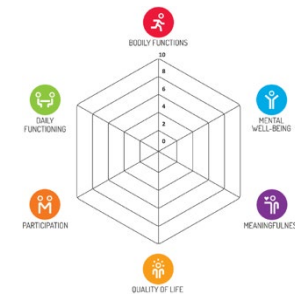


Citizenship education can transform society; more thoughtful and engaged citizens lead to a stronger and more just society

Vitality for the future

Citizenship education



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Citizenship education

VITALity Learning Materials in Positive Health for Citizenship Education are based on the 6 positive health principles suitable for use with all VET students in initial & continuous training. The short session programmes employ interactive video, guest speakers, PDFs & DOC for optimum student engagement.

We offer a wide range of workshops for the teacher to choose from. The teacher can choose a workshop appropriate to, for example, the group of students, a current situation or a theme. The lesson gives the teacher tools to discuss with students on the chosen topic. Here, it is important that the student thinks critically about this topic and increase their awareness.

Citizenship workshops connect with current themes and will therefore also be updated and supplemented with new topics.

Produced by:

Stichting ROC Midden Nederland (Netherlands)

Berufsbildungsinstitut Oberösterreich (Austria)

Etelä-Karjalan koulutuskuntayhtymä (Finland)

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CENTRUL PENTRU PROMOVAREA INVATARII PERMANENTE TIMISOARA ASOCIATIA (Romania)

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Titled	ANXIETY
Introduction	<p>Everyone experiences anxiety at some time. While it can feel unpleasant, it isn't harmful, and may be helpful in motivating the person experiencing it to solve everyday problems. For example, feeling anxious before an exam can help a student to prioritise studying over spending time with their friends.</p> <p>Anxiety disorders are different from normal (helpful) anxiety because they are more severe, they last longer, and they interfere with things like work, school and relationships.</p> <p>To feel more confident when teaching this lesson, we recommend you access the following:</p> <ul style="list-style-type: none"> • the factsheet 'Anxiety • the article 'Anxiety 2'.
Objective / teachers' goal	<ul style="list-style-type: none"> • Describing the signs and symptoms of anxiety; • Explaining some of the risk factors of anxiety; • Discussing the different anxiety disorders and treatment options; • Identifying practical strategies for managing anxiety.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	<p>Willingness and empathy to work with different clients/patients</p> <p>Competence in analysing health needs</p> <p>Understanding mental health</p> <p>Communication</p>

<p>Dimensions (check the dimensions and related aspects below)</p> <p> <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 </p>	
Materials	<ul style="list-style-type: none"> • Butcher's paper • Paper and pens
Approach	<p><u>ACTIVITY 01</u> (20 min)</p> <p>Investigation: What is anxiety?</p> <ol style="list-style-type: none"> 1. As a class group, watch the video clip About feeling stressed, anxious, worried or down - YouTube 2. Ask students to draw an outline of the human body. 3. Ask students to write down, in appropriate places on their drawing, the signs and symptoms of anxiety – e.g. racing heart, sweaty hands. 4. Ask students to circle the signs and symptoms that signify 'normal' anxiety, and to underline the signs and symptoms that characterise an anxiety disorder – e.g. can't leave the house = disorder, raised heart rate = normal. <p>Ask students to write down, outside the figure, the risk factors of anxiety – e.g. family history, personality, stressful events.</p> <ol style="list-style-type: none"> 1. As a class, discuss the following questions: 2. Can anxiety be beneficial? 3. What is the difference between 'normal' anxiety and an anxiety disorder? 4. When is it appropriate to seek professional help for anxiety? <p><u>ACTIVITY 02</u> (30 min)</p>

Group presentation: Anxiety disorders

1. Divide the class into groups of 3–4 students.
2. Allocate each group an anxiety disorder to investigate:
 - Generalised anxiety disorder
 - Social anxiety disorder
 - Panic attacks
 - Agoraphobia
 - Specific phobias
1. Each group will spend three minutes explaining to the class their allocated anxiety disorder. Encourage students to think of interesting ways to present this information – e.g. on butcher’s paper, through pictures, stories, etc. Questions they can consider when researching their explanation include:
 - What is the definition of the disorder?
 - What are the common signs and symptoms?
 - What are the common treatment options?

ACTIVITY 03 (10 min)

Individual reflection: Coping with anxiety:

1. Students access the article ‘7 tips to help with stress and anxiety’.
2. Students think about a recent event that caused them anxiety.
3. Students choose three strategies they would have found helpful in managing this anxiety. The strategies could be taken from the article, or the students may have ones they already use.
4. If comfortable doing so, students share their strategies with a partner and explain why they chose each one.



Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	Workshop + Research + Self-reflection/assessment
Duration	1 hour
Final goal (learning outcome)	Students develop an understanding of the difference between 'normal' anxiety and an anxiety disorder, and learn ways to manage and cope with associated behaviours and feelings.

Spiderweb Positive health

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
Meaningfulness	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

7 tips to help with stress and anxiety

It's totally normal to feel anxious from time to time, but there are lots of things you can do to feel a bit better. Remember: there's a difference between feeling stressed every now and then, and experiencing ongoing anxiety. If the anxiety is starting to take a toll and you're looking for ways to deal with it, consider talking to a mental health professional. Get started and learn how to deal with stress and anxiety.

Quick tips to help with stress and anxiety

These techniques can be really helpful if you experience anxiety every now and then or feel unexpectedly anxious.

Practice breathing techniques

The physical symptoms of anxiety can be triggered by hyperventilation. This is when your breathing quickens and your body takes in *too much* oxygen, reducing the carbon dioxide in your blood. You need a certain amount of carbon dioxide in your body to regulate your reaction to anxiety and panic.

Try doing one of these breathing exercises to help calm you down and slow your breathing whenever you feel anxious:

- The 4–7–8 technique: Breathe in for four seconds. Hold your breath for seven seconds, and exhale for eight seconds.
- Long exhale: Spend a bit longer exhaling than you do inhaling. Exhale fully, and then take a big, deep breath for four seconds. Then exhale for six seconds.

Practice muscle relaxation techniques

Also called a 'body scan', this technique helps you to focus on yourself and release tension you're holding in your body.

Breathe in and tense the muscles in your face, squeezing your eyes shut. Clench your jaw and keep your face tensed for five seconds. Gradually relax your muscles over the time it takes to count to ten, then take a deep breath. You can say 'relax' as you relax. Next, move on to your neck and shoulders, and gradually move down your body. Be careful with any injuries or pain that you have.

Focus on the present

Have you ever noticed that feeling stressed or anxious often coincides with dwelling on the past or worrying about the future? Focusing your mind on the present moment can help you feel a little more relaxed.

Take a break



Schedule regular breaks into your day. Excuse yourself for five to ten minutes, go to a different room, or put aside what you're doing to take a walk around, try some breathing exercises, get some fresh air or do some light stretches to help you relax.

Talk to someone you trust about how you're feeling

Just talking to someone about how you're feeling can take a weight off your shoulders. Make sure you trust the person, work out what you want to say to them, and then just go for it.

Long-term strategies for dealing with stress and anxiety

If you experience anxiety more frequently, or have been diagnosed with an anxiety disorder, quick coping methods can still help when you're in a bind but they shouldn't be the only thing you use. It's important to find treatment that works for you to manage your day-to-day life. It can be helpful to have a chat to your doctor or mental health professional to figure out a plan.

Keep a 'thought diary' and challenge any negative thinking

Writing down what you're worrying about can help you to clear your head and reduce stress and anxiety. You could keep a journal or have a notes file in your phone, and write down your thoughts whenever you're feeling anxious. It's almost like you're transferring them out of your head and into your journal. Doing this can also help you to see what you're thinking about more clearly and to [challenge negative thinking](#). If you're having trouble challenging your thinking, you could try asking someone you trust (such as a friend, family member or mentor) or a therapist to help you out.

Identify your triggers

You can identify your triggers with a psychologist or on your own. Recognising what causes your anxiety can help you to better understand and face what's going on. Some common triggers are:

- alcohol, caffeine or drugs
- a stressful work, home or school environment
- driving or travelling
- withdrawal or side-effects from certain medications
- phobias
- health issues or concerns
- erratic eating patterns – if you skip a meal, your blood sugar may drop, which can lead to feeling jittery and anxious.

Knowing your triggers doesn't mean you should avoid them. Some ongoing stressors, such as your job, need more time to break down – is there a work deadline, or a specific person or project, that's triggering your anxiety? Some potential triggers, such as a stressful home environment, are difficult to manage. In these situations, using other strategies can help you to become more resilient and better able to cope with your anxiety.



Avoid drugs, alcohol and stimulants

Stimulants are chemicals that 'excite' your nervous system, making it work faster and harder. Using stimulants can worsen your anxiety symptoms, so cutting these out can help you to manage your anxiety. Some of the most common stimulants are:

- caffeine, which is found in coffee and tea
- nicotine, which is found in tobacco products such as cigarettes, chews and vape pens
- drugs such as cocaine.

It's ideal to avoid alcohol and drugs in general when you're experiencing anxiety. If you're using substances to feel better or to relax, you might become dependent on them and they could make you feel worse in the long run.

Put relaxation and self-care into your routine

A fully packed schedule would make a lot of people feel stressed. Make sure you take time out each day for at least one thing you enjoy doing – whether it's spending time on a hobby, watching a Netflix episode, or chatting with a friend. It can also help if you schedule the activity into your day, so that you don't feel guilty about not doing something else.

If you're feeling overwhelmed, don't be afraid to say 'no' to things when you need to.

Move more, eat well, sleeeeeeep

It's pretty well-known that exercise lowers stress, reduces anxiety and improves mood. And the good news is: you don't need to run a marathon to get the benefits. It takes just 30 minutes of exercise a day to make a difference. Diet and sleep are also really important for your wellbeing. A healthy diet will make you feel healthier and stronger and better able to handle stress, while enough sleep positively affects your mood and stress levels.

Face your fears

If you always avoid situations that make you anxious, this might be stopping you from doing things you want or need to do. It sounds weird, but facing the things that make you anxious can reduce your anxiety. Begin with small steps – think of them as 'acts of bravery' – to test whether the situation is as bad as you expected and to learn to manage your fears. It's best to do this with the help of a professional (such as a counsellor or psychologist), though, so that it doesn't get too full-on for you

What is anxiety

Feeling anxious is a survival response to situations where there are dangers or threats, however some people react more intensely to such situations.



Anxiety is more than feeling stressed or worried

Whether a diagnosis is made (by a health professional) will depend on how often, how easily and how intensely a child or young person experiences the symptoms of anxiety and how much it interferes with everyday living.

Common signs and symptoms of anxiety include:

- feeling more anxious than others their age and level
- having anxious feelings are consistently very intense
- feelings that persist well after the stressful event has passed
- feeling so distressed that it interferes with their capacity to learn, socialize and do everyday things.

It's estimated that one in 14 children and young people experience anxiety.

There are a range of effective treatments and supports available, focusing on how to enable them to manage their condition

How do anxiety conditions develop?

An anxiety condition isn't caused by a single factor but a combination of things.

Various factors play a role, including:

- family history of mental health conditions
- personality factors
- a learnt response
- physical health problems
- other mental health conditions
- substance use
- ongoing stressful events.

Possible triggers for ongoing stressful events include transitions (such as starting at a school), change in living arrangements, family relationship problems, major emotional shock following a stressful or traumatic event, being the recipient of bullying, verbal, sexual, physical or emotional abuse or trauma, and death or loss of a loved one.

What signs should I look out for?

Feeling anxious is a survival response to situations where there are dangers or threats – it helps us to respond efficiently.

However, some people react more quickly or more intensely to such situations.

Age is important

There are similarities but also key differences in the way anxiety manifests in people of different ages and developmental stages. For example, if a baby cries when an unfamiliar person wants to hold them, their fear seems perfectly normal for this age. But if a 12-year-old withdraws or refuses to talk to new people and avoids situations where it may be expected, this may be a sign of a more serious anxiety issue. No matter their age, both children and young people can have difficulty finding the words to express what they're feeling – their behaviour may be the best clue.

Early childhood

Young children are in the early stages of learning how to recognise, understand and respond appropriately to their emotions. Anxiety disorders are less likely to be formally identified in children under five, partly because certain fears are considered normal – for instance, fear of the dark, visiting unfamiliar places or separating from a family member.

Behaviors that might indicate they're experiencing higher levels of anxiety than average could include:

- taking a long time to calm or settle following separation from a family member on a regular basis
- frequent tantrums that are more regular or severe than others of the same age
- low interest or significant reluctance to interact in social situations
- unwillingness to get involved in unfamiliar activities
- significant difficulty or distress during change or transitions
- clingy behaviour or inability to separate from a favourite educator.

Many children in early childhood will display one or more of the above behaviours; however, if it happens on a regular basis and interferes with the child's ability to learn and engage in social relationships, then it's a sign they need additional support.

Primary school years

As children's thinking skills expand and become more abstract, they can develop fears of imaginary creatures and monsters. They may also worry about schoolwork, tests and their social relationships. As they grow older, they may have anxiety about family relationships or global issues such as war or famine.

The following behaviours might indicate a primary school age child is experiencing higher levels of anxiety than average:

- Wanting things to be perfect
- Reluctance to ask for help
- Asking for reassurance excessively
- Difficulty joining in
- Requests to go to sick bay
- Challenging behaviour.

Adolescence

During adolescence, common sources of anxiety include starting secondary school, fitting in with peers, exam stress, body image and family relationships. Worrying about these things isn't necessarily a sign of a mental health condition. Individuals may need additional support if they experience the following:

- Appearing withdrawn and reluctant to participate in classroom activities or social situations
- Oversensitivity to criticism or feedback
- Perfectionism and fear of failure
- Missing classes or excusing themselves to go to the toilet on a regular basis
- Negative thinking and always expecting the worst
- Challenging behavior.

Looking beyond behavior to try to identify what might be underneath can help you respond with understanding. Anxiety can be difficult to spot because it presents in many ways. The important point is to notice that there's a concern and seek further advice and assistance.

Signs

ANXIETY, the experience of worry or fear, is a natural biological response that arises in response to uncertain and potentially threatening situations. For some, however, anxiety can occur in many situations not just threatening ones and may lead to avoidance behaviors, social withdrawal and possibly panic attacks. Anxiety in school students is fairly common and if left unmanaged, mild anxiety can become stronger over time and seriously impact a person's quality of life and wellbeing.

Signs this might be a problem:

- constantly feeling worried
- unable to concentrate
- often feeling nervous or on edge
- difficulty concentrating
- feeling as though your heart is racing or pounding or excessive blushing
- dry mouth
- feeling as though you are having difficulty breathing (often during a panic attack).

What is anxiety?

Anxiety is a natural biological response to fear or uncertain situations. It involves feeling worried or fearful and often triggers the avoidance of a particular situation. Sometimes anxiety can become generalised, with people experiencing anxiety in many situations, not just uncertain or dangerous ones. In such circumstances, anxiety can become detrimental to wellbeing as it may lead to people avoiding all kinds of situations or social engagements perceived to be too stressful. If anxiety begins to interfere with daily functioning it may be classified as an anxiety disorder. Often anxiety disorders will develop during adolescence and can co- occur with depression, with students presenting signs of anxiety and depression at school.

Emotional signs of anxiety include:

- persistent and unfounded fear or worry (either about past or future events)
- difficulty concentrating, having mind blanks or impaired memory
- feeling indecisive, confused, irritable or impatient
- feeling constantly on edge or nervous
- interrupted sleeping patterns, possibly with vivid dreams.



Physical symptoms include:

- rapid heart-beat, feeling as though your heart is pounding or chest pain
- excessive or uncomfortable blushing
- uneven breathing or shortness of breath
- dizziness, headache, nausea
- sweating, tingling and numbness
- dry mouth, sweaty palms
- muscle aches and possible tremors/shaking.

Common anxiety disorders

There are many different kinds of anxiety disorders depending on the focus and nature of the anxiety. Some of the most common anxiety disorders experienced by young people are:

Generalised Anxiety Disorder

Generalised anxiety disorder, or GAD, refers to when individuals experience anxiety across a range of situations and the worry is excessive and hard for the person to control. Those experiencing GAD will usually also have physical symptoms of anxiety and these symptoms need to be present for the majority of the time over a six month period for GAD to be diagnosed.

Social Anxiety or Phobia

Social anxiety or phobia occurs when a person becomes fearful of social situations, worrying excessively about the prospect of being embarrassed or humiliated in front of others. People with social phobia experience intense anxiety over the prospect of being judged negatively by others. This may present as a fear of speaking and eating in front of others, or of engaging in any social events. People with social anxiety often avoid social situations.

Panic Disorders

Panic attacks are sudden and often unpredictable episodes of intense anxiety, with acute physiological responses (often being mistaken for or likened to the sensation of having a heart attack). Panic attacks are only classified as such when it is considered to be a disproportionate response to a situation. A panic disorder may be present when an individual has a panic attack and then persistently worries about experiencing more panic attacks for at least one month, and this has a significant impact on their wellbeing. Some people with panic disorders may begin to withdraw and avoid situations they fear a panic attack may occur, however, given panic attacks are often unpredictable, and occur sporadically this can lead to a general avoidance of many situations.

Agoraphobia

Some people with Panic Disorder also experience Agoraphobia. Agoraphobia occurs when a person withdraws from situations where they fear a panic attack may occur. People with agoraphobia may feel extreme anxiety about not being about to leave a place where they anticipate a panic attack may occur (for example, public transport). This can become so extreme that a person may withdraw entirely (not leaving their homes). People who experience panic attacks at a young age are more at risk of developing agoraphobia.

Specific phobias

Specific phobias arise when a person experiences intense fear and worry about a specific object or situation. To be considered a phobia the anxiety experienced must be considered to be an unreasonable response (e.g. no actual threat or very little likelihood of threat actually occurring presently in the object or situation).

Common disorders associated with anxiety

Obsessive-Compulsive Disorder (OCD)

Obsessive-compulsive disorder or OCD is an anxiety disorder that, although relatively uncommon in the general population, tends to develop during childhood or adolescence when it occurs. OCD is characterised by obsessive thoughts, behaviours and/or impulses. These frequently occurring, intrusive and unwanted thoughts trigger anxiety, and often a person will respond with compulsive and repetitive behaviours that temporarily reduce anxiety.

OCD can often stem from fears about health, contamination and safety, a need for order (symmetry and exactness), sexual impulses or religious obsession. Repetitive behaviours may include things like compulsive hand-washing, repetition of ordering/counting or touch. If left untreated OCD may become a lifelong illness.

Post-Traumatic Stress Disorder (PTSD)

Post-traumatic stress disorder is a disorder that occurs after a person experiences a traumatic incident, such as witnessing or experiencing violence, sexual assault or being involved in an accident. After experiencing such an event it is natural for a person to experience anxiety and distress. For most people, these symptoms will reduce naturally over time. If this does not resolve or begin to diminish after several weeks and is causing significant distress to the person, they may be suffering PTSD.

Symptoms of PTSD are quite distinct, involving some form of re-experiencing the initial trauma. This may occur through upsetting and intrusive memories, vivid flashbacks or recurrent dreams of the event. In response to PTSD and to reduce anxiety people may avoid situations or people that remind them of the event (e.g. if attacked at night, a person may not leave their house after dark alone or if involved in a car accident, a person may avoid being in a car). Other symptoms may include a general sense of unease or constantly feeling on edge and insomnia.

How can you help students with anxiety at school?

There are many simple and effective relaxation techniques such as breathing exercises that can help students manage or reduce mild anxiety in school. Encouraging students to identify some simple relaxing exercises and activities (such as walking, reading and taking time out from stressful situations) can also be helpful in the early stages of anxiety. If you notice that students are struggling with anxiety, it's important that you contact their parents or parents, and discuss it with the wellbeing staff at your school as they may need to seek medical advice, from their local GP, or other psychological services

Titled	BUILDING RESILIENCE: EMPATHY
Introduction	<p>Resilience is defined as the ability to bounce back from adversity. It is a necessary skill for coping with the ups and downs of life and one of the key ingredients of success. A number of things impact on a person’s resilience, including their previous experiences, their sense of self, the coping strategies they have developed over time and their mindset.</p> <p>Students need to be taught that failure can be a precursor to success and is a necessary component of learning. The only way to succeed with tasks, assignments and exams, in physical activities such as sport, and in life in general is through perseverance and persistence, and by embracing and learning from failure. This is a growth mindset and a key aspect of developing resilience.</p> <p>Resilience is directly related to wellbeing; it is about having the ability to cope with and adapt to new situations. Being resilient and positive, with a sense of wellbeing, enables a person to approach other people and situations with confidence and optimism. This mindset is especially important for students given the enormous changes and challenges they face throughout adolescence.</p> <p>By helping students to develop the skills to build resilience and a growth mindset, we can minimise the effects of negative, stressful situations. These skills allow students to face challenges, learn from them, and develop ways to live a happy and healthy life.</p> <p>Empathy is the ability to recognise another person’s feelings, and to respond accordingly and respectfully. This lesson explores the concept of empathy and assists students to understand another’s emotions in relation to your own. Empathy</p>

	is important because it helps the student be resilient through developing strong and supportive relationships.
Objective / teachers' goal	By the end of the lesson, students will understand that:: <ul style="list-style-type: none"> • empathy requires acceptance that their emotions can differ from someone else's emotions; • empathy is a skill that can be practised; • empathy is different from sympathy.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	Willingness and empathy to work with different clients/patients Competence in analysing health needs Understanding mental health Communication
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 checked="" type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	<ul style="list-style-type: none"> • Paper • Pens
Approach	<p><u>ACTIVITY 01 (15 min)</u></p> <p>Charades: Kind of emotions</p> <ol style="list-style-type: none"> 1. In groups of three, students choose one emotion to act out in front of the class. 2. Students guess what emotion is being acted out. 3. Write a list of the emotions on the board. (This may be done before, during or after this activity.) <p><u>ACTIVITY 02 (15 min)</u></p>

Discussion: Why is empathy important?

1. Read students the definition of empathy:

Empathy is commonly understood as the ability to detect other people's emotions and understand their point of view. Trust is built when others feel accepted and validated. Examples of when you might use empathy include when you comfort someone who is disappointed, defuse tension in a conflict situation and when you listen to someone who is upset. In these situations, you are using self-awareness to understand how to respond and self-regulating your emotions to support a friend.

- 2 Ask students to reflect on a time when they have used empathy or had someone be empathetic towards them.
- 3 Students record:
 - A time when they comforted (or were comforted) when disappointed
 - A time when they defused (or someone defused) tension in a conflict situation.
- 4 Students write a brief sentence explaining why using empathy in situations is important.

ACTIVITY 03 (15 min)

In their shoes

1. Choose one of the listed scenarios below.
 - Your teacher is away and you have a substitute.
 - A friend is being bullied at school.
 - Your lift is late picking you up.
 - A friend's grandmother passes away.
 - A friend fails an exam.
- 2 Draw two figures. On figure A, label the emotions that person would be experiencing.

	<p>3 On Figure B, list how you could display empathy with that person. What would it look like, sound like, feel like?</p> <p>4 Invite students to create their own scenario. Repeat the process.</p> <p><u>ACTIVITY 04 (15 min)</u></p> <p>Mind map: Barriers</p> <ul style="list-style-type: none"> • What barriers may prevent us from identifying and acknowledging the feelings of others? • How can we check in with ourselves to ensure we are considering others' feelings?
Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	Workshop + Self-reflection/assessment + Mind map
Duration	1 hour
Final goal (learning outcome)	Students learn that empathy is the ability to recognise another person's feelings, and to respond accordingly and respectfully.

Spiderweb Positive health

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
Meaningfulness	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

Titled	DEPRESSION
Introduction	<p>Depression is more than just feeling sad or down – it’s a serious condition that affects children and young people’s mood, behaviour and thoughts about themselves and the future.</p> <p>Depression affects many youngsters and can have a serious impact on personal development and wellbeing. It is important that students are able to recognise some of the signs and symptoms of depression, both in themselves and friends, and feel comfortable seeking further support when required.</p>
Objective / teachers’ goal	<ul style="list-style-type: none"> • Identifying what depression is, and recognise its signs and symptoms • Understanding how to support a friend to get help for depression • Recognising valuable help-seeking strategies.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	<p>Willingness and empathy to work with different clients/patients</p> <p>Competence in analysing health needs</p> <p>Understanding mental health</p> <p>Communication</p>
<p>Dimensions (check the dimensions and related aspects below)</p> <p><input type="checkbox"/> Bodily functions <input checked="" type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning</p>	
Materials	<ul style="list-style-type: none"> • A large room, or a room with a long wall • Opinion signs: agree, disagree, strongly disagree, strongly agree, neutral • Masking tape or Blu tack to stick up signs

	<ul style="list-style-type: none"> • Worksheets provided
<p>Approach</p>	<p><u>ACTIVITY 01</u> (15 min)</p> <p>Class activity: Agree-Disagree statements</p> <p>To feel more confident when teaching this lesson, we recommend you access the following:</p> <ul style="list-style-type: none"> • the factsheet 'Depression' • the article 'Depression Signs' <p>Agree–Disagree: Depression statements</p> <p>During this activity, students' opinions related to depression will be explored. Remind students of the importance of listening to and valuing the opinions of others.</p> <ol style="list-style-type: none"> 1. Hang the five opinion signs in order (strongly agree, agree, neutral, disagree and strongly disagree) on a wall with space between each sign. 2. Read aloud to the students the following statements on depression, one by one: <ul style="list-style-type: none"> • Depression is more than feeling sad. • Sometimes, talking about depression isn't enough. • Depression can affect anyone, at any time. • Getting help can be really hard. • There are many options for treating depression. • People don't choose to have depression. <p>After reading each statement, ask students to move to the opinion sign that most closely aligns with their thinking. The number of statements you read out may depend on the time available and the engagement of the students.</p>

Invite students to share with the group or a partner why they moved to a particular opinion sign.

- 3 At the end of the activity, share with students the article '8 facts about depression'.

ACTIVITY 02 (15 min)

Case study article: Tara's experience

1. Students read the article 'Tara's experience opening up to a friend to overcome depression'.
2. Ask students to answer the following questions individually:
 - What were the signs and symptoms of Tara's depression?
 - What were the risk factors for Tara's depression?
 - What help-seeking strategies did Tara find useful?
 - Suggest other help-seeking strategies that may have been useful for Tara.
- 3 As a class, brainstorm on the board the symptoms of depression. Colour code these into thoughts, feelings and behaviours.

ACTIVITY 03 (30 min)

Conversation practice: Helping a friend

1. Write a comic: supporting someone you are worried about
 - Using images and conversation bubbles, write a conversation where one person is struggling with the signs and symptoms of depression.
2. Summary:

	<ul style="list-style-type: none"> Discuss with students the support services available at school and who they can go to if they are concerned about someone – e.g. school psychologist, or head of student wellbeing.
Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	Workshop + Self-reflection/assessment + Debate
Duration	1 hour
Final goal (learning outcome)	Students understand what depression is, how to recognise it and ways to seek help.

Spiderweb Positive health

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
Meaningfulness	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

8 Facts about depression

Mental health problems are challenging and complicated, and it's important to get support when faced with them. Here are some interesting facts about depression, along with some myths about this condition you should be aware of.

This can help if:

- you want to know more about depression
- you're living with depression
- you feel like no one understands what you're going through, and it's hard to talk to the people you care about.



Fact 1: Depression is common, but treatment can help

If you are experiencing depression, you aren't alone:

- In their lifetimes, about one in five Australians will experience depression.
- Around the world, depression affects around 300 million people.
- Depression is the most commonly experienced mental health challenge for young people aged between 12-25 years old.

Talking about how you feel with a trusted friend or family member is an important step. In addition, mental health professionals can offer treatments and strategies that are an important part of the recovery journey.

Fact 2: Depression isn't the same as being 'lazy' or 'weak'

Experiencing depression can mean that people struggle to get out of bed, get to school or work, or take part in activities that they used to enjoy.

From the outside, this can look like they're not trying hard enough. The way that others respond to a person with depression is important, and the misconception that they are lazy or weak can make it more difficult for them to seek help and recover.

Depression can affect all kinds of people, even those who are traditionally considered to be 'strong' or who seem like they have no obvious reason to be depressed.

Fact 3: Depression has many causes, and can affect anyone

Psychologists have found many different factors that can cause depression:

- Recent events in people's lives: breakups, loss, unemployment, life transitions, conflict with family and friends.
- Longstanding life issues: trauma, loneliness, addiction.
- Physical causes: genetic factors, medications, differences in your brain chemistry, nutrition, hormones, immune system and gut health.

It's helpful to know about all the causes of depression because there could be lots of different things impacting your condition, and some of those could be things you aren't even aware of.

People of all races, sexes and classes can be affected by depression, and all can struggle in dealing with the stigma surrounding it.

Fact 4: Depression often exists alongside anxiety

Depression and anxiety are distinct experiences with separate causes and solutions, but it's common for people to experience both at once, or for one to cause another.

- Anxiety is experienced regularly by almost 50% of people who have depression.
- The problems experienced by people with anxiety, like finding it hard to connect to others or engage in life without worrying, can lead to depression.
- It can be an enormous challenge living with anxiety. However, it is also relatively common, so people who experience it might not realise it's something that affects their everyday life.

Fact 5: There are different types of depression

For psychologists, 'depression' is actually a 'blanket term' referring to a few different experiences that people face. Here are some common types:

- Major Depressive Disorder: this is the most common type of depression people face. It refers to when depressive symptoms last for more than two weeks.
- Chronic Depression or Persistent Depressive Disorder: This form of depression lasts longer and is diagnosed when someone's been experiencing symptoms most days for at least two years.

Bipolar Disorder: People who experience this condition experience moods that can shift significantly. They can experience periods of depression for weeks, followed by periods of mania (an extremely elevated mood).

- Seasonal Depression: this form of depression is where feelings of sadness and tiredness can occur in yearly cycles depending on the weather patterns around them. Usually it will affect people during winter months, and lift during spring and summer. It's more common in cold climates which experience less daylight during winter months.

Fact 6: No one chooses to have depression

People don't choose to be depressed, in the same way that people don't choose to have cancer. So, telling a person with depression to cheer up or to 'snap out of it' can be harmful and can leave them feeling more isolated. Depression is associated with complex social, biological and cultural factors that can't be wished away

Fact 7: Getting help can be really hard

For many people, depression can bring feelings of shame or hopelessness, and a sense of being broken or unworthy. This can make it a huge struggle to ask for support, or to get help to make things better. Understanding that these feelings are a part of depression and can shift with treatment can sometimes help to get enough motivation to take action.

Fact 8: There are many options for treating depression

Depending on the severity and cause of the depression, different treatment methods are available, which are evidence-based and provided by mental health professionals. However, recovery takes time and may involve lots of ups and downs.

Many people who have recovered from depression describe a number of changes that have helped them, from physical exercise (such as walking), to making art or playing music, to using psychological therapies. In some cases, a doctor might prescribe medication to help manage severe symptoms.

It's important that you feel comfortable with the mental health professional you choose to work with. Some people need to meet a few people before they find the one who is the right fit for them.

While getting support can be daunting, it can really help you to manage depression. The sooner this happens, the sooner you can start feeling more like yourself again.

What is depression

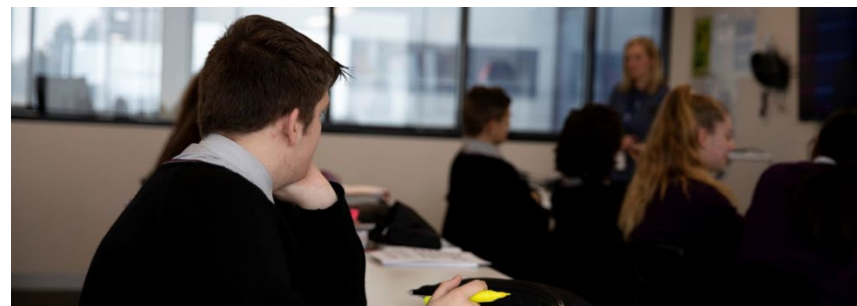
Depression is more than just feeling sad or down – it's a serious condition that affects children and young people's mood, behaviour and thoughts about themselves and the future

What's depression?

From time to time, everyone feels depressed, but it usually doesn't last. If left untreated it can have serious negative impacts on a child or young person's wellbeing.

A diagnosis of depression is made only when the:

- depressed mood has lasted more than two weeks
- behaviour is seen in more than one situation (for example, at home and at school)
- symptoms are severe enough to limit the child or young person's ability to cope with everyday situations or cause problems at home, at school and with friends.





Learn more about the different types of depression.

There's no single cause of depression

Many factors come into play, such as:

- life events (for example, a death in the family or family separation)
- biological factors (for example, genetics)
- learning community-based factors (for example, peer group difficulties, especially bullying.

psychological factors (for example, a tendency to think negatively).

How does depression affect children and young people?

Depression can make it hard for children and young people to learn. Without professional support, this can have long-term impacts on their school achievement.

Sometimes older children or young people experiencing depression may talk about wanting to die or harm themselves. This can be alarming, but it's important that you take this seriously. Whether such talk represents a clear intention of suicide or is a way of expressing feelings of depression, it indicates a high level of distress that requires attention. Read more about suicide prevention.

Depression can significantly impact the lives of children and young people. But getting the right type of help – and getting it early – can make a huge difference in their mental health.

What signs should I look out for?

Depression is common but can often be missed in children and young people.

When adults are depressed, feelings of sadness can be very obvious. But in children and young people, symptoms of depression can look more like irritability, sleep changes, loss of appetite or weight loss. Since the symptoms of depression in childhood are often negative behaviors (for example, irritability or whingeing), it's easy for adults to feel annoyed and to blame or punish the child for their behavior.

In adolescence, depression can be labelled as merely a 'teenage problem' – which can lead to other signs of depression being missed. Unlike adults, children and young people are often unable to explain how they're feeling, especially when depressed.

A child or young person who is depressed may:

- be irritable, easily annoyed or upset
- seem sad and cry easily

- be difficult to engage and motivate
- have difficulty concentrating in class and completing their work
- seem withdrawn and have difficulty relating to peers and educators
- have low energy
- lose interest easily in an activity they usually enjoy
- have difficulty making decisions
- make a lot of negative comments about themselves
- look for what's wrong rather than see the positives in situations
- be very difficult to please
- have trouble sleeping or want to sleep most of the day
- experience changes in weight (including both weight loss and gain)
- Withdraw from peer group activities or social situations.

Signs

DEPRESSION affects many youngsters and can have a serious impact on personal development and wellbeing. It is important that students are able to recognise some of the signs and symptoms of depression, both in themselves and friends, and feel comfortable seeking further support when required.

Signs this might be a problem:

- unexplained feelings of sadness, hopeless and/or helplessness
- altered sleeping patterns, either oversleeping or having difficulty getting to or staying asleep
- loss of interest in activities previously found enjoyable, such as spending time with friends or playing sports
- feeling anxious a lot of the time
- having no energy or motivation
- crying more than usual, or for no apparent reason.



What is depression?

Feelings of sadness, guilt, irritability or even worthlessness are something most people experience at some point. However, when these feelings are present for most of the day, every day for at least two weeks and interfere in daily functioning (such as work, school or sport commitments), then this is considered clinical depression. Depression often results in impaired sleeping patterns and appetite, diminished interest in daily activities and general fatigue. Although sometimes triggered by life events, such as bullying or the breakup of a relationship, depression can often occur without any obvious reason or trigger. Severe depression may result in suicidal thoughts.

Non-melancholic depression, also known as major or clinical depression, is the most common form of depressions. Clinical depression often occurs in response to psychological factors, such as experiencing a series of stressful events, but may not resolve once these issues have been resolved. As non-melancholic depression does not have any defining symptoms (such as psychotic features or impaired mental functioning) it may be difficult to diagnose. Other forms of depression include melancholic depression, which is typically more severe than a non-melancholic depression, and psychotic depression.

Melancholic depression is thought to be more strongly influenced by biological factors than non-melancholic depression, affecting around 1-2% of the general population. Psychotic depression, which presents with psychotic features, is relatively uncommon. Depression can often co-occur with other anxiety and substance abuse disorders.

Signs and symptoms of depression

Depression has a range of symptoms, and people may not experience all of these symptoms. However, some common ones are:

- feeling sad or depressed most of the time
- sleep disturbances
- irritability
- general lack of interest and enjoyment in activities previously engaging
- crying often
- feeling anxious
- unintentional changes in weight, either weight gain or loss, and changes in appetite
- feeling restless or unable to concentrate
- fatigue
- feeling worthless or guilty
- lack of self-esteem
- loss of libido
- suicidal or self-harming thoughts.

Helping students with depression

Learning how to manage stressful situations and recognizing when to seek help, either personally or for friend or relative, are important tools enabling students to manage and possibly prevent depression. Stress management and coping techniques such as meditation and increased physical activity can be valuable ways to minimise the risk of developing depression. These techniques are a starting point for helping reduce the impact of depression in high school students. If a student is experiencing many or even a few of the symptoms associated with depression, it may be important to seek medical advice. Visiting a local GP is often advisable, who can then work out the best course of treatment. This may involve counselling or therapy, such as cognitive behavioral therapy (CBT), or in some circumstances medications such as selective serotonin reuptake inhibitors (SSRIs), tricyclics (TCAs) or irreversible Monoamine Oxidase Inhibitors (MAOIs) or others may be recommended.

Tara

Tara's experience opening up to a friend to overcome depression



Tara's depression took the form of anger towards herself and the world. Read about how voicing her feelings helped her to recover from depression.

Have you ever felt like you're standing on a busy street and screaming, but no one even notices you? This is how I felt in the middle of year 11, when I came to the sudden realisation that life was far from easy.

I was in a deep hole

Over a period of about two months I fell into a deep hole of depression, when several issues came to a head in my life. It all began when schoolwork started to get difficult. After years of easy grades, I suddenly had to work hard for them, and the requirements became more complex and intense. After a while I gave up trying, as I'd convinced myself that I just couldn't do it. I felt lost and confused, with no idea of what I wanted for the future. I lost all motivation. I thought that by giving up and ignoring the difficult things, life would get easier.

Gradually, I became increasingly unhappy with myself and it began affecting other parts of my life, particularly relationships with my family and close friends. I became very removed and distant. My emotions became more intense and I fell deeper into a black hole of depression. Although I maintained the smile and the happy face, I was screaming on the inside for someone to notice how unhappy I was.



My sadness turned into anger

My sadness turned to anger, and I became angry at the world, at myself and at everyone else. I began taking my anger out on my family, constantly fighting with Mum. I just didn't know what else to do. I spent a lot of time alone in my room listening to music and crying, trying to escape from the world.

I soon found an outlet for my emotions in writing and drawing. By spilling it all out on paper, I could begin to think more clearly and make sense of how I felt.

I opened up to my friend

The situation started to get better when I finally began to talk about it. Suddenly, it didn't seem so bad after all. I opened up to a friend and, after all the tears and emotion, I realised that people did care about me. It was like a huge weight had been lifted from my shoulders.

I learnt a lot about life as I gradually overcame my depression. It's not easy, but it's not meant to be easy. It's the challenging times and experiences that make us better and stronger people.

Although I still don't know exactly what I want to do in life, I've realised that if you do things that make you happy, you'll get somewhere that you want to be and you'll find happiness along the way.

Titled	HEALTH AND MENTAL DISORDER, DIVERSITY AND INCLUSION
Introduction	<p>Asperger's syndrome is part of the autistic spectrum, but it has a milder classification within the spectrum. Most people with the syndrome are male, are intelligent and usually have a deep knowledge of a subject in which they become experts.</p> <p>On the other hand, they have difficulties in communication and language, do not understand metaphors, jokes, sarcasm, irony and interpret everything literally, that is, in the literal sense of what is being said. They do not deal with lies and easily lose self-control when they do not understand or feel deceived or even attacked. They are direct and extremely sincere. However, they have great difficulty in showing their feelings and emotions and, consequently, great difficulty in being empathic. They do not have much imagination, but if they like and are interested in something, they devote themselves deeply.</p> <ul style="list-style-type: none"> - The autistic spectrum is a psychiatric condition that has various levels and Asperger's is a level that the subject with adequate support and stimuli can lead an autonomous, integral and active life.
Objective / teachers' goal	<ul style="list-style-type: none"> ▪ Promoting the respect for the difference, inclusion and solidarity; ▪ Eliminating prejudice against people apparently different; ▪ Enhancing critical thinking; ▪ Making students aware of the value of life of each individual no matter what; ▪ Raising the feeling of empathy.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	<p>Competence in analysing health needs Understanding mental health Willingness and empathy to work with different clients/patients Communication Capacity building and intervention</p>

Dimensions (check the dimensions and related aspects below)	
<input type="checkbox"/> Bodily functions <input checked="" type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	Film "Adam"
Approach	<p>"Adam" is a light film that deals with differences and similarities between two young people. Adam, an electronic engineer with a passion for astronomy and also suffering from Asperger's syndrome, and Beth, a beautiful, affectionate teacher who had recently moved into her building.</p> <p>He loses his father and relies only on a tutor, a friend to support him, but in the experience of living alone he gets to know and learn a new world, as does the kindly girl who, newly arrived at his new flat, begins to get to know her new neighbour.</p> <p>Both end up being strangers on one side and getting closer on the other and this game of discovery, curiosity and love creates a bond that would be unimaginable for people, a priori, so different. They face prejudice, lack of information and ignorance of people, but they discover that, however different, they may be who they are, there are precious things that unite them.</p> <p>Activity steps:</p> <ol style="list-style-type: none"> 1) Announce the students that they are going to watch a film, but that they will do a "warm-up" before the beginning. 2) Introduce the film as the story of an unlikely relationship between two people who are different from each other, where one is stranger than the other to the other. What might happen? What are the possible outcomes? What is it to be the same or different and what does this imply? <p>Pre-questions:</p> <ul style="list-style-type: none"> ▪ What is empathy? ▪ What is the relationship between empathy and inclusion? ▪ How can we make a school an inclusive space? What is your part? How can you collaborate?

	<p>3) Watch the film. Suggested guidelines for watching the film:</p> <p>If possible, propose that they watch it in two stages, trying to write down and to bring in the discussion (first stage: 40 min of the film).</p> <ul style="list-style-type: none"> ✓ First stage: <ul style="list-style-type: none"> ○ Explain: how can each person be at the same time singular (unique), different (diverse), a whole and part? ○ Is it possible to have a society where everyone feels included? ✓ Second stage: <ul style="list-style-type: none"> ○ Highlight 3 new knowledge about the theme that the film has brought to you. ○ What changes can you make in your life based on this knowledge? ○ What did you feel when you watched the film? What emotions and feelings came up? <p>4) The students are asked to share about any situation where they had to deal with difference and to reflect on their reaction/attitude.</p>
Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	Workshop + Self-reflection/assessment
Duration	3 hours
Final goal (learning outcome)	Breaking down barriers of prejudice and fostering the richness of diversity

Spiderweb Positive health

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
Meaningfulness	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

Titled	EMOTIONAL BALANCE AND MENTAL HEALTH
<p>Introduction</p>	<p>Perceiving emotion, being able to identify it and learning better ways of dealing with it is an essential process for the emotional health of children, young people and adults.</p> <p>Emotional health is directly related to mental health, since better dealing with emotions is an important resource to face life's challenges of life.</p> <p>It is important to know:</p> <ul style="list-style-type: none"> - Emotions can be pleasant or unpleasant, but there are no emotions negative or positive emotions. All emotions are necessary and important for emotional health and all have positive and negative aspects. It is therefore necessary that adults and children understand that the problem is not what we feel, but what we do with what we feel. Recognizing your emotions, even the unpleasant ones, helps you understand how to manage them better. - Knowing how to better deal with emotions involves expanding the repertoire of behaviors, that is, having different ways of reacting to the same emotion, depending on the circumstances.
<p>Objective / teachers' goal</p>	<ul style="list-style-type: none"> ▪ Guiding students to recognize their emotions and accept them without labelling what they feel as good or bad; ▪ Giving students tools to deal with their emotions as a way to reach a better and happier living.
<p>Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)</p>	<p>Competence in analysing health needs Understanding mental health Communication</p>
<p>Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input checked="" type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning</p>	
<p>Materials</p>	<p>Film "Inside out" Printed images of the 5 character-emotions of the film (disgust, fear, joy, sadness, anger) Paper & pens</p>

<p>Approach</p>	<p>The animation deals with the various challenges in the process of growing up a little girl, Riley. The family has to move to another town when the father gets a new job. Like all of us, Riley is driven by her emotions - Joy, Fear, Anger, Disgust and Sadness, the so-called primary emotions, innate in all people. The emotions live in the control centre inside Riley's mind and come into in conflict about which is the best way to deal with the several situations that Riley faces.</p> <p>Although it is an animation, at first, aimed at children, "Inside out" brings valuable lessons about the emotional dimension for adults, who will be able to better understand how each emotion affects our state and our behaviour, and can be a resource that helps us deal with life's challenges or hinder us when we can't manage them well.</p> <p><u>Activity steps:</u></p> <ol style="list-style-type: none"> 1) In a round of conversation, ask students what they understand by emotion. Ask them to give examples of situations that have generated an intense emotion. 2) Watch the animation film "Inside out" with the students, proposing that they observe when emotions helped the character and when they hindered. 3) After watching the film, hold a conversation so that the students can talk about each of the emotions. You can print the image that represents each emotion in the animation. <ul style="list-style-type: none"> ▪ Ask them to explain when they think we feel that emotion (the most common triggers for that emotion). ▪ Ask if the emotion is pleasant or unpleasant. What sensations do they feel in their body? ▪ When can that emotion help, when can it hinder? ▪ Propose that they share what they do to deal with that emotion. ▪ A panel can be made with the strategies that can help them better deal with the emotion.
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	4) Ask the students to share their feelings and opinions on the workshop.
Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	Workshop + Self-reflection/assessment
Duration	3 hours
Final goal (learning outcome)	Accept emotions and deal with them in a healthy way

Spiderweb Positive health

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
Meaningfulness	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

Titled	SELF-CARE IN EVERY AREA OF YOUR LIFE
<p>Introduction</p>	<p>Self-care has been defined as "a multidimensional, multifaceted process of purposeful engagement in strategies that promote healthy functioning and enhance well-being." Essentially, the term describes a conscious act a person takes in order to promote their own physical, mental, and emotional health.</p> <p>According to the World Health Organization (WHO), self-care is important because it can help promote health, prevent disease, and help people better cope with illness. Self-care is vital for building resilience toward those stressors in life that one can't eliminate. When one has taken steps to care for their mind and body, they'll be better equipped to live their best life.</p>
<p>Objective / teachers' goal</p>	<p>Promoting the students' self-assessment on how they are caring for themselves in several different domains so they can ensure they're caring for their mind, body, and spirit.</p> <p>Finding a balance that allows the students to address each of the areas of self-care: physical, social, mental, spiritual and emotional.</p> <p>Developing a self-care plan.</p>
<p>Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)</p>	<p>Competence in analysing health needs Understanding mental health Communication Capacity building and intervention</p>
<p>Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input checked="" type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning</p>	
<p>Materials</p>	<p>Post-its of 5 different colours A4 paper sheets Pens/pencils</p>
<p>Approach</p>	<p><u>Different Types of Self-Care</u></p>

The teacher will introduce each of the 5 areas of self-care: physical, social, mental, spiritual and emotional. After each, the students will be given 10 minutes to answer a group of self-reflection questions and note down their thoughts on coloured post-its.

QUESTIONS:

- Physical Self-Care
 - Are you getting adequate sleep?
 - Is your diet fueling your body well?
 - Are you taking charge of your health?
 - Are you getting enough exercise?
- Social Self-Care
 - Are you getting enough face-to-face time with your friends?
 - What are you doing to nurture your relationships with friends and family?
- Mental Self-Care
 - Are you taking enough time for activities that mentally stimulate you?
 - Are you doing proactive things to help you stay mentally healthy?
- Spiritual Self-Care
 - What questions do you ask yourself about your life and experience?
 - Are you engaging in spiritual practices that you find fulfilling?
- Emotional Self-Care
 - Do you have healthy ways to process your emotions?
 - Do you incorporate activities into your life that help you feel recharged?

The students are then asked to share their feelings and/or conclusions on their self-reflection.

The teacher highlights the importance of having an effective self-care routine as it brings a range of benefits to our life, namely:

- Reducing anxiety and depression;
- Reducing stress and improving resilience;

- Improving happiness;
- Increasing energy;
- Reducing burnout;
- Stronger interpersonal relationships.

Develop Your Self-Care Plan

The teacher proposes the students to build their self-care plan. It will make the students assess which areas of their life need some more attention and self-care. And reassess their life often. As their situation changes, their self-care needs are likely to shift too.

Helpful steps to build the self-care plan:

- **Assess your needs:** Make a list of the different parts of your life and major activities that you engage in each day. Work, school, relationships, and family are some you might list.
- **Consider your stressors:** Think about the aspects of these areas that cause stress and consider some ways you might address that stress.
- **Devise self-care strategies:** Think about some activities that you can do that will help you feel better in each of these areas of your life. Spending time with friends or developing boundaries, for example, can be a way to build healthy social connections.
- **Plan for challenges:** When you discover that you're neglecting a certain aspect of your life, create a plan for change.
- **Take small steps:** You don't have to tackle everything all at once. Identify one small step you can take to begin caring for yourself better.
- **Schedule time to focus on your needs:** Even when you feel like you don't have time to squeeze in one more thing, make self-care a priority. When you're caring for all aspects of yourself, you'll find that you are able to operate more effectively and efficiently.

The students are given 45 minutes to build their plan and, at the end, are invited to keep and update it as things change in their life.

Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	Workshop + Self-reflection/assessment
Duration	2 hours
Final goal (learning outcome)	Having self-care as a priority in life

Spiderweb Positive health

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
Meaningfulness	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

Titled	DEAL WITH STRESS
Introduction	Everyone experiences stress from time to time. Whether it is stress due to pressure at school, loneliness, money worries or problems at home. Stress is very annoying and can really bother you.
Objective / teachers' goal	The students reflect on how they feel and whether they are satisfied with their school-private balance. Three tips are discussed on how to deal with stress: 1. Breathe in and out deeply (students are introduced to a meditation practice). 2. Talk about it. The students investigate and exchange who they can turn to for help (in their private situation/ at school and nationally). 3. Take a break/ take care of yourself.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	Understanding mental health (personal level)
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input checked="" type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	<ul style="list-style-type: none"> • Smartboard • Smartphone • Paper and pen
Approach	<p>Introduction: The students discuss the following question with a fellow student (someone they feel comfortable with):</p> <ul style="list-style-type: none"> • <i>Do you feel comfortable at the moment?</i> • <i>Is school and your private life balanced?</i> • <i>Do you currently experience stress?</i> <p>The teacher shows the students the next video:</p>

<https://youtu.be/XLump0tLvg8> (only available in Dutch).

Summary of the video: this video is part of an initiative of ROC Midden Nederland to support student well-being. The initiative is called 'To feel good' challenge and contains six challenges whereby happiness-psychologist Merijn Ruis gives practical and useful tips for students to enhance their wellbeing. This clip is about dealing with stress. The corona crisis has just ended and now there is war in Ukraine. This type of events, or other situations such as, loneliness, money worries, no internship, discrimination or bad grades can make you feel restless, anxious or stressed. If you experience a lot of stress at this moment in your life, you can apply the following three tips:

1. Take a deep breath
2. Talk about it
3. Give yourself a break

The students discuss the questions below, with the same student as before the video:

- What makes you happy right now?
- What makes you feel relaxed?
- What were the three tips from the video?
- What do you think of the three tips from the video?

Assignment 1: Take a deep breath/ (Meditation)

Be aware not everyone likes to do a mediation exercise, so mention the exercise is to get the opportunity to experience guided meditation or to see what meditation is. Therefore, choose a short meditation exercise of up to five minutes. Mention that everyone is quite during the meditation video, in case someone wants to experience the meditation exercise. The video is only available in Dutch. You can probably find one in your own language or in English.

<https://www.youtube.com/watch?v=hp193-yi78> (only available in Dutch).

Assignment 2: Talk about it/ ask for help

The video (from the introduction) shows not everyone has someone around to talk about their concerns or problems. That's why it's important to know where else you can go and ask for help. Students go outside in pairs and discuss the questions below while they're walking. Students can use their phone search where or from whom you can ask for help.

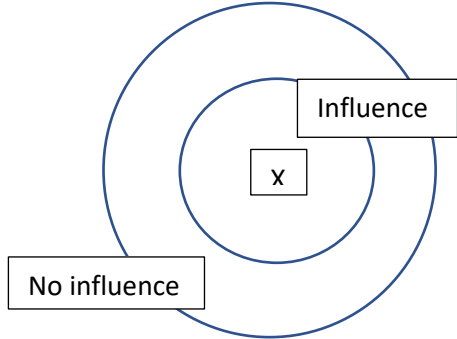
Questions:

- When do you ask for help?
- Where can you ask for help?
- Who can you ask for help?
- Which number(s) can you call?

After the exercise the answers are discussed in class. The teacher asks the students which information they've found and if they want to share it in class.

Assignment 3: Circle of influence

The students come up with situations that they are worried about or that cause stress. The students are given a sheet of paper and put themselves in the middle (put a small crotch on the paper). Around the crotch they draw two circles (see example). In the first circle they write down the things they can influence and in the second circle they write down the things they are unable to influence regarding the situation that causes stress. The aim is students literally gain insight into what he/she can or cannot influence.

	<p>Example:</p>  <p>For example, you can't control the weather or whether it is raining or not. But, when it's raining you can decide whether you go out or stay inside. And if you decide to go out, you can choose to take an umbrella with you. So instead of keeping complaining about the weather you can influence your own decisions.</p> <p>Now look at your circle of influence:</p> <ul style="list-style-type: none"> • From which stressful situations can you take a break? (What is in the no influence circle?) • How could you do that?
<p>Type of activity (workshop, assignment, quiz, debat, presentation, etc.)</p>	<ul style="list-style-type: none"> • Meditation • Individual and duo assignments
<p>Duration</p>	<p>30 – 45 min.</p>
<p>Final goal (learning outcome)</p>	<p>The students can tell how they feel and what their school-private balance looks like. They can argue whether or not they are satisfied with this balance. The students are able to name three tips about dealing with stress and can apply these tips to his/her own situation.</p>

Spiderweb Positive health

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

Titled	DIGITAL BALANCE
Introduction	Young adults spend a lot of time in front of a screen. Social media use is high. Being aware of and being in control over your screentime gives room for other activities. But what is a good digital balance? When do you spend too much time behind a screen? And is screentime always a bad thing or does it also have positive sides?
Objective/teachers' goal	To make students aware of their time and activities in front of a screen and to make them think about digital balance.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	<ul style="list-style-type: none"> • Understanding mental health (personal level) • Competence in analysing health needs (personal level)
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input checked="" type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	<ul style="list-style-type: none"> • Smartboard • Laptop (for the self-test or to look up information) • Paper/notebook • Post-its
Approach	<p>Introduction</p> <p>The teacher starts with the following video: https://youtu.be/N8HKpFRQW4M (only available in Dutch).</p> <p>Summary of the video: this video is part of an initiative of ROC Midden Nederland to support student well-being. The initiative is called 'To feel good' challenge and contains six challenges whereby happiness-psychologist Merijn Ruis gives practical and useful tips for students to enhance their wellbeing. In this clip the challenge is to reduce screentime. Merijn explains the negative impact of social media on our</p>

daily lives (loneliness and depressive symptoms) and the positive impact of reducing screentime (more time for other activities, more productive). He shares three practical tips as well to help students reduce screen time: (1) turn off push notifications; (2) remove apps that doesn't make you happy and (3) put your phone away if you want to focus.

After the video, the teacher asks the students what they think of the video:

- What struck you?
- What is your screen time?

The teacher explains the meaning of digital balance:

Digital balance is about organizing your time in a healthy way and in a way you feel comfortable with. It means you have a healthy balance with and without screentime (for example on your phone, tablet or laptop). The right balance is different for everyone. Only you can determine the right balance. You can investigate your own balance by using the Digital Balance Model (developed by Netwerk Mediawijsheid and the Trimbos Institute). Hereby, you investigate three aspects of your health: your physical, mental and social health. To investigate whether these three aspects are in balance you can ask yourself the following questions, for example:

- *Physical health:* Do you sleep well? Do you exercise enough or are you sitting still in front of a screen too often?
- *Mental health:* Do you relax enough? Are you able to concentrate and focus?
- *Social health:* Do you have enough social contacts? Are you actively involved in society? Do you take enough time for yourself?

For some aspects general advice exists about what is healthy. For example for sleeping and exercising. But for other aspects there are no guidelines and you will have to find a good balance yourself. For instance, for your social health. Some people need more social contact than others. And while some prefer to meet offline, others prefer to meet online. You can discover yourself what balance fits

	<p>you.¹</p> <p>Self-test Students do a self-test to see whether they are digitally in balance via www.digitalebalans.nl/zelftest (only available in Dutch). Alternative: students can answer the questions described in the introduction. The teacher can come up with additional questions.</p> <p>Assignment 1: The role of (social) media in digital balance The students have 5 to 10 minutes to individually think about the following questions (students should write down their answers on paper):</p> <ul style="list-style-type: none">• At what moments do you spend time in front of a screen? (For example, phone, tablet, laptop, TV)• What effect does that have on your daily life? (Why is the student spending time in front of a screen at that moment?) <p>Assignment 2: Health impact The teacher divides the student into three groups. The following topics are divided among the three groups:</p> <ul style="list-style-type: none">• Physical health• Mental health• Social health <p>The students are given a pile of yellow post-its and a pile of pink post-its. On the yellow post-its, students write down the possible benefits of (social) media regarding their assigned topic (e.g. pedometer, sleep apps, audio book, meditation app, connecting with others via social media, etc.). On the pink post-its, students write down the possible disadvantages (online bullying, moving less, too many stimuli, etc.)</p> <p>Afterwards, the groups briefly share what they have written down.</p>
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¹ From www.digitalebalans.nl

	<p>Assignment 3: Own digital balance</p> <p>During this exercise, students investigate their personal screentime and what aspects do or do not contribute to being digitally balanced.</p> <ul style="list-style-type: none"> • First, students investigate their screentime (Students can use their phone to check their screentime and make an estimation of time spend on other digital devices). • Then, students write down the type of activities during this screentime (for example, homework, social media, watching a movie, etc.) • Thereafter, students write down which activities gives them energy and which do not by putting a + or a – behind the activities. • Then, students answer the following questions: <ul style="list-style-type: none"> ○ What do you notice about your screentime? ○ Do you think you are digitally balanced? ○ Would you like to change anything? ○ If yes, what would you like to change? ○ What small step could you take first to achieve this?
<p>Type of activity (workshop, assignment, quiz, debat, presentation, etc.)</p>	<ul style="list-style-type: none"> • Quiz • Individual assignments • Group assignment
<p>Duration</p>	<p>60 minutes</p>
<p>Final goal (learning outcome)</p>	<p>Students are more aware of their own digital balance and know the advantages and disadvantages of media in relation to physical, mental and social health.</p>

Spiderweb Positive health

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

Titled	HEALTH, FOOD AND MOVEMENT
Introduction	Moving gives you energy and hanging on the couch makes you tired. Exercising ensures that substances such as endorphins and dopamine's are produced. Many people experience a huge threshold to start moving, while it can be done very easily. Besides exercising enough, a healthy diet is also very important to stay healthy.
Objective / teachers' goal	To make students aware health can be looked at from different angles and how nutrition and exercising have an influence on health. The student is able to give an opinion about their own dietary pattern and can come up with different actions to improve their health.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	Competence in analysing health needs (personal level)
Dimensions (check the dimensions and related aspects below) <input checked="" type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	<ul style="list-style-type: none"> • Smartboard • Appendix 1 (to write down (un)healthy food) • Appendix 2 (empty bingo card)
Approach	<p>Introduction</p> <p>The teacher starts by showing the student a short video: https://youtu.be/TmTCUsDmJEg (only available in Dutch).</p> <p>Summary of the video: this video is part of an initiative of ROC Midden Nederland to support student well-being. The initiative is called 'To feel good' challenge and contains six challenges whereby happiness-psychologist Merijn Ruis gives practical and useful tips for students to enhance their wellbeing. In this clip, students are challenged to exercise more throughout the week. The challenge is to have two extra moments of movement or exercise during the upcoming week. After a day at</p>

school or work it's easy to hang on the couch. But it seems that this makes you feel more tired. Exercising makes you feel proud and better about yourself. If you don't like it, realize there are so many different ways of moving. If you think about it, it can be done easily. For example: take the stairs instead of the elevator. It also can help to exercise together or just go out for a walk!

After this introduction video, ask the students the following questions:

- What do you do in terms of exercising/movement?
- What are your motives to exercise?

Assignment 1: Statements

First, the students make pairs. Ask the students to come up with a statement related to health, nutrition and exercising. The statements are collected on a piece of paper, smartboard or something else. Ask the students who is in favour and who is against the statement. Give the students time to come up with pros and cons. Then, the students debate these statements. The teacher leads the conversation.

Examples of statements:

- *Students have to exercise for an hour every day at school.*
- *Energy drinks has to be forbidden.*
- *Parents are obliged to set a good example for their children regarding healthy eating and exercising.*

Assignment 2: Healthy and unhealthy food

Divide the class into groups of 3 or 4 students. Give each group a pen and paper (Appendix 1). The students make a list of healthy and unhealthy food. What do the students see as healthy and unhealthy? If there are any doubts, ask the students to argue why it belongs in one row (healthy) or the other (unhealthy). Then the students make (for themselves) a list of what they eat during a day and discuss this with each other:

- How was it to make this list?
- What do you notice about your diet?

	<ul style="list-style-type: none"> • What are you satisfied with? • Are there things you would like to change? • What could be a first step? <p>Assignment 3: Bingo card</p> <p>The students will come up with actions or activities they can do during the week to improve their health regarding nutrition and exercising. These should be small actions that a student could start with the same day. They write down the actions on their bingo card (Appendix 2). Who will manage to make a bingo this week? Make agreements about the amount of activities they should fulfil to make a bingo (full card, how many rows or columns etc.)</p> <p>Examples of actions:</p> <ul style="list-style-type: none"> • <i>Going to bed at 10 p.m.</i> • <i>Going to school by bike</i> • <i>Eating an apple</i> • <i>Cooking a meal by yourself</i> • <i>Making a walk for at least 20 minutes</i>
<p>Type of activity (workshop, assignment, quiz, debat, presentation, etc.)</p>	<ul style="list-style-type: none"> • Debate • Individual and group assignment • Bingo card
<p>Duration</p>	<p>About 45-60 minutes</p>
<p>Final goal (learning outcome)</p>	<p>The student is able to give arguments in favour or against a statement about health, and is aware of the importance of exercising and nutrition in health. The student has formed an opinion about their own dietary pattern and has thought of actions to change this if the student wants to.</p>

Spiderweb Positive health

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

Titled	MOTIVATION AND FOCUS
Introduction	You know that feeling when you keep procrastinating a big assignment for school or work? The 1 minute rule can help you procrastinate less. In this workshop you will experience the difficulty of changing a habit and you will learn what the 1 minute rule is and how you can apply it in a weekly schedule.
Objective / teachers' goal	Students learn to make a schedule and to stick to the schedule and stay motivated by using the 1 minute rule.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	Capacity building and intervention (personal level)
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	<ul style="list-style-type: none"> • Schedule of work, school, and/or internship • Pen and paper • Weekly planning (Appendix I)
Approach	<p>Energizer: Arms crossed The teacher asks the students to fold their arms. It is likely students immediately cross their arms in a way that is comfortable for them. Then the teacher asks to cross the arms the other way around. For most people this feels unpleasant and uncomfortable. The teacher asks the students how it feels, why the first position feels comfortable and why the other is unpleasant. The teacher explains that many things we do is out of habit. It is difficult to change habits and start doing things differently. Conclusion: changing behaviour is difficult!</p> <p>Assignment 1: 1-minute rule The teacher shows the following video: https://youtu.be/Uer2E8OGNIU (only available in Dutch).</p>

Summary of the video: this video is part of an initiative of ROC Midden Nederland to support student well-being. The initiative is called 'To feel good' challenge and contains six challenges whereby happiness-psychologist Merijn Ruis gives practical and useful tips for students to enhance their wellbeing. In this clip the challenge is to apply the 1-minute rule. The 1-minute rule means that you do a task that you normally would procrastinate only for 1 minute. For example: instead of reading an entire textbook, you only read one page. Or: instead of running for half an hour, you only put on your running shoes. Merijn explains this 1-minute rule works, because we tend to make tasks very big, with the result that we don't do it. Starting a new habit is difficult. But just by starting (with just a small step), we get extra motivated to continue!

After the video, students discuss the following question:

- What are your habits regarding schoolwork?
- Did you procrastinate something today, this week or this period? And if yes, what?
- How do you deal with procrastination yourself?
- What do you do to get started with your task, assignment or intention anyway?
- What do you think of the 1-minute rule?

Assignment 2: Make a weekly schedule

For this assignment, students need a schedule from school and possibly a schedule from work or their internship. Students fill in the weekly schedule (Appendix I) with using different colours for different activities. The teacher helps to make a realistic schedule. Note that the students also apply the 1-minute rule. Students can be creative (for example, reading one page instead of a whole chapter).

Tips for completing the weekly schedule:

When you have to write an assignment or study for a test, it helps to make a weekly schedule using different colours for different activities. Start by putting your regular

	<p>tasks into the schedule (school, work, internship, sports, etc.). Then, the student makes different time blocks where they put in their remaining tasks. For example: 30 minutes of studying followed by a 10 minute break. Making a weekly schedule gives students an overview of the time they have available for schoolwork. The weekly schedule can be used repeatedly, but can also be adjusted if there are more activities or if more time is needed for schoolwork.</p> <p>Final question End with the following question to the students: Based on this workshop, how are you going to make sure you stick to your weekly schedule in the coming days?</p>
<p>Type of activity (workshop, assignment, quiz, debat, presentation, etc.)</p>	<ul style="list-style-type: none"> • Workshop • Energizer • Individual assignment
<p>Duration</p>	<p>30 minutes</p>
<p>Final goal (learning outcome)</p>	<p>Students can use the 1-minute rule to make a realistic and sustainable planning.</p>

Spiderweb Positive health

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 goals	Have confidence	Accept	Gratitude	Keep learning



Make a weekly schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
06:00							
07:00							
08:00							
09:00							
10:00							
11:00							
12:00							
13:00							
14:00							
15:00							
16:00							
17:00							
18:00							
19:00							
20:00							
21:00							
22:00							
23:00							

Color this schedule

You can now see exactly when you have time to do your homework. You can fill in the coloured boxes which activity you have there. For example your hobbies. Hang this schedule above your workplace.

Example:

Blue when you sleep

Yellow when you are at school

Red for hobbies

Light blue for work



Orange for other things: eating, watching tv, and so on.
Green for homework



Titled	THE POWER OF YOUR MINDSET
Introduction	Your brain naturally focuses on the negative things. Small mistakes or setbacks can take the upper hand, which give an unpleasant feeling. Would you like to feel satisfied and happy more often? Your mindset and gratitude can help with that. It helps you (and your brain) to be more positive. You can strengthen this by looking at situations with a growth mindset and by thinking more often about the things you are grateful for.
Objective / teachers' goal	The students learn the difference between a growth and fixed mindset, and gain insight into their own mindset (is this more growth or fixed?). The students learn how (positive) thoughts and gratitude can influence the mindset.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	Understanding mental health (personal level) Competence in analysing health needs (personal level) Capacity building and intervention (personal level)
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input checked="" type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	<ul style="list-style-type: none"> • Smartboard • Balloons • Appendix 1 (growth and fixed mindset)
Approach	<p>Introduction: The teacher shows the students the next video: https://youtu.be/GIYOrlWNFxI (only available in Dutch).</p> <p>Summary of the video: this video is part of an initiative of ROC Midden Nederland to</p>

support student well-being. The initiative is called 'To feel good' challenge and contains six challenges whereby happiness-psychologist Merijn Ruis gives practical and useful tips for students to enhance their wellbeing. This clip is about being more satisfied and happy and think more positively. Merijn gives a small and simple exercise to help you with that: write down 3 things that you are grateful for (do this every day). Gratitude helps to have a positive attitude. Maybe you recognize this: things are going pretty well in your life, but if something bad happens, you stay focused on that one bad thing. Research shows that if people write down what they are grateful for every day, they feel happier. Tip: hang a note in a place you visit regularly, as a reminder to be grateful more often.

After this introduction video the students write down, for themselves, as many things as possible that they are grateful for. Then, students discuss their answers with a fellow student. After exchanging with a fellow student, the teacher asks if someone would like to share in class what he or she is grateful for.

Assignment 1: Mindset with balloons

All students get a balloon and are asked to blow up the balloon and put a knot in it so that no air is coming out of the balloon. The students place the balloon on his/her chair and is instructed to sit on it. What is happening? Who dares to sit on it and who doesn't (yet)? Discuss the situation with the students:

- *Who sat down on it and who didn't (yet)?*
- *What thoughts did you have (think of helping and unhelpful thoughts)*

The students are then instructed to sit on the balloon again to see if they can do the exercise with different thoughts or a different mindset. Compare it with the first time they've tried. The students who did sit down on the balloon the first time can be challenged by using a bigger balloon (with more air).

Discussion:

- *What was the difference compared with the first time?*
- *How did your thoughts (mindset) influence your behaviour during this assignment?*

Assignment 2: Growth- and fixed-mindset

The teacher shows the students the next video about growth and fixed mindset:
https://www.youtube.com/watch?v=OV1_8NwZBiM (only available in Dutch).

Summary of the video: musicians, top athletes and gamers say they would never have become so talented if they hadn't practiced so much. Believing you can get better at everything and learn from setbacks is called *a growth mindset*. If you assume that talents are innate skills and there is not much you can do to your skills, it is called *a fixed mindset*. Research shows that people with a growth mindset perform better and are happier with their results. How do you get a growth mindset?

1. Recognize your mindset. Do you have a growth or fixed mindset? (This can depend on the situation).
2. Change your thoughts. 'I can't do this', then try to change your thought into something positive; by practicing you will get better at it.
3. Set realistic goals. Nobody succeeds in becoming a top guitarist with just two afternoons of practice. Goals that are overambitious lead to disappointment and it's hard to be proud of goals that are too easy to reach.

The students write down (in pairs) in their own words what they think is a growth and fixed mindset. Then they make a list of thoughts and behaviors that fit both mindsets (see Appendix 1). The students discuss (in the same pairs) the following questions:

- Which mindset do you recognize in yourself?
- When was the last time you thought: I can't do it? (describe the situation)
- Apart from 'I can't' what other thoughts did you have?
- How did you act or what did you do?

- Does this fit with a growth or fixed mindset?
- Based on a growth mindset, what thoughts could have helped you to act differently?

Assignment 2B:

Have the students answer the following questions individually:

- *What goal(s) are you currently working on? (think about school, internship, personal goals, etc.)*
- *What have you already done to achieve this goal(s)?*
- *Were these realistic steps? (Remember the video, you don't become a top guitarist after two afternoons of practice)*
- *How did that go?*
- *What thoughts and/ behavior have helped you with this?*
- *Which mindset does this fit with?*

If you look at your goal(s) with a growth mindset:

- *Which goal have you reached already? (What was the most important cause?)*
- *What are realistic steps to achieve this goal?*
- *What thoughts can be helpful in working towards this goal(s)? (think about the growth mindset)*

Once again, discuss your answers with your fellow student and discuss what you have learned.

Assignment 3 (final exercise): Snow balls

Give each student a piece of paper (half A-4). The students write down what they found positive about this lesson or what they are grateful for. They make a ball ('snow ball') of the piece of paper and throw it forwards (to the front of the

	classroom). The pieces of paper are unfolded in turn and the students try to guess which student has written it.
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	<ul style="list-style-type: none"> • Energizer • Individual and pair assignments • Assignment to finish the lesson
Duration	30-45 minutes
Final goal (learning outcome)	The student knows the difference between a growth and fixed mindset. The student knows what mindset he/ she often has and how (positive) thoughts and gratitude can strengthen the (growth) mindset.

Spiderweb Positive health

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



Growth and fixed mindset

Describe, in your own words, what a growth mindset is:	
Describe, in your own words, what a fixed mindset is:	
Characteristics growth mindset:	Characteristics fixed mindset:

Titled	SELF CONVIDENCE
Introduction	Would you like more self-confidence? And don't let your fears holding you back? Fear is often in your head and not always realistic. Your self-confidence can be increased by doing new things outside your comfort zone.
Objective / teachers' goal	To make students aware of and experience what self-confidence means to them and how they can increase it.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	Communication (personal level) Understanding mental health (personal level) Competence in analysing health needs (personal level) Capacity building and intervention (personal level)
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input checked="" type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	<ul style="list-style-type: none"> • Smartboard • Post-its • Large sheets of paper • Markers/pencils/pens
Approach	<p>Introduction</p> <p>The teacher starts with the following video about self-confidence: https://youtu.be/KmEz_59xSUQ (only available in Dutch).</p> <p>Summary of the video: this video is part of an initiative of ROC Midden Nederland to support student well-being. The initiative is called 'To feel good' challenge and contains six challenges whereby happiness-psychologist Merijn Ruis gives practical</p>

and useful tips for students to enhance their wellbeing. In this clip the challenge is to do something outside your comfort zone. Merijn explains fear is often in your head and not realistic. He explains he increased his self-confidence by doing things outside his comfort zone and by realizing it is okay to make mistakes. When something goes wrong, you can try again!

After the video, the teacher asks the students what they think of the video:

- What struck you?
- When was the last time you stepped out of your comfort zone?

Energizer: the power of self-confidence

Instruction for the teacher:

- Make pairs and put them in different places in the classroom.
- Demonstrate the exercise with a student (student A). Ask student A to stand and put their feet slightly apart. Explain to the student: I am going to push your shoulder in a moment, but first I want to ask you to think of something that you find difficult or are insecure about. Do you have something in mind? Can you visualize it? Keep thinking about it. Then, push against the students' shoulder from the side. It is likely the student is quite limp and can be pushed to the side effortlessly. Then, do the same exercise again, but with the following instruction: now I want you to think of something positive or something that you are very confident or determined about. Do you have something in mind? Keep thinking about it. While student A thinks of something he or she is very confident about, you push again. It is likely the student can't be (easily) moved now.
- The pairs now do this exercise together.
- Thereafter, students discuss the exercise in class:
 - How did you experience this exercise?
 - What was the difference between the first and second time?
 - How did you notice?
 - What do you think is the connection between this exercise and self-confidence?

- What have you learned from this exercise?

Assignment 1: Moodboard

During this exercise, students will think about the meaning of self-confidence. The teacher makes groups of three or four students. Together, the group makes a mood board about self-confidence. They consider the following questions:

- What does self-confidence mean to me?
- How is my own self-confidence?
- What could I do to enhance my self-confidence (which small step or action)?

After the energizer (described below), the groups pitch their mood board to their fellow students.

Energizer: Power pose

Before students pitch their mood board to each other, students first stand or sit in a power pose for two minutes (see Appendix). The students themselves choose which power pose they prefer. By standing or sitting in a power pose for two minutes, self-confidence will be increased.

Assignment 2: Pitching

After the power pose, the groups present their mood board one by one. Hereby, it is important that all students contribute to the pitch. During the pitch, each student at least discusses the image in which they recognize themselves when it comes to presenting in front of the class.

Assignment 3: Good qualities

Students write down (on post-its) as many good qualities as possible that belong to their profession. Then, students stick the post-its on a window, board or wall. The students look at all qualities and answer the following questions:

	<ul style="list-style-type: none"> • What qualities do you possess? Students take the post-its of their chosen qualities off the wall. If there are several students who have chosen the same quality, it is written down again on another post-it. • Can you give an example? The students write down examples on the post-it that show they possess this quality. • Which quality or qualities would you like to improve? Students again take the post-its of their chosen quality or qualities off the wall. • What could you do, outside your comfort zone, to achieve this? Students write down ways to help them improve this quality. • How does this assignment relate to self-confidence? <p>Assignment 4: Compliments Finally, the students sit in a circle. The students write down a compliment on a post-it for the student sitting to the right and left. Then the students hand the compliments to each other.</p>
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	<ul style="list-style-type: none"> • Energizers • Individual assignments • Group assignment • Presentation
Duration	60 minutes
Final goal (learning outcome)	Students can explain what self-confidence means to them and can name which qualities they possess and can come up with ways to increase self-confidence.

Spiderweb Positive health

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

High and low power

"High Power" body language (top row)

vs.

"Low Power" body language (bottom row)

(Images courtesy of Amy Cuddy, Harvard University)



Titled	THE GROCERY STORE JUNGLE
Introduction	During this workshop we take a look into the world of food advertising and the temptations that are triggered within us in daily life, even if we do not always realise this consciously. And we visit a grocery store.
Objective / teachers' goal	To explore the temptations we face when walking to a grocery store
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	
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	Assignment Grocery store Classroom Grocery store Classroom explanation how “they”try to sell “us “ what they want. How does marketing works. Go to a grocery store with the group , with assignment “Grocery store jungle “
Approach	Description Workshop Grocery Store Jungle 2nd year students, workshop duration: 3 hours During this workshop we take a look into the world of food advertising and the temptations that are triggered within us in daily life, even if we do not always realise this consciously. Advertisement creators tell us who we can be and how we can feel when eating certain foods. Products are being recommended to convince you to consume them. How are we being seduced and what is neuromarketing? What effects do colour, scent, slogans, discounts etc. have on our brains? To explore this, we physically go

through a grocery store to look for the temptations and find answers to why we are sensitive to them.

When you understand why advertisements work you are less likely to be influenced by them and you will go through the supermarket with a new perspective.

Grocery Store Jungle.

Introduction: Nutrition and temptation

- Marketing
- Neuromarketing (hormones, brain, emotions and feelings, scent, colour, countenance, shapes, light and sounds)
- Labels, slogans, brands, health and nutrition claims
- Flavour enhancers (processed food)
- Why is everyone sensitive to this?
- Target audience, location stores
- Enter the store with a new perspective
- Resists temptations
- Gain awareness → change of behaviour

Go through the store in groups

- Hand out assignment
- Communicate agreed upon time when back in the classroom
- Introduce forms of temptation and why people are triggered by them
- Price, quality, health, packaging etc.

Debriefing

- Ask class questions / go through assignment questions
- What have we learned from this?
- Who can take a new perspective?
- Who would change their behaviour?

Tips/tools

- Groceries list
- Only buy what you came to buy
- Expensive brands vs private labels
- Lowest shelves
- Huge value packs
- Fast sugar
- Read labels/packaging (misleading information)
- Calculate price difference (is it indeed more cost efficient?)
- Expensive brands are often discounted
- Do I really need it?
- Candy at the checkout
- Do not go to the grocery store 'hungry'
- Peer pressure

Who determines what you buy....?

-

Assignments Grocery Store Jungle

The grocery store is a jungle filled with temptations. Tempting, but often unhealthy products are placed at eye-level in the store and are frequently on discount to convince the customer to give in to their desires. Think about the temptations that you encounter at a grocery store. In what aisle is the temptation the largest? Or smallest?

- Go to the aisle with **crisps and nuts**. Through what methods are customers seduced to make the healthier choice? Look at packaging and prices. What catches your attention? Is one of the products on discount perhaps?
- Go to the aisle with **candy, cookies, and chocolate**. Through what methods are customers seduced to make the healthier choice? Look at packaging and prices. What catches your attention? Is one of the products on discount perhaps?

	<ul style="list-style-type: none"> • Go to the aisle at the frozen foods (pizza, ice cream etc). Through what methods are customers seduced to make the unhealthier choice? Look at packaging and prices. What catches your attention? Is one of the products on discount perhaps? • Go to the aisle at the checkout. Through what methods are customers seduced to make the unhealthier choice? Look at packaging and prices. What catches your attention? Is one of the products on discount perhaps? • Go to the aisle with dairy products. Through what methods are customers seduced to make the unhealthier choice? Look at packaging and prices. What catches your attention? Is one of the products on discount perhaps? • Go to the aisle with sodas and soft drinks. Through what methods are customers seduced to make the unhealthier choice? Look at packaging and prices. What catches your attention? Is one of the products on discount perhaps? • Think of strategies on how to resist the temptations in the grocery store jungle. <p><i>Please note: Scents, colour, music, light, employees, advertisements etc.</i></p>
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	Workshop
Duration	1 hour in the classroom, 30 minutes in the store, 30 minutes evaluation
Final goal (learning outcome)	Raising awareness of the marketing strategies to change perspectives / behaviors of the students

Spiderweb Positive health

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

Assignments Grocery Store Jungle

The grocery store is a jungle filled with temptations. Tempting, but often unhealthy products are placed at eye-level in the store and are frequently on discount to convince the customer to give in to their desires. Think about the temptations that you encounter at a grocery store. In what aisle is the temptation the largest? Or smallest?

- Go to the aisle with **crisps and nuts**. Through what methods are customers seduced to make the unhealthier choice? Look at packaging and prices. What catches your attention? Is one of the products on discount perhaps?
- Go to the aisle with **candy, cookies, and chocolate**. Through what methods are customers seduced to make the unhealthier choice? Look at packaging and prices. What catches your attention? Is one of the products on discount perhaps?
- Go to the aisle at the **frozen foods (pizza, ice cream etc)**. Through what methods are customers seduced to make the unhealthier choice? Look at packaging and prices. What catches your attention? Is one of the products on discount perhaps?
- Go to the aisle at the **checkout**. Through what methods are customers seduced to make the unhealthier choice? Look at packaging and prices. What catches your attention? Is one of the products on discount perhaps?
- Go to the aisle with **dairy products**. Through what methods are customers seduced to make the unhealthier choice? Look at packaging and prices. What catches your attention? Is one of the products on discount perhaps?
- Go to the aisle with **sodas and soft drinks**. Through what methods are customers seduced to make the unhealthier choice? Look at packaging and prices. What catches your attention? Is one of the products on discount perhaps?
- Think of strategies on how to resist the temptations in the grocery store jungle.

Please note: Scents, colour, music, light, employees, advertisements etc.

Titled	MASTER FEAR
Introduction	<p>Everyone finds themselves feeling anxious every once in a while and that is only healthy and normal. It is a warning for approaching danger and helps to protect yourself. But what if you feel anxious very frequently and in moments when there is no specific reason for it? And what happens when anxiety starts controlling your life?</p> <p>Currently, we are seeing that life is becoming more complicated, fast-paced, harder, and unsafe through which we develop chronic anxiety.</p>
Objective / teachers' goal	<p>During the workshop we work through all fears by a 7-step method. We will show you how to gain confidence, feel free and relieved, be yourself, avoid loneliness, and feel happy again.</p>
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	
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	<p>Power point "master fear"</p>
Approach	<p>Content Introduction: theory</p> <ul style="list-style-type: none"> • What is anxiety? • Recognising anxiety within yourself and in others • Types of anxiety / panic attacks / phobias • The brain • Break through the barrier

	<p>Practical part: assignments/questionnaires</p> <p>7 steps taken from the “Griep van de Angst” which roughly translates to “have a grip on anxiety”</p> <p>Taras Shevchenko National University: part of Master of Science Social and behavioural sciences.</p> <ol style="list-style-type: none"> 1. Be your own coach: take the lead 2. Mentally exercise 3. Reload your battery / recovery moments 4. Celebrate successes (drive away tiredness) 5. (working) Together 6. Build your self-confidence 7. Master your feelings and anxiety
<p>Type of activity (workshop, assignment, quiz, debat, presentation, etc.)</p>	<p>workshop</p>
<p>Duration</p>	<p>2 hours</p>
<p>Final goal (learning outcome)</p>	<p>Learning master fear</p>

Spiderweb Positive health

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



Power Point slides



Master fear Power
Point.pptx

Titled	OUT OF YOUR HEAD, INTO YOUR BODY
Introduction	<ul style="list-style-type: none"> - To introduce young people to Mindfulness & Yoga: a way to contribute as a vital citizen to inner peace in times of busyness & stress both for yourself and with compassion towards fellow human beings - Do some mindfulness/meditation/yoga how can it contribute to a vital life and more attention and concentration. - Differences and similarities with religion vs. Mindfulness & meditation to explore - Introducing young people to social enterprises where they can practice mindfulness, yoga and meditation without religious motivations
Objective / teachers' goal	Letting young people experience how mindfulness/meditation/yoga can contribute to a vital life and more attention and concentration
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input checked="" type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	Power point "Out of your head into your body" including all the instructions for the workshop teacher
Approach	Components: <ul style="list-style-type: none"> - Powerpoint incl. movies - Introduction theory - Assignments & movies - Group Assignment Location Research: where students are asked to observe with attention and then present what their findings and opinions are

Power Point Out of your head into your body		
Part	Duration	Learning form
Introductie	5 minuten	introducing + brainstorm thema
Brainstorm	10 min	Klassikale brainstorm
Vitaliteit, Concentration & Compassion	10 min	Theorie & video
Group assignement	30 min	Groups brainstorm, letter game + mindfulness exercise Raisin -> class evaluation
Mindfulness in daily life	15 min	video, Statement, comparison, Discussion
BREAK	20 min	
Final assignment "Research the location"	20 min	Research the location + presentation of the drawing
Let's Practise	20 min	Yoga & or Guided meditation/ relaxation exercises

	Completion & Evaluation	10 min	Klassikaal & Socrative
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	Workshop, presentation and experience		
Duration	1.50 hour		
Final goal (learning outcome)	Better vital life by mindfulness, yoga and meditation , and were to go		

Spiderweb Positive health

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



Power Point slides



Out of your head into
your body Power Poir

Titled	HOW TO SLEEP
Introduction	Laying in bed awake, not being able to sleep and waking up way too early in the morning and feeling like you have no energy to start the day. What is sleep? And why does it have such a large impact on our mood, concentration, and attention span?
Objective / teachers' goal	Talk about sleeping and let them know how you can sleep better.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	
Dimensions (check the dimensions and related aspects below) <input checked="" type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	Diary sleeping Documentary 6 doctors Classroom
Approach	Description Workshop: How to sleep... 2nd year students 2 hours (also possible for 1st years, 1 hour) Laying in bed awake, not being able to sleep and waking up way too early in the morning and feeling like you have no energy to start the day. What is sleep? And why does it have such a large impact on our mood, concentration, and attention span? During the workshop we discuss the different stages of sleeping, do morning and evening people really exist, and why are we wide awake in the evening while we felt like we could take a nap during the day? Sleeping is way more than just 'closing your eyes and sleeping'. What can we do to make sure we increase our sleeping quality instead of 'counting the hours we

sleep’? In other words, how can we get a good night of sleep, what can we do ourselves to improve this, and what are facts and myths about sleeping?

Content

Introduction: theoretical part

- What is sleep?
- Sleep quality – REM sleep and deep sleep
- Sleep cycle and stages of sleep
- Wake – sleep rhythm (circadian system)
- Sleep disruptors and sleep enhancers
- Tips and tricks
- Facts and myths

Practical – exercises during the workshop

- Fill in ‘Sleep diary’
 - Time going to sleep and waking up
 - Nutrition
 - Drugs and medication
 - Thoughts
 - Light and darkness
- Sleep insomnia
 - Problems going to sleep
 - Problems with staying asleep
 - Waking up a lot
 - Waking up early
 - Night terrors, sleepwalking, dreams, and gritting teeth

Sleep diary

	<p>1. Fill in this sleep diary every day during the two upcoming weeks. Write down the date, day and type of day (working day, school, free day or holiday) following by C, A, N, D, M, ↓ or ↑</p> <p>2. Colour all boxes where you think you have slept during the night or day. Leave empty the boxes where you think you have not slept. The times you have been asleep can be an estimation.</p> <p>3. Do not go checking the time every minute of the day to fill in this diary.</p> <p>C = Caffeine intake (coffee, tea, soft-drinks) A = Alcohol intake N = Nicotine intake (cigarettes, cigar) D = Intake other substances for pleasure (drugs) M = Medication intake ↓ = Moment you turn off the lights ↑ = Moment you get up</p> <p>Note ALL medication you take ...</p>
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	Presentation and assignment
Duration	2 hours
Final goal (learning outcome)	Sleep better

Spiderweb Positive health

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

Sleep diary - work form

And see below the 6 best doctors
The precursor of our sleep hormone Melatonin





List here ALL (including over-the-counter) medication you are taking:

Name patient

Date

Titled	THE GENDER BLENDER						
Introduction	A workshop on what it means to be a 'man' or a 'woman' in our society. In this workshop, participants are introduced to the concept of gender using various work forms such as the dilemma game, the pigeonholing exercise, mind mapping and, above all, there is a lot of discussion. In addition, this workshop also explains stereotyping and its influence on our identity and behaviour in society.						
Objective / teachers' goal	Respect and acceptance towards others and yourself , removing (pre)judgements						
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)							
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input checked="" type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning							
Materials	For this workshop, move the tables to the side of the room and place the chairs in a circle <i>Materials</i> <ul style="list-style-type: none"> ● PowerPoint presentation The Gender Blender , with all instructions for the workshop teacher ● Projector/ Digibord /WIFI connection /Laptop / iPad ● Whiteboard markers ● Pens ● Clothes peg (1 for each participant) 						
Approach	<i>Time management</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Time</th> <th style="text-align: center;">Format</th> <th style="text-align: center;">Material</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5 min</td> <td style="text-align: center;">Opening</td> <td style="text-align: center;">- PowerPoint - i.e., background music during entrance</td> </tr> </tbody> </table>	Time	Format	Material	5 min	Opening	- PowerPoint - i.e., background music during entrance
Time	Format	Material					
5 min	Opening	- PowerPoint - i.e., background music during entrance					

	<p>10 min Dilemma-game - PowerPoint - Video Pink or Blue</p> <p>25 min Boxes exercise - PowerPoint - Mentimeter - Whiteboard markers</p> <p>10 min Break</p> <p>20 min Gender roles - PowerPoint - Whiteboard markers - Video Exposed</p> <p>15 min Discussion questions - PowerPoint</p> <hr/> <p>5 min Evaluation / wrap-up - PowerPoint</p>
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	Power point presentation and discussion
Duration	90 minutes
Final goal (learning outcome)	Be aware

Spiderweb Positive health

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

Power Point slides



The Gender Blender.pptx

Titled	YOUNGSTERS & ALCOHOL & TRAFIC
Introduction	What can happen if you consume Alcohol (drugs) and move around in public. The outline of this workshop is being told from the “ I “perspective , the ‘I’ in workshop is a local police officer who is still working.
Objective / teachers’ goal	The overall goal of this workshop is to inform and teach students how to cope with alcohol consumption in public and what the effects of alcohol can be (in traffic)
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	
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	Questionnaire Video do the test Video who dunnit Alcohol Youngsters gather in a circle Screen with sound for the video Questionnaire traffic
Approach	Telling information and stories and asking them to share their stories. The lesson : Content: <ul style="list-style-type: none"> • Introduce yourself. Who am I, what do I do. The workshop will not only cover alcohol use in traffic. There are more types ‘drugs’ that can influence how someone acts in public (e.g. pills, nitrous oxide (=laughing gas)).

- Briefly show what will be discussed during the workshop. Consider the following:
 - True events / stories
 - Fun facts
 - How the police deals with youngsters and alcohol consumption in traffic
- Start of the workshop:
 - Clarify that whatever is discussed in the room stays in the room
 - Ask if there is any students that have consumed alcohol the day before the workshop takes place (this is asked because I do a breathalyser for some students). If there are people that say they have consumer alcohol the day before then I will not ask them to do the breathalyser. This is standard protocol to avoid showing that someone is still under the influence of alcohol during the workshop.
 - Ask who consumes alcohol, who gets drunk and who has consumed to such an extent that they cannot remember what they have done (potentially ask what happened, whether the parents were aware and how they dealt with the situation).
 - Ask if people have ever smoked a joint (consumed weed) or have taken hard drugs in the form of pills. Then follow up and how they have experienced this.

Following the last two questions, take a moment to discuss what effects alcohol, drugs etc have on a person (e.g. tunnel vision, not being able to think or see clearly anymore).

Maybe show some videos “Who dunnit” and/or “Do the test” → these are awareness tests

<https://www.youtube.com/watch?v=ubNF9QNEQLA>

<https://www.youtube.com/watch?v=Ahg6qcgoay4>

Youngsters and alcohol in traffic

- True story 2x
 - After the story has been told, shortly discuss what their thoughts are on it

True story 1

An 18 year old boy (his cousin), decides to go out clubbing on his last weekend before he moves out of his parents' house.

He gets drunk and attempts to go back home by bike at 4AM. On his way home he gets hit by a car.

The boy was laying on the street. He probably fell off his bike and fell asleep because he was drunk.

He was rushed to the hospital and died there. After being taken up on appeal he was cleared of his charges because he was not under the influence of any alcohol.

This shows what can happen when alcohol is involved.

True story 2

A girl decided to go to a special party event in Winschoten with her boyfriend and friends. The girl (14 years old) gets unwell. She is taken to the hospital and laid in the intensive care for 3 days. Meanwhile, the doctors do not know what happened to her.

After further investigation it turns out that her boyfriend put 2 pills in her drink when she went to the bathroom to "see what happens".

The police gets involved and the boy is charged with community service hours (due to him being <18).

The lesson learned is that you are responsible for each other and your own behaviour. You must realise that your own behaviour directly influences the people around you.

- Breathalyser: Explain how the machine works, what the consequences are of consuming too much alcohol, and how long it takes your body (liver) to get rid of the alcohol in your blood.
- Drug test: I show a drug test that has been done recently. The intention is to show the students what this looks like, what a test like this entails and what the consequences are when you get caught (test positive) in traffic.
- Nitrous oxide: I shortly explain what the consequences are of using nitrous oxide while in traffic, and also what effects it can have on your body.
- Theoretical part:
 - Ask who is currently working on getting their drivers license and who has already obtained it.
 - Short explanation on what the difference is between a 'starting driver' and an 'all-round driver'. I then discuss the laws in the Netherlands (see questionnaire). In the past I would let the students fill in this questionnaire but due to the shortened workshop time (1 hour instead of 1 hour and 15 min) I only discuss the questions.
 - Discuss alcohol consumption when biking (see question 5) and how the police deals with this.
 - Following this I shortly discuss the regulations concerning public display of intoxication.

Make "Questionnaire traffic "

Questionnaire :

- Case 1: The majority of the students have a side-job with which they earn money. For example, there are people that work in supermarkets (cashier). In this case I pretend to be the father of a 17 year old daughter. While in the supermarket I make it really clear that I am buying alcohol for my daughter because she is turning 18 next week. When I get to the cashier (played by one of the students) I want to pay for my groceries. The goal of the case is to see what the cashier will do in such a situation. I will continue to play my role and react to whatever the cashier says to me. Sometimes I choose to be cooperative, other times I will act stubborn. Often times the

	<p>latter will make cashier insecure. Noticeable is that in such moments the other people in the classroom will help the cashier and suggest what he/she should respond.</p> <p>In the end the goal I want to reach is that the people will think about the regulations and that accordingly the people have a responsibility to follow the rules regarding alcohol consumption. In relation to this I will also mention what role different types of law enforcement can play who can make use of mystery guests (I usually get the students from the security guard educational program involved in this)</p> <ul style="list-style-type: none"> • Case 2: There are students that work in restaurants/bars or have created their own bar at home. In this case I play the neighbour/friend of such a student. I pretend to be heavily intoxicated (alcohol) and am at his/her place to get another drink. The goal of this case is to see what the student will behave like. The end goal of the case is to show the student that he/she is responsible for anything that happens (e.g. when the heavily intoxicated person gets involved in an accident). Plus, I tell them that that person can be made responsible when damage has been done. • True story and/or documentary Zuidbroek video <ul style="list-style-type: none"> ○ After the story/documentary we shortly discuss the students thoughts
<p>Type of activity (workshop, assignment, quiz, debat, presentation, etc.)</p>	<p>Presentation, quiz and debat</p>
<p>Duration</p>	<p>1- 1.30 hour</p>

Final goal (learning outcome)	That they remember the stories so they are aware of their own use and behavior.
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Spiderweb Positive health

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

Movies



Youngsters A&T Test Youngsters A&T Test
Your Awareness; Do Your Awareness ; Wh



Questionnaire Youngsters & Traffic

Question 1

The Dutch law states that there is a maximum per mille is if you still want to enter traffic.

What is the maximum per mille beginning driver can have?

- a) 0.2
- b) 0.5
- c) 1.0
- d) 1.5

Question 2

What is the maximum per mille for the ?

- a) 0.2
- b) 0.5
- c) 1.0
- d) 1.5

Question 3:

How many glasses of alcohol must you consume to reach a per mille level of 0.5?

- a) 2
- b) 4
- c) 8



Question 4:

A glass of gin contains more alcohol than a glass of beer.

- a) True
- b) False

Question 5:

For people riding the bike a different level of per mille is allowed than for car drivers.

- a) True
- b) False

Question 6:

You will sober up quicker by:

Drinking coffee	True	False
Eating something	True	False
Moving a lot (e.g dancing)	True	False
Peeing a lot	True	False
Getting some fresh air	True	False


Titled	DRUGS IN THE CITY
Introduction	A former addict (drugs) tells his story. In the presence of someone who works with addicts
Objective / teachers' goal	Expert by experience tells his story how his life went and is now. Recognition
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input checked="" type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	Chairs in a circle
Approach	Story telling, questioning and space for student stories and questions. Make it clear that what is shared in the group is confidential
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	
Duration	75 The Former addict tells about his youth and how he started with alcohol and drugs. What influence his so-called friends had and how his relationship with his family deteriorated. He was able to get help but was blind to it. Drugs cost a lot of money and he got into debt, so he went from one thing to another. How does an addict behave How can you recognise an addict ? How did he get out anyway ? What municipal or other agencies can you turn to as an addict? Where can you go if you are an addict ?

	<p>And what can you do if you have family and friends who are or become addicts?</p> <p>During the story there is always time for the group to react and ask questions or tell their story min</p>
Final goal (learning outcome)	Recognition, how and where to find help

Spiderweb Positive health

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

Titled	DJEMBE
Introduction	Door muziek te spelen , samenwerken en luisteren naar elkaar en durven te performen voor de groep
Objective / teachers' goal	Samen werken , en respect voor andere cultuur
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	
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 checked="" type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	Djembe trommels Per persoon een stoel in een kring Lokaal geluidsdicht
Approach	1 docent die djembe kan spelen. De docent vertelt hoe ze moeten spelen . Samen starten samen stoppen , bij bepaald ritme van docent betekent stop Docent geeft een ritme aan de leerlingen doen mee in hetzelfde ritme. Docent laat verschillende ritme horen en mee spelen. Docent start met een ritme en geeft de beurt door naar leerling , en die geeft de beurt weer door etc . dus iedereen wacht luistert en speelt door . Er worden groepjes gemaakt van 4 personen. Ieder groepje maakt samen 3 minuten muziek. Docent loopt rond om te helpen.

	<p>Als de groepjes klaar zijn spelen de groepjes om de beurt hun ritme.</p> <p>Samen afsluiten , er wordt ook verteld dat de trommels in Afrika een functie hebben om te communiceren en dansen.</p> 
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	workshop
Duration	1.15 hour
Final goal (learning outcome)	

Spiderweb Positive health

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

Titled	MASTER YOUR STRESS
Introduction	<p>We all know experiencing stress is not the best way to live life. But what exactly is stress? What happens within the body? How stressed are you really? And what can you do to change this and have a confident, lively, and stress-free mindset?</p> <p>In the workshop Master Your Stress we will discuss the phenomenon: Stress. Having fun and being creative are the two things that will be focussed on. We will do a 'stresstest' and you will learn how to calm down through practicing relaxing exercises.</p> <p>The question is, how stress resilient are you?</p>
Objective / teachers' goal	<p>There are many tips and tricks on how to become more stress resilient. By allowing you to participate in fun exercises we will show you what gives you the most stress and anxiety, but also show you what you can do to prevent such feelings (stressed, anxious, shy, frustrated, angry etc) from happening. In other words: How will you become stress resilient?</p>
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input checked="" type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	
Approach	Content Introduction: theory <ul style="list-style-type: none"> • What is stress? • Stress physiology • Stress symptoms and signals • The brain • Emotions

	<ul style="list-style-type: none"> • Relaxation <p>Exercises: throughout the workshop</p> <ul style="list-style-type: none"> • Relaxation exercises • Energizers: exercises to get an energy burst, boosts during theoretical trainings, classes or workshops • Physical exercises • Resilience exercises • Group exercises <p>The theory and practical part of the workshop are done interchangeably to naturally create a pleasant atmosphere and break the ice (due to shame, insecurities etc).</p> <p>Activities during the workshop: win/reward elements, lateral riddles, optic illusions, concentration excises, verbal and non-verbal etc.</p>
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	workshop
Duration	2 hours
Final goal (learning outcome)	

Spiderweb Positive health

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

Titled	THE LEISURE CAKE
Introduction	<p>Briefly explain to the students what this exercise is about. Students must spend a large part of the day with school and learning. However, there is also another important part of the day that can be spent nicely and well by the students. Every student's free time is an important part of the day. How do you organize it? This exercise is meant to show you alternatives to your current daily routine. What could you change about your free time? What do you really like and what can be improved on the other hand?</p>
Objective / teachers' goal	<p>Students shall reflect on their own leisure time behavior. In adolescence, the possibility and necessity of making one's own decisions about shaping one's life increases. This increased scope for decision-making confronts young people with the challenge of finding a balance between their own needs and the expectations of their environment. Personal inclinations, desires, habits, and attitudes are expressed in the way young people set their priorities between school, circle of friends, family, sports and other hobbies.</p>
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	<p>Understanding mental health Competence in analysing health needs Capacity building and intervention</p>
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input checked="" type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	<p>Each Student has a sheet of paper (A4) and a pencil</p>
Approach	<p>Each student draws a circle on his/her sheet of paper. They will be asked to divide the circle into segments according to their leisure activities and their duration. Beforehand, it is clarified whether the activities are those of the last week or the last month. Depending on the time spent, the pieces will be of different sizes. At the edge of the circle, the estimated time is written in hours. The students can now</p>

	<p>discuss their results in groups of two and find out where they agree with their classmates on the distribution of their free time and where they differ. In plenary or in small groups, the results are discussed based on the following questions:</p> <ul style="list-style-type: none"> - What are the differences and similarities in leisure activities? - Did you get any suggestions for your personal leisure time activities? - Are there sensible and desirable, sensible, and feasible possibilities for change? - <p>If you have the same interests, can you imagine doing them together?</p>
Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	workshop
Duration	2 hours
Final goal (learning outcome)	The students learned about alternatives to their own leisure time behavior

Spiderweb Positive health

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

Titled	PUPILS LEARN TO SAY “STOP”OR “NO”
Introduction	<p>Briefly explain to the students what this exercise is about. Acknowledging a "stop" or "no" is difficult for some children. This all too easily leads to conflicts in places where they should not be. Therefore, accepting individually different boundaries is important in order to get along well with each other. This exercise is also suitable for shy children who find it difficult to set limits for others. They get a chance to try out that it is not so difficult to say "stop" and that other people react the way I want them to. These two aspects are on the one hand a piece of (violence) prevention and on the other hand promote self-confidence.</p>
Objective / teachers' goal	<p>Pupils learn to know their own limits. The pupils learn to say "stop". Pupils learn to accept another announcement immediately and unconditionally. The pupils learn to recognize the boundaries of another.</p>
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	<p>Understanding mental health Capacity building and intervention</p>
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input checked="" type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	<p>Each Student has a sheet of paper (A4) and a pencil</p>
Approach	<p>Sometimes you have to be able to say no Many people - whether young or old - find it difficult to express their opinion clearly and to say no. After all, saying no can lead to discord and disharmony. For fear of rejection or argument, they prefer to say yes and submit to the wishes of others. These children must learn to recognise and show their limits so that they are not taken advantage of.</p> <p>Confident children say no more easily When children respond to a suggestion or request by saying no, they have an idea of what they don't want. For example, if a friend calls her child to ask her out on a date, she might now say yes out of politeness or opt for a clear no because she does not want to meet. Confident children have no problem expressing their wish clearly.</p>

Less self-confident children have a hard time in such situations. They do not dare to express their own wishes and agree to the meeting almost helplessly or try to get out of it with a lie. This way they avoid conflict for the moment, but in the long run it is not a solution.

As soon as your child has learned to recognise its wishes and to formulate them clearly, it can "fine-tune" the implementation. In order not to offend or disappoint others too much, a "no" can sometimes be softened. The most skilful way is to justify the refusal in such a way that the other person does not feel personally rejected. The more socially intelligent and sensitive a child is, the better he or she will succeed in this.

The students work together in pairs:

They are writing down a list of wishes they have. Then they write down what they don't want at all. They are discussing these lists. They try to find formulations that would not be too rejective for someone else.

Now they may discuss examples with the whole group.

Find examples hereby:

Awkward no: No, I don't feel like meeting you today.

Better: My book is so exciting that I would like to finish it today.

Awkward no: No, I don't want to lend you my game, you'll only break it.

Better: I can't lend you this game because I use it a lot myself.

Awkward no: No, I won't come to your birthday party, I don't feel like it.

Better: Thanks for the invitation, but I'm not feeling well today

Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	workshop
Duration	4 hours
Final goal (learning outcome)	The students learned to be able to stand their ground

Spiderweb Positive health

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

Titled	THIS IS ME
Introduction	Satisfaction with one's own body and appearance is essential for the development of children and adolescents. Criticism from outside and comparison with others can reinforce dissatisfaction with one's own body. In addition, our society is strongly oriented towards images. The images in the media, on the internet, on social platforms mostly depict pretty, well-styled people and are usually heavily edited. If children and young people tend to compare themselves to these images, self-doubt, and feelings of dissatisfaction with their own bodies can be the result. Studies show that many pupils are dissatisfied with their appearance and their bodies. Boys consider themselves too thin; girls usually think they are too fat - no matter how much they weigh. Feeling uncomfortable in one's own body has negative effects on the psychological development of children and adolescents - especially if their self-esteem is low.
Objective / teachers' goal	Students shall reflect on their bodies and how they may not focus only on orientation towards appearances.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	Understanding mental health Competence in analysing 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 checked="" type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	Each Student has a very big sheet of paper and a pencil
Approach	First activity: The students shall discuss the following input: What is body shaming? People have always been teased or defamed because of their appearance. Today, the phenomenon is called "body shaming". This means that someone is devalued because of their appearance. Discrimination ranges from small, pointed remarks, to

harsh insults, to bullying and exclusion. All of this really hurts. On the net as well as in real life.

Fat shaming is most common

Being overweight is the number one reason for body shaming. Girls and women are particularly frequent victims because they are judged much more on the basis of their appearance than men. Nevertheless, body shaming is not a purely female issue. Basically, it can affect anyone who does not conform to the usual ideas of beauty: fat, thin, short, cross-eyed or disabled people.

Fatal consequences for body and soul

Body shaming against fat people is also called "fat shaming". There are no exact figures. But the German Obesity Society (DAG) assumes that it is a mass phenomenon. According to this, people with obesity experience various forms of discrimination every day - with far-reaching consequences.

A study by the University of Tübingen in 2012, for example, showed that obese people have disadvantages in their careers - they are much less likely to be given a management position than their normal-weight colleagues. Conclusion of the study: Even trained personnel decision-makers have prejudices against severely overweight people.

What does this do to those who meet with so much rejection? Experts say that everyday discrimination is often internalised to such an extent that those affected devalue themselves. Self-stigmatisation is the name given to this behaviour. Those discriminated against become increasingly dissatisfied with themselves and their body image, often becoming their own biggest body shamer. "Often their emotional well-being deteriorates, causing depressive moods, anxiety, low self-esteem and even suicidal tendencies," warns obesity expert Professor Dr. Matthias Blüher.

Well-intentioned advice usually has the opposite effect

Body shamers like to package their prejudices in seemingly well-intentioned advice. "You need to do more exercise" or "Try the so-and-so diet", they say - often under the pretext that they are concerned about the health and well-being of the "fat person". The body shamer assumes that the other person is just too lazy or too

	<p>weak-willed to lose weight. This is not only hurtful, but almost always has the opposite effect. Moreover, the assumption is usually wrong.</p> <p>Second action: Students pair up with whom they trust in. One student lays down on a big sheet of paper, the other student is drawing the outlines of the student that lays on the paper. Next, they draw vice versa. Next each student writes into his picture what he thinks he is good at. Then they are discussion the pictures and the strength, maybe they find more strength from each other and assist with reflection, new information and thoughts.</p> <p>In the end students take home their own body image and the positive input they got.</p>
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	workshop
Duration	3 hours
Final goal (learning outcome)	Promote positive body images

Spiderweb Positive health

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

Titled	INITIATING MORE MOVEMENT IN EVERYDAY LIFE AND DOCUMENTING EVERYDAY ROUTES IN A PLAYFULL WAY
Introduction	<p>Briefly explain to the students what this exercise is about.</p> <p>This activity aims to encourage young people to playfully take ownership of the space and the existing traffic infrastructure in a playful way. Among other things, they learn to orientation and to coordinate with others in the team.</p>
Objective / teachers' goal	<ul style="list-style-type: none"> - To raise awareness and attention for the topic of active mobility. - To create a desire for active mobility (walking, cycling, etc.) and movement in everyday life (Through attention to the living environment, self-confident movement in public space etc.) - Research the district: Focus on specific aspects of Active Mobility (walking, intramodality, health, etc.) - Analyze own mobility behavior - Make the connection between the built environment and Active Mobility visible. - Surveys as a basis for dialogue process and implementation project
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	<p>Motivation for more movement in daily life Competence in analysing health needs Raise competences in communication</p>
<p>Dimensions (check the dimensions and related aspects below)</p> <p><input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input checked="" type="checkbox"/> Participation <input type="checkbox"/> Daily functioning</p>	
Materials	Each Student a print of the city, the village, the surrounding and a map of the local transport system

<p>Approach</p>	<p>Activity 1: Path visualization according to different types of movement: Everyday routes to certain destinations (school, leisure time, etc.) are drawn on a printed map and differentiated by color according to types of movement - walking, running, cycling, motorized transport, etc. Work in pairs and after one hour you report in the group about your findings.</p> <p>Activity 2: On the hunt for Mister X This activity aims to encourage young people to playfully take ownership of the space and the existing traffic infrastructure in a playful way. Among other things, they learn to orientation and to coordinate with others in the team. A group with up to five participants are "Mister X". Mister X is on the run in the big city using public transport. The other groups chase him - also by public transport. Mister X is given a small-time advantage and starts from a point with any public transport. The other groups must find him as quickly as possible. You can call the "head office" to find out the last whereabouts of Mister X and the other detective groups.</p> <p>Mister X must report regularly (e.g., every 10 minutes) to the control center and tell them which means of transport he used to get to were. A supervisor must act as a "control center" and record all whereabouts. All groups need a map of the local transport system and know the boundaries of the play area.</p> <p>In one game variant, the participants are not participants do use public transport but walk (e.g. in the park). on the way</p>
<p>Type of activity (workshop, assignment, quiz, debate, presentation, etc.)</p>	<p>workshop</p>
<p>Duration</p>	<p>6 hours</p>
<p>Final goal (learning outcome)</p>	<p>Initiating more movement in everyday life and documenting everyday routes in a playful way</p>

Spiderweb Positive health

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

Titled	COMPETENCES FOR ACTIVE CITIZENSHIP AND DEMOCRACY LEARNING
Introduction	<p>Competences for active citizenship do not arise automatically from the acquisition of knowledge about democracy. The practice of "Learning and Living Democracy" goes beyond this, it encourages and strengthens democratic participation and shaping in school, in civil society, in the community and/or in politics in a broader sense.</p> <p>broader sense.</p> <p>In the school context, this means taking seriously the voice, participation, and co-decision-making of all school stakeholders, to promote competences in this direction and to make use of school democracy and to implement them. This is a cross-curricular task that requires a lot of commitment from teachers and students but also from the school management.</p>
Objective / teachers' goal	<p>Design competence, independence, and sustainable values Participation of students in shaping teaching and learning</p>
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	<p>Competence in analysing sozial needs Capacity building and intervention</p>
<p>Dimensions (check the dimensions and related aspects below)</p> <p><input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input checked="" type="checkbox"/> Participation <input type="checkbox"/> Daily functioning</p>	
Materials	Paper for notes
Approach	<p>Activity 1: Pair up and discuss the following statements and find examples for it. Central features of democracy are thus: - Fundamental rights/human rights are protected and</p>

	<p>guaranteed</p> <ul style="list-style-type: none"> - Rule of law and separation of powers - Parliamentarianism - Party competition or right to opposition and free media - Elements of direct democracy: right to vote (linked to citizenship), referendum, popular initiative, popular consultation - Elements of indirect democracy: elected representatives or delegated by parties (e.g., parliament and government, associations government, associations, and social partnership) - Majority principle (limited by the protection of human rights and rights of minorities) - Equality of opportunity (equal rights and duties for citizens) <p>Activity2:</p> <p>Bild a class council about a topic the class may choose.</p> <p>The class council is a - usually weekly - meeting of the class community (pupils, teacher; duration at least one hour) to discuss conflicts, make or discuss decisions and set rules for living together. The concrete goals of a class council can be manifold and always remain flexible. They concern lessons, togetherness, the whole school, the planning of school activities (e.g., election of class representatives) and projects, but also personal matters.</p> <p>A common setting for a class council: pupils and teachers post their comments on a blackboard during the week on the questions "I think good/I like", "I wish/suggest", "I criticise/do not like". For the class council, the pupils always choose another person to chair the class council (tasks: Opening and closing the meeting (Tasks: opening and closing the meeting, reading out the written entries, asking for new topics and calling on the speakers in order). The topics, rules and agreements discussed, and agreements are recorded. The pupils and determine the rules from</p>
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	the beginning. Rules can be questioned and, if necessary, modified, questioned and, if necessary, modified.
Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	Workshop, debate
Duration	6 hours
Final goal (learning outcome)	The students learned about democracy rules and participation in democratic systems

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

Spiderweb Positive health

Titled	A GOOD TALK FOR YOU AND ME
Introduction	For the students to perceive that conflict is accompanied by feelings and that the ability to be aware of feelings can have a constructive effect, appropriate conversational behavior must be practiced with each other. This includes the will and the ability to listen actively. This willingness is promoted when the young people experience that their interests and needs are not neglected, that they are also heard.
Objective / teachers' goal	Being able to present one's own feelings Being able to listen and ask questions
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	Understanding mental health Competence in analysing health needs Capacity building and intervention
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input checked="" type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	Each Student has a sheet of paper (A4) and a pencil
Approach	Exercise 1: We create a conflict landscape The students describe a conflict they have experienced on a map. - Who was involved in the conflict? - When and where did the conflict take place? What was the conflict about? What did the people involved do? Why did they do it? How was the conflict resolved?

Alternatively, the conflict can be painted on.
Then name the card or the picture.

The cards are placed in the middle of the circle of chairs. The cards can now be arranged thematically (e.g., according to the reasons for the conflict). The landscape should not be discussed. The students should only look at and visualise what conflict experiences they all have.

Then they can discuss what the conflicts have in common? The answers should be written down in keywords and placed in the middle of the landscape.

Before talking to the whole group, smaller groups can discuss "typical" conflicts.

Exercise 2: Emotional pantomime

The students go together in groups of 4 to 5. The groups each get 10 pieces of paper on which feelings are named (feeling lots).

Everyone in the group draws a feeling lottery ticket.

In turn, everyone acts out the emotion they have drawn without speaking.

The other group members guess the corresponding feeling and pay attention to facial expression, movement, and posture.

Afterwards, the group discusses together: Are there typical expressions for certain feelings?

Lucky tickets:

happy

sad

anxious

angry

proud

excited

frustrated

bored

	<p>offended helpless</p> <p>Exercise 3: The marketplace of emotions the following scene is acted out: You are strolling around a market and meet an acquaintance. You greet each other in different moods. You make your feelings clear with your body and voice. Emotional states are: You are in a good mood, you are sad, you are angry, you are surprised, you are bored, you are anxious, you are curious, you are insecure, you are happy, you are embarrassed.</p> <p>Two students at a time act out the scene for the group: They shake hands and greet each other in the corresponding emotional state:</p> <p>After several scenes, the group exchanges ideas in plenary:</p> <p>Which feelings are easily confused? Which feelings could be easily recognised? Which feelings were easy to portray?</p>
Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	workshops
Duration	4 hours
Final goal (learning outcome)	To be able to recognize feelings from each other more easily

Spiderweb Positive health

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

Titled	FINANCIAL CONSULTING AT ANY AGE
Introduction	Financial literacy is crucial because it provides us with the information and skills we need to efficiently manage our money. Without it, our financial decisions and actions (or lack thereof) lack a stable foundation for success. Quality of life is directly influenced by quality of financial decisions, therefore students need to gain financial literacy and basic knowledge from early stages of development.
Objective / teachers' goal	Generate a sense of financial responsibility in students
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	
<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	Writing utensils, Computer, Excel programme, Calculator, Smartphone, Internet connection
Approach	<p>In one of the four hours of Financial Education dedicated to the exercise, each student will write down in an Excel file the expenses made by family members in the week before class, by categories of expenses: food, clothing, utility expenses, fun activities, sports, etc.</p> <p>ATTENTION: the teacher will make sure that no personal data or information about the health of family members is displayed, but only figures.</p> <ul style="list-style-type: none"> • In the next two hour, each student will calculate what percentage is allocated to the different categories of expenses by his family • The student, in the role of financial consultant, will propose saving methods, will analyse the possibilities to reduce the expenses from the different categories of expenses and will make a financial recommendation in writing to the family members.

	<ul style="list-style-type: none"> ➤ In the last hour of the activity, the student will perform a Self-assessment and reflection, analysis “Strengths, weaknesses, Opportunities, Threats.
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	Workshop
Duration	4 hours
Final goal (learning outcome)	<p>Analysis of expenses made by the whole family during a month, analysis of different categories of expenses</p> <p>Awareness of how to spend money and finding ingenious and realistic saving solutions.</p>

Spiderweb Positive health

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

Titled	EXPLORING CULTURAL DIVERSITY AT EUROPEAN LEVEL
Introduction	Understanding diversity and acknowledging the fact that social including and understanding the particularities of each communities is a crucial educational aspect.
Objective / teachers' goal	Solving in pairs/teams some tasks related to life in an intercultural society
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	
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 checked="" type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	internet access, flipchart sheets or cardboard panels + markers, or computer and video projector / smart board
Approach	<ul style="list-style-type: none"> · The class is divided into six groups of equal size and with as much internal diversity as possible. · Each group chooses a European country, apart from own nation, to analyze from the perspective of cultural diversity. A balanced distribution will be ensured, with at least one country from North, South, East, West and Central Europe respectively. · Each group will search the Internet for information on the following aspects: <ul style="list-style-type: none"> o The total population of the country and the official languages o The main ethnic groups, their type (for example, regional groups, national minorities, groups resulting from migration in recent decades) the languages spoken by them, their location in the territory (if applicable), the estimated number of members and percentage of the population o The main religious groups o Other information relevant to cultural diversity in that country.

	<ul style="list-style-type: none"> · Each group prepares, based on the information obtained, either a presentation in electronic format or a poster. · The process of collecting data and developing the presentation can continue into the next class or can be completed by students in between classes. · After all groups have completed their presentations, they are presented to the whole class and discussed. · After all six groups have presented, there will be a comparative analysis and reflection on the types of cultural diversity identified. · It will also be noted that, beyond the differences, manifestations of cultural diversity exist in all European countries. Moreover, apart from Poland and Portugal, where minorities represent less than 5% of the population, in all other European countries the percentage of minorities is around 10% or more.
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	Workshop
Duration	3 hours
Final goal (learning outcome)	Manifesting a positive attitude towards oneself and towards others, towards one's own cultural identity and towards the identity of those who belong to different cultures

Spiderweb Positive health

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

Titled	IKIGAI – THE JAPANESE SECRET TO A LONG AND HEALTHY LIFE
Introduction	This workshop aims to challenge students to understand the meaningfulness for themselves. This starts by realizing what matters to me, what is important? By this realization students can improve their resilience and their ability to adapt. By this, this workshop helps students to understand the people they are going to help for.
Objective / teachers' goal	The goal of this workshop is to gain knowledge what is meaningful and what is important to yourself, and therefore to understand how to interact with people with different needs.
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu) <input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input checked="" type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	Competence in analyzing health needs, Capacity building and intervention
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) What is important to me? Finding out the meaning. Hand out the students the six questions that can help students to find their ikigai: 1) What did you enjoy doing the most as a child? Do you still experience these feelings now? 2) Are the times when you forget everything around you? You get into a flow, lose sense of time, forget to eat... What are you doing these moments? 3) If you could choose once again, which study would you have chosen?

	<p>4) What are the most important lessons you learned from your parents? What do you definitely want to do differently?</p> <p>5) If you could invest 10 millions to start a new business, what would this company focus on?</p> <p>6) If I had a shop, I would sell....?</p> <p>Then organize the student group to form a little groups, 2 or 3 people. Guide them to discuss them one of these six questions, about 5 minutes per person (total of 15 minutes).</p> <p>Point 2) Evaluation and closing</p> <p>Discuss about what did the students learn? What is worthwhile and valuable to the students?</p>
Duration	2 hours
Final goal (learning outcome)	Students find their ikigai – their meaningfulness and what is worthwhile. By gaining self-knowledge the students can help people in need more effectively and more humanly.

Spiderweb Positive health

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

Titled	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 encourage 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.

	<p>Discuss with the group about their journey. How did the plan turn out, what did the students find easy, what was difficult in 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?</p> <p>Point 6) Make it real. 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	6 hours lessons for group (plan at least a one month pause in workshop 4) plus independent worktime to action toward the goal.
Final goal (learning outcome)	Students can evaluate their own dimensions of positive health and can improve their health themselves.

Spiderweb Positive health

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

Titled	HEALTHY EATING
Introduction	This workshop aims to challenge students to evaluate their own risk behavior to cardiovascular diseases and diabetes and supports them to promote their own health, especially their eating habits. Students learn how to evaluate their own eating habits; they find the information about plate model and nutrition and food recommendation. Finally, they can enjoy their school meal by applying the plate model together with their team
Objective / teachers' goal	The goal of this workshop is to teach meaning of the healthy eating and how it can impact on different risk factors of the diseases.
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 checked="" type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	Measure tape, computers, internet connection.
Approach	Interaction, assignments, cooperation
Type of activity (workshop, assignment, quiz, debat, presentation, etc.)	<p>Workshop consists of different action points:</p> <p>Point 1) Waistline measurement (goal value: women <80 cm, men < 94 cm, mild risk: women 80-87 cm, men 94-101 cm, increased risk: women over 88 cm, men over 102 cm). In this measurement point, there is guidance poster to do the measurement right and find the right place in your waistline.</p> <p>Point 2) Test your eating habits At this point, students do a test about eating habits (atleast one of the following tests).</p>

Healthy eating assesment:

<https://www.hss.gov.nt.ca/sites/hss/files/resources/healthy-eating-assessment.pdf>

Finnish Diabetes Associations test about eating habits:

https://www.diabetes.fi/files/594/Testaa_ruokatottumukseksi_2018_paino.pdf

(In Finnish)

Finnish Diabetes Associations test about eating habits:

<https://www.diabetes.fi/files/502/eRiskitestilomake.pdf> (in English)

More information about healthy eating habits can be found:

<https://www.ruokatieto.fi/briefly-english>

<https://www.ruokavirasto.fi/en/themes/healthy-diet/>

Point 3) Food pyramid and plate model

At this point, students are going to explore the consist of the food pyramid and plate model for healthy eating within their teams. They should answer the following questions:

1. Descripe how you should eat according to the food pyramid and plate model?
2. Draw a healthy and balanced meal

<https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/>

<https://www.ruokavirasto.fi/en/themes/healthy-diet/nutrition-and-food-recommendations/the-plate-model/>

Point 4) Eating the school meal

	At the final point, students go to the school canteen to apply this nutrition and food recommendation (especially the plate model) in to practice. The students are going to collect food from the school meal buffet according to the plate model and they are having their lunch together.
Duration	1-1,5 hour + lunch with the team
Final goal (learning outcome)	Students learn how to evaluate their own health and eating habits, they find the information about plate model and nutrition and food recommendation.

Spiderweb Positive health

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

