

**HEAD HIGHER**

We are the Wellbeing ambassad♥rs



# HEAD HIGHER

## We are the wellbeing ambassadors

teacher`s manual



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# TODAY I'M GRATEFUL FOR...



## OBJECTIVES

The objective of the task is to notice the good things in life

## SUMMARY OF THE ACTIVITY

At the end of every day, participants write down on paper one thing that she/he is grateful for/thankful for. Papers are put into a jar. After the day/week all papers are read to participants.

## DYNAMIC

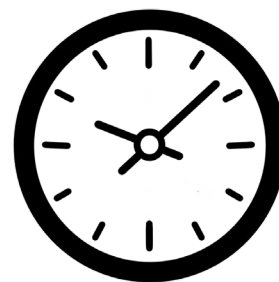
The participants are given Post-it notes on which they can write their daily or weekly successes. The response can be a single word or a sentence. Daily/weekly successes can be read aloud, for example, by the teacher, or they can be displayed on a board for participants to read. Participants enjoy comparing their responses to those of others.

## LEVEL OF DIFFICULTY



Easy. In the exercise, everyone can recognize their own successes. The exercise strengthens the skill of noticing the good things in one's life (happiness skills). Each participant can feel heard, and this also strengthens the group's spirit and mutual trust.

# HOW DO YOU USE YOUR TIME?



## OBJECTIVES

The aim of the task is to make visible how a person uses their time and how time management could be changed.

## SUMMARY OF THE ACTIVITY

In the exercise, two different clocks are created, where one depicts how time is currently being spent and the other represents ideal time management. The clocks indicate both mandatory and voluntary ways of spending time. The task involves contemplating how much time is left after completing mandatory tasks. Additional questions relate to sleeping habits, eating habits (how, and in what hurry), and whether there is time left to take care of oneself

## DYNAMIC

The teacher first distributes the clock chart, where the current time management situation is marked. Approximately 15 minutes are allocated for this exercise. Then, detailed questions regarding clock chart 1 are answered. Afterward, the teacher distributes another clock chart, where the student can plan ideal time management. Approximately 15 minutes are given for this task. Following this, students examine the results with a partner and present their own time management and aspirations for improvement. Finally, the group discusses the results together.

## LEVEL OF DIFFICULTY

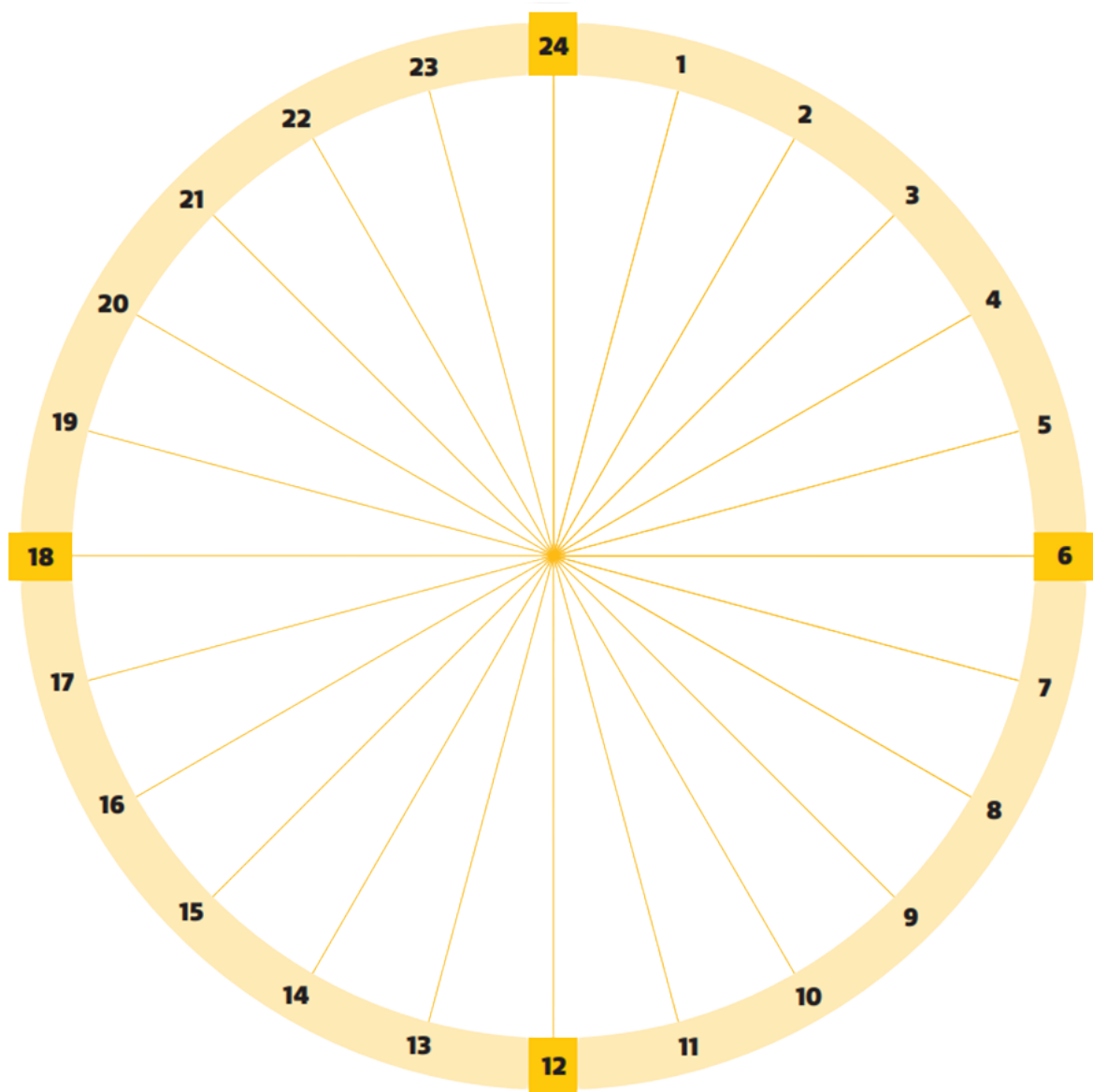


Easy. The students found the exercise easy and clear. Visualizing time management helps in understanding, for example, the time spent on social media and illustrates if there's not enough time left for self-care

# HOW DO YOU USE YOUR TIME?

Examine your use of time using the clock face. Truthfully mark down on the clock face how you divide your time during the period between mandatory and optional activities.

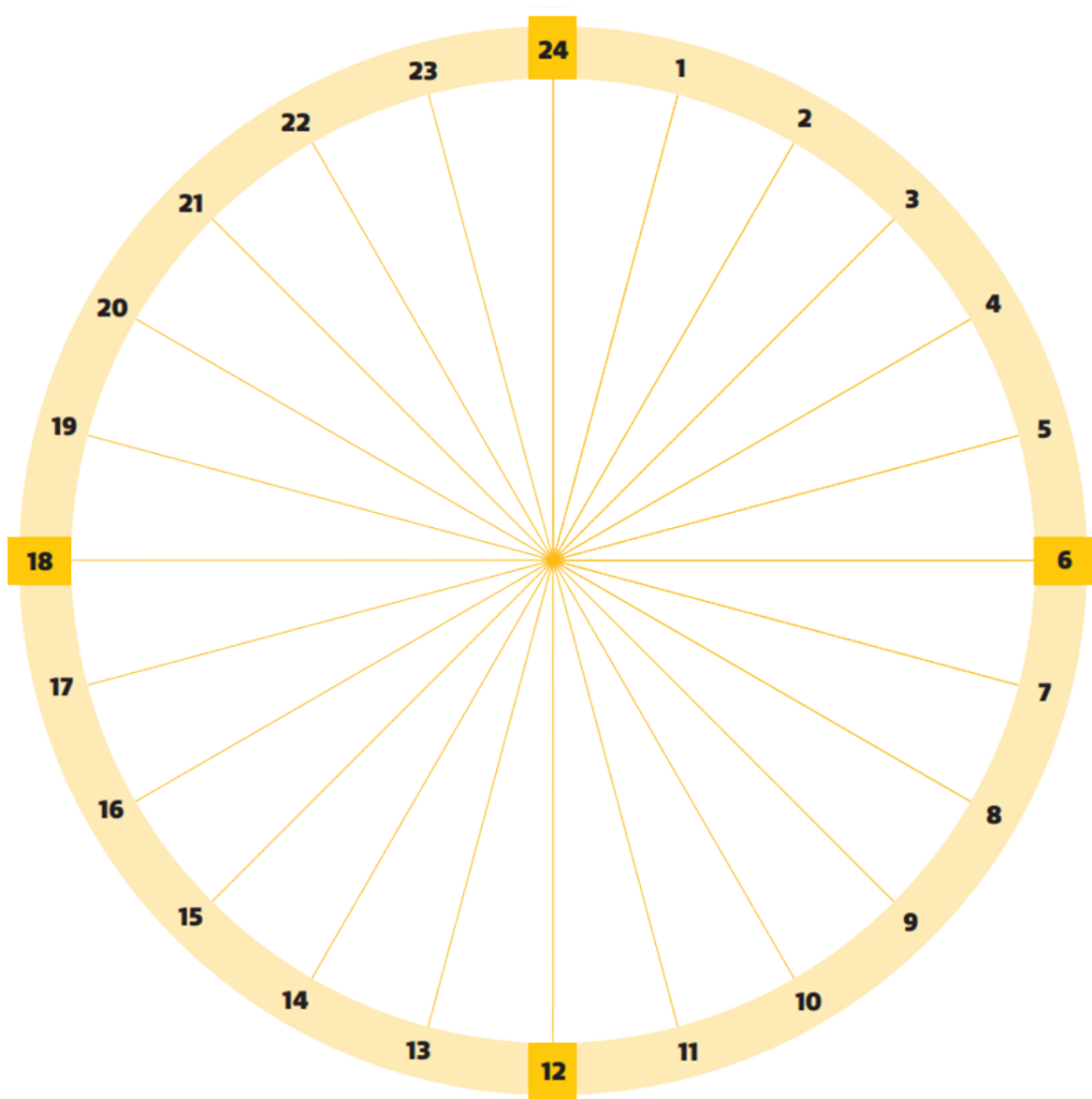
- How much time do you have that you can choose what to do with?
- How do you sleep?
- How do you eat?
- How do you take care of yourself?



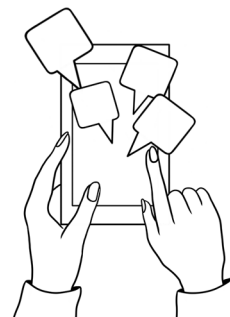
# HOW DO YOU USE YOUR TIME?

Mark down how you would like to spend your time.

Make sure to leave enough time for simply being, where you can just hang out.



# HOW SOCIAL MEDIA AFFECTS OUR FEELINGS/SELF-ESTEEM?



## OBJECTIVES

Make the time used in social media more visible, educate students to observe and change their feeds in social media, think about the advantages and disadvantages of social media.

## SUMMARY OF THE ACTIVITY

Pair work, 30 minutes. Search information from the internet and list 10 negative and 10 positive facts about how social media affects mental health. Then check together with your pair your social media feeds (instagram/facebook/tiktok). Decide what feeds could be harmful to your self-esteem and why. You can also remove/stop following something that causes more negative feelings. Finally check how much time you have used in social media daily (screen time from your phone). Make a plan of alternative use of that time.

## DYNAMIC

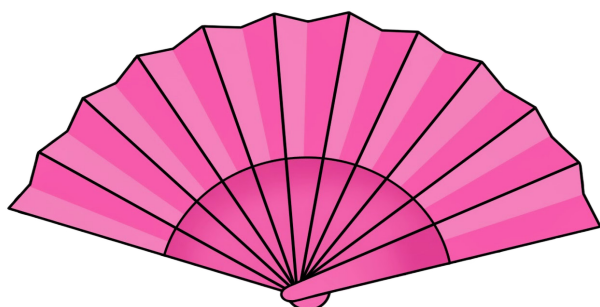
The teacher will assist the students all the way and checks their answers. Finally a conclusive talk together with the whole group about the alternative plan of how to use the time. Students can be asked what kind of social media content is irritating and what they think is harmful for their self-esteem. It is important to concentrate to different feelings. Answers can be written to board or for example to wordcloud. The teacher can also use different kinds of pictures or feeds from social media in order to challenge students naming feelings.

## LEVEL OF DIFFICULTY



Medium difficulty, the teachers assistance is important especially when checking the social media feeds and evaluating them. It is important not to judge students, but to challenge them in a positive way to think alternatives and how to improve their own lives in using social media more wisely.

# THE FAN



## OBJECTIVES

Promote self esteem. Work on group cohesion from individual and collective work.

## SUMMARY OF THE ACTIVITY

In this activity we will focus on highlighting the positive aspects we have known about each of our classmates and teachers over the two weeks we have been living together. Many times it is hard for us to receive compliments or make them so this will allow us to do them in an anonymous way.

## DYNAMIC

First we will explain what is the objective of the dynamics and why we have chosen to do it. Next, we will show how the fan is done: we will place the folio vertical and we will put our name up, we will make a two centimeter fold approximate so that the rest can continue it. We will spend that role in order and each one we will write a compliment or something that we like of the person above, we will repeat the fold in each phrase we put.

## END OF DYNAMICS AND CONCLUSIONS

After all the papers have passed around the world he will return to the person who wrote his name and there they can read everything they have written to them. Finally, we will put in common what they have written and if we expected or not.



# NON-VIOLENT COMMUNICATION SPEECH

## OBJECTIVES

Students learn Non-Violent Communication to different scenarios in order to avoid conflict. It's a way of interacting with others based on compassion and empathy. It is not a magical recipe for all types of situations, but rather a tool that might be very powerful to communicate with others better and set boundaries.

## SUMMARY OF THE ACTIVITY

How do I connect with another person and how do I express my own needs? Let's avoid criticism and judgment, focusing on facts and feelings. Let's not make interpretations; let's try to make neutral observations and see the underlying emotions. Let's express needs and try to find concrete ways to resolve the situation. NVC provides a structured approach to resolving conflicts. You can guide team members in using NVC to express their observations, feelings, needs, and requests when conflicts arise.

## DYNAMIC

The participants initially practice the method through various examples. Exercises can also be done with a partner. It is important for the teacher to guide the participants throughout, as using the method is not easy.

## LEVEL OF DIFFICULTY



Difficult. The task requires time and dedication to the theory. The participant must be able to identify their own feelings and needs, as well as be aware of their skills in empathy and compassion. The method is highly beneficial for teachers and is also well suited for students requiring special support when modeled by the teacher.

# NON-VIOLENT COMMUNICATION SPEECH

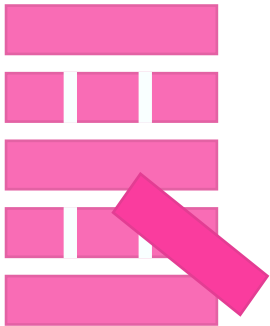
## Change these judgemental statements to facts:

1. My teacher is mean. She assigns too much homework.	1. My teacher assigns homework 5 times a week.
2. My boss is unreasonable. He always expects so much out of me.	2. My boss assigns me tasks that are beyond my job description, he expects me to work outside of my working hours.
3. I hate how needy my girlfriend is. She calls way too much.	3. My girlfriend calls me two times a day.

## Are these statements observations, or evaluations? For any statement that is an observation mixed evaluation, how would we remove the evaluation?

John was angry with me yesterday for no reason.	John told me he was angry yesterday.
Yesterday evening, Nancy bit her fingernails while watching television.	
Sam didn't ask for my opinion during the meeting.	
My father is a good man.	
Janice works too much.	
Henry is aggressive.	
Pam was first in line every day this week.	

# JENGA



## OBJECTIVES

Jenga game has different questions concerning well-being, skills, strengths, dreams and future.

## THE TASK

The teachers has to number all blocks of the Jenga game (see questions below). The questions need to printed for the groups. The game can be played in groups of different sizes, ranging from 2 to 7 people.

## DYNAMIC AND CONCLUSION

Each player has their turn. After taking a block, they will read the question according to number and answer the question. The game goes on as long as the tower is standing. When it falls, students can build it up again and continue the game until the teacher stops it. A good duration for this exercise is about 40 minutes.

## LEVEL OF DIFFICULTY



Medium difficulty, the questions are not very easy and they make you think hard. Teachers' assistance is often necessary if students struggle with what to answer. The Jenga game makes the exercise interesting and fun.

## Questions about strenghts and interests

1. Who would you like to hear from about your strenghts?
2. Which of your strenghts is easiest for you to name?
3. Name three strenghts that are significant to you.
4. Which of your strenghts would you like to improve?
5. Which of your strenghts do your friends appreciate?
6. Who is your role model when it comes to strenghts? Why?
7. Which strenght have you learned from someone else?
8. Which strenght do you think would help you in your work life?
9. Which strenght are you especially grateful for?
10. What would you do if anything were possible?
11. What are you like at your best?
12. What is your advantage when looking for work?
13. What have you learned in your free time?
14. Give feedback on the strenghts of someone in the group.
15. Which of your strenghts do you use at home?
16. Which of your strenghts do you use with friends?

## Questions about strengths and interests

17. Which of your strengths can you use in your studies?
18. Which strengths do you admire in others?
19. What do you wish for in life? Name your three most important wishes. What are you doing now to make the wishes come true?
20. If anything were possible, what would you do?
21. Which strengths do you know you've inherited from your family?
22. Which of your strengths are you especially proud of?
23. What strength would help you in your everyday life?
24. Which factors have a negative effect on your wellbeing?
25. Which factors have a positive effect on your wellbeing?
26. What do you hope to pursue or achieve in life?
27. What does the photo reel in your phone say about your interests?
28. What motivates you?
29. What is especially important to you in your work or studies?
30. What is absolutely essential to you?
31. What's the last thing you've become absorbed in?
32. What are your dreams?

## Questions about strengths and interests

33. What would be your dream day at work?

34. What activity did you get excited about most recently?

35. What new hobby would you like to start?

36. What kind of situations make you feel stressed?

37. Which superpower would you like to have?

38. What can you do? What are you good at?

39. Which of your skills has been especially useful to you?

40. Which skill would you like to learn next?

41. Think of a situation where you weren't successful and were not happy with your performance. Which skills would have been helpful in that situation?

42. Think of a goal that's important to you. What skills do you need to achieve your goal?

43. Which skill has taken the most hard work to learn?

44. Which of your skills are you especially proud of?

45. Which of your strengths would you like to be remembered by?

46. What is your advantage in looking for work?

47. Give feedback on strengths to someone in the group.

48. Ask for feedback on strengths from someone in the group.

# NAME YOUR CORE STRENGTHS AND BORROW ONE

## OBJECTIVES

We all have many different strengths, and it's important to recognize and name them to promote well-being. When those strengths are used, they are enhanced, and we thrive.

## SUMMARY OF THE ACTIVITY

In the exercise, students learn to recognize their own strengths and in what life situations they are beneficial.

## DYNAMIC

The exercise begins as individual work, where each person selects their strengths from a list and writes them on Post-it notes, one strength per note. Students need to consider how their chosen strengths are visible in their everyday life. After that, groups of 3-4 people are formed, where strengths are borrowed from other students. The strengths are borrowed for a specific situation, such as studying or working life. For example, Elina borrows some perseverance from Niko in order to be able to continue her studies. Finally, the teacher circulates among the groups and highlights the strengths of different students. The teacher can also highlight what kind of strengths were borrowed and for what purpose. The total duration of the exercise is about 45 minutes.

## LEVEL OF DIFFICULTY



Fairly easy. Some students may find it difficult to identify their own strengths and may need the teacher's assistance. Strengths can be sought from various practical situations, hobbies, work experience, and studies. Borrowing strengths from others in the group is also an excellent way to get to know other students.

# 100 STRENGTHS

1. fair	19. quick	37. intelligent
2. appreciative	20. practical	38. wise
3. careful	21. conscious of beauty	39. thoughtful
4. organized	22. resilient	40. broad-minded
5. honest	23. purposeful	41. considerate
6. precise	24. goal-oriented	42. skillful learner
7. conscientious	25. efficient	43. independent
8. polite	26. solution-oriented	44. humble
9. kind	27. creative	45. smart
10. helpful	28. profound	46. nice
11. loving	29. sensitive	47. trustworthy
12. friendly	30. emotional intelligence	48. committed
13. warm	31. artsy	49. open-minded
14. empathetic	32. genuine	50. caring
15. benevolent	33. unique	51. prudent
16. generous	34. expressive	52. self-regulating
17. socially intelligent	35. spiritual	53. loyal
18. encouraging	36. insightful	54. persistent



# 100 STRENGTHS

55. trusting	73. cheerful	91. present
56. respectful	74. hopeful	92. considerate
57. hardworking	75. strong	93. tolerant
58. team player	76. brave	94. reasonable
59. curious	77. decisive	95. patient
60. joyful	78. determined	96. good listener
61. self-confident	79. sincere	97. forgiving
62. resourceful	80. safe	98. compassionate
63. optimistic	81. convincing	99. striving for the best
64. energetic	82. responsible	100. just
65. enthusiastic	83. leader	
66. positive	84. relaxed	
67. favourable	85. accepting	
68. grateful	86. flexible	
69. sense of humor	87. calm	
70. versatile	88. understanding	
71. playful	89. conciliatory	
72. fun, funny	90. gentle	

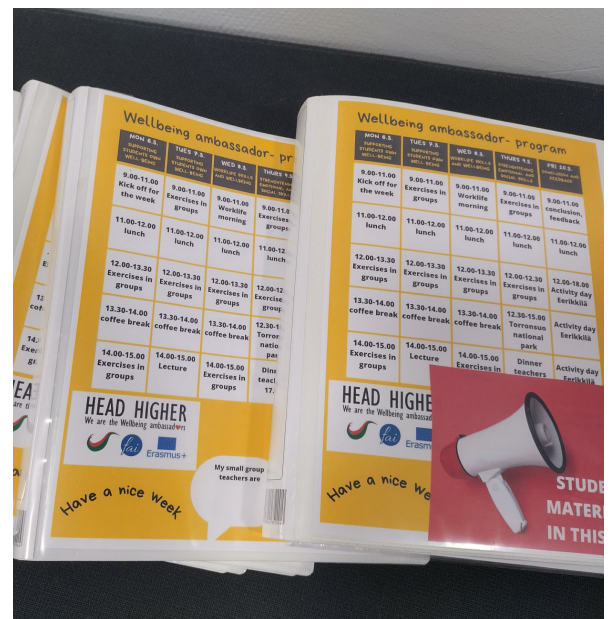
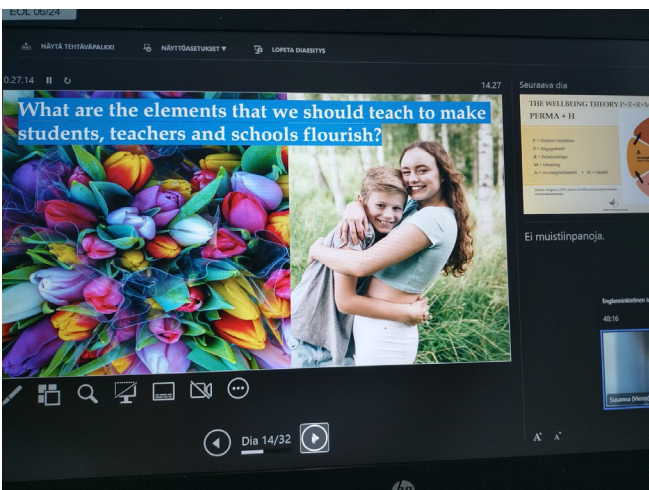
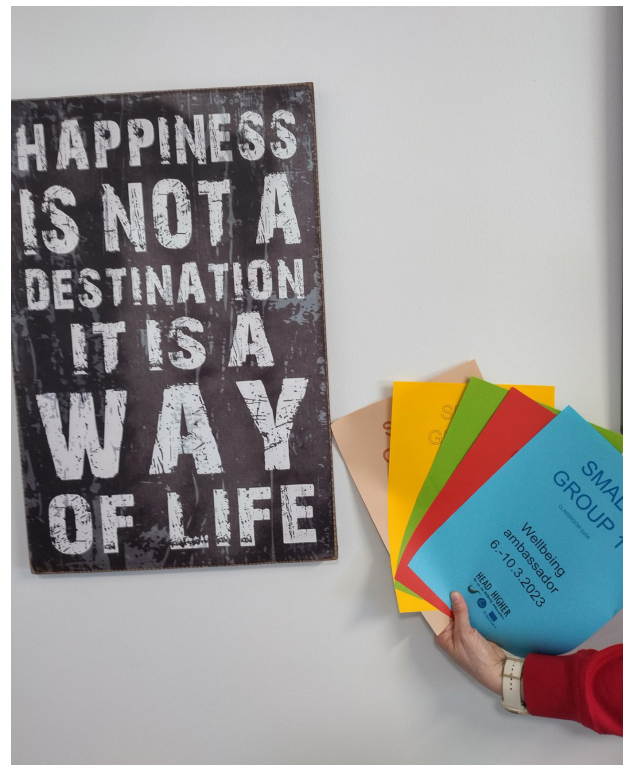
# HEAD HIGHER

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## LINKS:

<https://www.lhkk.fi/yhteistyö-ja-verkostot/hankkeet/hankearkisto/head-higher-we-are-the-wellbeing-ambassadors/>



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