



Healthy and Learning Lifestyle

IO2 LIFESTYLE

CASCADE TRAINING MATERIALS

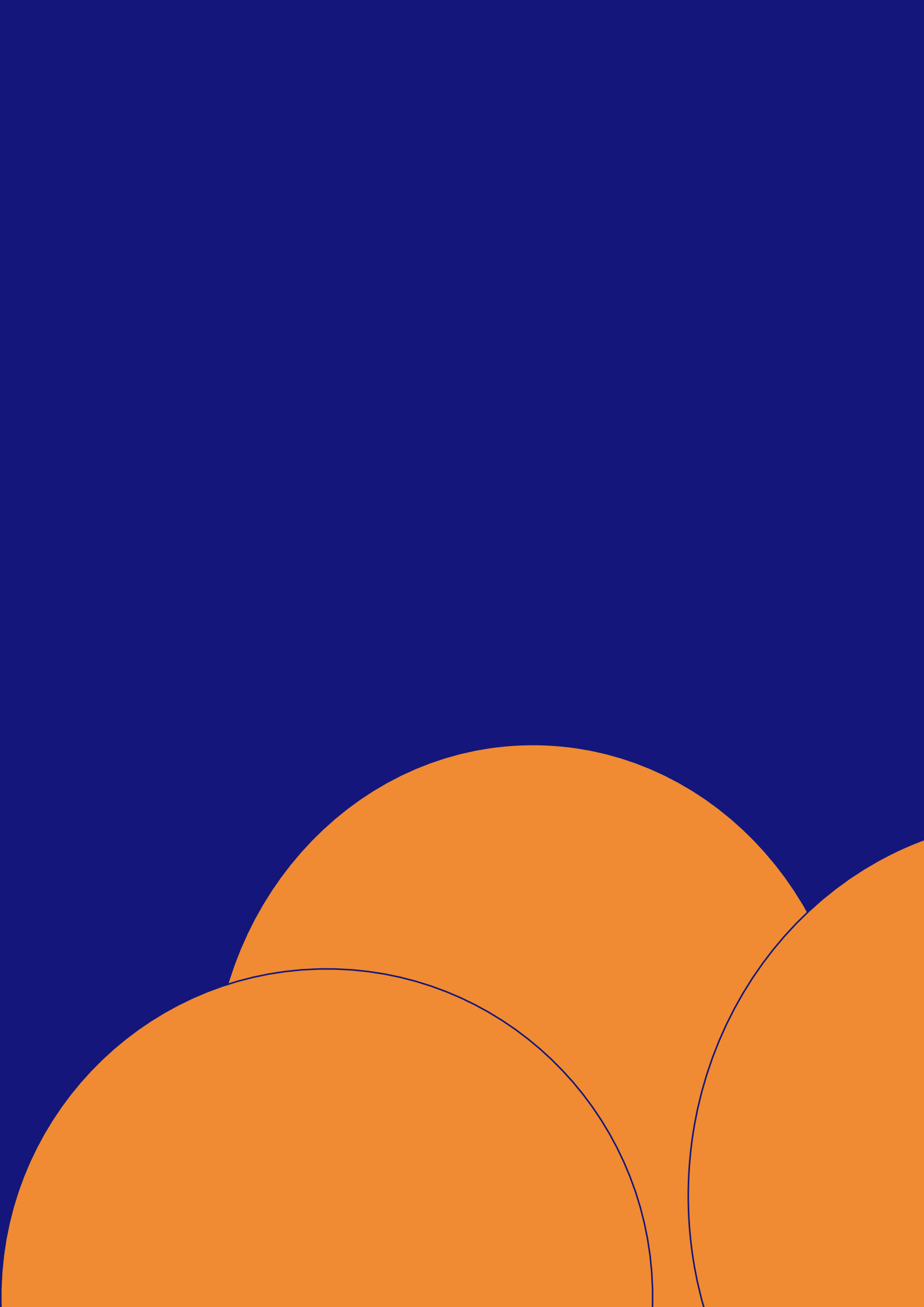


Co-funded by the
Erasmus+ Programme
of the European Union

Healthy and Learning Lifestyle is funded under the Erasmus+ programme, Key
Action 2: Strategic Partnerships Call 2020 with agreement number: 2020-1-NL01-
KA201-064672

Table of Contents

INDIVIDUAL LEARNING PLAN ON HEALTHY LIFESTYLE	4
HEALTHY NUTRITION IN SCHOOLS AND THE WELLBEING EFFECTS ON CHILDREN	10
MINDFULNESS TRAINING FOR TEACHERS	15
TEACHER WELLBEING IN SCHOOLS	19
ART THERAPY AS A TOOL FOR MENTAL HEALTH OF SCHOOL LEADERS	22
OPTIONAL HOME EXERCISE- TOOL FOR CALMING THE MIND AND BE PRESENT	33
ONLINE RESOURCES FOR BOOSTING THE INDIVIDUAL AND GROUP ACTIVE LIFESTYLE OF PUPILS	34
THE ART OF BEING HEALTHY	37



Individual Learning Plan on healthy lifestyle

SESSION LEARNING OUTCOMES:



By the end of this session, the participants- school leaders- will be able to:

1. Use the recommendations in this module to introduce an individual learning plan for an healthy lifestyle for pupils in which they can formulate personal lifestyle-goals
2. Use the recommendations in this module to introduce an individual learning plan for an healthy lifestyle for staff and teachers that can be used in the annual interview cycle.
3. Use the recommendations in this module to introduce an individual learning for an healthy lifestyle for other school leaders that can be used in the annual interview cycle

SESSION AT A GLANCE:

Activity	Time	Materials, resources, tools
A. Introduction Trainer introduces the topic: Individual learning plan on healthy lifestyle	5 minutes	Handouts from different formats of an individual learning plan. Pens.
B. Practical activity The trainer presents the idea to the teachers/staff and explains goals and the individual learning pan	30 minutes	
C. Debriefing and questions	10-15 minutes	Prepared PowerPoint or flipchart of key points from the session

45-50 minutes



PREPARING TO TEACH THIS SESSION

Before you present the Individual Learning Plan on healthy lifestyle

1. (optional) Try to fill in the format of the individual learning plan for yourself, so you are able to share an example with other school leaders and teachers/staff. It can also show

the simplicity of setting (small) and achievable goals instead of hard to achieve and very ambitious goals. You could function as a role model to show that you are engaged in introducing this into the school.

2. Have pens and printed copies of the format of the individual learning plans for teachers and students available for everyone to look through. One of the formats is delivered with this guide, but making one that is more suitable to your own organization would be better.
3. Prepare a flipchart or PowerPoint presentation with the
 - Main goals of the individual learning plan for a healthy lifestyle
 - Examples of good and less good stated goals.(SMART)
 - The period in which you would like to implement the usage of the learning plan to try it out
 - A set date where you would like to evaluate the usage of the individual learning plan and see what parts go well and which parts you would like to improve.

TRAINING ACTIVITIES

A. Introduction to the Session (10 minutes)

1. Welcome the participants to this session
2. Say that during this session they are going to learn about what an individual learning plan is and how to properly state achievable goals using the smart method.
3. Present the session's learning objectives:
 - a. Learn setting goals according to the SMART method.
 - b. Use the recommendations in this module to introduce an individual learning plan for an healthy lifestyle for pupils .
 - c. Use the recommendations in this module to introduce an individual learning plan for an healthy lifestyle for staff and teachers that can be used in the annual interview cycle.
 - d. Use the recommendations in this module to introduce an individual learning for an healthy lifestyle for other school leaders that can be used in the annual interview cycle

Theoretical background: Setting lifestyle goals using the SMART method

Setting (personal) goals will help maintaining focus towards these goals and help with behavioral changes that are often needed to accomplish the set goals. Setting goals is not always easy, certainly for younger children that are not used to setting goals. To set goals it is helpful to start with writing down what the desirable change is and do not have to be very specific as a starting point. For example: I want to improve my dietary intake, or I want to be more in contact with other people would be good examples of changes someone would like to make.

When the desired change has been noted down you can start with setting goals that contribute to the desired change. To do this you can use the SMART method. SMART stands for: Specific, Measurable, Achievable, Relevant, Time-bound.

Specific: Goals have to be set specifically. This can be done by writing it down as a statement in the present perfect tense, e.g. 'I'm eating two pieces of fruit each day'. Try to avoid using phrases like, 'I want to', 'maybe' or other phrases that reduce likelihood that you accomplish the goal. Another example seen which lacked some specificity was the goal: 'I want to have a subscription to the gym'. Ofcourse the person wanted to exercise more, but in the end only got a subscription and never went to the gym. You could say that he achieved the goal, but it didn't really contribute to the desired change.

Measurable: Make the changes measurable. In the example used above, 'I want to eat 2 pieces of fruit each day' it is perfectly measurable. An example of a less measurable formulated goal would be: 'I want to eat more fruit during the week'. 'More' is not really specific and harder to measure. For example, going from 1 piece of fruit each week to two can be considered as more, but also going from 1 piece of fruit a week to 14 is way more and probably more in line with what someone wants to achieve. As a trainer you could point this out by discussing the set goal with the trainee or let participants review each other's goals on the measurability.

The next letter in the SMART method is A, for achievable. When setting goals you want to check if the goal is actually achievable. People sometimes set really ambitious goals that actually consist of multiple minor goals. These big goals tend to be harder to accomplish and could result in declining motivation, because the goals are too hard to achieve on its own. As a trainer or coach you can help the trainee by setting smaller goals that are more achievable.

Next to achievability it's important that the set goal is relevant. Especially when you force someone to think of goals on the spot, someone might think of goals that are in the line of what they think that the trainer or coach wants to hear. Meanwhile these goals don't have to be really relevant for the person itself and therefore harder to accomplish by the trainee. Having a conversation with the trainee about the relevance of the goal can help clarify if it is really something the trainee would like to achieve. Also be cautious that the trainee doesn't pick goals they have already met, because then the goal won't be relevant.

The last letter T stands for Time-bound. In properly set goals you want to be specific in which period of time you would like to achieve the desired change. Using any form of time in the description of the goal will make it easier to work on the goal, because it will be more clear how often has to be worked on the goal and within which time frame you would be happy to achieve it.

Using these tips for setting goals will help the trainee by achieving these goals. In addition to this it is recommended that you, the trainer or the trainee, also thinks of their own personal qualities and start with something they or you can already do well. Examples of personal qualities are, having good communication skills, being able to organize well, make easy contact with others, being very precise, loyal or being fit. Of course there are many more personally qualities someone might have and more examples can easily be found on the internet. Starting with something positive, like a quality you already have, often reduces the stress of not having achieved the goal yet. This is commonly used principle within the teaching of positive psychology.

Theoretical background: Individual Learning Plan

An individual learning plan is just a tool that should be helpful as a format and should mostly be used as guidance for setting up goals. There are many forms that could work and there isn't a perfect format for it unfortunately. Therefore it is recommended that the trainer makes its own format that fits the school the most.

Key components that should be in every individual learning plan are:

1. Description of the current situation and desire of change
2. The goals (made through SMART method)
3. Which concrete personal actions will be taken (as specific as possible)
4. Some sort of time frame in which the progress is reviewed
5. An description of the manner of evaluation and the form of the evaluation.

Most used formats look something like a table with the 5 key aspects like shown below

Description of current situation and description of the desired change	The goal (SMART)	Actions (make clear which actions you personally take and which action you need additional help with)	When you want to achieve the goal (time period)	Way of evaluation
(guidance questions that can help the trainee to formulate the current situation)	(first SMART goal)	(guidance: Which personal quality are you going to use to achieve this goal?)	(Guidance: when are you working on the goal? When do you want the goal to be achieved?)	(guidance: written reflection, report, conversation with trainer / coach/ school leader)
	(Additional SMART formulated goals)	Etc.	Etc.	Etc.
	Etc.	Etc.	Etc.	Etc.

You can opt as trainer to provide more guidance questions in the different columns to help people fill those different spots. But keep in mind that these guidance questions can also restrict the creativity, which could lead to less relevant goals for the trainee personally. The format shouldn't be leading too much as it's just a guideline and a tool. Feel free to let the trainees use their own thought of format as long as it still contains the 5 key aspects. Of course from a guidance perspective, it is easier if everyone uses the same format.

An important thing which has to be discussed internally in the school team, is how long each plan lasts. Plans can be made for a whole school year for staff for example, while a period of 8/10 weeks is often more suitable for student, as longer term planning is more difficult for younger pupils. Teacher and trainers sharing their own personal goals with student can also have a positive effect on the engagement of the pupils in making their own plan, as teachers and staff function as great role models.

Lastly, building in certain checkpoints during each period, in which goal progress is discussed, will keep the plan more relevant for the trainee. Otherwise the plan could unintentionally slowly disappear into the background with all the other things that happen in and around daily school activities. These checkpoints can be done in an individual setting between trainer and trainee, or even be done in small groups. Making other people aware of each other's goals can contribute to achieving them. For example, if someone knows that the goal of another person wants to stop smoking, the other person may be less likely to give someone a cigarette when he/she asks for it. Sharing goals with each other helps achieving them..

B. Practical activity (30 minutes)

1. Firstly, after the introduction, let the trainees think of something they want to change (desire to change) in their own lifestyle. Let them write it down (2 minutes).
2. Explain the SMART method using your PowerPoint / sheets. (5 minutes)
3. Let them formulate a personal lifestyle goal using SMART on a piece of paper (or the individual learning plan format) (2 minutes)
4. Let the trainees exchange goals with each other and let the other person check if the goal is specific, measurable, achievable, relevant and time bound. If needed they can discuss how to improve the formulation of the goal. (5 minutes)
5. Explain the lay-out of the learning plan that fits your school with room for questions. (5 minutes)
6. Discuss with trainees how the format of the learning plan could be improved. (5 minutes)
7. Discuss with the trainees over which time period each plan should be evaluated and on which points in time it is desirable to review current progress (4 minutes)
8. Set a starting date and period and discuss during which activities the individual learning plan is (2 minutes)

C. Debriefing and questions (10-15 minutes)

1. Discuss any challenges the participants faced when implementing the exercises.
2. Show participants where they can find more information to help them in this subject. An alternative to reading is to send the participants to find the answers to some questions you pose about the topic at hand.
3. If applicable, provide them with work sheet they will do at home to continue the learning process. This may also be done orally, with the facilitator recording the responses on a flipchart.
4. Conduct the graduation ceremony and hand out certificates.
5. Optional: pass out training evaluation forms.
6. Review the key summary points



Healthy nutrition in schools and the wellbeing effects on children

SESSION LEARNING OUTCOMES:



By the end of this session, the participants - school leaders - will be able to:

1. understand how schools play a vital role in the well-being of students, families and their broader communities
2. understand what their school already does with regards to playing the above mentioned role;
3. understand the possibilities of becoming a Health-promoting School.

SESSION AT A GLANCE:

Activity	Time	Materials, resources, tools
A. Introduction Trainer introduces the topic: Healthy nutrition in schools and the wellbeing effects on children	5 minutes	Posters and handouts
B. Practical activity Healthy School Matrix	30 minutes	Paper; Pencils / markers/ pens / crayons
C. Debriefing and questions	10-15 minutes	Prepared flipchart of key points from the session

45-50 minutes

PREPARING TO TEACH THIS SESSION

Before you present the Module Healthy nutrition in schools and the wellbeing effects on children

1. Have relevant forms, work sheets and materials ready.
2. If possible, have large format copies of the forms ready for demonstration.

3. Prepare a flipchart page with summary of key points.

TRAINING ACTIVITIES

A. Introduction to the Session (10 minutes)

1. Welcome the participants- school leaders- to this session on using the discussion tools and materials.
2. Say that during this session they are going to learn about Health-promoting Schools and to assess what they and their school are already doing on this topic (self-reflection).
3. Present the session's learning objectives: providing an insight and tools to adopt Health-promoting policies and practices throughout the school.

Health promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behaviour towards a wide range of social and environmental interventions". Its scope and activities are ideally comprehensive and multifaceted. Often framed in the context of prevention strategies for a group, community or population, it is also embodied in individual approaches, such as treatment and continuous care.

Its implementation is the conduct of a specified set of activities to establish or put in place a programme or initiative. The activities include identification of an issue, determination of a desired outcome, planning, use of monitoring and feedback, collection and use of data and collaboration of internal and external stakeholders. Particularly in schools, implementation is considered to represent complex interactions among the characteristics of the education system, implementers and the organizational context.

The horizon or ultimate goal is to aspire to become a Health-promoting school: A school that consistently strengthens its capacity as a safe, healthy setting for teaching, learning and working. The global standards and indicators and the implementation guidance are applicable to any whole-school approach to health, even if the term "HPS" is not used (e.g. comprehensive school health, school for health, healthy learning environment, etc.).

Still, taking smaller steps can be a way forward on this topic as well! It all starts with an assessment of what you already do and have in place. This way, it is easier to determine possible quick wins and potential long term goals.

B. Practical activity (30 minutes)

1. Ask why it's important to promote a healthy lifestyle in school among pupils and staff.
2. Take a couple of answers but do not prolong this discussion. It is important to get the

participants thinking about the theme of the training.

3. Introduce the Practical activity in a way that everyone can see or have copies of the materials/ the flipchart:

We will fulfill the Healthy School Matrix (attached).

Materials needed: Paper; Pencils / markers/ pens / crayons

The Healthy School matrix provides an overview of what is your school already doing in the field of a healthy lifestyle and to identify opportunities.

On the basis of the health themes on the matrix, the participants describe for each pillar of the Healthy School approach (Education, School environment, Identification & monitoring and Policy) what your school is already doing. Do boxes remain empty? Then you and the participants know which health theme or pillar you can continue to work on.

What do they enter per pillar?

- Education: per health theme you list all Healthy School activities, such as lessons, training and information. It is not just about sharing knowledge, but also about promoting healthy behaviour. Examples: your school works on the theme Nutrition with the teaching program Healthy eating habits. Or at the start of the school year, the school organizes a theme week about addictions for all first grades.
- School environment: per health theme you state everything your school does to make the physical and social environment stimulating, safe and challenging for students (and staff). Examples: a physical environment that invites you to go outside and move during breaks. But also a healthy canteen or a safe environment in which students feel comfortable. You also describe what the school is doing to involve parents, carers and partners in the neighborhood in Healthy School.
- Identification and monitoring: for each health theme you state how your school monitors health problems or risk factors in students early and regularly. Consider, for example, psychological problems or obesity.
- Policy: for each health theme you state all agreements, rules and protocols, plus their enforcement. Examples: protocol on hygiene, nutrition or anti-smoking policy.

4. Implement the practical activity.

Name of the technique: Healthy School Matrix

Materials: Paper, Pencils / markers/ pens / crayons

Procedure:

1. Print out the Healthy School Matrix and / or have it on a flipover for them to work on.
2. Have the participants fulfil the matrix based on the current situations in their schools.
3. When done ask participants to recap their answers.

C. Debriefing and questions (10-15 minutes)

1. Discuss the self-assessment the individual school leaders / coordinators did. When in a diverse group, discuss what are the similarities and/or differences across their various schools.
2. Talk over their quick win possibilities and long term goals.
3. Show participants where they can find more information to help them in this subject.
4. Introduce a follow up session and followup task for them to work out a plan towards their goals.
5. Provide them with work sheets they will do to continue the learning process.
6. Review the key summary points at the meeting and followup this up by email (in combination with the files mentioned under point 5):
7. Hand out certificates of attendance.
8. Optional: pass out training evaluation forms.

Sources used:

- Making every school a health-promoting school - Country case studies (in English)
- Healthy School Matrix (in Dutch)

	Education	School environment	Identification and monitoring	Policy
Nutrition				
Moving, physical exercise and sports				
Smoking, alcohol and drug use (and) prevention				
(Hygiene)				
(General wellbeing)				

INSTRUCTIONS

What is your school already doing in the field of a healthy lifestyle? And where are the opportunities? The Healthy School matrix provides an overview. On the basis of the health themes, you describe for each pillar of the Healthy School approach (Education, School environment, Identification & monitoring, and Policy) what your school is already doing. Do

boxes remain empty? Then you know which health theme or pillar you can continue to work on.

What do you enter per pillar?

- Education: per health theme you list all Healthy School activities, such as lessons, training and information. It is not just about sharing knowledge, but also about promoting healthy behaviour. Examples: your school works on the theme Nutrition with the teaching program Healthy eating habits. Or at the start of the school year, the school organizes a theme week about addictions for all first grades.
- School environment: per health theme you state everything your school does to make the physical and social environment stimulating, safe and challenging for students (and staff). Examples: a physical environment that invites you to go outside and move during breaks. But also a healthy canteen or a safe environment in which students feel comfortable. You also describe what the school is doing to involve parents, carers and partners in the neighborhood in Healthy School.
- Identification and monitoring: for each health theme you state how your school monitors health problems or risk factors in students early and regularly. Consider, for example, psychological problems or obesity.
- Policy: for each health theme you state all agreements, rules and protocols, plus their enforcement. Examples: protocol on hygiene, nutrition or anti-smoking policy.



Mindfulness training for teachers

SESSION LEARNING OUTCOMES:



By the end of this session, the participants- school leaders- will be able to:

1. Why mindfulness is helpful in the classroom
2. Implement mindfulness in the classroom

SESSION AT A GLANCE:

Activity	Time	Materials, resources, tools
A. Introduction Trainer introduces the topic: Mindfulness in the classroom. Teach the effects of mindfulness on students	5 minutes	None
B. Practical activity Downloading a mindfulness app. Session together to experience a mindfulness session.	30 minutes	Smartphone or tablet Internet connection
C. Debriefing and questions	10-15 minutes	Prepared flipchart of key points from the session Post-it's Pen/Marker

45-50 minutes



PREPARING TO TEACH THIS SESSION

Before you present the Module Mindfulness training for teachers:

1. Have relevant forms, work sheets and materials ready.

2. If possible, have large format copies of the forms ready for demonstration.
3. Prepare a flipchart page with summary of key points.

TRAINING ACTIVITIES

A. Introduction to the Session (10 minutes)

1. Welcome the participants to this session on using the discussion tools and materials.
2. Say that during this session they are going to learn about:
 - a. The effects of mindfulness training
 - b. How you can apply mindfulness training in the classroom
3. Present the session's learning objectives: Experience the effects of mindfulness training firsthand and how to apply mindfulness training in the classroom.

Mindfulness is the ability to be fully present in the moment. (being fully engaged with whatever you are doing at the moment)

Being mindful can have numerous benefits (for you and your students):

- Decreased stress
- Decreased sadness
- Increased level of focus
- Increased happiness
- More patience
- More understanding

The difference between mindfulness and meditation ([headspace.com](https://www.headspace.com))

Here's the thing that many people find confusing about mindfulness: it's not a temporary state of mind that is present during meditation and then vanishes for the rest of the day. Rather, mindfulness is a way of living in which — when we remember — we are able to step back and be in the present moment in any situation.

Mindfulness doesn't eliminate stress or other difficulties; instead, by becoming aware of unpleasant thoughts and emotions that arise because of challenging situations, we have more choice in how to handle them in the moment — and a better chance of reacting calmly and empathetically when faced with stress or challenges. Of course, practicing mindfulness does not mean we never get angry — rather it allows us to be more thoughtful in how we want to respond, whether that's calmly and empathetically or perhaps, occasionally with measured anger.

Meditation is the training ground for learning mindfulness. At first, we meditate to become familiar with the here and now for a limited period of time. Over time, however, regularly practicing mindfulness helps us develop the ability to be present throughout the day, every day.

How mindfulness meditation works ([headspace.com](https://www.headspace.com))

Mindfulness meditation doesn't only change our mindset and perspective, it actually can change the shape of our brains. Generalized neuroimaging meditation studies found that 8

weeks of mindfulness meditation also changes our brains, rewiring them towards more positive thoughts and emotions.

For starters, meditation allows us to move from high-frequency brain waves to a lower frequency, which activates (and, potentially even more importantly, deactivates) certain areas of the brain. For example, it can decrease neurological connections to the medial prefrontal cortex, or the “me center,” diminishing traits such as fear, stress, and anxiety. In turn, meditation can also build new pathways to the parts of the brain responsible for traits like focus and decision-making.

And that’s not all: mindfulness meditation can actually change the shape of the brain as well, a process known as neuroplasticity. Research shows that gray matter — the area of the brain responsible for emotional regulation, planning, and problem-solving — as well as the cortical thickness — responsible for learning and memory — both increase with regular meditation practice. Alternatively, the amygdala, which regulates how we feel stress, fear, and anxiety, decreases in size.

B. Practical activity (30 minutes)

1. Ask why it’s important the subject of Mindfulness training for teachers
2. Take a couple of answers but do not prolong this discussion. It is important to get the participants thinking about the theme of the training.
3. Introduce the Practical activity in a way that everyone can see or have copies of the cards/abstract board:
 - Open a mindfulness app.
 - Start a guided meditation session of 10 to 15 minutes.
 - After the session has ended it is time to share experiences. Let every participant write down keywords from their experience on post-its.
 - Also, write down ideas to implement mindfulness training in the classroom with students.
 - Collect the post-its and prepare for debriefing.

Useful info for the trainer:

There are numerous mindfulness apps. Find one that had guided meditation session. Some apps have topics like stress reduction or coping with loss. We suggest you start with a basic beginner’s session.

4. Implement the practical activity.

C. Debriefing and questions (10-15 minutes)

1. Discuss any challenges the participants faced when implementing the exercises.
2. Show participants where they can find more information to help them in this subject. An alternative to reading is to send the participants to find the answers to some questions you pose about the topic at hand.
3. If applicable, provide them with work sheet they will do at home to continue the learning process. This may also be done orally, with the facilitator recording the responses on a flipchart.

4. Conduct the graduation ceremony and hand out certificates.
5. Optional: pass out training evaluation forms.
6. Review the key summary points:

Mindfulness is the ability to be fully present in the moment. (being fully engaged with whatever you are doing at the moment)

Being mindful can have numerous benefits (for you and your students):

- Decreased stress
- Decreased sadness
- Increased level of focus
- Increased happiness
- More patience
- More understanding



Teacher Wellbeing In Schools



SESSION LEARNING OUTCOMES:

By the end of this session, the participants (school administrators / school leaders) will be able to:

1. Understand teacher and staff wellbeing, job satisfaction, social-emotional learning, and perceptions of school climate.
2. Gain insights into teacher wellbeing - along with strategies, training and professional development to take action on the data.
3. Get feedback from teachers and staff to guide school planning, school policies and practices, resources and supports, and professional development programs.

SESSION AT A GLANCE:

Activity	Time	Materials, resources, tools
A. Introduction Trainer introduces the topic: Providing insight into teacher wellness and providing information for positive change.	5 minutes	Posters and handouts
B. Practical activity	30 minutes	Test paper, a pencil
C. Debriefing and questions	10-15 minutes	Prepared flipchart of key points from the session

45-50 minutes

PREPARING TO TEACH THIS SESSION

Before you present the Teacher Wellbeing In Schools:

1. Have relevant forms, work sheets and materials ready.
2. If possible, have large format copies of the forms ready for demonstration.
3. Prepare a flipchart page with summary of key points.

TRAINING ACTIVITIES

A. Introduction to the Session (10 minutes)

1. Welcome the participants to this session on using the discussion tools and materials.
2. Say that during this session they are going to learn about types and importance of teacher wellbeing, supporting the wellness of teachers in their schools and the tips for selecting and using tools to gain insight into teacher wellbeing
3. Present the session's learning objectives: Using diagnostic tools / equipments for mental health conditions of teachers to specify how well the teachers feel themselves at school and in their daily lives.

Well-being is the experience of health and happiness. It includes mental and physical health, physical and emotional safety, and a feeling of belonging, sense of purpose, achievement and success.

Well-being is a broad concept and covers a range of psychological and physical abilities. Five major types of well-being are said to be:

- Emotional well-being – the ability to be resilient, manage one's emotions and generate emotions that lead to good feelings
- Physical well-being – the ability to improve the functioning of one's body through healthy eating and good exercise habits
- Social well-being – the ability to communicate, develop meaningful relationships with others and create one's own emotional support network
- Workplace well-being – the ability to pursue one's own interests, beliefs and values in order to gain meaning and happiness in life and professional enrichment
- Societal well-being – the ability to participate in an active community or culture.

If you ask any dedicated teacher, they will be the first to tell you that their number one priority while on the job is always the safety and well-being of their students. It is no question that teachers are constantly giving so much of themselves to their students. Though it is easy to call this honorable and heroic, we need to ask ourselves an important question: is this healthy or sustainable?

Teacher wellness has an impact not only on educators as individuals but also on the overall well-being of the young minds they care for. Teacher wellness has been related to consistency and steadiness in schools, teaching effectiveness, and student achievement. Unhealthy teachers can lead to anxious, unhealthy students. Whether we mean to or not, teachers often transmit their own state of mind in the classroom. This is why teacher wellness is absolutely necessary and imperative for everyone.

The World Health Organization (WHO) defines wellness as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." This means we can be free of viruses and infections and still not be healthy humans. How many of us carry our anxieties with us into the classroom? How many of us find the stress of teaching makes us tense

and nervous around our students? Are we modeling “being healthy humans” to our students?

So many school leaders express concern about the mental and emotional health of students. One practical step they can take would be to start with the teachers. School leaders can have a greater impact on student wellness by ensuring the wellness of the staff because, ultimately, staff models and facilitates healthy practices daily for their students.

Teacher wellbeing is a vital component in creating healthy and happy schools. It is important because it ;

- Helps to boost morale and productivity
- Helps to build resilience, leaving staff more equipped to manage their emotions and recognise when they might need to seek help
- Promotes positive health behaviours
- Leaves staff feeling more valued, connected and respected
- Reduces staff absence
- Influences the wellbeing and mental health of other staff
- Helps schools and colleges to retain good teachers
- Allows staff to feel more able and confident in supporting their pupils’ wellbeing.
- Helps to improve educational and mental health outcomes for pupils, as staff who feel cared for and looked after will produce better results

The social, emotional, and physical health of teachers is a shared responsibility and a critical component of student learning and overall community wellbeing. For schools to reach desirable outcomes, teachers should feel supported in all areas.

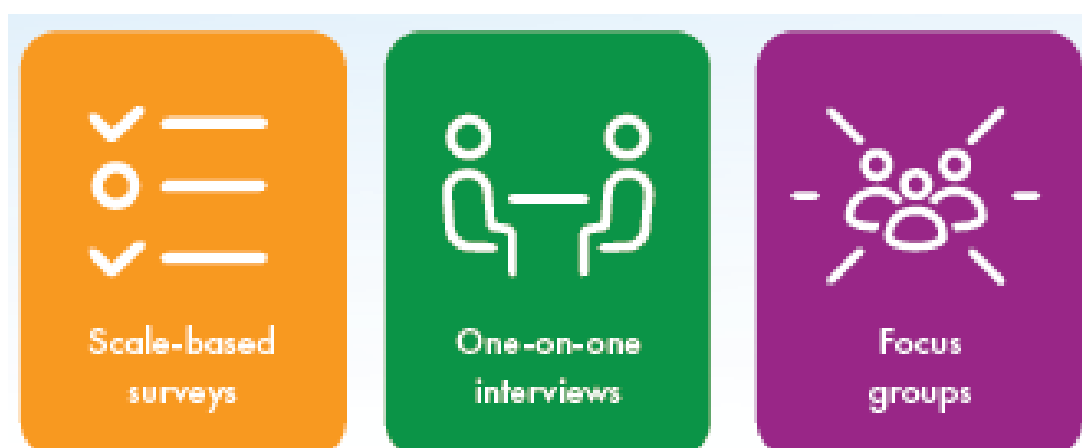
Where could the school administrators start from to grow teacher wellbeing ?

They can ask their teachers (in-person or through a survey) how they are doing and what they need to support their wellbeing. Feedback is a great way to identify opportunities to provide immediate and future supports!

How can the school administrators gain insights into teacher wellbeing ?

- Before implementing strategies to promote teacher wellbeing ; they can strive to understand your teachers’ professional experiences.
- While implementing strategies to promote teacher wellbeing ; they can measure their progress in supporting teachers’ wellbeing.

To grow teacher wellbeing in their schools, school administrators may want to consider ;



Using these measurement tools, schools can build an understanding of teacher professional experiences around ;

- workload
- stress
- organizational support
- job satisfaction
- school connectedness
- physical health
- teacher effectiveness
- life satisfaction
- student interactions and relationships

Tips for Selecting and Using Tools to Gain Insight Into Teacher Wellbeing

School administrators should ;

- Select a measurement tool that is valid and reliable and that is connected to the outcomes they are striving to measure. For example, some tools specifically measure things like work-related stress levels, and some tools may focus on other aspects of wellbeing, like connectedness and teacher efficacy.
- Choose a tool that is considerate of their workplace and community culture. For example, in environments where there may be low levels of trust, an anonymous scale-based survey may be more appropriate than one-on-one interviews.
- When using a tool, such as a survey or interview protocol, they should communicate a clear goal to participants, share how results may be used, and provide a process for protecting confidentiality. These practices may increase participant trust and willingness to share their experiences.

How Can The School Administrators Support Teacher Wellbeing ?

Social and Emotional Learning activities for teachers provide a framework that school administrators can use to promote overall teacher wellbeing.

- **Equal Treatment** : Ensure the equal treatment of teachers, regardless of gender, type of employment, working hours, and time served. Providing teachers with equal support and treatment lays the groundwork for fostering a positive school environment.
- **School Culture** : Create school environments that promote feelings of belonging, respect, value, and trust for both teachers and students. Positive school environments support the growth of a school community where members, including teachers, feel connected.
- **Relationship Building** : Provide opportunities for teachers to develop professional networks that enable them to learn from one another and connect during times of celebration and turbulence. Make a concerted effort to foster connections between principals and teachers to allow teachers to more easily obtain help from principals to develop their instructional and leadership capacity.
- **Professional Learning** : These opportunities enable teachers to learn, develop, and grow together. Further, opportunities show teachers that school and district leaders are invested in their learning and wellbeing. Topics could include;
- Managing the emotional labor and stress of teaching.
- Strengthening social and emotional competencies to support student social and emotional growth.

- Using Social and Emotional Learning interventions in the classroom.
- Building close relationships with students.
- Teacher Voice : Supply opportunities for teachers to participate in decision making to support their professional growth and connections to the learning environment.

B. Practical activity (30 minutes)

1. Ask why it's important the subject of Teacher Wellbeing In Schools
2. Take a couple of answers but do not prolong this discussion. It is important to get the participants thinking about the theme of the training.
3. Introduce the Practical activity in a way that everyone can see or have copies of the cards/ abstract board:

We are going to do a test to screen for teacher anxiety disorders including general anxiety disorder, separation anxiety disorder, panic disorder and social phobia. In addition, it assesses symptoms related to school phobia. The SCAARED (Screen For Adult Anxiety Related Emotional Disorders) consists of 44 items and 4 factors that parallel the DSM-IV (Diagnostic and statistical manual of mental disorders) classification of anxiety disorders.

Materials: Test paper, a pencil

4. Implement the practical activity.

Name Of The Screen: The SCAARED (Screen For Adult Anxiety Related Emotional Disorders)

Materials: Test paper, a pencil

Procedure: Hand out the SCAARED Test to each teacher and ask them to fill in the test reading the instructions carefully.

Directions: Below is a list of sentences that describe how people feel. Read each phrase and decide if it is "Not True or Hardly Ever True" or "Somewhat True or Sometimes True" or "Very True or Often True" for you. Then, for each sentence, check ✓ the box that corresponds to the response that seems to describe you for the last 3 months.



	0 Not True or Hardly Ever True	1 Somewhat True or Sometimes True	2 Very True or Often True	
1. When I feel nervous, it is hard for me to breathe.				PA/SO
2. I get headaches when I am at school, at work or in public places.				PA/SO
3. I don't like to be with people I don't know well.				SOC
4. I get nervous if I sleep away from home.				SEP
5. I worry about people liking me.				GA
6. When I get anxious, I feel like passing out.				PA/SO
7. I am nervous.				GA
8. It is hard for me to stop worrying.				GA
9. People tell me that I look nervous.				PA/SO
10. I feel nervous with people I don't know well.				SOC
11. I get stomachaches at school, at work, or in public places.				PA/SO
12. When I get anxious, I feel like I'm going crazy.				PA/SO
13. I worry about sleeping alone.				SEP
14. I worry about being as good as other people.				GA
15. When I get anxious, I feel like things are not real.				PA/SO
16. I have nightmares about something bad happening to my family.				SEP
17. I worry about going to work or school, or to public places.				PA/SO
18. When I get anxious, my heart beats fast.				PA/SO
19. I get shaky.				PA/SO
20. I have nightmares about something bad happening to me.				SEP



21. I worry about things working out for me.				GA
22. When I get anxious, I sweat a lot.				PA/SO
23. I am a worrier.				GA
24. When I worry a lot, I have trouble sleeping.				GA
25. I get really frightened for no reason at all.				PA/SO
26. I am afraid to be alone in the house.				SEP
27. It is hard for me to talk with people I don't know well.				SOC
28. When I get anxious, I feel like I'm choking.				PA/SO
29. People tell me that I worry too much.				GA
30. I don't like to be away from my family.				SEP
31. When I worry a lot, I feel restless.				GA
32. I am afraid of having anxiety (or panic) attacks.				PA/SO
33. I worry that something bad might happen to my family.				SEP
34. I feel shy with people I don't know well.				SOC
35. I worry about what is going to happen in the future.				GA
36. When I get anxious, I feel like throwing up.				PA/SO
37. I worry about how well I do things.				GA
38. I am afraid to go outside or to crowded places by myself.				PA/SO
39. I worry about things that have already happened.				GA
40. When I get anxious, I feel dizzy.				PA/SO
41. I feel nervous when I am with other people and I have to do something while they watch me (for example: speak, play a sport.)				SOC
42. I feel nervous when I go to parties, dances, or any place where there will be people that I don't know well.				SOC
43. I am shy.				SOC
44. When I worry a lot, I feel irritable.				GA

SCORING:

A total score of ≥ 23 may indicate the presence of an Anxiety Disorder. **TOTAL =**

A score of 5 for items 1, 2, 6, 9, 11, 12, 15, 17, 18, 19, 22, 25, 28, 32, 36, 38, 40 may indicate Panic Disorder or Significant Somatic Symptoms. **PA/SO=**

A score of 12 for items 5, 7, 8, 14, 21, 23, 24, 29, 31, 35, 37, 39, 44 may indicate Generalized Anxiety Disorder. **GA =**

A score of 3 for items 4, 13, 16, 20, 26, 30, 33 may indicate Separation Anxiety Disorder. **SEP =**

A score of 7 for items 3, 10, 27, 34, 41, 42, 43 may indicate Social Phobias Disorder. **SOC =**

C. Debriefing and questions (10-15 minutes)

1. Discuss any challenges the participants faced when implementing the exercises.
2. Show participants where they can find more information to help them in this subject. An alternative to reading is to send the participants to find the answers to some questions you pose about the topic at hand.
3. If applicable, provide them with work sheet they will do at home to continue the learning process. This may also be done orally, with the facilitator recording the responses on a flipchart.
4. Conduct the graduation ceremony and hand out certificates.
5. Optional: pass out training evaluation forms.
6. Review the key summary points:

Wellbeing is the state of feeling happy and healthy. It encompasses our overall health, including our physical and emotional health. If our level of wellbeing is good, we are much more likely to be motivated, engaged and productive.

The social, emotional and physical health of teachers is a shared responsibility and a critical component of student learning and overall community wellbeing.



Art Therapy as a tool for Mental health of school leaders

SESSION LEARNING OUTCOMES:



By the end of this session, the participants - school leaders - will be able to:

1. Understand why art is useful for mental health balance
2. Understand what type of art techniques can be used in helping the mental health balance
3. Use art tools for working on personal development, expressing the emotions and self-reflection, that will help preventing mental health afflictions, stress symptoms, burnout or anxiety

SESSION AT A GLANCE:

Activity	Time	Materials, resources, tools
A. Introduction Trainer introduces the topic: Using art techniques for helping the mental health balance of school leaders	5 minutes	Posters and handouts
B. Practical activity Introspective Mandala	30 minutes	Paper; Pencils / markers/ pens / crayons
C. Debriefing and questions	10-15 minutes	Prepared flipchart of key points from the session

45-50 minutes

PREPARING TO TEACH THIS SESSION

Before you present the Module Art Therapy as a tool for Mental health of school leaders:

1. Have relevant forms, work sheets and materials ready.
2. If possible, have large format copies of the forms ready for demonstration.
3. Prepare a flipchart page with summary of key points.

TRAINING ACTIVITIES

A. Introduction to the Session (10 minutes)

1. Welcome the participants- school leaders- to this session on using the discussion tools and materials.
2. Say that during this session they are going to learn about Using art techniques as tools for working on their own personal development, expressing the emotions and self-reflection and preventing mental health afflictions.
3. Present the session's learning objectives: providing an insight and tools for helping on preventing the individual mental health afflictions, stress, burn-out, by using art as a form of working on personal development, expressing the emotions and self-reflection.

Arts activities can be considered as complex or multimodal interventions in that they combine multiple different components that are all known to be health promoting. Arts activities can involve aesthetic engagement, involvement of the imagination, sensory activation, evocation of emotion and cognitive stimulation.

Depending on its nature, an art activity may also involve social interaction, physical activity, engagement with themes of health and interaction with health-care settings.

Engagement with the arts can be grouped in five broad categories:

performing arts (e.g. activities in the genre of music, dance, theatre, singing and film);

- visual arts, design and craft (e.g. crafts, design, painting, photography, sculpture, collages, textiles);
- literature (e.g. writing, reading and attending literary festivals);
- culture (e.g. going to museums, galleries, art exhibitions, concerts, the theatre, community events, cultural festivals and fairs); and
- online, digital and electronic arts (e.g. animations, film-making and computer graphics).

Since the beginning of the 21st century, there has been a major increase in research into the effects of the arts on health and well-being. World Health Organization found out in 2019 that arts can potentially impact both mental and physical health, especially:

- affect the social determinants of health
- encourage health-promoting behaviours
- help to prevent ill health
- support caregiving
- help people experiencing mental illness
- support care for people with acute conditions
- help to support people with neurodevelopmental and neurological disorders
- assist with the management of noncommunicable diseases; and
- support end-of-life care.

Recent scientific findings about how images influence emotion, thoughts, and well-being and how the brain and body react to the experience of drawing, painting, or other art activities are clarifying why art therapy may be effective with a variety of populations. As science learns more about the connection between emotions and health, stress and disease, and the brain and immune system, art therapy is discovering new frontiers for the use of imagery and art for the

benefits of mental health for both adults and children.

Art therapy involves the use of different art media through which the beneficiary can express and work through the issues and concerns that have brought him or her into therapy. The therapist and the beneficiary are in partnership in trying to understand the art process and product of the session. For many clients it is easier to relate to the therapist through the art object which, as a personal statement, provides a focus for discussion, analysis and self-evaluation.

Art therapy is particularly adaptable to various personalities and hence capable of activating various coping skills.

Art therapy has been especially helpful in treating individuals with the following conditions:

- autism spectrum disorder
- aging-related problems or issues
- anxiety, depression, or both
- cancer
- eating disorders
- emotional problems
- family problems
- medical conditions
- post-traumatic stress disorder
- stress
- substance abuse

Art therapy involves 2 parts: the professional (the therapist) and the beneficiary, but prevention of mental health afflictions can be done also by using art as a form of working on personal development, expressing the emotions and self-reflection, with children and also with adults.

This is what our training course is aiming: providing an insight and tools for helping on preventing individuals mental health afflictions by using art as a form of working on personal development, expressing the emotions and self-reflection.

A logic model linking the arts with health:

Components

- Aesthetic engagement
- Involvement of the imagination
- Sensory activation
- Evocation of emotion
- Cognitive stimulation
- Social interaction
- Physical activity
- Engagement with themes of health
- Interaction with health-care settings

Responses

- Psychological (e.g. enhanced self-efficacy, coping and emotional regulation)
- Physiological (e.g. lower stress hormone response, enhanced immune function and higher cardiovascular reactivity)

- Social (e.g. reduced loneliness and isolation, enhanced social support and improved social behaviours)
- Behavioural (e.g. increased exercise, adoption of healthier behaviours, skills development)

Outcomes

- Prevention
- Promotion
- Management
- Treatment

B. Practical activity (30 minutes)

1. Ask why it's important Having a mental health balance as an adult, and more of that, as an adult that works with children.
2. Take a couple of answers but do not prolong this discussion. It is important to get the participants thinking about the theme of the training.
3. Introduce the Practical activity in a way that everyone can see or have copies of the cards/ abstract board:

We will create an Introspective Mandala.

Materials: Paper; Pencils / markers/ pens / crayons



Introspective Mandala is a basic intervention for every individual to explore their emotions.

4. Useful info for the trainer:

It is beneficial to draw figures with repetitive patterns, such as mandalas, in order to regulate emotions and the nervous system. It can assist the participants in concentrating their attention and regaining their composure. They can colour them in after they have drawn them.

The mandala, which means “sacred circle” in Sanskrit, serves as the backdrop for this relaxing approach, which entails the participants drawing and colouring their own mandala. Drawing and colouring in circular shapes, as well as the variety of creative expressions available, can help to create a relaxed, meditative environment that can be used as a safe location to explore emotions. This can be quite relaxing for adults and aid in the alleviation of tension and anxiety, the effects of stress and burnout.

This activity, which makes use of mandalas and therapeutic prompts, allows the participants to explore their inner worlds via the use of creative mandala activities. Mandalas have been used in various religious and spiritual traditions for ages. They are now commonly employed in counselling as a technique of self-discovery and connection to the larger world.

This mandala activity allows the individuals to explore their emotions and thoughts in a secure environment. It also provides an opportunity for them to gain personal insight and self-awareness. Self-awareness allows us to have a better knowledge of why we feel the way we do, act the way we do, and believe the things we believe.

Individual counselling and whole-class lessons can both benefit from these mandala activities. These exercises can be used by counsellors, social workers, trainers, therapists and psychologists to encourage the participants to be more open and self-reflective.

Goals of the mandala include healing, focusing, stress reduction, and expression of emotions that may be too difficult to discuss verbally. Boundaries and appropriate expression of feelings may be explored.

Possible forms of Mandala:

- Feelings Mandala
- I Am... Mandala
- Reflection Mandala
- Perfect Day Mandala
- Before and After Mandala

5. Implement the practical activity.

Name of the technique: Introspective Mandala

Materials: Paper, Pencils / markers/ pens / crayons

Procedure:

1. Print out a selection of mandalas and let the participants take a quick look over them for inspiration. Then take them out of site.
2. Have the participants write a list of their normal sensations below or above the mandala, with a circle next to each feeling.
3. Ask the participants to choose a colour for each emotion and fill in the circles with the colours as a reminder of which colours correspond to which emotions.
4. Have the participants colour the mandala with the emotions' colours to illustrate how often they experience them.

"Now you can begin colouring- for example. If there is a sensation you have a lot of in your life, use that hue to fill in more of the picture. If you have a feeling you don't notice much of, only colour a little portion of the picture with that colour."

As participants begin to colour, the trainer will look over their work and make appreciations:

"I notice you just have a small bit of green in your circle, and that is your happy hue," for example, might be a great way to start a conversation. What can we do to make your life happier?"

"I notice a lot of red in your image, and that is your angry colour,". Thank you for sharing your emotions so openly in this exercise! I'm curious as to what some of the things in your life cause you so much rage... "How do you feel?"



C. Debriefing and questions (10-15 minutes)

1. Discuss any challenges the participants faced when implementing the exercises.
2. Show participants where they can find more information to help them in this subject. An alternative to reading is to send the participants to find the answers to some questions you pose about the topic at hand.
3. If applicable, provide them with work sheet they will do at home to continue the learning process. This may also be done orally, with the facilitator recording the responses on a flipchart.
4. Conduct the graduation ceremony and hand out certificates.
5. Optional: pass out training evaluation forms.
6. Review the key summary points:
 - arts can potentially impact both mental and physical health
 - using art as a form of working on personal development, expressing the emotions and self-reflection is helping on preventing mental health afflictions in adults, such as stress, anxiety or burnout.
 - engagement with the arts can be grouped in five broad categories:
 - performing arts (e.g. activities in the genre of music, dance, theatre, singing and film);
 - visual arts, design and craft (e.g. crafts, design, painting, photography, sculpture, collages, textiles);
 - oliterature (e.g. writing, reading and attending literary festivals);
 - oculture (e.g. going to museums, galleries, art exhibitions, concerts, the theatre, community events, cultural festivals and fairs); and
 - online, digital and electronic arts (e.g. animations, film-making and computer graphics).



Optional home exercise- Tool for calming the mind and be present



When you feel overwhelmed with everything around you, when you have a lot of tasks and the time to finish them seems just not to be enough, when you lack of energy, or, opposite, you feel like panic or other symptoms of anxiety like shaking, feeling disorientated, nausea, rapid, irregular heartbeats, dry mouth, breathlessness, sweating and dizziness, just STOP. Stop a moment and do the Here and Now Technique that you see in the image below.

Say out loud:

- 5 things you can see
- 4 things you can touch
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste.

This way you connect with the present moment, with the reality around you, you focus your thoughts on what is happening right now, stopping them for going into the overwhelming future, you will decrease your heart rate, your will feel your respiration regulated, and a state of calm.

5 - 4 - 3- 2 -1
Here and Now Mental Health Technique

The technique of calming and connecting with the present through the 5 senses
SAY OUT LOUD!



5 things you can SEE



4 things you can TOUCH



3 things you can HEAR



2 things you can SMELL



1 thing you can TASTE

Online resources for boosting the individual and group active lifestyle of pupils

SESSION LEARNING OUTCOMES:

This session will act as a simulation of an assignment help within a classroom with students in the form of a Workshop. Participants will have the chance to witness how they could utilize online resources during a teaching hour in order to boost the individual and group active lifestyle of pupils.

By the end of this session, the participants will be able to:

1. Name some benefits of exercising.
2. Realize the importance of physical activity in mental health
3. Understand the effects of upkeeping a healthy nutrition plan



SESSION AT A GLANCE:

Activity	Time	Materials, resources, tools
A. Introduction Trainer introduces the topic: “Why maintaining an active lifestyle is important”	5 minutes	Multimedia for presentation Internet connection
B. Practical activity The practical part of the activity will be split into 3 sections which will be described in length further on. It will be held as a group assignment.	30 minutes	Multimedia for presentation Internet connection Paper, markers
C. Debriefing and questions In this part, the participants will present their outcome and will be asked to respond to one last question.	10-15 minutes	Multimedia for presentation Internet connection Paper, pens

45-50 minutes 

PREPARING TO TEACH THIS SESSION

Before you present the session:

1. Have the links given in the following section open on the computer connected to the multimedia projector.
2. Have papers, pens and markers ready to be handed out to the participants.
3. Read through the plan of the described up next and make a short rehearsal on how to actively conduct the session inside the classroom.

TRAINING ACTIVITIES

A. Introduction to the Session (5 minutes)

1. Welcome the participants to this session.
2. Show to the participants the following image (e.g. on the projector):
[Mom and Baby Exercising](#) (Source: [everymum.ie](#))
3. Ask the participants what they think they are going to learn about during this session and allow some of those willing to express their opinion on the matter orally.
4. Present the session's main learning objective in the form of an additional question: "Why maintaining an active lifestyle is important". The goal is for this question to further unfold during the upcoming practical activity.

B. Practical activity (30 minutes)

1. Split the participants into three groups and have each group sit separately from the rest.
2. Hand out to each group 4 sheets of paper, markers and pens.
3. Start by playing the following video for the participants to see on the projector:
[Benefits of exercise](#) (Source: [nhs.uk](#))
4. Once the video is over, announce to the participants the first part of the assignment. The task given to the participants will have the following description:
"Each group has 5 minutes to draw a sketch of one single benefit that in your opinion is provided to someone due to the effects of physical exercising"
This section will find the groups of participants putting together one sketch per group on the provided paper with their markers.
5. Once the 5 minutes have passed, announce to the participants that they should now stop drawing and move on to playing the next video on the projector:
[Healthy Active Minds](#) (Source: [edinburghleisure.co.uk](#))
6. When the video is over, provide the participants with the description of the second task:
"Each group has 5 minutes to draw a sketch of how in your opinion physical activity maintains a healthy and active mind."

This section will find the groups of participants putting together one sketch per group on the provided paper with their markers.

7. Once the 5 minutes have passed, announce to the participants that they should now stop drawing and move on to playing the next video on the projector:

[A healthy diet, a healthier world](#) (Source: [World Health Organization \(WHO\)](#))

8. When the video is over, provide the participants with the description of the third and final section:

“Each group has 5 minutes to draw a sketch of why in your opinion a new nutritional reality is needed for the world of today.”

This section will find the groups of participants putting together one sketch per group on the provided paper with their markers.

C. Debriefing and questions (10-15 minutes)

1. Provide the stage to each group for 2 minutes to present their sketches and share their thoughts on them.

2. When all groups have presented their work, show to the participants the following image and analyze shortly what's depicted on it:

[Risk Reduction](#) (Source: [yourphysio.org.uk](#))

3. Give the participants the following description and allow them for 1 minute to form their opinion:

4. “Discuss in groups and write down a response to the question: Knowing what can happen to you if you refuse to exercise and eat healthily, which lifestyle would you choose to adopt and why?”

5. This section will have the participants writing one single response per group on the provided paper.

6. Give 1 minute to each group to express orally the responses to the question given.

7. Review the session learning outcomes provided in the previous pages of this guide.



The Art of Being Healthy

SESSION LEARNING OUTCOMES

By the end of this lesson, the participants will be able to:

- Highlight the role of individual hygiene in achieving performance;
- List the roles of the skin;
- To present the main hygiene measures of the skin, hair, nails;
- To analyze the importance of mouth, nose, eyes, ears hygiene;
- To explain the functions of sports equipment;



SESSION AT A GLANCE:

Activity	Time	Materials, resources, tools
A. Introduction Trainer introduces the topic: Selecting the best personal hygiene measures which are adequate to the sports activity practiced at a certain time	5 minutes	Powerpoint presentations and handouts
B. Practical activity	30 minutes	Paper; Pencils / markers/ pens / crayons
C. Debriefing and questions	10-15 minutes	Prepared flipchart of key points from the session

45-50 minutes

PREPARING TO TEACH THIS LESSON

Before presenting the module The Art of Being Healthy:

1. Have relevant forms, work sheets and materials ready.
2. If possible, have large format copies of the forms ready for demonstration.
3. Prepare a flipchart page with summary of key points.

TRAINING ACTIVITIES

A. Introduction to the session (5 minutes)

1. Welcome the participants to this session on using the discussion tools and materials prepared beforehand.
2. Introduce the topic of the lesson and talk about the selection of the best personal hygiene measures which are adequate to the sports activity practiced at a certain time
3. Present the session's learning objectives: being aware of the importance of hygiene in achieving performance, knowing the roles of the skin, the functions of the sports equipment, presenting the hygiene measures of the skin, hair or nails.

If we want to keep our health, we must turn our lifestyle into the art of being healthy!

HOW?

- Observing hygiene rules!

Hygiene is a discipline that studies the preservation and strengthening of human health. The state of health is the stable state of physical and mental comfort, with high physical and intellectual efficiency.

What are the rules?

Individual hygiene

Individual hygiene establishes rules for preserving health by:

- Acquiring hygienic knowledge;
- Formation of hygienic skills

Skin hygiene

The skin has the role of protection between the body and the environment in the perception of tactile, thermal and painful impressions, in thermoregulation (cold-hot) and last but not least the role of secretion (through sweating).

Hygienic measures are: washing, showering and disinfection of:

- Hands whenever needed;
- Legs daily (after exercise and in the evening);
- General - in the morning, in the evening and after each physical effort;
- Hair and nails (short and clean)

Hygiene of analyzers

- Eyes - washed and protected,
- Ears - washed and protected,
- Nose and airways – clean (important in breathing in effort),
- Mouth and teeth - brushing, morning, evening and after each meal (important in mastication, rational nutrition).

Hygiene of the daily activity diet

The daily diet is also called a sports life diet. The sports life regime is a program of life and activity after which all actions are carried out (physical effort, intellectual, rest, nutrition) based

on a precise schedule, observing strict rules. For the athlete it is mandatory and requires certain sacrifices.

The sports life diet ensures:

- Perfect health;
- High capacity of effort;
- Rapid restoration of the effort capacity;
- Active longevity and performance.

In the composition of the sports life regime must be taken into account:

- The specificity of the effort;
- Living and training conditions;
- Individual peculiarities.

The content of the sports life diet:

- - refreshment gymnastics;
- - hardening of the body;
- - individual hygiene;
- - rational nutrition;
- - alternation of physical and intellectual effort;
- - rest and post-effort recovery (natural and artificial);
- - combating unhygienic habits and habits (alcohol, smoking, doping).

Sleep hygiene

“Sleep is the savior of the nervous system,” I.P. Pavlov said. The activity of the brain bark consists of two active processes – excitation (excitation) and braking (inhibition). During active work, excitations predominate; during sleep, braking processes predominate. According to Pavlov, excitation and braking present by themselves two different parts or two promotions of one and the same process, but at the same time a continuous “fight” is fought between them. The hours of sleep required per night differ depending on each person. Although the average is 8 hours, some people feel very rested after only 6 hours of sleep per night, while others after barely 9 hours of sleep.

Indications of a restful sleep:

- The ability to fall asleep immediately after you have sat in bed;
- The ability to sleep throughout the night; in case of sudden awakening, you should fall back asleep very easily;
- The ability to wake up in the morning full of the energy and enthusiasm needed to start a new day.

The necessary conditions for a restful sleep:

- The air in the room should be clean, the room is ventilated before bedtime;
- The bed should be comfortable;
- The bedding must be soft and clean;

- Before bedtime should not be performed physical effort;
- Evening meal to be held a few hours before bedtime.

Home hygiene

The house protects the man from the unfavorable actions of the environment. In order for the house to meet its purpose, it must meet certain hygiene requirements. The house should be quite spacious, dry, bright, clean and warm in the cold time of the year and cool in hot weather. The biggest negative factor of the dwelling is moisture.

The normal temperature in the living rooms is +16-18 °. The temperature during the day should be as stable as possible. To preserve health in any living room and shore chosen in the bedrooms, the air must always be clean. All this is reflected in human health.

The living room should be ventilated as often as possible; in the morning after sleep and in the evening before sleep is mandatory.

Hygiene of the psyche

- Achieving the optimal ratio between effort and rest;
- Achieving the optimal ratio between physical effort and intellectual effort;
- Judicious organization of work;
- Avoiding depressive mental states

Hygiene of physical exercise

It includes the conditions for sports activity, physical exercise, in order to develop measures that contribute to strengthening health and increasing sports mastery.

It includes rules for observing the exercise regime, personal hygiene, sleep hygiene, food hygiene, clothing hygiene, footwear hygiene, hygiene of gyms and sports fields, etc.

According to its character and the degree of the efforts made, the physical exercises must correspond to the level of physical development of the individual and the functional capacities



of the organism, which is appreciated by a medical examination.

Children are shown short and fast physical exercises, which, however, do not have to be of strength and endurance.

Free exercises are also recommended for people of old age.

Physical exercise must become from childhood a necessity of the body and included in everyone's daily diet.

A regime of movements in the form of refresher exercises, gymnastics in production, dosed walking, tourism, etc. is necessary for people busy not only with intellectual work, but also with physical work.

Practicing outdoor sports depends on weather conditions.

In summer, exercise is better recommended in the morning and in the evening.

In winter, children are not recommended to ski and skate on sports fields if the air temperature is lower than $-12\text{--}15^{\circ}\text{C}$, and the adults — if it is lower than -25°C . The intensity of physical exercise should gradually increase.

For example, walks start at a slow pace, and morning gymnastics — with light exercise.

This principle underlies training. The regime of practicing sports also provides for the conditions of work and rest.

According to the rules of personal hygiene after physical exercise, one must immediately switch to hydroprocedures (bathing, showering, etc.), which have a hygienic and hardening significance of the body.

According to the rules of personal hygiene after physical exercise, one must immediately switch to hydro processes (bathing, showering, etc.), which have a hygienic and hardening significance of the body. All means of quenching (air, sun and water), used in combination with physical exercise, have a beneficial action on the body.

In addition to these, it is necessary to observe the rules of alternating work with rest. For a young man it is enough to sleep 7-8 hours.

In healthy eating are included various foods, easily digestible, with a high caloric value, the food ration must contain more proteins and carbohydrates, 2—3 times more vitamins.

People who practice physical exercises dine 1-1.5 hours before training, 2-2.5 hours before competitions and over 30-40 minutes after training.

During physical exercise, the body loses a considerable amount of water through sweating, which causes the appearance of the feeling of thirst, but it is not recommended to consume a lot of water.

To quench thirst, it's enough to rinse your mouth.

People who practice physical exercises dine 1-1.5 hours before training, 2-2.5 hours before competitions and over 30-40 minutes after training. During physical exercise, the body loses a considerable amount of water through sweating, which causes the appearance of the feeling

of thirst, but it is not recommended to consume a lot of water. To quench thirst, it's enough to rinse your mouth.

For tourism, travelers choose an equipment that will protect the athlete from rain, wind and cold. Too hot clothes intensify perspiration and cause the body to over-heat up.

It is absolutely necessary that the shoes for practicing physical exercise are easy and comfortable. For the winter, wider shoes are chosen, which can be shod over wool stockings, which better absorb sweat. Sports equipment and footwear are recommended to be cleaned, washed and dried in time.

In order to avoid injuries, it is required that gyms, fields, inventories and sports facilities correspond to sanitary-hygienic requirements.

B. Practical activity (30 minutes)

1. Ask why it's important having good hygiene measures for a healthy lifestyle and also in order to achieve performance.
2. Take a couple of answers but do not prolong this discussion. It is important to get the participants thinking about the theme of the training.
3. Introduce the Practical activity in a way that everyone can see or have copies of the cards/ abstract board:

Number of participants = 24 students

Temporal Resources = 30 minutes

Location: gym

Description of the activity:

- Participants are asked 2-3 days before the activity itself to prepare and bring pieces of clothing that are part of a sports equipment, depending on the sport they practice: football, athletics, handball, Greco-Roman wrestling.
- All pieces of clothing are put together and mixed: shorts, T-shirts, brassieres, socks, sports footwear, blouses and sweatpants, outdoor tracksuits, knee pads, defenders, tights (for Greco-Roman wrestling), etc. All the clothes were obviously of different sizes, of different colors, of different materials.
- The participants are asked that in 10 minutes they would compose an "ideal" sports equipment, observing the functions of the sports equipment.
- The participants will choose the sports equipment, wear it, then explain what were the criteria that formed the basis of the choice made.
- Thusly, it will be traced whether athletes implement the theory about individual hygiene and hygiene of sports equipment, if they follow some rules appropriated:
- Sports equipment must ensure the elimination of excess heat due to effort. It must have the property of thermal conductivity (it absorbs body heat and transmits it to the environment, you pay attention to the thickness-density of the fabric; -we read the label!), the property of permeability (favors gaseous exchanges in the skin, so the material does not have to be synthetic)
- Special care should be paid to the size (neither too wide nor too tight), but also to the color (sports that take place in summer, outside must have light colors of the equipment - they

reject the rays of the sun)

- The equipment must protect the athlete's body: tracksuit, T-shirt, shorts, sports shoes - these will provide protection against environmental factors, and accessories - fenders, leggings, armrests will provide protection from falls, blows or other accidents
- Some sports equipment favors the performance of the athlete - for example: shoes with nails in athletics, shoes with spikes in football
- Last but not least, the equipment must also perform an aesthetic function: to like it, to feel good in it, to fit us, to have a suitable cut, etc.
- The footwear chosen must be light and comfortable, must correspond to the shape and size of the foot, must be specific to the requirements of the branch or sport discipline and the conditions under which the effort is carried out;
- The participants' choices will be constantly followed, the motivation of regulating each one will be provoked, indications, advice, additional explanations are given.
- Those who have made inappropriate choices will be offered explanations again on what they have done wrong and together with the other colleagues will look for other variants of combinations of the pieces that compose a correct sports equipment, which will help them in the sport practiced by them, in order to achieve sports performance.



C. Debriefing and questions (10-15 minutes)

1. Discuss any challenges the participants faced when implementing the exercises.
2. Show participants where they can find more information to help them in this subject. An alternative to reading is to send the participants to find the answers to some questions you pose about the topic at hand.
3. If applicable, provide them with work sheet they will do at home to continue the learning process. This may also be done orally, with the facilitator recording the responses on a flipchart.
4. Conduct the graduation ceremony and hand out certificates.
5. Review the key summary points:
 1. Skin hygiene – skin roles:
 - Protective role – protects us from the sun, wind, trauma, etc.
 - Excretory role – sweating
 - Thermoregulatory role – prevents heat loss, but also overheating
 - Role of reception – tactile, thermal and pain sensations
 - Anti-infective role – protects the body from pathogens
 - Role in the general reactivity - it leads to the outside the functions of the internal organs, but also the emotive states
 - Role in the synthesis of vitamin D- helps provitamin D to turn into vitamin D with the help of ultraviolet radiation
 2. Hygiene rules
 - Skin: daily wash, shower, shaving, washing hair, nails cut short
 - Mouth: dental care, dental check-up, denture hygiene (e.g. boxing)
 - Nose: keeping the nasal passages clean (breathing in the athlete is very important – physical exertion!)
 - Eyes: keeping clean (sweating), protecting (e.g. swimming, skiing)
 - Ears: special attention to water sports (e.g. polo)
 3. Hygiene of sports equipment - functions of the equipment:
 - Favoring thermoregulation – eliminates excess heat
 - Protection – against environmental factors, but also physically defends the body (e.g. ankles, armrests)
 - Performance promotion – for certain branches and sports events (e.g. shoes with spikes)
 - Aesthetics – cut, color, size.



www.healthy-lifestyle.school

!mpulse@

Learning
Hub
Friesland

Geseme
Medical experts.
Safety specialists.

Klare Koek.

