



WELLBEING – MAINTAINING YOUR ABILITY TO STUDY AND WORK. EVALUATE PLAN AND ACTION!

Introduction	This workshop aims to challenge students to evaluate their own strengths and weaknesses in dimensions of positive health. Students gain knowledge about how they could maintain their wellbeing and evaluate their surrounding environment according to health and wellbeing.
Objective / teachers' goal	The goal of this workshop is to teach dimensions of positive health and to emphasize the students own responsibility about maintaining their health.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	Competence in analyzing health needs, Capacity building and intervention
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input checked="" type="checkbox"/> Daily functioning	
Materials	Printed out My poitive health - spider webs, computers, internet connection
Approach	Interaction, assignments, cooperation
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	Workshop consists of different action points: Point 1) Evaluate, assess, think! Hand out the My positive health – spiderweb printouts and engourage the students to pause and really stop for themselves. Students should evaluate all dimensions of My positive health (bodily functions, mental well-being, meaningfulness, quality of life, participation and daily functions) by placing their evaluated point to the web. After evaluating every dimension and placing them a point, ask your students to assess what dimensions of positive health are at good level in their life? What dimensions are the lowest level according the spider web? You even can engourage students to use coloring the levels, so evaluating could be easier. Point 2) Choosing the place for action!





The students are guided to choose one dimension of positive health, which were found to have the lowest levels in their “My positive health- spiderweb.

Point 3) Preparing for the master plan.

At this point, the students are guided to hop online and to surf the web. Guide them to search knowledge about their lowest dimension of positive health. Help them to use the right words for searches and the reliable websites. Guide the students to write down and to save the most approachable knowledge.

Point 4) The master plan.

After gaining the knowledge about their health need(s), the students are guided to make a simple plan about how to increase their point of level on selected dimension of positive health. Help the students to do as concrete plan as possible. Guide them to set a concrete goal (what level they want to achieve?). Students should write the goal in their own words and in present – mode; for example; I am going for a horseriding at once a week. After the goal setting, guide the students to do a plan, a step by step how to get to the goal level and action. Engourage them to write down their plan to look like their own; in their own words, maybe to visualize the plan by pictures, drawings... Guide them to use the knowledge that they found from the internet as their help. Guide them to set timetables to their plan, give them a deadline (the last group session).

Point 4) The action.

At this point, the students should do the hard work to get to their goals. This takes time, so be patient. Give support if needed, be easy to approach.

Point 5) The price of the hard work.

At this point, the students should all have done at least some progress in their plan. Discuss with the group about their journey. How did the plan turn out, what did the students found easy, what was difficult in a making a plan. How did their plan realized? Was their plan implemented? What were the highlights, how did the students feel doing their plan in action? What did they learn? How are students going to keep their plan and goals alive?

Point 6) Make it real.





	<p>At this point, hand out a new “My positive health” – spiderweb tool and guide the students to evaluate (again) their different dimensions of positive health. After the students have done a new evaluation, ask them to take the first evaluation form out and compare the old and the new. What findings do they do? Discuss their findings.</p>
Duration	<p>6 hours lessons for group (plan at least a one month pause in workshop 4) plus independent worktime to action toward the goal.</p>
Final goal (learning outcome)	<p>Students can evaluate their own dimensions of positive health and can improve their health themselves.</p>





Dimension/Aspects							
Bodily functions	Feeling healthy	Fitness	Complaints and pain	Sleep	Food	Condition	Exercise
Mental well-being	Remember	Concentrate	Communicating	Being cheerful	Accepting yourself	Dealing with change	Sense of control
Quality of life	Enjoy	Being happy	Balance	Feeling safe	How you live	Get by with your money	Feeling comfortable with yourself
Social participation	Social contact	Be taken seriously	Doing fun things together	Belonging	Doing meaningful things together	Support from others	Interest in society
Daily functioning	Taking care of yourself	Knowing your limits	Knowledge of health	Dealing with time	Dealing with money	Being able to work	Being able to ask for help
Meaning	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

