



## ERASMUS+ VITALITY TRAINING PROGRAMME (NETHERLANDS)

Suggested Training Time: 1,5 – 4 hours per session

### Course Outline

- Theme 1: What is vitality?
  - Session 1: Who is healthy?
  - Session 2: The origin of Positive Health
  - Session 3: Applying Positive Health to your own health
- Theme 2: The spiderweb conversation tool applied
  - Session 4: Basics of the spiderweb conversation tool
  - Session 5: Applying the spiderweb conversation tool
  - Session 6: The principles of the alternative dialogue
- Theme 3: Applying Positive Health in practice
  - Session 7: Effective communication
  - Session 8: Practicing the alternative dialogue
  - Session 9: Practicing the alternative dialogue (continuation)

Materials: Youtube videos, online learning environment 'Xerte', post-its, Vitality Lab, PowerPoint.

Activities include: individual assignments, group discussion, case studies, role play, practicing, online quiz, mindmap, moodboards.





Topic and Training Objectives	Training and Learning Activities	Resources	Assessment Methods	Notes
<p><b>Session 1: Who is healthy?</b></p> <p><b>Objectives:</b></p> <p>By the end of this session students should be able to:</p> <ul style="list-style-type: none"> <li>explain the basics of Positive Health.</li> </ul>	<p><b>Introduction:</b> When we talk about health, we often talk about health problems, diseases and how to treat them. From the concept of ‘Positive Health’ the student will learn to look at health from a broader perspective. The focus is not on diseases or conditions, but on the person himself. The focus is on the client’s resilience, the things that give meaning to their lives and their ability and possibilities to make choices about their own health. The definition of Positive Health is as follows: “Health as the ability to adapt and self-manage in the face of social, physical and emotional challenges in life.”</p> <p><b>Activity 1:</b> Entry quiz</p> <ul style="list-style-type: none"> <li>Gives an overview of what will be discussed during theme 1.</li> <li>Shows to what extent the student is familiar with Positive Health.</li> </ul> <p><b>Activity 2:</b> Making a mindmap about Positive Health (group assignment)</p> <ul style="list-style-type: none"> <li>What do you think about Positive Health? What comes to mind?</li> </ul> <p><b>Activity 3:</b> Case Marc Evers, Paralympic swimming champion (group assignment)</p> <ul style="list-style-type: none"> <li>Group discussion and short presentation about this case.</li> <li>Is Marc Evers healthy according to Positive Health?</li> <li>Other examples of people who live according to the concept of Positive Health?</li> </ul> <p><b>Activity 4:</b> Health apps and positive health</p> <ul style="list-style-type: none"> <li>Exploring GGD Appstore.</li> <li>Discussing existing health apps related to the six dimensions of Positive Health.</li> </ul>	<p>Online learning environment ‘Xerte’</p> <p>PowerPoint</p> <p>Post-its</p> <p>Youtube video Paralympic swimming champion Marc Evers: <a href="https://www.youtube.com/watch?v=TMfuxC NQ8os">https://www.youtube.com/watch?v=TMfuxC NQ8os</a></p> <p>GGD Appstore (including Youtube video <a href="https://www.youtube.com/watch?v=yy3ekkr sdbY">https://www.youtube.com/watch?v=yy3ekkr sdbY</a>)</p>	<p><i>To check the level to which students are meeting the learning objectives</i></p> <ul style="list-style-type: none"> <li>Online quiz</li> </ul>	<p><b>Theme:</b> 1 (What is vitality?)</p> <p><b>Timing session:</b> 2 hours</p>





<p><b>Session 2: The origin of Positive Health</b></p> <p><b>Objectives:</b></p> <p>By the end of this session students should be able to:</p> <ul style="list-style-type: none"><li>• explain the vision of which the concept of Positive Health is originated;</li><li>• explain what health is according to the definition of the WHO and according to the concept of Positive Health;</li><li>• explain the differences between these two definitions;</li><li>• reflect on how they can apply Positive Health.</li></ul>	<p><b>Introduction:</b> After World War II, the World Health Organization came up with a definition of health that was sufficient at the time. The times we live in now require a different approach to health.</p> <p><b>Activity 1:</b> Case Marc Evers, Paralympic champion (group discussion)</p> <ul style="list-style-type: none"><li>• Discussing Marc's health according to the definition of the WHO.</li></ul> <p><b>Activity 2:</b> Online quiz (individually)</p> <ul style="list-style-type: none"><li>• Text about the WHO and their definition of health.</li><li>• Students fill in the missing words.</li></ul> <p><b>Activity 3:</b> Group discussion</p> <ul style="list-style-type: none"><li>• Students will answer six questions individually.</li><li>• The answers will be discussed in groups.</li><li>• Questions:<ul style="list-style-type: none"><li>○ What is the WHO and what is its purpose?</li><li>○ What was the WHO definition of health in 1948?</li><li>○ What were the main diseases between 1948 and 1955?</li><li>○ What was the reason for developing a new concept of health?</li><li>○ Why is a description of health necessary?</li><li>○ What is the thought or idea behind Positive Health?</li><li>○ How could you apply the tool of Positive Health in your current/future work or internship?</li></ul></li></ul> <p><b>Activity 4:</b> Online quiz</p> <ul style="list-style-type: none"><li>• About Blue Zones and positive health.</li><li>• Answers will be discussed in groups.</li></ul>	<p>Online learning environment 'Xerte'</p> <p>PowerPoint</p> <p>Youtube video by iPH about the origins of Positive Health: <a href="https://www.youtube.com/watch?v=TYGFOxaRRio&amp;t=1s">https://www.youtube.com/watch?v=TYGFOxaRRio&amp;t=1s</a></p> <p>Youtube video about Positive Health: <a href="https://www.youtube.com/watch?v=BgG4nVmX9GU">https://www.youtube.com/watch?v=BgG4nVmX9GU</a></p> <p>Youtube video Blue Zones: <a href="https://www.youtube.com/watch?v=PvKS4HggX2k">https://www.youtube.com/watch?v=PvKS4HggX2k</a></p>		<p><b>Theme:</b> 1 (What is Vitality?)</p> <p><b>Timing session:</b> 2 hours</p>
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<p><b>Session 3: Applying Positive Health to your own health</b></p> <p><b>Objectives:</b></p> <p>By the end of this session students should be able to:</p> <ul style="list-style-type: none"><li>• explain the vision of which the concept of Positive Health is originated;</li><li>• explain what health is according to the definition of the WHO and according to the concept of Positive Health;</li><li>• explain the differences between these two definitions;</li><li>• reflect on how they can apply Positive Health.</li></ul>	<p><b>Introduction:</b> In this session you will look at your own health from the perspective of Positive Health and you will learn how to apply it in daily life. You will visit the Vitality Lab of ROC Midden Nederland. In the Vitality Lab you will experience the dimensions of Positive Health. If you have already visited the Vitality Lab, this visit is an in-depth look at what you already know and have experienced.</p> <p><b>Activity 1:</b> Positive Health test</p> <ul style="list-style-type: none"><li>• Students will fill in a test about their own health (according to the six dimensions of Positive Health) via <a href="https://mijnpositievegezondheid.nl/">https://mijnpositievegezondheid.nl/</a></li></ul> <p><b>Activity 2:</b> Individual assignment</p> <ul style="list-style-type: none"><li>• Students reflect on the test results of activity 1.</li><li>• Questions<ul style="list-style-type: none"><li>○ What do you think about your score? What stands out? What would you like to change? How could you do that?</li><li>○ Choose two factors of two dimensions and describe how you implement this in your daily life, so it positively influences your health.</li></ul></li></ul> <p><b>Activity 3:</b> Assignment in pairs</p> <ul style="list-style-type: none"><li>• Students discuss the outcome of activity 1 and 2 in pairs.</li><li>• Students discuss how they deal with the six dimensions in daily life; what they would like to change; how they could do this; and who or what could be helpful.</li></ul> <p><b>Activity 4:</b> Visit to the Vitality Lab</p> <ul style="list-style-type: none"><li>• In the Vitality Lab students will experience every dimension of Positive Health through different games.</li></ul>	<p>Online learning environment 'Xerte'</p> <p>PowerPoint</p> <p>Vitality Lab</p> <p>Youtube video by iPH on how to look at your own health from the perspective of Positive Health: <a href="https://youtu.be/I04GmdTRvbc">https://youtu.be/I04GmdTRvbc</a></p>		<p><b>Theme:</b> 1 (What is Vitality?)</p> <p><b>Timing session:</b> 2,5 hours</p>
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<p><b>Session 4: Basics of the spiderweb conversation tool</b></p> <p><b>Objectives:</b></p> <p>By the end of this session students should be able to:</p> <ul style="list-style-type: none"><li>name the six dimensions of Positive Health;</li><li>make suggestions for suitable activities for each dimension.</li></ul>	<p><b>Introduction:</b> Positive Health is a way of looking at health more broadly and is divided into six dimensions. The six dimensions of Positive Health are: bodily functions, mental well-being, meaningfulness, quality of life, participation, and daily functioning.</p> <p><b>Activity 1:</b> Online quiz</p> <ul style="list-style-type: none"><li>About the spiderweb conversation tool.</li></ul> <p><b>Activity 2:</b> Memory game</p> <ul style="list-style-type: none"><li>Students need to pair up the right dimension with the right description.</li></ul> <p><b>Activity 3:</b> Online quiz</p> <ul style="list-style-type: none"><li>Students see different examples/scenarios and need to choose which dimension is being addressed.</li></ul> <p><b>Activity 4:</b> Group assignment</p> <ul style="list-style-type: none"><li>Students make a moodboard for one of the dimensions of Positive Health with images, notes, drawings, photos, etc.</li><li>Every group presents their moodboard to the other students.</li></ul> <p><b>Activity 5:</b> Case 'Samir and Trudie' (mindmap)</p> <ul style="list-style-type: none"><li>Students think of suitable activities that could help Samir and Trudie with their wish of change.</li><li>Students make a mindmap about the activities Samir and Trudie could do.</li><li>Students think about how the spiderweb of Samir and Trudie would look like after two months and give an explanation.</li><li>Students present and discuss the mindmap.</li></ul> <p><b>Activity 6:</b> Final individual assignment</p> <ul style="list-style-type: none"><li>For each dimension, students need to look for a suitable activity for the target group they are currently working with or will work with.</li></ul>	<p>Online learning environment 'Xerte'</p> <p>PowerPoint</p> <p>Case studies (comics)</p> <p>Youtube video by iPH that explains the spiderweb conversation tool: <a href="https://youtu.be/vEjGN6QTSpk">https://youtu.be/vEjGN6QTSpk</a></p> <p>The spiderweb conversation tool</p> <p>Youtube video about loneliness among young people: <a href="https://youtu.be/kqzN8T5wB8w">https://youtu.be/kqzN8T5wB8w</a></p> <p>Website for making a moodboard: <a href="https://roomed.nl/online-moodboard-maken-gratis/">https://roomed.nl/online-moodboard-maken-gratis/</a></p>		<p><b>Theme:</b> 2 (The spiderweb conversation tool applied)</p> <p><b>Timing session:</b> 4 hours</p>
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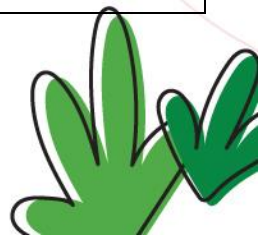


<p><b>Session 5: Applying the spiderweb conversation tool</b></p> <p><b>Objectives:</b></p> <p>By the end of this session students should be able to:</p> <ul style="list-style-type: none"><li>use the spiderweb during a conversation to find out what is important to the other person and to reflect on this.</li></ul>	<p><b>Activity 1:</b> Case Ido and Kirsten (online quiz)</p> <ul style="list-style-type: none"><li>Students watch a video of Ido and Kirsten. Ido filled in the spiderweb. Kirsten is having 'the alternative dialogue' with Ido about his spiderweb.</li><li>Students answer questions about the spiderweb of Ido.</li></ul> <p><b>Activity 2:</b> Case Ido and Kirsten (group discussion)</p> <ul style="list-style-type: none"><li>Students reflect on the conversation between Kirsten and Ido.</li><li>What do you think of the conversation Kirsten and Ido are having? What does she do well? What could she do better?</li><li>Students write down one 'golden' communication tip and share it with the rest of the group.</li></ul> <p><b>Activity 3:</b> Poem 'See me' (group discussion)</p> <ul style="list-style-type: none"><li>Students discuss the following questions and write down the answers.<ul style="list-style-type: none"><li>What do you think it takes to really see someone?</li><li>Think about the conversation of Ido and Kirsten. Do you think Kirsten really sees Ido?</li><li>Think about a situation where you <i>really</i> saw someone. What did you do and what did the other do?</li><li>What did it take for you to really see the other person?</li></ul></li></ul> <p><b>Activity 4:</b> Experiment of Amnesty UK</p> <ul style="list-style-type: none"><li>Students look at each for 4 minutes.</li></ul>	<p>Online learning environment 'Xerte'</p> <p>PowerPoint</p> <p>Video of an example on how to use the spiderweb during a conversation (example Ido and Kirsten): <a href="https://youtu.be/YWM_GyVZcGE">https://youtu.be/YWM_GyVZcGE</a></p> <p>Poem 'See me' that describes the situation of an old man in a nursing home: <a href="https://youtu.be/cwXxlXchCdk">https://youtu.be/cwXxlXchCdk</a></p> <p>Experiment of Amnesty UK. People from different countries, with different backgrounds and from a different culture look at each other for 4 minutes: <a href="https://youtu.be/nVZwxBKRTFs">https://youtu.be/nVZwxBKRTFs</a></p>		<p><b>Theme:</b> 2 (The spiderweb conversation tool applied)</p> <p><b>Timing session:</b> 2,5 hours</p>
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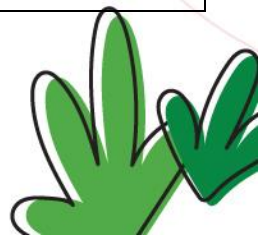


<p><b>Session 6: Effective communication</b></p> <p><b>Objectives:</b></p> <p>By the end of this session students should be able to:</p> <ul style="list-style-type: none"><li>• find out in a conversation what the other desires to change;</li><li>• Look for actions of change with the other;</li><li>• Reflect on the abovementioned.</li></ul>	<p><b>Introduction:</b> In the introduction attention will be paid to a safe learning environment, so every student feels safe to share things and respect each other.</p> <p><b>Activity 1:</b> Case Ido and Kirsten 2.0 (group discussion)</p> <ul style="list-style-type: none"><li>• Students discuss the following questions:<ul style="list-style-type: none"><li>○ What do you notice about this conversation (the alternative dialogue)?</li><li>○ What makes ‘the alternative dialogue’ different from a ‘normal’ conversation between friends?</li></ul></li><li>• Students answer questions about the spiderweb of Kirsten.</li></ul> <p><b>Activity 2:</b> Online quiz</p> <ul style="list-style-type: none"><li>• Students get information about the principles of ‘the alternative dialogue’ and about different types of questions.</li><li>• Students see examples of questions and need to answer whether they are open, closed or leading questions.</li></ul> <p><b>Activity 3:</b> Group discussion</p> <ul style="list-style-type: none"><li>• Students fill in the spiderweb digitally or on paper and then discuss the following questions:<ul style="list-style-type: none"><li>○ What are the advantages of the digital spiderweb and the spiderweb on paper?</li><li>○ When would you use the digital one and when would you use the one on paper?</li></ul></li></ul> <p><b>Activity 4:</b> Practicing</p> <ul style="list-style-type: none"><li>• In groups of two or three students will practice a dialogue together by using the action wheel and examples of open questions.</li><li>• Students write down what they would like to change.</li></ul> <p><b>Activity 5:</b> Listening</p> <ul style="list-style-type: none"><li>• Students make groups of three or four: one narrator, one listener and one observer. The students do this exercise three times and switch roles.</li></ul>	<p>Online learning environment ‘Xerte’</p> <p>PowerPoint</p> <p>Video of an example on how to use the spiderweb during a conversation (example Ido and Kirsten 2.0): <a href="https://youtu.be/Nj9fuSXZVdQ">https://youtu.be/Nj9fuSXZVdQ</a></p> <p>Action wheel</p>	<ul style="list-style-type: none"><li>• Final assignment: students reflect on what they have learned.</li></ul>	<p><b>Theme:</b> 2 (The spiderweb conversation tool applied)</p> <p><b>Timing session:</b> 2,5 hours</p>
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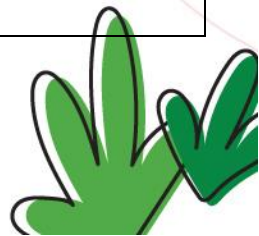
	<ul style="list-style-type: none"> <li>• The narrator talks about what they would like to change.</li> <li>• The listener doesn't talk but just listens.</li> <li>• The observer observes.</li> <li>• After the exercise the narrator and the listener tell how they experienced the exercise. The observer tells what he or she noticed.</li> </ul> <p><b>Activity 6:</b> Buddies</p> <ul style="list-style-type: none"> <li>• The three students become each other's buddy and stimulate and help each other in what they would like to change.</li> <li>• Students discuss how they will encourage each other and write down agreements.</li> </ul> <p><b>Activity 7:</b> Reflecting</p> <ul style="list-style-type: none"> <li>• After a while students reflect on the past week(s) and answer the following questions: what was it like to identify what you would like to change? What was the effect of your buddy? What did you like? And what not? In what case will you succeed or fail to change behaviour?</li> <li>• The students practice the alternative dialogue again and identify further points of action.</li> </ul>			
<p><b>Session 7: Effective communication</b></p> <p><b>Objectives:</b></p> <p>By the end of this session students should be able to:</p> <ul style="list-style-type: none"> <li>• guide clients in a coaching manner and can reflect on his/her own</li> </ul>	<p><b>Introduction:</b> In the previous sessions you have become acquainted with the concept of Positive Health and you are able to use the spiderweb conversation tool in conversations. However, Positive Health is more than just a conversation tool. It is a different way of coaching.</p> <p><b>Activity 1:</b> Warming up (videos and online quiz)</p> <ul style="list-style-type: none"> <li>• Students watch different videos about perception, communication and interpretation and answer questions about the videos in an online quiz.</li> </ul> <p><b>Activity 2:</b> Assignment in pairs</p> <ul style="list-style-type: none"> <li>• Students watch the video 'See me' again and answer the following questions:</li> </ul>	<p>Online learning environment 'Xerte'</p> <p>PowerPoint</p> <p>Videos warming up:  <a href="https://youtu.be/ZPXaZMC6-Fk">https://youtu.be/ZPXaZMC6-Fk</a>  <a href="https://youtu.be/Vhyfa_So5qQ">https://youtu.be/Vhyfa_So5qQ</a>  <a href="https://youtu.be/csMNiQ7aQiw">https://youtu.be/csMNiQ7aQiw</a>  <a href="https://youtu.be/ltlspfPTO-Y">https://youtu.be/ltlspfPTO-Y</a></p>		<p><b>Theme:</b> 3 (Applying Positive Health in practice)</p> <p><b>Timing session:</b> 2,5 hours</p>





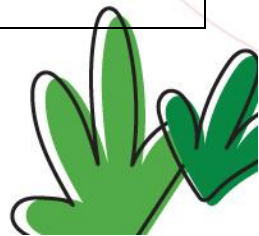


<p>actions afterwards;</p> <ul style="list-style-type: none"> <li>reflect on how he/she has put the vision of Positive Health into practice</li> <li>show which guidelines of 'the alternative dialogue' have been applied and the subsequent effects on the other and him/herself;</li> <li>describe how he/she has guided a client based on the clients' possibilities and desire for change.</li> </ul>	<ul style="list-style-type: none"> <li>What are your experiences with good conversations that made you discover something about someone else that you didn't know before?</li> <li>When did you meet someone that wanted to be seen like the man in the poem?</li> <li>What did you do to achieve that?</li> </ul> <ul style="list-style-type: none"> <li>Students discuss and reflect on their experiences in pairs and identify each other's skills during a conversation.</li> </ul> <p><b>Activity 3:</b> Inspiration cards</p> <ul style="list-style-type: none"> <li>Students choose a card that fits best their skills that has been identified in activity 2 and present it to the other students.</li> </ul> <p><b>Activity 4:</b> Online quiz</p> <ul style="list-style-type: none"> <li>Students do an online quiz about effective communication.</li> </ul> <p><b>Activity 5:</b> Final assignment</p> <ul style="list-style-type: none"> <li>Students watch one of the example videos of Ido and Kirsten again and do the following exercise:             <ul style="list-style-type: none"> <li>Pause the movie when you hear Ido or Kirsten asks one of the questions of the action wheel.</li> <li>For each question, write down two alternative questions that you could ask.</li> </ul> </li> <li>Students discuss their answers with a fellow student.</li> </ul>	<p>Video about effective communication: <a href="https://youtu.be/xhxuxYZKhqA">https://youtu.be/xhxuxYZKhqA</a></p> <p>Inspiration cards</p>		
<p><b>Session 8: Practicing the alternative dialogue</b></p> <p><b>Objectives:</b></p> <p>By the end of this session students should be able to:</p>	<p><b>Introduction:</b> We will continue learning about coaching people from the perspective of Positive Health.</p> <p><b>Activity 1:</b> Preparing a dialogue</p> <ul style="list-style-type: none"> <li>Students will practice explaining the essence of positive health and the spiderweb conversation tool with another student.</li> <li>Students will prepare this conversation in pairs.</li> </ul> <p><b>Activity 2:</b> Practicing explaining positive health (roleplay)</p>	<p>Online learning environment 'Xerte'</p> <p>PowerPoint</p> <p>Interview with Machteld Huber: <a href="https://youtu.be/BgG4nVmX9GU">https://youtu.be/BgG4nVmX9GU</a></p>		<p><b>Theme:</b> 3 (Applying Positive Health in practice)</p> <p><b>Timing session:</b> 1,5 hours</p>





<ul style="list-style-type: none"> <li>explain how they have put the concept of Positive Health into practice.</li> </ul>	<ul style="list-style-type: none"> <li>Students will practice the dialogue they have prepared with a fellow student.</li> <li>Students film the dialogue so students can reflect on the dialogue.</li> </ul> <p><b>Activity 3:</b> Reflecting</p> <ul style="list-style-type: none"> <li>Students will reflect on the dialogue they have practiced.</li> </ul> <p><b>Activity 4:</b> Practicing with using the spiderweb (roleplay)</p> <ul style="list-style-type: none"> <li>Students will now practice with using the spiderweb during a dialogue.</li> </ul> <p><b>Activity 5:</b> Practicing the alternative dialogue (roleplay)</p> <ul style="list-style-type: none"> <li>Students continue practicing the alternative dialogue in pairs.</li> <li>Students film the alternative dialogue.</li> </ul> <p><b>Activity 6:</b> Reflecting</p> <ul style="list-style-type: none"> <li>Students again reflect on the alternative dialogue they have practiced.</li> </ul> <p><b>Activity 7:</b> Inspiration cards</p> <ul style="list-style-type: none"> <li>Students will choose three inspirational cards that reflect three skills they have used during the alternative dialogue and present it to the other students.</li> </ul>	<p>Practical examples</p> <p>Action wheel</p> <p>Inspiration cards</p>		
<p><b>Session 9: Practicing the alternative dialogue (continuation)</b></p> <p><b>Objectives:</b></p> <p>By the end of this session students should be able to:</p> <ul style="list-style-type: none"> <li>show which guidelines of 'the alternative</li> </ul>	<p><b>Introduction:</b> In this session you will look back on the guidance that you have offered to a client so far. You will also prepare for your exam.</p> <p><b>Activity 1:</b> Preparing the exam</p> <ul style="list-style-type: none"> <li>Students prepare themselves for the exam with the teacher and/or supervisor.</li> </ul> <p><b>Activity 2:</b> Preparing the alternative dialogue</p> <ul style="list-style-type: none"> <li>Students practice the alternative dialogue multiple times with fellow students.</li> <li>Students also think about with whom, where and when they will have the conversation, what they need, etc.</li> </ul>	<p>Online learning environment 'Xerte'</p> <p>PowerPoint</p>	<ul style="list-style-type: none"> <li>Guiding a client from the perspective of Positive Health</li> <li>Individual reflective assignment</li> </ul>	<p><b>Theme:</b></p> <p>3 (Applying Positive Health in practice)</p>





<p>dialogue' have been applied and the subsequent effects on the other and him/herself;</p> <ul style="list-style-type: none"><li>describe how he/she has guided a client based on the clients' possibilities and desire for change.</li></ul>	<p><b>Activity 3:</b> Conducting the alternative dialogue</p> <ul style="list-style-type: none"><li>Students make an appointment with their client or patient.</li><li>The students conduct the alternative dialogue by using the spiderweb conversation tool.</li></ul> <p><b>Activity 4:</b> Reflecting</p> <ul style="list-style-type: none"><li>Students reflect on the alternative dialogue they have conducted and discuss this with fellow students.</li></ul>			
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