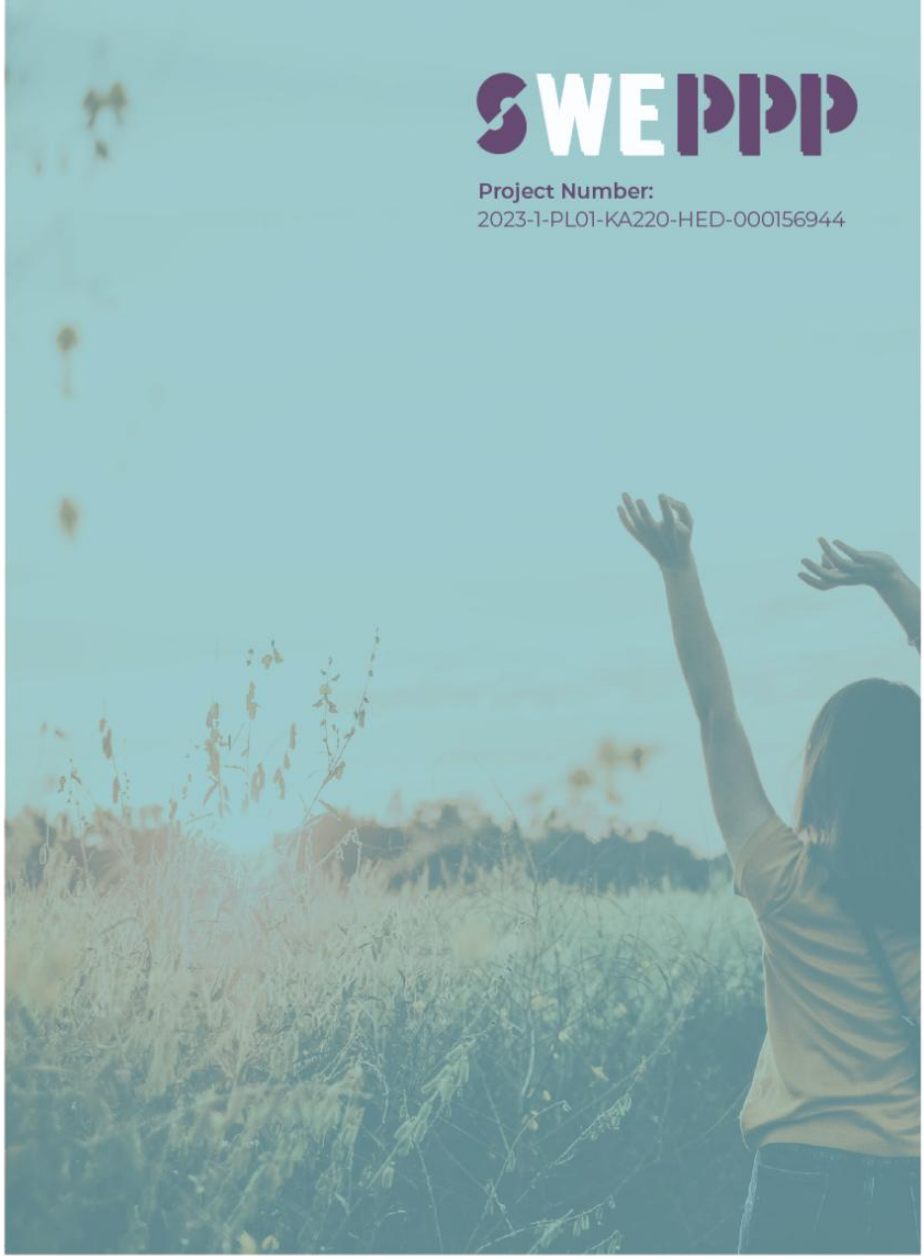


SWEPPP

Project Number:
2023-1-PL01-KA220-HED-000156944

Sustainable Well-being Training Curriculum

Merging Knowledge with Transversal Skills

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Introduction

About the SWEPPP Project

"Sustainable Well-being - Education for Personal, Professional and Planetary Well-being" (SWEPPP) project is based on the idea that achieving sustainable well-being requires a holistic approach, aligning personal, professional, and planetary welfare. It aims to foster wellness across these three dimensions by empowering individuals with the necessary knowledge and skills to enact meaningful action.

To accomplish this overarching goal, the project consortium, comprising academics from higher education institutions (HEIs), along with industry trainers and practitioners, has been working to establish a comprehensive approach to the topic. Within the framework of this approach, the project delivers three primary outputs:

- Sustainable Well-being Curriculum
- Sustainable Well-being Courses
- Sustainable Well-being for Everyone Guide

While the SWEPPP Training Curriculum establishes the groundwork for sustainable well-being education and training, the SWEPPP Well-being Courses offer teachers, trainers, students, and self-learners comprehensive materials to enrich their understanding and competences in this domain.

Alongside these resources, The SWEPPP Guide aims to inspire individuals to enhance both their personal and workplace well-being, thereby fostering their development as responsible individuals toward themselves, their environment, and their communities. Built upon the foundation laid by the curriculum and courses, the guide acts as a user-friendly tool for fostering well-being across various facets of life.

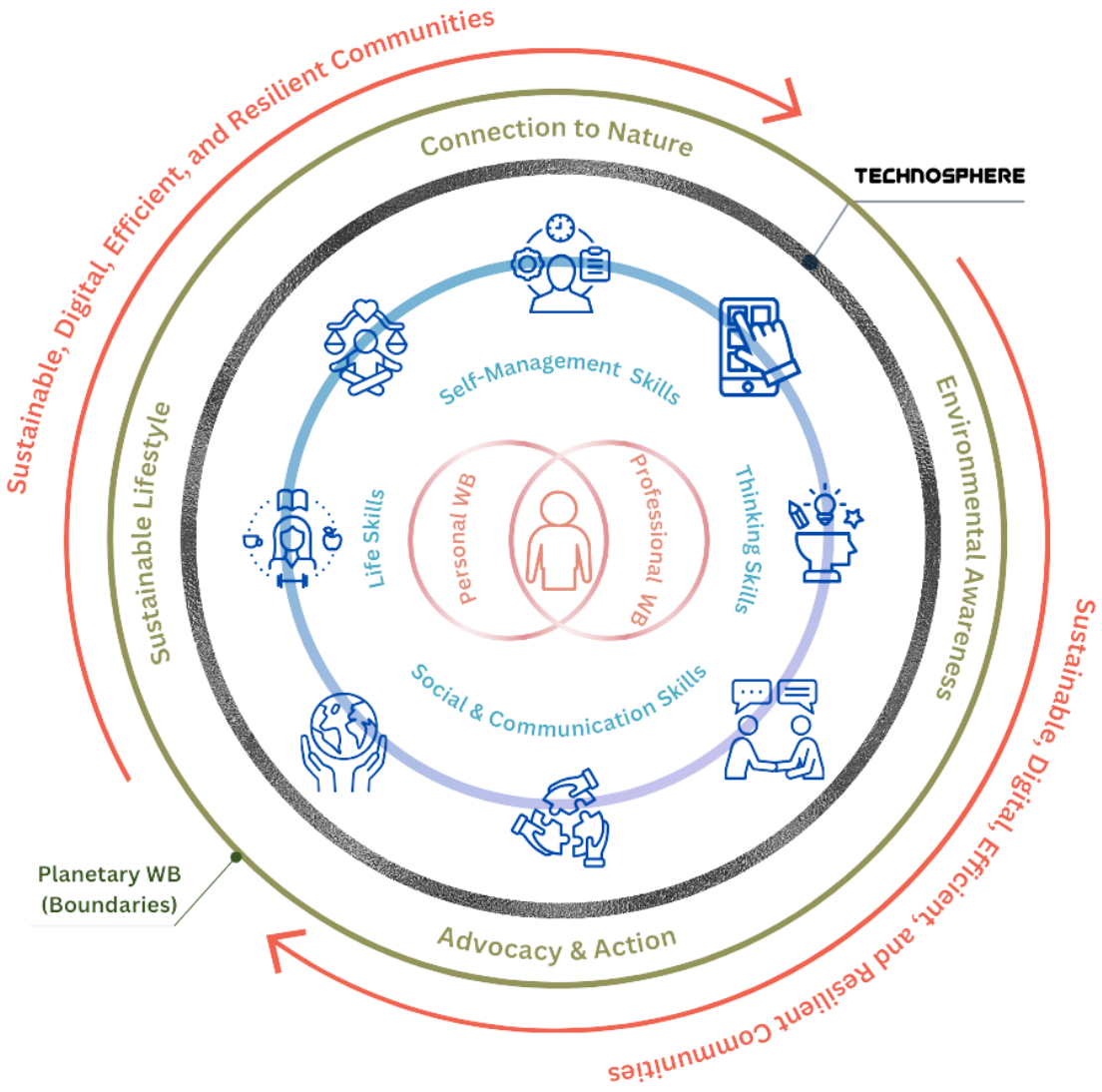
Through these outputs and the accompanying project activities, our aim is to cultivate sustainable well-being and contribute to the realization of green, digital, efficient, and resilient communities.

A Holistic Approach to Sustainable Well-being

The SWEPPP Project adopts the following definition to describe sustainable well-being:

> *an interconnected state of personal, professional, and planetary well-being that focuses on empowering individuals to cultivate health and happiness in themselves and their work environments while actively contributing to the ecological and societal welfare. This state is to be fostered through targeted educational initiatives that build awareness, skills, and attitudes needed to engage responsibly with self, society, and the environment.*

SWEPPP Well-being Diagram is a visual representation of our holistic approach to sustainable well-being, providing a brief overview of the topics addressed in our training curriculum.



We prioritize placing the 'individual' at the core, as they are the initiators, the ones who take action in assuming responsibility for and adopting behaviors promoting well-being across various dimensions. Beginning with 'the self,' we position personal and professional well-being at the center of the diagram. We emphasize the acquisition of transversal skills essential for nurturing well-being across various dimensions, cultivating a comprehensive developmental journey toward health, knowledge, responsibility, and collaboration. With Technosphere, we highlight the influence of digital and technological tools on personal, professional, and planetary well-being. As one of the most pivotal aspects of sustainable well-being, we position planetary well-being in the outermost circle. This placement signifies that our actions are bounded by the resources and limits of the planet. We advocate for the enhancement of personal, professional, and planetary well-being as a means to cultivate green, digital, efficient, and resilient, communities.

SWEPPP Training Curriculum

The concept of sustainable well-being, an equitable attainment of present well-being while safeguarding the needs of future generations, has gained widespread attention among educators and practitioners in recent years. However, despite its significance, a universally accepted framework for integrating well-being into sustainability contexts remains elusive. SWEPPP Training Curriculum aims to bridge this gap by providing a structured approach to studying sustainable well-being, addressing the dimensions crucial to its realization. Through this curriculum, we strive to equip individuals with the knowledge and transversal skills necessary to promote well-being while advancing sustainability goals, filling a gap identified in both educational and professional landscapes.

While our project primarily targets university teachers and students, we aspire to extend the reach of our outputs to encompass a broader audience, including non-formal trainers and self-learners. To achieve this goal, we have designed the training curriculum with modularity in mind, alongside micro-credential learning components. Our intention is to facilitate easy adaptation and utilization of the training curriculum across diverse teaching and training environments.

Why Micro Credentials?

The courses featured in this training curriculum are structured as micro-credential courses, allowing for smooth integration into existing sustainability programs at universities as compact learning units. The micro-credential format also facilitates continuous learning for practitioners, enabling them to customize their educational journey. These courses can be adapted by non-academic trainers or consultants and delivered as specialized training sessions for employees and corporate clients beyond the university environment.

Modular Structure: Knowledge- and Skill-Based Modules

After extensive working sessions within our consortium, we have structured the SWEPPP Training Curriculum into two distinct sections: knowledge-based and skill-based modules.

While acquiring knowledge about sustainable well-being and understanding it within theoretical frameworks is essential for fostering behavioral change and maintaining well-being; it is equally crucial for individuals to cultivate the skills necessary to enact meaningful action for their personal and professional well-being while preserving the planet.

To ensure alignment with these objectives, we have examined the EU's ESCO Transversal Skills and Competences classification and developed our skill-based modules based on identified skills and competences relevant for sustainable well-being. The activities chosen for the skill-based modules are guided by the theoretical and conceptual foundations laid out in the knowledge-based modules.

While the knowledge-based modules are designed to be delivered through several learning *units*, the skill-based modules are to be delivered through several *activities*. A *unit* refers to a component within a larger module and aims to help learners gain knowledge on specific subtopics. An *activity*, on the other hand, refers to a specific task or exercise designed to facilitate skill development.

The modular design of the curriculum provides learners with the flexibility to focus on the knowledge and skills best suited to support their success in both their academic pursuits and future endeavors.

SWEPPP SUSTAINABLE WELL-BEING TRAINING CURRICULUM

Merging Knowledge with Transversal Skills

SWEPPP Training Curriculum aims to provide a structured approach to studying sustainable well-being, addressing the dimensions crucial to its realization. Through this curriculum, we strive to equip individuals with the knowledge and transversal skills necessary to promote well-being while advancing sustainability goals, filling a gap identified in both educational and professional landscapes.

SWEPPP Training Curriculum is structured into two distinct sections: knowledge modules and skill modules. While acquiring knowledge about sustainable well-being and understanding it within theoretical frameworks is essential for fostering behavioral change and maintaining well-being; it is equally crucial for individuals to cultivate the skills necessary to enact meaningful action for their personal and professional well-being while preserving the planet.

KNOWLEDGE-BASED MODULE - 1

SUSTAINABLE WELL-BEING: A HOLISTIC APPROACH

KNOWLEDGE-BASED MODULE - 2

HARMONIZING SUSTAINABLE WELL-BEING: PERSONAL, PROFESSIONAL, PLANETARY WELL-BEING

SKILL-BASED MODULE - 1

PERSONAL WELL-BEING: LEADING A HEALTHY LIFE

SKILL-BASED MODULE - 2

PROFESSIONAL WELL-BEING: THRIVING PROFESSIONALLY

SKILL-BASED MODULE - 3

RESPONSIBILITY FOR PLANETARY WELL-BEING

SKILL-BASED MODULE - 4

PROMOTING WELL-BEING FOR SUSTAINABLE, DIGITAL, RESILIENT COMMUNITIES

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Please see the SWEPPP Training Curriculum for a more detailed description of the modules, units, and activities.
To learn more about the SWEPPP Project and to access the SWEPPP Training Curriculum, please visit the project website:
www.wellbeing4sustainability.eu

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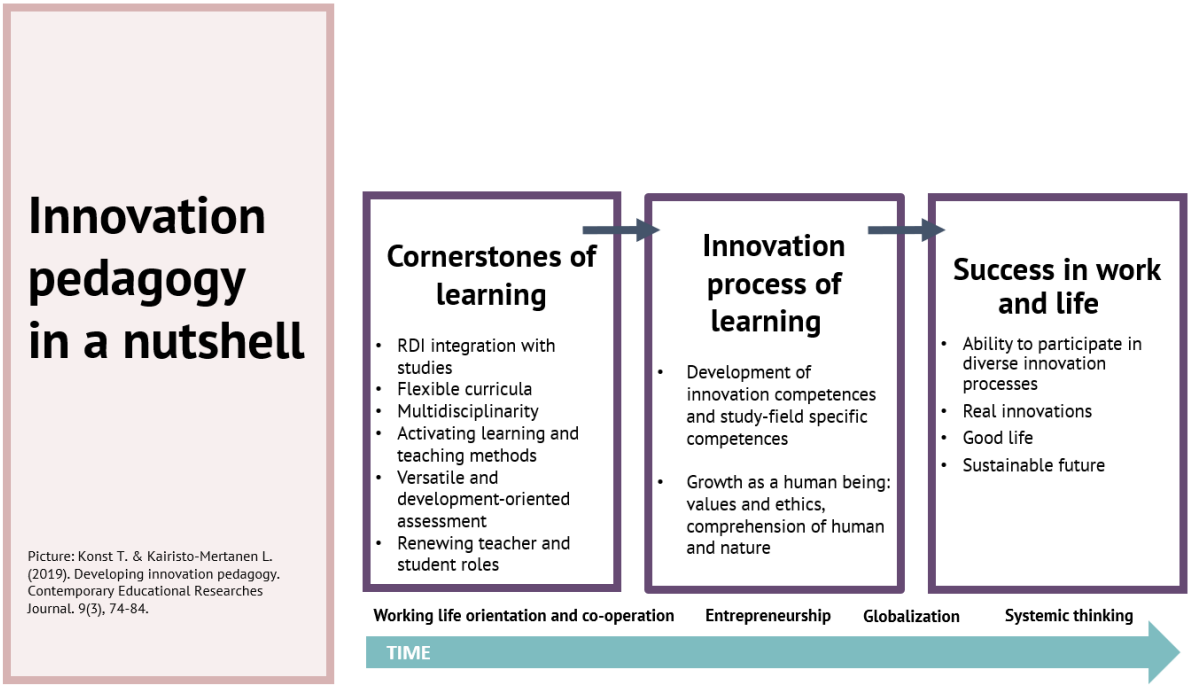
Pedagogical Approach

As an innovative approach to teaching, the requirements of Innovation Pedagogy, INNOPEDA®, a registered trademark of Turku University of Applied Sciences, has been considered while developing this training curriculum.

INNOPEDA® is based on nine cornerstones. These cornerstones have been reformulated and completed several times during the lifespan of innovation pedagogy, aiming at responding to the development needs of education in the current and future world. They are intended to facilitate the students' learning process and develop the learners' innovation competences, and to provide an opportunity to work on real-life sustainability assignments.

Working-life orientation, flexible curricula, and multidisciplinary learning environments are essential requirements for INNOPEDA® to succeed. Students need good study skills to take an active and responsible role in their learning. The methods used in delivering education must be activating and versatile. Giving students opportunities to work on an assignment resembling a real-life situation is essential when aiming to improve their innovation. The assessments are development-oriented, i.e., students can assess their own and their peers' competences and know-how to develop them. Internationalization should be embedded in studies in versatile ways.

Innovation competences have five dimensions that focus on creativity, critical thinking, initiative, team working and networking.



Innovation Pedagogy allows developing the learners' innovation competences in an online environment, supporting virtual teamwork, communication and problem-solving skills, and adaptability to new situations. The online environment also enables the opportunity to conduct teamwork, which can span beyond institutions and even national borders. Ideally, students can work on international group assignments virtually with students from the partnering higher education institutions.

How to Use the SWEPPP Training Curriculum: Notes for Teachers and Trainers

SWEPPP Training Curriculum serves as a supporting framework for teachers and trainers seeking to integrate sustainable well-being topics into their modules or training offers. It is crucial to highlight that the training curriculum does not offer pre-packaged lecturing materials or prescribe a singular assessment tool. Instead, teachers and trainers are encouraged to develop content themselves, drawing upon the outlines, learning objectives, outcomes, and other suggestions provided in this training curriculum, customizing them to suit the needs of their learners. Furthermore, teachers and trainers are recommended to use the SWEPPP e-learning courses and materials generated by the project team based on this training curriculum.

Likewise, the subtopics outlined within the modules, along with their allocated hours, serve as a guide for orientation. Teachers and trainers are advised to adapt and adjust the units and activities according to their specific needs, expanding or condensing as necessary.

Additionally, certain aspects of the modules may pose challenges when applied in non-university settings, or certain exercises may encounter difficulties in specific classroom conditions. For example, assessment methods originally designed for university contexts may not translate to training sessions aimed at corporate clients or professionals in non-formal learning environments. In such cases, we propose integrating discussion and reflection questions at the conclusion of training sessions to reinforce the intended learning outcomes. Additionally, some activities require learners to reflect on their workplace experiences. However, it is possible that a significant portion of learners may not currently be employed during the course delivery period. In these instances, we advocate for adapting the exercises to classroom settings rather than workplace scenarios, ensuring all participants can actively engage with the tasks.

Lastly, it is important to highlight the training curriculum's flexibility in adapting to various delivery methods, whether in physical or virtual environments, and through synchronous or asynchronous modes of instruction. Teachers and trainers can utilize online teaching platforms and discussion tools where appropriate. In cases where institutional support is lacking, educators can explore available online study platforms such as Moodle, Padlet, Socrative, and NowComment, etc. Moreover, while certain activities are designed for outdoor or natural settings, alternatives can be implemented in virtual environments. Virtual outdoor spaces and simulated forests offer viable substitutes when physical access is restricted. This blend of delivery methods ensures that the training curriculum remains accessible and effective across diverse teaching contexts and learning situations.

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The content provided in this training curriculum is intended for educational purposes only. It is designed to enhance awareness, knowledge, and encourage positive lifestyle habits, but it is not intended to diagnose, treat, or cure any physical or mental diseases or disorders. Authors do not assume responsibility for any actions taken based on the content provided in this material. Each person's well-being journey is unique, and consulting with a healthcare provider or mental health professional is always recommended for personalized advice and support. By engaging with this material, users acknowledge that they understand and accept the limitations of its content and that they are solely responsible for any consequences resulting from its use.

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Knowledge-Based Module – 1: Sustainable Well-being: A Holistic Approach

Module Description	This micro-credential module serves as an introductory course, designed to provide students with a general understanding of sustainable well-being and how its different aspects -personal, professional, and planetary well-being- are all linked together. The goal is to equip learners with a theoretical foundation to grasp how well-being contributes to achieving sustainability.
Module Units	Unit 1: Defining Sustainable Well-being Unit 2: Understanding the Interconnectedness Unit 3: Integrating Insights to Promote Sustainable Well-being
Module Assessment	Written essay (3 pages) Sample: Take a closer look at your university or workplace and identify an area that requires improvement to promote sustainable well-being. Drawing insights from the module content, examined theories, and explored case studies, elaborate on the following questions: • What is the specific issue at hand? • How does this issue impact the three dimensions of sustainable well-being (P-P-P)? • What solutions or strategies would you propose to address and improve the situation?
Delivery Method	on-site / online
Module Workload	30h / 1 ECTS-credit (24h of unit learning + 6h dedicated to the module assessment)

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SWEPPP KNOWLEDGE-BASED MODULE - 1

SUSTAINABLE WELL-BEING: A HOLISTIC APPROACH

This micro-credential module serves as an introductory course, designed to provide students with a general understanding of sustainable well-being and how its different aspects -personal, professional, and planetary well-being- are all linked together. The goal is to equip learners with a theoretical foundation to grasp how well-being contributes to achieving sustainability.

UNIT-1: DEFINING SUSTAINABLE WELL-BEING

This unit presents a definition of sustainable well-being and its surrounding concepts as outlined in the SWEPPP project.

UNIT-2: UNDERSTANDING THE INTERCONNECTEDNESS

This unit provides a theoretical understanding in which sustainable well-being can be further discussed and the interconnectedness between personal, professional and planetary well-being can be grasped.

UNIT-3: INTEGRATING INSIGHTS TO PROMOTE SUSTAINABLE WELL-BEING

This unit presents insights from behavior change, resilience building and collective action to promote sustainable well-being. By exploring these concepts, the unit establishes a foundation essential for the skill-based modules.

Please see the SWEPPP Training Curriculum for a more detailed description of the units.
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Unit 1: Defining Sustainable Well-being

Unit Content	This unit presents a definition of sustainable well-being and its surrounding concepts as outlined in the SWEPPP project. It explains how sustainable well-being can be understood as a holistic approach to prosperity, encompassing economic, social, and environmental well-being. In this context, the unit discusses the relevance of sustainable well-being for individuals, communities, and at the EU level, focusing on health, happiness, and ecological balance. Furthermore, it provides examples of EU policies and frameworks supporting sustainable well-being, including the European Green Deal and social policies.
Unit Objective	Introducing the concept of sustainable well-being, its dimensions, and its significance in the EU context.
Unit Learning Outcomes	Upon completion of the unit, learners will be able to: • define sustainable well-being and articulate its multi-dimensional aspects. • analyze the importance of sustainable well-being for individuals, communities, and the broader EU context. • evaluate the role and impact of EU policies on promoting sustainable well-being.
Unit Teaching / Learning Methods	Teacher-supported and self-learning: Use of the unit presentation and further reading / video materials. Team Learning: Group discussions to explore the practical implications of sustainable well-being, supported by the teacher / coach [for teacher-supported applications only]. Self-Reflection
Unit Workload	10h (8h of unit learning + 2h dedicated to the module assessment)

Unit 2: Understanding the Interconnectedness

Unit Content	This unit provides a theoretical understanding in which sustainable well-being can be further discussed and the interconnectedness between personal, professional, and planetary well-being can be grasped. The unit presents: Systems Theory: exploring the interconnectedness of social, economic, and environmental factors. Ecopsychology: understanding the relationship between human well-being and planetary health. Case Studies: examples of systems thinking and ecopsychology in practice.
Unit Objective	Providing an understanding of sustainable well-being and the interconnectedness of its dimensions in the framework of systems theory and ecopsychology.
Unit Learning Outcomes	Upon completion of the unit, learners will be able to: • describe the fundamental concepts of systems theory and their implications for sustainability and sustainable well-being. • explain the principles of ecopsychology and their importance in the context of environmental and human well-being. • apply systems thinking and ecopsychology concepts to analyze and interpret case studies of sustainable practices.
Unit Teaching / Learning Methods	Teacher-supported and self-learning: Use of the unit presentation and further reading / video materials. Team Learning: Group discussions and reflection on the theories based on a selected case study, supported by the teacher / coach [for teacher-supported applications only].. Self-Reflection
Unit Workload	10h (8h of unit learning + 2h dedicated to the module assessment)

Unit 3: Integrating Insights to Promote Sustainable Well-being

Unit Content	This unit presents insights from behavior change, resilience building and collective action to promote sustainable well-being. By exploring these concepts, the unit establishes a foundation essential for the skill-based modules. The unit drives insights from: Behavior Change: utilizing the theory of planned behavior and social cognitive theory to clarify and guide sustainable behaviors. Building Resilience: exploring strategies for fostering resilience and sustainable livelihoods with a focus on definitions, components, and resilience-building tools for individuals and communities. Positive Psychology and Collective Action: emphasizing the role of positive psychology and the significance of collective action in achieving sustainable well-being, including a review of successful community-based sustainability initiatives.
Unit Objective	Establishing a foundation for sustainable well-being skills by sharing and merging insights from behavior change, resilience building and collective action.
Unit Learning Outcomes	Upon completion of the unit, learners will be able to: • apply behavioral change theories to develop strategies for enhancing sustainable practices. • design and evaluate resilience-building strategies for individuals and communities to support sustainable livelihoods. • assess the impact of positive psychology and collective action in driving community-led sustainability projects.
Unit Teaching / Learning Methods	Teacher-supported and self-learning: Use of the unit presentation and further reading / video materials. Team Learning: Interactive exercise on building a resilience strategy or collective action plan [for teacher-supported applications only]. Self-Reflection
Unit Workload	10h (8h of unit learning + 2h dedicated to the module assessment)

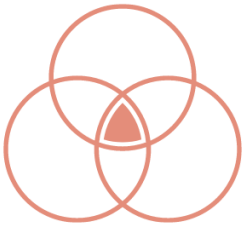
Knowledge-Based Module - 2: Harmonizing Sustainable Well-being: Personal, Professional, Planetary Well-being

Module Description	The second knowledge-based micro-credential module delves deeper into the three dimensions of sustainable well-being: personal, professional, and planetary well-being. The module is designed to equip learners with essential knowledge on a variety of topics including healthy nutrition, work-life balance, and sustainable consumption.
Module Units	Unit 1: Personal Well-being Unit 2: Professional Well-being Unit 3: Planetary Well-being
Module Assessment	Individual Learning Diary (ILD) ILD serves as a structured approach for participants to reflect on their own learning journey. Upon completion of each unit, participants are encouraged to conscientiously complete their ILD by addressing the following questions: • What did I learn in this unit? • What do I want to learn more about the topic? • What can I implement / exploit in practice? Upon the conclusion of the entire module, the learner is expected to refine his/her ILD and submit it, ensuring a comprehensive record of individual progress and insights.
Delivery Method	on-site / online
Module Workload	30h / 1 ECTS-credit (24h of unit learning + 6h dedicated to the module assessment)

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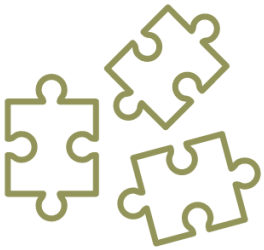
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SWEPPP KNOWLEDGE-BASED MODULE - 2



HARMONIZING SUSTAINABLE WELL-BEING: PERSONAL, PROFESSIONAL, PLANETARY WELL-BEING

This micro-credential module delves deeper into the three dimensions of sustainable well-being: personal, professional, and planetary well-being. The module is designed to equip learners with essential knowledge on a variety of topics including healthy nutrition, work-life balance, and sustainable consumption.





UNIT-1: PERSONAL WELL-BEING

This unit provides an overview of the interconnectedness and significance of mental, physical, and social well-being.



UNIT-2: PROFESSIONAL WELL-BEING

This unit discusses the importance of fostering professional well-being in the workplace both at the individual and organizational level.



UNIT-3: PLANETARY WELL-BEING

This unit presents systematic perspective of planetary well-being: global ecosystem connectivity and sustainable lifestyle principles within.

Please see the SWEPPP Training Curriculum for a more detailed description of the units.
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Unit 1: Personal Well-being

Unit Content	This unit consists of two parts that cover the following topics and their interconnectedness: • physical well-being (including physical activity, balanced nutrition, sleep hygiene), and • mental health (including mindfulness, gratitude, emotions checking, stress relief). The unit provides an overview of the interconnectedness and significance of mental, physical, and social well-being. Strong social connections contribute to both mental and physical health, emphasizing the importance of nurturing relationships. This is integrated into both physical and mental well-being tasks. The content is in coherence with the assumptions of the GoGreenRoutes intergenerational 360-Health approach, which encompasses various dimensions, such as: mental health and well-being, sleep, nutrition, physical activity, social health, sustainability, nature interactions and cognition and performance. This approach is in harmony with the UN SDGs, especially Goal 3 - Promote Good Health and Well-being. Prioritizing the well-being of all generations through addressing biological, psychological, social, and environmental health is essential for fostering sustainable development.
Unit Objective	Outlining the concept of personal well-being, its components and significance in daily life.
Unit Learning Outcomes	Upon completion of the unit, learners will be able to: • know how to successfully implement short activities to improve their personal well-being (both physical and mental) in everyday life. • know how to respond to well-being challenges in everyday life by the application of various techniques. • improve the awareness and skills of analyzing the link between personal and planetary well-being.
Unit Teaching / Learning Methods	Teacher-supported and self-learning: Use of the unit presentation and further reading / video materials. Self-exercise, aiming at adoption of positive daily routines and habits that enhance mental and physical well-being. Self-Reflection
Unit Workload	10h (8h of unit learning + 2h dedicated to the module assessment)

Unit 2: Professional Well-being

Unit Content	This unit discusses the importance of fostering professional well-being in the workplace both at the individual and organizational level. It delves into selected topics, exploring dynamic changes in working life and connection between resilience and professional wellbeing. The theoretical basis for the content of this unit is derived from: • JD-R model by Demerouti and Bakker 2001; 2007. • Job Crafting by Wrzesniewski, A. and Dutton, J.E. (2001).
Unit Objective	Guiding participants to understand the interrelationship among changes in work, the way of working, their personal resilience, and their well-being at work.
Unit Learning Outcomes	Upon completion of the unit, learners will be able to: • understand the changes in work and working environments (diversity, hybrid work, AI). • know how to adapt to changes, bounce back from challenges, and remain positive and optimistic. • know how to create a work culture supporting well-being at work.
Unit Teaching / Learning Methods	Teacher-supported and self-learning: Use of the unit presentation and further reading / video materials. Virtual Reading Circle: Participants get prepared for online meetings by reading the materials. During the reading circle (RC) the issues are discussed first together within a small group (4-5 students) and then with the whole study group. The teacher's role is to facilitate the students' work and discussion. Other students listen to the student group, who is discussing in RC. Self-Reflection
Unit Workload	10h (8h of unit learning + 2h dedicated to the module assessment)

Unit 3: Planetary Well-being

Unit Content	This unit presents an integrated approach on the interdependence of environmental, social, and economic elements. It advocates for a shift towards sustainable practices and policies, aiming to enhance long-term health and resilience of both the planet and its inhabitants. It also illustrates the integration of planetary WB with the other two dimensions of WB. Unit topics include: • global challenges and strategies; absolute sustainability and planetary boundaries concept definition • ecosystem services, systematic view on planetary health • sustainable consumption and production: from global to individual level • environmental impact, economic/social cost of consumption The theoretical basis for the content of this unit is derived from One Health principle of the WHO, which aims to sustainably balance and optimize the health of people, animals and ecosystems. UN SDGs, especially SDG12, which is about ensuring Sustainable Consumption and Production patterns, have also been applied as a framework.
Unit Objective	Facilitating learners to build a comprehensive understanding on the systematic perspective of planetary well-being, including global ecosystem connectivity, sustainable consumption principles, and the assessment of environmental impact.
Unit Learning Outcomes	Upon completion of the unit, learners will be able to: • gain insights into the complexities and systematic interconnectedness of global ecosystems and the overall health of the planet and its components. • gain knowledge about tools and methodologies for assessment of the environmental impact of personal and professional behaviors. • develop competences in holistic and analytical thinking, guiding proactive engagement in sustainable practices.
Unit Teaching / Learning Methods	Teacher-supported and self-learning: Use of the unit presentation and further reading / video materials. Team learning and peer-to-peer learning; information retrieval and analysis; challenge-based learning; case-based learning. Self-Reflection
Unit Workload	10h (8h of unit learning + 2h dedicated to the module assessment)

Skill-Based Module – 1:
Personal Well-being: Leading a Healthy Life

Module Description	This skill-based micro-credential module aims to empower participants with specific transversal skills and competences crucial for sustaining personal well-being. The module activities are structured to initially orient learners through reading / watching materials and subsequently engage them in tasks aimed at cultivating these essential skills.
Module Activities	Activity 1: Physical Well-being Activity 2: Mental Health
Module Assessment	Participation in on-site / online discussions (depending on the module format) Self-Reflection via Activity Diary
Delivery Method	on-site / online
Module Workload	30h / 1 ECTS-credit

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SWEPPP SKILL-BASED MODULE - 1



PERSONAL WELL-BEING: LEADING A HEALTHY LIFE

This micro-credential module aims to empower participants with specific transversal skills and competences crucial for sustaining personal well-being.
The module activities are structured to initially orient learners through reading / watching materials and subsequently engage them in tasks aimed at cultivating these essential skills.





ACTIVITY-1: PHYSICAL WELL-BEING

This activity shows the significance of attending to daily routines, recognizing that even minor adjustments can profoundly impact personal well-being, often interconnected with planetary health.
The optional tasks offered in this activity range from balance walk to mealtime, and are designed to be easily integrated into participants' busy daily schedules.



ACTIVITY-2: MENTAL HEALTH

This activity is designed to harness the benefits of spending time in natural environments within short time frames, promoting mental well-being aligned with planetary health.
The optional tasks offered in this activity range from quick gratitude exercise to stress-busting breathwork, and are designed to be easily integrated into participants' busy daily schedules.

Please see the SWEPPP Training Curriculum for a more detailed description of the activities.
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Activity 1: Physical Well-being

Activity Content	This activity shows the significance of attending to daily routines, recognizing that even minor adjustments can profoundly impact personal well-being, often interconnected with planetary health. The activity is composed of 10 tasks and participants are to choose 3 out of the 10 optional tasks offered: stretching / yoga, balance walk, hydration, grounding, nutrients power, calm down before sleep, sleeping recovery, mealtime, sport challenge with friends, geocaching. The tasks are designed to be easily integrated into participants' busy daily schedules.
Activity Objective	Guiding participants to • develop life-long habits (*does regularly*, daily). • understand the importance of maintaining well-being throughout life (*knows about*). • acquire practical skills and knowledge related to engaging in various forms of physical activity (*does regularly*, daily).
Activity Learning Outcomes	Upon completion of the activity, participants will have practiced the following transversal skills: • T3.4 - demonstrating willingness to learn. • T6.1 - applying health-related skills and competences (maintain physical fitness). • Innopeda Competences: critical thinking, creativity, initiative.
Activity Teaching / Learning Methods	Orientation: individual online learning and reflection: Participants explore personal health-related issues and complete a test on their physical well-being (30 min.) Online discussion and collaboration following theoretical introduction to topics covered in activity tasks (4h) Practicing skills through the selected activity tasks (7,5h) Peer-to-peer reflection on experiences and joint learning (3h)
Workload	15h

Activity 2: Mental Health

Activity Content	This activity is composed of 10 mental well-being tasks and participants are supposed to choose 3 out of the 10 optional tasks offered: mini mindfulness break, quick gratitude exercise, emotional check-in challenge, stress-busting breathwork, digital mindfulness moment, nature visualization exercise, outdoor mindful walking, five senses nature exploration, gratitude walks, nature sound meditation. These tasks are designed to harness the benefits of spending time in natural environments within short time frames, promoting mental well-being aligned with planetary health. They are easy to integrate into daily routines, catered to individuals with busy schedules.
Activity Objective	Guiding participants to: • learn about effective strategies for integrating mental well-being practices into busy schedules (*knows about*). • learn about the benefits of spending time in nature for mental health and overall well-being; and understand the interconnectedness between personal well-being and planetary health (*knows about*). • acquire practical techniques for managing stress and enhancing resilience through nature-based activities (*knows about*) • cultivate a holistic approach to well-being that prioritizes both personal and planetary health (*does regularly*, daily)
Activity Learning Outcomes	Upon completion of the activity, participants will have practiced the following transversal skills: • T3.3 - maintaining a positive attitude. • T3.4 - demonstrating willingness to learn. • T6.1 - applying health-related skills and competences (maintain psychological well-being). • Innopeda Competences: critical thinking, creativity, initiative.
Activity Teaching / Learning Methods	Orientation: individual online learning and reflection: Participants watch a short video about the link between mental health and nature and complete a test on their mental health (30 min.) Online discussion and collaboration following theoretical introduction to topics covered in activity tasks (4h) Practicing skills through the selected activity tasks (7,5h) Peer-to-peer reflection on experiences and joint learning (3h)
Workload	15h

Skill-Based Module – 2:
Professional Well-being: Thriving Professionally

Module Description	This skill-based micro-credential module aims to empower participants with specific transversal skills and competences essential for enhancing well-being in the workplace and professional life. The module activities are structured to initially orient learners through reading / watching materials and subsequently engage them in actions aimed at cultivating these essential skills.
Module Activities	Activity 1: Holistic Approach to Well-being at Work Activity 2: Job Demands and Resources Model Activity 3: Job Crafting
Module Assessment	Individual Learning Diary (ILD) ILD serves as a structured approach for participants to reflect on their own learning journey. In the learning diary, the student highlights the main things they have learned. In the ILD, they comment on, analyze, supplement, and constructively criticize the perspectives presented in the module. Upon completion of each unit, participants are encouraged to conscientiously complete their ILD by addressing the following questions: • What skills did I learn in this unit? • What more do I need to know to deepen my skills in this topic? • What more do I want to know to deepen my skills in this topic? • How can I implement / exploit the knowledge and skills in practice? Upon the conclusion of the entire module, the learner is expected to refine his/her ILD and submit it, ensuring a comprehensive record of individual progress and insights.
Delivery Method	on-site / online
Module Workload	30h / 1 ECTS-credit

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SWEPPP SKILL-BASED MODULE - 2



PROFESSIONAL WELL-BEING: THRIVING PROFESSIONALLY

This skill-based micro-credential module aims to empower participants with specific transversal skills and competencies essential for enhancing well-being in the workplace and professional life.
The module activities are structured to initially orient learners through reading / watching materials and subsequently engage them in actions aimed at cultivating these essential skills.





ACTIVITY-1: HOLISTIC APPROACH TO WELL-BEING AT WORK

This activity offers participants the opportunity to learn about and practice skills related to a variety of selected topics, including the work ability house model, self-leadership and reflection, and sustainable leadership



ACTIVITY-2: JOB DEMANDS AND RESOURCES MODELS

This activity offers participants the opportunity to learn about and practice skills related to JD-R model - social support, time management, autonomy paradox, feedback; and Boreout Syndrome.



ACTIVITY-3: JOB CRAFTING

This activity offers participants the opportunity to learn about and practice skills related to job crafting, circles of influence model, and colleagueship.

Please see the SWEPPP Training Curriculum for a more detailed description of the activities.
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Activity 1: Holistic Approach to Well-being at Work

Activity Content	This activity offers participants the opportunity to learn about and practice skills related to a variety of selected topics, including the work ability house model, self-leadership and reflection, and sustainable leadership.
Activity Objective	Guiding participants to: • comprehend the holistic approach to well-being at work. • know how to reflect on one's own situation in the sense of the holistic approach to well-being at work. • understand the phenomenon of well-being at work at individual, team, and organizational levels. • understand how Sustainable Leadership model enhances self-leadership and resilience both at individual and organizational level.
Activity Learning Outcomes	Upon completion of the activity, participants will have practiced the following transversal skills: • T3.4 demonstrating willingness to learn. • T2.1 processing information, ideas, and concepts. • Innopeda Competences: teamwork, critical thinking, initiative.
Activity Teaching / Learning Methods	Orientation: individual online work: Participants take an online test on professional well-being (occupational balance questionnaire, OBQ-11) (30 min.) Online discussion and collaboration following theoretical introduction to topics covered in activity, accompanied by mini-break-techniques such as visit to a (virtual) forest (4h) Individual Learning and Reflection: Participants reflect on their emotions, values, strengths, and weaknesses based on the OBQ-11 test results; mirror own thoughts through work experiences; set new development goals (5,5h)
Workload	10h

Activity 2: Job Demands and Resources Model

Activity Content	This activity offers participants the opportunity to learn about and practice skills related to JD-R model - social support, time management, autonomy paradox, feedback; and Boreout Syndrome.
Activity Objective	Guiding participants to: • comprehend the model of job demands and resources. • know / understand the interrelations between JD-R and one's own work. • reflect and suggest how to strengthen the resources or diminish the demands of one's own work.
Activity Learning Outcomes	Upon completion of the activity, participants will have practiced the following transversal skills: • T3.4 demonstrating willingness to learn. • Innopeda Competences: teamwork, critical thinking, initiative.
Activity Teaching / Learning Methods	Orientation: individual online work: Participants read a blog post or watch a video on JD-R (30 min.) Online discussion and collaboration following theoretical introduction to topics covered in activity, accompanied by mini-break-techniques such as time-management techniques (Pomodor) and mindfulness apps. (4h) Individual Learning and Reflection: Participants reflect on how to strengthen the resources or diminish the demands of one's own work; and set new development goals (In case the participant doesn't work at the time of the activity, reflection can be applied to studies) (5,5h)
Workload	10h

Activity 3: Job Crafting

Activity Content	This activity offers participants the opportunity to learn about and practice skills related to job crafting, circles of influence model, and colleagueship.
Activity Objective	Guiding participants to: • comprehend the phenomenon of job crafting. • understand / know the interrelations between well-being, job crafting, and job performance. • know how to integrate job crafting into one's own work. • recognize the difference between the things that can and cannot be changed. • Know how to integrate nature, animals, technology, and colleagueship into job crafting
Activity Learning Outcomes	Upon completion of the activity, participants will have practiced the following transversal skills: • T3.4 demonstrating willingness to learn. • T2.4 thinking creatively and innovatively. • T2.1 processing information, ideas, and concepts. • T3.1 working efficiently. • Innopeda Competences: teamwork, critical thinking, initiative.
Activity Teaching / Learning Methods	Orientation: individual online work: Participants watch a video on job crafting including the aspects of sustainability (social or environmental). They test their learning by doing a multiple-choice test (1h) Online discussion and collaboration following theoretical introduction to topics covered in activity, accompanied by mini-break-techniques such as implementing physical activities (2h) Individual Learning and Reflection: Participants set job-crafting goals into practice at work (or studies) and reflect on its success, while demonstrating how to integrate nature, animals, technology, or colleagueship into job-crafting. During this implementation phase, participants are encouraged to engage their own teams, if possible, and set new development goals as well (7h)
Workload	10h

Skill-Based Module – 3: Responsibility for Planetary Well-being

Module Description	This skill-based micro-credential module aims to empower learners with specific transversal skills and competences that enable them to take responsibility and action in conserving the planet and its resources. The module activities are structured to initially orient learners through reading / watching materials and subsequently engage them in actions aimed at cultivating these essential skills.
Module Activities	Activity 1: One Health: Protecting Nature to Protect Ourselves Activity 2: Adopt Ways to Reduce Negative Impact of Consumption Activity 3: Engage Others in Environment-Friendly Behaviors
Module Assessment	Individual Learning Diary (ILD) ILD serves as a structured approach for participants to reflect on their own learning journey. Upon completion of each unit, participants are encouraged to conscientiously complete their ILD by addressing the following questions: • What did I learn in this unit? • What do I want to learn more about the topic? • What can I implement / exploit in practice? Upon the conclusion of the entire module, the learner is expected to refine his/her ILD and submit it, ensuring a comprehensive record of individual progress and insights.
Delivery Method	on-site / online
Module Workload	30h / 1 ECTS-credit

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SWEPPP SKILL-BASED MODULE - 3

RESPONSIBILITY FOR PLANETARY WELL-BEING

This skill-based micro-credential module aims to empower learners with specific transversal skills and competences that enable them to take responsibility and action in conserving the planet and its resources.
The module activities are structured to initially orient learners through reading / watching materials and subsequently engage them in actions aimed at cultivating these essential skills.





ACTIVITY-1: ONE HEALTH: PROTECTING NATURE TO PROTECT OURSELVES

This activity offers participants the opportunity to learn about and practice skills related to One Health principle, Ecosystem Services, and holistic well-being approach in various levels.



ACTIVITY-2: ADOPT WAYS TO REDUCE NEGATIVE IMPACT OF CONSUMPTION

This activity offers participants the opportunity to learn about and practice skills related to a variety of selected topics including mindful consumption, sustainable lifestyles, and consumption footprint calculation.



ACTIVITY-3: ENGAGE OTHERS IN ENVIRONMENT-FRIENDLY BEHAVIORS

This activity offers participants the opportunity to learn about and practice skills related to responsibility to planetary well-being and advocacy for sustainability.

Please see the SWEPPP Training Curriculum for a more detailed description of the activities.
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Activity 1: One Health: Protecting Nature to Protect Ourselves

Activity Content	This activity offers participants the opportunity to learn about and practice skills related to One Health principle, Ecosystem Services, and holistic well-being approach in various levels.
Activity Objective	Guiding participants to • apply system thinking and holistic approach to connect global-local, holistic-personal scales. • consider the indirect and long-term consequences on individuals, processes, and the environment, when formulating decisions and planning. • adopt ways to foster biodiversity and animal welfare. • identify ecosystem services and their relation to different well-being aspects at various levels. • Analyze reports and interlinkages between well-being and environmental sustainability indicators and trends.
Activity Learning Outcomes	Upon completion of the activity, participants will have practiced the following transversal skills: • T2.1 processing information, ideas, and concepts / thinking analytically and holistically. • T6.2 applying environmental skills and competences. • Innopeda Competences: critical thinking, initiative, teamwork.
Activity Teaching / Learning Methods	Orientation: Participants watch a video on One Health principle (10 min.) Self-study: Participants learn about Ecosystem Services and holistic well-being approach via reading materials and case studies (1h). They map of One Health concept for the long-term sustainable well-being - values, Ecosystem Services, mitigation of risks (1h) Research and Analysis: Participants investigate information provided by global or regional reports (1h), as well as engage with field / GIS-based research and analysis of local environment via the lenses of global / personal well-being (2-4h) Team Reflections: exchange of knowledge and good practices with the peers (1-2h) Reflections on activity tasks (1h) Quizzes (self-evaluation) (20 min.)
Workload	10h

Activity 2: Adopt Ways to Reduce Negative Impact of Consumption

Activity Content	This activity offers participants the opportunity to learn about and practice skills related to a variety of selected topics including mindful consumption, sustainable lifestyles, and consumption footprint calculation.
Activity Objective	Guiding participants to: • adopt individual ways to minimize the environmental impact of consumption while maintaining individual well-being. • adopt a sustainability-oriented mindset in their daily life, reflecting on their personal ecological attitude and environmental impact. • think analytically and holistically in the subject areas covered.
Activity Learning Outcomes	Upon completion of the activity, participants will have practiced the following transversal skills: • T2.1 processing information, ideas, and concepts / thinking analytically and holistically. • T2.3 dealing with problems. • T6.2 applying environmental skills and competences. • Innopeda Competences: critical thinking, initiative, creativity.
Activity Teaching / Learning Methods	Orientation: Participants watch a short video on mindful consumption (10 min.) Project-based / Problem-based learning: Participants will work on individual consumption, impact calculation, and adoption of sustainable lifestyle habits: They will evaluate environmental impact of personal / professional behavior (2h); reflect on the impacts and engage in discussions (1h); adopt ways to reduce negative impact of consumption (5h). Team Reflections: exchange of knowledge and good practices with the peers (1-2h)
Workload	10h

Activity 3: Engage Others in Environment-Friendly Behaviors

Activity Content	This activity offers participants the opportunity to learn about and practice skills related to responsibility to planetary well-being and advocacy for sustainability.
Activity Objective	Guiding participants to: • take responsibility for environmental and ecosystem preservation. • promote sustainability and inspire others to embrace environmentally friendly behaviors, demonstrating proactive engagement, entrepreneurial spirit, and support for sustainable initiatives).
Activity Learning Outcomes	Upon completion of the activity, participants will have practiced the following transversal skills: • T2.3 dealing with problems. • T3.2 Taking a proactive approach. • T6.2 applying environmental skills and competences. • Innopeda Competences: creativity, initiative.
Activity Teaching / Learning Methods	Orientation: Participants read / watch short videos about environmental and sustainable initiatives on personal, local, or global level. Service learning through volunteering for well-being of communities, planetary well-being, sharing of information. Research and analysis on the impact of media on sustainability and well-being. Project-based learning for engaging others: plan an activity based on planet-human win-win principle. Quizzes (self-evaluation)
Workload	10h

Skill-Based Module – 4:
Promoting Well-being for Sustainable, Digital, Resilient Communities

Module Description	While the other three skill-based modules concentrate on the three dimensions of sustainable well-being and offer activities for enhancing skills to support personal, professional, and planetary well-being, this module explores additional crucial aspects essential for maintaining sustainable well-being as illustrated in the SWEPPP project diagram: building sustainable, digital, and resilient communities, to foster development of efficient and cohesive societies. The module activities are structured to initially orient learners through reading/watching materials and subsequently engage them in actions aimed at cultivating these essential skills.
Module Activities	Activity 1: Digital Resilience and Well-being Activity 2: Social and Cultural Foundations of Well-being Activity 3: Building Resilience for Future Well-being Challenges
Module Assessment	Individual Learning Diary (ILD) ILD serves as a structured approach for participants to reflect on their own learning journey. In the learning diary, the student highlights the main things they have learned. In the ILD, they comment on, analyze, supplement, and constructively criticize the perspectives presented in the module. Upon completion of each unit, participants are encouraged to conscientiously complete their ILD by addressing the following questions: • What skills did I learn in this unit? • What more do I need to know to deepen my skills in this topic? • What more do I want to know to deepen my skills in this topic? • How can I implement / exploit the knowledge and skills in practice? Upon the conclusion of the entire module, the learner is expected to refine his/her ILD and submit it, ensuring a comprehensive record of individual progress and insights.
Delivery Method	on-site / online
Module Workload	30h / 1 ECTS-credit

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SWEPPP SKILL-BASED MODULE - 4

PROMOTING WELL-BEING FOR SUSTAINABLE, DIGITAL, RESILIENT COMMUNITIES

While the other skill-based modules concentrate on the three dimensions of sustainable well-being and offer activities for enhancing skills to support personal, professional, and planetary well-being, this module explores additional crucial aspects essential for maintaining sustainable well-being as illustrated in the SWEPPP project diagram: building sustainable, digital, and resilient communities, to foster development of efficient and cohesive societies.

ACTIVITY-1: DIGITAL RESILIENCE AND WELL-BEING

This activity offers participants the opportunity to learn about and practice skills related to a variety of selected topics, including digital well-being, digital literacy, digital boundaries, digital detox, and well-being apps.

ACTIVITY-2: SOCIAL AND CULTURAL FOUNDATIONS OF WELL-BEING

This activity emphasizes the importance of social and cultural skills in promoting healthy communities. Selected activity topics include social connections and relationships, empathy, tolerance, cultural perspectives on well-being, and balancing individual well-being with community well-being.

ACTIVITY-3: BUILDING RESILIENCE FOR FUTURE WELL-BEING CHALLENGES

This activity emphasizes the importance of promoting well-being as a way of enhancing individual and societal resilience. Selected activity topics include resilience concepts in various levels, resilience building strategies, and anticipating and addressing future trends and challenges to well-being.

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Activity 1: Digital Resilience and Well-being

Activity Content	This activity offers participants the opportunity to learn about and practice skills related to a variety of selected topics, including digital well-being, digital literacy, digital boundaries, digital detox, and well-being apps. Participants explore the impacts of digital technology on well-being, engage in a digital detox challenge tailored to their individual needs, and exchange valuable insights, best practices, and personal experiences with their peers, fostering a collaborative environment.
Activity Objective	Guiding participants to • develop an understanding of digital well-being and its interconnected concepts. • explore technologies and digital tools available for enhancing well-being in various areas. • analyze their digital habits, identify areas for improvement, and develop effective strategies for reducing screen time and managing digital distractions.
Activity Learning Outcomes	Upon completion of the activity, participants will have practiced the following transversal skills: • T1.3 working with digital devices and applications. • T2.2 planning and organizing. • T3 self-management skills. • T6.6 applying general knowledge / technological knowledge. • Innopeda Competences: creativity, initiative, teamwork.
Activity Teaching / Learning Methods	Orientation: Participants delve into reading materials and visual resources to gain an understanding of the activity topics (2h). Facilitated discussions and sharing of insights (1h). Facilitated Teamwork: Participants develop personalized digital detox plans in small groups, harnessing collective insights and support (2-3h) Implementation Break and Reflections: After a week-long implementation of their plans, participants share successes, challenges, and insights, fostering a reflective dialogue (2-3h) Individual Reflection: Participants engage in self-reflection on their personal journey and growth throughout the activity (If the activity is implemented as part of the entire module, these reflections are integrated in the overall assessment methodology of ILD) (2h)
Workload	10h

Activity 2: Social and Cultural Foundations of Well-being

Activity Content	This activity emphasizes the importance of social and cultural skills in promoting healthy communities. It offers participants the opportunity to learn about and practice skills related to a variety of selected topics, including social connections and relationships, empathy, tolerance, cultural perspectives on well-being, and balancing individual well-being with community well-being.
Activity Objective	Guiding participants to • recognize the significance of social and cultural competences in fostering societal, as well as individual well-being. • engage in learning and practicing a variety of social and cultural skills through selected scenarios. • integrate learned skills into their personal and professional lives.
Activity Learning Outcomes	Upon completion of the activity, participants will have practiced the following transversal skills: • T4.1 communicating. • T4.2 supporting others. • T6.3 applying civic skills and competences. • T6.4 applying cultural skills and competences. • Innopeda Competences: critical thinking, teamwork.
Activity Teaching / Learning Methods	Orientation: Participants delve into reading materials and visual resources to gain an understanding of the activity topics (1h). Facilitated discussions and sharing of insights (1h). Facilitated Scenario-Based Workshop: Participants work in small groups on optional scenarios related to workplace settings and sustainability that present challenges (e.g. workplace conflict resolution, community sustainability initiatives) (2h). (Continuing) Group Work: Participants continue analyzing the scenarios, identifying relevant social and cultural skills to apply, and potential solutions or responses (2h). Group Presentations and Reflections (2h) Individual Reflection: Participants engage in self-reflection on their personal journey and growth throughout the activity (If the activity is implemented as part of the entire module, these reflections are integrated in the overall assessment methodology of ILD) (2h)
Workload	10h

Activity 3: Building Resilience for Future Well-being Challenges

Activity Content	This activity emphasizes the importance of promoting well-being as a way of enhancing individual and societal resilience. It offers participants the opportunity to learn about and practice skills related to a variety of selected topics, including resilience concepts in various levels, resilience building strategies, and anticipating and addressing future trends and challenges to well-being.
Activity Objective	Guiding participants to • develop a comprehensive understanding of the vital role well-being plays in fostering resilience amongst adversity. • to explore proactive strategies for building resilience and addressing future challenges to well-being.
Activity Learning Outcomes	Upon completion of the activity, participants will have practiced the following transversal skills: • T3 self management skills and competences. • T4 social and communication skills and competences. • T6 life skills and competences. • Innopeda Competences: critical thinking, teamwork.
Activity Teaching / Learning Methods	Orientation: Participants delve into reading materials and visual resources to gain an understanding of the activity topics (1h). Facilitated discussions and sharing of insights (1h). Facilitated Scenario-Based Workshop: Participants work in small groups on optional scenarios depicting future trends and challenges to well-being (e.g., technological advancements, environmental changes, socio-economic shifts) (2h). (Continuing) Group Work: Participants continue analyzing the scenarios, focusing on building resilience by identifying potential challenges, discussing adaptive strategies, and co-creating solutions or responses (2h). Group Presentations and Reflections (2h) Individual Reflection: Participants engage in self-reflection on their personal journey and growth throughout the activity (If the activity is implemented as part of the entire module, these reflections are integrated in the overall assessment methodology of ILD) (2h)
Workload	10h

Abbreviations

ECTS	European Credit Transfer and Accumulation System
EU	European Union
FRSE	Fundacja Rozwoju Systemu Edukacji (Polish National Agency)
h	hour
HEI	Higher Education Institution
ILD	Individual Learning Diary
RC	Reading Circle
SDG	Sustainable Development Goal
SWEPPP	"Sustainable Well-being - Education for Personal, Professional and Planetary Well-being" (Project Acronym: SWEPPP)
UN	United Nations
WB	Well-being
WHO	World Health Organization

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Conclusion

Thank you for choosing the SWEPPP Training Curriculum as a valuable resource for your teaching and training activities in sustainable well-being.

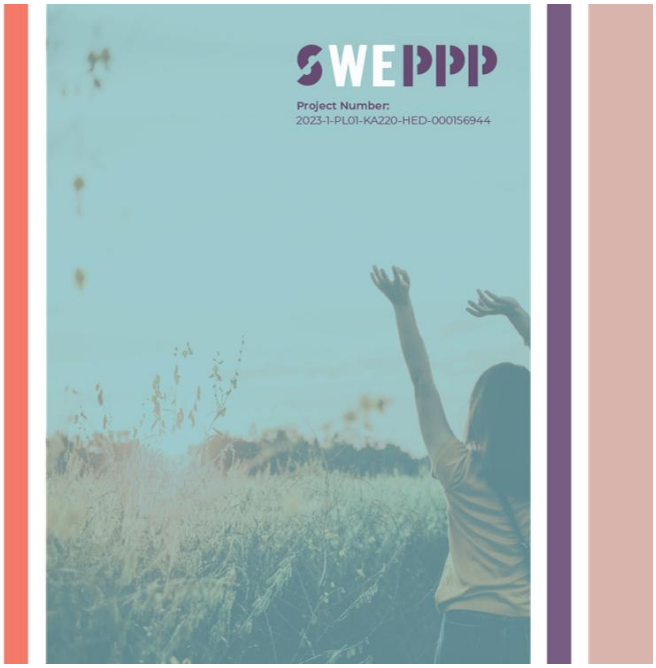
As you integrate this framework and the insights into your teaching and training practice, we encourage you to adapt and customize them to suit the unique needs of your learners.

We believe that by working together, we can make a meaningful difference in the lives of individuals and communities, promoting holistic well-being and sustainability.

We wish you continued success in your teaching journey. Please visit our website for more information on our project, activities and outputs:

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Authors:

Ela Kurtcu Bulatovic (EMG)

Małgorzata Zięba, Magdalena Fabjanowicz (GUT)

Inga Gurauskienė, Daina Kliaugaitė (KTU)

Mervi Varhelahti, Marion Karppi (Turku UAS)

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