



VITALity
for the future

VITALity for the Future

Curriculum of Training Packages for Trainers
in Citizenship Education and the Vitality Sector

The Train-the-Teacher Handbook



Co-funded by the
Erasmus+ Programme
of the European Union

Disclaimer: The Publication has been produced with the support of the Erasmus + Programme of the European Union. The contents of this page are the sole responsibility of partners and can in no way be taken to reflect the views of the NA and the Commission.





VITALity
for the future

1. Preamble to Train the Teacher

We would like to share some thoughts about Train the Teacher in relation to yourself as a teacher and to your students and their learning goals.

We have come to understand what really helps people to be Vital and healthy. On the one hand we have a healthy lifestyle. That is the 'information side'. On the other hand, and even more important, is understanding what healthy lifestyle has to do with behaviour and habits.

Being motivated is the basis for people to be able to change their behaviour and habits. Urgency for change only works in the moment. When it is urgent now, it helps. But in the long run change becomes difficult to keep up.

It is essential in the long term to:

Understand my situation

Have influence on my situation

Understand 'Meaningfulness'

These three elements help empower and provide a person with resilience. (See – Sense of Coherence – Antonovsky – 1978)

Basically, as a teacher it is important to translate this to your role as a teacher with your students. This should help them to understand their situation, identify where they have influence and lastly what it means for them.

We also want to stress the importance of Meaningfulness. This is most important in motivating people.



Co-funded by the
Erasmus+ Programme
of the European Union

Disclaimer: The Publication has been produced with the support of the Erasmus + Programme of the European Union. The contents of this page are the sole responsibility of partners and can in no way be taken to reflect the views of the NA and the Commission.





Please do the following exercise with us:

We know you are a good teacher. So, what else can this curriculum offer you? What can be so new that you have not already tried or used? We assume that you already know all the exercises we have prepared for you and can use them well.

What we would like to add, however, is training material that you can use as a pre-module. A training exercise that will take you out of your usual routine of being a teacher a little bit in advance, taking you out of your role as a teacher and bringing you into your role as a human being and closer to yourself. In our daily routine and with our obligations always to do a good job and be there for our students, we often forget that behind this routine there is also a human being. A person who hides their needs, fears, worries, but also happiness and joy.

We believe that it is important to know oneself very well, to value oneself, to be happy about oneself and to rest in oneself as a successful teacher. Such a teacher can let the students be themselves and to encourage them to do their own thing. We believe that the key to letting the students be themselves is by encouraging them to recognise this strength in the teachers themselves. We want to achieve this strength through MINDFULNESS of oneself.

A) Here is some food for thought in the following video.

Please listen carefully. You can take notes on your thoughts at the same time.

B) After the video to take some time to reflect on what you have just heard.

- a. What did you just hear?
- b. Stay connected - is that something you know too?
- c. Are you connected with yourself and others?

C) We want you to do this 'act of revolution' yourself. Find a place in the room for yourself and sit down as an act of revolution. Stay with yourself and your thoughts for as long as you want. Also write down whatever you want if you want to.





VITALity
for the future

- D) After everyone has finished this exercise, the group should come together again. People are allowed to talk about their own experiences, but no one must speak if they do not want to. Maybe as a final step the participants can discuss if any of these experiences might change their teaching and their relationship with students.

Good luck with this exercise of revolution and mindfulness and with the other exercises at the end of this curriculum after reading through this trainer handbook.

This is the Link to a Revolution in Mindfulness: [Watch | Facebook](#)

Post scriptum:

For all those who want to engage more with their own mindfulness, we recommend the following video: [Watch | Facebook](#)



Co-funded by the
Erasmus+ Programme
of the European Union

Disclaimer: The Publication has been produced with the support of the Erasmus + Programme of the European Union. The contents of this page are the sole responsibility of partners and can in no way be taken to reflect the views of the NA and the Commission.





2. Train the Teacher Structure

As a teacher there are different levels of teaching:

1. The teacher/ trainer is teaching the student in a way that the student gets some experience/ knowledge about the subject.
2. The teacher/ trainer is teaching the student to become a professional so that the student takes the experience/ knowledge to their professional occupation.
3. Train the Teacher. The teacher/ trainer is teaching the student to become a trainer/ teacher in the training content.

We advise that the teachers receive 2 x 6 hours of the train the teacher course. In this course they learn by doing and by experiencing they can also understand what their students will be experiencing. As explained in the preamble it is important to understand that motivation is key.

In this handbook you will find that there are 2 main parts in Train the Teacher each with two sub parts.

1. Self-reflection
 - Strengths and weaknesses
 - Critical reflection
2. Empowerment
 - Health as the ability to adapt (Vitality)
 - Self-efficacy

The working methods are modular. We advise you to maintain the main structure, but to choose which working methods you want to use.

This Train the Teacher Handbook will help you to teach your students to become a teacher/ trainer in the subject of vitality/ healthy lifestyle. It is important to be aware of the influence you have as a trainer/ teacher. Because of that we recommend you ask yourself (or the students when





VITALity
for the future

you teach them to become a trainer/ teacher) the next question: *How is this related to my profession? How does it help me being a Vitality/ healthy lifestyle trainer?* To help you answer this question there are some reflection questions after or in every exercise. We hope that it will help you to understand and link between behaviour/ habits and a healthy lifestyle.



Co-funded by the
Erasmus+ Programme
of the European Union

Disclaimer: The Publication has been produced with the support of the Erasmus + Programme of the European Union. The contents of this page are the sole responsibility of partners and can in no way be taken to reflect the views of the NA and the Commission.





VITALity
for the future

3. Idea and Partners

The Train-the-Teacher Handbook is an intellectual output of the EU project “VITALity for the Future” that was implemented between September 2020 and December 2022. The project has been conducted by a consortium of 8 partners. Four organisations in the VITALity partnership are VET providers in the vitality sector and deliver both initial and continuous VET courses. The partnership is complemented by four specialist organisations in the field of positive health; in the field of lifelong learning; in the field of vascular surgeons and in the field of quality management.

1 Berufsförderungsinstitut Oberösterreich Austria

2 Etelä-Karjalan koulutuskuntayhtymä Finland

3 kent and mcgill limited United Kingdom

4 Stichting Christelijk Regionaal Opleidingen Centrum Noord- en Oost Nederland Netherlands

5 AEVA - ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO Portugal

6 Societatea Romana de Chirurgie Vasculara Romania

7 Institute for Positive Health Netherlands

8 CENTRUL PENTRU PROMOVAREA INVATARII PERMANENTE TIMISOARA ASOCIATIA Romania



Co-funded by the
Erasmus+ Programme
of the European Union

Disclaimer: The Publication has been produced with the support of the Erasmus + Programme of the European Union. The contents of this page are the sole responsibility of partners and can in no way be taken to reflect the views of the NA and the Commission.





VITALity
for the future

The purpose of the VITALity project was to develop a training programme for teachers in the vitality sector on the role of vitality and positive health in their professional area and to offer them tools to use in the training of upcoming VET professionals in the vitality sector.

All VET institutions aim to ensure that their staff continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success. School & college systems will use a variety of ways to provide this collaborative learning and work time for teachers.

The two workshops here have been designed to expand the teachers' knowledge and skills in positive health & to implement the best educational practices. There are two target groups for these workshops: healthcare staff responsible for professional training & staff from any vocational sector who deliver citizenship education.

These materials are flexible enough to be integrated into healthcare courses within any European VET system without causing any or with the minimum disruption.

The content has been derived from field research & interviews with healthcare professionals. The issues surrounding positive health within the ageing population in particular & the population in general stand high on the agendas of all European countries.

Two series of workshops have been developed to support teachers to integrate vitality and positive health in their education practice & programmes:

- One workshop focuses on positive health from a professional viewpoint with content to prepare students for the healthcare workplace. Here are examples of best practice in the vitality sector &, taking account of the expertise & experience of practioners, offer guidance on the most effective ways content can be delivered.
- A second workshop on positive health is designed for the personal development of students. It showcases how best individual students can adopt & sustain positive health behaviours.



Co-funded by the
Erasmus+ Programme
of the European Union

Disclaimer: The Publication has been produced with the support of the Erasmus + Programme of the European Union. The contents of this page are the sole responsibility of partners and can in no way be taken to reflect the views of the NA and the Commission.





VITALity
for the future

VITALity for the Future aims to change the way vocational education in the health care sector regards personal well-being and positive health at a personal level, a professional level, from a teacher's perspective and at a systemic level.



Co-funded by the
Erasmus+ Programme
of the European Union

Disclaimer: The Publication has been produced with the support of the Erasmus + Programme of the European Union. The contents of this page are the sole responsibility of partners and can in no way be taken to reflect the views of the NA and the Commission.





VITALity
for the future

4. The Competences

4.1. How did we come to the required competences for Train-the-Teacher?

The **VITALity Competence Framework** identifies the basic competences a trainer needs to successfully deliver the comprehensive VITALity training materials. Piloting, testing and translating the workshop materials has taken place in all five countries.

The training has two main objectives:

- **Self-reflection training based on the six dimensions of the concept of positive health** aimed at trainers in both vitality and citizenship. Self-reflection is the most important foundation for a successful trainer.
- **Training on empowerment** to develop the skills to help students empower themselves, to participate in society and lead a self-determined life.



Co-funded by the
Erasmus+ Programme
of the European Union

Disclaimer: The Publication has been produced with the support of the Erasmus + Programme of the European Union. The contents of this page are the sole responsibility of partners and can in no way be taken to reflect the views of the NA and the Commission.





4.2. The Final Competences Listed

Competences for the self-reflection training

Core competences	Personal level for vitality trainers after self-reflection training
Self-improvement competences	Presenting the ways & means to identify personal strengths & weaknesses & the resources to assist personal development.
Increasing critical reflection	Idea: How best do we bolster confidence to prepare for new developments? This competence should embrace other aspects as well as emotions. For example, students bring into the classroom a lot of baggage from home & from within school that impacts on their learning ability. How do we recognise the signs that students need help & where advice & assistance can best be found?

Competences for the empowerment training

Core competences	Personal level for vitality trainers after the empowerment training
Initiative	Direct self-energies toward the completion of a goal, without an external catalyst. Idea: Illustrating through one or two examples new ways of presenting learning tasks. Developing together an innovative way of examining a vitality topic through a short-structured learning programme.





VITALity
for the future

Increasing self-efficacy
expectations

Self-efficacy is a person's belief in their ability to succeed in a particular situation



Co-funded by the
Erasmus+ Programme
of the European Union

Disclaimer: The Publication has been produced with the support of the Erasmus + Programme of the European Union. The contents of this page are the sole responsibility of partners and can in no way be taken to reflect the views of the NA and the Commission.



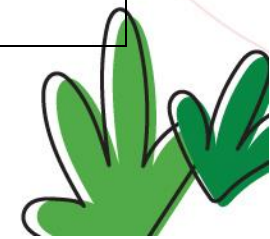


5. The Teacher Training Programme

1. The self-reflection training

1.1. Self-improvement competences by knowing your own strength and weaknesses

Training	Training and Learning Activities
Activity 1	<p>Name of the activity: Colombian hand hypnosis</p> <p>Learning outcome: To understand and reflect one's own role within a learning group. Do I have difficulties to follow? How can I prevent exploitation?</p> <p>Learning and teaching method: Game pedagogy, feedback, team building and bonding exercise</p> <p>Resources: a room with free space to walk,</p> <p>Handouts: none</p> <p>Links: none</p> <p>Additional literature: none</p> <p>Duration: 30 minutes to 1 hour</p>





Instructions for the exercise:

1. Participants walk randomly around the whole room.
2. Facilitator says: “stop” and participants pair off with the person next to them.
3. The facilitator demonstrates with a volunteer the game:
He holds the palm of his hand 20 cm in front of the face of the volunteer.
The volunteer is now “hypnotised” and must go stay exactly in the distance of these 20 to 30 cm, wherever the facilitator is moving his hand, they may walk around in the room & the volunteer needs to follow the hand.
4. Now the participants start the game. They decide who will hold the hand first. They start with the moves.
5. After five minutes they change roles.
6. In the end they discuss what they found difficult in the session.
7. Some questions the facilitator may ask in the reflection phase:
 - Which part of the exercise did you find easy?
 - did your partner make it easy for you to follow his hand?
 - who had the control over power? The leader or the follower? Did the leader sometimes abuse his power?
8. As a variation the facilitator may ask how we create harmony and an equal balance between leader and follower. Now the leader and the follower shares power by working together. Reflection on this variant: In what way did it feel different? Is it healthy for us to exploit each other? Is it healthy to allow ourselves to be exploited?





Activity 2

Name of the activity: Self-testing and a check-in ring – digital test and a hurray

Learning outcome: To understand our own emotions and feelings that can affect our studies; to improve critical reflection of yourself

Learning and teaching method: Digital test and team dialogue

Resources: Self-test; a digital device (mobile phone, laptop, computer), check-in ring: a open space (yard, park)

Handouts: Our own self-test VIA-character print out

Links: <https://www.viacharacter.org/survey/account/register>

Additional literature:

Duration: 30 min + 1 hours

Instruction for the exercise:

1. Participants are guided to evaluate their own characters by doing a VIA-test (it takes about 30 min). Fill in and study the self-testing on your personal strengths and weaknesses. Participants are guided to print out their results (or take the results on their phone)

2. Check in – ring:

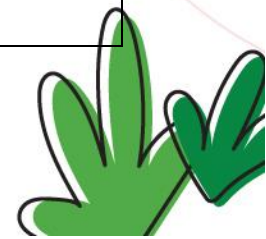
The participants are gathered in a open space (yard, park or inside)

They are in a ring, so everyone can see others faces.





	<p>The teacher or a team leader will say that this is an open dialogue and reminds everyone of the dialogue's basic elements (to respect others, to listen to others and with open mind, to speak out themselves and express themselves and to wait without forming attitudes or evaluations).</p> <p>The teacher will provide a basis for the dialogue: What do I bring to this situation right now? How do I feel about this situation? How are my strengths (according to VIA-test) shown in this situation?</p> <p>Everyone in this ring should speak out and others will listen. This will go on as a dialogue, so that everyone has an opportunity to speak and listen and value everyone's point of view.</p>
Activity 3	<p>Name of the activity: Core Qualities (by Daniel Ofman)</p> <p>Learning outcome: The students will be aware of their core qualities and understand the relation between their qualities, pitfalls, challenges, and allergies.</p> <p>Learning and teaching method: The quadrant of Ofman</p> <p>Resources: The quadrant of Ofman/ some examples of qualities, pitfalls, allergies and challenges/ papers & pens</p> <p>Handouts:</p> <p>Links: explanation of the core qualities and core quadrant by Daniel Ofman (12:30 min): https://www.youtube.com/watch?v=gFxr8GBiEoI</p>





English core quadrant animation (5 min):
<https://www.youtube.com/watch?v=mtRgHQjun0Q>

Additional literature: none

Duration: about 1 hour

Instruction for the exercise:

I recommend starting the lesson with the YouTube link wherein Daniel Ofman explains the Core Quadrant. If you have less time you as a teacher can watch this movie as a preparation, and start the lesson with the shorter movie (5 min.)

Explain to the students what the learning outcomes will be.

The students can do this exercise for themselves and then talk with each other (groups of 3 or 4 students) about it.

You write down as many core qualities as you know (you can also find them online).

Choose one of your core qualities and write it in that part of the quadrant.





Then think further: If you have/ do too much of it, it will become your pitfall. How does that look? What is your pitfall?
Then from there think about what the positive opposite of your pitfall will be and write it down in the place of 'challenge'. This behaviour will/ can be a 'challenge' for you. If you are aware of that and can combine your core quality with your pitfall then that will be very effective.

This quadrant will help you to see what core qualities you have, how the qualities, pitfalls, challenges, and allergies are related to each other.

Core quadrant:

Quality	(too much) →	Pitfall
Positive opposite ↑		Positive opposite ↓
Allergy/	(too much) ←	Challenge

Example:

Quality determination	(too much) →	Pitfall Pushiness
Positive opposite ↑		Positive opposite ↓





Allergy/ Passiveness	(too much) ←	Challenge Patience
-------------------------	-----------------	-----------------------

Reflection questions:

- What did I learn from this exercise? (Think about your core qualities and how they are related to your pitfalls, challenges and allergies).
- Why is it important for me to know and understand this? (Personal and as a trainer/ teacher?)
- How is this related to positive health?
- (- What are you paying attention to next week? Is it about your core qualities, pitfalls, challenges and allergies? In a personal or professional way?)

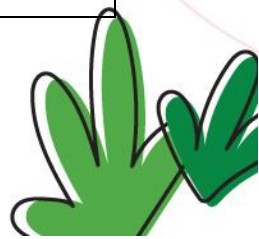
If you do understand the core quadrant you can also do this double quadrant:

		Quality	(too much) →	Pitfall
		Positive opposite ↑		Positive opposite ↓
Quality	(too much) →	Allergy/ Pitfall	(too much) ←	Challenge





	Positive opposite ↑		Positive opposite ↓		
	Allergy	(too much) ←	Challenge		
Activity 4	Name of the activity: Me as a part of this group Learning outcome: Students will be notified of their own personal strengths and resources. This will help them to study and to join the team. Learning and teaching method: See my positive sides - game Resources: Plain papers, pens, open space Handouts: none Links: none Additional literature: none Duration: 1 hour				





Instruction of the exercise:

1. Students will gather in an open space.
2. They will write down their name on a paper.
3. Papers are spread out in a space, so everyone's paper is available
4. Teacher / team leader guides everyone to think about the other participants' positive sides, their strengths, and resources. Then the students are instructed to move around the open space, filling out in everyone's paper some positive things about the paper's owner. When everybody has visited everyone's paper, moving around stops and all a gathered in a ring.
5. Teacher/team leader asks the person next to them to take their paper and read out loud the positive feedback. The target of the positive feedback is asked to only listen to the feedback.





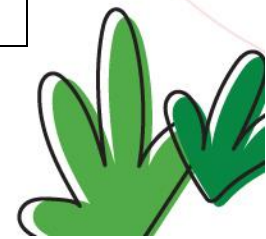
1.2. Self-improvement competences by increasing critical reflection

Activity 1	<p>Name of the activity: Near and Far</p> <p>Learning outcome: to develop a group awareness and concentration</p> <p>Learning and teaching method: self-experience and self-reflection by getting feedback</p> <p>Resources: free space in a room</p> <p>Handouts: none</p> <p>Links: none</p> <p>Additional literature: none</p> <p>Duration: 1 hour</p> <p>Instruction for the exercise:</p> <ol style="list-style-type: none">1. The group walks around the room while the facilitator is explaining the session.
------------	---



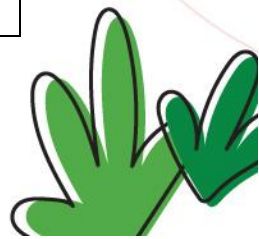


	<ol style="list-style-type: none">2. While walking each of the participants chooses one person in the room, without letting that person know, and tries to keep away as far as possible from this person while walking (as if it would frighten this person).3. Next while still walking each participant chooses a person that she/he wants to be very close and now tries to be close to that person while still staying as far away from the other one.4. The facilitator ends the game after some minutes of experiencing the whole game. They freeze the scene by counting back from five to zero, and all participants stand frozen.5. Now the facilitator asks the participants how they felt in this game.6. The facilitator asks if there are persons in their life that they want to be close or far away. They may talk about their techniques to do so.7. Hold in mind: everybody is free to answer or not!
Activity 2	<p>Name of the activity: The Orange Exercises</p> <p>Learning outcome: to explore stereotyping and prejudice</p> <p>Learning and teaching method: To introduce participants to storytelling</p> <p>Resources: some Oranges, charts, A4 paper for each group, pencils,</p> <p>Handouts: none</p> <p>Links: Stereotypes, Prejudice and Discrimination – Culture and Psychology (maricopa.edu)</p> <p>Additional literature: none</p>





	<p>Duration: 1 hour</p> <p>Instruction for the exercise:</p> <p>Introduction:</p> <ol style="list-style-type: none">1. Participants sit around the flipchart and answer the question: What is an orange? Facilitator takes notes.2. Groups of four persons are formed. Each group picks one orange. Each group has ten minutes to write a story about their orange.3. Groups share their stories about their orange.4. Facilitator takes back the oranges and mixes them and puts all of them on the floor. One member of each group is now asked to take back their orange.5. The teacher now asks what made their orange unique to them. What did they learn? Individual marks? Names? Personalities?6. Now teachers discuss what we can learn from this example in terms of how we view other human beings. Do we tend to categorise rather than consider more meaningful ways in which we may get to know an individual much better?7. Teachers may now look up a definition about stereotyping and prejudice and discuss it with the students.
<p>Activity 3</p> <p>Increasing critical reflection</p> <p>Objectives: The teacher (or</p>	<p>Name of the activity: Reflection by the hand</p> <p>Learning outcome: The students will do some reflection on the next subjects: what are they <i>proud</i> of? What should they <i>pay attention</i> to? Is there anything they want quit doing? What are their <i>values/ loyalties</i> and what qualities do they want to <i>grow</i>?</p> <p>Learning and teaching method: The hand is just a tool to make it insightful</p>





student) will be aware of what he/ she is proud of, pay more/ less attention to, their loyalty/ value and where they want to grow.

Resources: papers (with the hand printed on) and pens

Handouts: none

Links: none

Additional literature: none

Duration: about 30 min.

Instruction for the exercise:

Reflection by the hand

The teachers (or students) paint their hand on a piece of paper.

Start the reflection by filling in each finger, with/ by the following meaning:

Thumb: I'm proud of... (my quality is...)

Index finger: I have to pay attention to/ on...

Middle finger: I want to quit with...

Ring finger: My loyalty/ value is...

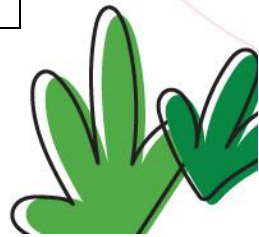
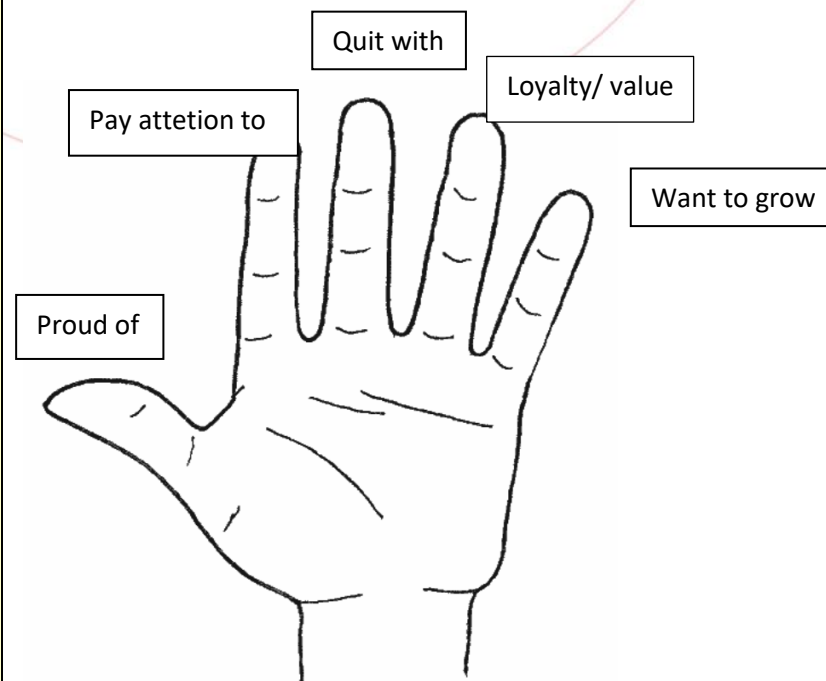
Little finger: I want to grow in...





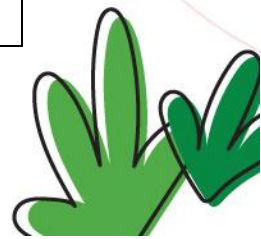
You can ask these questions related to a subject:

- Personal
- Vitality/ health
- Profession
- Me in this group
- Me in this train the teacher course





	<p>Reflection questions:</p> <ul style="list-style-type: none">- What did I learn from this exercise?- Why is it important for me to do this exercise in this train the teacher course?- How is this related to positive health?(- What is your goal/ where are you paying attention to next week?)
<p>Activity 4</p> <p>It allows the student to begin to make meaning and take initial steps towards developing a plan of action to address the concern</p>	<p>Name of the activity: The Three-Minute Pause</p> <p>Learning outcome: Improves critical analysis of a given circumstance, improve planning abilities, improve self-reflection</p> <p>Learning and teaching method: Questionnaire, Self-reflection orientated learning process, Group discussion</p> <p>Resources: The 5 questions, writing utensils</p> <p>Handouts: -</p> <p>Links: -</p> <p>Additional literature: -</p> <p>Duration: 60 min</p> <p>Instruction for the exercise:</p>





The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification

The purpose is to have a deep reflection on a specific time/event and to think about what is helping or hindering the process. This exercise can be done both alone or in a group.

Please take about five minutes to respond to the questions below:

1. At what moment in class did you feel most engaged with what was happening?
2. At what moment in class were you most distanced from what was happening?
3. What action that anyone (teacher or student) took did you find most affirming or helpful?
4. What action that anyone took did you find most puzzling or confusing?
5. What about the class surprised you the most? (This could be about your own reactions to what went on, something that someone did, or anything else that occurs).

A group discussion will follow each student reflect on the answers to correlate personal feelings and views with others regarding the same situation. It allows the student to begin to make meaning and take initial steps towards developing a plan of action to address the concern





2. The empowerment training
 - 2.1. Training to encourage to be initiative in positive health

<p>Activity 1</p> <p>Exploring positive health</p>	<p>Name of the activity: Exploring Positive Health</p> <p>Learning outcome: Students analyse the content of positive health and are aware of its multidimensional essence.</p> <p>Learning and teaching method: Discussion and an output to the digital environment</p> <p>Resources: Tablets/ laptops/computer</p> <p>Handouts:</p> <p>Links: https://www.iph.nl/en/participate/free-downloads/ https://padlet.com</p> <p>Additional literature:</p> <p>Duration: 1 h 30 min</p>
--	--





	<p>Instruction for the exercise:</p> <ol style="list-style-type: none">1. The teacher/team leader will introduce the students to the multidimensional aspects of positive health using the spider's web.2. The small teams (4-6 persons) will discuss aspects of positive health from their own point of view3. The small teams will produce an output to a padlet about their vision about positive health4. The small teams will present their output to other small teams5. The teacher/team leader will open a dialogue about the small teams' visions of positive health
<p>Activity 2</p> <p>The teacher will look forward and feels how the next step (in their changing process) will look like.</p>	<p>Name of the activity: Walking Scale</p> <p>Learning outcome: The walking scale is a tool to support the 'other conversation'. The walking scale makes it visible where you are standing in one of the dimensions. On this scale you can really make a step up- or backwards.</p> <p>Learning and teaching method: The Spider's Web of iPH</p> <p>Resources: The spiders web, pen, numbers 1 till 10 printed out (a real stairs)</p> <p>Handouts: -</p> <p>Links: -</p> <p>Additional literature: www.iph.nl</p> <p>Duration: about 1 hour (10 min. to fill in the spider's web, 30 min do the exercise, 20 min group chat)</p>





Instruction for the exercise:

First everyone has to fill in the spider's web. After that everyone chooses one-dimension and writes down what they want to change within this dimension.

Make small groups of 3 persons (client, mentor, observer)

The trainer has the numbers 1 till 10 (each on one paper) and puts them on a stair (or in line on the ground).

The client walks through the number they filled in to one of the dimensions on the spider's web.

The mentor will ask if the client can describe why they stand by this number and if they can explain how they see their situation in relation to this number.

Ask the client to step one number higher (or lower) and then explain how might feel and look in real life.

Ask the client what they need to make this step upwards. Be aware that the client may make this step as small as possible. If the step is very small, the change is the biggest that the client is really going to make. You can also ask if there are any circumstances that would make the client not to make this step and what would they need to do so.

Reflection questions/ group chat:

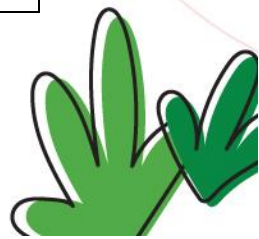
Let the students first talk in their small group (client, mentor and observer) and after that in the whole group.

- How was it, for the client and mentor, to do this exercise?
- Can you explain why this is your experience?
- What did the observer observe?
- What were good questions (client) ?
- What did the mentor and the observer feel?
- How is this related to positive health?
- Why is it important, in this train the teacher course, to have this experience?
- How is this related to positive health?





<p>Activity 3</p> <p>New goals in health</p>	<p>Name of the activity: New goals in health</p> <p>Learning outcome: The students become empowered to develop new goals for their interest and become more able to gain knowledge. The students discover positive health even more deeply.</p> <p>Learning and teaching method: Teamwork, discussion</p> <p>Resources: Laptops/tablets/computer</p> <p>Handouts:</p> <p>Links:</p> <p>Additional literature:</p> <p>Duration: 1 h 30 min</p> <p>Instruction for the exercise:</p> <p>This exercise is most useful after the activity: Exploring positive health (see above)</p>
--	---





1. The teacher/team leader instructs the small student teams (4-6 persons) to choose one aspect of positive health (after the activity: exploring the positive health). This aspect can be whatever the small team wants and what they want to explore some more.
2. The small student teams will explore their chosen aspect of positive health, construct questions about their chosen aspect of positive health and finding more knowledge about their chosen aspect of positive health. This will happen using reliable websites (www.stm.fi, www.thl.fi etc)
3. The small student teams will collect their thoughts about their findings in a way they will (for example, visual presentation, drama, music – only the sky is the limit)
4. Every small student team will present their own findings to other students
5. The teacher/team leader will open a dialogue about the small student teams presentations for everyone to join the dialogue

Activity 4

Name of the activity: What Matters to You

Learning outcome: Students will be aware of the things (during a day) that give them energy and those that cost a lot of energy. Is there a balance in those lists? Is it necessary to make some changes? If they want to, they can use the ‘action-wheel’ to think about the change they want to make

Learning and teaching method: -

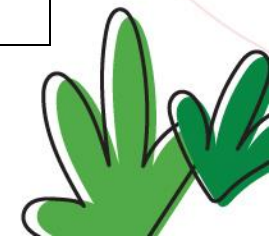
Resources: action wheel, pen and papers

Handouts: -

Links: -

Additional literature: www.iph.nl (information about the action wheel)

Duration: about 30 min.





Instruction for the exercise:

- Give all the students a pen and paper.
- Make a list about the things that you are doing during an average day (getting up, make and have breakfast, go to school/ work (are you in a traffic jam, do you go by bus or bicycle, the classes/ meetings you have, the preparing etc.)
- Make two columns: 1. This gives me energy 2. This costs me energy.
- Look at the columns and the things you have written in it.
- What do you think about this list? (Is there a good balance between the two columns? Are you satisfied? Is there something you want to change?)

Think about the purpose of positive health.

- What is meaningful for you? What makes you happy?
- Is this list making you happy?
- What makes you get out of bed every morning?
- Is there enough of that on your list?

-If there is something you want to change, what is that?

The action wheel is a tool to help you to make a change more achievable.

You are going to answer the next questions in this order:

1. How well are you doing?
2. What do you want to change?
3. What can you do?
4. What do you decide to do?

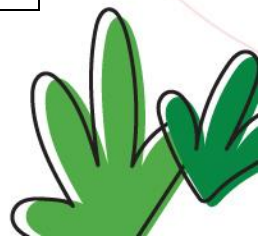




	<p>5a. What are the possibilities/ things that you are not going to do? 5b. What do you need to do it?</p> <p>Reflection questions:</p> <p>In this exercise the questions are in the exercise.</p>
--	---

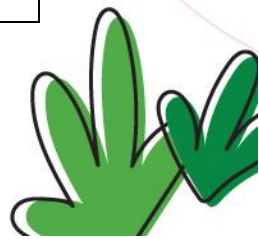
2.2. Training on increasing self-efficacy expectations

<p>Activity 1</p> <p>Assess my success</p>	<p>Name of the activity: Assess my success</p> <p>Learning outcome: Become aware of one's own strengths and abilities, build self-efficacy and self confidence</p> <p>Learning and teaching method: Open discussion, Classroom discussion, Story telling</p> <p>Resources: none</p> <p>Handouts: none</p> <p>Links: none</p> <p>Additional literature: none</p>
--	---





	<p>Duration: -</p> <p>Instruction for the exercise:</p> <p>The purpose of this exercise is to build self-efficacy by praising one's own and other's successes and to become aware of the personal ability to succeed.</p> <ol style="list-style-type: none">1. Choose a specific topic related to positive health: sport, diet, participation, social involvement etc.2. Each student shares a personal success related to the topic that was previously chosen3. After one student shares their success, other students say what were the abilities and strengths that they think lead to having success4. Each student writes down the abilities and strengths received from the others <p>After the session is done, each student reflects and becomes aware of the strengths and abilities that others gave them.</p>
<p>Activity 2</p> <p>Paying attention to what you are doing and feeling responsible for it;</p>	<p>Name of the activity: Ball and Egg</p> <p>Learning outcome: Students will experience how to be responsible together</p> <p>Learning and teaching method: -</p>





recognizing your self-efficacy

Resources: a ball and some raw eggs

Handouts: -

Links: -

Additional literature: -

Duration: about 30 min (10/ 15 min. doing and 15 min discussion)

Instruction of the exercise:

First round:

Ask the group to sit down in a circle. Give one of them a ball and ask him/ her to give the ball to the person next to him/ her. If you want, you can do it again with another type of ball.

Second round:

You can tell the group that they will do the same exercise again and ask them to close their eyes. When all the eyes are closed you give them an egg instead of a ball. Because of the shape they will feel that they are giving something else. An egg is vulnerable so probably they will feel that when they get the egg and give it to the person next to them.

Discuss/ reflection questions:

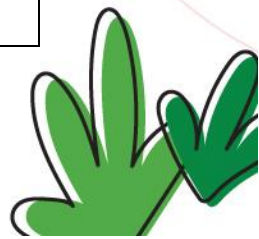
(Let the students first talk about it in pairs and then in the group).

- What was your experience?





	<ul style="list-style-type: none">- How did it feel?- Did they feel any responsibility? Why or why not?- Can you say something about the subject: responsibility in this Train the teacher course?- Where you responsible alone or together?- Why/ how is responsibility related to your profession?- Why/ how is responsibility related to your vitality/ health?
Activity 3	<p>Name of the activity: Learn to say no</p> <p>Learning outcome: learn to distinguish oneself</p> <p>Learning and teaching method: self-experience and self-reflection by getting feedback</p> <p>Resources: chairs in groups of three</p> <p>Handouts: none</p> <p>Links: none</p> <p>Additional literature: none</p> <p>Duration: one hour</p> <p>Instruction for the exercise:</p>





We need to say NO every day in so many ways. Often it is difficult because of the different situations we are in, like, say no to your boss, say no to your family, say no to a very good friend, say no if somebody needs urgently a YES from you.

Teachers work in small groups of three:

one needs a yes

one has to say no

one is the observer

1. The first person is strongly demanding a favour from the second person, because they are in terrible trouble. (The actor is thinking of a situation first)
2. The second person must listen carefully to the story that the demander is telling. But they must deny the request.
3. The observer is not allowed to intervene. He must carefully regard the scene. In the end the observer gives feedback to the first and second person. They are listening to the feedback and are not allowed to comment on the feedback.
4. Then change roles and let the other group members experience another role.
5. After everybody has had the experience of each role, discuss in the group what was the easier part in the session and what the most difficult was for yourself. Discuss why it is so hard to say no.





Activity 4	Name of the activity: One word at a time
One word at a time	Learning outcome: Developing initiative on exploring a new topic
Objectives:	Learning and teaching method: Open discussion, Team building, Active participation
Generate interest over the topic health	Resources: Writing materials
Increase initiative and participation	Handouts: none
	Links: none
	Additional literature: none
	Duration: 30 min
	Instruction for the exercise:
	This exercise can be very helpful in developing initiative when introducing a new topic.
	1. Describe a general topic
	2. The first person in the group says one word they associate with the topic





3. The next person continues with another word
4. Eventually the group creates a whole sentence

e.g., The topic is understanding positive health:
Health/is/more/than/not/being/physically/or/mentally/ill. etc...

Examples of successes and failures: A good example would be a sentence that makes sense and relates to a given topic.
Bad would be a sentence with words that do not relate to the topic.

The next step is to write down the successful sentences and continue the discussion from there.





The one sheet training overview IO4 - Train the trainer for the EU Project Vitality:

<p>Self-improvement strength and weaknesses</p> <ol style="list-style-type: none">1. Colombian hand hypnosis - an ice braker2. Self-testing and check in-ring - digital test and a hurray3. Game of qualities - How your qualities correlate4. Part of the group - positive reinforcing	<p>Self-improvement Critical reflection</p> <ol style="list-style-type: none">1. Near and far - to know my needs of near and distance2. The orange exercises - to explore stereotyping and prejudice3. Reflection by the hand - be aware of yourself4. The Three- minutes-pause - reflection on the group dynamic and own motives
<p>Empowerment Be initiative in positive health</p>	<p>Empowerment Self-efficacy</p>





1. Exploring positive health
- Teamwork on health
2. Spider web and walking scale
- Learn about the six dimensions
3. New goals in positive health
4. What matters to you
Importance of meaningfulness

1. Assess my success
- Become aware of own strengths and abilities
2. Ball and egg game
- raising responsibility
3. Learn to say NO
- learn to distinguish oneself
4. One word at a time
- Increase initiative and participation

