



# Workshop Schedule Blended Learning

## Day 5 – Personal Well-being



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## Schedule of the 5<sup>th</sup> Workshop Day – Personal Well-being

On the following pages you will find detailed descriptions of all the activities created for the fifth day of the workshop. As mentioned before, the workshop times and therefore the times of the activities are only recommendations and can be adapted individually.



09:00 – 09:40 ICE BREAKER

WORKSHOP SESSION	09:00 – 09:40 Icebreaker: Exchange of identity
ACTIVITY NAME	Activity 1 – Icebreaker: Exchange of identity
OBJECTIVES	<ul style="list-style-type: none"><li>• To get to know each other</li><li>• To be warmed up</li><li>• To ice-break the group atmosphere</li></ul>
DESCRIPTION	<ol style="list-style-type: none"><li>1. <b>Explain the activity to the students (briefing)</b><ul style="list-style-type: none"><li>• Explain what students can expect from the next 40 minutes.</li><li>• Create a pleasant and positive atmosphere.</li></ul></li><li>2. <b>Run the activity</b><ul style="list-style-type: none"><li>• People in pairs change identities with each other in the following way: they put their hand in front of the other's forehead, say their name and one thing they like. For example, "I'm Peter and I like reading interesting books." They switch bodies.</li><li>• They then go on to swap identities with the other players. However, now they no longer say their name, but the identity they have acquired. They go on and on like this and should exchange identities with as many people as possible.</li></ul></li></ol>

	<ul style="list-style-type: none"> <li>• After some time, they should find theirs again and leave the group so that all can find theirs as well.</li> </ul> <p><b>3. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• The game can be followed by reflection with questions such as: <ul style="list-style-type: none"> <li>○ Which identity was most comfortable for you?</li> <li>○ Who did you feel the worst/best as?</li> </ul> </li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 40 minutes (+ preparation time)</p> <p>-----</p> <p><b>Briefing time:</b> 5 minutes  <b>Activity time:</b> 20 minutes  <b>Evaluation time:</b> 15 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Explaining the running of activity</li> <li>• Continuous organisation of the activity</li> <li>• Facilitation of the discussion and evaluation</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations, and actively working (in pairs, in the plenum)</li> </ul>
<p><b>MATERIALS FOR THE TEACHER</b></p>	<p>/</p>
<p><b>MATERIALS FOR STUDENTS</b></p>	<p>/</p>



### 09:40 – 10:00 REFLECTION OF THE SELF-LEARNING SESSION AT HOME

The teacher/trainer asks for feedback of the participants from the self-learning session of unit “Learning Strategies”. The following questions could be asked:

- Did you complete all the learning subchapters? Why not?
- Did you challenge any obstacles during your self-study?
- Did the learning content meet your expectations?
- What was your personal highlight (key information/topic) of the obtained learning content?
- Did you miss any interesting topic for you?
- Do you think that the learning content is useful for the following blended learning study?
- Do you need any clarification to the topic of motivation?

The teacher/trainer can facilitate the discussion and support participants in sharing their experiences and completed educational successes.



### 10:00 – 11:10 LEARNING SESSION I: MY LIST OF SKILLS OF CRITICAL THINKING

<b>WORKSHOP SESSION</b>	<b>10:00 – 11:10</b> <b>Critical thinking skills</b>
<b>ACTIVITY NAME</b>	<b>Activity 2 – My list of skills of critical thinking</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Being aware of one’s skills</li> <li>• Being able to use them in the process of critical thinking</li> </ul>
<b>DESCRIPTION</b>	<b>1. Preparation</b>

	<p>The trainer prepares a brief explanation of critical thinking. He/she prepares a worksheet with questions and pencils. The template in Annex Nr. 8a “Critical thinking” can be used for that.</p> <p><b>2. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"> <li>• Explain what students can expect from the next 45 minutes.</li> <li>• Remind the students what critical thinking means (presentation)</li> <li>• Explain some important skills for critical thinking</li> <li>• Create a positive atmosphere to support an openminded perception</li> </ul> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"> <li>• Interview in pairs – 30 min <ul style="list-style-type: none"> <li>○ The learners should ask their partner questions (see worksheet). The person asking the questions writes the answers on the worksheet.</li> <li>○ They should find out which of the listed skills they consider as his/her strengths.</li> <li>○ They discuss: How could your partner use these skills in learning?</li> <li>○ The person asking gives the worksheet with the notes to his/her partner.</li> <li>○ Then, they switch their roles.</li> </ul> </li> <li>• Discussion in plenary session – 15 min <ul style="list-style-type: none"> <li>○ What skill was most often named as a strength?</li> <li>○ How can we use it in critical thinking?</li> <li>○ How does critical thinking help in our learning process?</li> </ul> </li> </ul> <p><b>4. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• Write the important skills on a flipchart/board.</li> <li>• Support the learners and tell them: Skills can be developed and trained!</li> <li>• Ask your learners if they have some questions.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 70 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 10 minutes  <b>Briefing time:</b> 10 minutes  <b>Activity time:</b> 50 minutes</p>

	<b>Evaluation time:</b> 10 minutes
<b>SETTING OF THE ACTIVITY</b>	<p>This activity is led by the teacher/trainer and done in pairs and then in the plenum in class (or via video conference).</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Brief explanation of critical thinking + the most important skills for the process of critical thinking</li> <li>• Supporting a positive work atmosphere.</li> <li>• Inciting the openminded discussion.</li> <li>• Answering the questions of the students.</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations, and actively work on this task (in pairs and in the plenum).</li> </ul>
<b>MATERIALS FOR THE TEACHER</b>	<ul style="list-style-type: none"> <li>• Flipchart/board</li> <li>• Pencils</li> </ul>
<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• Worksheet with questions (Annex Nr. 8a "Critical thinking")</li> <li>• Cards + markers</li> </ul>



Annex 8a: Critical thinking



11:10 – 11:20 COFFEE BREAK



The game’s goal is to understand the importance of team cooperation and giving/accepting feedback to/from colleagues. It is important to understand the power, diversity, and targeting of the team.

<b>WORKSHOP SESSION</b>	<b>11:20 – 12:20</b> <b>Learning in a team</b>
<b>ACTIVITY NAME</b>	<b>Activity 3 – Learning in a Team: Send it on</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• Understanding the importance of reliability when working with others</li><li>• Being able to give constructive feedback to colleagues</li></ul>
<b>DESCRIPTION</b>	<p><b>1. Preparation</b></p> <p>The trainer chooses a picture, which could be a cartoon picture with several details (from a children's book).</p> <p><b>2. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"><li>• The goal of teamwork is to draw a picture (all teams draw the same picture).</li><li>• The team members divide roles: the order in which they will work. Shows the picture to the 1<sup>st</sup> team member for 30 seconds. Then take away the picture. This person tries to remember as many details as possible. Then he/she describes the picture to the 2<sup>nd</sup> team member (the other team members are not supposed to hear the briefing).</li><li>• Member Nr.2 briefs member Nr. 3, and so on.</li><li>• The briefing just 1:1 – no one else should hear the briefing</li><li>• During the briefing, it is allowed, and also important, to ask questions.</li><li>• The last member of the team draws the picture – just after he/she has finished the briefing. Other team members are not allowed to give some advice or help with the drawing.</li></ul>



	<ul style="list-style-type: none"> <li>• It can be a competition: What team will have the first finished picture?</li> </ul> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"> <li>• The whole group is divided into three smaller teams.</li> <li>• The roles/order of the team members is defined.</li> <li>• The teams try to draw the pictures.</li> <li>•</li> </ul> <p><b>4. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• During the evaluation, it can be checked which team drew the picture first, or which picture is most like the original</li> <li>• A feedback round within the teams can be made: <ul style="list-style-type: none"> <li>○ (+) What was good?</li> <li>○ (-) What could we have done better?</li> <li>○ (+) A praise for a colleague: I would praise my colleague X from my team... for... (concrete feedback)</li> </ul> </li> <li>• Ask your learners if they have some questions.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 60 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 10 minutes  <b>Briefing time:</b> 10 minutes  <b>Activity time:</b> 30 minutes  <b>Evaluation time:</b> 20 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done in small groups in class.</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Brief explanation of the activity</li> <li>• Supporting a positive work atmosphere.</li> <li>• Evaluating the competition and identifying the winner.</li> <li>• Moderating the feedback discussion.</li> <li>• Answering the questions of the students.</li> </ul>

	<b>Learners' role:</b> <ul style="list-style-type: none"> <li>The students are listening to the explanations, and actively participating in the game and also in the feedback round.</li> </ul>
<b>MATERIALS FOR THE TEACHER</b>	<ul style="list-style-type: none"> <li>Picture</li> </ul>
<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>Paper and pencils</li> </ul>



**12:20 – 13:20 LUNCH**



**13:20 – 13:45 ICEBREAKER – SHUFFLE SHOES**

<b>WORKSHOP SESSION</b>	<p style="text-align: center;"><b>13:20 – 13:45</b> <b>Icebreaker: Shuffle shoes</b></p>
<b>ACTIVITY NAME</b>	<b>Activity 4 – Icebreaker: Shuffle shoes</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>To get to know each other</li> <li>To be warmed up</li> <li>To ice-break the group atmosphere</li> </ul>
<b>DESCRIPTION</b>	<ol style="list-style-type: none"> <li><b>Explain the activity to the students (briefing)</b> <ul style="list-style-type: none"> <li>Explain what students can expect from the next 30 minutes.</li> <li>Create a pleasant and positive atmosphere.</li> </ul> </li> <li><b>Run the activity</b></li> </ol>

	<ul style="list-style-type: none"> <li>• First, all players take off their shoes.</li> <li>• Then put them in a pile and shuffle so that the shoes are no longer in pairs.</li> <li>• Form two teams of the same size.</li> <li>• Both teams line up in front of a pile of shoes.</li> <li>• Make sure the distance between the groups and the pile of shoes is the same. Then, give the starting signal and the first player of each team runs to the pile and must find and put on his/her shoes as quickly as possible.</li> <li>• Now they must return to their team and tag the next person in line. Then it's the next person's turn. The game continues until one group is completed and it is the winner!</li> </ul> <p><b>3. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• You can ask the participants about their feedback.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 25 minutes (+ preparation time)</p> <p>-----</p> <p><b>Briefing time:</b> 2 minutes  <b>Activity time:</b> 20 minutes  <b>Evaluation time:</b> 3 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Explaining the running of the activity</li> <li>• Continuous organisation of the activity</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations, and actively working (individually, in the plenum)</li> </ul>
<p><b>MATERIALS FOR THE TEACHER</b></p>	<p>/</p>

<b>MATERIALS FOR STUDENTS</b>	/
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**13:45 – 14:30 PROBLEM-SOLVING PROCEDURE**

<b>WORKSHOP SESSION</b>	<b>13:45 – 14:30</b> <b>Problem-solving</b>
<b>ACTIVITY NAME</b>	<b>Activity 5 – Problem-solving procedure</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Explain the purpose of the activity and the connection to the problem solving.</li> <li>• Explain how the activity will take place</li> </ul>
<b>DESCRIPTION</b>	<p><b>1. Preparation</b></p> <ul style="list-style-type: none"> <li>• The trainer prepares a diagram of the causes of the problem in production (Ishikawa diagram).</li> <li>• Possible causes to be addressed in the training: <ul style="list-style-type: none"> <li>○ Process, system</li> <li>○ Output quality/quantity</li> <li>○ Relationships, communication</li> <li>○ Competence of people</li> </ul> </li> <li>• The trainer prepares a worksheet for group work.</li> <li>• Content of the worksheet: <ul style="list-style-type: none"> <li>○ Define a problem from your practice.</li> <li>○ Define the desired state you want to achieve (the opposite of the problem)</li> <li>○ Identify possible causes.</li> <li>○ Select one.</li> <li>○ Suggest possible solutions.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Select one, justify why you chose it and what impact it will have on achieving the desired state.</li> </ul> <p><b>2. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"> <li>● Explain the activity to the participants.</li> </ul> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"> <li>● Divide participants into groups of at least 3 people each.</li> <li>● The participants will elaborate their answers.</li> <li>● Assist the learners and give feedback throughout the task.</li> </ul> <p><b>4. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>● Ask the participants if they have any questions.</li> <li>● Correct a wrongly defined problem.</li> <li>● Open a discussion to see if the proposed solutions will lead to a resolution of the problem.</li> <li>● Leave room for any remaining groups to suggest other solutions.</li> <li>● Evaluate the success of the technical approach to solving the problem.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 45 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 30 minutes  <b>Briefing time:</b> 5 minutes  <b>Activity time:</b> 30 minutes per day  <b>Evaluation time:</b> 10 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done in groups and then in the plenum in class.</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>● The teacher/trainer briefs the participants at the beginning, explains the assignment and gives space for questions.</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>● The participants listen to explanations and ask questions, if they have any, and then work through the exercises together during the workshop.</li> </ul>

<b>MATERIALS FOR THE TEACHER</b>	<ul style="list-style-type: none"> <li>• The problem-solving worksheet</li> <li>• Ishikawa diagram (Annex Nr. 8b “Fishbone diagram”)</li> <li>• Flipchart or whiteboard, paper, pencils, markers</li> </ul>
<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• The problem-solving worksheet prepared on the structure proposed above – section Description)</li> <li>• Paper, pencils</li> </ul>



Annex 8b: Fishbone diagram



**14:30 – 14:40 COFFEE BREAK**



**14:40 – 15:05 ICEBREAKER – EMOJI QUIZ**

<b>WORKSHOP SESSION</b>	<p><b>14:40 – 15:05</b> <b>Personal wellbeing</b></p>
<b>ACTIVITY NAME</b>	<b>Activity 6 – Icebreaker – Emoji quiz</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To get to know each other</li> <li>• To be warmed up</li> <li>• To ice-break the group atmosphere</li> </ul>
<b>DESCRIPTION</b>	

	<p><b>1. Preparation</b></p> <ul style="list-style-type: none"> <li>• Prepare a list of movie, book and song titles written in emojis. Here are a few examples to get you started:</li> <li>• 🗡️🧠 = Whiplash (movie)</li> <li>• 🚢🦈🦴 = Jaws (movie)</li> <li>• 🐎🐄🐑🐔🏠🌾 = Animal Farm - George Orwell (book)</li> <li>• 🧑🚆 = The Girl on The Train - Paula Hawkins (book)</li> <li>• 🧑💡💡 = Blinding Lights - The Weekend (song)</li> </ul> <p><b>2. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"> <li>• Explain the game to the students.</li> <li>• Create a pleasant and positive atmosphere.</li> </ul> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"> <li>• Share the template of the first emoji quiz with the group.</li> <li>• You can either ask your students to write down their answers in silence or, if you prefer to make things a little livelier, you can allow players to shout out their guesses. The player with the most correct answers wins!</li> </ul> <p><b>4. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• You can ask the participants about their feedback.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 25 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 10 minutes  <b>Briefing time:</b> 5 minutes  <b>Activity time:</b> 15 minutes  <b>Evaluation time:</b> 5 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Explaining the running of activity</li> <li>• Continuous organisation of the activity</li> </ul>

	<p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations, and actively working (individually, in the plenum).</li> </ul>
<b>MATERIALS FOR THE TEACHER</b>	<ul style="list-style-type: none"> <li>• Template with the emoji quiz</li> </ul>
<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• Paper, pencils</li> </ul>



**15:05 – 16:20 PRACTICAL EXAMPLES OF RELAXATION TECHNIQUES - MINDFULNESS**

The teacher/trainer explains the idea of relaxing techniques to the participants and gives them the opportunity to try each technique together. A list of techniques is stated in the presentation, which is Appendix 8c “Presentation Mindfulness”. Each small technique takes approximately 5-10 minutes of time – the proposal includes 8 techniques, so the teacher/trainer can choose those to keep the planned time schedule of the day.

Stressful or uncomfortable situations can not only be effectively avoided in various ways but can also be prevented early on. All you must do is find out which ways are the most effective for you and practice them at every possible opportunity. Remember that different exercises and techniques do not have to be included in everyday moments only in connection with stress or unpleasant situations. Among the effective exercises that can contribute positives to our lives in a substantial way, we include those with a focus on the present moment, and therefore also known as mindfulness exercises. Mindfulness teaches us to consciously experience what life is giving us right here and now, giving us the opportunity to enjoy every moment of consciously lived presence. These exercises are restful in their simplicity, because even experiencing the present moment itself is simple - you just must want to and focus on what is essential, and therefore feel the present moment. Mindfulness exercises can be done by anyone and can make positive changes to everyday moments for the better.





## Annex 8c: Presentation Mindfulness



**16:20 – 16:35 COFFEE BREAK**



**16:35 – 16:55 EVALUATION OF THE FIFTH DAY**

The teacher asks the participants for feedback from the fourth day and realised activities. Proposal of questions:

- How the fifth day fulfil your expectations?
- What was the main issue useful for you?
- What did you miss?



**16:55 – 17:40 FINAL EVALUATION OF THE WHOLE WORKSHOP AND SELF-STUDY**

- The teacher/trainer refers to the expectation the participants defined on the first day of the workshop, reminds them of the mentioned expectations and gives each participant a chance to say if they were fulfilled.
- The participants also complete the final evaluation questionnaire concerning the organization of the workshop and the whole methodology (proposal of questionnaire in Annex 5d)



## Annex 8d: Evaluation Questionnaire



**17:40 – 18:00 RECOMMENDATIONS FOR CONTINUOUS STUDY, INSTRUCTIONS FOR COMPLETION OF THE LAST UNIT “PERSONAL WELL-BEING”, GOODBYE**



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