



# BOOKLET

## OF GOOD PRACTICES

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## Introduction

In the face of a rapidly evolving world and the challenges posed by events such as the COVID-19 pandemic, the pursuit of well-being for adults has taken on heightened significance. As part of the "Escape to Happiness" Erasmus+ project, we embarked on a journey to explore, document, and disseminate effective practices aimed at enhancing the well-being of adults engaged in various learning programmes. This booklet encapsulates the culmination of our efforts, presenting a curated selection of the most impactful and innovative strategies for fostering well-being among adult learners.

The "Escape to Happiness" project, conceived under the umbrella of the Erasmus+ Strategic Partnership for Adult Education, brought together eight dedicated partner organizations from across Europe. The project's vision was clear: to develop and share concepts that empower adult educators and practitioners to instill a sense of well-being and contentment among the learners they serve. Our collective goal was to address the diverse challenges faced by adults in today's dynamic world, catalyzing positive change through education.

In the pursuit of this objective, we harnessed a multipronged methodology that encompassed insightful interviews, rigorous desk research, and robust partner collaboration. We engaged with adult educators, learners, and professionals beyond the realm of education, amassing a wealth of experiences, perspectives, and practices. Through this process, we identified a repository of 80 potential good practices, each contributing to the tapestry of adult well-being.

Following meticulous evaluation, discussions, and careful consideration, we distilled this pool to its essence—40 exemplary practices that resonated with efficacy, innovation, and adaptability. Organized into four thematic chapters, these practices reflect the multifaceted nature of adult well-being enhancement:

**Chapter 1 - Improving Adults' Well-Being Practices:** This chapter delves into practices that directly enhance the overall well-being of adults. From fostering positive relationships to nurturing a sense of belonging, these strategies address the holistic aspects of personal contentment.

**Chapter 2 - Mindfulness & Reflection Practices:** Here, we explore techniques that promote mindfulness and reflection. Through these practices, adults are guided on a journey of self-awareness, enabling them to navigate life's challenges with resilience and composure.

**Chapter 3 - Outdoor Practices & Physical Activities:** Physical well-being is intertwined with mental and emotional health. This chapter introduces practices that harness the power of outdoor activities and physical engagement to invigorate the body and mind.

**Chapter 4 - Projects, Books & Tools:** Encompassing a diverse array of resources, this chapter showcases projects, books, and tools that are instrumental in nurturing well-being. From innovative projects to insightful literature, these resources offer a comprehensive toolkit for both educators and learners.





In crafting this booklet, our aspiration is twofold: to equip adult educators with the means to elevate the well-being of their learners and to extend the benefits of these practices to the wider landscape of education. We envision these pages as a source of inspiration, a practical guide, and a testament to the enduring partnership between the "Escape to Happiness" project participants.

As educators embark on this journey through the practices detailed within, an invitation is extended to explore, adapt, and integrate them. Through the enhancement of adult well-being, a contribution is made to a society that becomes more resilient, motivated, and harmonious. Thus, let this booklet stand as a radiant source of positivity and potential, illuminating the path towards happiness for all engaged in the lifelong pursuit of learning.





### Chapter 1 - Improving adults well-being Practices

In this chapter, we explore a range of methods designed to improve the well-being of adults. With 16 carefully chosen approaches, this section is significant for laying the groundwork to nurture overall contentment and personal growth.

Well-being goes beyond happiness—it includes various aspects that shape how satisfied someone is with their life. Adult educators play a crucial role in creating meaningful experiences. The practices here are selected to resonate with educators who understand the importance of building positive relationships, fostering resilience, and nurturing emotional balance.

As educators navigate adult education, this chapter offers a collection of practical tools. These tools have the potential to create meaningful changes in learners' lives. From practices that encourage meaningful connections and a sense of belonging to methods that promote self-discovery and empowerment, these strategies align with adult well-being.

This chapter's diversity showcases the various dimensions of enhancing adult well-being. While each approach stands alone, together they offer a comprehensive way of addressing different aspects of life. These practices empower educators to guide learners towards fulfillment beyond the classroom, resonating in their everyday experiences.

Within this collection, educators will find tried-and-tested methods, offering insights into effective strategies for addressing challenges and promoting well-being. By adopting these practices, educators enrich learners' lives and contribute to a society that values holistic well-being.

Let this chapter guide the way to a brighter, more harmonious future—one where adults' well-being is treasured, nurtured, and celebrated.





<b>Name of the practice</b>	<b>1. StoryComp - Storytelling competences for adult educators in basic education and political education</b>
<b>Summary</b>	<p>StoryComp is an innovative approach that combines storytelling with adult education. It emphasizes active learner engagement and fosters a holistic learning experience. By incorporating storytelling, it promotes critical thinking, motivation, language acquisition, creativity, and personal empowerment. The practice is adaptable to different cultural patterns and sectors, allowing for customization and relevance in diverse contexts. StoryComp harnesses the power of storytelling to create an effective and engaging method for adult learners, enhancing their well-being and equipping them with valuable new knowledge and skills.</p>
<b>Overview of the practice</b>	<p>To implement the StoryComp practice in adult education and enhance adult well-being, these steps should be followed:</p> <ol style="list-style-type: none"><li>1. Select meaningful stories that align with learning objectives and consider cultural diversity.</li><li>2. Engage learners through dynamic presentations using visuals and multimedia.</li><li>3. Encourage active participation, inviting learners to share their own stories and reflections.</li><li>4. Relate stories to real-life contexts, discussing practical applications in personal and professional lives.</li><li>5. Foster reflection and analysis, promoting critical thinking and deep comprehension.</li><li>6. Integrate skill-building activities to develop competencies like communication and empathy.</li><li>7. Evaluate impact through learner feedback, continuously improving the practice.</li><li>8. Integrate storytelling into the curriculum, ensuring alignment with other methods.</li><li>9. Provide training to educators, enhancing their storytelling skills and knowledge.</li><li>10. Emphasize the well-being benefits of the practice, promoting personal growth and self-expression.</li></ol> <p>By following these steps, the StoryComp practice in adult education can support adult well-being by fostering engagement, reflection, skill development, and a sense of connection to personal experiences.</p>





<b>Preliminary preparation and needed materials</b>	<ul style="list-style-type: none"><li>● Select diverse and relevant stories aligned with learning objectives.</li><li>● Define clear learning objectives or competencies to guide story selection.</li><li>● Prepare visual aids, props, or multimedia resources to enhance storytelling.</li><li>● Develop discussion prompts to stimulate critical thinking and reflection.</li><li>● Design interactive activities to connect stories with participants' experiences.</li><li>● Create evaluation tools for gathering participant feedback and assessing effectiveness.</li><li>● Develop a facilitator guide outlining the implementation process.</li><li>● Provide participant handouts summarizing key points and offering additional resources.</li></ul>
<b>Duration</b>	<p>The length and complexity of the selected tales, the depth of conversations, and the inclusion of interactive activities all influence the estimated time of the StoryComp activity in adult education. A single storytelling session might last anywhere from 60 to 90 minutes. The StoryComp exercise, on the other hand, can span numerous sessions or be integrated into a longer-term educational program for a more thorough application. To guarantee a memorable learning experience, allow enough time for stories, conversations, and participant interaction.</p>
<b>Adult educators' skills and knowledge and values (competencies)</b>	<p>The key competencies that adult educators need for these activities are:</p> <ul style="list-style-type: none"><li>● <b>Storytelling Skills:</b> Crafting and delivering engaging stories.</li><li>● <b>Pedagogical Knowledge:</b> Understanding adult learning principles and methodologies.</li><li>● <b>Cultural Competence:</b> Being sensitive to diverse learners' backgrounds and experiences.</li><li>● <b>Communication and Facilitation Skills:</b> Creating a supportive learning environment.</li><li>● <b>Reflective Practice:</b> Continuously improving storytelling and teaching skills.</li><li>● <b>Empathy and Emotional Intelligence:</b> Connecting with learners on an emotional level.</li><li>● <b>Integration of Technology:</b> Utilizing digital tools to enhance storytelling experiences.</li><li>● <b>Ethical and Inclusive Practices:</b> Promoting inclusivity and respecting diversity.</li><li>● <b>Lifelong Learning Mindset:</b> Embracing a mindset of continuous learning.</li><li>● <b>Collaboration and Networking:</b> Seeking opportunities for professional collaboration.</li></ul>







<b>Benefits for adults and key takeaway</b>	<p>The specific competencies addressed by this good practice include:</p> <ul style="list-style-type: none"><li>• Communication and Interpersonal Skills</li><li>• Critical Thinking and Problem-Solving</li><li>• Creativity and Self-Expression</li><li>• Cultural Awareness and Sensitivity</li><li>• Emotional Intelligence and Empathy</li><li>• Lifelong Learning and Curiosity</li><li>• Reflective Practice and Self-Awareness</li><li>• Collaboration and Teamwork</li><li>• Adaptability and Resilience</li><li>• Intercultural Competence</li></ul>
<b>Specific problems that we are solving with this good practice or some things that we want to improve</b>	<ul style="list-style-type: none"><li>• Lack of active engagement and motivation in adult learning.</li><li>• Limited retention of formal knowledge and concepts.</li><li>• Insufficient opportunities for participants to contribute their knowledge and experiences.</li><li>• Ineffective development of critical thinking skills.</li><li>• Limited creativity and self-expression in the learning process.</li><li>• Lack of a sense of belonging and connection among participants.</li><li>• Challenges in promoting communication and interpersonal skills.</li><li>• Limited empowerment and agency of adult learners in shaping their own learning journey.</li><li>• Need for a more holistic and lifelong learning approach.</li><li>• Inadequate integration of storytelling as a pedagogical method in adult education.</li><li>• Lack of strategies to make learning relevant and meaningful in the context of adult learners' lives.</li></ul>
<b>Challenges</b>	<p>Some challenges that may arise when implementing the practice could be:</p> <ul style="list-style-type: none"><li>• Resistance to storytelling: Address by demonstrating its value and relevance through engaging sessions.</li><li>• Time constraints: Integrate shorter storytelling exercises or incorporate storytelling elements into existing lessons.</li><li>• Language and cultural barriers: Provide translations, select universal stories, and encourage dialogue.</li><li>• Limited access to resources: Explore diverse sources and encourage participants to share their own stories.</li></ul>





	<ul style="list-style-type: none"><li>● Emotional sensitivity: Create a safe environment, establish guidelines, and offer support resources if needed.</li><li>● Limited storytelling skills of educators: Provide training and mentorship opportunities.</li><li>● Evaluation and assessment: Use diverse assessment methods and collect participant feedback.</li><li>● Sustaining engagement: Vary storytelling approaches, incorporate interactive elements, and foster a supportive community.</li></ul>
<b>Adaptation and Transferability</b>	<p>The practice has the potential to be adapted and transferred to other countries with different cultural patterns as well as between different sectors.</p> <ul style="list-style-type: none"><li>● Cultural Adaptation: Storytelling principles can be adapted to suit different cultural contexts, incorporating local folklore and personal narratives.</li><li>● Language Adaptation: Translations or interpretations can be provided to ensure comprehension and inclusivity in diverse linguistic settings.</li><li>● Sector Transference: Storytelling can be applied in various sectors, tailoring the stories and narratives to align with specific needs and goals.</li><li>● Flexible Methodology: The practice allows for customization and adaptation to suit cultural and sector-specific requirements.</li><li>● Collaborative Learning: Storytelling promotes cross-cultural interactions, fostering mutual understanding and knowledge exchange.</li></ul> <p>By embracing cultural diversity and customizing the approach, StoryComp can be successfully implemented across different contexts.</p>
<b>Innovativeness (optional)</b>	<p>The StoryComp practice is innovative as it combines the theory of adult education with storytelling to create an engaging and holistic learning experience. By actively involving learners in the storytelling process, it fosters a sense of ownership and empowerment. The practice goes beyond information delivery, stimulating critical thinking and emotional connections. Its adaptability to different cultural patterns and sectors further highlights its innovative nature, making it a versatile approach that can be tailored to various educational settings. Overall, StoryComp introduces a fresh and effective method that harnesses the power of storytelling in adult education.</p>
<b>Link to the resources</b>	<p><a href="https://storycomp.eu/">https://storycomp.eu/</a> <a href="https://epale.ec.europa.eu/sl/resource-centre/content/pripovedovanje-zgodb-za-izboljsanje-izobrazevanja-odraslih">https://epale.ec.europa.eu/sl/resource-centre/content/pripovedovanje-zgodb-za-izboljsanje-izobrazevanja-odraslih</a></p>





<https://lu-jesenice.net/storycomp-kompetence-priповedovana-zgodba-za-izobrazevalce-odraslih/>

<b>Name of the practice</b>	<b>2. I See You. Everyone Matters.</b>
<b>Summary</b>	<p>This practice involves standing and respectfully acknowledging each person in a classroom or meeting setting. Its purpose is to cultivate a sense of respect, inclusivity, and belonging among participants. The goals of this practice are to strengthen social awareness by recognizing the value of each person's presence, foster self-awareness by acknowledging one's role within the group, and create a positive and welcoming learning environment. By practicing this ritual, individuals can deepen their connections, reduce biases, and promote mindfulness in their interactions with others.</p>
<b>Overview of the practice</b>	<p>This practice involves the following steps for implementation:</p> <ol style="list-style-type: none"><li>1. Begin by inviting everyone to stand, creating a sense of physical presence and attention.</li><li>2. Explain to the group that this practice aims to deepen the sense of connection and respect among participants.</li><li>3. Direct the participants to take a moment of silent awareness, allowing them to be present and mentally acknowledge each other.</li><li>4. Encourage individuals to look into the faces, and when possible, the eyes of others, offering a smile or a gentle attending gaze as a sign of respect.</li><li>5. Emphasize that the intention is to recognize and value each person's presence and contributions within the learning or meeting space.</li><li>6. Lead the group in repeating a phrase together, such as "I see you. Everyone matters" or "We see you. Everyone matters," affirming the collective acknowledgment of each individual.</li><li>7. Create a space for approximately one minute of silent awareness, allowing participants to reflect on the shared intention and connection.</li><li>8. After the silent awareness, invite individuals to return to their seats or transition to the next agenda item if applicable.</li><li>9. Reflect on the practice and gather feedback from participants, observing any shifts in interaction or engagement within the group.</li></ol>





	<p>10. Adapt and refine the practice based on input and experiences, considering adjustments that may enhance its effectiveness and relevance for the specific educational setting.</p>
<p><b>Preliminary preparation and needed materials</b></p>	<p>There is no need for specific materials. Here are a few key points for clear implementation:</p> <ul style="list-style-type: none"> <li>• Understand the purpose and goals of the practice: Familiarize yourself with its intention of fostering respect, inclusivity, and a sense of belonging among participants.</li> <li>• Reflect on personal experiences: Consider your own experiences of feeling seen and acknowledged in a group setting, and how it influenced your confidence and participation.</li> <li>• Be culturally sensitive: Recognize that cultural norms may differ, and provide space for discussions on alternative ways to acknowledge and honor others.</li> <li>• Communicate clearly: Explain the purpose and steps of the practice to participants, ensuring they understand its intention.</li> <li>• Foster a safe environment: Create a welcoming atmosphere where everyone's contributions are valued and respected.</li> </ul>
<p><b>Duration</b></p>	<p>This practice is designed to be a brief activity, typically lasting less than 5 minutes. It is meant to serve as a quick yet impactful way to start or end a class or meeting, or as a short practice during a larger session.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of the practice's purpose and steps.</li> <li>• Social awareness and appreciation for diverse perspectives.</li> <li>• Mindfulness and self-awareness to model the practice.</li> <li>• Effective communication and facilitation skills.</li> <li>• Cultural competence and sensitivity.</li> <li>• Reflective practice for continuous improvement.</li> <li>• Positive attitude and enthusiasm.</li> </ul> <p>By developing these competencies, educators can successfully implement the practice and create an inclusive and respectful learning environment.</p>





<b>Benefits for adults and key takeaway</b>	<ul style="list-style-type: none"><li>● Sense of belonging and connection: Adults feel a greater sense of belonging and connection within the learning environment, reducing feelings of isolation and enhancing social connections.</li><li>● Increased self-awareness: Adults become more aware of their role within a group and gain insight into their own biases and assumptions, promoting personal growth and mindfulness in interactions.</li><li>● Strengthened social awareness: The practice fosters empathy, respect, and inclusivity, helping adults appreciate the value and contributions of others.</li><li>● Mindfulness and presence: Adults cultivate present-moment awareness, reducing stress, improving focus, and promoting a sense of calm in their daily lives.</li><li>● Communication and facilitation skills: Implementing the practice enhances adults' communication and facilitation skills, enabling them to create safe and welcoming spaces for collaboration and engagement.</li></ul>
<b>Specific problems that we are solving with this good practice or some things that we want to improve</b>	<ul style="list-style-type: none"><li>● Communication: Enhancing communication and fostering active listening among participants.</li><li>● Inclusion: Promoting inclusivity and creating a safe space for diverse perspectives to be acknowledged and valued.</li><li>● Belonging: Cultivating a sense of belonging and connection among individuals, reducing feelings of isolation.</li><li>● Bias and prejudice: Challenging and mitigating biases by fostering empathy and understanding among participants.</li><li>● Participation: Encouraging active participation and engagement from all individuals in the learning environment.</li><li>● Building positive relationships: Strengthening relationships among participants by recognizing and appreciating each other's presence and contributions.</li><li>● Mindfulness: Promoting mindfulness and present-moment awareness, reducing stress and enhancing focus.</li></ul>
<b>Challenges</b>	<p>Challenges may include cultural sensitivity, resistance or discomfort, time constraints, group size limitations, lack of participant engagement, and limited understanding of mindfulness. To address these challenges, encourage open dialogue about cultural norms, communicate the purpose and benefits of the practice, prioritize time, consider smaller group configurations, emphasize the importance</p>





	of active participation, and provide brief explanations of mindfulness.
<b>Adaptation and Transferability</b>	This practice can be adapted and transferred to different countries and sectors by considering cultural patterns, language, specific contexts, and being flexible and sensitive to local customs.
<b>Innovativeness (optional)</b>	This practice demonstrates innovation by combining elements of mindfulness, social awareness, and cultural sensitivity to create a simple yet powerful practice that fosters connection, empathy, and a positive learning environment.
<b>Link to the resources</b>	<a href="https://ggie.berkeley.edu/practice/i-see-you-everyone-matters/#tab_3">https://ggie.berkeley.edu/practice/i-see-you-everyone-matters/#tab_3</a>

<b>Name of the practice</b>	<b>3. Transition workshops</b>
<b>Summary</b>	<p>"Transition workshops" is a good practice that aims at supporting adult learners with mild disabilities during transitional periods in their lives. The primary goal of this practice is to facilitate a smooth and successful transition by providing relevant information, resources, and guidance. The objectives of transition workshops include:</p> <ul style="list-style-type: none"> <li>• Goal and direction: Help adult learners clarify their goals and aspirations during times of transition, whether it's career changes, reentering education, or personal life transitions.</li> <li>• Skill development: Equip adult learners with the necessary skills and knowledge to navigate the challenges associated with the specific transition or they are undergoing.</li> <li>• Information and provision of resources: Offer comprehensive information and resources related to the transition, including career opportunities, educational programs, support services, and networking opportunities.</li> <li>• Emotional Support: Provide a supportive environment where adult learners can share their concerns, fears, and experiences related to the transition and receive emotional support from peers and trained psychologists.</li> </ul>
<b>Overview of the practice</b>	<p>Steps of the practice are:</p> <ul style="list-style-type: none"> <li>• Workshop Planning: Develop a comprehensive workshop plan that includes a schedule, topics to be covered, and learning activities. Ensure that the</li> </ul>





	<p>content addresses the goals and objectives of the transition workshops.</p> <ul style="list-style-type: none"> <li>• Skill development: Offer workshops and activities that focus on developing essential skills related to the transition. This can include resume writing, interview preparation, networking skills, time management, adaptability, and stress management.</li> <li>• Goal setting: Facilitate sessions where participants can reflect on their goals, aspirations, and values. Help them gain clarity about their desired outcomes during the transition and support them in setting realistic and achievable goals.</li> <li>• Action planning: Guide participants in developing personalized action plans that outline specific steps, timelines, and strategies for achieving their transition goals. Encourage regular progress check-ins and adjustments to the plans as needed.</li> <li>• Evaluation and feedback: Conduct evaluations to assess the effectiveness of the transition workshops. Gather feedback from participants to understand their experiences, satisfaction levels, and areas for improvement.</li> </ul>
<p><b>Preliminary preparation and needed materials</b></p>	<p>Preliminary preparation:</p> <ol style="list-style-type: none"> <li>1. Define workshop objectives: Clearly define the objectives of the transition workshops and set specific and measurable goals that align with their transition goals and desired outcomes.</li> <li>2. Curriculum development: Develop a comprehensive curriculum that covers relevant topics, skills, and knowledge related to the specific transition. Design learning activities, exercises, and resources that engage participants and facilitate their learning and growth.</li> <li>3. Materials preparation: Prepare all necessary materials, including handouts, slides, worksheets, and any other resources that will be distributed to participants during the workshops.</li> </ol>
<p><b>Duration</b></p>	<p>All year round.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<p>Competencies;</p> <ul style="list-style-type: none"> <li>- Knowledge of adult learning principles.</li> <li>- Communication and facilitation skills.</li> <li>- Subject matter expertise.</li> <li>- Assessment and program design skills.</li> <li>- Empathy and emotional support.</li> </ul>





<p><b>Benefits for adults and key takeaway</b></p>	<p>Benefits for adult learners:</p> <ul style="list-style-type: none"> <li>- Improved transition planning: Adult learners develop practical skills and strategies for effective career exploration and job search.</li> <li>- Confidence boost: Through the workshops, participants gain confidence in their abilities and feel empowered to take proactive steps towards their desired career or life transition.</li> <li>- Expanded horizons: Engaging in transition workshops allows adult learners to connect with peers and industry professionals, expanding their professional network and potential opportunities.</li> <li>- Personal growth: The workshops provide opportunities for self-reflection, personal growth, and mindset development.</li> </ul>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>Improvements:</p> <ul style="list-style-type: none"> <li>- Enhanced self-awareness</li> <li>- Increased confidence</li> <li>- Expanded network</li> <li>- Personal growth</li> </ul>
<p><b>Challenges</b></p>	<ul style="list-style-type: none"> <li>- Time constraints: Multiple responsibilities such as work, family, and personal commitments.</li> <li>- Lack of Motivation: Some adult learners may lack intrinsic motivation or face external barriers that affect their engagement and commitment to learning.</li> </ul>
<p><b>Adaptation and Transferability</b></p>	<p>Very adaptable. Very transferable.</p>
<p><b>Link to the resources</b></p>	<p><a href="https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/transpost.pdf">https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/transpost.pdf</a>  <a href="https://symondsresearch.com/benefits-of-adult-learning/">https://symondsresearch.com/benefits-of-adult-learning/</a></p>

<p><b>Name of the practice</b></p>	<p><b>4. We pop up - Supported volunteering</b></p>
<p><b>Summary</b></p>	<p>The main aim of the project is to reduce loneliness and increase inclusion by creating groups of events and projects where people can meet each other, work together and showcase their skills.</p>







	<p>The We Pop-Up project consists of regular group activities and project and event teams. As a participant's capacity grows, he or she can move on to facilitating regular groups or to joining project and event teams, where participants are expected to contribute and take responsibility for the implementation of a joint project.</p>
<p><b>Overview of the practice</b></p>	<p>Regular groups where you can work together, express your ideas and skills, and socialise. The project's events and groups are free, open and substance-free. The content of the events must not be discriminatory, racist or stigmatising, and they are generally run by volunteers. We also aim to promote accessibility of events.</p> <p>The ideas to be implemented are selected by voting and the remaining ideas are kept in an idea bank and progressively implemented. Regular groups and workshops will listen to people's wishes and, where possible, implement the ideas that emerge. Active efforts are made to involve people of all ages in the working groups.</p> <p>The project is not intended to be therapeutic, but peer-led and peer-ideated functional recreational activities. This should be taken into account when planning the content of the groups and events.</p> <ol style="list-style-type: none"><li>1. Participation in regular project group activities</li><li>2. Participation in guiding the project's regular group activities</li><li>3. Participation in the project's event or project working group</li></ol> <p>Examples of different groups that have been implemented:</p> <ul style="list-style-type: none"><li>- Exhibition working group</li><li>- Escape room game working group</li><li>- Events working group</li><li>- Nature and Farming Group</li><li>- Animation group</li><li>- Group for people with fear for social situations</li></ul>
<p><b>Preliminary preparation and needed materials</b></p>	<p>The tools needed are chosen according to the topic of the group. Required e.g:</p> <ul style="list-style-type: none"><li>- Suitable group work spaces</li><li>- Natural environment, courtyard or park</li><li>- Facilities for making coffee and tea, kitchen</li><li>- Paper, pens, markers, paints, craft supplies</li></ul>





<b>Duration</b>	<p>The year is divided into three periods</p> <ul style="list-style-type: none"><li>- Spring: January-February-March-April</li><li>- Summer: May -July-middle of the year</li><li>- Autumn: September-October-November-Christmas</li></ul> <p>During the first month of the period practical preparation for the start of the activity promotion of the launch and outreach to target groups through networks compiling and reporting on the previous period's activities.</p> <p>At the beginning of the second month of the period, new working groups will be set up.</p> <ul style="list-style-type: none"><li>- The second, third and fourth months of the period are dedicated to the activities of the working groups</li><li>- At the end of the third and beginning of the fourth month of the cycle, an evening of new ideas for events will be organised</li></ul> <p>In the fourth month of the cycle, a joint meeting will be organised for all the working groups that have been active during the cycle-</p> <ul style="list-style-type: none"><li>- The projects and events of the working groups can take place flexibly during the period</li><li>- Try to offer activities when other venues are closed</li></ul>
<b>Adult educators' skills and knowledge and values (competencies)</b>	<p>Basic group leading and social skills. Everything else is an extra bonus! If the target group is vulnerable people with mental health issues, special sensitivity is needed.</p>
<b>Benefits for adults and key takeaway</b>	<p>Activities are open and free of charge. The activity groups are particularly suitable for people with life or mental health challenges. Confidence and self-esteem may be lacking and loneliness may be a threat. Our low-threshold groups are initially for people who just want to listen and watch. Just arriving in the beautiful surroundings of Lapinlahti gives hope and a sense of well-being. Our diverse groups are sure to have an interesting topic that makes it fun to come and meet people.</p> <p>The groups meet regularly and offer an opportunity to develop yourself and get to know people. As participants gain confidence, they can implement their own ideas and projects with support. The experience of success comes in different cultural forms: we provide a fertile ground to be inspired, to be strengthened, to learn and to share your own skills. Or just to be, to be strengthened by doing things and being with people.</p> <p>Benefits reported by participants</p> <ul style="list-style-type: none"><li>● challenging yourself</li><li>● learning new skills</li></ul>





	<ul style="list-style-type: none"> <li>• acting as a mentor</li> <li>• social and project skills</li> <li>• reducing loneliness</li> <li>• meaningful activities</li> <li>• relaxed togetherness</li> <li>• belonging to the group as you are</li> <li>• accepting human diversity</li> </ul>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<ul style="list-style-type: none"> <li>• Loneliness</li> <li>• tension in social situations</li> <li>• substance abuse and/or mental health problems</li> <li>• lack of hobbies</li> <li>• low self-esteem</li> </ul> <p>For many, facilitating regular groups has proved to be an easier step than participating in a workshop, as it allows the participant to work alone with the support of a project worker. The project has also developed closed regular activity groups, initiated by volunteers. In order to support group work skills, visits and recreational activities can be included, as well as training courses to help people discover their own resources.</p>
<p><b>Challenges</b></p>	<p>During the course of the project, it has been found that participation in the organisation of events is easier when you can start by joining a regular group activity that requires nothing more than showing up, and then gradually increase the level of participation. Identify any challenges that may arise when implementing the practice and provide suggestions for how to address them.</p>
<p><b>Adaptation and Transferability</b></p>	<p>This approach is easily adaptable to different countries and cultures.</p>
<p><b>Innovativeness (optional)</b></p>	<p>The ideas for the content of the event and the group activities come from the target groups of the project. There may also be non-target group members volunteering alongside to provide guidance and support.</p>
<p><b>Link to the resources</b></p>	<p>(In Finnish):  <a href="https://lapinlahdenlahde.fi/palvelut/we-pop-up/">https://lapinlahdenlahde.fi/palvelut/we-pop-up/</a>  <a href="http://www.prolapinlahtiry.fi/wp-content/uploads/2019/11/osallisuudenvolku.pdf">http://www.prolapinlahtiry.fi/wp-content/uploads/2019/11/osallisuudenvolku.pdf</a></p>

<p><b>Name of the practice</b></p>	<p><b>5. Mental health first aid -course</b></p>
<p><b>Summary</b></p>	<p>The training approaches mental health as part of health; as a resource, a good mental state and a person's ability to cope in everyday life.</p>





	<p>The training is suitable for anyone who wants to strengthen their own or their loved ones' mental health. After the training the participant knows what mental health is and how to promote mental health. Also, the participant's mental health knowledge has increased.</p>
<p><b>Overview of the practice</b></p>	<p>The model is based on an <a href="#">Australian model</a>. Mental Health First Aid 1 - Mental Health as a Life Skill is a resource-based civic education course. The training provides researched information on mental health and ways to strengthen your own and others' mental wellbeing. Mental health is approached as a resource, a good mental well-being and a person's ability to cope in everyday life. MTEA®1 training is developed and registered by Mieli Mental Health Finland organisation.</p> <p>To obtain the certificate, attendance of all training days is required for face-to-face training and attendance of all webinars for online training, as well as the completion of independent assignments. No substitutions can be made for absences, i.e. no substitutions will be made.</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>● Mental health as part of well-being and health</li> <li>● Emotional skills</li> <li>● Life's many crises and the coping person</li> <li>● Relationships and interactions in support of mental health</li> <li>● Mental health and everyday life skills</li> </ul>
<p><b>Preliminary preparation and needed materials</b></p>	<p>In Finland, there's a special book for this course, but you can learn the topics online or by other means as well. This course is better in class, but it can also be arranged online.</p>
<p><b>Duration</b></p>	<p>The duration of the training is 14 hours.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<p>The educator must have a counselling qualification or mental health skills.</p> <ul style="list-style-type: none"> <li>● Conversational excerpt</li> <li>● Interpersonal skills</li> <li>● Ability to empathise</li> <li>● Good communication skills</li> </ul>
<p><b>Benefits for adults and key takeaway</b></p>	<ul style="list-style-type: none"> <li>● This course teaches participants about the different types of mental illness and using a practical, skills-based action plan you learn the skills to assess and respond to someone experiencing a mental health problem or mental health crisis.</li> <li>● Improved knowledge of mental illnesses, their treatments and appropriate first aid strategies</li> </ul>





	<ul style="list-style-type: none"> <li>• Confidence in providing first aid to a person experiencing a mental health problem.</li> <li>• Decreases in stigmatising attitudes.</li> <li>• Increases in the amount and type of support provided to others.</li> </ul>
Specific problems that we are solving with this good practice or some things that we want to improve	<ul style="list-style-type: none"> <li>• Dealing with mental health issues.</li> <li>• Increased understanding and knowledge</li> <li>• Better ways to cope with life's crises</li> <li>• Better ways to help others in crisis</li> </ul>
Challenges	People can tell you about painful things, so you have to remember confidentiality. So the rules of the group are discussed together, and the main principle is that anything you hear in the group stays in the group.
Adaptation and Transferability	This approach has already spread from Australia to at least England, Finland and Israel. It should be extended to the whole of Europe.
Innovativeness (optional)	This approach makes visible the fact that mental health varies throughout life and that we all have difficulties at times. In cultures that are not used to talking about mental health, this is new and innovative.
Link to the resources	<a href="https://mieli.fi/materiaalit-ja-koulutukset/koulutukset/mieleinterveyden-ensiapu-koulutukset/">https://mieli.fi/materiaalit-ja-koulutukset/koulutukset/mieleinterveyden-ensiapu-koulutukset/</a> Handofmentalhealth: <a href="https://mieli.fi/en/materials/hand-of-mental-health/">https://mieli.fi/en/materials/hand-of-mental-health/</a> <a href="https://mieli.fi/en/materials/roller-coaster-of-emotions/">https://mieli.fi/en/materials/roller-coaster-of-emotions/</a>

Name of the practice	<b>6. Time Management activities</b>
Summary	<p>Time is an important resource in both our professional and personal lives.</p> <p>Our days are packed with obligations, and we frequently feel as if we don't have enough time to do everything. We move from meeting to call, project to budget, carrying with us the experience and exhaustion that accumulates as the hours pass. To come home fatigued and with a big list of "TO DO's" that we will undoubtedly have to take up the next day.</p> <p>All of this has repercussions for both mental and physical health. Time, relationships, and production appear to be inextricably linked.</p>





### Overview of the practice

With this good practice, we aim to explore the concept of time in order to activate our ability to make the best use of it, gaining in well-being, vitality and productivity.

Managing our time correctly may not be as easy as it seems. However, it is a skill that anyone can acquire, as long as one finds the right techniques. Among other things, some of the most effective ones are also fun.

Activities designed to support adult learners in managing their time can be games or exercises, online or otherwise, that enable them to acquire useful skills that can potentially be applied in different areas of their lives.

The activities to be proposed can be clustered into the following categories:

- Online
- Offline
- Groups

Some examples:

#### **What did you do yesterday?**

This assignment, which requires the use of a pen and a piece of paper, is done individually and then discussed with colleagues.

#### **Instructions:**

Learners must list five things they did the day before, regardless of the sort of activity.

Consider something that caused them to waste time yesterday. It could be a distraction that has hampered their progress or prevented them from reaching a goal.

Compare and contrast those lists with those of their peers.

Putting five achievements in writing focuses attention to the goals they've met. We have a tendency to forget about our achievements, whether they are minor or huge. Identifying a source of distraction allows you to be more conscious of how you spend your time.

#### **The Framework**

This is a collaborative project that necessitates the usage of a jigsaw puzzle.

Instructions:

Give the group a puzzle but don't tell them what the end result should be.

Encourage them to complete it as soon as possible.

Every 3-4 minutes, ask them "what is the missing piece?" and "why is this so difficult?"





	<p>Show them the finished product. It should now be easier for them to finish it.</p> <p>The goal of this exercise is to realize that it may be difficult to complete the assignment if you do not visualize the big picture. As a result, making to-do lists and planning ahead of time is critical.</p> <p><b>Time squared</b></p> <p>This is an exercise that might help people evaluate their everyday routine. You will need to prepare three pages with 24 squares for each participant.</p> <p>Instructions:</p> <p>Each square symbolizes a different hour in the day. Each participant should fill in the squares on the first page with daily activities. For example, sleeping 7 hours = 7 squares, eating 3 hours = 3 squares, etc.</p> <p>The second sheet should be filled out by each participant with their non-work time, for instance, social media use, coffee breaks, and so forth.</p> <p>On the third page, each participant should summarize the material from the first and second pages. It is preferable to use distinct colors for each page.</p> <p>Uncoloured squares represent potential productive time.</p> <p>This game allows the visualisation of the organization of your time. Is there anything you can do to improve your time management?</p>
<b>Preliminary preparation and needed materials</b>	It depends on what specific activity is intended to be implemented, but it is not necessary to get any specific material (pens and papers, a puzzle, etc.)
<b>Duration</b>	Few hours
<b>Adult educators' skills and knowledge and values (competencies)</b>	In order to be effective in time management teaching pathways, the trainer needs to be very well prepared on the topics. Having an appropriate educational background, being able to guide learners and possessing a keen sensitivity to the topics.
<b>Benefits for adults and key takeaway</b>	<p>Here are some benefits associated with time management activities:</p> <p>-They encourage flexible thinking and creativity, allowing you to build problem-solving abilities and face new problems.</p>





	<p>-They aid in stress management. It is no secret that stress has an effect on both the physical and mental health. After a long day of work, a person feels less exhausted and more cognitively active when he or she enjoys fun and relieves tension.</p> <p>-They boost communication and teamwork abilities. Because most of these activities include connection with others, one learns the art of successful communication while also getting to know team members better and therefore fostering a healthy team environment.</p> <p>-They assist in understanding the significance of time management and the value of time.</p> <p>-These exercises are not only beneficial but also enjoyable. Having fun is crucial if you want to sleep better and improve interpersonal relationships in addition to reducing stress, because the level of serotonin, which governs many basic processes in our bodies, rises, changing our memory, sleep patterns, body temperature, and mood.</p> <p>-They aid in learning retention: When you engage in some type of exercise, you boost your learning capacities, allowing you to strengthen your knowledge and skills</p>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>Applying good time management allows:</p> <ul style="list-style-type: none"> <li>-reducing stress level,</li> <li>-producing quality work or learning pathway and on time,</li> <li>-spending more time with family or friends</li> <li>-accepting more complex assignments.</li> </ul>
<p><b>Challenges</b></p>	<p>Challenges can be related to the widespread habit of not knowing how best to manage our own time and the resistance to changes on this personal aspects.</p>
<p><b>Adaptation and Transferability</b></p>	<p>The approach is easily adaptable and transferable to different geographical realities and various sectors</p>
<p><b>Link to the resources</b></p>	<p><a href="https://ec.europa.eu/programmes/erasmus-plus/project-result-content/0f42ce32-9801-4dc2-9d82-fde5acb4d32a/Leisure%20Time%20Management%20and%20Recreation%20(3).pdf">https://ec.europa.eu/programmes/erasmus-plus/project-result-content/0f42ce32-9801-4dc2-9d82-fde5acb4d32a/Leisure%20Time%20Management%20and%20Recreation%20(3).pdf</a>  <a href="https://symondsresearch.com/time-management-activities/">https://symondsresearch.com/time-management-activities/</a>  <a href="https://www.theexceptionalskills.com/time-management-activities/">https://www.theexceptionalskills.com/time-management-activities/</a>  <a href="https://www.makeuseof.com/time-management-wellness-goals-positively-impact/">https://www.makeuseof.com/time-management-wellness-goals-positively-impact/</a></p>







<b>Name of the practice</b>	<b>7. The Tree of Life</b>
<b>Summary</b>	<p>The Tree of Life is a narrative-based psychological support tool that utilizes the metaphor of a tree to restore self-esteem and foster hope for the future.</p> <p>Through carefully worded questions and metaphors, individuals are encouraged to tell stories about different aspects of their lives, exploring both loss and hope.</p> <p>The practice aims to help individuals find meaning, enhance self-esteem, identify strengths, clarify objectives, and develop a sense of professional identity.</p> <p>The Tree of Life allows stories of loss to be told, heard and explored without being trapped by expressions of grief or bereavement. At the same time it opens up spaces and opportunities to tell, hear and explore stories of hope, shared values, and conversation with those around us as well as those who are no longer here.</p>
<b>Overview of the practice</b>	<ol style="list-style-type: none"><li>1. Introduction:<ul style="list-style-type: none"><li>- Introduce the concept of the Tree of Life as a metaphor for exploring different aspects of one's life.</li><li>- Explain that the activity aims to restore self-esteem, foster hope, and increase self-awareness.</li></ul></li><li>2. Drawing the Tree:<ul style="list-style-type: none"><li>- Instruct each participant to draw a tree on the flip chart or paper, including roots, earth, trunk, branches, leaves, and fruit.</li><li>- Explain that each part of the tree represents a different aspect of their life story.</li></ul></li><li>3. Roots (Past):<ul style="list-style-type: none"><li>- Ask participants to put words or phrases on the roots of their tree.</li><li>- Encourage reflection on significant events, encounters, skills, and experiences that have shaped their present situation.</li><li>- Prompt with questions such as:<ul style="list-style-type: none"><li>- "Where do you come from?"</li><li>- "If you look back at your life, what events, encounters, or skills explain where you are now?"</li></ul></li></ul></li></ol>





4. Earth (Present):
  - Ask participants to discuss what their tree needs to grow and flourish in the present.
  - Encourage them to identify factors that contribute to their well-being and happiness.
  - Prompt with questions such as:
    - "What does your tree need to grow and flourish in your current life?"
    - "What aspects of your life bring you joy and fulfillment?"
5. Trunk (Strengths and Resources):
  - Instruct participants to write words on the trunk of their tree.
  - Help them identify and acknowledge their strengths, skills, and resources recognized by themselves and others.
  - Provide support by suggesting qualities or strengths that you have noticed.
  - Encourage participants to recognize the qualities that are most useful for their personal and professional goals.
6. Branches (Future):
  - Ask participants to share their dreams, hopes, and aspirations for the future.
  - Prompt them to envision a fulfilling life and discuss what they want to achieve.
  - Encourage participants to make connections between their dreams and the actions they can take.
7. Leaves (Supportive People):
  - Instruct participants to add leaves to their tree, representing supportive people in their lives.
  - Each leaf should include the name of a key resource person, including deceased individuals who continue to have an influence.
8. Fruit (Positive Aspects):
  - Discuss the positive aspects of life represented by the fruit on the tree.
  - Encourage participants to reconnect with moments of joy, resilience, and personal growth.
  - Prompt them to reflect on the gifts they have received from life, even in the face of challenges.
9. Reflection and Closure:





	<ul style="list-style-type: none"> <li>- Allow participants to reflect on their completed tree and share any insights or emotions that arise.</li> <li>- Facilitate a group discussion to explore common themes and connections among participants' stories.</li> <li>- Emphasize the importance of self-esteem, hope, and resilience in personal growth and well-being.</li> </ul> <p>10. Follow-up and Application:</p> <ul style="list-style-type: none"> <li>- Encourage participants to carry the insights gained from the activity into their daily lives.</li> <li>- Support them in setting goals and taking action to align their lives with their values and aspirations.</li> </ul>
<p><b>Preliminary preparation and needed materials</b></p>	<ul style="list-style-type: none"> <li>- Flip chart or large paper for drawing the tree.</li> <li>- Markers or pens for writing.</li> <li>- Prepared questions for each stage of the activity.</li> <li>- Safe and supportive environment for sharing personal stories.</li> </ul>
<p><b>Duration</b></p>	<p>The duration of the Tree of Life activity can vary depending on the depth of reflection and discussion. Typically, it can be completed within 60-90 minutes.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<ul style="list-style-type: none"> <li>- Familiarity with narrative practices and the use of metaphors in therapy.</li> <li>- Active listening skills to create a safe space for individuals to share their stories.</li> <li>- Empathy and sensitivity to individuals' emotional experiences.</li> <li>- Ability to facilitate reflection and guide individuals through the different stages of the activity.</li> </ul>
<p><b>Benefits for adults and key takeaway</b></p>	<ul style="list-style-type: none"> <li>- Restored self-esteem and improved well-being.</li> <li>- Increased hope, pride, and resilience.</li> <li>- Enhanced self-awareness and understanding of personal strengths and resources.</li> <li>- Clarification of objectives and a sense of meaning in life.</li> <li>- Improved self-knowledge and professional identity.</li> </ul> <p>Takeaway: A richer understanding of oneself, connections to important people, and a sense of personal empowerment.</p>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<ul style="list-style-type: none"> <li>- Restoring self-esteem and confidence.</li> <li>- Developing hope and resilience.</li> <li>- Enhancing self-awareness and self-knowledge.</li> <li>- Finding meaning and purpose in life.</li> <li>- Improving professional identity.</li> </ul>





<b>Challenges</b>	<ul style="list-style-type: none"> <li>- Creating a safe and supportive environment for individuals to share personal stories and experiences.</li> <li>- Addressing potential emotional challenges that may arise during the activity.</li> <li>- Sensitivity to cultural differences in the interpretation of metaphors and storytelling.</li> </ul>
<b>Adaptation and Transferability</b>	The Tree of Life practice can be adapted and transferred to different countries and sectors by modifying the language, cultural references, and examples used in the activity. The core principles of narrative-based exploration and self-reflection remain applicable across cultural patterns.
<b>Innovativeness (optional)</b>	The Tree of Life practice utilizes metaphors and narrative techniques to explore different aspects of individuals' lives, making it a creative and innovative approach to restoring self-esteem and fostering hope.
<b>Link to the resources</b>	DVD: Tree of life - An approach of working with vulnerable children - Ncazelo Ncube Websites : <a href="https://www.dulwichcentre.com.au/">https://www.dulwichcentre.com.au/</a> <a href="http://lafabriquenarrative.org/blog/">http://lafabriquenarrative.org/blog/</a>

<b>Name of the practice</b>	<b>8. The 'Average Perfect Day' Exercise</b>
<b>Summary</b>	<p>The "Average Perfect Day" exercise is a simple yet powerful practice aimed at helping individuals redefine their daily routines to align with their ideal lives.</p> <p>By mapping out an average day in their perfect lives, participants can gain clarity, motivation, and prioritization. This exercise involves creating a detailed step-by-step description of an ideal day, focusing on specific behaviors and routines without extraordinary or unexpected events.</p>
<b>Overview of the practice</b>	<p>This exercise can be done in a journal, blank notebook, or on the computer, and it is pretty straightforward – write about what an average perfect day looks like.</p> <p>It is essential to focus on each person's perfect day without any added extras or surprises (no winning lottery tickets or surprise romantic getaways). The idea here is to create a detailed list of what an average day looks like, step by step. This could include:</p>





	<ul style="list-style-type: none"> <li>- The perfect time for waking up and what that looks like – reading for 20 minutes before getting up? Do a sun salutation or mindfulness to start the day?</li> <li>- What is done once out of bed? Are coffee and breakfast made first, or shower first? Are the curtains or window blinds open fully or closed while getting ready?</li> <li>- What happens next? Going to work/ school or staying home – what does that look like? Whom do you engage with? What does the desk look like?</li> <li>- What does a nutritious lunch look like and include?</li> </ul> <p>And so on. Create a day that can not get boring, and that could be happily repeated five or seven days a week.</p> <p>An 'Average Perfect Day' can be created for different days and scenarios - workday and downtime days. Think about the individual behaviours that go into that day.</p>
<p><b>Preliminary preparation and needed materials</b></p>	<p>Participants will need a journal, blank notebook, or access to a computer to record their descriptions.</p> <p>Provide clear instructions on how to approach the exercise and emphasize the importance of focusing on daily routines without extraordinary events.</p>
<p><b>Duration</b></p>	<p>The duration of the activity will depend on the individual participant. It may take anywhere from 30 minutes to an hour or more to complete the exercise.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<ul style="list-style-type: none"> <li>- Familiarity with the concept of well-being and its significance in adult education.</li> <li>- Understanding of the importance of self-reflection and goal setting for personal growth.</li> <li>- Ability to create a safe and supportive environment for participants to explore and express their desires and aspirations.</li> <li>- Good listening and facilitation skills to guide participants through the exercise effectively.</li> </ul>
<p><b>Benefits for adults and key takeaway</b></p>	<ul style="list-style-type: none"> <li>- Enhanced self-awareness and clarity regarding their desired daily routines and activities.</li> <li>- Increased motivation and goal orientation in aligning their current lives with their ideal lives.</li> <li>- Improved well-being through the intentional design of daily habits and activities.</li> <li>- Development of skills in goal setting, prioritization, and time management.</li> <li>- Increased satisfaction and joy in daily life.</li> </ul>





<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<ul style="list-style-type: none"> <li>- Lack of clarity and direction in individuals' daily routines.</li> <li>- Ineffective time management and prioritization of activities.</li> <li>- Disconnection between individuals' current lives and their ideal lives.</li> <li>- Reduced well-being and satisfaction due to unfulfilling daily routines.</li> <li>- Adults will learn how to set and achieve long-term goals</li> <li>- Adult learners can lead more productive lives</li> </ul>
<p><b>Challenges</b></p>	<ul style="list-style-type: none"> <li>- Resistance or difficulty in envisioning an ideal day for some participants.</li> <li>- Emotional challenges that may arise when reflecting on current routines that do not align with participants' aspirations.</li> <li>- Ensuring participants maintain realistic expectations and understand that daily life includes both routine tasks and enjoyable activities.</li> </ul>
<p><b>Adaptation and Transferability</b></p>	<p>The "Average Perfect Day" exercise can be adapted and transferred to different countries and cultural contexts as the focus is on individuals' personal aspirations and daily routines, which can vary across cultures.</p> <p>However, it is crucial to consider cultural nuances and adapt the language and examples to make them relatable and meaningful to the participants in each context.</p>
<p><b>Innovativeness (optional)</b></p>	<p>The "Average Perfect Day" exercise is not necessarily innovative in its concept, as similar exercises and practices exist in the field of personal development.</p> <p>However, its inclusion within the framework of the Escape to Happiness Project and its specific application in adult education make it a valuable tool for promoting well-being and self-reflection.</p>
<p><b>Link to the resources</b></p>	<p><a href="https://positivepsychology.com/goal-setting-exercises/">https://positivepsychology.com/goal-setting-exercises/</a></p>

<p><b>Name of the practice</b></p>	<p><b>9. Expressive theatre techniques for adults</b></p>
<p><b>Summary</b></p>	<p>From the time we reach the age of majority, we move into a stage of life where we frequently "forget" the child inside of us and daily life turns into a collection of responsibilities that run the risk of overwhelming the person.</p>





	<p>Through the playful-expressive medium, theatrical expression approaches enhance the adult's quality of life by creating settings that are satisfying and elicit pleasant emotion.</p>
<b>Overview of the practice</b>	<p>The process of theatrical expression enables learners to experiment with the norms and processes of interpersonal exchange.</p> <p>The following goals are pursued by this strategy:</p> <ul style="list-style-type: none"><li>-developing one's vocal, physical, and expressive capacities;</li><li>-learning about oneself;</li><li>-learning and understand how to channel one's behavior and energy in a constructive rather than a negative way;</li><li>-discovering the limitations and work with others to overcome some of them;</li><li>-learning how to solve problems;</li><li>-by changing the relationship with others, increase self-esteem;</li><li>-assuming several roles to experience situations from various perspectives;</li><li>-formalizing scenes and working creatively on characters and stories.</li></ul>
<b>Preliminary preparation and needed materials</b>	<p>The following items are required for carrying out these actions:</p> <ul style="list-style-type: none"><li>-Knowledge-building and working group formation exercises</li><li>-Components of acting and diction</li><li>-Vocal education basics</li><li>-Biomechanics and bioenergetics of stage movement</li></ul>
<b>Duration</b>	<p>Variable.</p>
<b>Adult educators' skills and knowledge and values (competencies)</b>	<p>To build the abilities to turn creation into expression, the trainer must be able to know how to inspire learners' creativity. It's critical to understand the precise mechanisms behind communication and expression approaches.</p> <p>The trainer must be able to offer communicative tools that help break down the wall of incommunicability in which people who are still unable to fully express their emotional world frequently close off, addressing one of the main causes of the sense of annoyance expressed in the phrase "no one understands me."</p>





	Furthermore, because it provides potential outlets for forces and impulses that are present but all too frequently repressed, creativity itself serves as a form of resistance to many unsettling situations.
<b>Benefits for adults and key takeaway</b>	The main benefits brought to the adult who engages in expressive activities through theater techniques are: -Improving knowledge of themselves and their own potential -Improving knowledge of their own body and voice -Improving empathy and socialization skills -Improving creativity, concentration and memory
<b>Specific problems that we are solving with this good practice or some things that we want to improve</b>	Communication, expressiveness, group membership, getting out of the comfort zone, learning to put yourself out there, self-esteem, self-awareness, personal satisfaction, sense of efficacy, creativity expression
<b>Challenges</b>	Identify any challenges that may arise when implementing the practice and provide suggestions for how to address them.
<b>Adaptation and Transferability</b>	The approach is adaptable and transferable to different geographical realities and various sectors.
<b>Innovativeness (optional)</b>	It is an innovative and culturally insightful didactic that is implemented through theatre rather than on classic lesson style. Theatre and education are combined in a manner that allows objectives to be achieved in this manner, such as becoming a tool of knowledge, an engaging way to learn new languages, and an important tool for training that can be used across a variety of disciplines.  The learner agrees to participate in the learning environment and remove all of personal masks in order to rediscover themselves as the messenger of a unique, almost personalized communication.
<b>Link to the resources</b>	<a href="https://www.researchgate.net/publication/370637395_The_Theatre_and_Drama_as_the_Framework_for_Adult_Education">https://www.researchgate.net/publication/370637395_The_Theatre_and_Drama_as_the_Framework_for_Adult_Education</a> <a href="https://epale.ec.europa.eu/en/blog/theatre-we-trust">https://epale.ec.europa.eu/en/blog/theatre-we-trust</a> <a href="https://oercommons.org/browse?f.keyword=theatre">https://oercommons.org/browse?f.keyword=theatre</a>

<b>Name of the practice</b>	<b>10. The Strengths Wheel</b>
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### Summary

The Strengths Wheel exercise aims to increase self-awareness of strengths and create a pathway for developing and optimizing them.

By visually representing the extent to which strengths are currently used and the potential for their further use, participants can identify areas for growth and create plans to optimize strength utilization.

The exercise helps individuals become aware of their strengths, explore opportunities for growth, and improve self-confidence and self-discipline.

### Overview of the practice

1. Introduction:
  - Explain the concept of strengths and their importance in personal growth and well-being.
  - Emphasize the goal of the exercise, which is to create a graphical representation of strengths' current use and potential for further use.
2. Strengths Identification:
  - Guide participants in identifying their strengths using tools such as surveys, questionnaires, or self-reflection exercises.
  - Encourage participants to consider strengths in various areas of their lives, such as work, relationships, or personal hobbies.
3. Strengths Circle:
  - Provide participants with a Strengths Circle diagram, which consists of a circle divided into segments.
  - Instruct participants to place two marks in each segment:
    - a) The first mark represents the extent to which they currently use a specific strength in a chosen context (e.g., work).
    - b) The second mark indicates the scope for using that strength more in the same context.
4. Triangle Creation:
  - Guide participants in drawing lines to connect the two marks they made in each segment, creating triangles within the Strengths Circle.
  - The size of each triangle represents the potential for using a strength more, with a larger gap between current use and scope indicating greater potential.
5. Reflection and Planning:





	<ul style="list-style-type: none"> <li>- Facilitate a discussion around the participants' Strengths Circles and the insights gained from the exercise.</li> <li>- Encourage participants to reflect on areas where they can optimize strength use and create an action plan to do so.</li> </ul>
<b>Preliminary preparation and needed materials</b>	<ul style="list-style-type: none"> <li>- Strengths assessment tools or surveys</li> <li>- Strengths Circle diagram (can be created on paper or using online tools)</li> <li>- Markers or pens for participants to mark their Strengths Circle</li> </ul>
<b>Duration</b>	The activity can be completed within 60-90 minutes, depending on the depth of reflection and discussion.
<b>Adult educators' skills and knowledge and values (competencies)</b>	<ul style="list-style-type: none"> <li>- Knowledge of positive psychology and strengths-based approaches</li> <li>- Facilitation skills to create a safe and supportive environment for self-reflection</li> <li>- Effective communication and active listening skills</li> <li>- Ability to guide participants in self-assessment and action planning</li> </ul>
<b>Benefits for adults and key takeaway</b>	<ul style="list-style-type: none"> <li>- Increased self-awareness of strengths</li> <li>- Improved self-confidence and self-discipline</li> <li>- Identification of areas for growth and optimization of strengths</li> <li>- Development of a personalized action plan for utilizing strengths more effectively</li> <li>- Enhancement of overall well-being and resilience</li> </ul>
<b>Specific problems that we are solving with this good practice or some things that we want to improve</b>	<ul style="list-style-type: none"> <li>- Lack of self-confidence</li> <li>- Lack of self-discipline</li> <li>- Limited awareness and utilization of personal strengths</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>- Participants may struggle with identifying their strengths, requiring guidance and support.</li> <li>- It can be challenging to accurately assess the extent of current strengths use and the potential for further use. Encourage honest reflection and exploration.</li> </ul>
<b>Adaptation and Transferability</b>	The practice can be adapted and transferred to different cultural contexts and sectors with ease, as strengths are universal and applicable to various areas of life.
<b>Innovativeness (optional)</b>	The practice builds upon the principles of positive psychology and strengths-based approaches, which have





	been widely researched and utilized in personal development and well-being.
<b>Link to the resources</b>	<a href="https://crisplearning.co.uk/wp-content/uploads/2020/10/The-Strengths-Wheel-1.pdf">https://crisplearning.co.uk/wp-content/uploads/2020/10/The-Strengths-Wheel-1.pdf</a>

<b>Name of the practice</b>	<b>11. Creative Expression</b>
<b>Summary</b>	<p><i>Creative expression</i> practice aims to empower adults by providing them with opportunities to explore their creativity and enhance emotional well-being, through various artistic activities.</p> <p>The goals include encouraging self-discovery, cultivating self-confidence and stimulating imagination. The objectives involve offering diverse creative activities, creating a supportive environment, providing feedback and guidance and enjoying the benefits of creating something from scratch. Through this practice, adults can capitalize on their creative potential to find personal fulfillment and growth.</p>
<b>Overview of the practice</b>	<p>We first establish a welcoming and non-judgmental space where adult learners feel comfortable expressing themselves creatively. Ensure that the environment fosters trust, respect, and open communication. After careful due diligence, we offer a variety of artistic activities. We provide a diverse range of artistic mediums and canvases for painting, drawing, writing and sculpting. This allows participants to explore different forms of creative expression and find what resonates with them.</p> <p>When the sessions begin, adult educators provide guidance and inspiration to help participants develop their artistic skills. Group or individual sessions are provided so that activities can be organized for both group sessions and individual sessions to cater to different preferences. Group sessions promote collaboration, social interaction, while individual sessions allow focused attention and personal exploration. At the end of the 45 minute session we encourage reflection and optional sharing of thoughts and feelings. Ultimately, we encourage participants to infuse their unique perspectives and emotions into their artwork.</p>
<b>Preliminary preparation and needed materials</b>	To ensure clear implementation of the practice of creative expression, it is important to undertake certain preliminary preparations





	<ol style="list-style-type: none"><li>1. Gathering of art supplies: Canvases, brushes, paper, pencils, markers, clay.</li><li>2. Give inspirational examples: Collect a selection of artwork, literature that can inspire participants and showcase different styles and techniques.</li><li>3. Activities and prompts: Prepare a list of prompts, themes, or activities that participants can choose from to use as a starting point for their creative expression.</li><li>4. Safety Guidelines: Provide the necessary precautions and develop safety guidelines and instructions for handling art materials, especially if participants will be using potentially hazardous substances or tools (scissors, hot glue etc).</li></ol>
<b>Duration</b>	45 minute sessions all year round.
<b>Adult educators' skills and knowledge and values (competencies)</b>	<ol style="list-style-type: none"><li>1. Artistic skills: Adult educators must have a strong foundation in creative expression to inspire the participants in practical ways.</li><li>2. Knowledge of art and culture: Be familiar with other artistic styles, such as history of art and cultural perspectives.</li><li>3. Communication skills: The educator should be able to portray ideas and convey emotions related to creative expression in a supportive and encouraging manner.</li></ol>
<b>Benefits for adults and key takeaway</b>	<p>Benefits for adult learners:</p> <ol style="list-style-type: none"><li>1. Self-discovery: Creative expression encourages introspection and self-reflection and enables adults to get a deeper understanding of themselves.</li><li>2. Stress reduction: When one focuses solely on artistic activities, it can serve as a form of stress relief and relaxation helping participants unwind and recharge.</li><li>3. Enhances innovation and problem-solving skills: Creative expression fosters divergent thinking, encouraging adults to explore new ideas and challenge conventional thinking. It strengthens problem-solving skills and creativity in various aspects of life.</li></ol> <p>Key takeaways:</p> <ul style="list-style-type: none"><li>● Gain artistic skills and techniques.</li><li>● Self-expression.</li><li>● Resilience and perseverance.</li><li>● Confidence and Empowerment.</li></ul>





<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>Improvement in:</p> <ol style="list-style-type: none"> <li>1. Communication skills: Improving communication skills by utilizing art as a medium to convey messages, ideas, and perspectives effectively.</li> <li>2. Self-Confidence: Boosting self-confidence and self-esteem through the exploration and development of artistic skills and talents.</li> <li>3. Self-Expression: Enhancing the ability to express thoughts, emotions, and experiences in a meaningful and authentic way.</li> <li>4. Stress and Anxiety: Providing a creative outlet to alleviate stress, manage anxiety, and promote relaxation.</li> </ol>
<p><b>Challenges</b></p>	<p>Challenges:</p> <ol style="list-style-type: none"> <li>1. Resistance: Being honest and vulnerable through artistic activities can be unsettling for participants.</li> <li>2. Limited belief in artistic practices: Lack of confidence and self-doubt can be potential barriers for new coming adult learners.</li> <li>3. Time constraints: Busy lives and work and personal responsibilities can get in the way.</li> </ol>
<p><b>Adaptation and Transferability</b></p>	<p>Very adaptable. Very transferable.</p>
<p><b>Link to the resources</b></p>	<p><a href="https://doi.org/10.1080/14649365.2018.1562088">https://doi.org/10.1080/14649365.2018.1562088</a></p>

<p><b>Name of the practice</b></p>	<p><b>12. Continuous Learning</b></p>
<p><b>Summary</b></p>	<p>The main goals of <i>Continuous Learning</i> is to foster a lifelong personal and professional development through commitment to education and enable participants to actively contribute to their communities.</p> <p>Some of the objectives are to develop skills, acquire new knowledge and progress professionally. FOster intellectual curiosity, deepen understanding and stay current with emerging trends. Pursuing intellectual fulfillment and learn how to adapt to fast-paced evolving circumstances.</p>
<p><b>Overview of the practice</b></p>	<p>Adult educators start by conducting an individual assessment to understand the specific learning goals and interests of each adult learner. Then they design a curriculum that caters to the diverse needs and interests of the adult learners.</p>





	<p>We work with each adult learner individually and provide them with all the online resources they need and offer suggestions. We then organize various learning activities depending on the preferences of adult learners.</p> <p>Activities include lectures, group discussions, private seminars and hands-on exercises. Skill-building workshops are also incorporated that involve specific learning skills. We encourage collaboration and peer learning fostering an inclusive environment where participants can share skills and knowledge and celebrate their achievements.</p>
<b>Preliminary preparation and needed materials</b>	<p>There is not a lot of preliminary preparation for <i>Continuous Learning</i> practice as adult educators are always available to the participants' aid.</p> <ol style="list-style-type: none"><li>1. Flexible program: A flexible learning plan is designed for the learning goals participants want to achieve.</li><li>2. Organize learning activities: Learning activities can also be tailored to the learning style each participant prefers.</li><li>3. Accountability: Schedule regular check-ins with the participants to give feedback on their progress and address challenges.</li><li>4. Provide guidance and support: Guidance is offered through the whole learning process and feedback on the progress is provided.</li><li>5. Celebrate achievements: Foster a culture of celebration and encourage participants to reflect on their achievements.</li></ol>
<b>Duration</b>	<p>Since 2019. Hourly sessions all year round.</p>
<b>Adult educators' skills and knowledge and values (competencies)</b>	<p>Adult educators involved in <i>Continuous Learning</i> should have excellent communication skills, effective verbal and communication skills to guide discussions, provide feedback and engage in meaningful dialogues.</p> <p>They should also have knowledge and be familiar with a wide range of learning resources, both traditional and digital, that can support adult learners in their continuous learning journey. Finally the educator should be organized enough to develop a comprehensive curriculum that aligns the goals, interests, and diverse learning needs of adult learners.</p>
<b>Benefits for adults and key takeaway</b>	<p>Benefits to adult learners:</p> <ol style="list-style-type: none"><li>1. Personal Growth: Continuous learning allows adults to expand their knowledge, skills, and perspectives.</li></ol>





	<p>They can gain a sense of accomplishment and fulfillment as they acquire new competencies and achieve their learning goals.</p> <ol style="list-style-type: none"> <li>2. Professional Development: Makes them more competitive in the job market as they can acquire new job-related skills, stay updated with industry trends, and improve their career prospects and opportunities.</li> <li>3. Adaptability: Helps adults acquire skills and knowledge necessary to adapt to change and navigate evolving environments. They develop a stronger mindset and embrace new challenges and opportunities with confidence.</li> </ol> <p>Key takeaways:</p> <ul style="list-style-type: none"> <li>• Increased knowledge and expertise in specific areas of interest.</li> <li>• Improved critical thinking and problem-solving skills.</li> <li>• Enhanced communication and collaboration abilities.</li> <li>• Adaptability and resilience in the face of change.</li> <li>• Continued personal and professional growth.</li> </ul>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>Specific things we improve:</p> <ul style="list-style-type: none"> <li>• Critical Thinking: Enhancing analytical and problem-solving skills to make informed decisions and find innovative solutions.</li> <li>• Communication and Collaboration: Improving interpersonal and communication skills to foster effective teamwork and collaboration.</li> <li>• Personal Fulfillment: Nurturing personal interests and passions, leading to a sense of fulfillment and enjoyment in lifelong learning.</li> </ul>
<p><b>Challenges</b></p>	<p>One of the main challenges that may arise are technology barriers, such as limited digital literacy. Using a computer, to some, may be very complicated so we may need to rule out the digital approach.</p> <p>Time constraints and balancing priorities are two more challenges adult educators may face since adult learners have multiple responsibilities including personal and professional commitments.</p>
<p><b>Adaptation and Transferability</b></p>	<p>Very adaptable. Very transferable.</p>
<p><b>Link to the resources</b></p>	<p><a href="https://unesdoc.unesco.org/ark:/48223/pf0000377812">https://unesdoc.unesco.org/ark:/48223/pf0000377812</a>  <a href="https://thelifeinstitute.ca/page/benefits-of-home-learning">https://thelifeinstitute.ca/page/benefits-of-home-learning</a></p>





<https://www.health.org.uk/publications/long-reads/lifelong-learning-and-levelling-up-building-blocks-for-good-health>

<b>Name of the practice</b>	<b>13. Healthy Nutrition</b>
<b>Summary</b>	<p>Implementing and maintaining a balanced and nutritious diet can positively impact overall health, well-being, and quality of life. The goal is to promote optimal health and well-being by encouraging adults to make educated choices about their dietary habits and consume a balanced and nutritious diet.</p> <p>The objectives are to increase awareness. We strive to educate adults about the importance of healthy nutrition, including the role of essential nutrients, portion control, and the impact of diet on overall health. Promote healthy food choices: Encourage adults to choose nutrient-dense foods such as fruits, vegetables, whole grains, lean proteins, and healthy fats, while reducing the intake of processed foods, sugary beverages, and unhealthy fats.</p>
<b>Overview of the practice</b>	<p>Implementing healthy nutrition practices as an adult educator involves several steps. We first assess the need and understand specific interests of the adult learners regarding nutrition. Conduct surveys or interviews to gather information about their dietary habits, challenges, and goals.</p> <p>Then we develop a structured curriculum or series of educational sessions on healthy nutrition topics that include information on balanced diets, essential nutrients, portion control, meal planning, and mindful eating. The most important step is to include practical activities that reinforce healthy nutrition practices.</p> <p>These may include grocery store tours, recipe exchanges, meal planning exercises and/or cooking workshops. Encourage adults to apply the knowledge and skills learned in real-life situations. Ultimately we want to promote long-term behavior change and provide strategies for maintaining healthy nutrition practices beyond the educational program. We finally encourage adults to set personal goals, track their progress, and seek ongoing support from their communities.</p>







<p><b>Preliminary preparation and needed materials</b></p>	<ol style="list-style-type: none"> <li>1. Gather cooking equipment.</li> <li>2. Consult professional dietitians and nutritionists.</li> </ol>
<p><b>Duration</b></p>	<p>Once a month.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<p>Specific competencies adult educators ought to have:</p> <ol style="list-style-type: none"> <li>1. Knowledge on nutrition: A strong understanding of nutrition principles, including essential nutrients, dietary guidelines, and the impact of food choices on health and lifestyle.</li> <li>2. Menu planning: Strong ability to create balanced and nutritious meal plans.</li> <li>3. Meal Preparation: Provide guidance on meal preparation techniques.</li> <li>4. Dietary requirements: Skills to assess individuals' dietary habits, identify areas for improvement, and offer personalized recommendations.</li> <li>5. Communication and education: Effective communication skills to convey nutrition information in a clear and understandable manner, promoting behavior change and healthy eating habits.</li> </ol>
<p><b>Benefits for adults and key takeaway</b></p>	<ol style="list-style-type: none"> <li>1. Improved physical health: Better weight management, reduced risk of chronic diseases (e.g., heart disease, diabetes), and enhanced overall physical well-being.</li> <li>2. Increased energy and vitality: Appropriate nutrition provides the necessary nutrients for optimal energy levels, promoting vitality and improved functionality on a daily basis..</li> <li>3. Enhanced mental well-being: Choice of nutrient-rich foods can support brain health, cognition, and mood stability, leading to improved mental well-being and emotional balance.</li> <li>4. Better digestive health: A balanced diet contributes to a healthy digestive system, reducing risk of having digestive discomforts such as constipation and bloating.</li> <li>5. Immune system boosting: Better immune function and decreased risk of infections and supporting overall immune health.</li> </ol>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>Improvements:</p> <ol style="list-style-type: none"> <li>1. Weight management: Helping individuals achieve and maintain a healthy weight through balanced nutrition and portion control.</li> </ol>





	<ol style="list-style-type: none"> <li>2. Poor Dietary Habits: Addressing unhealthy eating habits and promoting nutritious food choices.</li> <li>3. Mental Well-being: Improving mental health and emotional well-being by supporting brain function and reducing the risk of mental health disorders.</li> <li>4. Chronic Disease Prevention: Reducing the risk of chronic diseases like heart disease, diabetes, and certain cancers through proper nutrition.</li> <li>5. Immune System Function: Strengthening the immune system to enhance resistance against illnesses and infections.</li> </ol>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>- Emotional eating and food cravings: Dealing with emotional triggers and food cravings can make it challenging to stick to a healthy eating plan and make mindful choices.</li> <li>- Busy lifestyle: Having work and family responsibilities can make it difficult to find time for meal planning, cooking, and maintaining a healthy eating routine so adult learners prefer to have something quick and altogether unhealthy.</li> </ul>
<b>Adaptation and Transferability</b>	Very adaptable. Very transferable.
<b>Link to the resources</b>	<a href="https://doi.org/10.1136/bmj.m4269">https://doi.org/10.1136/bmj.m4269</a> <a href="https://www.healthdirect.gov.au/amp/article/food-drink-and-mental-health">https://www.healthdirect.gov.au/amp/article/food-drink-and-mental-health</a> <a href="https://www.mentalhealth.org.uk/explore-mental-health/a-z-topics/diet-and-mental-health">https://www.mentalhealth.org.uk/explore-mental-health/a-z-topics/diet-and-mental-health</a>

<b>Name of the practice</b>	<b>14. Movie nights</b>
<b>Summary</b>	<p>The goals and objectives of <i>movie nights</i> as a practice are as follows:</p> <ul style="list-style-type: none"> <li>- expose adult learners to a diverse range of films to enhance their cultural understanding, broaden perspectives;</li> <li>- promote intercultural competence.</li> <li>- promote critical thinking and analysis.</li> </ul> <p>Objectives: The objectives are to encourage adult learners to critically analyze and interpret the themes, characters, and messages portrayed in films, fostering their analytical and critical thinking skills. Ultimately, we want to facilitate meaningful discussions among adult learners, promoting</p>





	<p>active engagement and reflection on the films' content, themes, and relevance to their own lives.</p>
<p><b>Overview of the practice</b></p>	<p>Overview:  <i>Movie nights</i> is a good practice that involves screening movies relevant to the participants' interests and learning objectives. It provides an engaging and interactive platform for adults to watch movies, reflect on the themes, and engage in discussions. The steps we follow to successfully exhibit the practice are:</p> <ol style="list-style-type: none"> <li>1. Selection of movies: Choose relevant movies that align with the participants' interests and learning goals. Consider diverse genres and cultural backgrounds to cater to different preferences.</li> <li>2. Planning and scheduling: Establish a schedule for movie nights, considering participants' availability and communicate dates, times, and movie selections in advance to allow for preparation.</li> <li>3. Venue and Equipment Setup: Arrange a suitable venue with comfortable seating, proper audiovisual equipment, and adequate lighting for movie screenings.</li> <li>4. Watch the movie.</li> <li>5. Discussion: Engage in meaningful discussions after each movie screening. Encourage participants to share their thoughts and perspectives on the movie's themes, messages, and characters.</li> <li>6. Reflection and application to real life: Encourage them to identify practical applications, lessons learned, and insights gained from the movie.</li> <li>7. Critical analysis and interpretation: Encourage participants to critically analyze the movie's plot and underlying messages. Guide them to explore different interpretations and viewpoints.</li> </ol>
<p><b>Preliminary preparation and needed materials</b></p>	<ol style="list-style-type: none"> <li>1. Select a Movie that will fit the needs and likes of the viewers</li> <li>2. Provide a nice environment for a "movie night"</li> <li>3. Snacks and sweets can be appreciated!</li> </ol>
<p><b>Duration</b></p>	<p>Once a month for a whole movie each time.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<p>Competencies:</p> <ol style="list-style-type: none"> <li>1. Critical thinking and analysis: Adult educators should be skilled in promoting critical thinking among participants. They should be able to guide discussions that merge them into the deeper meanings of the movies.</li> <li>2. Organizational and planning abilities: Adult educators should be able to coordinate logistics,</li> </ol>





	<p>book appropriate venues and ensure that necessary materials are available for the movie nights.</p> <ol style="list-style-type: none"> <li>3. Discussion Skills: Adult educators should possess strong communication and active listening skills to encourage participants to share their thoughts, analyze the movie's themes, and connect them to real-life experiences.</li> </ol>
<p><b>Benefits for adults and key takeaway</b></p>	<p>Benefits for adult learners:</p> <ol style="list-style-type: none"> <li>1. Entertainment and enjoyment: Movie nights provide adults with an opportunity for relaxation, entertainment, and enjoyment. It allows them to escape from daily routines and engage in a leisure activity that can be both entertaining and intellectually stimulating.</li> <li>2. Intellectual Stimulation: Engaging with movies stimulates critical thinking and analytical skills where adults can analyze themes and messages conveyed in films, promoting intellectual growth and expanding their cognitive abilities.</li> <li>3. Emotional and psychological enhancements: Movies can serve as a source of inspiration, encouragement, and emotional catharsis, enhancing emotional well-being and promoting self-reflection.</li> <li>4. Social interaction and community building: Movie nights provide adults with opportunities for social interaction and connection. They can engage in meaningful discussions, share their perspectives, and build relationships with fellow participants.</li> </ol> <p>Key takeaways:</p> <ul style="list-style-type: none"> <li>• Development of critical thinking skills.</li> <li>• Cultivation of cultural awareness and sensitivity.</li> <li>• Promotion of personal reflection and self-awareness.</li> <li>• Enhancement of communication and expressive skills.</li> <li>• Creation of shared experiences and connection with others.</li> </ul>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>Improvements:</p> <ul style="list-style-type: none"> <li>• Social isolation and disconnection: Movie nights foster social interaction and create a sense of community among participants.</li> <li>• Critical thinking and media literacy: Engaging in film discussions during movie nights can enhance participants' critical thinking skills and promote media literacy.</li> </ul>
<p><b>Challenges</b></p>	<p>Challenges:</p>





	<ul style="list-style-type: none"> <li>• Film selection: Choosing films that cater to diverse interests and preferences of adult learners can be challenging.</li> <li>• Accessibility: Ensuring that the chosen films are accessible to all participants, considering language, subtitles, and availability.</li> <li>• Group dynamics: Managing different perspectives, tastes, and opinions within the group during film discussions.</li> </ul>
<b>Adaptation and Transferability</b>	Very adaptable. Very transferable.
<b>Link to the resources</b>	<a href="https://www.medicinanarrativa.eu/movies-as-a-tool-for-wellbeing-knowledge-and-personal-growth">https://www.medicinanarrativa.eu/movies-as-a-tool-for-wellbeing-knowledge-and-personal-growth</a> <a href="https://www.ucl.ac.uk/brain-sciences/news/2020/jan/why-watching-movie-could-improve-wellbeing">https://www.ucl.ac.uk/brain-sciences/news/2020/jan/why-watching-movie-could-improve-wellbeing</a>

<b>Name of the practice</b>	<b>15. Enhancing “Emotional Intelligence”</b>
<b>Summary</b>	<p>Emotional intelligence is the ability to observe, understand, and acknowledge one's own and others' feelings at the precise instant they occur.</p> <p>It is also the ability to self-motivate and productively control one's emotions. Being conscious of our emotions allows us to control our own conduct and, as a result, better comprehend others. To truly understand the feelings of others, one should first understand one's own.</p> <p>This entails the ability to understand our needs and desires, as well as recognize what things, people, or events elicit different emotions in us, how they materialize, how they are expressed, and the implications of these reactions.</p>
<b>Overview of the practice</b>	<p>Being able to correctly handle emotions allows us to live in harmony with ourselves and others.</p> <p>Emotional intelligence is made up of three sub competencies:</p> <ol style="list-style-type: none"> <li>1. Self-awareness, or the awareness of our feelings. This self-awareness includes the right "reading" of body language, which is a collection of gestures, postures, glances, and other nonverbal cues commonly utilized in interpersonal communication.</li> <li>2. Self-regulation, or the ability to manage one's emotions efficiently.</li> <li>3. Self-motivation is the ability to stay motivated in the face of the inevitable problems, crises, and</li> </ol>





frustrations that come with pursuing a goal that is significant to us or our life experience in general. Self-knowledge, self-regulation, and self-motivation are intra-personal abilities that strive to actively notice, define, and manage our emotions. They are extremely useful throughout life, especially when we are faced with difficult decisions or problems.

According to a 1978 research by Rogers, learning is enhanced when it occurs in a setting that supports personal growth considering the entire person—including the intellect, passions, and feelings—is involved. Galimberti would assert in 2001 that emotional satisfaction is necessary for learning and that this is the key moment in the fight against emotional illiteracy.

The introduction of an emotional education program that brings out, among other things, familial issues, latent traumas, and internal discomforts that obstruct the learner's peaceful life becomes a first step on this path. Therefore, encouraging a culture of openness without bias and understanding regardless of point of view through conversation is the answer. By assisting the learner in managing their emotions appropriately, pay attention to their struggles.

### **Preliminary preparation and needed materials**

Rather than preparing specific material, it is necessary to focus on some actions to be carried out with the learners, for example:

1. Let learners express their feelings and emotions, through regulated expression of positive feelings but also by negative emotions.
2. Show that the person you are dealing with is important
3. Teach that in life you can't always get what you want
4. Teach that when you have a problem, the first thing to do is to reflect and then act peacefully, without hurting other people to solve the problem.
5. Put in place the ability to self-motivate and motivate others
6. Value positive actions, but do not neglect to address negative ones
7. Value the method of communication to resolve conflicts





	<p>8. Talk to your learners. Discussing various topics with them will help them understand reality and develop critical judgment .</p> <p>9. Congratulate the learner whenever they deal with a negative emotion appropriately .</p> <p>Never forget that the best way to teach and educate is through 'example.</p>
<b>Duration</b>	Transversal activity
<b>Adult educators' skills and knowledge and values (competencies)</b>	<p>A good trainer who can support the development of emotional intelligence in his or her trainees, should have excellent competencies in these areas:</p> <ul style="list-style-type: none"><li>-Self-control: learning to manage feelings and emotions to simplify the task at hand</li><li>-Self-awareness</li><li>-Motivation</li><li>-Social skills and collaboration/conflict management skills</li><li>-Empathy: perceiving others' world of feelings, sensations and pains by looking from their point of view to develop emotional attunement and trust</li></ul>
<b>Benefits for adults and key takeaway</b>	<p>Deepening and developing our emotional intelligence can bring us several benefits, both in our daily life, educational life, and work life. Some examples:</p> <ol style="list-style-type: none"><li>1) it helps us add greater self-awareness of ourselves (knowing what I feel and why I feel it);</li><li>2) it supports us in improving our self-management (managing stressful emotions and identifying positive emotions);</li><li>3) it supports us in developing social awareness (recognizing and empathizing with others' emotions);</li><li>4) it facilitates relationship management (to collaborate more effectively with others, resolve conflicts, inspire and motivate).</li></ol>





<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>Communication, conflict, emotional illiteracy, difficulty in self-expression, self-esteem, cooperation with others, sense of adequacy</p>
<p><b>Challenges</b></p>	<p>Probably one of the main challenges is to get adults to agree to put themselves on the line emotionally and to feel ready to share an emotional literacy journey. Such an attitude is in fact not always present in the adult, who may not enjoy or find it very difficult to share emotions or perceptions with others</p>
<p><b>Adaptation and Transferability</b></p>	<p>The approach is adaptable and transferable to different geographical realities and various sectors</p>
<p><b>Innovativeness (optional)</b></p>	<p>This is an innovative methodology because it represents a set of procedures and strategies, mostly unrelated to traditional teaching but foundational to functional teaching models, that appeal to the teacher's creativity and flair, and to the enhancement of emotions.</p>
<p><b>Link to the resources</b></p>	<p><a href="https://dorea.org/erasmuscourses/emotional-intelligence/">https://dorea.org/erasmuscourses/emotional-intelligence/</a>  <a href="https://positivepsychology.com/emotional-intelligence-exercises/">https://positivepsychology.com/emotional-intelligence-exercises/</a>  <a href="https://www.mindtools.com/ab4u682/emotional-intelligence">https://www.mindtools.com/ab4u682/emotional-intelligence</a>  <a href="https://blog.gitnux.com/emotional-intelligence-statistics/">https://blog.gitnux.com/emotional-intelligence-statistics/</a>  <a href="https://entrecompeurope.eu/news/social-and-emotional-learning/">https://entrecompeurope.eu/news/social-and-emotional-learning/</a></p>

<p><b>Name of the practice</b></p>	<p><b>16. Practice "Listening to your body"</b></p>
<p><b>Summary</b></p>	<p>Listening to your body is an important practice for maintaining well-being in the process of learning and in all stages of our life. It involves paying attention to your body's physical and emotional needs and responding accordingly.</p> <p>Listening to your body represents the highest form of self-love and self-respect, by listening to our sign that our body brings to us, we can find out answers to a lot of questions, not only professional, but personal, also. Besides that, by listening to our body we can discover the real potential and capacity to learning better.</p>
<p><b>Overview of the practice</b></p>	<p>Our well-being depends on 3 aspects about us, one of them is physical. When things go not as well as we expected, our body is speaking to us.</p>







Usually, people ignore the signals for some time, allowing emotions and thoughts to fall by the wayside. If our body started to show some signs it's about to get our attention on some aspects of our life.

By avoiding hearing our body, we will finish with illnesses and disturbed the well-being.

Listening to our body is the best practice to connect with ourselves and to know us better.

By concentrated our attention to us and all aspects of our body we can highlight the best parts of us and to involve them to approach your daily/ weekly goals.

Our body used to communicate by symptoms and feelings, the first step is to observe them all day.

Observation is the key practice to put attention on our body. Observe how your body response to stress, activities or even on food that you eat. Observe any changes in your body during the day by asking yourself: "How I feel right now?"; "Am I feel pain anywhere in my body?"; "Am I exhausted in the morning/ afternoon/ evening?"; "When I feel more active/ passive?"

All these questions can be written in a journal. By having a journal, we can track besides our daily habits, but also our feelings and body's responses.

Another practise is to meditate. Meditation is the best practice to slow down our thoughts/ insecurities/ fears and to connect with our body and the body's processes. Meditation can be from 10 to 40 minutes according to your personal time and level of meditation. There are a lot of type of meditation that can be focused on the parts of our body/ chakras or to all body, for relaxing and releasing stress.

Listening to your body and being in the present moment are two aspects of the attentive practice of meditation. People who meditate sit in a relaxed position and pay attention to their breathing while objectively examining their thoughts and feelings. This exercise aids in the development of self-awareness and self-regulation abilities as well as a greater understanding of one's body and mind.

There are a lot of advantages to meditating. According to research, regular meditation practice can lessen depressive and anxiety symptoms, improve emotional control, enhance cognitive performance, and boost emotions of





	<p>wellbeing. Additionally, studies have shown that meditation offers benefits for physical health, such as lowering blood pressure and boosting immune system performance.</p> <p>Steps to meditate:</p> <ul style="list-style-type: none"> <li>-Take a seat in a calm and quiet place.</li> <li>-Close your eyes and deeply breathe.</li> <li>-Notice all the parts of your body.</li> <li>-Try to relax all aspects of your body.</li> <li>-Notice your thoughts and let them flow.</li> <li>-Focus your attention to your body and interior processes.</li> </ul> <p>In conclusion, practicing meditation regularly will help you stay happy and healthy while you're learning in a well-being environment.</p>
<p><b>Preliminary preparation and needed materials</b></p>	<p>It depends on what specific activity is intended to be implemented, but for daily journaling is required to have: a journal, pen/pencil. For practising meditation: a quiet place, relaxing music/ mantras/ nature sounds.</p>
<p><b>Duration</b></p>	<p>From few hours to months.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<p>The following skills are necessary for an adult educator to guide adults in meditation practice:</p> <p>Understanding of the importance of mindfulness and self-awareness in the learning process. Ability to create a safe and comfortable environment for meditation practice. Knowledge of different forms of meditation and the ability for adapting them to the needs of learners. A commitment to ongoing personal meditation practice and self-care to model the importance of these practices for learners. The ability to guide learners through meditation practice in an understandable and efficient manner. An understanding of potential challenges and barriers to meditation practice for learners.</p>
<p><b>Benefits for adults and key takeaway</b></p>	<ul style="list-style-type: none"> <li>- Improving knowledges of the importance of body awareness in promoting well-being</li> <li>- Understanding of the mind-body connection and how it relates to physical and emotional health</li> <li>- Ability to create a safe and non-judgmental environment for learners to explore their bodily sensations</li> <li>- Knowledge of different techniques for developing body awareness, such as meditation, yoga, and body scans</li> <li>- Ability to guide learners through exercises to develop body awareness and provide support and feedback</li> </ul>





	<ul style="list-style-type: none"> <li>- Understanding of the potential challenges and barriers to developing body awareness for learners, and the ability to address them appropriately</li> <li>- A commitment to ongoing personal practice and self-care to model the importance of these practices for learners</li> <li>- Understanding of the mind-body connection and how it relates to physical and emotional health</li> <li>- Understanding the meditation as a practise of developing body awareness</li> </ul>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<ul style="list-style-type: none"> <li>-Management of stress and anxiety</li> <li>-Optimal energy management</li> <li>-Mind-body connection</li> <li>-Personalized learning approach</li> <li>-Emotional regulation</li> <li>-Physical well-being</li> <li>-Release physical and emotional discomfort</li> </ul>
<p><b>Challenges</b></p>	<ul style="list-style-type: none"> <li>-Lack of motivation</li> <li>-Lack of awareness</li> <li>-Time constraints</li> <li>-Distractions and external pressures</li> <li>-Resistance to change</li> <li>-Seeking support and guidance</li> </ul> <p>These challenges could be overcome by establish a routine by setting every practise and steps for a day. Encourage your self-compassion and understanding that this practise is a part of your learning journal. Also, it is very important to emphasize the positive impact that body listening can have on well-being and sharing every successful moment of this practice, in order to self-motivated to achieve new results.</p>
<p><b>Adaptation and Transferability</b></p>	<p>The approach is easily adaptable and transferable to different geographical realities and various sectors.</p>
<p><b>Link to the resources</b></p>	<p><a href="https://ameliafreer.com/article/the-importance-of-listening-to-your-body/">https://ameliafreer.com/article/the-importance-of-listening-to-your-body/</a>  <a href="https://www.kaylaitsines.com/blogs/lifestyle/listen-to-your-body">https://www.kaylaitsines.com/blogs/lifestyle/listen-to-your-body</a>  <a href="https://www.yogajournal.com/meditation/meditation-classes/body-sensing-learn-listen-body-meditation/">https://www.yogajournal.com/meditation/meditation-classes/body-sensing-learn-listen-body-meditation/</a>  <a href="https://www.highfocuscenters.com/how-to-listen-to-what-your-body-is-telling-you/">https://www.highfocuscenters.com/how-to-listen-to-what-your-body-is-telling-you/</a></p>





### Chapter 2 - Mindfulness & Reflection Practices

In this chapter, we embark on a journey of self-awareness and inner exploration. Here, you'll find a collection of 11 practices that encourage learners to embrace mindfulness and reflection.

In the dynamic world of adult education, where the demands of modern life can overshadow personal growth, the importance of introspection and presence becomes even more vital. This chapter showcases the power of mindfulness—a practice that helps individuals stay connected to the present moment, fostering calmness, clarity, and insight.

These practices span different aspects of adult life, inviting learners to pause, think, and engage with their experiences. From prompts that uncover hidden emotions to mindfulness exercises that connect with the environment, each practice offers a chance to explore one's inner world.

Mindfulness isn't limited to the classroom; it extends to all parts of life. As educators incorporate these practices, they empower learners to be more aware of their thoughts, emotions, and surroundings. This awareness equips individuals to face challenges with resilience, make thoughtful choices, and nurture a sense of well-being from within.

Reflection practices, on the other hand, offer a way to examine the past, present, and future. By encouraging learners to think about their experiences, values, and goals, educators facilitate a meaningful process of self-discovery. This chapter introduces prompts and exercises that encourage dialogue between the learner and their own journey.

Through each practice, educators can create a space for presence, curiosity, and authenticity. By nurturing mindfulness and reflection, educators contribute to a culture of growth and well-being. This environment empowers learners to not only excel academically but also embark on a journey of self-discovery that enriches their lives in profound ways.





<b>Name of the practice</b>	<b>17. Mindfulness and Meditation</b>
<b>Summary</b>	<p>Mindfulness and meditation are very impactful practices that strive to cultivate present-moment awareness, enhance self-awareness, and reduce stress levels. These practices aim to bring individuals into present moment, allowing them to understand their thoughts, physical sensations and thoughts with non-judgmental awareness.</p> <p>By developing this awareness, individuals strive to achieve a state of mental clarity, emotional balance, and relaxation. Another crucial goal is to improve focus and concentration that enable individuals to be more present and engaged in their daily activities. Ultimately, the overarching objective is to promote overall betterment of an adult learner's life, encompassing mental, emotional, and physical health, leading to greater sense of belonging and fulfillment. Mindfulness and meditation have been associated with better emotional regulation, improved relationships, and increased compassion towards oneself and others.</p>
<b>Overview of the practice</b>	<p>Mindfulness and meditation involve engaging in intentional practices to bring the attention of participants to the present moment, non-judgemental awareness.</p> <p>During the whole 45 minutes of the session, adult learners are encouraged to focus on their breath, sensations, cultivating a heightened sense of concentration and attention.</p> <p>To implement mindfulness and meditation practices, we begin by educating participants about what these concepts are. We proceed by creating a calm and quiet environment where individuals can sit/lie down comfortably. The 45 minute sessions include a variety of exercising such as, focusing on their breath, observing inhalation and exhalation. Scan meditation, which involves encouraging participants to notice sensations in different body parts. We then integrate mindfulness into daily activities, such as eating, walking by guiding the participants to imagine those activities and recreate happy scenes in their minds.</p> <p>What is important for regular practice and progression, is starting with shorter sessions and gradually increasing duration, starting with 15 minute-sessions to 30 to 45. At the end of each session we encourage reflection and discussion,</p>





	allowing everyone to share their experiences and explain them, even with a single word. We provide ongoing support and continue to explore the benefits of mindfulness and meditation further through innovative practices.
<b>Preliminary preparation and needed materials</b>	<ol style="list-style-type: none"><li>1. Research and Familiarization: Gain an explicit understanding of the practice and familiarize adult learners about the practice and the potential benefits.</li><li>2. Personal Practice: Adult educators and/or meditation professionals should engage in regular personal practice themselves in order to be able to better transmit the information they know/gain, as well as keep diligent notes so they can get a clear idea on what program to design.</li><li>3. Program Design: Factors we consider when designing a mindfulness and meditation program are duration, frequency, and desired outcomes. Designing a well-structured program will ensure a systematic and progressive learning experience for participants.</li><li>4. Program Evaluation and Feedback: We establish a system to collect data and feedback from participants throughout the program and upon completion. By doing that we are able to design more effective and impactful programs to better meet the needs of participants.</li></ol>
<b>Duration</b>	45 minute sessions for 4 months.
<b>Adult educators' skills and knowledge and values (competencies)</b>	<p>Ideally, adult educators should be experienced in general meditation practices and more specifically practical experience in breath awareness and guiding a group through the process with calm and mindful energy. The educators should have strong instructional skills and be able to use clear and concise language, cues, and appropriate tone, thereby to facilitate relaxation.</p> <p>Empathy and high emotional intelligence are necessary qualities, as is to create a safe and nurturing environment for everyone involved in the practice. Other key competencies are active listening and responsiveness. Educators actively need to be present and attentive in any experiences, questions or concerns adult learners may have and adjust their guidance based on the individuals' needs.</p>





<p><b>Benefits for adults and key takeaway</b></p>	<p>Benefits to adult learners:</p> <ol style="list-style-type: none"> <li>1. Enhance self awareness through observation of thoughts, emotions and sensations.</li> <li>2. Stress reduction: By reducing stress levels the participants can cultivate more stability and a better mindset. Ultimately, they can become more prepared to manage the stress when faced with day to day stressful situations.</li> <li>3. Emotional regulation: Mindfulness and meditation help adult learners develop emotional intelligence, allowing them to understand their feelings better as well as other people's feelings and respond with more resilience and self-control.</li> </ol> <p>Key takeaways:</p> <ul style="list-style-type: none"> <li>• Enhanced self-awareness, self acceptance as well as environmental awareness.</li> <li>• Better emotional regulation and self-control.</li> <li>• Greater ability to manage stress and find inner peace.</li> </ul> <p>Specific competences:</p> <ul style="list-style-type: none"> <li>• Self-management</li> <li>• Stress management</li> <li>• Emotional intelligence</li> </ul>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>Improvements:</p> <ol style="list-style-type: none"> <li>1. Better communication skills: With mindfulness and meditation we want to promote sense of presence, empathy and active listening.</li> <li>2. Self-reflection: Individuals are encouraged to self-reflect that leads to personal growth and a deeper understanding of oneself.</li> <li>3. Concentration: Increases attention span and ability to stay focused.</li> </ol>
<p><b>Challenges</b></p>	<p>Physical discomfort is one challenge that we encounter with adult learners as it is sometimes hard to sit down for a prolonged time, causing back pain and stiffness. Sometimes participants experience a busy mind during meditation and lose focus because of constant, racing irrelevant thoughts. Finally,</p>
<p><b>Adaptation and Transferability</b></p>	<p>Very adaptable and very transferable.</p>
<p><b>Link to the resources</b></p>	<p><a href="https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/use-mindfulness-to-improve-well-being">https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/use-mindfulness-to-improve-well-being</a>  <a href="https://www.heart.org/en/healthy-living/healthy-lifestyle/mental-health-and-wellbeing/meditation-to-boost-health-and-wellbeing">https://www.heart.org/en/healthy-living/healthy-lifestyle/mental-health-and-wellbeing/meditation-to-boost-health-and-wellbeing</a></p>





<https://www.nccih.nih.gov/health/meditation-and-mindfulness-what-you-need-to-know>

<b>Name of the practice</b>	<b>18. Gratitude Journaling</b>
<b>Summary</b>	<p>Gratitude Journaling is a practice that promotes mental health and overall well-being in adults by cultivating a sense of gratitude and appreciation. The purpose of this practice is to enhance positive emotions, shift focus towards the positive aspects of life, and foster a sense of contentment.</p> <p>Through the act of regularly journaling about things they are grateful for, adults can experience the transformative power of gratitude.</p>
<b>Overview of the practice</b>	<ol style="list-style-type: none"> <li>1. Introduction: <ul style="list-style-type: none"> <li>- Explain the concept of gratitude and its potential benefits for well-being.</li> <li>- Discuss the purpose of gratitude journaling, which is to develop a habit of focusing on and appreciating the positive aspects of life.</li> </ul> </li> <li>2. Set up a gratitude journal: <ul style="list-style-type: none"> <li>- Encourage participants to obtain a journal or notebook specifically dedicated to gratitude journaling.</li> <li>- Provide guidelines on how to structure the journal, such as dividing it into daily or weekly entries.</li> </ul> </li> <li>3. Reflect on gratitude: <ul style="list-style-type: none"> <li>- Instruct participants to set aside a specific time each day or week for gratitude journaling.</li> <li>- Guide them to reflect on and write down things they are grateful for, such as people, experiences, achievements, or even small moments of joy.</li> </ul> </li> <li>4. Elaborate on gratitude entries: <ul style="list-style-type: none"> <li>- Encourage participants to go beyond listing items and to elaborate on why they are grateful for each specific entry.</li> <li>- Promote reflection on the positive emotions and the impact each item has had on their well-being.</li> </ul> </li> <li>5. Consistency and reflection: <ul style="list-style-type: none"> <li>- Emphasize the importance of regular journaling to develop a habit of gratitude.</li> <li>- Encourage participants to periodically review their past entries, reflecting on the positive aspects they have captured.</li> </ul> </li> </ol>







<p><b>Preliminary preparation and needed materials</b></p>	<ul style="list-style-type: none"> <li>- Journal or notebook dedicated to gratitude journaling</li> <li>- Pen or writing instrument</li> </ul>
<p><b>Duration</b></p>	<p>The duration of gratitude journaling is flexible and can be adapted to individual preferences. Participants can spend as little as 5-10 minutes per day or allocate longer periods for more extensive reflections.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<ul style="list-style-type: none"> <li>- Understanding of the benefits of gratitude and positive psychology</li> <li>- Ability to create a safe and supportive environment for self-reflection and expression</li> <li>- Good listening skills to encourage participants to share their experiences and insights</li> <li>- Knowledge of journaling techniques and prompts to enhance gratitude reflections</li> </ul>
<p><b>Benefits for adults and key takeaway</b></p>	<ul style="list-style-type: none"> <li>- Cultivation of positive emotions and well-being</li> <li>- Increased appreciation for the positive aspects of life</li> <li>- Enhanced self-reflection and self-awareness</li> <li>- Development of a gratitude mindset and perspective</li> <li>- Strengthened resilience and coping mechanisms</li> </ul>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<ul style="list-style-type: none"> <li>- Negative thinking patterns</li> <li>- Lack of focus on positive aspects of life</li> <li>- Low emotional well-being</li> </ul>
<p><b>Challenges</b></p>	<ul style="list-style-type: none"> <li>- Consistency: Encourage participants to establish a routine and provide reminders or prompts to maintain regular gratitude journaling.</li> <li>- Resistance or skepticism: Address any skepticism or resistance by sharing research and personal anecdotes on the benefits of gratitude practice.</li> </ul>
<p><b>Adaptation and Transferability</b></p>	<p>Gratitude journaling can be easily adapted and transferred to different cultural contexts as expressions of gratitude are universal concepts.</p> <p>It is applicable across various sectors, including education, workplaces, community organizations, and healthcare settings.</p>
<p><b>Innovativeness (optional)</b></p>	<p>Gratitude journaling is not inherently innovative, as the practice of expressing gratitude has long been recognized.</p> <p>However, its structured and intentional implementation in the form of journaling promotes sustained engagement and deeper reflection.</p>
<p><b>Link to the resources</b></p>	<p>Greater Good Magazine - "Tips for Keeping a Gratitude Journal":  <a href="https://greatergood.berkeley.edu/article/item/tips_for_keeping_a_gratitude_journal">https://greatergood.berkeley.edu/article/item/tips_for_keeping_a_gratitude_journal</a></p>





<b>Name of the practice</b>	<b>19. Roles that we juggle: Naming tensions and dilemmas as a result of role conflict</b>
<b>Summary</b>	<p>This practice involves participants identifying and reflecting on the multiple roles they juggle in their work and broader lives. Through the use of human-shaped cut-outs and storytelling, individuals make these roles more visible and explore how they navigate them. The purpose is to surface tensions, dilemmas, and conflicts that arise from role conflicts, system constraints, and personal authenticity.</p> <p>The goals include challenging assumptions about work practices, identifying areas for improvement, and striving for a more integrated and fulfilling role alignment. The practice highlights the importance of aligning personal values with the roles individuals play, leading to a deeper understanding of self and potential strategies for better role navigation.</p>





<b>Overview of the practice</b>	<p>This practice involves the following steps for implementation:</p> <ol style="list-style-type: none"><li>1. Prepare materials: Gather human-shaped cut-outs or create them by drawing figures on paper. Provide writing materials for participants.</li><li>2. Introduce the activity: Explain its purpose and relevance in understanding the roles individuals juggle.</li><li>3. Distribute materials: Hand out cut-outs and writing tools to participants.</li><li>4. Identify roles: Instruct participants to write down their different roles on the cut-outs, being specific and capturing all relevant roles.</li><li>5. Share and discuss: Allow participants to share their cut-outs and explain how they navigate their roles through storytelling.</li><li>6. Surface issues: Facilitate discussion by asking open-ended questions to explore tensions, clashes of values, and system constraints.</li><li>7. Challenge assumptions: Encourage participants to critically examine assumptions about work practices and role expectations.</li><li>8. Envision ideal state: Prompt participants to envision their desired state of role integration and alignment.</li><li>9. Brainstorm strategies: Facilitate a session where participants discuss potential strategies and changes to navigate roles effectively.</li><li>10. Reflect and plan: Conclude by having participants reflect on insights gained and develop an action plan for improved role alignment and authenticity.</li></ol> <p>This practice aims to make roles more visible, address conflicts, challenge assumptions, and foster authentic and fulfilling role navigation in participants' work and broader lives.</p>
<b>Preliminary preparation and needed materials</b>	<ul style="list-style-type: none"><li>● Set up a comfortable activity space.</li><li>● Gather human-shaped cut-outs or draw them on paper.</li><li>● Provide writing materials for participants.</li><li>● Develop a facilitation guide with steps, discussion questions, and prompts.</li><li>● Foster a safe and open environment for sharing.</li><li>● Familiarize yourself with the goals and outcomes.</li><li>● Create a non-judgmental atmosphere.</li><li>● Encourage active listening and respect.</li><li>● Ensure participants feel comfortable sharing.</li></ul>





	<ul style="list-style-type: none"> <li>● Guide the discussion effectively and address any issues that arise.</li> </ul>
<b>Duration</b>	<p>The expected duration of the activity can vary depending on the number of participants and the depth of discussion. However, a typical duration for this activity is around 60-90 minutes.</p>
<b>Adult educators' skills and knowledge and values (competencies)</b>	<ul style="list-style-type: none"> <li>● Facilitation skills for creating a safe and inclusive learning environment.</li> <li>● Active listening to understand participants' perspectives and experiences.</li> <li>● Effective questioning and probing to encourage reflection and critical thinking.</li> <li>● Reflective practice for continuous professional growth and improvement.</li> <li>● Knowledge of adult learning principles to guide the practice effectively.</li> <li>● Conflict resolution and mediation skills for managing role conflicts.</li> <li>● Cultural sensitivity to respect participants' diverse backgrounds and perspectives.</li> <li>● Emotional intelligence to create a supportive and non-judgmental environment.</li> <li>● Familiarity with role theory to provide relevant insights and guidance.</li> <li>● Valuing authenticity and encouraging participants to align roles with values and passions.</li> </ul>
<b>Benefits for adults and key takeaway</b>	<ul style="list-style-type: none"> <li>● Increased self-awareness: Adults gain a deeper understanding of the multiple roles they juggle and how these roles impact their well-being and fulfillment.</li> <li>● Enhanced role alignment: Participants can identify tensions, conflicts, and mismatches in their roles and work towards aligning their roles with their values, passions, and aspirations.</li> <li>● Improved role integration: Adults learn strategies for effectively navigating and integrating their various roles, reducing fragmentation and promoting a more harmonious balance.</li> <li>● Authenticity and fulfillment: Participants are empowered to bring their authentic selves to their roles, leading to increased satisfaction, purpose, and well-being in their work and broader lives.</li> <li>● Enhanced interpersonal relationships: The practice fosters empathy, understanding, and respect for others' roles and experiences, promoting better collaboration and communication.</li> </ul>





<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>Specific problems that can be addressed and improvements sought through this practice include:</p> <ul style="list-style-type: none"><li>● Role conflicts and tensions</li><li>● Fragmentation of roles</li><li>● Lack of role alignment with personal values and aspirations</li><li>● Inauthenticity in role portrayal</li><li>● Clash of values in different roles</li><li>● System constraints impacting role navigation</li><li>● Limited self-awareness of the roles individuals play</li><li>● Difficulty in integrating multiple roles effectively</li><li>● Challenges in balancing work and personal life roles</li><li>● Communication and collaboration issues arising from role conflicts</li><li>● Lack of fulfillment and satisfaction in roles</li><li>● Assumptions about work practices that hinder role integration and authenticity</li><li>● Limited strategies for navigating and balancing roles</li><li>● Desire for a more harmonious and purposeful approach to role navigation</li><li>● Enhancement of overall well-being and fulfillment through improved role alignment.</li></ul>
<p><b>Challenges</b></p>	<p>Implementing the practice of exploring roles and navigating role conflicts may face challenges such as resistance to vulnerability, time constraints, power dynamics, emotional intensity, and limited implementation support.</p> <p>To address these challenges, create a supportive and non-judgmental environment, model vulnerability as a facilitator, provide clear guidelines for concise sharing, prioritize key themes, and consider follow-up sessions.</p> <p>Encourage equal participation, address power imbalances, allocate time for emotional check-ins, provide resources for support, offer training and resources for facilitators, and encourage peer support. By taking these steps, facilitators can create a conducive environment for participants to navigate role conflicts and derive meaningful insights from the practice.</p>
<p><b>Adaptation and Transferability</b></p>	<p>The practice of exploring roles and navigating role conflicts can be adapted and transferred to different countries and sectors. Cultural patterns may vary, but the fundamental concept of understanding and managing roles remains relevant. Cultural sensitivity and adaptation are essential to ensure the practice resonates with participants in diverse cultural contexts.</p>





<b>Innovativeness (optional)</b>	This practice can be considered innovative as it provides a structured and reflective approach to exploring and navigating multiple roles and conflicts. By incorporating self-reflection, storytelling, and a focus on authenticity, it offers a unique and effective way to address the complexities of role juggling in various contexts.
<b>Link to the resources</b>	<a href="#">Institute for adult learning Singapore</a>

<b>Name of the practice</b>	<b>20. Thinking clouds: Capturing fuzzy thinking in the moment</b>
<b>Summary</b>	<p>The practice of using thinking clouds aims to capture learners' thoughts and feelings during or after a learning activity. The purpose is to encourage learners to express their ideas, even if they are uncertain or not fully formed, by representing them visually on cut-out thinking clouds. The goal is to create opportunities for learners to reflect on their thinking process, engage in discussions with peers, and gain a deeper understanding of complex topics.</p> <p>Additionally, thinking clouds can be used to imagine the thoughts of others, promoting empathy and critical thinking skills. Overall, this practice enhances the transparency and depth of conversation within a learning environment.</p>





### Overview of the practice

The practice of using thinking clouds involves the following steps for implementation:

1. Set the context: Introduce the concept of thinking clouds to the learners and explain their purpose. Emphasize that the goal is to capture and share thoughts and feelings, even if they are uncertain or not fully developed.
2. Provide materials: Distribute cut-out thinking clouds to each learner. These can be cloud-shaped pieces of paper or pre-printed cloud templates.
3. Engage in the learning activity: Choose a learning activity where learners are likely to engage in deep thinking or encounter challenging concepts. This could be a problem-solving task, a case study analysis, or any activity that requires critical thinking.
4. Capture thoughts on the clouds: Instruct learners to write or draw their thoughts and feelings related to the activity on the thinking clouds. Encourage them to be as descriptive as possible, even if their ideas are tentative or in tension.
5. Pair up learners: Ask learners to find a partner and share their thinking clouds. Each learner takes turns explaining their cloud to their partner, discussing the thoughts and emotions behind it.
6. Facilitate group discussions: Bring the learners together as a group and encourage them to share interesting insights or connections they discovered through the thinking clouds. Create a safe and open environment for discussion, allowing learners to ask questions and seek clarifications from their peers.
7. Reflect on the process: Conclude the activity with a reflection session where learners can discuss the benefits of using thinking clouds. Prompt them to reflect on how the practice influenced their understanding, sparked new conversations, or helped them gain insights into different perspectives.
8. Repeat and expand: Integrate thinking clouds into future learning activities, expanding their usage beyond individual reflections to imagine the thoughts of others. Encourage learners to speculate on the thinking processes and motivations of individuals in case studies or real-life scenarios.





	<p>By following these steps, the practice of thinking clouds can be effectively implemented, fostering a deeper level of engagement, reflection, and discussion among learners.</p>
<b>Preliminary preparation and needed materials</b>	<ul style="list-style-type: none"><li>• Understand the purpose of thinking clouds and review examples of their use in learning environments.</li><li>• Choose learning activities that are suitable for incorporating thinking clouds, considering the topic, complexity, and objectives.</li><li>• Prepare cloud-shaped cut-outs or templates for learners to use.</li><li>• Provide writing utensils, such as pens, pencils, markers, or crayons.</li><li>• Create a safe and inclusive environment that encourages open communication and respect.</li><li>• Allocate time for partner or group discussions to share thinking clouds and engage in dialogue.</li></ul>
<b>Duration</b>	<p>Expected duration of the activity is:</p> <ol style="list-style-type: none"><li>1. Introduction and materials distribution: 5 minutes</li><li>2. Engaging in the learning activity: Variable, depending on the nature of the task (e.g., 15-30 minutes)</li><li>3. Capturing thoughts on the clouds: 10-15 minutes</li><li>4. Pairing up and sharing thinking clouds: 10-15 minutes</li><li>5. Group discussion and reflection: 15-20 minutes</li></ol> <p>Overall, the activity can be completed within a time frame of approximately 60 minutes, but it can be adjusted based on the specific needs and dynamics of the learning environment. It is important to allow enough time for meaningful discussions and reflections to take place, as these are integral to the practice of thinking clouds.</p>







## Adult educators' skills and knowledge and values (competencies)

- Facilitation skills: Creating a safe and inclusive environment, facilitating discussions, and encouraging active participation.
- Active listening: Attentively listening to learners' explanations and asking relevant questions.
- Reflective practice: Reflecting on teaching approaches based on learners' responses and needs.
- Knowledge of learning strategies: Familiarity with techniques that encourage critical thinking, reflection, and dialogue.
- Effective communication: Clearly explaining the purpose and instructions of the practice and fostering open dialogue.
- Cultural sensitivity: Understanding and respecting learners' diverse backgrounds and perspectives.
- Flexibility and adaptability: Adjusting the practice to different contexts and learner needs.
- Reflective inquiry: Encouraging learners to reflect on their thinking and engage in inquiry-based discussions.
- Emotional intelligence: Sensitivity to learners' emotions and creating a supportive atmosphere.
- Continuous learning: Commitment to professional development and staying updated on effective teaching practices.

## Benefits for adults and key takeaway

- Self-reflection and self-awareness: Thinking clouds encourage adults to reflect on their thoughts and feelings, promoting self-awareness and deeper understanding of their own thinking processes.
- Enhanced critical thinking: By capturing and discussing their thoughts on the clouds, adults engage in critical thinking, examining their assumptions, exploring different perspectives, and developing more nuanced reasoning skills.
- Improved communication and collaboration: Sharing thinking clouds with partners or in group discussions fosters effective communication, active listening, and collaborative problem-solving.
- Empathy and perspective-taking: Through imagining the thoughts of others, adults develop empathy and gain insight into different viewpoints, enhancing their interpersonal skills and understanding of human behavior.
- Emotional well-being: The practice allows adults to express their feelings, uncertainties, and tensions, promoting emotional well-being and providing a





	<p>platform for shared support and understanding within the learning community.</p>
<b>Specific problems that we are solving with this good practice or some things that we want to improve</b>	<ul style="list-style-type: none"><li>● Communication: Enhancing communication skills, active listening, and effective expression of thoughts and feelings.</li><li>● Critical Thinking: Developing critical thinking abilities, including reasoning, analyzing, and evaluating information.</li><li>● Reflection: Encouraging self-reflection and metacognitive skills to improve understanding and learning strategies.</li><li>● Collaboration: Promoting collaboration and teamwork by fostering open dialogue, respect for diverse perspectives, and effective problem-solving.</li><li>● Empathy: Cultivating empathy and perspective-taking by imagining the thoughts and motivations of others.</li><li>● Emotional Well-being: Providing a platform for expressing and processing emotions, uncertainties, and tensions, contributing to emotional well-being.</li><li>● Depth of Understanding: Deepening comprehension and analysis of complex concepts through thoughtful reflection and discussion.</li><li>● Engagement: Increasing engagement and active participation in learning activities by providing a visual and interactive tool for expression.</li><li>● Interpersonal Skills: Enhancing interpersonal skills, such as active listening, empathy, and effective communication.</li><li>● Metacognition: Developing metacognitive skills to better understand one's own thinking processes and improve learning strategies.</li></ul>
<b>Challenges</b>	<p>Implementing the practice of thinking clouds may face challenges such as reluctance to share, limited visual expression skills, lack of engagement, insufficient time, difficulties in partner discussions, cultural and linguistic diversity, limited reflection opportunities, and resistance to ambiguity.</p> <p>To address these challenges, educators should create a safe and non-judgmental environment, offer alternative options for expression, clearly communicate the purpose and benefits, allocate sufficient time, provide guidance for effective communication, foster inclusivity and provide language support if needed, facilitate reflective discussions, and emphasize the value of embracing ambiguity.</p>





	By proactively addressing these challenges, educators can create an environment that supports active participation, reflection, and meaningful engagement with thinking clouds.
<b>Adaptation and Transferability</b>	<p>The practice of using thinking clouds can be adapted and transferred to different countries with varying cultural patterns and across sectors. Cultural sensitivity, language considerations, contextual relevance, training, flexibility, and adaptability are key factors for successful implementation.</p> <p>By respecting cultural differences, tailoring the practice to specific contexts, providing language support, and promoting collaboration and knowledge sharing, the practice can be effectively adapted and applied in diverse cultural and professional settings.</p>
<b>Innovativeness (optional)</b>	Using thinking clouds is an innovative practice that introduces a visual approach to capturing and sharing thoughts and feelings. It enhances communication, critical thinking, and emotional well-being, setting it apart from traditional reflective practices and promoting active engagement among learners.
<b>Link to the resources</b>	<a href="#">Institute for adult learning Singapore</a>

<b>Name of the practice</b>	<b>21. Embodied Learning: Body-Mind Centering</b>
<b>Summary</b>	<p>Body-Mind Centering (BMC) is a somatic approach in adult education that stresses the integration of movement, touch, and self-awareness.</p> <p>To improve embodied learning and personal growth, it includes the concepts of Primitive Reflexes, Righting Reactions, and Equilibrium Responses (RRR). Adults may increase their self-awareness and learning capacity by tapping into natural knowledge through basic reflexes, rediscovering balance through righting reactions, and responding to change through equilibrium responses. The incorporation of BMC and RRR concepts into non-formal adult education fosters empowerment, autonomy, emotional well-being, and stress reduction.</p> <p>Adults are guided through somatic explorations by trained facilitators, who create a secure and supportive setting for transformational learning experiences.</p>





<b>Overview of the practice</b>	<p>Steps to follow in this practice:</p> <ol style="list-style-type: none"><li>1. Educator Training: Provide educators with training in Body-Mind Centering and somatic practices.</li><li>2. Create a Safe Space: Establish a supportive learning environment for participants.</li><li>3. Introduce Somatic Concepts: Explain the relevance of somatic practices in enhancing well-being and self-awareness in adult education.</li><li>4. Experiential Activities: Engage participants in somatic exploration through exercises and movement activities.</li><li>5. Reflect and Discuss: Facilitate reflection sessions to deepen understanding and insights.</li><li>6. Emotional Regulation and Stress Reduction: Integrate practices for emotional regulation and stress reduction.</li><li>7. Mindful Movement and Integration: Incorporate mindful movement practices for body awareness and integration.</li><li>8. Apply to Learning Context: Relate somatic experiences to the specific learning context.</li><li>9. Personal Reflection and Action Planning: Encourage participants to reflect and plan how to integrate somatic practices into their daily lives.</li><li>10. Ongoing Support and Integration: Provide ongoing support and resources for continued growth and well-being.</li></ol>
<b>Preliminary preparation and needed materials</b>	<p>To implement the practice effectively, preliminary preparation is necessary. Here are the key points to consider:</p> <ul style="list-style-type: none"><li>• Educator Training: Ensure educators receive comprehensive training in Body-Mind Centering and somatic practices to develop the required knowledge and skills.</li><li>• Resource Materials: Provide instructional materials, including handouts and recommended readings, to support educators in understanding and implementing the practice.</li><li>• Suitable Learning Environment: Create a safe and comfortable space that allows for movement and somatic exploration, ensuring participants can engage freely.</li><li>• Props and Equipment: Gather necessary props and equipment, such as yoga mats and blankets, to support participants' comfort and engagement during somatic activities.</li><li>• Participant Guidelines: Establish guidelines that promote respectful behavior and create a</li></ul>





	<p>non-judgmental and inclusive learning environment.</p> <ul style="list-style-type: none"> <li>● Scheduling and Logistics: Plan session duration, frequency, and logistics to ensure a smooth implementation, including availability of the learning space and necessary equipment.</li> </ul>
<p><b>Duration</b></p>	<p>The recommended duration for each session of the activity is 60-90 minutes, allowing sufficient time for meaningful engagement in somatic practices, reflection, and discussion.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<p>The key competencies that adult educators need for these activities are:</p> <ul style="list-style-type: none"> <li>● Knowledge of Body-Mind Centering and somatic practices</li> <li>● Somatic expertise and embodiment of principles</li> <li>● Pedagogical skills for effective teaching and facilitation</li> <li>● Observational and assessment skills for movement patterns and responses</li> <li>● Strong communication and reflective skills</li> <li>● Cultural sensitivity and inclusivity</li> <li>● Commitment to lifelong learning and professional development</li> <li>● Openness and empathy towards learners</li> </ul>
<p><b>Benefits for adults and key takeaway</b></p>	<ul style="list-style-type: none"> <li>● Enhanced Self-Awareness: Adults develop a deeper understanding of their body-mind connection, gaining insight into their physical sensations, emotions, and thought patterns. This heightened self-awareness promotes self-reflection, self-regulation, and improved well-being.</li> <li>● Stress Reduction: Engaging in somatic practices and somatic exploration helps adults release tension, reduce stress, and develop effective coping mechanisms. This leads to improved emotional well-being and resilience in managing life's challenges.</li> <li>● Improved Emotional Regulation: Adults acquire skills for emotional regulation through somatic practices. They learn to navigate and express their emotions in a healthy and balanced way, fostering emotional well-being and interpersonal relationships.</li> <li>● Embodied Learning: Adults experience learning on a deeper level by integrating cognitive understanding with physical embodiment. This holistic approach enhances their comprehension, memory retention, and practical application of knowledge.</li> </ul>





	<ul style="list-style-type: none"><li>● Physical Well-being: Through the practice of RRR principles, adults improve their physical well-being by enhancing balance, coordination, and movement efficiency. They also develop a greater sense of body alignment, posture, and spatial awareness.</li></ul>
<b>Specific problems that we are solving with this good practice or some things that we want to improve</b>	<ul style="list-style-type: none"><li>● Neglect of the body-mind connection in traditional adult education</li><li>● Lack of somatic awareness and embodiment in learning processes</li><li>● Limited understanding and utilization of primitive reflexes, righting reactions, and equilibrium responses</li><li>● Insufficient focus on self-awareness, emotional regulation, and stress reduction in adult education</li><li>● Disconnect between cognitive learning and physical well-being</li><li>● Inadequate attention to holistic well-being and the integration of body and mind in learning environments</li></ul>
<b>Challenges</b>	<p>Some challenges that may arise when implementing the practice could be:</p> <ul style="list-style-type: none"><li>● Limited awareness and resistance: Provide educational sessions or workshops to raise awareness and share the benefits of somatic practices.</li><li>● Lack of training and expertise: Offer professional development opportunities and training programs for educators to learn about BMC and develop the necessary skills and knowledge.</li><li>● Time constraints and curriculum demands: Integrate somatic practices strategically within the curriculum, aligning them with specific learning objectives and outcomes. Incorporate brief somatic exercises or activities that complement the content being taught, making efficient use of available time.</li><li>● Creating a safe and supportive environment: Foster a non-judgmental and inclusive learning environment by setting clear expectations, emphasizing respect and confidentiality, and promoting a culture of trust. Encourage open dialogue, active listening, and mutual support.</li></ul>





<p><b>Adaptation and Transferability</b></p>	<p>The practice of incorporating Body-Mind Centering and the principles of Primitive Reflexes, Righting Reactions, and Equilibrium Responses can be adapted and transferred to other countries and sectors to a significant extent due to the universality of the body-mind connection. It can be customized to align with different cultural patterns and preferences, and applied in various sectors such as healthcare, therapy, performing arts, and corporate training.</p> <p>The practice's flexibility allows for tailored implementation in formal education, adult education, community workshops, and individual coaching. Collaboration, cultural sensitivity, and adaptation are vital for successful transfer and implementation.</p>
<p><b>Innovativeness (optional)</b></p>	<p>The practice of incorporating Body-Mind Centering and the principles of Primitive Reflexes, Righting Reactions, and Equilibrium Responses in adult education is innovative:</p> <ul style="list-style-type: none"> <li>• <b>Holistic Approach:</b> This practice goes beyond traditional cognitive-focused learning methods by integrating the body and mind.</li> <li>• <b>Emphasis on Well-being:</b> The practice prioritizes well-being by addressing stress reduction, emotional regulation, and physical health.</li> <li>• <b>Mind-Body Connection in Learning:</b> While the mind-body connection has been recognized in various disciplines, its application in adult education is still relatively novel.</li> </ul>
<p><b>Link to the resources</b></p>	<p><a href="https://epale.ec.europa.eu/en/blog/embodyed-learning-body-mind-centering-and-adult-education">https://epale.ec.europa.eu/en/blog/embodyed-learning-body-mind-centering-and-adult-education</a></p>

<p><b>Name of the practice</b></p>	<p><b>22. Grounding</b></p>
<p><b>Summary</b></p>	<p>The Grounding represents a mindfulness practice technique that brings yourself into contact with the present moment- the here and now.</p> <p>A mindfulness approach called the "grounding practice" puts the emphasis on being present in the moment and paying attention to one's body's physical sensations. Through establishing a connection with the local environment and grounding oneself in the present, it aims to foster a sense of stability, tranquillity, and wellbeing.</p> <p>The grounding practice's objectives include the following:</p>





-Presence and Awareness: The goal of the exercise is to refocus your attention on the here and now rather than on concerns, fears, or racing thoughts. You develop a sense of mindfulness and heightened awareness by concentrating on the bodily sensations and the environment around you.

-Stability and Calmness: Establishing a sense of steadiness and peacefulness inside oneself via grounding. It helps you feel more grounded and in control, which lessens agitation, overwhelm, or a sense of separation.

-Emotional Regulation: You grow more adept at identifying and controlling emotional states by being more aware of your body's feelings and the current moment. It aids in fostering a feeling of equilibrium and resilience, enabling you to react to difficult emotions with more clarity and serenity.

-Stress Reduction: It aids in reducing stress by shifting your attention away from anxious thoughts and onto the here and now. You may achieve a sense of relaxation and let go of body tension by focusing on your physical sensations.

-Connection with the Environment: It helps people feel more connected to their environment. You may develop a stronger feeling of connection and appreciation for your surroundings by focusing on the sensory information that is all around you, such as the texture of things, the sound of your surroundings, or the feel of the ground beneath your feet.

### Overview of the practice

In a separate study involving more than 400 participants, researchers discovered that counting breaths increased attention and reduced mind wandering. There are a lot of methods of put in practice the Grounding. In some methods it includes connection with nature, but in other methods includes concentration.

The following method helps to control the anxiety, by turning off the attention from thoughts, memories, worries and focus on the present moment, in order to experience the best experience in the present, by engage your attention on a purpose thing.

#### 5-4-3-2-1 Technique

This is one of counting technique that have a purpose to observe the details of your environment, by using all your 5 senses.







	<p>Look around you and try to put attention on details:</p> <ol style="list-style-type: none"> <li>1. What are 5 things you can see?</li> <li>2. What are 4 things you can feel?</li> <li>3. What are 3 things you can hear?</li> <li>4. What are 2 things you can smell?</li> <li>5. What is 1 thing you can taste?</li> </ol> <p>This technique helps to calm down your nervous system and release the negative energy, to make space for the positive one.</p>
<b>Preliminary preparation and needed materials</b>	For practising this technique, it is not necessary any things to bring. It is important to understand the technique and the methodology.
<b>Duration</b>	From 15-40 minutes.
<b>Adult educators' skills and knowledge and values (competencies)</b>	The skills required are those of: leadership and emotional skills such as creativity, intuitiveness, focus on the task, process awareness, and a state of internal flexibility.
<b>Benefits for adults and key takeaway</b>	<p>Knowing the advantages of grounding the body might help us approach grounding for our own recovery in new ways. Here are some examples of how to include the therapeutic technique of grounding in a comprehensive treatment plan. Talk to your doctor about your specific health issues and make grounding a key component of your recovery regimen.</p> <p>The 5-4-3-2-1 Technique involves engaging all your senses and bring you in the present moment. There are some benefits of using this technique for adults in the process of learning:</p> <ul style="list-style-type: none"> <li>- Stress Reduction</li> <li>- Improve observation skills.</li> <li>- Improve focus and concentration.</li> <li>- Increase mindfulness.</li> <li>- Emotional regulation.</li> <li>- Grounding and anchoring.</li> <li>- Enhance self-awareness.</li> <li>- Stress and anxiety management.</li> </ul> <p>By actively engaging all senses, you increase your focus on things that matter and release all thoughts and doubts that can bring challenge in the process of learning. This can lead to improve well-being and more positive learning experience.</p>





## Specific problems that we are solving with this good practice or some things that we want to improve

By practising all kind of Grounding techniques results will not be waiting.

Some of the common problems that grounding could solve are:

- Stress: Manage overwhelm by redirecting focus on the present.
- Negative emotions: reduce anxiety, by increasing calmness.
- Poor concentration: It enhance attention and leads with best focusing on the process.
- Emotional disease: Observing and stabling the emotional health.
- Disconnect from the learning experiences: By recharging the mental focus and release stress.

## Challenges

For adults, incorporating the grounding practice into the learning process might present a unique set of difficulties. Here are some potential issues that might occur and solutions for them:

-Lack of Knowledge and Understanding: Some adults might not be familiar with or completely comprehend the advantages of grounding procedures. It's crucial to give detailed explanations and instruction on the practice of grounding, its benefits, and how it might improve learning. Provide materials that help people understand the idea and successfully practice grounding techniques, such as articles, videos, or seminars.

-Adults may be reluctant to adopt new behaviours or may have doubts about the usefulness of grounding. It's crucial to provide a secure, accepting environment that promotes open-mindedness. Share examples of people who have found grounding to be beneficial in their learning process. Allow people to experience the advantages of short, easy grounding activities as you progressively increase their confidence and readiness to explore more.

-Lack of Consistency: When applying grounding methods, consistency might be difficult because it is a new habit. Adults may at first practice grounding but find it difficult to continue a regular basis over time. Encourage people to set alarms or develop a regimen for grounding activities. Consider adding grounding into your routines or rituals, such doing it before you start studying or doing it with your morning cup of tea. Individuals might be motivated and supported in sticking with their grounding practice via accountability partners or support groups.





	-Grounding techniques may be modified to accommodate different learning preferences and philosophies. Some adult grounding exercises may be more helpful or fun for some people than others. Encourage people to experiment with various grounding strategies to see which one suits them the best. Provide people with a range of alternatives, such as breath-focused grounding, sensory-based grounding, or movement-based grounding, and let them select the strategies that uniquely speak to them.
<b>Adaptation and Transferability</b>	The approach is adaptable and transferable to different geographical realities and various sectors.
<b>Link to the resources</b>	<a href="https://www.therapistaid.com/therapy-article/grounding-techniques-article">https://www.therapistaid.com/therapy-article/grounding-techniques-article</a> <a href="https://chopra.com/articles/grounding-techniques-to-help-root-you-in-the-present-moment">https://chopra.com/articles/grounding-techniques-to-help-root-you-in-the-present-moment</a> <a href="https://www.sciencedirect.com/science/article/pii/S2319417022001585">https://www.sciencedirect.com/science/article/pii/S2319417022001585</a>

<b>Name of the practice</b>	<b>23. Guided visualization: Relaxation and clearing</b>
<b>Summary</b>	<p>The guided visualization practice of relaxation and clearing aims to help individuals relax, find clarity, and open themselves up to possibilities. By immersing participants in a present-tense experience, the visualization allows them to temporarily escape everyday thoughts and distractions.</p> <p>The purpose is to revitalize the body and mind, providing a sense of calm and focus. The visualization takes individuals on a journey up a mountain, allowing them to experience the refreshing air, breathtaking views, and a sense of standing taller.</p> <p>The goal is to create a peaceful and rejuvenating state, preparing participants for upcoming activities with a clear and open mindset.</p>





<b>Overview of the practice</b>	<p>Implement the guided visualization practice as follows:</p> <ol style="list-style-type: none"><li>1. Preparation: Instruct participants to close their eyes, relax their bodies, and focus on their breath.</li><li>2. Visualization: Describe a beautiful mountain with a path leading through trees and ferns. Guide participants to imagine walking uphill, surrounded by rocks and shrubs.</li><li>3. Summit Experience: Direct participants to envision reaching the summit, taking in the clear view and feeling a sense of clarity and revitalization. Encourage deep breathing.</li><li>4. Return to the Present: Prompt participants to bring their awareness back to the room, noticing their physical sensations and wiggling their fingers and feet.</li><li>5. Reopening the Eyes: Instruct participants to slowly open their eyes, look around, and smile.</li></ol> <p>Ensure a calm environment and use a soothing voice throughout. Allow for quiet reflection and optionally share experiences without delving into analysis too soon.</p>
<b>Preliminary preparation and needed materials</b>	<p>To prepare for the guided visualization practice, create a quiet and comfortable environment free from distractions.</p> <p>Clearly communicate the purpose and benefits to participants. Practice delivering the instructions in a soothing tone. Optional props like soft music or essential oils can enhance the experience but are not necessary.</p>
<b>Duration</b>	<p>The expected duration of the guided visualization activity of relaxation and clearing can vary depending on the level of detail provided during the visualization and any additional reflection or discussion that follows.</p> <p>Generally, the visualization itself can range from 5 to 10 minutes. Including the preparation and transitioning back to the present moment, the entire activity may take around 10 to 15 minutes.</p> <p>It's important to gauge the needs of the participants and adjust the duration accordingly, allowing for a sufficient amount of time to relax, visualize, and transition back to the present without feeling rushed.</p>





### Adult educators' skills and knowledge and values (competencies)

To carry out the guided visualization practice effectively, an adult educator needs the following competencies:

- Knowledge of guided visualization techniques.
- Strong instructional delivery skills.
- Understanding of adult learning principles.
- Sensitivity and empathy towards participants.
- Flexibility and adaptability to tailor the practice.
- Commitment to reflective practice for continuous improvement.

By possessing these competencies, educators can create a supportive environment and facilitate a meaningful guided visualization experience.

### Benefits for adults and key takeaway

Benefits for Well-being:

- Relaxation and stress reduction: The practice helps adults relax their minds and bodies, reducing stress and promoting a sense of calm.
- Mental clarity and focus: Visualization techniques enhance mental clarity, helping adults to clear their minds, improve focus, and enhance cognitive function.
- Emotional well-being: The practice provides an opportunity for emotional release, promoting emotional well-being and self-awareness.
- Enhanced self-care: Engaging in guided visualization encourages adults to prioritize self-care, taking time for relaxation and personal rejuvenation.
- Improved resilience: Regular practice of visualization can strengthen resilience by providing adults with a coping mechanism for managing challenges and setbacks.





<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>The guided visualization practice aims to address and improve specific problems and areas:</p> <ul style="list-style-type: none"> <li>● Stress management: Helping adults effectively manage and reduce stress levels.</li> <li>● Mental clarity and focus: Improving concentration and cognitive function.</li> <li>● Emotional well-being: Promoting emotional regulation and self-awareness.</li> <li>● Self-care and well-being: Encouraging individuals to prioritize their own well-being.</li> <li>● Resilience: Building coping strategies and enhancing resilience in the face of challenges.</li> <li>● Mindfulness: Cultivating present-moment awareness and attentiveness.</li> <li>● Relaxation: Providing techniques for relaxation and rejuvenation.</li> <li>● Inner resource tapping: Helping individuals access and utilize their inner resources during difficult times.</li> </ul> <p>The guided visualization practice serves as a tool to address these specific problems and improve various aspects of individuals' well-being and personal growth.</p>
<p><b>Challenges</b></p>	<p>When implementing the guided visualization practice, challenges such as participant resistance, distractions, difficulties with visualization, emotional reactions, time constraints, and cultural sensitivity may arise.</p> <p>To address these challenges, educators can explain the purpose and benefits, create a quiet environment, provide varied prompts, establish a safe space for sharing, allocate sufficient time, and demonstrate cultural sensitivity.</p> <p>By proactively addressing these challenges, educators can ensure a more successful and inclusive implementation of the practice.</p>
<p><b>Adaptation and Transferability</b></p>	<p>The guided visualization practice can be adapted and transferred to different countries and sectors with necessary modifications. Cultural adaptation, customization based on sector-specific needs, collaboration with local experts, and feedback processes are key to its successful implementation in diverse contexts.</p>
<p><b>Innovativeness (optional)</b></p>	<p>The guided visualization practice is not inherently innovative in its core concept. However, incorporating innovative elements such as modern technology or interactive approaches can enhance its effectiveness and engagement.</p>





## Link to the resources

- [Institute for adult learning Singapore](#)

<b>Name of the practice</b>	<b>24. Mindful Walking</b>
<b>Summary</b>	<p>Mindful Walking is a practice that promotes mental health and overall well-being in adults by combining physical activity with mindfulness.</p> <p>The purpose of this practice is to cultivate present-moment awareness, reduce stress, and enhance overall mindfulness.</p> <p>By engaging in mindful walking, adults can experience the benefits of both physical exercise and mindfulness practice.</p>
<b>Overview of the practice</b>	<ol style="list-style-type: none"><li>1. Introduction:<ul style="list-style-type: none"><li>- Explain the concept of mindful walking and its benefits for mental health and well-being.</li><li>- Emphasize the goal of the practice, which is to cultivate mindfulness while engaging in walking.</li></ul></li><li>2. Preparation:<ul style="list-style-type: none"><li>- Choose a suitable location for mindful walking, such as a park, nature trail, or any peaceful outdoor space.</li><li>- Encourage participants to wear comfortable clothing and shoes suitable for walking.</li></ul></li><li>3. Setting the intention:<ul style="list-style-type: none"><li>- Begin the practice with a brief mindfulness meditation or reflection to set the intention for the walk.</li><li>- Invite participants to focus on being present, observing their surroundings, and tuning into their own bodily sensations.</li></ul></li><li>4. Mindful walking:<ul style="list-style-type: none"><li>- Instruct participants to start walking at a comfortable pace, paying attention to the physical sensations of each step, the movement of their body, and the contact between their feet and the ground.</li><li>- Encourage participants to observe their breath, notice any thoughts or emotions that arise, and gently bring their attention back to the present moment.</li></ul></li></ol>





	<ul style="list-style-type: none"> <li>5. Engaging the senses:               <ul style="list-style-type: none"> <li>- Guide participants to engage their senses fully by noticing the sights, sounds, smells, and textures around them.</li> <li>- Encourage them to explore the natural environment and appreciate the beauty and details they encounter.</li> </ul> </li> <li>6. Reflection and sharing:               <ul style="list-style-type: none"> <li>- After the mindful walk, provide time for participants to reflect on their experience.</li> <li>- Optionally, facilitate a group discussion or sharing circle to allow participants to express their observations, insights, and feelings.</li> </ul> </li> </ul>
<b>Preliminary preparation and needed materials</b>	<ul style="list-style-type: none"> <li>- Suitable outdoor location for walking</li> <li>- Comfortable clothing and walking shoes</li> </ul> <p>Optional: Mindfulness meditation or reflection guide</p>
<b>Duration</b>	The duration of mindful walking can vary depending on the available time and participants' preferences. It can range from 15 minutes to an hour or longer.
<b>Adult educators' skills and knowledge and values (competencies)</b>	<ul style="list-style-type: none"> <li>- Knowledge of mindfulness practices and their benefits</li> <li>- Ability to guide mindfulness meditation or reflection</li> <li>- Good communication and facilitation skills to create a supportive and inclusive environment</li> <li>- Sensitivity to participants' needs and emotions during the practice</li> </ul>
<b>Benefits for adults and key takeaway</b>	<ul style="list-style-type: none"> <li>- Reduction of stress and anxiety</li> <li>- Enhanced present-moment awareness and mindfulness</li> <li>- Improved mood and overall well-being</li> <li>- Increased connection to nature and the environment</li> <li>- Greater resilience and ability to cope with challenges</li> </ul>
<b>Specific problems that we are solving with this good practice or some things that we want to improve</b>	<ul style="list-style-type: none"> <li>- Stress and anxiety</li> <li>- Lack of mindfulness and present-moment awareness</li> <li>- Disconnect from nature and the environment</li> </ul>







<b>Challenges</b>	<ul style="list-style-type: none"> <li>- Weather conditions: Address the potential challenge of inclement weather by having alternative indoor spaces available or rescheduling the activity.</li> <li>- Participant engagement: Encourage participants to fully immerse themselves in the practice and provide guidance for maintaining focus during the walk.</li> </ul>
<b>Adaptation and Transferability</b>	<p>Mindful Walking can be adapted to different cultural contexts and transferred to other countries with ease, as it combines the universal practices of walking and mindfulness.</p> <p>It can be implemented in various sectors, including education, workplaces, community organizations, and healthcare settings.</p>
<b>Innovativeness (optional)</b>	<p>While the practice of mindful walking itself is not entirely innovative, its combination of physical activity with mindfulness offers a unique approach to promoting well-being.</p>
<b>Link to the resources</b>	<p><a href="https://www.mindful.org/daily-mindful-walking-practice/">https://www.mindful.org/daily-mindful-walking-practice/</a></p> <p><a href="https://positivepsychology.com/mindful-walking/">https://positivepsychology.com/mindful-walking/</a></p>

<b>Name of the practice</b>	<b>25. Boost happiness at work</b>
<b>Summary</b>	<p>The practice emphasizes the importance of happiness in the workplace and aims to shift the perception that it's not a professional topic. It highlights the positive impact of well-being and positive emotions on productivity, creativity, engagement, and employee retention.</p> <p>By promoting mindfulness and taking action to increase happiness, individuals and organizations can experience greater positivity and satisfaction at work.</p> <p>In collaboration with an expert, the practice offers 10 simple ways to boost happiness and create a more joyful work environment during the International Week of Happiness at Work. These practices were created by Happiness at Work Expert and founder of <a href="#">Happitude at Work</a> in Switzerland, Aurelie Litynsk</p>
<b>Overview of the practice</b>	<p>1. Reflect on what you need to be "just" a little bit happier</p>





Your happiness is your own responsibility. You need to know your own drivers of happiness at work. Take the time to ask yourself some introspective questions:

- What motivates me at work?
- What really makes me happy in my job?
- What was I doing the last time I was truly happy at work?

Once you understand these things, you will know what you need to do in order to improve your happiness. If you're not sure how to get started, check out Aurelie's 100k-views TEDx Talk where she explains the whole process on figuring out your drivers of happiness at work: ["How to Be Truly Happy at Work"](#).

### 2. Show more gratitude at work

Expressing gratitude at work improves your happiness, relationships and boosts self-esteem. It's important to spend some time thinking about what you have and what you're grateful for – especially the small things you normally take for granted. Make a list of all the things you are grateful for at work, start a gratitude journal and share what you are grateful for with your colleagues.

### 3. Spread happiness – emotions are contagious!

Surround yourself with positive people and inspire others to be happier. Maybe that means smiling more at your colleagues, spending your coffee break with your favorite team mate, organizing a surprise get-together for your team or giving more positive feedback. We've all experienced a positive energizer around us: these people that walk into a room and make it glow. Everyone becomes energized, enthused, inspired, and connected.

Try to be a positive energizer and inspire others to follow you on your happiness journey. But please don't get me wrong: the goal is not to fake positivity but rather be authentic in your behaviour.

### 4. Start a meeting with positivity

Did you know that starting a meeting with positivity will make your meeting more productive? Participants will feel positive emotions and will be more creative, motivated and engaged. Here's a few ideas to kick start your weekly meeting: organize an ice breaker, start with a recognition round, celebrate small wins or play a quick game.

5. Show your appreciation and send your encouragement to someone who needs it





Simple words can make a huge difference. Let your colleagues know you appreciate them by thanking them and recognizing their contributions. You could say:

- "Thank you for your hard work."
- "I really value your contribution."
- "You did great today."
- "I appreciated your help during the meeting."

If you see someone is struggling or facing a hard task, offer some words of encouragement such as:

- "You can do it!"
- "I believe in you!"
- "You're going to be great!"
- "You'll rock it!"

Try [happycards](#). It's a quick and easy way to show recognition, give positive encouragement and give feedback. These cards are a fun way to surprise your colleagues.

### 6. Celebrate your regular wins

Ask your colleagues to share their recent wins and create a 'success wall' to post them on. These successes can be big or small, but encourage them to keep it simple. This is a great way of getting your team to realize how many amazing things you've actually achieved, even if you haven't really thought about it lately.

### 7. Ask yourself: What's the one thing I am looking forward to at work right now?

It's a powerful question to kick start your day or your week with positivity.

It could be that you are looking forward to:

- a get together with your team
- a specific meeting
- a 1:1 coffee chat with your favorite colleague
- the end of a project

By expressing it out loud and with others, you might enjoy it even more when it happens.

### 8. Ask your colleagues to share their highlight of the week

Try this with your colleagues in meetings and do it by yourself at the end of the day. It can help you to reduce your negativity bias and remember all the small things that have made you feel good today or this week.

We have a tendency to remember more negative experiences than the positive ones, that's why we need to hack our brain to remember the positive things that happen. It's a wonderful question to ask at the end of week team meetings.





	<p>9. Take care of YOUR happiness at work Happiness is a skill we can all learn and there is always potential to work on it. We can all do something to improve our happiness and make our workplace better. Like any other skill, you need to practice it to maintain it. Make sure to work on your own happiness. Do things that make you happy, ask yourself the right questions, surround yourself with people that make you feel good. Take action to improve your happiness if you need to.</p> <p>10. Spread awareness about Happiness at Work within your team Companies need to create a safe environment where the employees happiness is part of the company's culture and not just an exception. Luckily, there are many ways to implement strategies to maximize happiness at work. Start by sharing this article or organizing a webinar, workshop, or a complete program on this topic.</p>
<b>Preliminary preparation and needed materials</b>	pen and paper tedx talks by Aurelie Litynsk can be found on youtube
<b>Duration</b>	flexible - depending on the individual
<b>Adult educators' skills and knowledge and values (competencies)</b>	No specific competences are needed for this exercise, since this practice is more of suggestions on how to do them in everyday life. The educator must emphasise the importance of happiness in the workplace.
<b>Benefits for adults and key takeaway</b>	<ul style="list-style-type: none"> <li>• Improved well-being: The practice promotes happiness and positive emotions, which have a significant impact on adults' well-being at work. It can lead to increased job satisfaction, motivation, engagement, and overall happiness.</li> <li>• Enhanced relationships: By expressing gratitude, showing appreciation, and spreading positivity, adults can cultivate positive relationships with their colleagues, creating a supportive and harmonious work environment.</li> <li>• Increased productivity: Starting meetings with positivity, celebrating wins, and focusing on highlights can boost participants' creativity, motivation, and engagement, leading to increased productivity and performance.</li> <li>• Mindset shift: Adults will learn to focus on the positives before the negatives, train their brains to see the good in their work environment, and develop a more optimistic and resilient mindset.</li> </ul>





	<ul style="list-style-type: none"> <li>Self-awareness and self-care: Reflecting on personal drivers of happiness, prioritizing individual happiness, and taking action to improve well-being contribute to self-awareness and self-care, fostering a healthier work-life balance.</li> </ul>
Specific problems that we are solving with this good practice or some things that we want to improve	<ol style="list-style-type: none"> <li>Low employee morale and motivation</li> <li>Lack of gratitude and appreciation in the workplace</li> <li>Negative work environment and conflicts</li> <li>Stress and burnout among employees</li> <li>Lack of engagement and productivity</li> <li>Ineffective communication and collaboration</li> <li>Limited focus on well-being and work-life balance</li> <li>Negativity bias and pessimistic mindset</li> <li>Lack of awareness and implementation of happiness at work strategies</li> <li>Disconnection and lack of positive relationships among colleagues</li> </ol>
Challenges	For some it might be hard to adapt this concept of happiness in the workplace
Adaptation and Transferability	The practice is adaptable to all sectors
Innovativeness (optional)	Innovativeness is in the mindset of the practice
Link to the resources	<a href="https://www.femalefactor.global/post/10-simple-ways-to-boost-happiness-at-work?gclid=CjwKCAjwsvujBhAXEiwA_UXnAGokokKQ5OpJ3IOZuZmCvnWgDvN9NhoXoYnNnz5o-8oD2i3dDVOpgRoC4okQAvD_BwE">https://www.femalefactor.global/post/10-simple-ways-to-boost-happiness-at-work?gclid=CjwKCAjwsvujBhAXEiwA_UXnAGokokKQ5OpJ3IOZuZmCvnWgDvN9NhoXoYnNnz5o-8oD2i3dDVOpgRoC4okQAvD_BwE</a> <a href="https://happitudeatwork.com/">https://happitudeatwork.com/</a>

Name of the practice	<b>26. Personal outline: Capturing personal journeys throughout a workshop</b>
Summary	<p>The practice involves capturing personal learning journeys throughout a workshop by creating visual profiles on large sheets of paper. Participants start by drawing their body outlines and adding details.</p> <p>After each activity, they reflect on their learning process, insights, tensions, questions, or goals, and incorporate them onto their profiles. Additionally, participants can attach artifacts related to their learning journey. Others provide feedback using sticky notes.</p>





	<p>The purpose of this practice is to value and document the evolving nature of learning, encourage self-reflection, foster a sense of community, and promote a positive learning environment through peer feedback and shared experiences.</p>
<b>Overview of the practice</b>	<p>This practice involves the following steps for implementation:</p> <ol style="list-style-type: none"><li>1. Prepare large sheets of paper, markers, colored pencils, and sticky notes. Pair up participants.</li><li>2. Participants trace their body outlines, while partners add details like facial features and clothing.</li><li>3. After each activity or at intervals, participants reflect on their learning process, capturing observations, insights, tensions, questions, and goals on their outlines.</li><li>4. Artifacts related to the learning journey are attached to the profiles.</li><li>5. Participants provide feedback using sticky notes, commenting on specific observations, artifacts, or overall reflections.</li><li>6. Profiles and learning journeys are shared with the group, allowing participants to explain their reflections and the significance of their artifacts.</li><li>7. Foster a supportive environment for discussion and learning from each other.</li><li>8. Participants reflect on the feedback received and gain insights from the activity.</li><li>9. Facilitate a closing discussion to summarize key learnings and takeaways.</li><li>10. The practice promotes visual representation, self-reflection, peer feedback, and a sense of community, enabling participants to track progress and appreciate each other's journeys.</li></ol>
<b>Preliminary preparation and needed materials</b>	<p>Preliminary preparation and needed materials for the practice:</p> <ul style="list-style-type: none"><li>● Large sheets of paper for body outlines.</li><li>● Markers and colored pencils for drawing and detailing.</li><li>● Sticky notes for feedback.</li><li>● Pair participants for tracing outlines.</li><li>● Prepare prompts or reflection questions.</li><li>● Set up a display area for completed profiles.</li></ul>





<b>Duration</b>	<p>The expected duration of the activity can vary depending on factors such as the number of participants, the complexity of the reflection prompts, and the amount of time allocated for sharing and discussion. However, as a general guideline, this activity can typically range from 30 minutes to 1 hour.</p> <p>It is recommended to plan and allocate sufficient time for participants to engage in the drawing, reflection, feedback, sharing, and discussion aspects of the activity.</p>
<b>Adult educators' skills and knowledge and values (competencies)</b>	<ul style="list-style-type: none"><li>● Facilitation skills: Creating a supportive learning environment and guiding participants through reflective processes.</li><li>● Reflective practice: Modeling and encouraging reflective thinking and self-assessment.</li><li>● Active listening: Listening attentively to participants' reflections and providing meaningful feedback.</li><li>● Prompts and questioning techniques: Using effective prompts and questions to stimulate critical thinking.</li><li>● Creativity and visual communication: Utilizing visual tools to enhance the representation of learning journeys.</li><li>● Pedagogical knowledge: Understanding adult learning principles and effective instructional strategies.</li><li>● Emotional intelligence: Recognizing and empathizing with participants' emotions.</li><li>● Appreciative mindset: Valuing and appreciating participants' diverse experiences and contributions.</li><li>● Feedback and facilitation skills: Providing constructive feedback and facilitating group discussions.</li><li>● Cultural competence: Demonstrating awareness and sensitivity to cultural diversity.</li><li>● Flexibility and adaptability: Adapting the practice to different contexts and participant needs.</li></ul>
<b>Benefits for adults and key takeaway</b>	<ul style="list-style-type: none"><li>● Self-reflection: Enhances self-awareness and personal growth through reflection on the learning process.</li><li>● Shared learning: Fosters a sense of community and collaboration among participants.</li><li>● Validation and appreciation: Boosts confidence and motivation by valuing individuals' learning achievements.</li><li>● Visual representation: Makes learning experiences more tangible and memorable through visual communication.</li></ul>





	<ul style="list-style-type: none"> <li>● Well-being improvement: Contributes to improved well-being, self-acceptance, and a positive mindset.</li> <li>● New knowledge and skills: Develops competences in reflective practice, active listening, visual communication, feedback, and creating a supportive learning environment.</li> </ul>
<p>Specific problems that we are solving with this good practice or some things that we want to improve</p>	<ul style="list-style-type: none"> <li>● Lack of self-reflection: Encourages participants to engage in self-reflection and become more aware of their learning process.</li> <li>● Limited sharing and collaboration: Fosters a sense of community and encourages participants to share their experiences, insights, and questions.</li> <li>● Inadequate appreciation and validation: Provides a platform for valuing and appreciating participants' learning journeys, boosting their confidence and motivation.</li> <li>● Abstract and forgettable learning experiences: Enhances learning by using visual representation, making concepts more tangible and memorable.</li> <li>● Low well-being and self-acceptance: Contributes to improved well-being and self-acceptance by valuing the learning journey and fostering a positive mindset.</li> <li>● Limited feedback and growth opportunities: Encourages participants to give and receive feedback, fostering personal growth and development.</li> <li>● Ineffective communication: Enhances communication through visual tools, promoting clearer expression and understanding.</li> <li>● Lack of diverse perspectives: Facilitates the exchange of diverse perspectives, broadening participants' understanding and knowledge.</li> </ul>
<p>Challenges</p>	<p>Challenges may arise when implementing the practice, including time constraints, participants' lack of artistic confidence, resistance to vulnerability, limited engagement, language or cultural barriers, overwhelming feedback, and lack of follow-up. To address these challenges, allocate sufficient time, create a supportive environment, provide guidance for non-artistic participants, foster trust and openness, encourage active participation, promote inclusivity through multiple modes of expression, provide focused feedback prompts, and incorporate follow-up discussions.</p> <p>By proactively addressing these challenges, the practice can be more successful in fostering reflection, engagement, and meaningful learning experiences.</p>







<p><b>Adaptation and Transferability</b></p>	<p>The practice of capturing personal learning journeys through visual profiles can be adapted and transferred to different countries and sectors. While cultural patterns and communication styles may vary, the core principles of reflection, shared learning, and appreciation of diverse perspectives are universally applicable. To ensure successful adaptation, it is important to be culturally sensitive and modify the practice to align with the specific cultural context.</p> <p>This may involve adjusting prompts, symbols, or visual representations to be culturally relevant and inclusive. Similarly, when transferring the practice between sectors, consider the unique characteristics and needs of the target sector, adapting the language and examples used to resonate with participants. By being mindful of cultural nuances and sector-specific requirements, the practice can be effectively implemented in diverse contexts.</p>
<p><b>Innovativeness (optional)</b></p>	<p>Yes, this practice of capturing personal learning journeys through visual profiles can be considered innovative. It brings together elements of reflective practice, visual communication, and community-building in a unique and engaging way.</p> <p>By integrating visual representations, sharing personal insights, and encouraging feedback, it offers a novel approach to capturing and showcasing the evolving nature of learning. The practice promotes a deeper level of self-reflection, fosters a sense of belonging, and encourages participants to value their learning journeys, making it innovative in its holistic and visual approach to adult learning.</p>
<p><b>Link to the resources</b></p>	<p><a href="#">Institute for adult learning Singapore</a></p>

<p><b>Name of the practice</b></p>	<p><b>27. Learning Edge Chart</b></p>
<p><b>Summary</b></p>	<p>The practice involves using the concept of a learning edge chart to help learners become more aware of their learning and take responsibility for their learning journey. The learning edge represents the space where individuals are neither too comfortable nor overwhelmed, but rather engaged and challenged.</p> <p>By reflecting on their learning edge and sharing it with others, learners gain a sense of empowerment and are</p>





	<p>better able to navigate their learning. This practice aims to demystify the nature of learning, address exam stress and societal expectations, and foster a culture of lifelong learning.</p> <p>The concept of a learning edge chart can be liberating for learners, even without creating an actual chart, as it enables them to understand and manage their learning experiences more effectively.</p>
<b>Overview of the practice</b>	<p>To implement the practice of a learning edge chart:</p> <ol style="list-style-type: none"><li>1. Introduce the concept and explain its purpose.</li><li>2. Discuss the importance of stepping out of comfort zones.</li><li>3. Encourage learners to reflect on their own learning edge.</li><li>4. Create a safe space for learners to share their experiences.</li><li>5. Empower learners to speak up and ask for support or more challenges.</li><li>6. Foster a culture of lifelong learning.</li><li>7. Encourage learners to support and learn from each other.</li><li>8. Monitor learners' progress along their learning edge.</li><li>9. Provide guidance and adjustments as needed.</li><li>10. Focus on self-awareness and cultivating a sense of ownership over learning.</li></ol>
<b>Preliminary preparation and needed materials</b>	<p>For clear implementation of the learning edge chart practice, you will need:</p> <ul style="list-style-type: none"><li>● Introduction materials to explain the concept.</li><li>● Reflective prompts for self-reflection.</li><li>● A supportive environment for open sharing.</li><li>● Discussion facilitation tools for group engagement.</li><li>● A system to monitor progress along the learning edge.</li><li>● Resources for guidance and adjustments.</li></ul> <p>Keep the focus on fostering self-awareness, empowering learners, and cultivating a culture of lifelong learning.</p>
<b>Duration</b>	<p>Give learners sufficient time for individual reflection, which can range from 10-30 minutes, depending on the complexity of the prompt and the depth of self-reflection desired.</p> <p>The activity can be completed within a few hours, including an introduction session, individual reflection time, group sharing, and ongoing monitoring and support. Integration</p>





	<p>into the overall learning process is recommended for long-term benefits.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<ul style="list-style-type: none"> <li>● Knowledge of adult learning principles.</li> <li>● Facilitation and communication skills.</li> <li>● Reflective practice for continuous improvement.</li> <li>● Empathy and empathy-building skills.</li> <li>● Knowledge of learning assessment methods.</li> <li>● Cultural sensitivity and awareness.</li> <li>● Lifelong learning mindset.</li> </ul>
<p><b>Benefits for adults and key takeaway</b></p>	<p>Benefits for Adults and Well-being Improvement:</p> <ul style="list-style-type: none"> <li>● Increased self-awareness and understanding of personal learning edges.</li> <li>● Enhanced ability to navigate learning challenges effectively.</li> <li>● Empowerment to advocate for one's learning needs and seek support when necessary.</li> <li>● Reduced feelings of overwhelm or frustration by finding a balanced learning edge.</li> <li>● Development of a growth mindset and resilience in the face of challenges.</li> <li>● Cultivation of a positive attitude towards lifelong learning.</li> <li>● Demystification of the learning process and reduction of stress related to exams and expectations.</li> </ul>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>Specific problems that can be addressed and improved with the practice of a learning edge chart include:</p> <ul style="list-style-type: none"> <li>● Lack of self-awareness regarding one's learning preferences and challenges.</li> <li>● Difficulty in effectively navigating learning challenges and finding a balance between comfort and growth.</li> <li>● Limited self-advocacy skills to communicate learning needs and seek appropriate support.</li> <li>● Overwhelm and frustration due to excessive challenge or boredom due to lack of challenge.</li> <li>● Negative attitudes towards learning and fear of failure.</li> <li>● Stress and pressure related to exams, grades, and societal expectations.</li> <li>● Limited understanding of the importance of reflection and continuous improvement in the learning process.</li> <li>● Limited cultural sensitivity and awareness in the learning environment.</li> <li>● Lack of a positive mindset towards lifelong learning and personal growth.</li> </ul>





<b>Challenges</b>	<p>When implementing the practice of a learning edge chart, challenges may arise, such as resistance or discomfort, limited self-awareness, fear of judgment, balancing challenge levels, sustaining engagement and motivation, cultural considerations, and the need for ongoing support.</p> <p>To address these challenges, educators can create a safe and supportive learning environment, encourage self-reflection, foster a non-judgmental atmosphere, individualize instruction, vary instructional strategies, celebrate achievements, promote cultural sensitivity, and provide ongoing guidance and support. By proactively addressing these challenges, educators can create an inclusive learning environment that facilitates learners' engagement, growth, and development along their learning edges.</p>
<b>Adaptation and Transferability</b>	<p>The practice of a learning edge chart can be adapted and transferred to different countries and sectors by considering cultural context, educational systems, providing training and support, fostering collaboration, and conducting evaluations. While cultural patterns and educational contexts may vary, the core principles of understanding one's learning edge and fostering self-awareness remain relevant.</p> <p>Customizing the practice to align with local cultural norms and educational systems, and ensuring adequate support and feedback, can enhance its successful implementation in diverse contexts.</p>
<b>Innovativeness (optional)</b>	<p>The practice of a learning edge chart can be considered innovative as it introduces a unique approach to self-reflection and self-awareness in learning. By visually representing learners' optimal challenge levels, it encourages ownership of the learning process and fosters a growth mindset.</p> <p>While the concept of self-awareness in learning is not new, the emphasis on the learning edge and its practical application brings a fresh perspective to traditional teaching and learning methods.</p>
<b>Link to the resources</b>	<p><a href="#">Institute for adult learning Singapore</a></p>





## Chapter 3 - Outdoor Practices & Physical Activities

In this chapter, we enter the refreshing world of outdoor experiences and invigorating physical activities. You'll find 6 practices, each providing a pathway to reconnect with nature and harness the benefits of movement for improved well-being.

In a world where our busy lives often distance us from nature, the importance of reconnecting with the outdoors becomes even more significant. This chapter features practices that encourage learners to step outside, breathe in fresh air, and immerse themselves in the rejuvenating energy of the natural world.

Outdoor activities bring a special sense of wonder and inspiration that's hard to replicate indoors. From mindful walks in green landscapes to creative exercises blending art and nature, these practices let us engage our senses, take moments to pause, and appreciate the beauty around us.

But the chapter doesn't stop at nature—it extends to physical activities that revive both body and spirit. Recognizing the connection between physical and emotional well-being, this collection introduces activities that enliven both aspects simultaneously.

Movement, in its different forms, uplifts, energizes, and cultivates contentment. Whether it's yoga sessions combining breath and movement or team-based challenges infusing exercise with camaraderie, these practices introduce the joy of moving and the therapeutic effects it brings.

Educators who embrace these practices guide learners on a journey beyond traditional learning settings. This chapter highlights the importance of going outside, connecting with nature, and using movement for renewal.

By introducing these practices, educators offer learners a profound opportunity—the chance to experience well-being in a holistic way. The chapter bridges indoor and outdoor worlds, reminding us that the well-being of mind and body is closely tied to nature and purposeful movement.





<b>Name of the practice</b>	<b>28. Nature art walk</b>
<b>Summary</b>	<p>The Good practice was encountered in May 2018 in Jaunpils, Latvia under the Joint staff training event. It was initially combined with nordic walking and creating art along the way.</p> <p>The aims and objectives of this activity are focused on improving the physical and mental well-being of older individuals. It aims to help them step out of their comfort zones, appreciate and respect nature, and maintain good mental health, which in turn keeps their bodies and minds active. By engaging in this activity, participants have the opportunity to create social connections, make new friends, share their experiences, and learn from one another, fostering a sense of community and developing empathy. Furthermore, the activity encourages intergenerational learning, enabling the exchange of knowledge and experiences between different age groups.</p> <p>It addresses the challenge of bringing a group together and sustaining their engagement, with participants being motivated by witnessing the physical benefits experienced by others.</p> <p>Engaging with art and nature provides a form of mental exercise, allowing individuals to focus on their inner thoughts and develop their creative skills. One of the key outcomes of this activity is the appreciation and respect for nature, as it has been proven that nature acts as a powerful healing force for various illnesses.</p> <p>Moreover, this activity creates a sense of unity among people from diverse backgrounds and countries, fostering community spirit despite their differences. Lastly, by promoting fitness and health, it contributes to reducing the burden on healthcare services.</p>
<b>Overview of the practice</b>	<p>NATURE ART WALK</p> <p>Over the course of many months and trials, it was prepared and developed a captivating format for an art walk in nature. It is a creative way to engage with the forest and is enjoyable for all age groups. Here's a simple introduction to the concept. It's a silent walk in nature to appreciate the beauty of art in nature and allows us to express our emotions by creating some interesting forest art.</p>





Walk in the forest. Find interesting things. Create art.  
First as a group. Then in pairs. And finally on your own.

### RULES

- 1: Don't damage the forest. Use what's fallen or about to fall.
- 2: Take only pictures. Let everything you create, return back to nature.
- 3: Leave no trace. Spread your artwork in nature before you leave.

### Nature Art Directions

#### Group art:

To begin with, explore a small circle of forest around you. Everyone tries to look for something that represents them as a person or something unique. When ready, the group forms a circle to do a round of introductions. People introduce themselves by placing their object in the centre of the circle and explaining why they chose it. One by one, the objects are placed together in a way that they form an art piece.

After the first round, the group walks silently for 15 minutes or so and moves to a different place.

#### Pair art:

Work in pairs. The pair collects 10 objects from the forest ( 5 per person) and together they create nature art in 5 minutes. Once everyone is ready, the whole group goes for a gallery walk to visit each pair's artwork. You can try to guess what the pair has made or hear their interpretation. Walk silently for 15 minutes. Observe the beautiful art of Nature.

#### Solo art:

Working on your own, you have to create a forest friend. A piece of nature art, that has a face on it – eyes, nose, mouth. Once your forest friend is complete, give him/her a name. When this exercise is complete, you will find that the forest has suddenly come alive with many forest friends.

On your way back, walk in silence and observe the art of your mind and the meanings that your mind has given to your life. For a few moments, can you drop all the meanings that your mind has created and simply observe and appreciate nature and its art?

End with a circle of sharing. People share insights and experiences from the art walk, so that individual learning can become collective learning.





	<p>Bonus: Carry an empty bag on the walk. On the way back, the group can clean up the forest by clearing some of the trash they find. Healing the forest is a healing experience too.</p>
<b>Preliminary preparation and needed materials</b>	<p>Clothing for outdoor walking through the forest, raincoat, bag for garbage.</p>
<b>Duration</b>	<p>45 to 90 minutes depending on the group</p>
<b>Adult educators' skills and knowledge and values (competencies)</b>	<ul style="list-style-type: none"><li>• Creativity: The educator should possess creative thinking skills to design engaging and interactive art activities within a natural environment. This includes finding innovative ways to utilize natural materials and encourage participants to express their emotions and ideas through art.</li><li>• Knowledge of nature and art: The educator should have a good understanding of the natural environment, including the types of materials available in the forest and their suitability for creating art. Additionally, a background in art, such as knowledge of various artistic techniques and styles, can enhance the educator's ability to guide participants in their artistic endeavors.</li><li>• Facilitation and communication: Strong facilitation skills are essential to effectively lead the Nature Art Walk. The educator should be able to create a safe and inclusive space where participants feel comfortable sharing their thoughts and creations. Clear and concise communication is crucial for providing instructions, guiding discussions, and fostering a collaborative and supportive atmosphere.</li><li>• Environmental awareness: It is important for the educator to have a deep appreciation and respect for nature. Understanding the principles of Leave No Trace and sustainable practices ensures that the activity aligns with responsible environmental stewardship. The educator should emphasize the importance of preserving the forest and leaving minimal impact during the art walk.</li><li>• Reflective and adaptive mindset: The educator should be open to adapting the practice based on the participants' needs and preferences. Being reflective allows for continuous improvement and the ability to tailor the activity to different age groups and skill levels. This includes providing</li></ul>







	<p>opportunities for participants to reflect on their experiences and share insights during the circle of sharing at the end of the walk.</p>
<b>Benefits for adults and key takeaway</b>	<ul style="list-style-type: none"><li>• Increased mindfulness and ability to appreciate the present moment</li><li>• Enhanced creative thinking and artistic expression</li><li>• Deepened connection and appreciation for nature</li><li>• Strengthened social bonds and sense of community</li><li>• Heightened environmental consciousness and stewardship.</li><li>• New knowledge and skills acquired through this practice may include:<ul style="list-style-type: none"><li>• Familiarity with using natural materials for artistic expression</li><li>• Techniques for creating art in natural settings</li><li>• Understanding of Leave No Trace principles and sustainable practices</li><li>• Improved mindfulness and self-reflective abilities</li><li>• Communication and listening skills during group discussions and sharing sessions.</li></ul></li></ul>
<b>Specific problems that we are solving with this good practice or some things that we want to improve</b>	<ul style="list-style-type: none"><li>• Stress and anxiety: Engaging in the art walk and connecting with nature can help alleviate stress and reduce anxiety levels among participants.</li><li>• Lack of creativity: The practice encourages individuals to tap into their creative abilities, fostering imagination and artistic expression.</li><li>• Disconnect from nature: The activity promotes a deeper connection with the natural world, addressing the issue of disconnection from nature that many adults may experience in urban or technology-driven environments.</li><li>• Social isolation: By participating in group and pair activities, the art walk facilitates social interaction, encourages dialogue, and helps combat feelings of loneliness or social isolation.</li><li>• Environmental awareness: The practice fosters a sense of environmental consciousness and promotes responsible behaviors towards the natural environment, addressing the lack of awareness or concern for ecological issues.</li></ul>
<b>Challenges</b>	<p>Accessibility, not all participants could walk or have hard time keeping up. Bad weather conditions, however we suggest you go out in any weather just have the right clothing. Safety concerns, make sure you know the area where you are hiking and walking around, ensure safety for participants.</p>





<p><b>Adaptation and Transferability</b></p>	<ul style="list-style-type: none"> <li>• Cultural Adaptation: The practice can be adapted to different cultural patterns by incorporating local elements, traditions, or art forms into the nature art walk. This ensures relevance and resonance with participants from diverse cultural backgrounds.</li> <li>• Language Adaptation: The instructions and guidelines can be translated into different languages to accommodate participants who may have limited English proficiency, allowing for wider accessibility and participation.</li> <li>• Sector Transferability: The practice can be transferred between different sectors, such as education, community development, or healthcare. It can be integrated into school curricula, community events, or wellness programs, depending on the sector's objectives and target audience.</li> <li>• Environmental Adaptation: The specific natural environment can be considered when implementing the practice in different countries. The types of forests, flora, and fauna may vary, and adjustments can be made to align with the local ecosystem.</li> </ul>
<p><b>Innovativeness (optional)</b></p>	<p>The practice involved physical movement and improving physical well being at the same time combining it with artistic and creative development.</p>
<p><b>Link to the resources</b></p>	<p><a href="https://www.hertfordshire.gov.uk/services/recycling-waste-and-environment/countryside-management/hertfordshire-health-walks/hertfordshire-health-walks.aspx">https://www.hertfordshire.gov.uk/services/recycling-waste-and-environment/countryside-management/hertfordshire-health-walks/hertfordshire-health-walks.aspx</a></p> <p><a href="https://healingforest.org/2018/02/17/art-of-nature/">https://healingforest.org/2018/02/17/art-of-nature/</a></p>

<p><b>Name of the practice</b></p>	<p><b>29. Grow and Flow</b></p>
<p><b>Summary</b></p>	<p>The practice of gifting plant seeds during structured training activities in adult education serves the purpose of creating informal moments that promote informal learning, group dynamics, and well-being. The goal is to cultivate a welcoming environment where participants can experiment with nature, engage in conversations, and form connections.</p> <p>By providing tangible reminders of the training experience and encouraging reflection, the practice aims to enhance the overall learning journey and add an extra dimension to</p>





	<p>the training. Its intent is to inspire curiosity, foster engagement, and nurture personal growth beyond the confines of the training sessions.</p>
<b>Overview of the practice</b>	<p>The practice involves the following steps for implementation:</p> <ol style="list-style-type: none"><li>1. Select diverse plant seeds suitable for indoor cultivation.</li><li>2. Package seeds individually with personalized labels or drawings.</li><li>3. Introduce the concept of informal moments and distribute seed packets.</li><li>4. Provide descriptions and cultivation instructions for each seed type.</li><li>5. Facilitate discussions and sharing during training sessions.</li><li>6. Prompt reflection on the connections between plant growth and learning.</li><li>7. Offer ongoing support and guidance throughout the training.</li><li>8. Encourage participants to stay connected and share updates.</li><li>9. Gather feedback from participants to evaluate the practice's impact.</li><li>10. Make adjustments for future implementations based on feedback received.</li></ol>
<b>Preliminary preparation and needed materials</b>	<ul style="list-style-type: none"><li>• Research and select a variety of plant seeds suitable for indoor cultivation, considering factors such as ease of growth, cultural significance, and diversity.</li><li>• Purchase mini paper bags or envelopes to package the seeds individually.</li><li>• Prepare personalized labels, drawings, or stickers to decorate the seed packets for a personalized touch.</li><li>• Write short descriptions and cultivation instructions for each seed type, including any relevant cultural or historical information.</li></ul>
<b>Duration</b>	<ul style="list-style-type: none"><li>• The initial distribution of seed packets and introduction of the concept of informal moments can be done within 10-15 minutes.</li><li>• Ongoing engagement and discussions related to the seeds and plant growth can take place during regular training sessions or designated informal moments throughout the training period.</li><li>• The cultivation of the plants typically takes several weeks to months, depending on the seed type and growth rate.</li><li>• Reflection on the learning experience and sharing updates can be integrated into the training sessions or continued after the formal training period.</li></ul>





### Adult educators' skills and knowledge and values (competencies)

Overall, the seed-gifting activity can span from a few weeks to several months, allowing participants to engage with the plants and reflect on their learning journey over an extended period of time.

An adult educator carrying out the practice of gifting plant seeds would benefit from the following competencies:

- **Understanding of Adult Learning Principles:** An educator should have knowledge of adult learning theories and principles, such as the importance of learner autonomy, relevance, and prior experiences in adult education settings.
- **Interpersonal and Communication Skills:** Effective communication and interpersonal skills are essential for creating a welcoming and safe learning environment. The educator should be able to build rapport, facilitate group dynamics, and encourage open dialogue among participants.
- **Cultural Competence:** Appreciation and respect for diverse cultures is crucial when selecting and presenting plant seeds with cultural heritage. An educator should have an understanding of different cultural perspectives and be sensitive to the significance and symbolism associated with plants across cultures.
- **Knowledge of Plant Species:** While not necessarily an expert, the educator should possess basic knowledge of plant species, particularly those suitable for different environments and easy to grow.
- **Creativity and Resourcefulness:** The ability to think creatively and resourcefully is valuable for selecting and personalizing the gift of seeds, such as decorating envelopes and providing accompanying descriptions.
- **Flexibility and Adaptability:** Informal moments require flexibility and adaptability as they are spontaneous and follow the flow of the group. An educator should be open to adjusting plans and activities to accommodate these moments and respond to learners' needs.
- **Reflective Practice**





## Benefits for adults and key takeaway

- Improved Well-being: Engaging with nature and plants can have a positive impact on adults' well-being, promoting relaxation, stress reduction, and a sense of connection with the natural world.
- Enhanced Curiosity and Exploration: The practice encourages adults to experiment and explore gardening and plant cultivation in their spare time, fostering a sense of curiosity and discovery.
- Cultural Awareness: By exchanging plant seeds with cultural heritage, adults gain exposure to different plant species and their significance across cultures, promoting cultural appreciation and awareness.
- Social Connection: The practice creates opportunities for informal conversations and small-talk among participants, fostering social connections and a sense of community within the training environment.
- Reflection and Long-term Learning: Caring for the plants over time invites adults to reflect on their learning experiences long after the training, promoting long-term retention of knowledge and skills.
- Personal Growth: Adults develop skills in plant cultivation, fostering a sense of responsibility, patience, and resilience as they nurture the growth of the plants.

## Specific problems that we are solving with this good practice or some things that we want to improve

### Specific Problems Addressed:

- Lack of engagement and interaction among participants
- Limited opportunities for informal learning and group dynamics
- Difficulty in fostering a welcoming and inclusive learning environment
- Limited exposure to nature and natural elements in the learning process
- Potential barriers to social connection, especially for introverted learners
- Limited reflection and retention of learning experiences over time
- Lack of cultural awareness and appreciation
- Limited exploration of new skills and interests outside of the training context





<b>Challenges</b>	<ul style="list-style-type: none"><li>• <b>Availability of Resources:</b> Ensuring an adequate and diverse selection of plant seeds may be challenging, especially if specific cultural or rare plant species are desired. Collaborate with local gardening centers.</li><li>• <b>Access to Outdoor Spaces:</b> Participants without access to gardens or outdoor spaces may face limitations in growing certain plants. Use smaller plants.</li><li>• <b>Participant Engagement:</b> Some participants may not have an interest in or prior experience with gardening, which could impact their engagement and motivation. Offer resources to help.</li><li>• <b>Varying Planting Conditions:</b> Participants may have different climates and living conditions, affecting the success of their plant cultivation.</li><li>• <b>Language and Cultural Barriers:</b> Descriptions and instructions accompanying the seeds may need to be translated into different languages to ensure comprehension for all participants.</li></ul>
<b>Adaptation and Transferability</b>	<p>The practice of gifting plant seeds in training activities is highly adaptable and transferable across different countries and sectors. Key considerations include:</p> <ul style="list-style-type: none"><li>• <b>Cultural Adaptation:</b> Select culturally relevant plant seeds that resonate with the target country's customs and traditions. Modify descriptions and materials to incorporate cultural references and stories specific to the country. Sector Adaptation:</li><li>• Choose plant seeds aligned with the interests and themes of the specific sector.</li></ul> <p>Customize descriptions and cultivation instructions to highlight connections to sector-specific topics or skills. By adapting the practice to different cultural patterns and sectors, it becomes more inclusive and relatable, enhancing participant engagement and connection to the learning experience.</p>





<p><b>Innovativeness (optional)</b></p>	<p>This practice is innovative.</p> <ul style="list-style-type: none"> <li>• <b>Unique Approach:</b> It introduces the act of gifting plant seeds in training activities, offering a fresh and non-traditional method of engagement.</li> <li>• <b>Experiential Learning:</b> Participants actively engage in the cultivation process, fostering a hands-on and experiential learning experience.</li> <li>• <b>Symbolism and Reflection:</b> The growth of plants from seeds symbolizes personal growth and provides opportunities for reflection on the learning journey.</li> <li>• <b>Adaptability:</b> The practice can be adapted to different cultural contexts, training topics, and sectors, making it versatile and applicable in various settings.</li> </ul>
<p><b>Link to the resources</b></p>	<p><a href="https://epale.ec.europa.eu/en/blog/grow-and-flow-added-value-informal-moments-adult-education">https://epale.ec.europa.eu/en/blog/grow-and-flow-added-value-informal-moments-adult-education</a>  <a href="https://epale.ec.europa.eu/system/files/2022-12/Material_Input_FlowandGrow_2Kroner_compressed.pdf#">https://epale.ec.europa.eu/system/files/2022-12/Material_Input_FlowandGrow_2Kroner_compressed.pdf#</a></p>

<p><b>Name of the practice</b></p>	<p><b>30. Excursions</b></p>
<p><b>Summary</b></p>	<p>The goals and objectives of implementing <i>Excursions</i> into adult learners' lives for their betterment include enhancing learning experiences by providing real-world applications and hands-on learning opportunities. They aim to broaden perspectives and cultural awareness by exposing learners to diverse environments and promoting understanding and empathy. These excursions also seek to promote social interaction and collaboration, fostering meaningful connections and teamwork among learners.</p> <p>Furthermore, the goal is to stimulate curiosity and personal growth, igniting interest in new subjects and supporting individual development. Ultimately, the objective is to create memorable experiences that leave a lasting impact, fostering a sense of excitement, adventure, and a lifelong appreciation for learning.</p>
<p><b>Overview of the practice</b></p>	<p>Specific educational goals and outcomes are determined so that the excursions can aim to achieve the most out of the time spent. Suitable destinations are selected that offer relevant learning opportunities related to the desired objectives.</p>





	<p>Examples of places to visit are museums, historical sites, cultural centers and nature reserves. We then need to plan logistics for a successful outing, including transportation, accommodation (if necessary), entry tickets, and any other required arrangements. Conduct pre-excursion sessions or workshops to prepare them for the learning experience and provide background knowledge.</p> <p>Facilitate on-site learning and engage learners in discussions, providing explanations, and encouraging exploration. We offer opportunities for hands-on activities, group work, or guided tours to maximize learning.</p> <p>After the excursion, we have reflection sessions where learners can share their experiences and insights. Finally, we plan follow-up activities that reinforce learning as a concept through the means of educational and enjoyable excursions.</p>
<p><b>Preliminary preparation and needed materials</b></p>	<p>To ensure the successful implementation of excursions for adult learners, several preliminary tasks should be undertaken:</p> <ol style="list-style-type: none"> <li>1. Research and planning: Conduct thorough research on potential excursion destinations and their educational value. Consider factors such as relevance to the learning objectives, accessibility, safety, and affordability.</li> <li>2. Risk assessment and safety: Assess potential risks associated with the chosen destinations and activities. Identify safety measures and protocols to mitigate these risks.</li> <li>3. Budgeting: Determine the financial resources required for the excursions, including transportation costs, entry fees, accommodation, meals, and any additional expenses.</li> <li>4. Permission: Obtain necessary permissions and consents from relevant hosts, such as educational institutions, parents/guardians (if applicable), and participants themselves.</li> <li>5. Clearly communicate the purpose of the excursion.</li> </ol>
<p><b>Duration</b></p>	<p>Full day once a month.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<ol style="list-style-type: none"> <li>1. Social competence: Excursions involving diverse cultures include respecting and valuing different perspectives, being sensitive to cultural norms and practices, fostering inclusivity and respect for all participants.</li> </ol>







	<ol style="list-style-type: none"> <li>Decision-making and problem solving skills: Adult educators should possess strong problem-solving and decision-making skills. They should be able to address challenges that may arise during the excursion, make informed decisions and find creative solutions to any problems that may arise.</li> <li>Observation and assessment skills: Educators should have the ability to observe participants' engagement and assess their learning progress during the excursion allowing them to provide timely feedback, tailor the experience to individual needs, and make adjustments to maximize the educational value of the excursion.</li> </ol>
<p><b>Benefits for adults and key takeaway</b></p>	<p>Benefits for adult learners:</p> <ol style="list-style-type: none"> <li>Transferable skills: Communication, teamwork, problem-solving, critical thinking and social skills.. These are applicable in various aspects of life, including personal, professional, and social contexts.</li> <li>Cultural and historical enrichment: Excursions to historical landmarks, museums and/or art galleries expose adult learners to the richness of their cultural heritage. They gain insights into art, history, architecture, traditions, and customs, fostering a sense of cultural appreciation and stronger identity.</li> <li>Learning through experience: firsthand experiential learning can stimulate the senses and deepen understanding. Adult learners can see, hear, touch, and interact with the subject matter, making the learning process more meaningful and impactful.</li> </ol> <p>Key takeaways:</p> <ul style="list-style-type: none"> <li>Enhanced learning experience.</li> <li>Social interaction and networking.</li> <li>Experiential learning.</li> <li>Appreciation for nature and the environment.</li> <li>Cultural and historical enrichment.</li> <li>Personal reflection and renewal.</li> <li>Development of transferable skills.</li> </ul>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>Specific Problems Addressed:</p> <ul style="list-style-type: none"> <li>- lack of opportunities to travel / move around</li> <li>- poor social interactions and social skills</li> <li>- poor communication skills and networking</li> </ul>
<p><b>Challenges</b></p>	<ol style="list-style-type: none"> <li>Active participation: Some adults may not share the same level of excitement as others resulting in</li> </ol>





	<p>passive participation and reducing academic effectiveness.</p> <ol style="list-style-type: none"> <li>Unfavorable weather conditions and other external factors may affect the excursion.</li> <li>Planning and logistics can be complex and a time-consuming process.</li> </ol>
<b>Adaptation and Transferability</b>	This practice can be adapted to different target groups, and different contexts.
<b>Link to the resources</b>	<p><a href="https://news.cornell.edu/stories/2023/02/nature-near-home-a-associated-well-being-during-covid">https://news.cornell.edu/stories/2023/02/nature-near-home-a-associated-well-being-during-covid</a></p> <p><a href="https://doi.org/10.1186/s12877-021-02295-7">https://doi.org/10.1186/s12877-021-02295-7</a></p> <p><a href="https://www.nytimes.com/2022/07/07/well/mind/ecotherapy-mental-health-diversity.html">https://www.nytimes.com/2022/07/07/well/mind/ecotherapy-mental-health-diversity.html</a></p>

<b>Name of the practice</b>	<b>31. Outdoor Education</b>
<b>Summary</b>	<p>Outdoor training is a form of training that takes place in an area of nature.</p> <p>Activities take place outside and present participants with actual, concrete problems that must be solved in the context of the target group through direct and immediate action. These exercises are developed and implemented in such a manner that they leverage the emotional engagement of the participants, allowing them to overcome certain established and, by now, "automatic" patterns of thinking and behaviour and, as a result, bring out new modes of action.</p> <p>Learning occurs through a shared reflection on the outcomes and approaches that each person has taken in the various situations, with a particular emphasis on the skills to be acquired.</p> <p>Outdoor training, on the other hand, must be carried out by highly experienced trainers in order to be effective.</p>
<b>Overview of the practice</b>	<p>Outdoor training involves a learning path that is generally established through the alternation of three distinct moments manifested in three consecutive work sessions: action, reworking, and pattern extraction.</p> <p>1. ACTION</p> <p>During the action sessions, participants are required to participate in a variety of outdoor activities in which they must act.</p>





- in unusual situations requiring new tasks (e.g., charting a course for a sailboat) with strong similarities to work activities (grasping and pointing out a path for others to take);
- in situations similar to those encountered at work (e.g., negotiating scarce resources) but shifted to different content and objects (e.g., the equipment required to build a raft).

## 2. REWORKING

Participants in the rework sessions:

- reflect quickly on the experiences they have just had under the supervision of a conductor (trainer);
- expose their own opinions, feelings, thoughts, and emotions about their acted behaviors;
- provide their own feedback on the observed behaviors of other colleagues and the statements they made;
- receive feedback from other colleagues;
- receive feedback from the trainer and develop interpretations and hypotheses about what happened with him/her.

## 3. MENTAL MODELS

Some mental models are presented and discussed during review sessions (typically near the end of these sessions) or in short special sessions

Drawing on observations and reworkings of the participants' behaviors during the outdoor experience, as well as comparisons with situations encountered on the job, the trainer extracts some more general considerations and concretizes them by condensing them into a guiding model for the future. By model, we mean any simple conceptual system that can be used as a cognitive tool to direct behavior.

The learning process is activated and developed through an active phase (doing the action) and a passive phase (suffering the consequences of the action). We learn something from the outcomes (pleasure or dissatisfaction) of our deeds.

Outdoor training is distinguished by the fact that the basic cycle for learning (activity-analysis of the effects of the action) is extremely short, facilitating and accelerating learning chances.

### Preliminary preparation and needed materials

It is necessary to set up the appropriate equipment so that all activities are performed safely. It is possible to make use of video cameras, so that the training sessions can be filmed and viewed later with the participants, perhaps emphasizing some crucial points.





<b>Duration</b>	Usually the experiences last one day and can be repeated several times, changing the type of activity.
<b>Adult educators' skills and knowledge and values (competencies)</b>	<p>It is essential that the trainers involved are adequately trained to handle the outdoor activity in the implementation of the experience itself, but also in group dynamics.</p> <p>The trainer must be able to do the following:</p> <ul style="list-style-type: none"><li>- Individually and accurately design the intervention;</li><li>- read individual and group situational signals (verbal and nonverbal);</li><li>- lead a group during action; conduct in-depth reframing of experiences;</li><li>- provide empathic feedback to participants; design, implement, and develop 360-type feedback collection systems;</li><li>- develop and support individual skill development plans;</li><li>- video record experiences for analysis; design and implement follow-up workshops.</li></ul>
<b>Benefits for adults and key takeaway</b>	<p>Today, learning from experience is a significant priority for the training sector.</p> <p>Experience-based learning theories serve as the baseline and foundation for outdoor training approaches. Indeed, multiple experts from various fields have stated that the speed with which people, groups, and organizations can learn is the fundamental competence for the future. A smart technique to learn faster is to learn from experience, using every life scenario to bring out the learning potential in each of us.</p> <p>Teaching people how to learn from their experiences, to become more conscious of their particular learning styles, and preferred methods of acquiring skills, becomes an important duty not just for trainers, but also for educators, groups, organizations, and society. In truth, this is a path that leads to personal stability and progress, autonomy of judgment and decision, and self-confidence.</p>
<b>Specific problems that we are solving with this good practice or some things that we want to improve</b>	<p>To facilitate learning from experience, trainers must establish an environment that encourages specific individual attitudes such as:</p> <ul style="list-style-type: none"><li>- opening up emotionally and mentally to one's environment and the outside world;</li></ul>





	<ul style="list-style-type: none"> <li>- trying new things, confronting what one does not know;</li> <li>- researching, knowing, and exploiting one's preferred styles (of learning, communication, leadership...);</li> <li>- reflecting on aspects that worked well and those that did not work and analyzing things to improve;</li> <li>- being able to leave unresolved issues unsettled rather than always trying to categorize everything according to one's own categories;</li> <li>- being curious by always seeking the explanations behind things rather than stopping at appearances</li> </ul>
<b>Challenges</b>	One of the main challenges is to be able to motivate and actively involve all participants, without exclusion
<b>Adaptation and Transferability</b>	The approach is easily adaptable and transferable to different geographical realities and various sectors
<b>Innovativeness (optional)</b>	Outdoor learning is not of a novelty, but there is a major surge in requests and projects moving in this direction especially in the wake of the Pandemic.
<b>Link to the resources</b>	<a href="https://www.formazioneoutdoor.it/">https://www.formazioneoutdoor.it/</a> <a href="https://epale.ec.europa.eu/en/blog/outdoor-education-adults-challenging-personal-and-professional-growth">https://epale.ec.europa.eu/en/blog/outdoor-education-adults-challenging-personal-and-professional-growth</a> <a href="https://epale.ec.europa.eu/en/blog/outdoor-education-adult-learning">https://epale.ec.europa.eu/en/blog/outdoor-education-adult-learning</a>

<b>Name of the practice</b>	<b>32. Dance Therapy and Music</b>
<b>Summary</b>	<p>The goal of implementing <i>dance therapy and music</i> is to enhance emotional well-being by providing a safe and expressive outlet, fostering emotional awareness. Additionally, it aims to improve physical health through movement-based activities and promote mental health by reducing stress and anxiety.</p> <p>The objectives involve a variety of movement skills and body awareness, improving coordination and overall movement abilities. Furthermore, the practice encourages self-expression and creativity, allowing individuals to authentically explore and express themselves through dance and music.</p>





<b>Overview of the practice</b>	<p>Dance and music sessions are organized on a regular basis, providing opportunities for adult learners to engage in those activities depending on their unique preferences. The sessions involve a range of movement exercises, improvisation and formation dances while music is playing.</p> <p>A key aspect of the practice is skill development and exploration. Adult learners are encouraged to develop their movement skills, body awareness, and coordination. They are provided with opportunities to explore different dance styles and musical genres, developing their creative expression. After each session, time is allocated for reflection. Guided discussions and/or journaling activities enable participants to express their experiences, emotions, and insights they gained through the practice.</p> <p>This reflection allows them to explore connections between their physical and emotional well-being. Finally feedback by the participants is collected and used to identify areas of improvement and make necessary adjustments to better meet their needs and goals.</p>
<b>Preliminary preparation and needed materials</b>	<ul style="list-style-type: none"><li>• Selection of dance styles and techniques: Adult educators select appropriate dance styles and techniques based on the learners' interests and abilities. There are many suitable dance styles and techniques to choose from and it is important to consider the diversity and ensure inclusivity throughout the process.</li><li>• Planning: Once the dance styles and techniques are selected,, the teacher can make a plan that outlines the progression of classes, skill-building activities, and specific learning outcomes.</li><li>• Dance: Selecting appropriate music, and organizing choreography or movement sequences for adults to follow and engage in dancing/moving around.</li><li>• Adapting teaching methods: Adult educators, in any case, should be able to adapt their teaching methods to accommodate the needs of adult learners, incorporating a balance of demonstration, verbal instruction, and hands-on guidance.</li></ul>
<b>Duration</b>	45 minute sessions, 2 times a week for 4 months.
<b>Adult educators' skills and knowledge and values (competencies)</b>	Adult educators should ideally be dance teachers and/or have a deep understanding in various dance movements and choreographies, enabling them to effectively demonstrate and teach rhythm to music. They should also





	<p>have exemplary instructional skills and be able to break down components in dance and music to provide concise instructions, offer constructive feedback and facilitate skill development.</p> <p>Furthermore, adult educators should be communicative and adaptable so that they can adjust dance concepts and music to everyone. Finally, they should be creative. The capacity to create original choreography or adapt existing choreography to suit the abilities and goals of adult learners is a must</p>
<b>Benefits for adults and key takeaway</b>	<p>Benefits for adult learners:</p> <ol style="list-style-type: none"><li>1. Self-expression and creativity: Dance therapy and music encourage adult learners to tap into their unique abilities they didn't know they had. It fosters self-confidence and ability to communicate and connect with others through movement and music.</li><li>2. Social interaction and connection: Participants in dance therapy and music sessions allow adults to engage in a supportive and inclusive social setting boosting a sense of belonging within a community of like-minded individuals.</li><li>3. Stress reduction: Dance therapy and music allow adults to immerse themselves in the present moment and take a break from daily pressures.</li><li>4. Fitness and coordination: Dance therapy involves movement, which contributes to physical fitness, strength, and coordination. It provides a fun and enjoyable way for adults to stay active, boost energy levels, and enhance their overall physical well-being.</li></ol> <p>Key takeaways:</p> <ul style="list-style-type: none"><li>● Self-expression.</li><li>● Social connection and community.</li><li>● Body awareness and movement skills.</li><li>● Exploring creativity..</li><li>● Mind-Body Connection.</li></ul>
<b>Specific problems that we are solving with this good practice or some things that we want to improve</b>	<p>Improvements:</p> <ul style="list-style-type: none"><li>● Confidence.</li><li>● Communication and community building.</li><li>● Body awareness.</li><li>● Expression.</li></ul>
<b>Challenges</b>	<p>Some of the challenges are:</p>





	<ol style="list-style-type: none"> <li>1. Emotional reluctance: Some participants may simply feel self-conscious or hesitant to express themselves through dance or music, initially.</li> <li>2. Group dynamics: In group settings, managing different personalities and different skill levels can be challenging and disorienting for everyone involved.</li> <li>3. Maintaining motivation is also challenging if not the most challenging.</li> </ol>
<b>Adaptation and Transferability</b>	Very adaptable. Very transferable.
<b>Link to the resources</b>	<a href="https://positivepsychology.com/dance-therapy/">https://positivepsychology.com/dance-therapy/</a> <a href="https://www.medicalnewstoday.com/articles/dance-therapy#what-it-is">https://www.medicalnewstoday.com/articles/dance-therapy#what-it-is</a>

<b>Name of the practice</b>	<b>33. Regular Exercise and Physical Activity</b>
<b>Summary</b>	<p>Regular exercise and physical activity contribute to the overall improvement of well-being. The goals of this practice include enhancing physical fitness, maintaining a healthy weight, improving cognitive function, and reducing the risk of chronic diseases. Engaging regularly in physical activity releases endorphins, which elevate mood and reduce stress.</p> <p>It improves sleep patterns, increases energy of the individual, and improves cardiovascular health. Ultimately, incorporating regular exercise into one's routine contributes to an improved quality of life by enhancing both physical and mental well-being.</p>
<b>Overview of the practice</b>	<p>To implement regular exercise and physical activity in someone's daily routine, we start by defining your goals and establishing clear objectives, such as weight loss, improved mobility, upper body strengthening etc. depending on each individual's needs. We then choose physical activities that participants genuinely enjoy, as it increases the possibility of being consistent. We create a schedule that includes time slots fully dedicated for exercise, aiming for at least 45 minutes of an enjoyable aerobic activity 3 times a week.</p> <p>Depending on the participants' abilities, groups are formed that allow participants to exercise together. Every session of exercise starts with a warm-up and finishes with gentle stretching exercises. We then monitor each one's progress through diligent note taking.</p>







	<p>Finally, we strive for consistency, and find motivation through rewards, positive reinforcement and exercising with others. Ultimately, we try to get the benefits of exercising through a supportive and enjoyable process.</p>
<b>Preliminary preparation and needed materials</b>	<p>When trying to implement physical activity in an adult's life we do some preliminary work regarding the preparation and execution of the practice.</p> <ol style="list-style-type: none"><li>1. Assess the fitness level of each participant: Assessing fitness level of each participant is extremely important as we can get a clear idea of how to start and what goals to set. Factors we consider are: age, flexibility, existing health conditions, strength and endurance.</li><li>2. Consult health professionals and certified trainers: They can provide personalized guidance and support and encourage them to engage in physical activities that are suitable and safe for each individual.</li><li>3. Set SMART goals: Specific, Measurable, Attainable, Realistic, Time - bound goals. Goals may vary for each individual but we strive to exercise 3 times a week for 45 minutes per session, even if we need to start with less minutes the first few sessions.</li><li>4. Choose activities participants enjoy: After careful research and evaluation of the activities by professionals we offer a variety of options that participants can choose from as well as give ideas themselves.</li><li>5. Establish accountability: This part of the practice offers the ability to participants to work out together, socialize as well as help monitor the progress and provide motivation.</li><li>6. Time slots: We then create a schedule that is flexible as well as dedicated to exercise to fit each individual's physical abilities.</li></ol>
<b>Duration</b>	45 minute sessions for 6 months.
<b>Adult educators' skills and knowledge and values (competencies)</b>	<p>It is important that adult educators who promote exercise should possess knowledge of exercise science such as, biomechanics, physiology and anatomy. They should also have strong communication skills so that they can effectively pass on the information to the adult learners.</p> <p>Additionally, they should understand potential difficulties associated with adult learning and be motivating and encouraging every step of the way. Collaboration and</p>





	networking with different professionals is also very important, to ensure safety and minimize risk.
<b>Benefits for adults and key takeaway</b>	<ol style="list-style-type: none"><li>1. Physical health improvement: Engaging in consistent exercise can improve strength, flexibility, cardiovascular fitness, mental health and overall well-being.</li><li>2. Increased energy: Regular exercise boosts stamina and reduces fatigue, allowing adult learners to engage more actively in daily activities and enjoy a higher quality of life.</li><li>3. Weight management and body confidence: Implementing regular exercise plays a significant role in body weight management, especially to adult learners who are trying to lose weight. It also gives information about the relationship between physical activity and energy balance, as a result participants develop a more positive outlook on body image and build confidence.</li><li>4. Social connection and support: Engaging in physical activity in groups give adult learners the opportunity to train and socialize with like minded individuals with the same goals. They learn the importance of social interaction which puts them in a position to offer and receive help.</li></ol>
<b>Specific problems that we are solving with this good practice or some things that we want to improve</b>	<ol style="list-style-type: none"><li>1. Physical inability: This practice is designed specifically to tackle physical inactivity, which is associated with a number of chronic diseases such as cardiovascular, obesity and muscle weakness.</li><li>2. Social activity: It offers the chance to combat social isolation and helps adult learners become part of a team.</li><li>3. Self - discipline: It helps adults gain goal - setting skills and self - discipline that are important and adaptable to many aspects of human life.</li><li>4. Weight management: The practice helps adults maintain a healthy weight and address weight associated concerns.</li></ol>
<b>Challenges</b>	<p>Challenges that arose during the practice were multiple but manageable to the best of our abilities. Some of the participants have busy schedules and generally not enough time to even attend sessions.</p> <p>To address this, we encourage adult learners to prioritize it and implement it in their weekly lives. Alternatives are suggested that save time or cut the session of the day to shorter and more spread out sessions throughout the day.</p>





	<p>Lack of motivation was another challenge we faced. Since lack of motivation is rooted deeply into psychological factors, it is important to understand that it is a very delicate as well as a dynamic process which can fluctuate over time. Therefore; we strive to offer ongoing support and encouragement to enhance motivation and maintain it.</p>
<b>Adaptation and Transferability</b>	<p>Very adaptable and very transferable.</p>
<b>Innovativeness (optional)</b>	<p>Physical activity and exercise is not at all innovative by itself. It is a rather simple good practice in theory but incredibly hard to implement in our daily lives, especially when a lot of participants start from zero. The reason why it should be included in the good practices is that exercise is a foundational practice and the basis of building a stronger self. Once the person gets fitter and/or gets in the shape they want, many of the other activities get marginally easier and even more enjoyable.</p>
<b>Link to the resources</b>	<p><a href="https://doi.org/10.3389/fpsy.2013.00027">https://doi.org/10.3389/fpsy.2013.00027</a> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1402378/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1402378/</a> <a href="https://www.medicalnewstoday.com/articles/benefits-of-exercise?c=67318416927#osteoporosis">https://www.medicalnewstoday.com/articles/benefits-of-exercise?c=67318416927#osteoporosis</a></p>





### Chapter 4 - Projects, Books & Tools

In this chapter, we explore a world of innovation, projects, and practical tools—7 practices that embody creativity and usefulness. Here, we uncover a collection of projects dedicated to improving well-being and a set of tools designed to enhance educators' methods.

Projects, as collaborative efforts, wield the power to create meaningful change. This chapter introduces ongoing and completed projects crafted to enhance adults' well-being. From community initiatives fostering connections to creative endeavors igniting purpose, these projects stand as symbols of hope and transformation.

As we delve into these projects, we witness the potential of working together. Each project shows what can be accomplished when individuals unite with a shared goal—to nurture well-being and create a more harmonious society.

But this chapter offers more than projects—it opens the door to innovative tools that educators can use to enrich their approach and amplify their impact. These tools prioritize adults' well-being, empowering educators to nurture comprehensive growth in their learners.

These tools equip educators to navigate adult education with a well-prepared toolkit. From methods nurturing positive relationships to training resources guiding educators in well-being enhancement, these tools enhance the educational journey.

By embracing these practices, educators become catalysts for change—advocates for well-being who understand that transformation is a journey, not just a destination. By embracing projects that ripple positivity through communities and integrating innovative tools into teaching, educators amplify their ability to create thriving learning environments.

As educators explore this chapter, they'll draw inspiration from projects illuminating a path toward a brighter future, and from tools empowering them to cultivate well-being. This chapter celebrates collaborative efforts and transformative tools—a tribute to educators who recognize well-being as a guiding principle in lifelong learning.

May this chapter inspire and empower educators, reminding them that they hold the keys to building a better tomorrow through unifying projects and uplifting tools.





<b>Name of the practice</b>	<b>34. Emotional Resilience through gamification</b>
<b>Summary</b>	<p>Emotional Resilience refers to one's ability to adapt to stressful situations or crises. Therefore, handbook "EMER - Emotional Management for Beginners: Step-by-Step to Emotional Resilience" is designed to improve adults' life skills to peacefully resolve a conflict, the ability to manage stress and cope with it efficiently, and the power to develop a perfect work-life balance.</p> <p>The handbook includes techniques using gamification which are based on cards with some tasks to develop Emotional Resilience traits. Gamification is adding game mechanics into nongame environments to increase participation, to inspire collaboration, share and interact. This time we are presenting their gamification outputs.</p> <p>Gamification is adding game mechanics into nongame environments to increase participation, to inspire collaboration, share and interact.</p> <p>Gamification is used in adult education to create similar experiences to those experienced when playing games to motivate and engage adult learners, to leverage people's natural desires for socialising, learning, mastery, competition, achievement, status, self-expression, altruism, or closure, or simply their response to the framing of a situation as game or play.</p>
<b>Overview of the practice</b>	<p>The EMER handbook for implementing the card game consists of 5 games with instructions and downloadable printable materials, the creators also added recommendations and tips for play.</p> <p>All instructions are available as a free download on their webpage <a href="https://www.emerproject.eu/documents">https://www.emerproject.eu/documents</a></p>
<b>Preliminary preparation and needed materials</b>	<p>All needed material is found on the web page as free downloads that can be printed</p>
<b>Duration</b>	<p>The duration of the activity can be adaptable based on groups, games and length of the card games.</p>





<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<ul style="list-style-type: none"> <li>• Facilitation skills: The ability to guide and facilitate the gamified activities, ensuring a smooth and engaging learning experience for the participants.</li> <li>• Game design skills: A good understanding of game mechanics, including the design of tasks, challenges, and rewards that align with the learning objectives of emotional resilience.</li> <li>• Communication skills: Clear and effective communication to explain the rules, instructions, and objectives of the gamified activities to the participants.</li> <li>• Active listening skills: The capacity to actively listen and respond empathetically to participants' experiences, concerns, and questions during the gamification process.</li> </ul>
<p><b>Benefits for adults and key takeaway</b></p>	<ul style="list-style-type: none"> <li>• Improved emotional management: Participants learn techniques and strategies to peacefully resolve conflicts, manage stress effectively, and achieve a better work-life balance. This empowers them to navigate challenging situations with resilience and maintain emotional well-being.</li> <li>• Increased self-awareness: The gamified activities prompt individuals to reflect on their emotional experiences and responses. Through this process, adults gain a deeper understanding of their emotions, triggers, and personal coping mechanisms, leading to enhanced self-awareness.</li> <li>• Enhanced problem-solving skills: The tasks and challenges within the gamified handbook require participants to analyze situations, think critically, and make decisions to overcome emotional obstacles. This fosters their problem-solving abilities in real-life scenarios.</li> </ul>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>By implementing this practice through an engaging game participants develop a fuller understanding of their emotional intelligence and how it affects them in their everyday life.</p> <p>The game engages participants to work together thus also helping individuals cope with feelings in group settings. Most of all this practice gives participants better self-awareness and methods of reflecting their feelings.</p>
<p><b>Challenges</b></p>	<ul style="list-style-type: none"> <li>• Emotional management: Participants can improve their ability to manage and regulate their emotions in stressful or conflict situations.</li> <li>• Conflict resolution: The practice helps individuals develop skills for peacefully resolving conflicts and managing interpersonal challenges.</li> </ul>





	<ul style="list-style-type: none"> <li>• Stress management: Participants learn strategies to effectively cope with and reduce stress, enhancing their overall well-being.</li> <li>• Work-life balance: The activity promotes the development of skills and techniques to achieve a harmonious balance between work and personal life.</li> <li>• Self-awareness: The practice fosters self-reflection, helping individuals gain a deeper understanding of their emotions, triggers, and personal coping mechanisms.</li> </ul>
<b>Adaptation and Transferability</b>	This activity is easily also played in classrooms and with youth, it is just a matter of adapting some of its content for younger generations.
<b>Innovativeness (optional)</b>	<p>This practice is innovative as it combines the concept of emotional resilience with gamification, leveraging game mechanics to engage and motivate adult learners in developing essential life skills.</p> <p>By infusing fun and interactive elements into emotional management, it offers a unique and engaging approach to promoting well-being and personal growth.</p>
<b>Link to the resources</b>	<a href="https://www.emerproject.eu/documents">https://www.emerproject.eu/documents</a>

<b>Name of the practice</b>	<b>35. Gamification – Game Based Learning</b>
<b>Summary</b>	<p>Game-Based Learning refers to learning completed through the use of games or video games, which may begin as entertainment tools but are eventually used to achieve an educational aim, with or without modification.</p> <p>Perhaps the term "empathy" is the key to it all. Gaming, and particularly digital games, unlike other mediums, allow us to immerse ourselves in circumstances and places that are difficult to represent in reality, allowing us to put ourselves "in the shoes of others," to be the protagonists in the first person.</p>
<b>Overview of the practice</b>	<p>When games and video games are used in nongame circumstances, we refer to them as "serious games." Serious games in education certainly imply an important change in teaching methods, the incorporation of a new vocabulary, learning based on levels of play, social activities, and the fulfillment of goals through scores and rewards.</p>





	<p>There are video games that handle bullying, others that target migration or war victims, portraying stories from the perspective of the aggrieved party, expressing themes of "integration," "inclusion," and educating about understanding and diversity. Others that help us learn languages, history, math, etc.</p> <p>These immersive technologies allow learners to build empathy while also stimulating and fostering creativity, concentration, cooperation, trial and error memory, exploration, and critical interaction through language and media.</p> <p>The application of game concepts and dynamics to non-game settings with the goal of increasing users' active interest and involvement, motivating the performance of an activity, or acquiring a behavior is referred to as gamification. It thus acts at the level of player motivation through the use of game mechanisms such as game levels, challenges, prizes, points, and so on.</p>
<p><b>Preliminary preparation and needed materials</b></p>	<p>It all depends on the type and level desired. There are games that do not require special tools (off-line), others that require specific material, and still others (on-line) that require the appropriate devices, wi-fi network, technical skills, etc.</p>
<p><b>Duration</b></p>	<p>From few hours to few months.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<p>To design game-based learning activities, the trainer should be trained and capable of considering several aspects. The trainer's skills concern the ability to develop a play-based process in a way that takes into account different aspects of the learning context.</p> <p>For example, it will be relevant for the trainer to consider the specific characteristics of the audience, learning objectives, resources, and technical/logistic requirements of the game. In addition, planning skills are required as the organization of learning activities (including pre-game and post-game) should be planned in advance.</p>
<p><b>Benefits for adults and key takeaway</b></p>	<p>The playful approach makes learning more engaging, fun and competitive in a healthy and inspirational way.</p> <p>Play boosts our happiness because:</p>







	<p>It's human nature: from a young age, we approach the world through play, learning about and experiencing it. Games distract us from contingencies and difficulties, allowing us to be totally engaged and focused in a delightful and frequently total-body activity. Especially movement play, stimulates the production of endorphins in our brains, which make us feel happy.</p> <p>It's thrilling: when we play, a wide range of feelings rush through us, carrying us away from desire to accomplishment, calm to excitement, joy to disappointment, rage to euphoria. It is social: we frequently play with or against others. Play brings us together. Even if we only play with ourselves.</p> <p>It is strategy, logic, and creativity: it encourages us to build patterns and forecast reactions. When we are actively immersed in a game, our minds enjoy the pleasure of learning about a new system.</p>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<p>Involvement, curiosity, communication with peers, interest in topics, feeling of belonging to the group.</p>
<p><b>Challenges</b></p>	<p>Sometimes an adult is afraid to put him or herself on the line: he or she may be afraid of being ridiculed, believes he or she is no longer capable, feels awkward and unmotivated by the experience or too serious and "adult" to even be willing to do it.</p>
<p><b>Adaptation and Transferability</b></p>	<p>The approach is easily adaptable and transferable to different geographical realities and various sectors</p>
<p><b>Innovativeness (optional)</b></p>	<p>The methodology mentioned is innovative as it moves beyond the traditional model of teaching and introduces creative, immersive and engaging strategies into educational practices, enhancing the positive dynamics of game.</p>
<p><b>Link to the resources</b></p>	<p><a href="https://papers.academic-conferences.org/index.php/ecqbl">https://papers.academic-conferences.org/index.php/ecqbl</a></p> <p><a href="https://elmmagazine.eu/future-of-adult-education/playing-for-adults-five-examples-of-game-based-learning-tools/">https://elmmagazine.eu/future-of-adult-education/playing-for-adults-five-examples-of-game-based-learning-tools/</a></p> <p><a href="http://game-ed.eu/">http://game-ed.eu/</a></p> <p><a href="https://www.erasustrainingcourses.com/gamification.html">https://www.erasustrainingcourses.com/gamification.html</a></p>





<b>Name of the practice</b>	<b>36. Values in Action Inventory Strengths (VIA Survey)</b>
<b>Summary</b>	<p>The Values in Action Inventory Strengths (VIA Survey) is a scientifically developed assessment tool that helps individuals identify their character strengths. By completing the VIA Survey, participants gain insights into their unique character strengths profile, which can be applied to improve personal well-being and development.</p> <p>The survey consists of a 240-item measure of 24 character strengths, with participants responding to each item based on its relevance to their personality. The results provide a ranking of strengths, with a focus on the top 4-7 strengths considered as signature strengths.</p>
<b>Overview of the practice</b>	<p>This practice involves the following steps for implementation:</p> <ol style="list-style-type: none"><li>1. Introduce the concept of character strengths and their impact on personal well-being.</li><li>2. Explain the purpose of the VIA Survey in helping participants identify their character strengths.</li><li>3. Instruct participants to access the VIA Survey online at <a href="http://www.viacharacter.org">www.viacharacter.org</a> and complete the 240-item questionnaire.</li><li>4. Provide guidelines for participants to respond to each item based on its alignment with their personality, using a 5-point Likert scale.</li><li>5. Emphasize that the survey typically takes 30 to 40 minutes to complete.</li><li>6. Inform participants that they will receive a score report at the end, highlighting their signature strengths.</li><li>7. Encourage participants to reflect on their results and consider how they can leverage their character strengths in various aspects of their lives.</li></ol>
<b>Preliminary preparation and needed materials</b>	<ul style="list-style-type: none"><li>- Ensure participants have access to a computer or device with an internet connection.</li><li>- Provide clear instructions on how to access and complete the VIA Survey online.</li><li>- Explain the purpose and significance of character strengths to create awareness and engagement.</li></ul>
<b>Duration</b>	The completion of the VIA Survey typically takes 30 to 40 minutes.





<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<ul style="list-style-type: none"> <li>- Familiarity with the concept of character strengths and their relevance to personal development.</li> <li>- Ability to explain the purpose and benefits of the VIA Survey to participants.</li> <li>- Facilitation skills to guide participants through the survey process and encourage reflection on the results.</li> <li>- Sensitivity to individual differences and the potential emotional impact of discovering one's character strengths.</li> </ul>
<p><b>Benefits for adults and key takeaway</b></p>	<ul style="list-style-type: none"> <li>- Increased self-awareness and understanding of personal character strengths.</li> <li>- Improved well-being and life satisfaction through the application of character strengths.</li> <li>- Enhanced goal-setting and decision-making based on the alignment with personal strengths.</li> <li>- Strengthened relationships and communication through leveraging strengths.</li> <li>- Development of resilience and self-confidence through the utilization of signature strengths.</li> </ul> <p>Specific competencies addressed: self-awareness, self-management, interpersonal skills, goal setting, resilience.</p>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<ul style="list-style-type: none"> <li>- Lack of self-awareness regarding personal character strengths.</li> <li>- Difficulty in identifying and utilizing strengths effectively.</li> <li>- Decreased well-being and satisfaction due to underutilization of strengths.</li> <li>- Limited awareness of the positive impact of character strengths on personal and professional life.</li> </ul>
<p><b>Challenges</b></p>	<ul style="list-style-type: none"> <li>- Emotional responses to discovering strengths, such as feeling overwhelmed or uncertain about how to apply them.</li> <li>- Ensuring participants understand that all character strengths are valuable and no strength is inherently superior to others.</li> <li>- Addressing potential cultural biases in the assessment and interpretation of character strengths.</li> </ul>
<p><b>Adaptation and Transferability</b></p>	<p>The VIA Survey and the concept of character strengths can be adapted and transferred to different countries and cultural patterns. However, it is important to consider cultural nuances in interpreting and applying the results. Language and examples should be adapted to ensure relevance and relatability to participants in diverse contexts.</p>





<b>Innovativeness (optional)</b>	The VIA Survey and the focus on character strengths are not necessarily innovative concepts. However, the use of a free, scientifically validated assessment tool and its integration within the Escape to Happiness Project highlight the practice's value and potential for improving well-being and self-awareness.
<b>Link to the resources</b>	<a href="http://www.viacharacter.org">www.viacharacter.org</a>

<b>Name of the practice</b>	<b>37. "Find your balance" - women empowerment journal</b>
<b>Summary</b>	<p>Women Empowerment is a one-year small scale Erasmus+ project (KA2). The purpose of the project is to empower 18+ women from different backgrounds and to exchange good practices of women's empowerment between partners.</p> <p>One of the results of the project was an empowerment journal for women. Complimentary to the journal are also 12 workshops that can be carried out by facilitators and mentors.</p>
<b>Overview of the practice</b>	<p>"Finding your Balance" diary for women with 52 exercises for 52 weeks of the year. The diary addresses the singular – to look at ourselves, the plural – to look at our relationships and the plural – to look at the community in which we live and create. The diary is in English.</p> <p>The diary is meant to be used throughout the year, you can start at any time. This activity is good for on-going groups that meet also monthly. The journal can be used individually for the purpose of reflection. During the project 12 workshops for empowerment were also created and the journal can be used also complementary to the workshops. Find both links for download below.</p>
<b>Preliminary preparation and needed materials</b>	Printable diary. It is nice if the diary is printed out in colour and has spiral or glued binding so it can last longer throughout the year.
<b>Duration</b>	One year
<b>Adult educators' skills and knowledge and values (competencies)</b>	<ul style="list-style-type: none"> <li>• Knowledge of Empowerment: Understanding the concept of empowerment and its significance in personal, relational, and community contexts.</li> <li>• Facilitation Skills: Ability to facilitate group discussions, workshops, or reflective activities</li> </ul>





### Benefits for adults and key takeaway

effectively. This includes creating a safe and inclusive environment, encouraging participation, and managing group dynamics.

- Active Listening: Being able to listen attentively to participants' reflections, concerns, and experiences, showing empathy and understanding.
- Reflective Practice: Practicing self-reflection and self-awareness to understand personal biases, beliefs, and values, which can influence the facilitation process.
- Communication Skills: Effectively communicating instructions, guiding discussions, and providing feedback to participants. Clear and concise communication in English is necessary as the diary is in English.
- Self-Reflection and Self-Awareness: The practice encourages individuals to look inward and examine their thoughts, emotions, and personal growth throughout the year. Participants will gain a better understanding of themselves and their needs.
- Enhanced Well-being: By engaging in self-care activities and exploring different aspects of their lives, adults can improve their overall well-being. They will learn strategies for managing stress, cultivating positive relationships, and finding balance in their lives.
- Strengthened Relationships: The practice prompts individuals to reflect on their relationships, both personal and within their community. They can gain insights into fostering healthy and meaningful connections, resolving conflicts, and nurturing supportive networks.
- Empowerment and Personal Growth: Through the exercises and reflections, adults will develop a sense of empowerment and agency in their lives. They will learn to set goals, overcome challenges, and make positive changes that align with their values and aspirations.
- Expanded Community Engagement: The practice encourages adults to consider their role within their community and explore ways to contribute positively. They may develop a sense of social responsibility, empathy, and a desire to actively participate in community initiatives.
- New Knowledge and Skills: Participants will acquire knowledge and skills related to self-care, self-reflection, goal setting, communication, conflict resolution, and community engagement. They will





	<p>also develop skills in journaling, critical thinking, and personal development.</p>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<ul style="list-style-type: none"> <li>• Lack of self-awareness and self-reflection</li> <li>• Difficulty in maintaining work-life balance</li> <li>• Challenges in building and maintaining meaningful relationships</li> <li>• Limited community engagement and connection</li> <li>• Low self-esteem and lack of empowerment</li> <li>• Ineffective goal setting and planning</li> <li>• Communication barriers and conflicts</li> <li>• Limited knowledge of personal strengths and areas for growth</li> <li>• Feelings of isolation and disconnection</li> <li>• Need for personal growth and self-improvement</li> </ul>
<p><b>Challenges</b></p>	<p>It can be hard to keep up a journal the whole year through. Think about perhaps doing some parts of the journal together as groups or have sharing sessions monthly where women can share their experiences through the journal. To really have the journal work as a tool we suggest also carrying out the workshops as they are complementary to to journal.</p>
<p><b>Adaptation and Transferability</b></p>	<p>The journal was really made for women 18+, as a very specific target group. Culturally the journal can be used anywhere however the target group can not be changed.</p>
<p><b>Innovativeness (optional)</b></p>	<ul style="list-style-type: none"> <li>• Comprehensive Approach: The diary addresses the holistic well-being of individuals by focusing on self-reflection, relationships, and community. It takes into account multiple dimensions of life and encourages a balanced approach to personal growth.</li> <li>• Long-Term Engagement: The diary is designed for use throughout the year, providing ongoing support and guidance. Its structured format for 52 weeks ensures consistent engagement and reflection, allowing individuals to track their progress and growth over time.</li> </ul>
<p><b>Link to the resources</b></p>	<p>Journal <span style="float: right;">+</span>  <a href="https://aspira.si/wp-content/uploads/2023/03/Journal-Finding-my-balance-3.pdf">https://aspira.si/wp-content/uploads/2023/03/Journal-Finding-my-balance-3.pdf</a></p> <p>Workshops  <a href="https://aspira.si/wp-content/uploads/2023/03/12-scenarios-for-workshops-with-women.pdf">https://aspira.si/wp-content/uploads/2023/03/12-scenarios-for-workshops-with-women.pdf</a></p>





<b>Name of the practice</b>	<b>38. Place-based education (PBE) and learning</b>
<b>Summary</b>	<p>Place-based learning (PBE) is an educational approach that emphasizes the use of the local environment and community as a context for teaching and learning. It is rooted in the idea that the physical and cultural characteristics of a particular place can serve as a valuable resource for education. Definition of <a href="#">BPE</a> is: "an approach to learning that takes advantage of geography to create authentic, meaningful, and engaging personalized learning for students."</p> <p>In particular in environmental psychology, the term affordance is used to describe the elements of the environment that enable individuals (or communities) to engage in certain behaviours or activities (Gibson, 1974). For example, an open grassy area in a park is an affordance for any number of activities: a picnic, a yoga class, an exercise session, a rest, gatherings, etc. The affordance theory can also be used in adult education and other activities, as each place offers unique opportunities for teaching and learning.</p> <p>A place with plenty of affordances for action generates more (mental and physical) well-being while serving as a learning environment. Nature is a master for providing inspiring affordances for various activities..</p>
<b>Overview of the practice</b>	<p>In place-based learning, the surrounding community and its natural, historical, or cultural features become an integral part of the curriculum. Students are encouraged to explore and interact with their local environment, making connections between what they learn in the classroom and the world outside.</p> <p>Place-based learning is about getting to know a place and taking advantage of what a place has to offer. In addition to indoor spaces, it is worthwhile to carefully explore the local environment and also make use of outdoor spaces as learning environments.</p>
<b>Preliminary preparation and needed materials</b>	<p>Materials will be chosen according to the location. It is important to inform participants if the meeting is outdoors, so that they can be properly dressed.</p>
<b>Duration</b>	<p>Varies.</p>





<b>Adult educators' skills and knowledge and values (competencies)</b>	<p>Educators may require professional development and training to effectively implement place-based learning strategies. Providing ongoing professional development opportunities focused on place-based learning pedagogy, curriculum design, and community collaboration can help teachers gain the necessary knowledge and skills. Sharing best practices and resources among educators through workshops or online platforms can also support their professional growth.</p> <ul style="list-style-type: none"><li>• Knowledge of the local environment, community, and resources.</li><li>• Interdisciplinary understanding and ability to connect subjects.</li><li>• Curriculum design and adaptation skills.</li><li>• Facilitation of experiential learning.</li><li>• Community engagement and partnership building.</li><li>• Reflective practice for continuous improvement.</li><li>• Cultural competence and inclusivity.</li><li>• Environmental and sustainability literacy.</li><li>• Collaboration and networking skills.</li><li>• Commitment to lifelong learning.</li></ul>
<b>Benefits for adults and key takeaway</b>	<p>Benefits of place-based learning include increased student engagement, deeper understanding of concepts, enhanced critical thinking and problem-solving skills, development of a sense of place and belonging, and the cultivation of environmental and cultural awareness.</p> <p>Place-based learning encourages students to explore, connect, and learn from their immediate surroundings, fostering a sense of connection to their local community while acquiring knowledge and skills across various subject areas.</p>
<b>Specific problems that we are solving with this good practice or some things that we want to improve</b>	<ol style="list-style-type: none"><li>1. Local relevance: Place-based learning starts with the premise that the local community and environment have intrinsic educational value. The curriculum is designed to address local issues, challenges, and resources, making learning relevant to students' lives.</li><li>2. Experiential learning: Place-based learning emphasizes hands-on, experiential learning. Students actively engage with the local environment through field trips, community service projects, interviews with local experts, and other interactive experiences.</li><li>3. Interdisciplinary approach: Place-based learning encourages the integration of various subjects and disciplines. Students learn to see connections between different fields of knowledge and understand how they relate to the local context. For</li></ol>







	<p>example, studying a local river might involve lessons in geography, biology, history, and mathematics.</p> <ol style="list-style-type: none"><li>4. Community involvement: Place-based learning fosters partnerships and collaborations between schools and the local community. Students often work with community organizations, businesses, and individuals to address real-world problems or contribute to community initiatives.</li><li>5. Environmental and cultural stewardship: Place-based learning promotes a sense of responsibility and stewardship towards the local environment and culture. Students develop an understanding of their role as active participants in sustaining and improving their community.</li></ol>
<b>Challenges</b>	<ul style="list-style-type: none"><li>• Community support: Educators can proactively engage community members and organizations through meetings, presentations, and collaborative projects. Demonstrating the educational benefits and positive impact of place-based learning on students and the community can help garner support and participation.</li><li>• Curriculum alignment: educators can work collaboratively to identify opportunities for incorporating local content and experiences into the curriculum. This may involve revising and adapting existing lesson plans or developing new units that align with local themes and resources</li></ul>
<b>Adaptation and Transferability</b>	<p>Place-based learning strategies can create meaningful learning experiences all over the globe! It's not worth limiting yourself to just the building. PBE can be scaled up or down, from single lessons or stand-alone experiences (like a classroom speaker or field trip) to full programs with an entirely place-based curriculum.</p> <p>PBE can take the form of project-based learning, service learning, work-based learning, or professional learning.</p>
<b>Innovativeness (optional)</b>	<p>In Lapinlahti (Helsinki Finland), we use this approach with success, since the environment is affordance-rich.</p>
<b>Link to the resources</b>	<p><a href="https://remakelearning.org/blog/2020/01/28/you-are-here-t-he-power-of-place-in-learning/">https://remakelearning.org/blog/2020/01/28/you-are-here-t-he-power-of-place-in-learning/</a> <a href="https://www.tandfonline.com/doi/full/10.1080/00131911.2023.2177260">https://www.tandfonline.com/doi/full/10.1080/00131911.2023.2177260</a></p>





<b>Name of the practice</b>	<b>39. Bull's-Eye Values Survey</b>
<b>Summary</b>	<p>The Bull's-Eye Values Survey is an activity designed to help individuals identify and evaluate their values in four important areas of life: Work/Education, Leisure, Relationships, and Personal Growth/Health.</p> <ol style="list-style-type: none"><li>1. Work/Education refers to your career aims, your values about improving your education and knowledge</li><li>2. Leisure refers to how you play in your life, how you enjoy yourself, your hobbies, or other activities</li><li>3. Relationships refer to intimacy in your life, relationships with your children, your family of origin, your friends, and social contacts in the community</li><li>4. Personal growth/health refers to your spiritual life, either in organized religion or personal expressions of spirituality</li></ol> <p>Participants reflect on their values, assess how closely they are living in alignment with them, identify obstacles hindering their values attainment, and develop a valued action plan to move closer to their desired life. The practice aims to increase self-awareness, values attainment, and persistence in the face of barriers.</p>
<b>Overview of the practice</b>	<p>This practice involves the following steps for implementation:</p> <ol style="list-style-type: none"><li>1. Introduce the concept of values and their impact on personal fulfillment.</li><li>2. Provide participants with a description of the four areas of living: Work/Education, Leisure, Relationships, and Personal Growth/Health.</li><li>3. Instruct participants to reflect on their values within each area and describe them in writing.</li><li>4. Guide participants to evaluate their current alignment with their values by marking an X on a dartboard diagram for each area.</li><li>5. Prompt participants to identify and write down the obstacles preventing them from living their values.</li><li>6. Ask participants to assess the power of each obstacle by circling a corresponding number.</li><li>7. Facilitate a discussion on developing a valued action plan, where participants identify value-based actions they are willing to take in each area of life.</li></ol>





	<p>8. Optionally, provide a space for participants to share information and results if they feel comfortable doing so.</p>
<p><b>Preliminary preparation and needed materials</b></p>	<ul style="list-style-type: none"> <li>- Prepare a dartboard diagram with the four areas of living (Work/Education, Leisure, Relationships, and Personal Growth/Health) clearly labeled.</li> <li>- Provide participants with paper and writing materials for self-reflection and jotting down values and obstacles.</li> <li>- Ensure a safe and supportive environment for participants to share if they choose to do so.</li> </ul>
<p><b>Duration</b></p>	<p>The Bull's-Eye Values Survey can vary in duration depending on the depth of reflection and discussion. Typically, it can be completed within 60-90 minutes.</p>
<p><b>Adult educators' skills and knowledge and values (competencies)</b></p>	<ul style="list-style-type: none"> <li>- Familiarity with values exploration and the importance of values in personal fulfillment.</li> <li>- Facilitation skills to guide participants through self-reflection and discussion.</li> <li>- Active listening and empathy to create a safe and supportive environment.</li> <li>- Ability to encourage participants to set realistic and achievable value-based goals.</li> </ul>
<p><b>Benefits for adults and key takeaway</b></p>	<ul style="list-style-type: none"> <li>- Increased self-awareness of personal values in key areas of life.</li> <li>- Enhanced understanding of the extent to which current actions align with values.</li> <li>- Identification of obstacles hindering values attainment.</li> <li>- Development of a valued action plan to move closer to a fulfilling life.</li> <li>- Improved well-being and life satisfaction through values-based decision-making and action.</li> </ul> <p>Main takeaways: Clarity on personal values, awareness of obstacles, and actionable steps toward living a more fulfilling life.</p> <p>Specific competences addressed: self-reflection, self-awareness, goal setting, decision-making.</p>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<ul style="list-style-type: none"> <li>- Lack of clarity regarding personal values and how they align with different areas of life.</li> <li>- Difficulty in identifying and overcoming obstacles that hinder values attainment.</li> <li>- Disconnection between individuals' current actions and their desired way of living.</li> </ul>





<p><b>Challenges</b></p>	<ul style="list-style-type: none"> <li>- Creating a safe and supportive environment for participants to share their values and obstacles.</li> <li>- Encouraging participants to reflect deeply on their values and challenge any internal resistance.</li> <li>- Addressing potential cultural variations in values and interpretations of the dartboard exercise.</li> </ul>
<p><b>Adaptation and Transferability</b></p>	<p>The Bull's-Eye Values Survey can be adapted and transferred to different countries and cultural patterns by modifying the language, examples, and cultural references used in the exercise. The core concept of values exploration and alignment remains relevant across cultures and sectors.</p>
<p><b>Innovativeness (optional)</b></p>	<p>The Bull's-Eye Values Survey is not necessarily an innovative concept, as values exploration has been a part of personal development practices. However, the integration of the dartboard metaphor and the emphasis on identifying obstacles and developing a valued action plan adds a practical and visual component to the process.</p>
<p><b>Link to the resources</b></p>	<p><a href="#">Value Survey Module 5 activity 2.jpg</a>  <a href="#">Bulls eye analysis module5 activity2 2nd.png</a></p> <p><a href="https://drexel.edu/~media/files/studentlife/counseling/bulls%20eye%20values%20exercise.ashx?la=en">https://drexel.edu/~media/files/studentlife/counseling/bulls%20eye%20values%20exercise.ashx?la=en</a></p> <p><a href="https://www.researchgate.net/publication/232239325_The_Bull's-Eye_Values_Survey_A_Psychometric_Evaluation">https://www.researchgate.net/publication/232239325_The_Bull's-Eye_Values_Survey_A_Psychometric_Evaluation</a></p>

<p><b>Name of the practice</b></p>	<p><b>40. Culture on Prescription</b></p>
<p><b>Summary</b></p>	<p>The 'Culture on Prescription' project aims to address loneliness and poor mental health among European adults through cultural activities and informal learning. It offers a free educational program focused on participants' talents, interests, and strengths to foster belonging and connection. The project targets individuals experiencing loneliness, mental health issues, or those interested in personal growth through learning and cultural engagement.</p> <p>The project is ongoing, thus not all outputs are available. The project page provides us with an online virtual library with many resources on how to tackle loneliness and poor mental health with cultural activities. One specific project that correlated with our vision was The Culture, Health &amp; Wellbeing Alliance (CHWA) in the UK. Representing</p>





	<p>everyone who believes that cultural engagement and participation can transform health and wellbeing.</p>
<p><b>Overview of the practice</b></p>	<p>One of the key themes that CHWA addresses in their work that correlates with the "Culture on prescription" project is how to tackle loneliness amongst adults through non-formal education in cultural settings.</p> <p>CHWA provides us with guides on how working together with Libraries, art centers and museums help combat loneliness.</p> <ol style="list-style-type: none"> <li>1. Home library service- for people who can not leave their homes. Implement a home delivery service for adult learners who are unable to visit the library due to illness, disability, or caregiving responsibilities. This service aims to provide personalized access to library items and promote continued learning and engagement among individuals facing mobility or accessibility challenges.</li> <li>2. Establish reading clubs-working together with a local library establish monthly or weekly meetings where adults can decide what books they can read together and have discussions. You can suggest books that deal with the topic of happiness in adult years or how to tackle loneliness.</li> <li>3. "Museum on Prescription." It is a therapeutic approach that involves using museums and cultural institutions as a form of non-medical intervention to improve people's well-being, particularly those experiencing social isolation, mental health issues, or other forms of distress. Get in contact with your local regional or national museums, see what kind of educational programs they offer, and establish a collaboration. Many museums have workshops and tour guided exhibitions that are adaptable for senior or disabled audiences as well as virtual interactive tools.</li> </ol> <p>These are just 3 practices within the project "Culture on prescription" that stood out to us and seemed easily implemented by local or regional collaborations.</p>
<p><b>Preliminary preparation and needed materials</b></p>	<p>These practices are based on collaboration with other institutions like libraries and museums. Materials depend on the collaboration. However we suggest giving your users a diary where they can track their process in the activities they are involved in.</p>
<p><b>Duration</b></p>	<p>Depending on the activity, it can be a once occurring activity like a visit to a museum and workshop to weekly monthly meetings for book or art clubs.</p>





### Adult educators' skills and knowledge and values (competencies)

1. Knowledge of library and museum resources and services: Understand the range of materials and digital platforms available in libraries and museums to provide personalized access to relevant resources for homebound learners.
2. Empathy and understanding: Show compassion and understanding towards learners facing illness, disability, or caregiving responsibilities, recognizing the unique challenges they may experience.
3. Communication and interpersonal skills: Possess effective communication skills to establish rapport and create a supportive learning environment, fostering open discussions and active participation.
4. Knowledge of adult learning principles: Apply principles of adult learning, such as learner-centered approaches and self-directed learning, to design activities that align with the specific needs and interests of adult learners.
5. Collaboration and networking: Collaborate with local libraries, museums, and community organizations to implement the practices successfully, accessing additional resources and programs to enhance the learning experience.
6. Familiarity with relevant topics: Stay informed about topics related to happiness, loneliness, and mental health, recommending reading materials that address these subjects and initiate meaningful discussions among participants.
7. Cultural awareness and sensitivity: Respect and embrace the diverse backgrounds of learners, adapting programs and activities to be inclusive and considerate of the needs of seniors, disabled individuals, and those experiencing social isolation.
8. Flexibility and adaptability: Be open to adjusting programs based on participant feedback, preferences, or changing circumstances, ensuring the practices remain responsive to the varying needs of learners.

### Benefits for adults and key takeaway

- Improved access to educational resources, continued learning opportunity
- Exposure to diverse perspectives, enhanced critical thinking skills, and improved literacy.
- Engagement despite mobility or accessibility challenges.
- A sense of belonging
- Enhanced communication and listening skills, exposure to different viewpoints,
- Communication and interpersonal skills





	<ul style="list-style-type: none"> <li>• Improved well-being through engagement with cultural institutions</li> <li>• Cultural awareness and sensitivity,</li> </ul>
<p><b>Specific problems that we are solving with this good practice or some things that we want to improve</b></p>	<ul style="list-style-type: none"> <li>• Access barriers (due to illness, disability, or caregiving responsibilities)</li> <li>• Limited opportunities for continued learning and engagement</li> <li>• Social isolation and loneliness</li> <li>• Social isolation and loneliness</li> <li>• Lack of connection to artistic and cultural expressions</li> </ul>
<p><b>Challenges</b></p>	<p>Though many of us live in communities that provide libraries and a collaboration can be established perhaps easier than a collaboration with a museum. You might need to take your users outside of town.</p> <p>Consider also that not everyone is a book lover or a fast reader or perhaps does not even know how to read. Do a check to see what kind of things your participants like to read, if they do not like to read perhaps try showing them a movie that is based on a book or vice versa read the book and watch the movie.</p>
<p><b>Adaptation and Transferability</b></p>	<p>Book clubs and library services are already a widely known practice as well as museum learning collaborations for adult education especially on the topic of loneliness. Both practices are easily transferred also to the education sector for youth as well as the non formal youth sector (especially the book reading).</p>
<p><b>Innovativeness (optional)</b></p>	<p>In general the project "Culture on prescription" plays with the idea of using "culture" instead of medicine to tackle loneliness and unhappiness, by "filling" individuals with cultural knowledge and letting them experience hands-on workshops that relate to history and culture.</p> <p>The practices suggested in the project are many and we just listed 3 suggestions of collaborations that seemed to us easy to implement and out of the box.</p>
<p><b>Link to the resources</b></p>	<p><a href="https://culture-on-prescription.eu/">https://culture-on-prescription.eu/</a>  <a href="https://www.artscouncil.org.uk/blog/how-libraries-help-combat-loneliness">https://www.artscouncil.org.uk/blog/how-libraries-help-combat-loneliness</a>  <a href="https://www.twmuseums.org.uk/museums-health-and-social-care-service">https://www.twmuseums.org.uk/museums-health-and-social-care-service</a></p>





### Conclusion

As we bring this journey to a close, we reflect on the profound significance of our collective efforts within the "Escape to Happiness" project. This booklet stands as a testament to our commitment to enhancing the well-being of adults engaged in diverse learning pathways. The practices, strategies, and insights shared within these pages encapsulate a vision of empowerment, growth, and holistic contentment.

In a world marked by constant change and unforeseen challenges, the pursuit of well-being takes on new dimensions of importance. The experiences of the past years, including the impact of the COVID-19 pandemic, have underscored the crucial role that well-being plays in our lives. The practices gathered here are not merely tools for educators; they are gateways to transformation, resilience, and a heightened quality of life.

Throughout this project, we engaged in a meticulous process of exploration, research, and collaboration, driven by the belief that education holds the power to nurture well-being on multiple levels. From interviews that unveiled intimate experiences to desk research that uncovered existing good practices, we pieced together a comprehensive mosaic of well-being enhancement strategies.

Each chapter of this booklet serves as a microcosm of possibility, offering educators a diverse toolkit to empower their learners. Whether through fostering connections, guiding mindful reflection, exploring the outdoors, or harnessing the power of innovative tools, these practices invite educators to be architects of change in the lives of those they serve.

By integrating these practices, educators become catalysts of growth, nourishing not only academic progress but also personal transformation. We hope this booklet ignites a spark of inspiration, encouraging educators to infuse their teaching with the principles of well-being and to foster environments where learners flourish, find purpose, and connect deeply with themselves and others.

As we look ahead, let us remember that the pursuit of well-being is a lifelong endeavor—a journey without a final destination. Let us continue to explore, adapt, and innovate, knowing that our collective efforts contribute to a world where well-being is a central pillar of learning and life.

In closing, we extend our heartfelt gratitude to all those who contributed to this project, from educators and learners to partners and supporters. May the insights within these pages guide us all towards a future marked by empowered individuals, resilient communities, and a society that values and cherishes the well-being of each and every member.







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