. Physical well-being is the ability to maintain a healthy quality of life without excessive fatigue or physical stress. It is the ability to understand that our behaviour has a significant impact on our well-being – we support our physical well-being when we implement healthy habits (regular health check-ups, balanced diets, working out, etc.), while destructive habits (tobacco, drugs, alcohol, etc.) lead to a decrease our physical well-being.

6. Emotional well-being is the ability to understand ourselves and cope with the challenges of life. It is the ability to understand and share with others our feelings such as anger, fear, sadness, and stress, as well as hope, love, joy, and happiness.
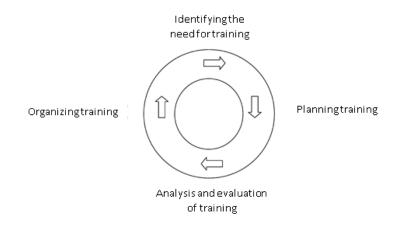
7. Intellectual well-being is the ability to open one's mind to new ideas and experiences that can be used for personal choices, group communication and contributing community. It is the desire to learn new ways of learning, develop skills and look for challenges in the lifelong learning.
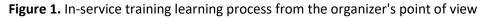
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8. Spiritual well-being is the ability to create peace and harmony in one's life. It is a way of developing harmony between our values and actions and understanding the purpose of life.

Planning the training process in continuing education

The training process is divided into four closely intertwined stages: identifying the needs for training, planning training, carrying it out and evaluating the results (Figure 1).

Figure 1. In-service training learning process from the organizer's point of view

The training begins with the setting of the training goals (the purpose of the training) and to help participants to be aware of those goals. The goal sums up the most important goals, what the training wants to achieve, manages the activities of the teacher and from that depends on the training content and methods. Both learners and training organizers, subscribers, funders, and other interest groups need to know, what are the aims and the effectiveness of the training. In the case of adult learners - learners with experience and prior knowledge, when formulating the purpose of the curriculum, it is important to consider their previous experience, interests and needs of the learners and the necessary professional competences in addition to the specifics of the subject. Learners are encouraged to be involved in the learning goal-setting process, as this increases their self-responsibility and encourages independent learning. **Source:** E. Drenkhan master's thesis: http://dspace.ut.ee/bitstream/handle/10062/52877/drenkhan_ena_ma.pdf

Identifying training needs, defining the target group and aiming the training

Adult people do not learn for the learning itself, but they want to get answers to their questions, learn to solve problems, work better or simply to enjoy life more. (Malcolm S. Knowles) Training needs – the difference between the actual situation and the desired situation, which can be reduced by training. The trainings are divided into:

- So-called subscription trainings aimed to a specific group – the study group is assembled by the client and is relatively homogeneous, the general training needs of the study group are known to the trainer. The risk may be in that the training needs of the study group may not match the individual needs of the learners (learners have been sent to the training and may not all be motivated to participate). In organizations, the following methods are used to determine the needs for training: interview/interview, test, observation, questionnaire, brainstorming.
- Open trainings with free registration (the organizer may set preconditions and requirements for participation), but it is more difficult to find out the individual training needs.

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The recommendation for the trainer (the organizer of the training) is to examine what the learners' goals are, what they expect from the course and what questions they want answered. It would be best to try to explain this even before the start of the training (e.g., have a letter of motivation written).

When defining the target audience for open training, it is desirable to keep in mind the group of people with specific characteristics, because if the training is intended for everyone, there is a risk that the level of participants will be very different. The target group may be, for example, representatives of a certain profession. In the case of the target group, it can be indicated whether they are beginners or on the advanced level. Describing the prerequisites for participation in the training may be helpful the description of the levels of the Estonian qualification framework: https://www.hm.ee/et/tegevused/kvalifikatsioonid/kvalifikatsiooniraamistik

The purpose of the training sums up the expected result of the completion of the study. Learning outcomes arise from the purpose of learning and explain and specify it. The wording of a good goal is short (usually one sentence), generalizing and describing the learner's outcome. Sources used: Koolitaja käsiraamat and täienduskoolituse õppekava koostamise juhendmaterjal.

Designing of a learning outcome-based curriculum

According to the Adult Education Act, the basis for carrying out in-service training is the outcome-based curriculum. Its creation is based on the target group, its needs and the results achieved through training, i.e., learning outcomes.

It is in the interests of all parties to plan in-service training on an outcome-based basis, i.e., learning outcomes and assessment criteria are formulated in such a way that it is possible to assess the competences of the person who has complete the curriculum. The objective of the outcome-based curriculum must describe what we want to achieve - the objectives are drawn up based on the expected result of the learner's learning and the whole teaching process is formed accordingly, how to achieve these results. If learning and teaching activities and assessment tasks are planned based on the requested learning outcomes, it is a matter of constructive coherence. Learning outcomes must also be explained to learners at the beginning of studies, it helps them to focus on their learning, the time and energy it takes.

Describing curricula through learning outcomes makes it possible to consider previous studies and work experience, supporting this way lifelong learning. Outcome-based education also makes it easier for adults to apply for an occupational qualification, because it reflects better, which competences have been acquired during training. However, completing the training in Estonia does not give an occupational qualification, but the person who is interested in occupational qualification must apply it separately. Source: E. Drenkhani master's thesis: http://dspace.ut.ee/bitstream/handle/10062/52877/drenkhan_ena_ma.pdf

Rules of learning outcomes:

- there must be not too many outcomes (4-6 are appropriate, in long courses consisting of modules, each module can be assigned its own learning outcomes);
- the learning outcomes are described in general and holistic way;
- the outcomes describe the outcome of the learner's learning, not the process;
- use different verbs (e.g., "analyzes", "evaluates", "associates");
- learning outcomes must be assessable (e.g., it is difficult to assess the attitudes).

Evaluation

The aim of evaluation is to support the development of the learner through appropriate feedback and to provide reliable information on the effectiveness of completing the studies.

Evaluation gives us:

- know if the learning took place;
- diagnose the needs of learners;
- to provide a certificate and thus official recognition of the learning;
- provide an opportunity for further education, proof of qualification level;
- evaluate the success of achieving the objectives of trainings and study programs;
- motivate and encourage learners.

Properly designed and appropriately used evaluation encourages more effective guidance and learning, i.e., assessment can also be seen as part of learning. Based on the assessment approach supports the development of the learner, the assessment takes place not only with special direct assessment activities, but continuously during the whole learning process when feedback is given to the learners and constant reflection and self-assessment of the learners themselves take place.

The evaluation can be characterized as a continuous four-stage activity (figure 2), where clear and measurable learning outcomes are first created, learners will then be able to achieve these outcomes, information and evidence are constantly collected and analysed, how actual learning meets the expectations and learning is developed according to these results.
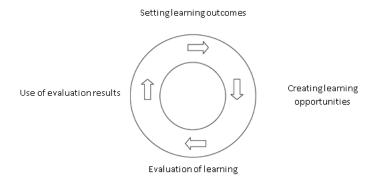
Figure 2. Evaluation as a four-stage activity

Evaluating the achievement of learners' learning outcomes is part of the learning process, during which a fair and an unbiased assessment of the level of acquisition of learners' knowledge and skills according to the learning outcomes described in the curriculum. The trainer must first be aware of, what are these important learning outcomes, what should be achieved when dealing with a particular part or topic. Evaluation should ensure that learning outcomes are achieved. Source: E. Drenkhani master's thesis: http://dspace.ut.ee/bitstream/handle/10062/52877/drenkhan_ena_ma.pdf

Evaluation methods and criteria

The evaluation of the achievement of learning outcomes involves different methods to determine the extent to which the proposed learning outcomes can be achieved and is described using evaluation methods and evaluation criteria. The choice of evaluation methods depends on the field being taught, the size of the study group and the conditions of the learning environment. The evaluation methods can be divided into two:

- evaluation of the process, e.g., practical work, practical skills demonstration, interview, evaluation criteria describe the activities of the learner (e.g., "cleans up own workplace");

- evaluation of the result - evaluation criteria express the result (e.g., "the learning portfolio contains a self-analysis in which the learner compares his or her competences at the beginning and end of the learning process ").

The evaluation method must imitate as closely as possible the situation or activity in which the learner uses later. For adults, examples of observation, examination, computer-based testing, demonstration of practical performance and group presentations can be mentioned as appropriate evaluation methods. Performance assessment is important for practical training - learners demonstrate their understanding and skills through the performance of real-world tasks.

Evaluation criteria are set as a minimum - i.e., at the threshold level, ensuring that all learners acquire a basic part of the curriculum. It is important to inform learners about how the achievement of learning outcomes is assessed right at the beginning of studies.

In the adults training, learners should be involved in the assessment. In the case of self-assessment, the learner himself or herself gives a critical assessment of his or her learning process or its outcome and in the case of peer review, learners assess each other. For a learner's self-development, assessment can be a positive boost through improvements in their self-reflection skills and the feedback from assessment helps learners understand their strengths and weaknesses.

Trainings are generally using a non-differentiated assessment where the assessment is based on threshold criteria, i.e., the minimum level, what determines, whether the expected competences have been achieved (passed – not passed). Opposite - distinctive or grade/numerical assessment. Source: E. Drenkhani master's thesis: http://dspace.ut.ee/bitstream/handle/10062/52877/drenkhan_ena_ma.pdf

In conclusion, by applying a modern approach to learning, training begins with setting a goal and formulating expected learning outcomes. Depending on these, the selection of content and methods takes place (i.e., teaching activities are planned), evaluation methods and criteria are also planned. In doing so, it is recommended to consider the principle of constructive coherence - both teaching and assessment activities are planned based on learning outcomes. Assessment is not a one-time activity at the end of a training, only in accordance with the principles of formative assessment is recommended, but the assessment takes place throughout the learning process, giving feedback to both - the learners and the trainers. The teaching and assessment activities of trainers are influenced by their understanding of teaching and assessment. In addition, teaching and evaluation are influenced by external factors such as the volume of training, resources used, study group, etc. In simple terms, the learning process is described of the trainer's point of view on the figure 3.
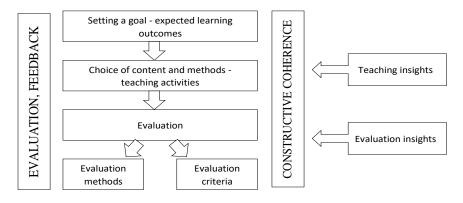

Figure 3 Learning process from the trainer's point of view

EQM European Quality Mark

EQM is a sign of quality assurance for all non-formal education providers across Europe. It's a system, designed to ensure the quality of non-formal learning providers and their activities, services and work. EQM Measures how effectively the organization understands, what systems and activities are necessary, to provide and support high-quality learning in accordance with European quality assurance requirements for adult education. EQM helps learning providers achieve growing European and national quality requirements. It can also be used to support quality development and assurance for any other learning provider.

EQM is a tool to help training providers and their staff to get to know, how they ensure quality both in what they teach and in how they support teaching and learning. The heart of the EQM process is self-assessment. The self-assessment form consists of a four-part questionnaire, in which each part looks at the training organization and the effectiveness from various aspects.

The first part 'Provider and learning management' includes criteria, related to the training provider, planning administrative processes and learning process. The second part, "Learner's needs and coursework" includes criteria, related to the learner, including the learning environment, courses, and their content, as well as the needs and objectives of the learner. The third part, 'Measuring learning achievements', contains criteria relating to learners' achievements and feedback to learners. Part four, 'Quality management', contains criteria relating to quality issues, including the management of the self-assessment process and the quality culture in the organization.

[Guide and self-assessment form](#)

EQM project website: www.europeanqualitymark.org

Providing and receiving feedback (Compiled by: Margit Düüna, MBA and adult trainer level 7)

Take a moment and think about the question, "Why do we need feedback?" Feedback has become one of the most important keywords in the provision of education and management activity. In the system theory feedback denotes the impact of outcome on input. In pedagogics and management feedback primarily means information about the performance. Source: T. Lehtsaar., Tagasiside käsiraamat, 2019

Aspects of feedback

- feedback may be more or less personal, related to the object of feedback, on which the feedback is focused on;
- the objects of feedback may be three areas: performance, person and/or behaviour;
- from the aspect of communication psychology it is important by whom feedback is given – his/her RELIABILITY for the person who gets feedback;

Types of feedback

- POSITIVE FEEDBACK – or confirming feedback expresses acknowledgement and supports progress in the chosen direction.
- NEGATIVE FEEDBACK – non-confirming feedback contains criticism and tries to rectify behaviour and /or performance.
- Both types are relevant for the improvement of the performance!
- DEQUACY IS IMPORTANT!

Response to positive feedback

- Acknowledgement – the feedback provider is acknowledged. The feedback provider is described as adequate authority and competent.
- Agreement with the evaluation – the received information is considered.
- Supportive response, during which the feedback receiver continuously gets continuous explanations and the feedback receiver is encouraged.
- Expression of positive feelings within which joy and gratitude are expressed.
- Positive feedback may end with complements to oneself and /or to the feedback provider.

Response to negative feedback

- Defence, which most common forms are self-justification or ignoring the information.
- Attack directed either towards the feedback or the feedback provider.
- Unpredictable response in case of which the feedback receiver's response is unpredictable.
- Interrupted response in which the person receiving feedback starts justifying or explaining without listening up to the end.
- Controversial response comprises controversial or sometimes not related information.
- Impersonal response distances from the situation, referring to objective factors, which have taken to this result.

Principles of giving feedback

- Focus on the goal!
- Time and place
- Focus on acts – feedback can be constructive but is based on facts.
- Do not be personal! The object of feedback is performance not the person.
- Time your feedback properly – feedback is most fertile when the performer has become interested in or feels the need for it.
- Be convinced that you are understood – ask how the other party understood you!
- Be convinced that the partner can control the behaviour!
- Focus on the person!
- Deliver applicable information.
- Avoid unnecessary details, feedback has to give a certain direction.
- Keep description and evaluation separately.

Feedback is a goal on its own. When you have an opinion then ask yourself what you want to achieve with it and what the actual impact of your viewpoint is. Constructive criticism is primarily based on what the performer can change or develop himself/herself. The description has to be based on facts. Evaluation has to be based on acknowledged, comprehensible and justified criteria.

Three types of feedback:

- A appreciation – thank you!
- Coaching – is a better way of doing it
- Evaluation – this is your position

Source: D. Stone and S. Heen, "Thanks for the Feedback." Penguin Books, 2014

Three obstacles upon receiving feedback:

- This is not true
- Look who is talking!
- Identity is endangered

Management of negative feedback:

- Feedback concerns our performance, i.e. you and your performance are two different things.
- Do not remain alone – start the dialogue with the feedback provider and then with other relevant parties.
- Efficiency in one area does not mean some other area and vice versa. Feedback usually concerns on area of performance. Negative feedback may help to identify your real abilities and skills.
- Negative feedback is a learning tool – it enables to improve the performance and develop as a person.

How to regard feedforward?

The classical definition of feedforward is given by Marshall Goldsmith: we do not look back, but forward. I give you advice and what is better than ask it from me. From the aspect of neuro-science it is implemented when a person wants to ask for advice, e.g. initiative comes from the person.

Feedback and learning

- Learning feedback mostly denotes information, which provides the learner awareness of his/her knowledge and skills.
- Our brain learns the best when must solve difficult not easy tasks.
- Feedback directed to a process has to be linked with results.
- Learning takes place in the interaction of the individual and the environment.
- Stressing that "ok, you are weak in some aspects" does not support motivation.
- Ability-based grouping does not support learning.
- A mistake is not a neutral but useful phenomenon.
- The idea of feedback is to enable to deepen step-by-step of the comprehension of the subject learned.

When the system does not support feedback

Features referring to learning process closed to feedback:

- Evaluation carried out only by the teacher because learners are not able to do it.
- It is difficult to find the point in the learners' responses.
- The teacher sees feedback mainly as a long text.
- Learners are not interested in feedback.
- Teaching is on the first place in the lesson, learners depend on the teacher in the lesson most of the time.
- Marks and results cannot be improved.
- Negative feedback surprises learners, being not satisfied and disputes about the marks.

Main development areas of feedback:

- every learner has something that he/she must develop;
- feedback has to comply with the number and justify it from the aspect of content;

- in connection with the aim;
- danger of overestimating (uncomfortable to hear the truth).

The factors that influence success:

- Motivation
- Ability to learn from one's mistakes
- Major ability to learn

Ten recommendations to ask feedback or feedforward

1. Think it over whether you want approval, evaluation, feedback or feed forward.
2. Think it over from whom you want feedback or feedforward and about what (the feedback providers competence question). Can some kind of feedback be given by a computer program.
3. Think it over whether you can guess at the moment what could that feedback contain. When you know it already yourself may be it is too early to ask for feedback about something?
4. Try to word very exactly about what (e.g. some specific skill, the cause of some recurrent problem, etc.) you want to get feedback or feed forward.
5. What is the amount of feedback you can handle?
6. What are you going to do with the feedback or feedforward?
7. Whether and how are you prepared to receive negative or critical feedback, but also appraisal and compliments?
8. When you have been given feedback that does not help you (e.g. the feedback is superfluous, based on wrong assumptions, etc.), are you capable or have motivation to word questions to the feedback provider, which might guide the feedback provider?
9. Think it over which kind of formats for asking feedback or feedforward are available for you. Whether and in which extent can these formats/genres be used for your own needs?
10. Proactivity and achievement of the control: if possible ask to avoid getting something you do not need.

Ten questions that help to evaluate the constructiveness of the feedback or the feedforward

1. Can feedback be interpreted as feedforward or does feedback give information the receiver could use in future actions?
2. The time of giving feedback and/or feedforward: is it given during the work process, at the end or when establishing a new one?
3. What is the parties' goal of giving feedback and/or feedforward: have the parties agreed to the common aim?
4. The feedback and feedforward receiver's needs and motivation: have the parties made clear which kind of feedback is required by the person receiving the feedback at the moment?
5. Amount of feedback or feedforward: should feedback and feedforward be given about one or several aspects?
6. The level of generalisation of the feedback: how much work is required from the feedback receiver in order to interpret the feedback?
7. Evaluation-free, descriptive feedback (of the situation): does the feedback provider describe an activity, a skill, and an event so that the important observations described are as evaluation-free as possible?
8. Is the addressee of feedback right?
9. The content of feedforward: how big capacity of activity is expected from the feedback receiver by the feedback giver? What is expected from him/her?

10. The relationship of the feedback and feedforward provider: do feedback and feedforward help the parties to create and/or develop good relationships?

Source: Tagasiside. Käsiraamat õpetajale, lapsevanemale ja koolijuhile: Aesthetics Centre of Tartu University, 2019
https://www.eetikakeskus.ut.ee/sites/default/files/www_ut/tagasiside_viimane_august2020.pdf

ANNEX 1: IN-SERVICE TRAINING CURRICULUM

Name	
The basis for the preparation of the plan	
Total amount of study	
Target group	
Terms and conditions for starting	
Learning objectives	
Learning outcomes	
Description of the learning process, including the content of the study and learning methods	
Learning content	**Structure, volume and learning methods**
List of study materials	
Terms of termination, evaluation, and document to be issued	
Description of the study environment	
Description of the qualifications, study or/and work experience that describes the competence of the trainer	

Post-Training Self Test	ANSWER	
	True	False
Administrative staff collaborate with trainees to develop school policies, plans and curriculums for ensuring safety and quality	◎	◎
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.	◎	◎
There are two types of feedback, positive and negative.	◎	◎
Ability-based grouping does not support learning.	◎	◎

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Activity 1. Introduction to the wellbeing in adult education

Learning objectives and outcomes:
Participant names and describes key elements of well-being.

Step 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.

Step 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/).

>>> *Duration:* 20 minutes

Activity 2. Planning of trainings and creation of the curriculum

Learning objectives and outcomes:
- Participant names and describes key elements of well-being.

Step 1

Short overview by educator and leaded discussion about topics (15 minutes):
- defining the target group, identifying learning needs;
- curriculum, learning outcomes, curriculum coherence;
- formulation of curriculum learning outcomes and assessment.

Step 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.

Step 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.

Additional comments:
Two worksheets are prepared (printed out) for each participant:
- Key-elements of well-being learning environment
- Map of Wellbeing.

>>> *Duration: 115 minutes*

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Activity 3. Ensuring quality in adult education

Learning objectives and outcomes:
Participants are aware about:
- threshold-based quality assessment;
- quality assurance system EQM;
- adult educator qualification system.
- understand and analyse their role in ensuring the quality system of the training company/organisation.

Step 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.

Step 2

Short overview by educator and leaded discussion about topics (15 minutes):
- 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).

Main materials should be read before the training in an online environment (https://wellness2portal.eu/).

Step 3

Activity time: 20 minutes.

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 software.
https://www.mindmeister.com/
https://www.mindmup.com/

Step 4

Sum up the topic with participants for 10 minutes.

>>> *Duration:* 60 minutes

Activity 4. Feedback and evaluation

Learning objectives and outcomes:
- Participants explain benefits from giving feedback and receiving feedback. .

Step 1

Short overview by educator and leaded discussion about topics (15 minutes):
- gathering feedback/evaluation;
- 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/).

Step 2

Practical task "BENEFITS OF GIVING AND RECEIVING FEEDBACK" - Activity time: 15 minutes.

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.
Task 2: Discussion in pairs/mini-groups (max 3 persons)
- what you experienced when you gave feedback;
- what was the feeling to get feedback;
- which seemed complicated by giving feedback. Activity time: 10 minutes.
Task 3: Discussion in large groups
- benefits of giving feedback;
- benefits of receiving feedback.

Sum up the topic with participants for 5 minutes.

>>> *Duration:* 50 minutes

Activity 5. Planning of trainings and creation of the curriculum

Learning objectives and outcomes:
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:
- What was the best thing I learned from the training today?
- What new knowledge/skills am I going to use in my daily work?

>>> *Duration:* 25 minutes

🌸 M1. 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

MODULE #2:
WELLNESS
Environment

Wellness²

MODULE #2: WELLNESS Environment

🌸 **Culture as a supporting element of the development of physical and mental wellbeing.**

🌸 **Learning environment and its quality**

🌸 **Using science-based knowledge**

🌸 **Engagement in occupational learning**

🌸 OBJECTIVES

To broaden the participants' knowledge and widening skills of the wellbeing environment in the context of management, organisational culture and good practices as well as individual aspects.

🌸 LEARNING OUTCOMES

- Trainee is able to give examples of organisational 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.

🌸 TRAINING MATERIAL

- Case study 'With Dzieweczka song on her lips/ Z dzieweczką na ustach'
- Form sheet: Elements of organisational culture
- Audit of energy resources
- My personal book of successes

🌸 ONLINE RESOURCES

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/

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Pre-Training Self Test	ANSWER	
	True	False
There is no relationship between national culture and organisational culture	◎	◎
Motivation and motivational system mean the same thing	◎	◎
Ceremonies and rituals are part of organisational culture	◎	◎
Stories can be useful in shaping organizational culture		
In 2019, pan-European principles for "Wellbeing in the training environment" were created, which are mandatory in all European Union countries.	◎	◎

🌸 THEORETICAL FRAMEWORK

Organizational culture

In the era of globalization and internationalization, when technological processes are very fast and there is a high uncertainty of the environment, permanent change in organizations is obvious. Social changes are taking place in their environment and also inside. All this affects the organization and shapes the values and norms of its participants.

Organizational culture is a complex and multifaceted construct. Organizational culture affects the overall business strategy and functional strategies, e.g. personnel strategy, financial strategy, production strategy, etc. The culture of a country can influence the culture of an organization.

The culture of an organization is perpetuated in the attitudes and behaviors of its employees, managers, leaders, and transmitted to others in the process of achieving organizational goals and objectives. Organizational culture provides a sense of stability, allows people to identify with the organization, stimulate motivation and create commitment.

Organizational culture supports the compliance of such processes as recruitment, selection and adaptation of employees, promotions in the organization, career management, remuneration is carried out in accordance with the values adopted in the organization. This also applies to wellbeing.

An extremely important contemporary metacompetence is knowledge of cultural conditioning, i.e. what is desirable, beneficial and valuable in a given culture. This is knowledge that is particularly useful for international contacts in a multicultural world. Knowledge of the issue is useful to modern trainers, educators, or organizers of the training process (managerial or administrative staff).

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The culture of an organization is perpetuated in the attitudes and behaviors of its employees, managers, leaders, and transmitted to others in the process of achieving organizational goals and objectives. Organizational culture provides a sense of stability, allows people to identify with the organization, stimulate motivation and create commitment (Schein, 2009).

Organizational culture supports the compliance process of such processes as recruitment, selection and adaptation of employees, promotions in the organization, career management, remuneration takes place in accordance with the values adopted in the organization. This also applies to wellbeing.

An extremely important modern metacompetence is knowledge of cultural conditioning, i.e. what is desirable, beneficial and valuable in a given culture. This is knowledge that is particularly useful for international contacts in a multicultural world. Knowledge of the issue is useful to fellow trainers, educators, or organizers of the training process (managerial or administrative staff).

Each organization has distinctive ceremonies, rituals and created internal interpretations of their meaning. When analyzing organizational culture, one can distinguish intangible aspects of culture, i.e.: beliefs, values, convictions, as well as tangible aspects, objects, symbols, and tools (Kostera, 2008). Ideas and values, which function in the abstract realm, allow people to feel meaning and suggest intangible solutions to problems in their relationship with the outside world. The course of these interactions consists of rules of behavior based on the values of a given culture. Geert Hofstede, among the four terms he indicated to describe the manifestations of culture, next to such as: "values", "symbols", "organizational heroes", he also mentioned the term "rituals" (Hofstede 1984).

Learning environmental quality

The environment in which educational processes take place is subject to certain rules and principles. Wellbeing issues can be integrated into strategic management processes, can be promoted internally and can become part of the organizational culture. Regardless of the approach taken, whether they are implemented systemically or "emerge", they can take the form of a variety of practices. Examples of these can be seen below.

Type/category	Example of practices/solutions
Green solutions concerning subsistence needs of trainees	For coffee breaks there are old coffee cups used (collected from workers and students);
	Catering - the use of porcelain and / or dishes (plates, cutlery, water cups) made of biodegradable material
	Use of water in jugs elimination of plastic e.g. plastic bottles for water
	Using recycled stationery materials, e.g. ballpens made of paper, not plastic.
Green solutions concerning subsistence needs of trainees	For coffee breaks there are old coffee cups used (collected from workers and students);
	Catering - the use of porcelain and / or dishes (plates, cutlery, water cups) made of biodegradable material
	Use of water in jugs elimination of plastic e.g. plastic bottles for water
	Using recycled stationery materials, e.g. ballpens made of paper, not plastic.

decorations and friendly appearance of the training room	Floristics trainings organized and output of practical work (flower arrangements) decorate classrooms;
	The work of participants in drawing and painting courses decorate classrooms (pop-up exhibitions are organized);
	Decorating the training room with candles made of natural wax
	The study room has a large basket of blankets that can be picked up when it is cool;
	There are microwave and water kettle for making/warming up food for students and a place for dining, also fridge for food etc;
	Encouraging participants to create a picnic-like atmosphere during coffee-breaks by inviting trainees to bring their own food (self-made cakes, cookies, snacks) and drink (juices, teas, self-made drinks).
	Always have some colour in the training room.
	Set up a plaque with an inspirational message.
	Each week a different table display with some beautiful natural objects such as shells, flowers, rocks, nuts or leaves.
Inclusive physical environment	access to the training site for disabled people (including those using wheelchairs)
	equipping the training room with a window - allows access to fresh air and natural light
	providing a feeding/pumping area/short relaxation for young mothers
	providing a place to spend a short time for independent children of learning parents (table, bench, corner with toys and books)
	Hanging gallery with pictures of teachers in everyday situations (with their families, children, in private life) in the common area for students.
	Inviting youth for taking part as mentors with 60+ participants of IT course.
Eco-solutions	printing training materials on ecological paper or avoiding printing. The use of e-materials, apps in telephones
	Giving training materials in interactive e-form, easy to read and with interactive self-check exercises.
Green and sustainable e-learning	Setting aside enough time to relax between online classes
	Include integration elements in the program, e.g. during the lunch break, offering to eat a meal together; preparing musical background for breaks
	Providing technical support and mentoring
	Preparing clear, user-friendly instructions for platform users
	Organizing an IT course for 60+ in such a way, that between two days of lessons, there's a day of outdoor workshops, during which there are possibilities of implementing knowledge and skills in practice throughout smartphones.
	Differentiating materials with different forms: texts interspersed with video material, slightly less serious (humorous) material from time to time.
	References to elements characteristic for students (common topoi), e.g. in a course for doctors, recalling the situation from the perspective of a doctor, not a trainer.
	The closure of schools and universities due to Covid-19 has affected adults who have returned to formal and non-formal paths.
	Online learning would favor the reconciliation of work times, travel and family commitments; the flexibility of the courses and the low cost could support the qualification and mobility of workers

Effective Communication	Prior to sessions starting, as students begin to gather, take the time to speak to as many people as possible, chat about their day and generally engage with them. Often these early discussions clear away anxieties and stresses, solve problems and make important connections. They create a sense of value in the learner – highlighting that they are an important member of the group and their feelings do matter. These moments can ease the mind and create an opening for learning to take place. A stressed mind is not able to engage as easily and take on new ideas, as a mind that is open, clear and inspired by the care and beauty evident in the surroundings.
Comfortable and accessible study environment	Access to the training site for disabled people (including those using wheelchairs).
	Equipping the training room with a window - allows access to fresh air and natural light.
	Photography and video can also be used to bring the natural world into the classroom. Not only does nature provide an infinite supply of sensory experiences that can be integrated into all learning domains, it conveys a sense of calmness and tranquility.
	Music is a powerful tool that can invoke a sense of relaxation and calmness. Relaxing music can be played as students begin to arrive for class.
Edu-larp Educational Live Action Role Play	Migration-themed live role-playing games in which the narration is not only told, but played in first person by the participants, with their body and their actions. It can have significant impacts on the degree of empathy, ethnic prejudice and on the representations of women and participants with respect to migration issues.
Teach technology to senior	Encourage older people to use networked computer tools, mobile technologies and various resources to participate in the life of the social community. Strengthen relationships and increase social inclusion.
Metropolitan network for lifelong learning	The constitution and formalization of territorial networks for lifelong learning, with public and private subjects and associations active in the field of adult education. The Networks: formalized and organized structures, in which each member is committed to enhancing and making transparent the skills acquired by the participants in their courses.
Food and drink solutions	For coffee breaks there are old coffee cups used (collected from workers and students).
	Catering - the use of porcelain and / or dishes (plates, cutlery, water cups) made of biodegradable material.
	There are microwave and water kettle for making/warming up food for students and a place for dining, also fridge for food etc.

These sub-practices, examples of everyday solutions can be grouped somewhat differently, which is done below.

Mind area (problem: distracted work, over/under stimulation, lack of breaks):
- Provide a variety of exercises, activities - appropriate level of stimulation;
- Time to work in silence;
- Regular recovery breaks (every hour/half hour);
- Working in groups, pairs, individual work;

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- Dissemination of knowledge about what behaviors help to achieve a state of focus/concentration and creativity;
- Discussion about individual preferences for achieving a state of flow;
- Promoting the knowledge of chronotypes and using this knowledge in planning learning, working in concentration, completing complex tasks;
- Inclusion of exercises facilitating entering the state of concentration or creative thinking;
- Demonstrating a variety of memory techniques to facilitate the acquisition of knowledge.

Nutrition area (problem: not enough vegetables in the diet, lack of regularity of meals, too much sweets, fast food, too little hydration):
- Betting on healthy snacks during classes (seasonal vegetables and fruits, nuts, dried fruits, natural yogurts);
- Putting jugs/glasses of water on the tables, reminding to drink water while learning;
- If a lunch break is guaranteed during the class - ensure a large selection of vegetables, whole grain products, avoid fried, crumbled, heavily processed foods.

The area of emotions (problem: high level of stress):
- Disseminating knowledge about the role of emotions in achieving focus, personal effectiveness;
- Demonstrate a variety of exercises (e.g. breathing, movement, visualization) to reduce stress at different moments in the classroom/learning environment;
- Demonstrating mindfulness exercises as one of the factors regulating emotions;
- Using positive psychology practices that facilitate achieving peace, joy, pride, etc., or building self efficacy (e.g., practicing gratitude).

Movement area (problem: we sit too long, we move too little):
- Encouraging movement during activities (standing, walking);
- Carrying out some of the tasks, exercises in standing position (trainer and participants carry out the tasks standing, walking, walking);
- Conduct short exercise sessions (breaks) by the trainer (6-10 minutes) to stretch the body, increase energy levels;
- Use of gadgets to encourage movement (e.g. participants can pass around a gadget which encourages them to stand up, walk, be less static for a certain period of time).

Relations area (problem: lack of trust in the group affecting the effectiveness of training/learning):
- Giving opportunities for participants to get to know each other;
- Planning time for group discussions, exchange of experiences;
- Introducing elements of relational psychology to facilitate contact.

The area of sense of meaning and purpose (problem: lack of understanding of the purpose of tasks, failure to find links between theory and practice):
- Collecting needs about knowledge, skills, goals at the beginning of the learning process;
- Taking the needs of the participants into account in the implementation of the learning/training process;
- Showing the objectives of the individual exercises and possibilities to use knowledge, skills in daily professional/private life;

-   Encouraging reflection on how to use knowledge and skills in daily practice;

Rest, recovery area (problem: working without breaks):
-   Taking regular breaks every hour - maximum one and a half - by the trainer/teacher;
-   Raise awareness on the components of an effective break (consisting of movement, positive emotions, taking care of hydration/nutrition);
-   Planning some outdoor activities (contact with nature);
-   Implementation of activities in rooms with windows, access to natural light and possibility to open windows;
-   Provision of greenery (plants) in the classrooms;
-   Encouraging the use of facilities such as chillout rooms.

Training rooms, workshops are often decorated with posters or photos. The pictures can refer to different areas of wellbeing. For thematic inspiration, see the images below:

Multiple choice, you can select more than one option.

Post-Training Self Test	
Science communication is about:	
academics communicating with students	❏
publishing scientific articles	❏
publicising research results to the public	❏
Energy management consists of	
sleep habits	❏
energy conservation regulations	❏
dietary habits	❏
Health and safety regulations	❏
free time habits	❏
Channels of science communication are:	
only traditional media	❏
only digital media	❏
traditional and digital media	❏

Activity 1. Culture as a supporting element of the development of physical and mental wellbeing

Learning objectives and outcomes:

- Familiarize participants with the basic elements of organisational culture and its relations with the organisational strategy (definition of strategy, definition of organisational culture, relations between strategy, culture and organisational structure; components of organisational culture - various approaches) - mini-lecture with the use of presentation).
- Learning about the example of organisational 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 organisation? Why? Examples from wellness 1 and 2)

>>> Duration: 90 minutes

Step 1

- Culture as a supporting element of the development of physical and mental wellbeing.
- Organisational culture and strategy
- Organisational culture components
- Sustainable development and wellbeing as a value

Before the training:
- Print a sheet for each participant: Elements of organisational 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 organisations?
4. Do you recognize any elements of organisational culture in your own organisation? What kind? Has your example inspired you to develop an organisational culture in your organisation? 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

Wellness²

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 organisation. 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.
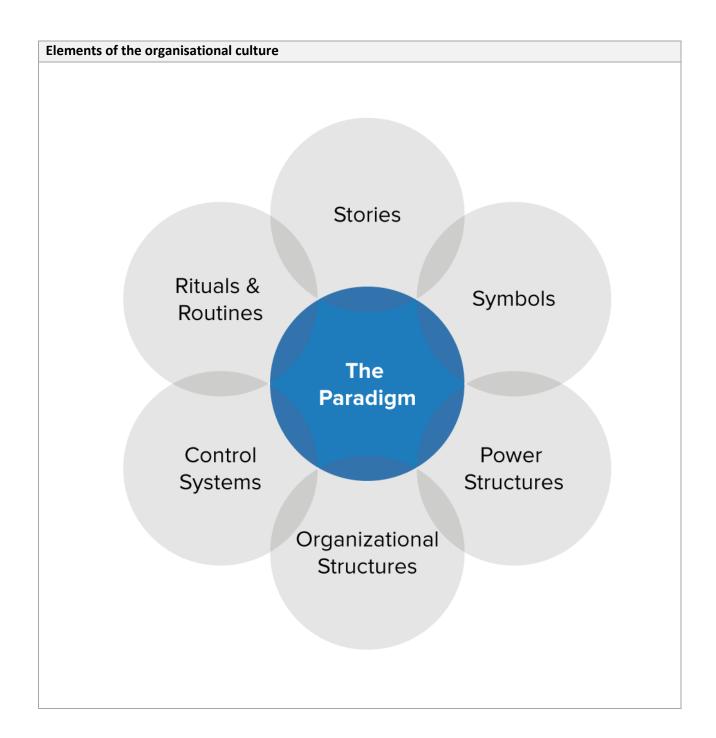
Integration and consistency

The Japanese system of work organisation 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.

Activity 2. Learning environment and its quality

Learning objectives and outcomes:
- 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 organisation 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 organisation? EX: Wellbeing promotional campaign - scatter with the stages of the promotional campaign).

>>> *Duration:* 150 minutes

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 organisations? Physical energy management of employees and managers is becoming a growing need of modern organisations, 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.

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Wellbeing promotional campaign

While implementing wellbeing concept within an organisation, we can inform employees and promote it in various ways: through organisational 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 for 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

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Activity 3. Using science-based knowledge

Learning objectives and outcomes:
- Short PP presentation
- How to create and use existing science-based knowledge – learning from own experience and inspiring practices

Using science-based knowledge
- The science communication
- Channels, sources, strategies
- Trust and mistrust towards scientific sources.

Additional comments:

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.

>>> *Duration:* 60 minutes

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 to 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/

Wellness²

Activity 4. Engagement in occupational learning

Learning objectives and outcomes:

- 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

Activities

Engagement in occupational learning

- Benefits of professional development
- Professional and non-professional career (community, volunteering)
- Self-motivation

>>> *Duration:* 60 minutes

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
....

Wellness²

Created by the PDST Primary Health and Wellbeing Team. (n.d.).
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NEF. (2008). *Five Ways to Well-being*. 1–23. http://www.neweconomics.org/publications/five-ways-well-being-evidence Programme, LLL. (2012). *Skills for True Wellbeing*.

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Schein Edgar H., *The Corporate Culture Survival Guide*, Jossey-Bass, San Francisco 2009.

Hofstede Geert, *Culture's Consequences: International Differences in Work-Related Values*, Sage Publications, Newbury Park 1984.

Kostera Monika, *Współczesne koncepcje zarządzania* Warszawa 2008

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/
https://humanpower.pl/wellbeing-power/

Wellness²

MODULE #3:

Innovative Activities to Increase Motivation

Wellness²

MODULE #3: Innovative Activities to Increase Motivation

🌸 Identifying the effective learning environment.
🌸 Inclusive and well-being learning and teaching methods.
🌸 Support of learning/teaching process and the self-development of adults.

🌸 OBJECTIVES

- To enhance the participants' motivation through a series of innovative activities that promote wellness and well-being in an ideal learning environment.
- To promote wellbeing practices.
- To increase the willingness of adult learners to participate.
- To maintain trainers' interest.
- To 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 is aware about 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.

🌸 TRAINING MATERIAL

- 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 RESOURCES

- 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/

Wellness²

Pre-Training Self Test	ANSWER	
	True	*False*
Motivation is not needed in order to achieve my goal. Reaching my targets is just a matter of luck.	◎	◎
My level of motivation increases as I am moving closer to achieve my goal.	◎	◎
Goal orientation questionnaires and plans can be used as motivational techniques.	◎	◎
Nothing can stop or reduce my motivation.	◎	◎
Understanding student and teacher motivation and developing strategies to foster motivation for students at all levels of performance are essential to effective teaching.	◎	◎

❁ THEORETICAL FRAMEWORK

Learning environment

Environment in which learning takes place:

- Natural/physical conditions (i.e. sound, light, seating, temperature)

- Circumstances and influences (i.e. motivation, responsibility)

- Sociocultural contexts (i.e. independence, authority)

Therefore, a learning environment is the surroundings in which individuals interact to enrich experiences and thus leading to learning

Psychological learning environment

Aspects of psychological environment:

- The philosophy and practices of the organisation providing the learning

- The stimuli that influence upon the learner's psyche in the school:

- A teacher's attitude

- A teacher's expectations

- The nature of reward or punishment

Consider a situation that could create anxiety for the learner

Consider a situation that energizes the learner

Negative effects of a non-positive psychological environment:

- Undesirable behaviors

- Trying to leave the class or the tests

- Always blaming the teachers

Social Learning Environment

The role of interaction in online learning is crucial for effective learning

Image 1: Interactions between content, learner and educator

Lev Vygotsky (1987) – socio-cultrural theory

- We learn best in a social environment, and construct meaning through interaction with others

- With collaboration, direction, or some kind of help the learner is always able to do more and solve more difficult tasks that he can independently

Social learning theory

Image 2. Observation, mental state, behaviour change

Wellness²

Dimensions of the social environment

Teacher support

Refers to students' beliefs that their teachers care about them, and value and establish personal relationships with them

Promoting mutual respect

The perception that the teacher expects all students to value one another and the contributions they make to classroom life, and will not allow students to make fun of others

Promoting task-related interaction

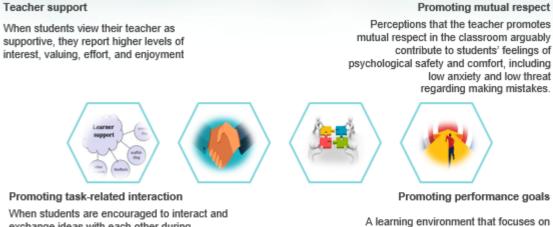Allow, or even encourage, students to interact with one-another during academic activities

Promoting performance goals

It concerns an emphasis on competition and relative ability comparisons between students in the classroom

Image 3. Definitions related to social environment

Teacher support

When students view their teacher as supportive, they report higher levels of interest, valuing, effort, and enjoyment

Promoting mutual respect

Perceptions that the teacher promotes mutual respect in the classroom arguably contribute to students' feelings of psychological safety and comfort, including low anxiety and low threat regarding making mistakes.

Promoting task-related interaction

When students are encouraged to interact and exchange ideas with each other during academic tasks they have opportunities to ask or answer questions, make suggestions, give explanations, justify their reasoning, and participate in discussions

Promoting performance goals

A learning environment that focuses on performance goals can be correlated negatively with a learner's perceived competence

Image 4. Effects of social environment

Effective learning environment

Elements

- Consider the learner characteristics

- Content

- Skills

- Learner support

Wellness²

- Resources

- Assessment

- Environment

- Socio-cultural context

Inclusive and well-being learning and teaching methods

Well-being

Oxford English Dictionary: "The state of being comfortable, healthy, or happy."

New Economics Foundation: "Wellbeing can be understood as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives as a whole."

Can we measure well-being?

- One useful way of measuring wellbeing is the Warwick-Edinburgh Mental Well-Being Scale

- WEMWBS is suitable for adults aged 16 and above and also for use at a population level in teenagers aged 13 years and over in samples of over 100

- A shortened version the Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS), with 7 items is also available

- http://www.healthscotland.scot/health-topics/mental-health-and-wellbeing/wemwbs

- Requires registration but is free to use

Engagement, Wellbeing & Achievement

Image 5. Interactions between engagement, performance and well-being (image taken from https://hero-health.org/blog/understanding-the-relationship-between-engagement-and-health-well-being/)

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Techniques to:

- Involve the learners

- Support the learning process and self-development

- Open communication pathways

- Promote performance goals

- Personal wellbeing and self-development

- Encourage interaction, appropriate feedback & assessment

- Constant reevaluation

- Improve social & emotional skills of the learners

The trainer's role:

Inclusive Education Strategies for Educators:

- Create a safe, welcoming learning environment

- Use universal design principles to create accessible material and develop learning objectives

- Use a variety of instructional formats and plan the based on the learners' needs

- Know your learners' specific needs

- Develop a behavior management plan

- Provide flexibility in study to meet individual needs

- Encourage autonomy and independent learning

- Support collaborative inquiry

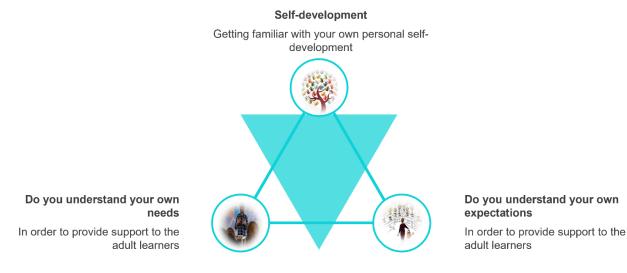**Communicating wellbeing**

Verbal & non-verbal communication

- One part of wellbeing concerns how we feel

- Expressing and showing how wellbeing is making everyone feel, either trainer or learner might be tricky

- Understanding body language and facial expressions is a trainable skill

Social Intelligence

Non-verbal communication

- The ability to carry on conversations with a wide array of people and verbally communicate with appropriate and tactful words, also known as "social expressiveness skills"

- Know how to play different social roles

- Ability to really listen to others

- Ability to efficiently analyze what makes people tick by paying attention to what they're saying and how they're behaving

- Ability to manage and control the image we portray to others

Support of learning/teaching process and the self-development of adult

Self-development

Getting familiar with your own personal self-development

Do you understand your own needs

In order to provide support to the adult learners

Do you understand your own expectations

In order to provide support to the adult learners

Image 6. Self-development, needs assessment, expectations

Self-development

Definition

- Personal Development is the conscious pursuit of personal growth by expanding self-awareness and knowledge and improving personal skills" (UKCPD)

→ A lifelong process

→ Includes activities that improve awareness and identity

→ Develops talents and potential, build human capital and facilitate employability, enhance the quality of life

→ Contributes to the realization of dreams and aspirations

Requires a framework

- An individual is usually the primary judge of improvement, but an assessment of objective improvement requires evaluation of standard criteria

- Personal development frameworks can include goals or that define the expected outcomes, strategies or plans for reaching goals, quantification, and assessment of progress, levels or stages that define milestones along a development path, and a feedback system to provide information on changes.

Continuing development in adult education should underpin the following:

- Creating partnership and cooperation

- Ensuring a relationship of trust & respect

- Setting clear rules and allocation of rights and responsibilities

→ An adult educator should be able to transmit the feeling of self-understanding to the learner

Creating trust maximizes the chances of getting all participants "on board

Milestones for self-development

- Preparation

- Enthusiasm

- Self-reliance

- Expertise

- Self-image

- Self-discipline

- Extraordinary performance

A sense of self

- Bringing your real self into the classroom

- Becoming authentic

- Aspects of teaching can be quite similar to those of acting

- We need to be able to transmit our real feeling about the topic we are teaching

- Are we enthusiastic about what we teach or our "teacherly self" is a bit more reluctant?

→ Learning our self and understanding our feelings should underpin all personal or professional development

→ Creating a teacher identity will enable a sense of wellbeing

The trainer and the learner

Self-development process includes both the learner and the trainer

Learner's needs:

- What do they already know?

- What sources of evidence

- have we used?

- What do they need to learn

- and do?

- How do we build on what they know?

Trainer's needs:

- How have we contributed to existing learning outcomes?

- What do we already know that we can use to promote valued outcomes?

- What do we need to learn to do to promote value outcomes?

- What sources of evidence/ knowledge can we utilize?

Impact and effect of the development:

→ How effective has what we have learned and done been in promoting our students' learning and well-being?

→ Has everyone been included in the changes?

Professional development

Planning for continuous professional development:

- On-going reflection

- Think through how you can develop your practice, identify strengths and barriers

- Identify areas for development within your practice

- Follow professional teaching standards

- i.e. 20 professional teaching standards by the UK: http://www.etfoundation.co.uk/professionalstandards

Expectations

Goal setting is paramount for self-improvement!

Think about the following:

- What are your goals? (Both short- and long-term)

- What help would you need to achieve your goals?

- What features of professional relationships are most helpful?

- How will you develop contacts related to your career goals?

Wellness²

- What concerns do you have about pursuing your goals?
- How will you maintain wellness?

Recording your self-development

Reflecting and Reviewing:

- Review goals, and make an honest assessment of your progress towards them
- Review your achievements over the period
- Review what you have learned
- Make a note of your review

Self-development & Wellbeing

Improving fulfillment and wellbeing by:

- Improving self-awareness
- Self-development is about making choices in life
- Self-development is about developing your strengths
- Self-development focuses on your body, mind, and spirit
- Self-development builds your confidence

Taking responsibility in learning process

"There are three things extremely hard: steel, a diamond, and to know one's self." Benjamin Franklin

Introspection

- Self-monitoring: this is a process of a simple scanning to simply observe what is going in our minds

🪷 POST TRAINING SELF-TEST

Post-Training Self Test	ANSWER	
	True	False
There any methods that I can utilize in order to overcome obstacles that limit my everyday motivation	◎	◎
Even seemingly insignificant change of my daily habits can effectively increase my personal motivation	◎	◎
I am aware that I need tangible reminders to stay motivated	◎	◎
People around me support me mentally and psychologically so I don't need to trust only help by qualified professionals		
Academic motivation is discussed in terms of self-efficacy, an individual's judgments of his or her capabilities to perform given actions.	◎	◎

Wellness²

Activity 1. Social and psychological aspects ensuring the learning environment

Learning objectives and outcomes:
- 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.

Step 1

Define psychological learning environment. 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.

Step 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.
- 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.

Step 3

- The participants should think about the effective learning environment according to their standards and write it down
- The participants should think about the effective learning environment according to their standards and write it down

>>> Duration: 60 minutes

Activity 2. Inclusive and well-being learning and teaching methods

Learning objectives and outcomes:
- 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.

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.

Step 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.

Step 2

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 organisation.

>>> Duration: 40 minutes

Activity 3. Support of learning/teaching process and the self-development of adults

Learning objectives and outcomes:
- 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.

Step 1

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.

Step 2

- Enhancing the self-development of adults.
- 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.

>>> Duration: 45 minutes

Activity 4. Career and self-fulfilment planning

Learning objectives and outcomes:
- 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.

Step 1

- Self-awareness and self-knowledge.
- 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.

Step 2

- Interactive Activity for a successful personal development plan.
- 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.

>>> Duration: 190 minutes

Activity 5. Taking responsibility in learning process.

Learning objectives and outcomes:
- 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.

Step 1

- Why is it important to take responsibilities during the learning process?
- 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.

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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.

Step 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)

>>> *Duration:* 20 minutes

🪷 M3. REFERENCES

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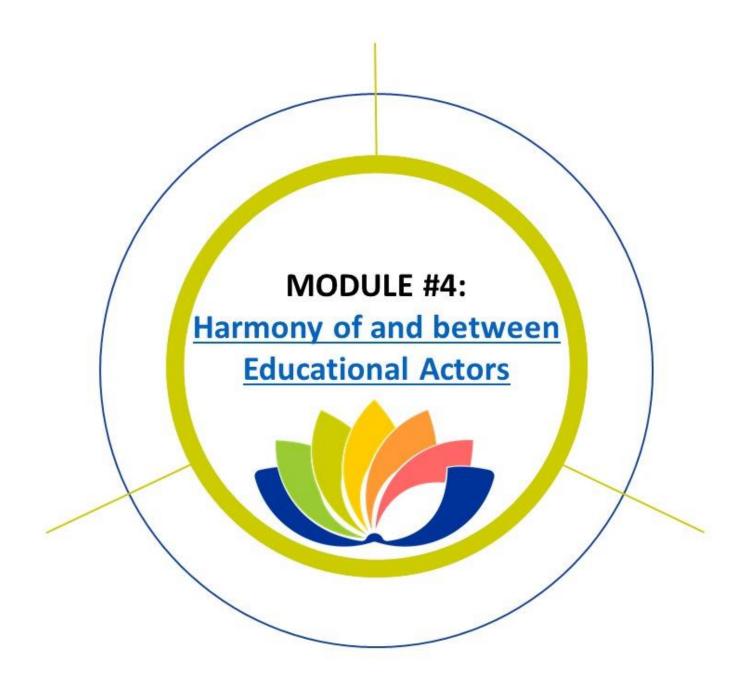
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Wellness²

MODULE #4:

Harmony of and between Educational Actors

Wellness²

MODULE #4: Harmony of and between Educational Actors

🌸 **Communication system among educational actors**
🌸 **Effective collaboration on workplace**
🌸 **Wellness approach to maintain sustainable and positive relations.**

🌸 OBJECTIVES

- To improve communication among educational actors and strengthen 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

🌸 TRAINING MATERIAL

- Pens, pencils, colours, a4 sheets, post it,
- Scissors, glue
- Flipchart, chairs
- Cards (specific for activities)

🌸 ONLINE RESOURCES

https://positivepsychology.com
https://epale.ec.europa.eu
Thematic Working Group on Quality in Adult Learning

Wellness²

Pre-Training Self Test	**ANSWER**	
	True	*False*
Organisational 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.	◎	◎
Well-being lifestyles and positive choices could be a trigger for Positive outcomes in group work relations.	◎	◎
Is it important to offer constructive feedback in a thoughtful way to increase mutual understanding at work.	◎	◎
Effective communication in the workplace is key to establishing strong relationships and getting important projects done.	◎	◎

🌸 THEORETICAL FRAMEWORK

Wellness approach to maintain sustainable and positive relations
What do we mean when we talk about educator wellbeing?

Wellbeing is about more than coping with negative situations – it also includes ideas about what it means to live a good life.

Perspectives on wellbeing are often divided in their approach. For example, subjective wellbeing encompasses ideas such as life satisfaction and the presence of positive emotion more frequently than negative emotion, while psychological wellbeing is concerned with ideas such as purpose in life and positive relationships with others. Most definitions agree that wellbeing is multidimensional, comprising physical, mental, emotional, and spiritual aspects.

This resource defines wellbeing in terms of the broad concept of 'feeling good and functioning well', in other words, a state where educators perceive job satisfaction, experience positive emotions more frequently than negative emotions, and function well both as a educator and in their other roles in life (as a parent, spouse, family member, friend and so on).

Functioning well includes supportive professional relationships, professional growth and a feeling of self-efficacy.

Why is it important to prioritise educator wellbeing in schools?

Educator wellbeing has a significant impact on schools, educators and students. Many of the negative effects of low wellbeing are well publicised, with stress or burnout being linked to attrition and the resulting educator shortages worldwide. This has led to calls for educator wellbeing to be taken seriously for the long-term sustainability of the profession. It is not only educator attrition that is a concern – low educator wellbeing can negatively affect students. Stressed or burnt-out educators have poorer relationships with students and the quality of their teaching decreases.

When schools prioritise educator wellbeing and help to ensure educators can flourish, this can promote better classroom climates and enable high quality teaching that leads to success for students. educator wellbeing is also linked to student wellbeing, and addressing educator wellbeing is an important first step in school-wide wellbeing programs to promote student wellbeing.

Evidence about wellbeing

As there is no one agreed upon definition of wellbeing, and it can encompass a range of ideas from positive emotions to purpose in life, the research evidence about educator wellbeing is diverse.

Positive, supportive and trusting relationships

Warm, trusting, and supportive relationships are essential for wellbeing, and schools with a positive climate and good social support help to reduce educator stress.

Building trust helps to foster positive relationships which are important because, when educators feel cared for and appreciated, it leads to better interactions with students which can positively impact student learning.

Support from leadership and workplace social support have also been shown to reduce educator burnout. The mentor educator has been identified as one of the most important factors in enhancing beginning educators' self-efficacy and reducing their stress levels. There is also evidence that support groups for new educators reduce feeling of isolation and help educators explore and develop their teaching identity.

What can schools do to support and promote educator wellbeing?

Schools can support educator wellbeing by considering how the organisational climate, social interactions, and educators' individual actions all contribute to educator wellbeing. The approach that schools take to promoting educator wellbeing will differ between schools, and different educators within a school will have different needs when it comes to improving wellbeing. A school-wide discussion about what wellbeing means to people, and how to promote it, can be a useful starting point for developing a school strategy to enhance educator wellbeing.

How can educators promote their own wellbeing?

In addition, educators need to take charge of their own wellbeing in order to flourish. For example, some schools have run mindfulness courses which have been shown to enhance wellbeing, but this also depends on commitment from individual educators. There will be variations in the wellbeing strategies that are the most appropriate, or most effective, for different educators at different times. educators can also support each other to enhance their wellbeing: for example, performing random acts of kindness has been shown to be beneficial to the giver's wellbeing as well as the receiver's.

The Importance of Collaboration in the Workplace

No successful organization runs successfully without collaboration in the workplace. Collaboration in the workplace involves individuals working together to solve problems across departments, management levels, and functions. This post will explore what workplace collaboration is, the benefits of collaboration in the workplace, and tips to improve collaboration.

Why collaboration in the workplace is important

If you think about collaboration in general, the goal is to maximize the success of a business. A group of individuals has more power and impact than a single person. Working in teams enables employees to share knowledge, work more efficiently and effectively. Each member of the team is like another resource or tool that team members can leverage to make better and smarter decisions. In addition, working together in teams promotes healthy employee relationships. Healthy employee relationships lead to better team performance and overall productivity.

Collaboration in the workplace improves:

- Optimized workflow processes
- Improved employee and team relationships
- Maximized productivity
- Increased efficiency

Benefits of collaboration in the workplace

Now that we've outlined why collaboration in the workplace is important, let's talk about some of the benefits. What are the outcomes to expect when employees engage in team collaboration? We mentioned the theme of increasing business success. Let's examine the contributing factors that lead to maximized project success.

Collaboration in the workplace:

Promotes problem-solving

Generally speaking, when diverse knowledge and skillsets are in the mix, it increases competence and experience. Individuals with different skill sets are able to solve problems more creatively and effectively because they are able to cover blind spots.

Spurs innovation

The diverse expertise and perspectives of your team will foster problem-solving. When people are constantly updated with new information, it continues the momentum and creates a continuous cycle of ideation that can expedite new and creative solutions.

Connects teams to the bigger picture

Many times the bigger picture gets buried when an individual is focused on a problem. Collaboration in the workplace brings together people with different backgrounds that can be leveraged to identify and see the bigger picture. In addition, it enables employees to make connections between various ideas and departments that break down siloes. This is valuable because it lends a higher purpose to employees.

Boosts learning and skills-sharing

When you have people working together, there is a tremendous opportunity for individuals to learn from each other. Because collaboration in the workplace requires feedback and viewpoints from various teams and team members, you're effectively connecting cross-functional teams. Because no two people have the same ideas, knowledge, and experience are transferred between individuals, enabling employees to expand their skills faster.

Increases employee satisfaction

Collaboration in the workplace helps create an open environment where people feel valued and heard. Employees who are happy positively contributes to a good company culture. In addition, employees who are excited to go to work every day tend to be more accountable and are less likely to leave the company.

Aligns distributed or remote teams

The workforce is more distributed than ever. Some organizations have multiple offices spread across the globe, some companies employ only remote workers, and some organizations have a hybrid of the latter two. It's even more critical to promote collaboration and include remote teams so that everyone stays updated, aligned, and connected. What happens is, remote employees start to feel siloed and lonely, which negatively impacts productivity and employee retention.

Tips to improve workplace collaboration

There are more than enough reasons that prove collaboration in the workplace is beneficial not only to your employees but to your entire company. Here are some tips to better collaboration:

1.Listen first, talk later. A large part of collaborating successfully between employees and teams is listening to one another and making sure that everyone feels acknowledged and heard. When you prioritize listening, you'll learn much quicker and be able to identify more gaps. Also, it builds trust, leading to better relationships.

2.Set ground rules and goals. When you have a large group of people collaborating in the workplace, it can become chaotic. Setting goals along with rules are necessary to keep everyone on track and focused on what's at hand. Goals should be iterated at the beginning of every collaboration meeting so that everyone is aligned. Rules will create a structure for the process. For example, to make sure that collaboration is efficient, you can set rules to limit time.

1.Lead by example. To encourage your team members to collaborate, you must lead by example. This means being respectful and open to new ideas, feedback, and opinions. This also means that you should take them constructively. Leaders should be transparent about processes and information and recognize that mistakes will be made.

2.Be flexible. Because there are various personalities and experiences in the mix, it's critical to continuously adapt to different practices and needs of team members. You should not expect everyone to follow a single process. Instead, recognize that there will be differences in the way others execute things and find different ways to approach those differences without being judgemental.

Success requires team collaboration

Collaboration in the workplace takes into account ideas, skills, experiences, and opinions. When individuals work together openly, processes and goals become more aligned, leading the group towards a higher success rate of achieving a common goal. With increasing competition in the market, it's become increasingly important to encourage collaboration in the workplace. Collaboration spurs creativity, improves productivity, and increases employee satisfaction. With the right mindset and practices, collaboration can be a unique differentiator for your company. The outcomes mentioned above prove that collaboration in the workplace is a critical contributor to overall business success.

Why is it Important for Educators to Have Effective Communication Skills?

Communication is key in the learning environment: successful teaching is generally considered to require only 50% knowledge to 50% communication skills. As a result, an educator should know how to utilise this proficiency effectively in the workplace. Being able to do this has been proven to impact the success learners achieve in their academic lives, as well as the educator's own career success. Communication is key in the learning environment: successful teaching is generally considered to require only 50% knowledge to 50% communication skills. As a result, an educator should know how to utilise this proficiency effectively in the workplace. Being able to do this has been proven to impact the success learners achieve in their academic lives, as well as the educator's own career success.

Communication skills are most vital for interactions with learners, because the act of teaching itself requires them. In your role, you are responsible for comprehending and breaking down complex information, conveying this information clearly to your learners (both verbally and in written resources), presenting in a manner that sustains their attention, and listening to and resolving their questions or problems.

You are also required to adapt content for different learning styles, motivate learners to learn, build supportive relationships using encouragement and empathy, manage the classroom, and give feedback – making your classroom a safe and supportive learning environment. All of these things require good communication skills.

Communicating with Colleagues

Teaching does not always involve independent work – it also requires collaboration. Whether you are planning lessons together, updating your colleagues on certain learners' progress, or sharing tips about how to handle issues in the classroom, good communication skills will be of use to you.

You might also utilise these skills in staff meetings and training sessions – being able to lead meetings, present in front of varied audiences, and give feedback to other staff could illustrate to your colleagues and superiors that you are a good candidate for promotion.

Strategies for Effective Communication

What we classify as 'good' or 'effective' communication depends on the context. When you are presenting in front of the class, you will use different strategies than when you are facilitating a group discussion, or speaking to a learner one-to-one.

Here, we will suggest seven strategies that are applicable to each of the contexts that you may encounter.

1. Create a safe learning environment with supportive relationships

It has been proven that supportive relationships between learners and teachers have a positive impact on class engagement, participation, and the learners' achievements. It has even been suggested that these supportive relationships may negate the tendency for low-income learners to have poorer school outcomes.

This is because, when learners feel supported, they are more comfortable expressing their own thoughts and ideas in class discussions, attempting challenges, and asking when they need help. Higher levels of engagement and participation then lead to better developed knowledge and greater achievement.

2. More teamwork

Teamwork and group discussions contribute to making the workplace a more comfortable environment. By working in small groups, people are able to share their ideas more easily, and improve their own communication skills. These activities also give them a good opportunity to ask you questions and get feedback on their work, leading to effective communication between you.

You could also try to improve your communication skills through teamwork with your colleagues. Planning more lessons together, sharing ideas, and problem-solving together will develop the way that you interact.

3. Body language

Communication is not only verbal, but also non-verbal: you should ensure that the signals you are giving out through your body language are positive, confident, and engaging.

For example, making eye contact with learners when you are talking to them shows that you are being supportive and attentive. Making eye contact is also important when you are presenting to the whole class – it motivates everyone to pay attention, which helps them to learn, as well as making them feel involved. In order to make more eye contact, you may have to learn your lesson content more thoroughly in advance, so that you don't have to look away to read your notes.

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4. Active listening

The 'listening' component of communication should not be overlooked – over 60% of all misunderstandings result from poor listening.

Active listening involves listening carefully to what your learners say, checking that you have understood them correctly (for example, repeating back to them what you think they have said), building on their ideas, and challenging or questioning them. It is the best approach to use to foster understanding in the classroom, and is an excellent example of effective communication.

5. Feedback

Feedback is also an important component of communication. There have been many studies focusing on feedback in recent years. It has been shown that positive feedback (i.e. praise) builds learners' confidence – making them more likely to believe that they can succeed – and helps to create a supportive environment and increase academic success.

Negative feedback is used more often in the classroom than positive feedback, and many researchers have argued that this should not be the case. While negative feedback can help learners to improve – for example, by changing their behaviour, or trying harder at a task – it does also contribute to conflictual relationships with learners

Finally, you should give learners and colleagues the opportunity to give *you* feedback on your lessons or teaching styles. This shows that you value their opinion, increases communication between you, and helps you to improve your teaching and their learning.

6. Sense of humour

The use of humour has been found to increase learning, self-motivation, and positive relationships between learners and teachers.

It allows you to establish a rapport with your class and your colleagues.

For example, you might tell jokes or funny anecdotes, give light-hearted personal examples, or laugh at learners' own jokes. However, you should ensure that you don't use negative humour – where you demean or embarrass learners – or humour that is either irrelevant to the lesson, disturbing, violent, sexual, or forced.

7. Be clear

Good communication – and good teaching – is about understanding and being understood. For this reason, you should always be clear and unambiguous, and adapt your words to your audience. Think about this while writing lesson plans (ensure that you break complex ideas down into simple, logical parts for your audience to understand), but also while you interact with your colleagues.

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POST TRAINING SELF-TEST

Multiple choice, you can select more than one option.

Post-Training Self Test	
Please select the main aspects of communication:	
Physical	❑
Linguistic	❑
Cognitive	❑
Behavioural	❑
The most common reason of misunderstanding at work are:	
Strong Leadership	❑
Personality-Based contrast	❑
Creative Idea	❑
Bad listening	❑
The negative effects caused by poor harmony between educational actors are:	
Interfere with empathy	❑
Stomach-ache	❑
Obstruct exploration of more alternatives	❑
Delay decisions	❑
What is EPALE:	
Electronic Platform for Adult Learning in Europe	❑
Extreme Path and Logical Emotions	❑
The European platform for youth	❑
European Platform for Language Evaluation	❑

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Activity 1. Basic Communication skills

Learning objectives and outcomes:
- 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.

Step 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.

Step 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.

>>> *Duration:* 60 minutes

Activity 2. Active listening

Learning objectives and outcomes:
To enhance the importance of active listening and giving participants a chance to practice their skills.

Step 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. 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.

>>> *Duration:* 45 minutes

Activity 3. How to improve Workplace Communication Skills

Learning objectives and outcomes:
- To develop listening, clarity and potential strategies in communication.
- To express expectations, needs, and more, it helps to clarify and create common ground.

Step 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?

>>> *Duration:* 45 minutes

Activity 4. Concentric Circles

Learning objectives and outcomes:
- To enhance the understanding of other people's perspectives
- To validate people feelings and potentially avoid the stress of misunderstandings

Step 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?

>>> *Duration: 45 minutes*

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Activity 5. Conflict-Resolution

Learning objectives and outcomes:
- To giving constructive feedback
- To solve conflict at work using communication skills.

Step 1

This activity can be implemented 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. 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. 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 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?

>>> Duration: 45 minutes

Activity 6. Building sustainable relation at work

Learning objectives and outcomes:
- To help your co-worker in practicing empathetic listening and other skills
- To build sustainable relations at work

Step 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.

>>> *Duration: 45 minutes*

M4. REFERENCES

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MODULE #5:
Flexibility
of the System

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MODULE #5: Flexibility of the System

🌸 Support the learning process and self-development of adults
🌸 Personal well-being and self-development, avoid burnout
🌸 The diversity of the learning community and 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

🌸 ONLINE RESOURCES

Online materials will be distributed in pdf format (content by Promimpresa)

- **online module 1:** 20 minutes - individual exercise on "what's your own situation?" to think about the elements of an inclusive, learning-friendly classroom.

- **online module 2:** 30 minutes: 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 Behavioural change promotion, mainstream education for learner return, flexibility in programme delivery, strong links between, guidance and counselling services.

- **online module 3:** 20 minutes **"**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

Pre-Training Self Test

In your opinion what this definition means "Providing choices, not closing doors"?

adapt their learning pathway as they go along, to suit their interests and abilities	❏
make transitions from one learning pathway to another	❏
leading the trainees to dropping out	❏

Which are the key skills necessary to promote wellbeing in adult educators and learners?

Lead and Teach with Your Strengths	❏
Experience feeling of belonging	❏
Engaged, thriving schools begin with educators, so take care of the people who are taking care of your students.	❏
All the previous answers	❏

What is assertiveness?

ability to clearly express emotions and opinions	❏
ability to clearly and effectively express emotions	❏
ability to express one's emotions and opinions clearly and effectively without however offending or attacking the interlocutor	❏
ability to express one's emotions and opinions clearly and effectively, if needed, by attacking the interlocutor	❏

In your opinion, how much is important to offer mutual feedback?

It's fundamental to offer feedback if someone asks for it	❏
It's fundamental to offer feedback even if someone doesn't ask for it	❏
It's important to offer feedback if someone is emotionally ready to receive it	❏
It's not important to offer feedback	❏

🪷 THEORETICAL FRAMEWORK

Wellbeing dimensions, fields & stages

Now we are going to revisit the different fields of wellbeing, the different dimensions to which they apply and their different timings for their application (temporal applications).

Over the course of this training, we've established that there are a number of wellness fields that require our attention in order to create an optimal learning/working environment, namely:

- **Occupational**

- **Intellectual**

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- **Emotional**

- **Physical**

- **Social**

- **Spiritual**

- **Financial**

- **Environmental**

What's important to understand that each of these dimensions have different levels of implementation i.e., they could apply to the following:

- **Individual behavior, personal habits**

- **Lesson structure**

- **Course design**

- **Company culture and development**

In addition to each of these levels, each wellness dimension could be applied to one of three key stages:

- **Before (behavior, lesson, course, company project)**

- **During (behavior, lesson, course, company project)**

- **After (behavior, lesson, course, company project)**

All these 3 key components present a vast amount of variation in application.

How is this important to us? Here's the prime takeaway.

The dimension of wellness, the level and the stage of implementation will depend on both your personal and your collective's priorities.

In other words – how, where, and when you are going to work on the development of wellbeing in your world depends on the following:

- **The things you already have established and do well within your organisation**

- **The things that you want to change and do better**

- **The things that hold highest priority**

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The truth & myth of learning styles & modalities

The theory of learning styles (better specified as learning modalities) is one the most popular and misunderstood theories of our current times. It makes fairly simple, intuitive sense which leads educators to take it at face value. While there certainly is value in taking learning modalities into consideration, the conclusions related to its applications (according to research) are a bit different than what is commonly belief.

There are three key conclusions that need to be considered:

- Matching the studied material to the **preferred learning style** of the student does **NOT** show any significant effect on learning.

- Stacking **multiple modes** for presenting and interacting with information **DOES** show more significant effect on learning.

- Making sure that the principle **learning modality matches** the purpose and essence of the **information DOES** show more significant effect on learning.

The following example from the science journal Frontiers illustrates that point perfectly.

Imagine this: you determine you are a visual learner, meaning you prefer instructions that are presented visually. In French class, you are working on developing your conversational skills and accent. You read and see many written examples of conversations and there are even phonetic spellings presented (the words are written out the way they sound), but your preference for visual information is really not helping you speak better French. You struggle to pronounce many words and to understand what a French speaker is saying. Your learning style, "visual learner," does not seem to help you learn better in this situation! Learning a language and the practice of that language require the coordinated use of seeing, hearing, and doing. In addition to these three skills, memory, emotion, motivation, thinking, and imagination are also important parts of the learning process.

Trying to organize and limit a training around a specific student preference could potentially be harmful to learning.

This is because learning happens in an interconnected way.

Remembering any piece of information is related to processing that information using multiple senses. In addition, depending on the learning goal, there will be a modality that will account for the effectiveness and volume of the material acquired.

Therefore, limiting students to a particular learning style that they recognise as their preferred could significantly impair the learning and as a result, reducing the rate of acquisition for new knowledge, skills and abilities.

This is why it is always better to consider which modality will be most effective, followed by other modalities (as many of them as possible) to secure proper learning. Then, by accounting for multiple modalities in your

instructional design, the preferred student modalities will surely find their way as a pleasant, naturally occurring addition to the design of your curriculum.

So, here's how to make use of learning modalities (modes).

1. First, always keep in mind the two mentioned <u>fundamental principles</u>:
    - **Include more learning modes**

    - **Make sure they are different regarding the primary sense which is engaged in the learning process**

2. Knowing this, think about the following. How can you enhance the:
    - **Individual's input (perceptions) learning experience**

    - **Individual's output (hands-on) learning experience**

    - **Collective input (perceptions) experience**

    - **Collective output (hands-on) experience**

3. Reflect & Discuss
    - **What is the primary output goal of your subject/learning?**

    - **What is the inputs that you are following?**

    - **What are the inputs that you can add?**

    - **How can you add these inputs?**

Communicating & negotiating change

Knowing when and what change is necessary one thing. Communicating and negotiating your way to its implementation is a completely different story.

In the following lines you are going to learn what you need to know to make your communication healthier and engage well-being friendly negotiation.

Underlying Needs
Healthy negotiations represent the process of uncovering the underlying needs that every party is looking to accommodate for and the perspective that they have as the optimal course of action. A proper end result is having every party being on the same page, and agreeing on how to proceed.

According to Roy Lewicki and Alexander Hiam, negotiation strategies are formed around two main criteria:

- **Concern for the relationship**
- **Concern for the issue**

Following these 2 criteria we can elaborate a matrix with the following 5 negotiation strategies:

Avoid: "No Way"
Not addressing the conflict, either by withdrawing from the situation or postponing dealing with the issues.

Accommodate: "Your Way"
Giving in to another person's point of view or paying attention to another person's concerns, sometimes at the expense of your own needs.
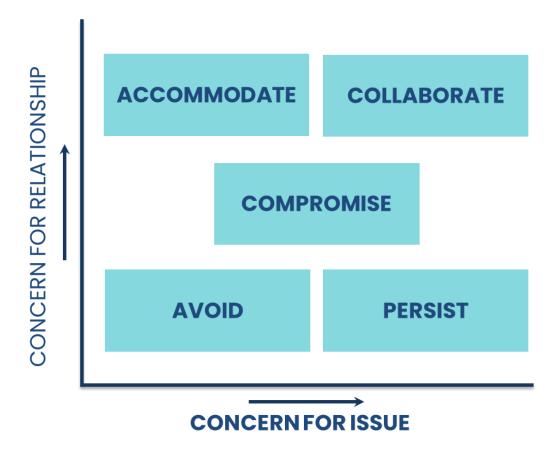
Control (Compete/Persist): "My Way"
Pursuing personal concerns at another's expense. Competing can also mean "standing up for your rights," defending a position you believe is correct, or simply trying to win or control the situation in your favor.

Compromise: "Half Way"
Looking for a middle ground by splitting the difference. The solution partly satisfies each person involved.

Collaborate: "Our Way"
Working together by talking about the issues, coming up with solutions, and agreeing up a solution that satisfies the needs of everyone.

Different approaches might work best depending upon how important the relationship and the issue are in the situation.

Notice that the vertical axis represents the importance of relationships.

- **Approaches high on the vertical** axis represent a high regard for the relationship.

- **Approaches low on the vertical** axis represent the opposite: low regard for the relationship during and after the conflict.

An "important relationship" does not necessarily mean that you like the person. If you have to interact with them often, you are still interdependent with them.

The Horizontal axis represents the importance of attaining the goal.

- **Approaches far to the right** on the axis represent a high regard for the issue in the conflict. In other words, the goal of these approaches is to attain a certain outcome in the conflict.

- **Approaches far to the left** on the axis represent the opposite: low regard for achieving the goal.

Picking the right approach for the situation.
Avoid – you have a low regard for the issues/goals and relationships. If the situation is not a big deal and you will likely not see the other person again.

You also want to use this approach if you are going to be physically hurt or if you or the person you are in conflict with is not calm enough to handle the situation well.

Accommodate – you have low regard for the issues/goals and high regard for the relationships. You don't really care about the outcome or care as much as the person you are in a conflict with.

If you and a friend are going to a movie, and they really want to see one and you kind of want to see another, you may go see the movie your friend wants to see.

Compete (Control/Persist) – you have high regard for the issues/goals and low regard for the relationships. If someone is taking advantage of you or is not listening to you.

Compromise – you have a medium regard both for the issues/goals and the relationships. If there are limited resources (things): if you both want a cookie and there is only one left, you could split it.

Collaborate – you have a high regard for the issues/goals and the relationships. Whenever the conflict is about something important and you have the time to come up with creative solutions.

If you have a conflict with a person about how to split up the work for a group project for school.

Sometimes things are not that straight forward
It is often necessary to use more than one approach in a single conflict. Example: if either you or the person you are in conflict with are too angry to productively talk with one another, you may need to avoid the conflict until you both have cooled down and are able to compromise or collaborate.

![Wellness² logo]

5 Steps to healthier negotiations

Have a concrete strategy
The first, Biggest challenge in negotiations is that people approach issues without having a specific strategy as a reference for resolving it. It helps to have a min-max strategy. This works by considering questions similar to the following:

1. What is the minimum I can accept to resolve the conflict?

2. What is the maximum I can ask for without appearing outrageous;

3. What is the maximum I can give away?

4. What is the least I can offer without appearing outrageous?

Try also to predict the answers the other person will have to these questions and prepare accordingly. Just remember that preparation doesn't mean that you are going to project your answers onto the other person - preparation allows you to relieve and prepare for the discussion but is not a substitute to active listening.

Listen Carefully & Aim to Understand
This involves continuously checking to see if you are understanding the other person. Restate the other's position to make sure you are hearing them correctly.

Using listening tools when resolving conflicts will lead to mutually satisfying and lasting resolutions. What is the greatest listening tool you may ask? The answer is right here – questions!

Here are some questions and phrases to help become better communicator and negotiator:

- **Encourage**: "Tell me more about why you think …"

- **Clarify**: "What do you mean? How so?"

- **Restate**: "So, let me know if I am understanding this correctly."

- **Reflect**: "You seem…; I feel you are…; I hear you…; I understand that you…"

Separate Problems from People
People are not the problem. When engaging in negotiations, don't think "how to deal with this person", but "what is the problem that we both want to resolve". Avoid the tendency to make direct, confronting comments related to people's personality responses and the situation.

When people are angry, unsettled or attacked, their mind moves away from trying to solve the true problem athand. Maintain a rational, goal oriented frame of mind. Allow for enough time and room where others can blow off some steam (within reasonable boundaries, of course). Whatever the case may be - don't take things personally and aim at understanding the problem that creates the aggression in the first place.

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While there are people who we work with lesser or greater ease, it is important to understand that people and problems are different things.

Look for win-win solutions
Beneath every personal perspective there's an underlying interest or need. Look and identify both yours, as well as those of all other parties. Even in what appears to be win-lose situaitons, take some space and time to find what would be the win-win.

Look for an integrative solution, come up with more alternatives and frame each option in terms of the other people's interests.

Create Options
Finding multiple solutions to a situation and presenting all of them often may lead to taking the best solution. This is because we as people thrive better when we have a better sense of control.

One of the best ways to breed sense of control is by providing the freedom of choice. And the freedom of choice starts with the opportunity for choice.

In terms of practice, this happens by preparing a BATNA - Best Alternative to a Negotiated Alternative. This means that you are always having at least 5 possible outcomes to a negotiation.

- You have your best outcome (as planned)
- You have your best alternative (a solution which is the best thing you can go for if you don't agree on a solution through the negotiation)
- The actual negotiation alternative (the result that you agree on as a consequence of the negotiation)
- They have their best outcome
- They have their best alternative

Knowing all this, you should do the following.

First, make sure to prepare you own best outcome alternative - in doing so you ca ground yourself and approach everything with a "walk away" mentality. A walk away mentality means that you are literally (and figurativelly) willing to walk away from the negotiation if you see that it's going in a direction which far below what you are willing to accept as an outcome.

Second, make sure that you know the other people's best alternatives and even change them. If it happens that their alternatives are not as good as your this may give you some extra leverage.

Summarize
Just like the active listening restating technique, summarizing is about making a check-point, being on the same page with all other parties and moving forward together. For this reason, after each major point you want to summarize what has been said and agreed upon. Focus on what is to be done and approach the negotiation as a dialogue about something that you are solving together - at this very moment.

Activity 1. Flexibility of the system to enhance diversity

Learning objectives and outcomes:
- 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.

Step 1:

20 minutes: ice breaking game:

Sticky notes: my Expectations, my goals, topics to focus on.

Description: 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.

Step 2:

50 minutes: Participatory presentation. Description: 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.

Step 3:

30 minutes: discussion in group of 6 people to figure out determining factors to guarantee a flexible learning environment

Description: 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.

Step 4:

45 minutes: 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)

Description:

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 around 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?

>>> *Duration: 165 minutes*

Activity 2. Skills to improve the groups adaptability and flexibility

Learning objectives and outcomes:

- 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.
- The capacity to control and regulate emotions of one's own and those of others, moderating negative emotions and increasing positive ones.

>>> *Duration: 150 minutes*

Step 1:

60 minutes: "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 its implication on our community level activities. Also assess what capacities people at different levels need to listen to others.

Wellness²

Timeframe · 30 minutes to complete the Power Walk · 30 minutes (minimum) for plenary discussion

Step 3:

20 minutes: 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.

Step 4:

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

Description:
Duration: 30 minutes.

- Separate participants into groups of 4 or 5 and give them a large marker pen and a large sheet of paper.
- Inform the teams that they must answer the 3 questions:
    I.   How would you define conflict management?
    II.   What negative problems might be caused by conflict in the workplace?
    III. What positive outcomes can result from conflict in the workplace?
- Ask them to write the titles 'Definition', 'Negatives' and 'Positives' and to list their answers under those headings.
- 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.
- 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.
- These sheets of paper can be taped to a board or somewhere in the classroom. to be viewed during the training.