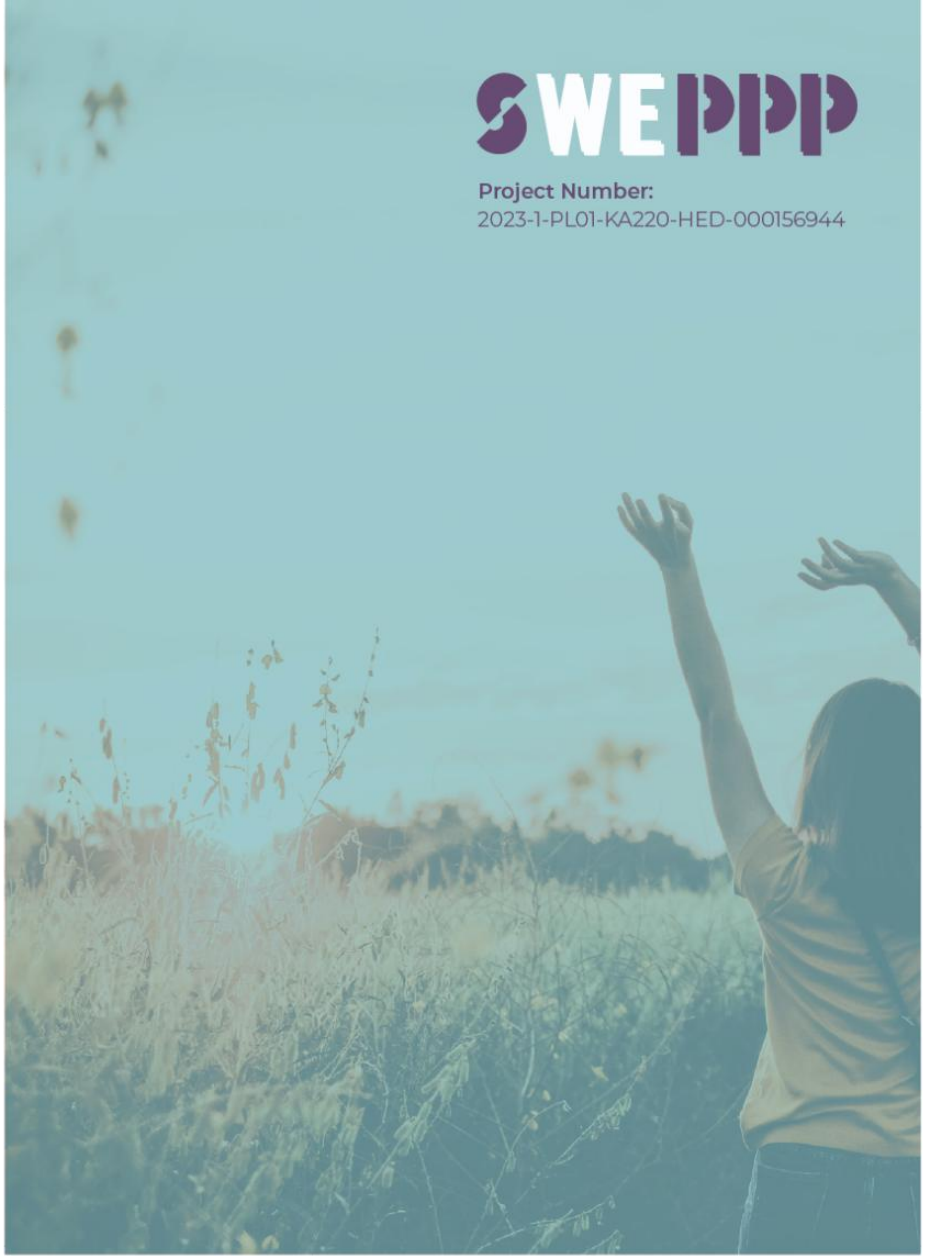


SWEPPP TUTORIAL FOR TEACHERS AND FACILITATORS

Guiding material based on e-learning course **Sustainable Wellbeing: Harmonizing of Personal, Professional and Planetary Dimensions (2 ECTS)**

Result of the project "Sustainable Well-being - Education for Personal, Professional and Planetary Well-being" (SWEPPP)

No: 2023-1-PL01-KA220-HED-000156944 project

March, 2026

Disclaimer:
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Introduction

About the SWEPPP Project

"**Sustainable Well-being - Education for Personal, Professional and Planetary Well-being**" (SWEPPP) No: 2023-1-PL01-KA220-HED-000156944 project[1] 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

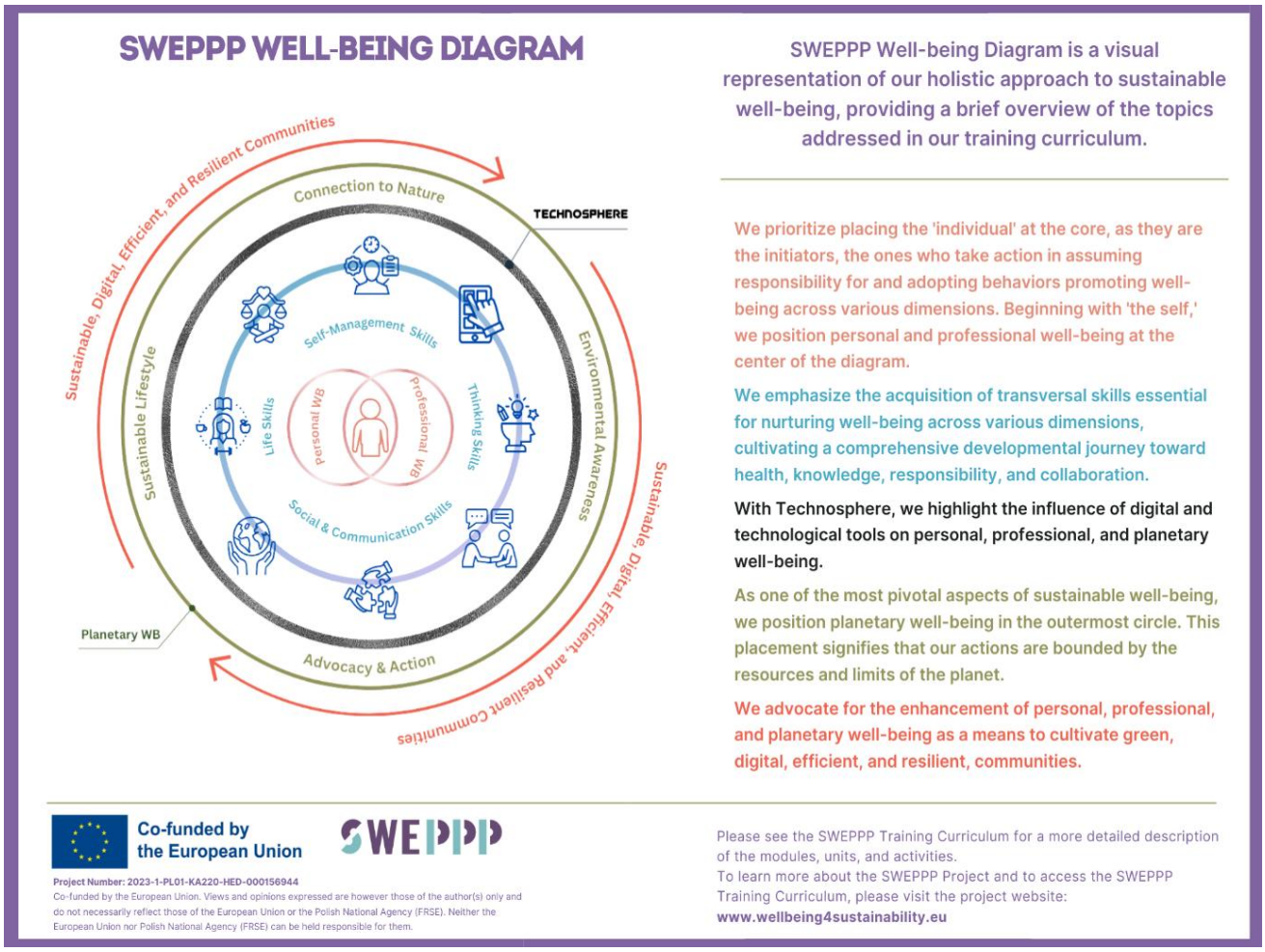


Fig. 1. SWEPPP Sustainable Wellbeing Diagram

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

[1] Website of SWEPPP project: https://www.wellbeing4sustainability.eu/

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.

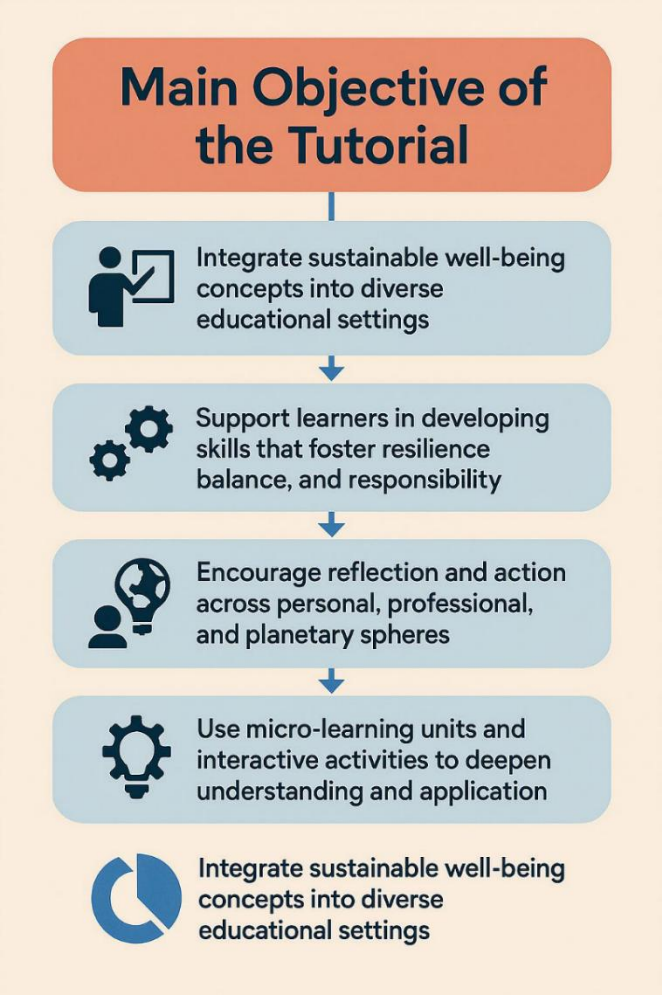
The SWEPPP project emphasizes a **holistic approach to well-being** (fig. 1), recognizing that individual health, workplace practices, and planetary responsibility are deeply interconnected. Through its modular curriculum, educators and facilitators are invited to explore both **knowledge-based** (theoretical foundations of sustainable well-being) and **skill-based** (practical competences for meaningful action) e-learning modules. Together, these resources empower learners to thrive personally and professionally while contributing to a healthier planet.

Main objective of the Tutorial

Teaching and facilitation in the context of sustainable well-being requires more than delivering knowledge—it is about guiding learners to connect personal, professional, and planetary dimensions of their lives.

This tutorial builds on the **SWEPPP Training Curriculum**[2] **and** e-learning course **Sustainable Wellbeing: Harmonizing of Personal, Professional and Planetary Dimensions (2 ECTS)**[3], which provide a coherent framework for integrating well-being into sustainability education.

This tutorial introduces facilitators to the principles and methods underpinning the SWEPPP eLearning course. It highlights strategies for creating inclusive, engaging, and accessible learning environments, whether in higher education, professional training, or community workshops. By drawing on the SWEPPP framework, facilitators will learn how to:



- **Integrate sustainable well-being concepts** into diverse educational settings.
- **Support learners in developing skills** that foster resilience, balance, and responsibility.
- **Encourage reflection and action** across personal, professional, and planetary spheres.
- **Use micro-learning units** and interactive activities to deepen understanding and application.

[2] SWEPPP Training Curriculum. https://www.wellbeing4sustainability.eu/#training-curriculum
[3] E-learning course. Sustainable Wellbeing: Harmonizing of Personal, Professional and Planetary Dimensions (2 ECTS): https://open.ktu.edu/enrol/index.php?id=359

Application of the Tutorial

A **tutorial for target groups such as teachers, moderators, and coaches** is oriented toward **contact meetings (or synchronous online sessions)** and teaching activities as an integral part of a course, event, or separate workshop focused on sustainable well-being. A dedicated tutorial aimed specifically at teachers demonstrates how to use the eLearning materials as an **alternative contact mode**, ensuring that SWEPPP resources can be flexibly integrated into both face-to-face and online learning environments. This Tutorial is developed for the teachers which would like to integrate actively the activities with the students, based on the eLearning course of 2ECTS[4]. However, have in mind that the simplified version also exist which could be suggested for the students as self-learning tool in order to get additional competences oriented to sustainable wellbeing (1ECTS)[5].

This tutorial available on the project website as a practical guide for educators and is open access for usage and application for the teachers and facilitators needs.

Development of the Tutorial

The development of this tutorial has been based on a **co-creation method** involving project partners and relevant stakeholders. The **feedback received from initial testing of the draft tutorial** has been instrumental in enhancing its quality, relevance, and practical guidance, ensuring that teachers and facilitators receive a resource that is both effective and responsive to their needs.

Adaptability of the teaching SWEPPP courses

The tutorial emphasizes the **need to adapt teaching approaches, environments, and didactic tools** to the specific context of each course, the study field of students, and the available learning environment. Priority is given to **contact teaching-learning**, with a strong focus on **group work and collaborative activities**. Testing methods—whether individually or in groups—are encouraged to strengthen engagement and deepen understanding.

Interdisciplinarity

A central priority is **interdisciplinarity**, connecting all pillars of SWEPPP—**personal, professional, and planetary**—to foster resilient development and sustainable well-being. By integrating these dimensions, facilitators can help learners build the competences needed to navigate complexity, act responsibly, and contribute meaningfully to sustainable futures.

Recommendation for Teachers and Facilitators

We invite you to become active co-creators while using this tutorial. Your experiences, insights, and reflections are essential for shaping the eLearning materials into practical, relevant, and inspiring tools. By sharing feedback, adapting methods to your teaching context, and experimenting with group work and interdisciplinary approaches, you help strengthen the connection between the personal, professional, and planetary pillars of SWEPPP. Together, we can continuously improve the tutorial, ensuring it supports resilient development and sustainable well-being for learners across diverse fields.

Adaptation of modules for different learning environments

Educators can adapt the SWEPPP modules by tailoring the teaching approaches, learning environments, and didactic tools to the specific context of their course and the study field of their students. The tutorial provides flexible frameworks for integrating these resources into formal higher education, professional training, or non-formal community workshops.

Primary ways educators can adapt these modules:

1. **Adjusting for Formal vs. Non-Formal Settings**

[4] Sustainable Wellbeing: Harmonizing of Personal, Professional and Planetary Dimensions (2 ECTS): https://open.ktu.edu/enrol/index.php?id=359

[5] SWEPP module (1ECTS) oriented for self-learning mode: https://open.ktu.edu/enrol/index.php?id=288

The tutorial offers two distinct implementation scenarios for most activities to accommodate different timeframes and learner needs:

- Formal Education Setting: Activities are typically spread over several weeks as part of a university course (e.g., 14.5 hours for a full unit). Learners often engage in self-paced online preparation followed by in-depth classroom sessions.
- Non-Formal Education Setting: Activities are condensed into short, intensive workshop formats, often lasting between 2 and 2.5 hours. In these settings, facilitators provide a condensed summary of the theory rather than requiring extensive independent study.

2. Modules are designed to be flexible across different delivery formats:

- On-site: Recommended for compressed non-formal sessions to ensure high-quality interaction and "psychological safety" during reflections. Physical tools like flipcharts and flexible seating for group work are suggested.
- Online/Digital: For online or blended environments, facilitators can use tools such as Zoom or Teams for sessions and collaborative platforms like Miro, Padlet, or Jamboard for group brainstorming.
- Alternative Contact Mode: The eLearning materials can serve as an alternative to traditional contact hours, allowing students to use them for self-learning to gain additional competencies.

3. Modifying Teaching and Didactic Tools

Facilitators are encouraged to be "active co-creators" by experimenting with methods that fit their specific teaching context:

- Interdisciplinary Integration: Educators can integrate specific micro-modules into existing courses or teach them as standalone activities.
- Local Contextualization: It is recommended to use local examples, such as campus well-being services or specific cultural habits, to make the content more relevant.
- Activity Scaling: For shorter sessions, facilitators can reduce the time allocated for group-level reflections or focus on specific "tasks" rather than the full multi-week implementation plan.

4. Customizing Content for Target Groups

While university students are the primary target, the modules can be adapted for adult education and interdisciplinary groups. For instance, the "Job Crafting" module can be adjusted based on whether the learners are current professionals or students preparing for their careers. For students, a simplified self-learning version worth 1 ECTS is available as an alternative to the full 2 ECTS course.

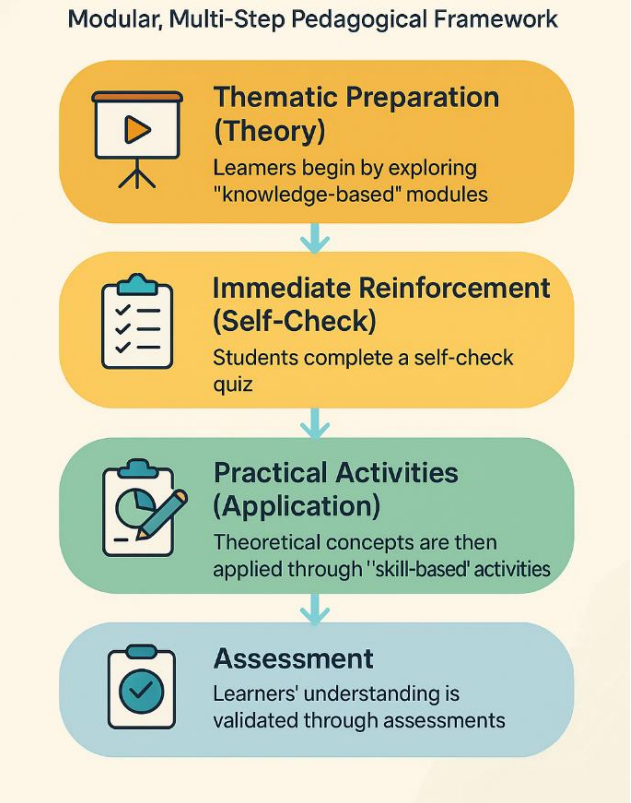
Construction of Module and Tutorial

The SWEPPP tutorial combines theoretical material, practical activities, and assessments through a modular, multi-step pedagogical framework designed to move learners from foundational knowledge to practical application and final evaluation.

1. Sequential Integration of Content

Each unit is constructed to follow a specific sequence that ensures theory informs practice, which is then validated through assessment:

- Thematic Preparation (Theory): Learners begin by exploring "knowledge-based" modules, typically delivered through PPT slides, videos, and readings on Moodle. This provides the necessary conceptual background, such as the "Work-ability House Model" or "Planetary Boundaries."
- Immediate Reinforcement (Self-Check): Directly following theoretical segments, students often complete a self-check quiz (5–10 questions) to consolidate their foundational knowledge before moving to complex tasks.
- Practical Activities (Application): Theoretical concepts are then applied through "skill-based" activities, such as habit planning, consumption footprint calculations, or job crafting. These often involve a mix of individual reflection and group collaboration.



Methods of Combining Theory and Practice

The tutorial uses specific "didactic tools" to bridge the gap between abstract concepts and real-world action:

- Guided Reflection: Activities like the "Discussion/Reflection on personal, professional and planetary well-being" use specific questions to help students link theoretical pillars to their own lives.
- Scenario-Based Learning: Educators use case studies and scenarios (e.g., career struggles or social challenges) to require students to apply theoretical models to solve specific problems.
- Task-Based Implementation: Long-term activities, such as Building a New Habit or Implementing Job Crafting, require students to take theory out of the classroom and document its implementation over several weeks.

Student Assessment and Evaluation

Assessment is integrated into the learning journey to evaluate gained competences and provide feedback:

- Formative Assessment: This includes the aforementioned Moodle quizzes and participation in group discussions or forum contributions, providing immediate feedback on understanding.
- Summative/Output-Based Assessment: Students are evaluated on the tangible results of their activities. This may include:
  - Presentations: Groups summarize their reflections or case study solutions for class-level feedback.
  - Individual Reports/Papers: Students submit written reflections (e.g., 3–5 page reports) on their practical experiences, such as the results of their consumption footprint changes.
  - Learning Diaries: Optional tools like an Individual Learning Diary are suggested to monitor behaviour changes over time.

Certification: Upon the successful finalization of all activities and assessments, students receive a certificate stating they have finished the course, worth 2 ECTS in a formal setting.

Adaptation by Environment

In formal settings, these elements are spread over several weeks (e.g., 14.5 hours per unit), allowing for deep self-paced theory and long-term implementation of activities. In non-formal settings, the theory is condensed into a facilitator's summary, followed by intensive, shortened versions of the activities and group reflections. Different options need to be adjusted case-by-case. The tutorial itself is a guidance for the teachers rather than methodological material for specific purposes.

TEACH, INSPIRE, AND CO-CREATE —

TOGETHER WE SHAPE SUSTAINABLE WELL-BEING

Disclaimer: Educational Use Notice and Personal Responsibility Statement

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.

eLearning course: Sustainable Wellbeing: Harmonizing of Personal, Professional and Planetary Dimensions (2 ECTS)

The eLearning course: Sustainable Wellbeing: Harmonizing of Personal, Professional and Planetary Dimensions (2 ECTS)[6] is available at the open.ktu.edu website. Registration is needed in order to connect the Moodle course and its content.

All the resources and activities of the Moodle course is background for teaching Sustainable Wellbeing topics. The Tutorial is additional tool for teachers / facilitators, as it will help to guide how to integrate the micro-module (eLearning course) in the existent courses, or to teach as separate course or activity for the students, nonformal education, or as integral part (workshop) of the events, conferences and etc.



Figure: Content of e-learning course oriented for the facilitation by the teachers based on this tutorial.

The micro-module could is accessible via active link (below) or QR code:

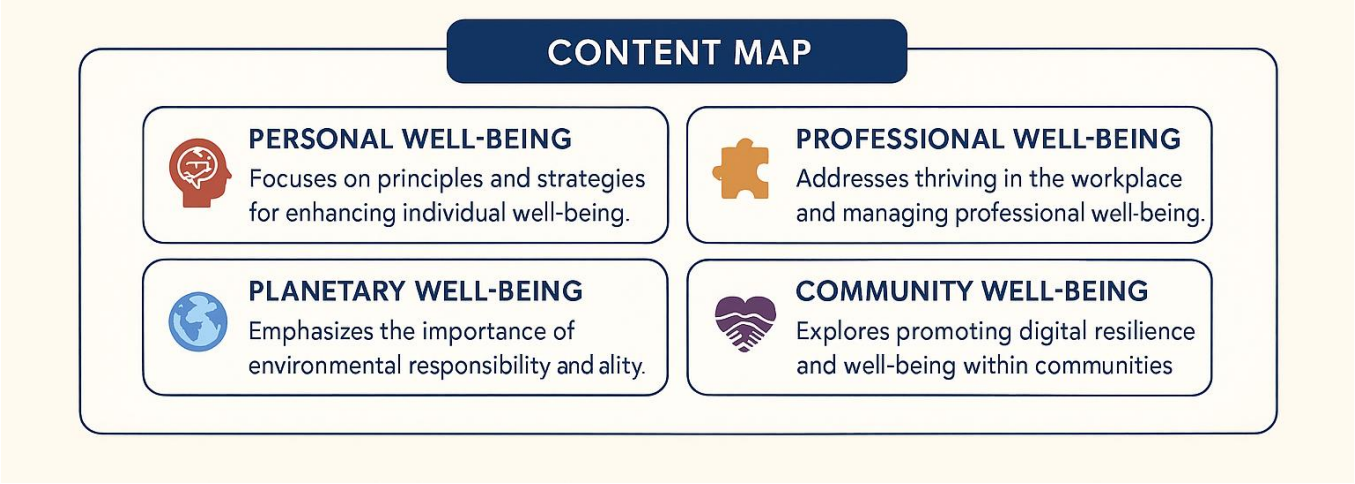
Sustainable Wellbeing: Harmonizing of Personal, Professional and Planetary Dimensions (2 ECTS)

The indicated learning objectives and skills/competences (EBSCO Transversal Skills and Innopeda Skills) indicate the result of the studies and the value received by the learners.

[6] Sustainable Wellbeing: Harmonizing of Personal, Professional and Planetary Dimensions (2 ECTS): https://open.ktu.edu/enrol/index.php?id=359

After the finalization of all the activities, students receive a certificate stating that they have finished the course.

Moodle course content can be exported to other Moodle platforms which are used by the institutions of the teachers/ facilitators. The disclaimer regarding the authorship of the SWEPPP need to be indicated.



Personal Well-being: Leading a Healthy Life

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

Tutorial (PerWB)

<table>
<tr><td colspan="2">Plan of the Unit (integrating lectures, practical activities or seminar)</td></tr>
<tr><td>Title of the study module:
Sustainable Wellbeing: Harmonizing of Personal, Professional and Planetary Dimensions (2 ECTS)</td><td>Title of the unit
Unit 1. Personal Well-being: Leading a Healthy Life</td></tr>
<tr><td colspan="2">Target group (prerequisites for students)
The initial target group for this activity is university students. Also suitable for non-formal adult education and interdisciplinary groups interested in sustainable wellbeing topics. No prerequisites required; interest in personal development and stress management recommended</td></tr>
<tr><td colspan="2">Recommendations for classroom/online environment
● Traditional classroom with flexible seating for group discussion;
● Multimedia equipment (projector, computer, speakers);
● Whiteboard or digital collaborative screen;
● Handouts for self-assessment checklists;
● Space for short physical activities (stretching/movement exercises);
● Flipcharts or whiteboard for group work; Miro/Padlet for online classes.</td></tr>
<tr><td>Main aim of the unit
Outlining the concept of personal well-being, its components and significance in daily life.
Guiding participants to:
● theoretical input on the concept of personal well-being, its components and significance in daily life.
● practical ways and tools for improving one's personal well-being.
Main Topics:
1. Healthy lifestyle components (physical activity, sleep, stress management, nutrition)
2. Emotional intelligence and mental well-being (emotions, breathing, gratitude, mindfulness)
3. Building resilience and maintaining balance
4. Setting personal goals and healthy routines</td><td>Intended learning outcomes of the meeting
Upon completion of the unit, learners will know how to:
● successfully implement short activities to improve their personal well-being (both physical and mental) in everyday life.
● respond to well-being challenges in everyday life by the application of various techniques.
● improve the awareness and skills of analysing the link between personal and planetary well-being
Transversal Skills: - T3.3 - maintaining a positive attitude; T3.4 - demonstrating willingness to learn; T6.1 - applying health-related skills and competences (maintain physical fitness).
INNOPEDA® Competences: Critical thinking, creativity, initiative</td></tr>
<tr><td colspan="2">Summary of the unit
The unit, Personal Well-being Leading a Healthy Life, is designed to span a total of 14.30 hours, including time dedicated to exploring 8 key theoretical background themes and completing 2 group activities.
Dimensions of Well-being (theoretical part) (3:30 hours)
Discussion/Reflection on personal, professional and planetary well-being (1 group activity) (3 hours)
Building a New Habit (2 group activity) (8 hours)
Before the lectures
Learners:
● Read introductory section on Personal Well-being: Leading a Healthy Life unit (see in Moodle)
● It is recommended to complete test in order recognize where you have disbalance in your life https://www.wheelofwellbeing.com/ or complete a short self-check of current lifestyle habits using provided questionnaire</td></tr>
</table>

- Identify your expectations for this class.

Teacher:

- Review slides, videos, and activities; Check Moodle setup (assignments, quizzes)
- Prepare printed worksheets or online forms (if needed).
- Test optional video/audio materials.
- link to a validated Well-being Assessment Tool.
- Prepare 2-3 brief case studies of common student well-being challenges (e.g., burnout, time poverty).

Time (duration of activity)	**Content of the lecture/meeting**	**Material and literature (literature, case studies, videos, etc.)**	**Teaching / facilitation activity Students' engagement strategies**	**Student (learning) activity**	**Interlinkages with the intended learning outcomes**
15 min	**Unit at a Glance** Overview and Topic Framing	Video, PPT slides;(see in Moodle Unit introduction slides	Present purpose, structure, competencies, plan and expected outcomes. Introduce the multidimensional well-being model. Ask students to define "Leading a Healthy Life" in one word or "Define personal well-being in one sentence (use a poll or quick verbal check).	Quick poll/verbal response to "Well-being definition."	Knowledge of well-being components.
2 h	**Theoretical part** with 6 themes of Mental Well-being	Emotions, Breathing, Gratitude, Mindfulness, Physical Activity; Activities for mental wellbeing ppt slides with supplementary short videos and readings	Introduce mental and emotional wellbeing. Provide real-life examples of imbalance and healthy living. Ask reflective questions.	Discussion: "Which dimension feels strongest or weakest for you?" Those who would like to do deeper, additional recommended reading are available at the end of ppt slides	Knowledge of personal well-being components.
1 h	**Theoretical part** with 4 themes of Physical Well-being	Nutrition, Hydration, Sleep Activities for physical wellbeing ppt slides with supplementary short videos and readings	Introduce physical wellbeing. Provide real-life examples of imbalance and healthy living. Ask reflective questions.	Small discussion: "Which small change could most improve your daily well-being?" Those who would like to do deeper, additional recommended reading are	Knowledge of personal well-being components.

				available at the end of ppt slides	
15 min	The theory is followed by **self-check Quiz**	5-10 questions (multiple choice or true/false)	Immediate feedback; students may answer digitally	Check and consolidate foundational knowledge	
3 h	**Practical Activity 1** Discussion/Reflection on personal, professional and planetary well-being	Group questions to discuss in Moodle or in class. See Group questions.docx	The teacher uses a ready-made tutorial for Activity1. It could be performed in Moodle or in class. Guide students through a structured well-being reflection using questions. Encourage discussion.	Students' engagement and activity also is guided in tutorial for Activity1.	Improve the awareness and skills of analysing the link between personal and planetary well-being
8 h	**Practical Activity 2** Building a New Habit (group activity)	Templates and instruction sheets in Moodle. See PPT slides Habit Planner Activity; Pdf, Habit Planner Template Pdf, Emotions wheel	The teacher uses a ready-made tutorial Activity2 Learners discuss their experiences and key takeaways on building new habits. Circulate among the groups to facilitate and guide their discussions.	Students' engagement and activity also is guided in tutorial Activity2 Prompt: "Which small change could most improve your daily well-being?" Create a measurable weekly or monthly well-being plan	Respond to well-being challenges in everyday life by the application of various techniques Successfully implement short activities to improve their personal well-being (both physical and mental) in everyday life.

Evaluation of the students' competences, skills gained, feedback for students

Links to the Moodle or criteria that topic completed

- Completion of self-check quiz.
- Participation in discussions and group work.
- Presentation for the class-level discussion and feedback session.
- Forum discussion contributions (if online).

Additional insights and recommendations

- Integrate movement breaks between sessions.
- Use local examples (campus well-being services, cultural habits).
- Encourage maintaining a well-being diary.
- Include outdoor elements when possible (mindful walk, breathing exercises).
- Offer optional follow-up activities for habit monitoring.

Description of Activities (PerWB)

Activity 1: Discussion/Reflection on personal, professional and planetary well-being

Brief Activity Content

In this activity, participants will engage in a guided discussion and/or personal reflection focused on the interconnected dimensions of well-being—personal, professional, and planetary. Through a set of questions and group dialogue, participants will explore how their values, lifestyle choices, and career/studies impact not only their own health and fulfilment but also the broader environment and society. The session encourages critical thinking, self-awareness, and a holistic understanding of well-being, aiming to inspire responsible and meaningful action in both personal and professional areas.

Learning Objectives

This activity aims to guide participants to:

- reflect on the interconnectedness of personal, professional, and planetary well-being in shaping a balanced and purposeful life.
- deepen self-awareness by examining how individual choices and values influence broader social and environmental outcomes.
- foster meaningful dialogue around the role of well-being in personal development and responsible professional practice.

Transversal Skills and Competences (Learning Outcomes)

Upon completion of the activity, participants will have practiced the following transversal skills and competences:

ESCO Transversal Skills & Competences

T3.4 – demonstrating willingness to learn.

T6 life skills and competences.

T6.1 – applying health-related skills and competences.

INNOPEDA® Competences

Creativity

Critical Thinking

Initiative

Teaching / Learning Methods

- Individual Learning
- Individual Reflections
- Group Reflections

ACTIVITY IMPLEMENTATION (Step-by-Step Plan for the Facilitator)

Before the Activity

Dear Facilitator,

While the initial target group for this activity is university students, we hope it can also serve as a valuable resource for learners in non-formal educational settings.

This activity was originally developed as part of a university course unit delivered over several weeks. The unit, *Personal Well-being Leading a Healthy Life*, is designed to span a total of 14.30 hours, including time dedicated to exploring 8 key themes and completing 2 group activities.

It is important to adapt this activity to the needs and context of your specific learner group, as some elements or exercises may not be suitable for non-formal learning environments or shorter timeframes.

To support this, we present two possible implementation scenarios:

Formal Education Setting: The activity is delivered in class/online course, as part of a university course, totalling approximately **3 hours** (including time spent on thematic learning).

Non-Formal Education Setting: The activity is adapted into a condensed **2.5-hour** workshop format, suitable for non-formal learning environments.

Please note that these scenarios are not set in stone and are provided for your guidance. Depending on your learners' needs, we recommend tailoring these scenarios to fit your specific context.

Thank you for your dedication to facilitating this activity.

Orientation

	Formal Educational Setting	Non-Formal Educational Setting
Suggested Mode	**online (and on-site)** The thematic preparation is completed individually by learners at their own pace online. The introductory meeting for the activity can be held either online or in person.	**on-site (with online possibility)** Although it is possible to organize this session online, we recommend an on-site setting for quality reasons. This is particularly important given that the content has already been compressed into a shorter time frame.
Theme Preparation	**45h** Learners study the PPT slides on Sustainable well-being, integrating three dimensions: personal, professional and planetary	**30min** Go through the PPT slides, *Sustainable well-being, integrating three dimensions: personal, professional and planetary,* and prepare a condensed summary to share with the participants.
Activity Introduction	**15min** Present an overview of the activity plan, highlighting the objectives. Introduce their selected scenario to the participants and outline the exercise.	**15min** Briefly present the activity plan, highlighting the objectives. Introduce their selected scenario to the participants and outline the exercise.

Individual Tasks and Facilitated Group Discussions

	Formal Educational Setting	Non-Formal Educational Setting
Suggested Mode	**online or on-site** This section can be organized online or on-site, depending on the facilitator's / learners' needs and preferences.	**on-site (with online possibility)** *Same as the Orientation section.*
Part one: **Introduction to sustainable well-being**	**50min** Participants are asked to reflect individually on sustainable well-being and answer three questions: • How would you define sustainable well-being in the context of your personal experiences? • Can you share examples where sustainable well-being practices have positively impacted your life? • What are the most critical aspects of sustainable well-being that should be emphasized in your life? *Invite participants to share key takeaways from the presentation and their own reflections. Encourage them to share them in small groups (3-4 persons). Highlight that they can share this what they want and feel like, to create psychological safety.*	**30min** *Similar to the left column.*
Task II: **Sustainable personal well-being**	**50min** Participants are asked to reflect individually on sustainable well-being and answer three questions: • What are your initial thoughts on the potential ways to practice sustainable personal well-being? • Do you have any ideas for activities that you could implement in your life? • What potential problems/obstacles would you expect in implementing practices related to your well-being? Do you have any ideas how to overcome them? *Invite participants to share key takeaways from the presentation and their own reflections. Encourage them to share them in small groups (3-4 persons). Highlight that they can share this what they want and feel like, to create psychological safety.*	**30min** *Similar to the left column, but with less time allocated for group level reflections.*
Task III: **Final Group-Level Reflections**	**20min** Learners discuss their experiences and key takeaways together, with all the other learners. Facilitate one joint discussion and ask each group to share key outcomes of their discussions.	**10min** *Similar to the left column, but with less time allocated for group level reflections.*

Activity 2: Building New Habit

Brief 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.

Learning Objectives

This activity aims to guide 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.

Transversal Skills and Competences (Learning Outcomes)

Upon completion of the activity, participants will have practiced the following transversal skills and competences:

ESCO Transversal Skills & Competences

T3.4 – demonstrating willingness to learn.

T6 life skills and competences.

T6.1 – applying health-related skills and competences.

INNOPEDA® Competences

Creativity

Critical Thinking

Initiative

Teaching / Learning Methods

- Individual Learning
- Individual Reflections
- Group Reflections

ACTIVITY IMPLEMENTATION (Step-by-Step Plan for the Facilitator)

Before the Activity

Dear Facilitator,

While the initial target group for this activity is university students, we hope it can also serve as a valuable resource for learners in non-formal educational settings.

This activity was originally developed as part of a university course unit delivered over several weeks. The unit, *Personal Well-being Leading a Healthy Life*, is designed to span a total of 14.5 hours, including time dedicated to exploring 8 key themes and completing 3 group activities.

It is important to adapt this activity to the needs and context of your specific learner group, as some elements or exercises may not be suitable for non-formal learning environments or shorter timeframes.

To support this, we present two possible implementation scenarios:

Formal Education Setting: The activity is delivered over multiple weeks as part of a university course, totalling approximately **5 hours** (including time spent on thematic learning).

Non-Formal Education Setting: The activity is adapted into a condensed **2.5-hour** workshop format, suitable for non-formal learning environments.

Please note that these scenarios are not set in stone and are provided for your guidance. Depending on your learners' needs, we recommend tailoring these scenarios to fit your specific context.

Thank you for your dedication to facilitating this activity.

Orientation

	Formal Educational Setting	Non-Formal Educational Setting
Suggested Mode	**online (and on-site)** The thematic preparation is completed individually by learners at their own pace online. The introductory meeting for the activity can be held either online or in person.	**on-site (with online possibility)** Although it is possible to organize this session online, we recommend an on-site setting for quality reasons. This is particularly important given that the content has already been compressed into a shorter time frame.
Theme Preparation	**1h** Learners study the PPT slides, *Activity Building a New Habit, Activities Mental Well-being, Activities Physical Well-being*:	**30min** Go through the PPT slides, *Activity Building a New Habit, Activities Mental Well-being, Activities Physical Well-being,* and prepare a condensed summary to share with the participants.
Activity Introduction	**15min** Present an overview of the activity plan, highlighting the objectives. Provide a walkthrough of the digital tools that will be used throughout the activity. Introduce their selected scenario to the participants and outline the exercise.	**15min** Briefly present the activity plan, highlighting the objectives. Introduce their selected scenario to the participants and outline the exercise.

Individual Tasks and Facilitated Group Discussions

	Formal Educational Setting	Non-Formal Educational Setting
Suggested Mode	**online or on-site** This section can be organized online or on-site, depending on the facilitator's / learners' needs and preferences.	**on-site (with online possibility)** *Same as the Orientation section.*
Task I: **Scenario-Based Work**	**30min** Participants are asked to read about Building a New Habit, Activities for Mental and Activities for Physical Health. After reading the materials participants are preparing an individual plan for a new habit implementation using a tool provided: *Habit Planner.* *Invite participants to share key takeaways and reflections from the learning materials and their analysis. Encourage*	**30min** *Similar to the left column.*

	them to discuss how these insights can be applied to their own lives.	
Task II: **Group-Level Solution Development**	**1h** After one month of new habits implementation, participants are asked to prepare a 5 minute presentation for the class-level discussion and feedback session.	**30min** *Similar to the left column, but with less time allocated for group level reflections.*
Task III: **Final Group-Level Reflections**	**20min** Learners discuss their experiences and key takeaways on building new habits. Circulate among the groups to facilitate and guide their discussions.	**10min** *Similar to the left column, but with less time allocated for group level reflections.*

Learning Materials

Thematic Preparation Slides:

01 Theme – Mindfulness

02 Theme – Breathing

03 Theme – Gratitude

04 Theme – Emotions

05 Theme – Physical Activity

06 Theme – Nutrition

07 Theme – Hydration

08 Theme – Sleep

Activity Slides:

Building a New Habit

Activities for Mental Health

Activities for Physical Health

Professional Well-being: Thriving Professionally

The unit emphasizes professional well-being from holistic view. The module aims to enhance well-being in the workplace and professional life.

Professional well-being can be viewed from a holistic perspective through The Work-ability House Model. Unit also introduces The Job Demands-Resources (JD-R) Model and in particular Work Crafting, combining elements of sustainability.

Tutorial (ProWB)

<table>
<tr><td colspan="2">Plan of the Unit (integrating lectures, practical activities or seminar)</td></tr>
<tr><td>Title of the study module:
Sustainable Wellbeing: Harmonizing of Personal, Professional and Planetary Dimensions (2 ECTS)</td><td>Title of the unit
Unit 2. Professional Well-being: Thriving Professionally</td></tr>
<tr><td colspan="2">Target group (prerequisites for students)
The initial target group for this activity is university students. Also suitable for non-formal adult education and interdisciplinary groups interested in sustainable wellbeing topics. No prerequisites required; interest in professional development recommended.</td></tr>
<tr><td colspan="2">Recommendations for classroom/online environment
● Traditional classroom with flexible seating for group discussion;
● Multimedia equipment (projector, computer, speakers);
● Whiteboard or digital collaborative screen;
● Handouts for self-assessment checklists;
● Space for short physical activities (stretching/movement exercises);
● Flipcharts or whiteboard for group work; Miro/Padlet for online classes.

Traditional classroom with flexible seating for pair-share and small group case analysis.
Multimedia equipment (projector, computer, speakers).
Whiteboard or flipcharts for brainstorming
Mobile devices/laptops: Required for students to complete the Professional Quality of Life (ProQOL) self-assessment.</td></tr>
<tr><td>Main aim of the unit
The unit emphasizes professional well-being from a holistic view. The module aims to enhance well-being in the workplace and professional life.

Guiding participant to:
● Comprehend the phenomenon of job crafting
● Understand / know 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

Main Topics:
1. Healthy lifestyle components (physical activity, sleep, stress management, nutrition)</td><td>Intended learning outcomes of the meeting
● 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.

Transversal Skills: - T3.1 working efficiently; T3.4 demonstrating willingness to learn; T2.4 thinking creatively and innovatively; T2.1 processing information, ideas and concepts; Innopeda skills: teamwork, critical thinking, initiative
INNOPEDA® Competences: teamwork, critical thinking, initiative</td></tr>
</table>

2. Emotional intelligence and mental well-being (Emotions, Breathing, Gratitude, Mindfulness) 3. Building resilience and maintaining balance 4. Setting personal goals and healthy routines	

Summary of the unit
The unit, *Professional Well-being: Thriving Professionally*, is designed to span a total of 14.30 hours, including time dedicated to exploring theoretical background themes and completing 1 case study activity.
Holistic view to professional wellbeing: The Work-ability house model (Theory part 1) (1 hours)
Job Crafting (Theory part 2) (1 hours)
Job Crafting (Activity) (12 hours)

Before the lectures
Learners:
- Read the introductory section on *Professional Well-being: Thriving Professionally* unit in Moodle.
- Identify your expectations for this class.
- Ensure they can access Moodle

Teacher:
- Review slides, videos, and activities; Check Moodle setup (assignments, quizzes, discussion forum)
- Prepare printed worksheets or online forms (if needed).
- Test optional video/audio materials.

Time (duration of activity)	Content of the lecture/meeting	Material and literature (literature, case studies, videos, etc.)	Teaching / facilitation activity Students' engagement strategies	Student (learning) activity	Interlinkages with the intended learning outcomes
15 min	**Unit at a Glance** Overview and Topic Framing	PPT slides; Unit introduction slides	Present purpose, structure, competencies, plan and expected outcomes. Introduce the multidimensional well-being model. Ask students to define professional well-being in one sentence (use a poll or quick verbal check).	Quick poll/verbal response to "Well-being and professional well-being definition."	Knowledge of well-being components.
1 h	**Theoretical part** 1 *Holistic view to professional wellbeing: The Work-ability house model*	PPT slides with supplementary short videos and readings	Demonstration slides, using interactive teaching techniques as questioning, discussions prompt. e.g. Scenario Analysis: The	Small Group Diagnosis (Think-Pair-Share): Students work in pairs to quickly determine which "floor" of the Work-Ability House (Health, Competence,	

			teacher presents 3 quick, anonymized scenarios of career struggles (e.g., a student is highly motivated but suffering from chronic back pain; a team leader has great health and competence but a toxic boss).	Motivation, or Work/Leadership) is the primary problem and suggest a fix. Students analyse the scenario, discuss the primary issue, and propose a solution linked to the Work-Ability House Model	
1 h	**Theoretical part 2** *Job Crafting*	ppt slides and with supplementary videos and readings	Demonstration slides, using interactive teaching techniques as questioning, discussions prompt. Video Reflection and Discussion: After students watch the suggested video, the teacher facilitates a discussion on the reflection questions provided in the material. Sustainable Crafting Ideation: Students answer the reflection questions: "How can you incorporate planetary health to job-crafting?" and "How can you increase your own work wellbeing through sustainable job-crafting?"	Students verbally or in writing propose ways to align their job crafting goals with sustainable, pro-environmental, and pro-social organizational behaviours.	
15 min	The theory is followed by self-check Quiz	5-10 questions (multiple choice or true/false)	Immediate feedback; students may answer digitally	Check and consolidate foundational knowledge	
12 h	**Practical Activity 1** Job Crafting	Group questions to discuss in Moodle	The teacher uses a ready-made tutorial for Activity1	Students' engagement and activity also is guided in tutorial for Activity1.	

		Group questions.docx			
8 h	**Practical Activity 2** Building a New Habit (group activity)	Instruction, ppt slides in Moodle ppt slides Implementing Job-Crafting Click Practice activity 1 ECT.pptx link to view the file. Questions for group discussion Questions to support group discussion	The teacher uses a ready-made tutorial Activity Job Crafting	Students' engagement and activity also is guided in tutorial Activity Job Crafting	

Evaluation of the students' competences, skills gained, feedback for students (criteria that topic completed)

Completion of self-check quiz.

- Case Study Analysis Presentation (participants have to summarize the reflection discussion and prepare a presentation. the presentation can be done as a ppt slide, or one paper, poster)
- Engagement in Discussions
- Forum discussion contributions (if online).

Additional insights and recommendations

For blended learning, if possible, use digital collaborative tools (like Miro or Jamboard) during the brainstorming and case analysis parts to capture all student contributions visually.
Offer an optional follow-up assignment: "Monitor and reflect on one attempt to communicate or enforce your chosen professional boundary over the next week. Document the outcome and what you learned."

Description of Activities (ProWB)

Activity 1: Job Crafting

Brief Activity Content

This activity offers participants the opportunity to learn about and practice skills related to job crafting, circles of influence model, and colleagueship. Participants also get to know holistic approach to well-being at work and Job Demands and Resources (JD-R) Model, that influence the design of job crafting.

Learning Objectives

This activity aims to guide 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

Transversal Skills and Competences (Learning Outcomes)

Upon completion of the activity, participants will have practiced the following transversal skills and competences:

ESCO Transversal Skills & Competences

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

Critical thinking

Teamwork

Initiative

Teaching / Learning Methods

Individual Learning

Teamwork

Individual and Team-Level Reflections

ACTIVITY IMPLEMENTATION (Step-by-Step Plan for the Facilitator)

Before the Activity

Dear Facilitator,

While the initial target group for this activity is university students, we hope it can also serve as a valuable resource for learners in non-formal educational settings.

The activity is initially designed to be integrated into university courses, totalling 14,5 hours for **3 activities** (orientation and discussion 3 h, job crafting task 8 h, case study 3,5 h). It is essential to adapt it to your specific group of learners, as some elements or exercises may not be applicable in non-formal settings or within a shorter timeframe.

Therefore, we present two implementation scenarios below. The first suggests spreading the activity in a formal educational setting (as part of a university course) and based on **Activity scenario and guidelines (Annex 1**). The second outlines compressing it into a **2-hour** workshop for non-formal educational settings.

Please note that these scenarios are not set in stone and are provided for your guidance. Depending on your learners' needs, we recommend tailoring these scenarios to fit your specific context.

Thank you for your dedication to facilitating this activity.

Orientation Theoretical part

Step-by-Step

	Integrated into university courses	**Non-formal educational**
Special preparation		-
Suggested Mode	**online (and on-site)** The briefing can take place online or on-site. Individual tasks are completed online, at learners' own pace, and online digital tools are used. **Suggested online / digital tools:** Zoom / Teams	**on-site (with online possibility)** Although it is technically possible to organize this session online, we recommend an on-site setting for quality reasons. This is particularly important given that the content has already been compressed into a shorter time frame.

Orientation Activities

	Integrated into university courses **(14,5)**	**Non-formal educational** **(2 h)**
Special preparation	It is recommended to have completed the Knowledge based part before the activity	-
Suggested Mode	**online (and on-site)** The briefing can take place online or on-site. **Suggested online / digital tools:** Zoom / Teams	**on-site (with online possibility)** Although it is technically possible to organize this session online, we recommend an on-site setting for quality reasons. This is particularly important given that the content has already been compressed into a shorter time frame.
Setting and Timeframe	**Formal Educational Setting** **14,5 h** **10-15 learners** As part of a university course, orientation can be planned as a 3 hour session	**Non-Formal Educational Setting** **2 h** **10-15 learners** As part of a workshop, orientation can be planned as a 2 hours session.

Briefing	**(10 min)** Present an overview of the activity plan, purpose highlighting the objectives, **Activity task guidelines** (Annex 1) document. Clearly explain how this activity will be implemented within their university course(s). Discuss how participation in the activity influences their grades and other organizational issues. Introduce all individual and group tasks, and what should be completed to the next meeting. Clearly outline the expectations for task and assign specific deadlines. Provide an example of sustainable job crafting.	**(5 min)** Meet the learners and introduce yourself. Briefly present the activity plan, highlighting the objectives, and the agenda of the day.
Orientation: Theory presentation, multiple choice test and group discussion	**(3 hour)** Present the Theory presentations (part 1 & 2) including job craft videos. Ideally learners have had the chance to get to know the materials before this session, in order to facilitate group discussion. Offer participants the opportunity to take a multiple-choice test after the theory presentation. You can use the questionnaire on Moodle, or other questionnaires (e.g. Mentimeter). Provide a possibility to group discussion. Learners will discuss the topic and they should make a summary from the discussion. Questions to support group discussion: • *How did you understand job-crafting?* • *What elements does job-crafting have?* • *Do you have any experience about job-crafting?* • *How can you put together job-crafting and sustainability?* • *Why is sustainability / planetary health important in professional wellbeing?*	**(1 hour)** Present the Theory presentations (part 1 & 2) including job craft videos. Ideally learners have had the chance to get to know the materials before this session, in order to facilitate group discussion. Offer participants the opportunity to take a multiple-choice test after the theory presentation. You can use the questionnaire on Moodle, or other questionnaires (e.g. Mentimeter). Provide a possibility to group discussion. Learners will discuss the topic and they should make a summary from the discussion. Questions to support group discussion: • *How did you understand job-crafting?* • *What elements does job-crafting have?* • *Do you have any experience about job-crafting?* • *How can you put together job-crafting and sustainability?* • *Why is sustainability / planetary health important in professional wellbeing?*

	Discussion groups present a summary of the discussion to each other at the end.	Discussion groups present a summary of the discussion to each other at the end.
Individual work: Implementing Job Crafting	**(6 hour)** Participants are asked to set personal goals for themselves about job crafting, that are in line with planetary wellbeing and sustainability. They should make a plan on how to incorporate these goals into practice at work (or studies) and go through the plan. Learners will write a reflective paper about their experiences. Questions to support reflection: *What goal did you set for yourself and why? Explain how sustainability is a part of your goal? How did you implement your goal, describe what you did? How did you achieve your goal? What did you learn from the task? How will you carry on with this topic?*	**(15 min)** Participants are asked to set personal goals for themselves about job crafting, that are in line with planetary wellbeing and sustainability. They should make a plan on how to incorporate these goals into practice at work (or studies).
Group level reflections	**(1 hour)** Participants are asked to divide into groups. Essentially 3-5 groups of 3-4 participants should be formed. Participants are asked in the groups to share and reflect previous questions (from individual work) Participants may be encouraged to explore external sources of information on inputs, in particular concerning sustainable ways of job crafting. Participants have to summarize the reflection discussion and prepare a presentation. The presentation can be done as a ppt slide, or one paper, poster.	**(40 min)** Participants are asked to divide into groups. Essentially 3-5 groups of 3-4 participants should be formed. Participants are asked in the groups to share and reflect questions: *What goal did you set for yourself and why? Explain how sustainability is a part of your goal? How are you planning to implement your goal, describe what you are going to do? How do you think you can achieve your goal? What can you learn from the task? How will you carry on with this topic in the future?* Participants may be encouraged to explore external sources of information on inputs, in particular concerning sustainable ways of job crafting. Participants have to summarize the reflection discussion and prepare a presentation. The presentation can be done as a ppt slide, or one paper, poster.
Group task: Case study	**(4 hour)** Participants are asked to divide into the groups. Essentially 3-5 groups of 3-4 participants should be formed.	**-**

	Participants familiarize themselves to the case study -presentation, and discuss about it in a group. Group discussion questions: 1. How do the dimensions of body, mind, and spirit interconnect to influence overall well-being? 2. What are some practical strategies individuals can use to enhance their holistic wellness in daily life? 3. How can workplaces integrate holistic wellness practices to improve employee health and productivity? 4. Discuss the impact of stress and burnout on holistic wellness and explore effective ways to manage them. 5. How does the built environment (e.g., office layout, natural light, access to nature) contribute to holistic wellness? 6. What are the essential elements of a successful workplace wellness program? 7. How can companies evaluate the effectiveness and impact of their wellness initiatives? 8. What role do leadership and company culture play in fostering and maintaining workplace wellness? Participants have to summarize the reflection discussion and prepare a presentation. The presentation can be done as a ppt slide, or one paper, poster.	

Activity task scenario and guideline (14,5 hours) for learners

JOB CRAFTING

The purpose of this activity is to better understand the phenomenon of job crafting and the interrelations between well-being, job crafting and job performance. Activities guide participants to know how to integrate job crafting into one's own work in a sustainable way.

Orientation

(45 min) Theory presentation: Present the Theory presentations (part 1 & 2) on Job Crafting and the linked videos. If possible, available for participants also the recommended articles.

(15 min) Multiple choice test: Offer participants the opportunity to do the multiple-choice test. Encourage participants to reflect on how they managed and how well they know Job Crafting and the issues involved? Is there anything they would like to understand better?

(2 hour) Group reflection: Divide participants into groups and present them the questions to support group level reflection about the topic:

- *How did you understand job-crafting?*
- *What elements does job-crafting have?*
- *Do you have any experience about job-crafting?*
- *How can you put together job-crafting and sustainability?*
- *Why is sustainability / planetary health important in professional wellbeing?*

Groups should prepare a presentation about the summary of their discussions and present to each other at the end (set aside 30 minutes for this)

Individual and group work: Implementing Job Crafting

(30 min) Planning the implementation: Participants are asked to set personal goals for themselves about job crafting, that are in line with planetary wellbeing and sustainability. They should make a plan on how to incorporate these goals into practice at work (or studies) and go through the plan

(5-hour 30 min) Participants are supposed to carry on their plan, and write a reflective paper about their experiences.

Questions to support reflection:

- *What goal did you set for yourself and why?*
- *Explain how sustainability is a part of your goal?*
- *How did you implement your goal, describe what you did?*
- *How did you achieve your goal?*
- *What did you learn from the task?*
- *How will you carry on with this topic?*

(1 hour) Divide participants into groups. Participants are asked in the groups to share and reflect on the questions above.

Participants may be encouraged to explore external sources of information on inputs, in particular concerning sustainable ways of job crafting.

Participants have to summarize the reflection discussion and prepare a presentation. The presentation can be done as a ppt slide, or one paper, poster.

Group work: Case study

(15 min) Orientation to case study: Divide participants into groups. Instruct participants in the task.

(3 hour) Group work: Participants familiarize themselves with the case study -presentation, and discuss it in a group.

Group discussion questions:

1. How do the dimensions of body, mind, and spirit interconnect to influence overall well-being?
2. What are some practical strategies individuals can use to enhance their holistic wellness in daily life?
3. How can workplaces integrate holistic wellness practices to improve employee health and productivity?
4. Discuss the impact of stress and burnout on holistic wellness and explore effective ways to manage them.
5. How does the built environment (e.g., office layout, natural light, access to nature) contribute to holistic wellness?
6. What are the essential elements of a successful workplace wellness program?
7. How can companies evaluate the effectiveness and impact of their wellness initiatives?
8. What role do leadership and company culture play in fostering and maintaining workplace wellness?

(45 min) Participants summarize the reflection discussion and prepare a presentation. The presentation can be done as a ppt slide, or one paper, poster. Participants present their summaries to each other.

Responsibility for Planetary Well-being

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.

Tutorial (PlaWB)

Plan of the Unit (integrating lectures, practical activities or seminar)	
Title of the study module: Sustainable Wellbeing: Harmonizing of Personal, Professional and Planetary Dimensions (2 ECTS)	**Title of the lecture/meeting** Unit 3. Responsibility for Planetary Well-being
Target group *(prerequisites for students)* Initial target group for this activity is university students. Also suitable for non-formal adult education and interdisciplinary groups interested in sustainable wellbeing topic.	
Recommendations for classroom/online environment •Traditional classroom with flexible seating for group work • Multimedia equipment (projector, computer, speakers) • Possibility to use laptops for footprint calculations (mobile devices is not suitable for this purpose) • Flipcharts, whiteboard or Miro (for online or blended teaching)	
Main aim of the unit Guiding participants 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. Main topics: 1. Global challenges and strategies; absolute sustainability and planetary boundaries concept definition 2. Ecosystem services, systematic view on planetary health 3. Sustainable consumption and production (SCP): from global to individual level 4. Assessment of Environmental impacts of consumption, methodology	**Intended learning outcomes of the meeting** 1. Gain insights into the complexities of global ecosystems and the overall health of the planet 2. Gain knowledge about tools and methodologies for assessment of the environmental impact of personal and professional behaviours. 3. Develop competences in holistic and analytical thinking, guiding proactive engagement in sustainable practices. **Transversal skills:** - **T2.1** Processing information analytically and holistically - **T6.2** Applying environmental skills and competences - **T2.3** Problem-solving - **T3.2** Proactiveness and initiative **INNOPEDA® Competences:** Critical thinking, creativity, initiative

Before the lectures

Learners: - Read introductory materials in the Moodle of the course, click Introduction to the Unit.pdf

- Ensure they can access Moodle
- Identify your expectations for this class

Teacher:

- Review slides, videos, and activities; check Moodle setup (assignments, quizzes)
- Prepare printed worksheets or online forms (if needed).
- Test optional video/audio materials.

Time (duration of activity)	**Content of the lecture/meeting**	**Material and literature (literature, case studies, videos, etc.)**	**Teaching / facilitation activity Students' engagement strategies**	**Student (learning) activity**	**Interlinkages with the intended learning outcomes**
15 min	**Unit at a Glance**	Introduction to the unit, ppt slides	Present an overview of the unit	Teacher supported. Students asked to	

				define "Planetary wellbeing" in one sentence	
45 min	**Theoretical background part 1.** 1. Global challenges and strategies; absolute sustainability and planetary boundaries concept definition	Slides 1. Global challenges.pptx link to view the file	Demonstration slides, using interactive teaching techniques as questioning, discussions prompt. e.g., "Which global trends drive unsustainable consumption?") - Provide 1 short real-life example or case study	Teacher supported. Students discuss how consumption differs across regions	Gain insights into the complexities of global ecosystems and the overall health of the planet
10 min	The theory is followed by **Quiz**	5 questions (multiple choice or true/false)	Immediate feedback; students may answer digitally	Check and consolidate foundational knowledge	Reinforcement of theoretical understanding
1 h	**Practical Activity 1** Exploring human connection to Planetary Wellbeing	Slides (link to slides) Videos tables	The teacher uses a ready-made	Teacher supported.	Gain insights into the complexities of global ecosystems and the overall health of the planet
40 min	**Theoretical background part 2** 2. Ecosystem services, systematic view on planetary health	Slides Click 2. Ecosystem services.pptx	Demonstration slides, using interactive teaching techniques as questioning, discussions prompt, giving feedback on answers. e.g. small group analysis of a	Teacher supported.	Gain insights into the complexities of global ecosystems and the overall health of the planet
10 min	The theory is followed by **Quiz**	5 questions (multiple choice or true/false)	Immediate feedback; students may answer digitally	Check and consolidate foundational knowledge	Reinforcement of theoretical understanding
1:30 h	**Practical Activity 2** Build Everyday Resilience for You, Your Planet, and Your Community	(link to information)	The teacher uses a ready-made	Teacher supported.	Gain insights into the complexities of global ecosystems and the overall health of the planet
30 min	**Theoretical background part 3** 3. SCP and consumption footprint	Slides 3. SCP and consumption footprint.pptx	Demonstration slides, using interactive teaching techniques as questioning, discussions prompt, giving feedback on answers.	Teacher supported. Students identify key data used in footprint calculations	Gain knowledge about tools and methodologies for assessment of

			e.g. small group analysis of a sample product footprint - Prompt: “Which consumption category might have the highest hidden impact?”		the environmental impacts of personal and professional behaviours
10 min	The theory is followed by **Quiz**	5 questions (multiple choice or true/false)	Immediate feedback; students may answer digitally	Check and consolidate foundational knowledge	Reinforcement of theoretical understanding
1 h	**Practical Activity 3** Adopt ways to reduce negative impact consumption	Guidelines: Adopt Ways to Reduce Negative Impact of Consumption.docx	The teacher uses a ready-made *Activity tutorial for facilitator_SCP_consumption footprint*	Learner follow Activity guidelines: they work on individual consumption, impact calculation, and adoption of sustainable lifestyle habits. Prepare a short presentation summarizing findings and personal commitments. Submit individual written report.	Develop competences in holistic and analytical thinking, guiding proactive engagement in sustainable practices.
Evaluation of the students’ competences, skills gained, feedback for students Criteria for identifying that unit is complete Quizzes Individual work report and presentation Discussion in the forum					
Additional insights and recommendations Integrate real-life examples from local contexts It could be used Practical Activity option 1 or option 2 separately, or both. If it is used Practical Activity option 1, offer for learners’ optional follow-up: monitor behaviour changes for one week individually.					

Description of Activities (PlaWB)

Activity 1: Adopt Ways to Reduce Negative Impact of Consumption

Brief 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.

Learning Objectives

This activity aims to guide 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.

Transversal Skills and Competences (Learning Outcomes)

Upon completion of the activity, participants will have practiced the following transversal skills and competences:

ESCO Transversal Skills & Competences

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

Teaching / Learning Methods

- Individual Learning
- Teamwork
- Individual and Team-Level Reflections

ACTIVITY IMPLEMENTATION (Step-by-Step Plan for the Facilitator)

Before the Activity

Dear Facilitator,

While the initial target group for this activity is university students, we hope it can also serve as a valuable resource for learners in non-formal educational settings.

The activity is initially designed to be integrated into university courses, totalling 14:30 hours for 3 activities **(4 hours 40 min for 1 activity).** It is essential to adapt it to your specific group of learners, as some elements or exercises may not be applicable in non-formal settings or within a shorter timeframe.

Therefore, we present two implementation scenarios below. The first suggests spreading the activity in a formal educational setting (as part of a university course) and based on **Activity**

scenario and guidelines (Annex 1). The second outlines compressing it into a **2-hour** workshop for non-formal educational settings.

Please note that these scenarios are not set in stone and are provided for your guidance. Depending on your learners' needs, we recommend tailoring these scenarios to fit your specific context.

Thank you for your dedication to facilitating this activity.

Orientation Theoretical part

Step-by-Step

	Integrated into university courses	**Non-formal educational**
Special preparation		-
Suggested Mode	**On-site or online**	**on-site (with online possibility)**
Theoretical background	**1h** Learners study the PPT slides and video, *SCP and consumption footprint* or the lecturer introduces the topic. This is followed by a Quiz.	**1h** Learners study the PPT slides and video, *SCP and consumption footprint* This is followed by a Quiz.

Orientation Activities

	Integrated into university courses **(4 hour:40 min)**	**Non-formal educational** **(2 hour)**
Special preparation	It is recommended to have completed the Knowledge based part before the activity	-
Suggested Mode	**On-site or online** The briefing can take place online or on-site. Individual tasks are completed online, at learners' own pace, and online digital tools are used. **Suggested online / digital tools:** Zoom / Teams	**on-site (with online possibility)** Although it is technically possible to organize this session online, we recommend an on-site setting for quality reasons. This is particularly important given that the content has already been compressed into a shorter time frame.
Setting and Timeframe	**Formal Educational Setting** **4:40 min h** **10-15 learners** As part of a university course, orientation can be planned as a 4 h :40 min activity	**Non-Formal Educational Setting** **2 hours** **10-15 learners** As part of a workshop, orientation can be planned as a 2 hours session.

Briefing	**(10 min.)** Present an overview of the activity plan, purpose highlighting the objectives, **Activity task guidelines** (Annex 1) document. Clearly explain how this activity will be implemented within their university course(s). Discuss how participation in the activity influences their grades and other organizational issues. Introduce the Individual task part 1 that need to be completed to the next meeting. Clearly outline the expectations for task and assign specific deadlines. Provide a brief demonstration of the Consumer Footprint Calculator, ensure that learners choose the right one.	**(5 min.)** Meet the learners and introduce yourself. Briefly present the activity plan, highlighting the objectives, and the agenda of the day.
Individual work part I	**(1 hour)** Participants are asked at home to calculate their individual consumption footprint using Consumer footprint calculator developed and prepare answers for next meeting. Assign a deadline for this activity and indicate that more detailed information is presented in Activity task guidelines document. It is important to emphasize that they should have the answers with them for the next meeting.	**(45 min)** (15 min) Before the practical exercise and consumer footprint calculations, participants are introduced to the tool and a brief theoretical background (30 min) After that participants are asked to calculate their individual consumption footprint using Consumer footprint calculator and reflect results following the main menu steps listed in calculator (30 min).
Group level reflections	**(1 hour)** Students are asked to divide into the groups according to the categories of consumption that contributed most to individual footprint. Essentially 3-5 groups of 3-4 students should be formed. If one group, such as example, food consumption, dominates, then two groups of the same consumption category can be formed. Participants are asked in the groups to share and reflect previous questions (from individual work 1) and also continue answering additional questions.	**(45 min)** (15 min) Participants are asked to divide in the groups of two persons and to share the individual footprint results to each other by reflecting questions: -Does your factor of consumption exceed the safe operation of environmental boundaries? -How do your impacts compare to the average EU citizen? -Which of the five categories (food, household goods, appliances, housing, mobility) contributed most to your total footprint? -Which products, or services, activities contribute to the impacts of your lifestyle most? - What surprises you about the results?

	Participants may be encouraged to explore external sources of information on inputs, in particular concerning actions to adopt to reduce your footprint. Students have to summarize the answers to the questions and prepare a presentation. The presentation can be done as a ppt slide, or one paper, poster.	(30 min) Later participants are asked to divide into the groups according to the categories of consumption that contributed most to individual footprint. Essentially 3-5 groups of 3-4 participants should be formed. At this stage, participants answer and discuss the following questions: -Which actions (if any) do you hope to adopt to reduce your footprint? Why? Use link https://www.anatomyofaction.org/ and other literature sources. -How will this change in behaviour effect your routine, social, physiological needs, or individual and professional well-being, planetary well-being (SDG)? What are the limitations and the benefits (ex-economic, heath) of those changes?
Presentations	**(1 hour 30 min.)** Allow 15 minutes for group presentations and about 5 minutes for questions and discussion.	**(30 min.)** Each group presents their answers and shares their insights, and a discussion is facilitated.
Individual work part II	**(1 hour)** As a result, from group work students should choose one action in order to reduce individual consumption footprint and are asked to adopt it at least for one week in their life. After this experience students should report all answers and experience reflections as individual work (3-5 pages, 1500-3000 words) by using general requirements for the layout of the project. Option could be not report but Individual Learning Diary Assign a deadline for this activity.	**-**

Activity task scenario and guideline (4 hours 40 min.) for learners

Adopt Ways to Reduce Negative Impact of Consumption

The purpose of this activity better understand how targeted changes in our everyday activities can lessen the impact we have on the environment.

Individual work Part 1

(30 min) Step 1: Calculate your consumption footprint using Consumer footprint calculator developed by the European Commission. The five areas of consumption are in the Consumer Footprint Calculator are: Appliances, Household, Goods, Housing, and Mobility.

(10 min) Step 2: Analyse your results following the main menu steps listed:

(20 min) Step 3: Reflect by responding to the main questions and bring these answers to next lecture meeting:

- *Does your factor of consumption exceed the safe operation of environmental boundaries?*
- *How do your impacts compare to the average EU citizen?*
- *Which of the five categories (food, household goods, appliances, housing, mobility) contributed most to your total footprint?*
- *Which products, or services, activities contribute to the impacts of your lifestyle most?*

Group work

(1 hour) Step 4: Presentation and discussion in groups:

Divide the students into groups according to the categories of consumption that contributed most to individual footprint.

Present and reflect previous questions (from Step 3) in the group. Also continue answering additional questions:

- *What surprises you about the results?*
- *Which actions (if any) do you hope to adopt to reduce your footprint? Why? Use link https://www.anatomyofaction.org/ and other literature sources.*
- *How will this change in behaviour effect your routine, social, physiological needs, or individual and professional well-being, planetary well-being (SDG)? What are the limitations and the benefits (ex-economic, heath) of those changes?*

(1:30 min) Step 5: Presentations

Make summary of the group and present to others the summarised responses of the group.

Individual work Part 2

(1 hour) Step 6: As a result, from group work choose one action to reduce you consumption footprint and adopt it at least for one week. Report all answers as your individual work (3-5 pages, 1500-3000 words) Use general requirements for the layout of the project.

- *Does your factor of consumption exceed the safe operation of environmental boundaries?*
- *How do your impacts compare to the average EU citizen?*

- *Which of the five categories (food, household goods, appliances, housing, mobility) contributed most to your total footprint?*
- *Which products, or services, activities contribute to the impacts of your lifestyle most?*
- *What surprises you about the results?*
- *Which actions (if any) do you hope to adopt to reduce your footprint? Why? For ideas could be used link: https://www.anatomyofaction.org/.*
- *How this change in behaviour effected your routine, social, physiological needs, or individual and professional well-being, planetary well-being (SDG)? What are the limitations and the benefits (ex. economic, heath) of those changes?*

The answers and assumptions could be supported by scientific literature, suggested learning material, statistical data and your calculations.

Promoting Well-being for Sustainable, Digital, Resilient Communities

While the previous three units of the module focus on enhancing personal, professional, and planetary well-being, this concluding section expands the perspective by exploring how these dimensions come together to build sustainable, digital, efficient, and resilient communities.

As outlined in the SWEPPP project diagram, it highlights the broader impact of collective well-being in fostering efficient, cohesive societies.

Tutorial (ResWB)

<table>
<tr><td colspan="2">Plan of the Unit (integrating lectures, practical activities or seminar)</td></tr>
<tr><td>Title of the study module:
Sustainable Wellbeing: Harmonizing of Personal, Professional and Planetary Dimensions (2 ECTS)</td><td>Title of the unit
Unit 4. Promoting Well-being for Sustainable, Digital, Resilient Communities</td></tr>
<tr><td colspan="2">Target group (prerequisites for students)
Higher education students (undergraduate/graduate) or professionals interested in sustainability, health or digital transformation. Also suitable for non-formal adult education and interdisciplinary groups interested in sustainable wellbeing topic. Basic knowledge of sustainability concepts recommended.</td></tr>
<tr><td colspan="2">Recommendations for classroom/online environment
Flexible seating arrangement (U-shape or group tables) to facilitate small-group discussions and collaborative activities. Access to reliable Wi-Fi for digital resources and interactive polling. Flipcharts or whiteboard for group work; Miro/Padlet for online classes.</td></tr>
<tr><td>Main aim of the unit
Understand the interconnectedness of personal, professional, and planetary well-being in building sustainable and resilient communities.

Guiding participant to:
● Develop strategies for promoting digital well-being, including managing screen time and practicing mindfulness.
● Enhance social and cultural competence by fostering effective communication, empathy, and supportive relationships.
● Cultivate resilience by identifying different types of resilience and applying proactive strategies to anticipate and address future well-being challenges.
Main Topics:
1. Digital Resilience and Well-being
2. Social and Cultural Foundations of Well-being
3. Building Resilience for Future Well-being Challenges</td><td>Intended learning outcomes of the meeting

The unit's content and activities are designed to empower learners to develop and practice following EU ESCO Transversal Skills.
● T1.3 working with digital devices and applications
● T2.2 planning and organizing
● T3 self-management skills and competences
● T4 social and communication skills and competences
● T6 life skills and competences

INNOPEDA® Competences: creativity, critical thinking, initiative, and teamwork (if group activities are included)</td></tr>
<tr><td colspan="2">Summary of the unit</td></tr>
</table>

The unit, *Promoting Well-being for Sustainable, Digital, Resilient Communities*, is designed to span a total of 14.30 hours, is designed to span a total of 14.5 hours, including time dedicated to exploring 3 key themes and completing 3 group activities.

- 01 Theme - Digital Resilience and Well-being – 1 h
- 02 Theme - Social and Cultural Foundations of Well-being – 1 h
- 03 Theme - Building Resilience for Future Well-Being Challenges – 1 h
- Activity 01 - Creating Personalized Digital Detox Plans Through Teamwork and Reflection – 3 h
- Activity 02 - Case Study: Addressing Social and Cultural Challenges – 3.5 h
- Activity 03 - Scenario-Based Group Work: Analysing Future Trends and Challenges to Well-being 4 h

Before the lectures
Learners:

- Learners introduce themselves on Padlet by answering the questions

(see the PPT "04 Group Activities - All Themes" slides for the suggested questions)

- Ensure they can access Moodle

Teacher:

- Review PPT slides, videos, and exercises; check Moodle setup (assignments, quizzes)
- Prepare group activity worksheets
- Test optional video/audio materials.

Time (duration of activity)	**Content of the lecture/meeting**	**Material and literature (literature, case studies, videos, etc.)**	**Teaching / facilitation activity Students' engagement strategies**	**Student (learning) activity**	**Interlinkages with the intended learning outcomes**
15 min	**Unit at a Glance** Overview and topic framing	PPT slides; see Introduction to the Unit.pdf link to view the file.	Interactive PPT presentation. Present unit content, learning objectives, outcomes, structure, methods. Explanation of the multidimensional well-being framework.	Asking questions, sharing expectations	…
1 h	**Theoretical part** *01 Theme - Digital Resilience and Well-being"* Understanding digital behaviour Screen time, digital habits, boundary-setting Digital stress, overload, cyber-well-being	PPT slides with supplementary short videos and readings	Demonstration PPT slides, using interactive teaching techniques as questioning, discussions prompt. Following links and helpful comments in the PPT slides Use interactive questions: *„How do digital choices affect your health? Your relationships? Your productivity?"* Provide examples from students' daily lives	Answers interactive questions. Participate in guided discussion	…

	Introduction to digital detox strategies		Prepare students for **Activity 1**		
3 hours	**Activity 1** Creating Personalized Digital Detox Plans Through Teamwork and Reflection	Group Activity PPT See 04 Group Activities - All Themes (Slides 3-9)	Divide students into small groups; each group discusses their digital habits using Activity worksheets; students choose one digital habit to change; Each group prepares a short "Digital Well-being Tip Sheet" Teacher uses more detailed ready-made tutorial for Activity1	Students' engagement and activity also is guided in tutorial for Activity1. Students' outputs: Individual digital detox plan Group mini-presentation	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.
1 hour	**Theoretical part** *02* - Social and Cultural Foundations of Well-being	Theme ppt slides and with supplementary videos and readings	Think–pair–share discussions about social well-being situations. Small group dialogue using prompts (e.g., "Which social skill is hardest for you and why?" from p.5). Using role-play to practice communication or conflict resolution. Analysing real-life examples of cultural interactions (connected to components p.7–8).	Read short texts (e.g., "What is social well-being?", p.4) and extract key ideas. Identify their own strengths/weaknesses in the six social skills dimensions from Riggio (p.5). Complete a cultural competence self-assessment (linked to p.7–8).	…
3.5 hours	**Activity 02** - Case Study: Addressing Social and Cultural Challenges	Group Activity PPT 04 Group Activities - All Themes (Slides 10-16)	Teacher uses detailed ready-made tutorial for Activity2	Students' engagement and activity also is guided in tutorial for Activity2.	T4.1 communicating T4.2 supporting others. T6.3 applying civic skills and competence

					T6.4 applying cultural skills and competences Innopeda Competences : critical thinking, teamwork.
1 hour	**Theoretical part** **03 Theme** - Building Resilience for Future Well-Being Challenges	Theme ppt slides and with supplementary videos and readings	….	….	..
4 hours	**Activity 03** - Scenario-Based Group Work: Analysing Future Trends and Challenges to Well-being	Group Activity PPT 04 Group Activities - All Themes (Slides 17-23)	Teacher uses detailed ready-made tutorial for Activity3	Students' engagement and activity also is guided in tutorial for Activity3.	T3 self-management skills and competences T4 social and communication skills and competences T6 life skills and competences Innopeda Competences : critical thinking, teamwork.
15 min	The theory is followed by **self-check Quiz**	5-10 questions (multiple choice or true/false)	Immediate feedback; students may answer digitally	Check and consolidate foundational knowledge	....
Evaluation of the students' competences, skills gained, feedback for students (criteria indicating that the unit is completed) ● Completion of self-check quiz. ● Reflection on guiding questions from group activities ● Engagement in Discussions ● Forum discussion contributions (if online)					
Additional insights and recommendations **…..**					

Description of Activities (ResWB)

Activity 1: Creating Personalized Digital Detox Plans Through Teamwork and Reflection

Brief 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.

Learning Objectives

This activity aims to guide 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.
- analyse their digital habits, identify areas for improvement, and develop effective strategies for reducing screen time and managing digital distractions.

Transversal Skills and Competences

(Learning Outcomes)

Upon completion of the activity, participants will have practiced the following transversal skills and competences:

ESCO Transversal Skills & Competences

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

Teaching / Learning Methods

Individual Learning

Teamwork

Individual and Team-Level Reflections

Before the Activity

Dear Facilitator,

While the initial target group for this activity is university students, we hope it can also serve as a valuable resource for learners in non-formal educational settings.

This activity was originally developed as part of a university course unit delivered over several weeks. The unit, *Promoting Well-being for Sustainable, Digital, Resilient Communities*, is designed to span a total of 14.5 hours, including time dedicated to exploring 3 key themes and completing 3 group activities.

Digital Resilience and Well-being

Social and Cultural Foundations of Well-being

Building Resilience for Future Well-being Challenges

It is important to adapt this activity to the needs and context of your specific learner group, as some elements or exercises may not be suitable for non-formal learning environments or shorter timeframes.

To support this, we present two possible implementation scenarios:

Formal Education Setting: The activity is delivered over multiple weeks as part of a university course, totalling approximately **4 hours** (including time spent on thematic learning).

Non-Formal Education Setting: The activity is adapted into a condensed **2-hour** workshop format, suitable for non-formal learning environments.

Please note that these scenarios are not set in stone and are provided for your guidance. Depending on your learners' needs, we recommend tailoring these scenarios to fit your specific context.

Thank you for your dedication to facilitating this activity.

Orientation

	Formal Educational Setting	**Non-Formal Educational Setting**
Suggested Mode	**online (and on-site)** **10-15 learners** The thematic preparation is completed individually by learners at their own pace online. The introductory meeting for the activity can be held either online or in person.	**on-site (with online possibility)** **10-15 learners** Although it is possible to organize this session online, we recommend an on-site setting for quality reasons. This is particularly important given that the content has already been compressed into a shorter time frame.
Theme Preparation	**1h** Learners study the PPT slides, *Digital Resilience and Well-Being,* at their own pace:	**30min** Go through the PPT slides, *Digital Resilience and Well-Being,* in advance and prepare a condensed summary to share with the participants.
Activity Introduction	**15 min** Present an overview of the activity plan, highlighting the objectives. Provide a walkthrough of the digital tools that will be used throughout the activity. Divide learners into groups of 3 to 4.	**15 min** Briefly present the activity plan, highlighting the objectives. Divide learners into groups of 3 to 4.

Individual Tasks and Facilitated Group Discussions

	Formal Educational Setting	Non-Formal Educational Setting
Suggested Mode	**online or on-site** This section can be organized online or on-site, depending on the facilitator's / learners' needs and preferences.	**on-site (with online possibility)** *Same as the Orientation section.*
Task I: **Self-Evaluation and Group-Level Reflections**	**1h** Learners complete a digital well-being self-evaluation using one of the tools selected by their group. They then meet in their groups to share key insights from their personal results.	**30min** *Similar to the left column, but with less time allocated for group level reflections.*
Task II: **Action Plan and Group-Level Reflections**	**1h** Each group member creates a personal digital detox plan to follow for 1–2 weeks. They share their plans within their groups, discuss together, and use ideas from others to improve their own plan.	**30min** *Similar to the left column, but with less time allocated for group level reflections.*
Task III: **Implementation**	Learners are given a set timeframe (1 to 2 weeks) to carry out their digital detox plans.	**NA** Encourage participants to implement their digital detox plans after the workshop.
Task IV: **Post-Implementation Class-Level Reflections**	**45min** All groups meet to share their digital detox experiences and reflect on the guiding questions. Facilitate the class-level discussions.	**15min** Encourage volunteer participants to share their individual plans with the entire group. Facilitate feedback and discussion.

Learning Materials

Thematic Preparation Slides:

01 Theme - Digital Resilience and Well-being

Group Activity Slides:

04 Group Activities - All Themes (Slides 3-9)

Activity 2: Case Study: Addressing Social and Cultural Challenges

Brief 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.

Learning Objectives

This activity aims to guide 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.

Transversal Skills and Competences (Learning Outcomes)

Upon completion of the activity, participants will have practiced the following transversal skills and competences:

ESCO Transversal Skills & Competences

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

Teaching / Learning Methods

- Individual Learning
- Teamwork
- Individual and Team-Level Reflections

Activity Implementation
(Step-by-Step Plan for the Facilitator)

Before the Activity

Dear Facilitator,

While the initial target group for this activity is university students, we hope it can also serve as a valuable resource for learners in non-formal educational settings.

This activity was originally developed as part of a university course unit delivered over several weeks. The unit, *Promoting Well-being for Sustainable, Digital, Resilient Communities*, is designed to span a total of 14.5 hours, including time dedicated to exploring 3 key themes and completing 3 group activities.

Digital Resilience and Well-being

Social and Cultural Foundations of Well-being

Building Resilience for Future Well-being Challenges

It is important to adapt this activity to the needs and context of your specific learner group, as some elements or exercises may not be suitable for non-formal learning environments or shorter timeframes.

To support this, we present two possible implementation scenarios:

Formal Education Setting: The activity is delivered over multiple weeks as part of a university course, totalling approximately **4.5 hours** (including time spent on thematic learning).

Non-Formal Education Setting: The activity is adapted into a condensed **2.5-hour** workshop format, suitable for non-formal learning environments.

Please note that these scenarios are not set in stone and are provided for your guidance. Depending on your learners' needs, we recommend tailoring these scenarios to fit your specific context.

Thank you for your dedication to facilitating this activity.

Orientation

	Formal Educational Setting	**Non-Formal Educational Setting**
Suggested Mode	**online (and on-site)** **10-15 learners** The thematic preparation is completed individually by learners at their own pace online. The introductory meeting for the activity can be held either online or in person.	**on-site (with online possibility)** **10-15 learners** Although it is possible to organize this session online, we recommend an on-site setting for quality reasons. This is particularly important given that the content has already been compressed into a shorter time frame.
Theme Preparation	**1h** Learners study the PPT slides, *Social and Cultural Foundations of Well-being,* at their own pace:	**30min** Go through the PPT slides, *Social and Cultural Foundations of Well-being,* and prepare a condensed summary to share with the participants.
Activity Introduction	**15min** Present an overview of the activity plan, highlighting the objectives. Provide a walkthrough of the digital tools that will be used throughout the activity. Divide learners into groups of 3 to 4. Introduce their selected case study to each group and outline the exercise.	**15min** Briefly present the activity plan, highlighting the objectives. Divide learners into groups of 3 to 4. Introduce their selected case study to each group and outline the exercise.

Individual Tasks and Facilitated Group Discussions

	Formal Educational Setting	Non-Formal Educational Setting
Suggested Mode	**online or on-site** This section can be organized online or on-site, depending on the facilitator's / learners' needs and preferences.	**on-site (with online possibility)** *Same as the Orientation section.*
Task I: **Case-Based Group Work**	**1.5h** After reading their case, group members discuss and analyse the challenges. They create an outline of their analysis by addressing the guiding questions.	**45min** *Similar to the left column, but with less time allocated for group level reflections.*
Task II: **Group-Level Solution Development**	**1h** Learners meet with their group to finalize their solution to the case. They create a one-page summary of their group's key points.	**30min** *Similar to the left column, but with less time allocated for group level reflections.*
Task III: **Final Group-Level Reflections**	**45min** Learners meet with their group. They share their experiences, insights, and key takeaways about personal and social well-being. They reflect on the guiding questions. Circulate among the groups to facilitate and guide their discussions.	**30min** *Similar to the left column, but with less time allocated for group level reflections.*

Learning Materials

Thematic Preparation Slides:

02 Theme - Social and Cultural Foundations of Well-being

Group Activity Slides:

04 Group Activities - All Themes (Slides 10-16)

Activity 3: Scenario-Based Group Work: Analyzing Future Trends and Challenges to Well-being

Brief 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.

Learning Objectives

This activity aims to guide 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.

Transversal Skills and Competences

(Learning Outcomes)

Upon completion of the activity, participants will have practiced the following transversal skills and competences:

ESCO Transversal Skills & Competences

T3 self management skills and competences.

T4 social and communication skills and competences.

T6 life skills and competences.

INNOPEDA® Competences

Critical Thinking

Teamwork

Teaching / Learning Methods

- Individual Learning
- Teamwork
- Individual and Team-Level Reflections

Activity Implementation

Before the Activity

Dear Facilitator,

While the initial target group for this activity is university students, we hope it can also serve as a valuable resource for learners in non-formal educational settings.

This activity was originally developed as part of a university course unit delivered over several weeks. The unit, *Promoting Well-being for Sustainable, Digital, Resilient Communities*, is designed to span a total of 14.5 hours, including time dedicated to exploring 3 key themes and completing 3 group activities.

Digital Resilience and Well-being

Social and Cultural Foundations of Well-being

Building Resilience for Future Well-being Challenges

It is important to adapt this activity to the needs and context of your specific learner group, as some elements or exercises may not be suitable for non-formal learning environments or shorter timeframes.

To support this, we present two possible implementation scenarios:

Formal Education Setting: The activity is delivered over multiple weeks as part of a university course, totalling approximately **5 hours** (including time spent on thematic learning).

Non-Formal Education Setting: The activity is adapted into a condensed **2.5-hour** workshop format, suitable for non-formal learning environments.

Please note that these scenarios are not set in stone and are provided for your guidance. Depending on your learners' needs, we recommend tailoring these scenarios to fit your specific context.

Thank you for your dedication to facilitating this activity.

Orientation

	Formal Educational Setting	Non-Formal Educational Setting
Suggested Mode	**online (and on-site)** **10-15 learners** The thematic preparation is completed individually by learners at their own pace online. The introductory meeting for the activity can be held either online or in person.	**on-site (with online possibility)** **10-15 learners** Although it is possible to organize this session online, we recommend an on-site setting for quality reasons. This is particularly important given that the content has already been compressed into a shorter time frame.
Theme Preparation	**1h** Learners study the PPT slides, *Building Resilience for Future Well-Being Challenges,* at their own pace:	**30min** Go through the PPT slides, *Building Resilience for Future Well-Being Challenges,* and prepare a condensed summary to share with the participants.
Activity Introduction	**15min** Present an overview of the activity plan, highlighting the objectives. Provide a walkthrough of the digital tools that will be used throughout the activity. Divide learners into groups of 3 to 4. Introduce their selected scenario to each group and outline the exercise.	**15min** Briefly present the activity plan, highlighting the objectives. Divide learners into groups of 3 to 4. Introduce their selected case study to each group and outline the exercise.

Individual Tasks and Facilitated Group Discussions

	Formal Educational Setting	Non-Formal Educational Setting
Suggested Mode	**online or on-site** This section can be organized online or on-site, depending on the facilitator's / learners' needs and preferences.	**on-site (with online possibility)** *Same as the Orientation section.*
Task I: **Scenario-Based Group Work**	**1h** After reading the scenario, group members work together to analyse the situations. They create an outline of their analysis by addressing the guiding questions	**30min** *Similar to the left column, but with less time allocated for group level reflections.*
Task II:	**1h**	**30min**

Group-Level Solution Development	Learners meet with their group to finalize their solution to the scenario. They prepare a 5–7-minute presentation for the class-level discussion and feedback session.	*Similar to the left column, but with less time allocated for group level reflections.*
Task III: **Group-to-Group Peer Review**	**1h** All the groups come together. Each group presents their analysis and solution. Others give feedback, ask questions, and share ideas. Facilitate discussions by highlighting strengths and suggesting areas to improve.	**30min** *Similar to the left column, but with less time allocated for group level reflections.*
Task IV: **Final Group-Level Reflections**	**45min** Learners discuss their experiences and key takeaways on building resilience at different levels within their groups. They reflect on the guiding questions. Circulate among the groups to facilitate and guide their discussions.	**15min** *Similar to the left column, but with less time allocated for group level reflections.*

Learning Materials

Thematic Preparation Slides:

03 Theme - Building Resilience for Future Well-Being Challenges

Group Activity Slides:

04 Group Activities - All Themes (Slides 17-23)

ABBREVIATIONS

ECTS	European Credit Transfer and Accumulation System
EU	European Union
h	hour
HEI	Higher Education Institution
SDG	Sustainable Development Goal
SWEPPP	Acronym of the Project
UN	United Nations
WB	Well-being
WHO	World Health Organization
PerWB	Personal Wellbeing
ProWB	Professional Wellbeing
PlaWB	Planetary Wellbeing
ResWB	Resilience for Wellbeing

CONCLUSION

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

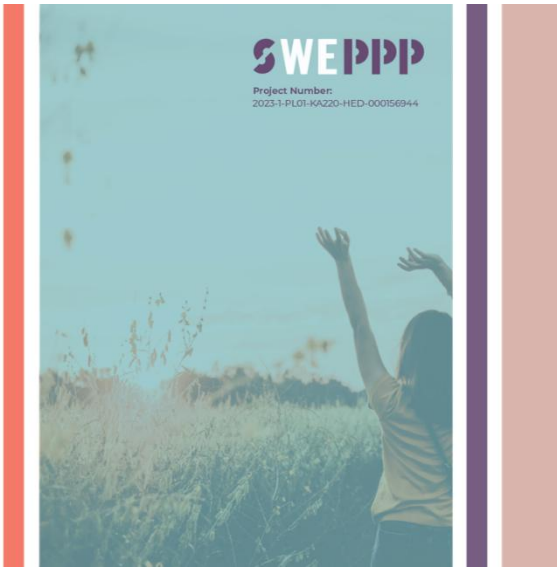
As you integrate this framework and the insights into your teaching and training practice, we encourage you to adapt and customize them to suit the unique needs of your learners.

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:

www.wellbeing4sustainability.eu

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EU Funding

Co-funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union can be held responsible for them.

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Authors:

Ela Kurtcu Bulatovic (EMG)
Małgorzata Zięba, Magdalena Fabjanowicz (GUT)
Inga Gurauskienė, Daina Kliaugaitė (KTU)
Susanna Saari, Irina Katajisto-Korhonen, Marion Karppi and Maarit Laiho (Turku UAS)

SWEPPP – March 2025

(2023-1-PL01-KA220-HED-000156944)