

ESCAPE TO



HAPPINESS

# BOOKLET

## OF GOOD PRACTICES

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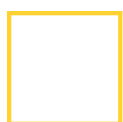
# INTRODUCTION

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

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

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

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





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

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

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

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

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

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





# CHAPTER 1

## IMPROVING ADULTS WELL-BEING PRACTICES

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

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

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

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



Within this collection, educators will find tried-and-tested methods, offering insights into effective strategies for addressing challenges and promoting well-being. By adopting these practices, educators enrich learners' lives and contribute to a society that values holistic well-being. Let this chapter guide the way to a brighter, more harmonious future—one where adults' well-being is treasured, nurtured, and celebrated.





## NAME OF THE PRACTICE:

# 1. STORYCOMP - STORYTELLING COMPETENCES FOR ADULT EDUCATORS IN BASIC EDUCATION AND POLITICAL EDUCATION

StoryComp is an innovative approach that combines storytelling with adult education. It emphasizes active learner engagement and fosters a holistic learning experience. By incorporating storytelling, it promotes critical thinking, motivation, language acquisition, creativity, and personal empowerment. The practice is adaptable to different cultural patterns and sectors, allowing for customization and relevance in diverse contexts. StoryComp harnesses the power of storytelling to create an effective and engaging method for adult learners, enhancing their well-being and equipping them with valuable new knowledge and skills.

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## NAME OF THE PRACTICE:

### 2. I SEE YOU. EVERYONE MATTERS.

This practice involves standing and respectfully acknowledging each person in a classroom or meeting setting. Its purpose is to cultivate a sense of respect, inclusivity, and belonging among participants. The goals of this practice are to strengthen social awareness by recognizing the value of each person's presence, foster self-awareness by acknowledging one's role within the group, and create a positive and welcoming learning environment. By practicing this ritual, individuals can deepen their connections, reduce biases, and promote mindfulness in their interactions with others.

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## NAME OF THE PRACTICE:

### 3. TRANSITION WORKSHOPS

"Transition workshops" is a good practice that aims at supporting adult learners with mild disabilities during transitional periods in their lives. The primary goal of this practice is to facilitate a smooth and successful transition by providing relevant information, resources, and guidance. The objectives of transition workshops include:

- Goal and direction: Help adult learners clarify their goals and aspirations during times of transition, whether it's career changes, reentering education, or personal life transitions.
- Skill development: Equip adult learners with the necessary skills and knowledge to navigate the challenges associated with the specific transition or they are undergoing.
- Information and provision of resources: Offer comprehensive information and resources related to the transition, including career opportunities, educational programs, support services, and networking opportunities.
- Emotional Support: Provide a supportive environment where adult learners can share their concerns, fears, and experiences related to the transition and receive emotional support from peers and trained psychologists.

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## NAME OF THE PRACTICE:

### 4. WE POP UP - SUPPORTED VOLUNTEERING

The main aim of the project is to reduce loneliness and increase inclusion by creating groups of events and projects where people can meet each other, work together and showcase their skills.

The We Pop-Up project consists of regular group activities and project and event teams. As a participant's capacity grows, he or she can move on to facilitating regular groups or to joining project and event teams, where participants are expected to contribute and take responsibility for the implementation of a joint project.

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## NAME OF THE PRACTICE:

### 5. MENTAL HEALTH FIRST AID -COURSE

The training approaches mental health as part of health; as a resource, a good mental state and a person's ability to cope in everyday life.

The training is suitable for anyone who wants to strengthen their own or their loved ones' mental health. After the training the participant knows what mental health is and how to promote mental health. Also, the participant's mental health knowledge has increased.

The model is based on an Australian model. Mental Health First Aid 1 - Mental Health as a Life Skill is a resource-based civic education course. The training provides researched information on mental health and ways to strengthen your own and others' mental wellbeing. Mental health is approached as a resource, a good mental well-being and a person's ability to cope in everyday life. MTEA®1 training is developed and registered by Mieli Mental Health Finland organisation.

To obtain the certificate, attendance of all training days is required for face-to-face training and attendance of all webinars for online training, as well as the completion of independent assignments. No substitutions can be made for absences, i.e. no substitutions will be made.

Themes:

- Mental health as part of well-being and health
- Emotional skills
- Life's many crises and the coping person
- Relationships and interactions in support of mental health
- Mental health and everyday life skills

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## NAME OF THE PRACTICE:

### 6. TIME MANAGEMENT ACTIVITIES

Time is an important resource in both our professional and personal lives.

Our days are packed with obligations, and we frequently feel as if we don't have enough time to do everything. We move from meeting to call, project to budget, carrying with us the experience and exhaustion that accumulates as the hours pass. To come home fatigued and with a big list of "TO DO's" that we will undoubtedly have to take up the next day. All of this has repercussions for both mental and physical health. Time, relationships, and production appear to be inextricably linked.

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

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

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## NAME OF THE PRACTICE:

### 7. THE TREE OF LIFE

The Tree of Life is a narrative-based psychological support tool that utilizes the metaphor of a tree to restore self-esteem and foster hope for the future.

Through carefully worded questions and metaphors, individuals are encouraged to tell stories about different aspects of their lives, exploring both loss and hope.

The practice aims to help individuals find meaning, enhance self-esteem, identify strengths, clarify objectives, and develop a sense of professional identity.

The Tree of Life allows stories of loss to be told, heard and explored without being trapped by expressions of grief or bereavement. At the same time it opens up spaces and opportunities to tell, hear and explore stories of hope, shared values, and conversation with those around us as well as those who are no longer here.

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## NAME OF THE PRACTICE:

### 8. THE 'AVERAGE PERFECT DAY' EXERCISE

The "Average Perfect Day" exercise is a simple yet powerful practice aimed at helping individuals redefine their daily routines to align with their ideal lives.

By mapping out an average day in their perfect lives, participants can gain clarity, motivation, and prioritization. This exercise involves creating a detailed step-by-step description of an ideal day, focusing on specific behaviors and routines without extraordinary or unexpected events.

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## NAME OF THE PRACTICE:

# 9. EXPRESSIVE THEATRE TECHNIQUES FOR ADULTS

From the time we reach the age of majority, we move into a stage of life where we frequently "forget" the child inside of us and daily life turns into a collection of responsibilities that run the risk of overwhelming the person.

Through the playful-expressive medium, theatrical expression approaches enhance the adult's quality of life by creating settings that are satisfying and elicit pleasant emotion.

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## NAME OF THE PRACTICE:

### 10. THE STRENGTHS WHEEL

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

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

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

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## NAME OF THE PRACTICE:

### 11. CREATIVE EXPRESSION

*Creative expression* practice aims to empower adults by providing them with opportunities to explore their creativity and enhance emotional well-being, through various artistic activities.

The goals include encouraging self-discovery, cultivating self-confidence and stimulating imagination. The objectives involve offering diverse creative activities, creating a supportive environment, providing feedback and guidance and enjoying the benefits of creating something from scratch. Through this practice, adults can capitalize on their creative potential to find personal fulfillment and growth.

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## NAME OF THE PRACTICE:

# 12. CONTINUOUS LEARNING

The main goals of Continuous Learning is to foster a lifelong personal and professional development through commitment to education and enable participants to actively contribute to their communities.

Some of the objectives are to develop skills, acquire new knowledge and progress professionally. FOster intellectual curiosity, deepen understanding and stay current with emerging trends. Pursuing intellectual fulfillment and learn how to adapt to fast-paced evolving circumstances.

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## NAME OF THE PRACTICE:

### 13. HEALTHY NUTRITION

Implementing and maintaining a balanced and nutritious diet can positively impact overall health, well-being, and quality of life. The goal is to promote optimal health and well-being by encouraging adults to make educated choices about their dietary habits and consume a balanced and nutritious diet.

The objectives are to increase awareness. We strive to educate adults about the importance of healthy nutrition, including the role of essential nutrients, portion control, and the impact of diet on overall health. Promote healthy food choices: Encourage adults to choose nutrient-dense foods such as fruits, vegetables, whole grains, lean proteins, and healthy fats, while reducing the intake of processed foods, sugary beverages, and unhealthy fats.

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## NAME OF THE PRACTICE:

### 14. MOVIE NIGHTS

The goals and objectives of movie nights as a practice are as follows:

- expose adult learners to a diverse range of films to enhance their cultural understanding, broaden perspectives;
- promote intercultural competence.
- promote critical thinking and analysis.

Objectives: The objectives are to encourage adult learners to critically analyze and interpret the themes, characters, and messages portrayed in films, fostering their analytical and critical thinking skills. Ultimately, we want to facilitate meaningful discussions among adult learners, promoting active engagement and reflection on the films' content, themes, and relevance to their own lives.

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## NAME OF THE PRACTICE:

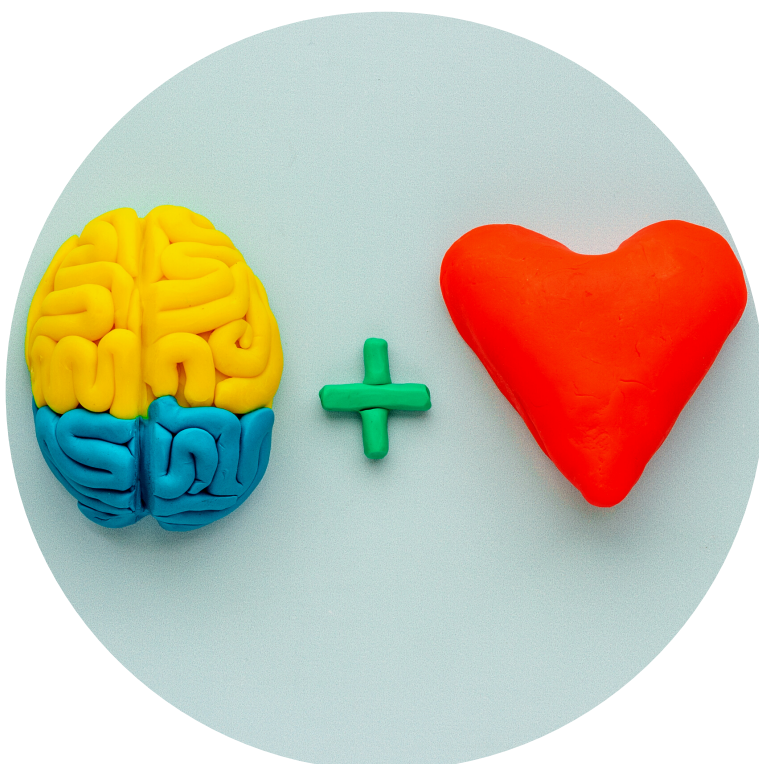
# 15. ENHANCING “EMOTIONAL INTELLIGENCE”

Emotional intelligence is the ability to observe, understand, and acknowledge one's own and others' feelings at the precise instant they occur.

It is also the ability to self-motivate and productively control one's emotions. Being conscious of our emotions allows us to control our own conduct and, as a result, better comprehend others. To truly understand the feelings of others, one should first understand one's own.

This entails the ability to understand our needs and desires, as well as recognize what things, people, or events elicit different emotions in us, how they materialize, how they are expressed, and the implications of these reactions.

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## NAME OF THE PRACTICE:

### 16. PRACTICE “LISTENING TO YOUR BODY”

Listening to your body is an important practice for maintaining well-being in the process of learning and in all stages of our life. It involves paying attention to your body's physical and emotional needs and responding accordingly.

Listening to your body represents the highest form of self-love and self-respect, by listening to our sign that our body brings to us, we can find out answers to a lot of questions, not only professional, but personal, also. Besides that, by listening to our body we can discover the real potential and capacity to learning better.

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# CHAPTER 2

## MINDFULNESS & REFLECTION PRACTICES



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

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

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

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

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

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





## NAME OF THE PRACTICE:

# 17. MINDFULNESS AND MEDITATION

Mindfulness and meditation are very impactful practices that strive to cultivate present-moment awareness, enhance self-awareness, and reduce stress levels. These practices aim to bring individuals into present moment, allowing them to understand their thoughts, physical sensations and thoughts with non-judgmental awareness.

By developing this awareness, individuals strive to achieve a state of mental clarity, emotional balance, and relaxation.

Another crucial goal is to improve focus and concentration that enable individuals to be more present and engaged in their daily activities. Ultimately, the overarching objective is to promote overall betterment of an adult learner's life, encompassing mental, emotional, and physical health, leading to greater sense of belonging and fulfillment. Mindfulness and meditation have been associated with better emotional regulation, improved relationships, and increased compassion towards oneself and others.

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## NAME OF THE PRACTICE:

# 18. GRATITUDE JOURNALING

Gratitude Journaling is a practice that promotes mental health and overall well-being in adults by cultivating a sense of gratitude and appreciation. The purpose of this practice is to enhance positive emotions, shift focus towards the positive aspects of life, and foster a sense of contentment.

Through the act of regularly journaling about things they are grateful for, adults can experience the transformative power of gratitude.

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## NAME OF THE PRACTICE:

# 19. ROLES THAT WE JUGGLE: NAMING TENSIONS AND DILEMMAS AS A RESULT OF ROLE CONFLICT

This practice involves participants identifying and reflecting on the multiple roles they juggle in their work and broader lives. Through the use of human-shaped cut-outs and storytelling, individuals make these roles more visible and explore how they navigate them. The purpose is to surface tensions, dilemmas, and conflicts that arise from role conflicts, system constraints, and personal authenticity.

The goals include challenging assumptions about work practices, identifying areas for improvement, and striving for a more integrated and fulfilling role alignment. The practice highlights the importance of aligning personal values with the roles individuals play, leading to a deeper understanding of self and potential strategies for better role navigation.

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## NAME OF THE PRACTICE:

# 20. THINKING CLOUDS: CAPTURING FUZZY THINKING IN THE MOMENT

The practice of using thinking clouds aims to capture learners' thoughts and feelings during or after a learning activity. The purpose is to encourage learners to express their ideas, even if they are uncertain or not fully formed, by representing them visually on cut-out thinking clouds. The goal is to create opportunities for learners to reflect on their thinking process, engage in discussions with peers, and gain a deeper understanding of complex topics.

Additionally, thinking clouds can be used to imagine the thoughts of others, promoting empathy and critical thinking skills. Overall, this practice enhances the transparency and depth of conversation within a learning environment.

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## NAME OF THE PRACTICE:

# 21. EMBODIED LEARNING: BODY-MIND CENTERING

Body-Mind Centering (BMC) is a somatic approach in adult education that stresses the integration of movement, touch, and self-awareness.

To improve embodied learning and personal growth, it includes the concepts of Primitive Reflexes, Righting Reactions, and Equilibrium Responses (RRR). Adults may increase their self-awareness and learning capacity by tapping into natural knowledge through basic reflexes, rediscovering balance through righting reactions, and responding to change through equilibrium responses. The incorporation of BMC and RRR concepts into non-formal adult education fosters empowerment, autonomy, emotional well-being, and stress reduction.

Adults are guided through somatic explorations by trained facilitators, who create a secure and supportive setting for transformational learning experiences.

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## NAME OF THE PRACTICE:

### 22. GROUNDING

The Grounding represents a mindfulness practice technique that brings yourself into contact with the present moment- the here and now.

A mindfulness approach called the "grounding practice" puts the emphasis on being present in the moment and paying attention to one's body's physical sensations. Through establishing a connection with the local environment and grounding oneself in the present, it aims to foster a sense of stability, tranquillity, and wellbeing.

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## NAME OF THE PRACTICE:

# 23. GUIDED VISUALIZATION: RELAXATION AND CLEARING

The guided visualization practice of relaxation and clearing aims to help individuals relax, find clarity, and open themselves up to possibilities. By immersing participants in a present-tense experience, the visualization allows them to temporarily escape everyday thoughts and distractions.

The purpose is to revitalize the body and mind, providing a sense of calm and focus. The visualization takes individuals on a journey up a mountain, allowing them to experience the refreshing air, breathtaking views, and a sense of standing taller.

The goal is to create a peaceful and rejuvenating state, preparing participants for upcoming activities with a clear and open mindset.

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## NAME OF THE PRACTICE:

### 24. MINDFUL WALKING

Mindful Walking is a practice that promotes mental health and overall well-being in adults by combining physical activity with mindfulness.

The purpose of this practice is to cultivate present-moment awareness, reduce stress, and enhance overall mindfulness.

By engaging in mindful walking, adults can experience the benefits of both physical exercise and mindfulness practice.

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## NAME OF THE PRACTICE:

### 25. BOOST HAPPINESS AT WORK

The practice emphasizes the importance of happiness in the workplace and aims to shift the perception that it's not a professional topic. It highlights the positive impact of well-being and positive emotions on productivity, creativity, engagement, and employee retention.

By promoting mindfulness and taking action to increase happiness, individuals and organizations can experience greater positivity and satisfaction at work.

In collaboration with an expert, the practice offers 10 simple ways to boost happiness and create a more joyful work environment during the International Week of Happiness at Work. These practices were created by Happiness at Work Expert and founder of Happitude at Work in Switzerland, Aurelie Litynsk

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## NAME OF THE PRACTICE:

# 26. PERSONAL OUTLINE: CAPTURING PERSONAL JOURNEYS THROUGHOUT A WORKSHOP

The practice involves capturing personal learning journeys throughout a workshop by creating visual profiles on large sheets of paper. Participants start by drawing their body outlines and adding details.

After each activity, they reflect on their learning process, insights, tensions, questions, or goals, and incorporate them onto their profiles. Additionally, participants can attach artifacts related to their learning journey. Others provide feedback using sticky notes.

The purpose of this practice is to value and document the evolving nature of learning, encourage self-reflection, foster a sense of community, and promote a positive learning environment through peer feedback and shared experiences.

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## NAME OF THE PRACTICE:

### 27. LEARNING EDGE CHART

The practice involves using the concept of a learning edge chart to help learners become more aware of their learning and take responsibility for their learning journey. The learning edge represents the space where individuals are neither too comfortable nor overwhelmed, but rather engaged and challenged.

By reflecting on their learning edge and sharing it with others, learners gain a sense of empowerment and are better able to navigate their learning. This practice aims to demystify the nature of learning, address exam stress and societal expectations, and foster a culture of lifelong learning.

The concept of a learning edge chart can be liberating for learners, even without creating an actual chart, as it enables them to understand and manage their learning experiences more effectively.

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# CHAPTER 3

## OUTDOOR PRACTICES & PHYSICAL ACTIVITIES



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

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

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

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

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

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

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





## NAME OF THE PRACTICE:

### 28. NATURE ART WALK

The Good practice was encountered in May 2018 in Jaunpils, Latvia under the Joint staff training event. It was initially combined with nordic walking and creating art along the way.

The aims and objectives of this activity are focused on improving the physical and mental well-being of older individuals. It aims to help them step out of their comfort zones, appreciate and respect nature, and maintain good mental health, which in turn keeps their bodies and minds active. By engaging in this activity, participants have the opportunity to create social connections, make new friends, share their experiences, and learn from one another, fostering a sense of community and developing empathy. Furthermore, the activity encourages intergenerational learning, enabling the exchange of knowledge and experiences between different age groups.

It addresses the challenge of bringing a group together and sustaining their engagement, with participants being motivated by witnessing the physical benefits experienced by others.

Moreover, this activity creates a sense of unity among people from diverse backgrounds and countries, fostering community spirit despite their differences. Lastly, by promoting fitness and health, it contributes to reducing the burden on healthcare services.

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## NAME OF THE PRACTICE:

### 29. GROW AND FLOW

The practice of gifting plant seeds during structured training activities in adult education serves the purpose of creating informal moments that promote informal learning, group dynamics, and well-being. The goal is to cultivate a welcoming environment where participants can experiment with nature, engage in conversations, and form connections.

By providing tangible reminders of the training experience and encouraging reflection, the practice aims to enhance the overall learning journey and add an extra dimension to the training. Its intent is to inspire curiosity, foster engagement, and nurture personal growth beyond the confines of the training sessions.

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## NAME OF THE PRACTICE:

### 30. EXCURSIONS

The goals and objectives of implementing Excursions into adult learners' lives for their betterment include enhancing learning experiences by providing real-world applications and hands-on learning opportunities. They aim to broaden perspectives and cultural awareness by exposing learners to diverse environments and promoting understanding and empathy. These excursions also seek to promote social interaction and collaboration, fostering meaningful connections and teamwork among learners.

Furthermore, the goal is to stimulate curiosity and personal growth, igniting interest in new subjects and supporting individual development. Ultimately, the objective is to create memorable experiences that leave a lasting impact, fostering a sense of excitement, adventure, and a lifelong appreciation for learning.

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## NAME OF THE PRACTICE:

### 31. OUTDOOR EDUCATION

Outdoor training is a form of training that takes place in an area of nature.

Activities take place outside and present participants with actual, concrete problems that must be solved in the context of the target group through direct and immediate action. These exercises are developed and implemented in such a manner that they leverage the emotional engagement of the participants, allowing them to overcome certain established and, by now, "automatic" patterns of thinking and behaviour and, as a result, bring out new modes of action.

Learning occurs through a shared reflection on the outcomes and approaches that each person has taken in the various situations, with a particular emphasis on the skills to be acquired.

Outdoor training, on the other hand, must be carried out by highly experienced trainers in order to be effective.

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## NAME OF THE PRACTICE:

### 32. DANCE THERAPY AND MUSIC

The goal of implementing *dance therapy and music* is to enhance emotional well-being by providing a safe and expressive outlet, fostering emotional awareness. Additionally, it aims to improve physical health through movement-based activities and promote mental health by reducing stress and anxiety.

The objectives involve a variety of movement skills and body awareness, improving coordination and overall movement abilities. Furthermore, the practice encourages self-expression and creativity, allowing individuals to authentically explore and express themselves through dance and music.

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## NAME OF THE PRACTICE:

### 33. REGULAR EXERCISE AND PHYSICAL ACTIVITY

Regular exercise and physical activity contribute to the overall improvement of well-being. The goals of this practice include enhancing physical fitness, maintaining a healthy weight, improving cognitive function, and reducing the risk of chronic diseases. Engaging regularly in physical activity releases endorphins, which elevate mood and reduce stress.

It improves sleep patterns, increases energy of the individual, and improves cardiovascular health. Ultimately, incorporating regular exercise into one's routine contributes to an improved quality of life by enhancing both physical and mental well-being.

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# CHAPTER 4

## PROJECTS, BOOKS & TOOLS



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

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

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

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

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





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

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

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





## NAME OF THE PRACTICE:

# 34. EMOTIONAL RESILIENCE THROUGH GAMIFICATION

Emotional Resilience refers to one's ability to adapt to stressful situations or crises. Therefore, handbook "EMER - Emotional Management for Beginners: Step-by-Step to Emotional Resilience" is designed to improve adults' life skills to peacefully resolve a conflict, the ability to manage stress and cope with it efficiently, and the power to develop a perfect work-life balance.

The handbook includes techniques using gamification which are based on cards with some tasks to develop Emotional Resilience traits. Gamification is adding game mechanics into nongame environments to increase participation, to inspire collaboration, share and interact. This time we are presenting their gamification outputs.

Gamification is adding game mechanics into nongame environments to increase participation, to inspire collaboration, share and interact. Gamification is used in adult education to create similar experiences to those experienced when playing games to motivate and engage adult learners, to leverage people's natural desires for socialising, learning, mastery, competition, achievement, status, self-expression, altruism, or closure, or simply their response to the framing of a situation as game or play.

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## NAME OF THE PRACTICE:

### 35. GAMIFICATION – GAME BASED LEARNING

Game-Based Learning refers to learning completed through the use of games or video games, which may begin as entertainment tools but are eventually used to achieve an educational aim, with or without modification.

Perhaps the term "empathy" is the key to it all. Gaming, and particularly digital games, unlike other mediums, allow us to immerse ourselves in circumstances and places that are difficult to represent in reality, allowing us to put ourselves "in the shoes of others," to be the protagonists in the first person.

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## NAME OF THE PRACTICE:

### 36. VALUES IN ACTION INVENTORY STRENGTHS (VIA SURVEY)

The Values in Action Inventory Strengths (VIA Survey) is a scientifically developed assessment tool that helps individuals identify their character strengths. By completing the VIA Survey, participants gain insights into their unique character strengths profile, which can be applied to improve personal well-being and development.

The survey consists of a 240-item measure of 24 character strengths, with participants responding to each item based on its relevance to their personality. The results provide a ranking of strengths, with a focus on the top 4-7 strengths considered as signature strengths.

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## NAME OF THE PRACTICE:

### 37. “FIND YOUR BALANCE” - WOMEN EMPOWERMENT JOURNAL

Women Empowerment is a one-year small scale Erasmus+ project (KA2). The purpose of the project is to empower 18+ women from different backgrounds and to exchange good practices of women's empowerment between partners.

One of the results of the project was an empowerment journal for women. Complimentary to the journal are also 12 workshops that can be carried out by facilitators and mentors.

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## NAME OF THE PRACTICE:

### 38. PLACE-BASED EDUCATION (PBE) AND LEARNING

Place-based learning (PBE) is an educational approach that emphasizes the use of the local environment and community as a context for teaching and learning. It is rooted in the idea that the physical and cultural characteristics of a particular place can serve as a valuable resource for education. Definition of BPE is: “an approach to learning that takes advantage of geography to create authentic, meaningful, and engaging personalized learning for students.”

In particular in environmental psychology, the term affordance is used to describe the elements of the environment that enable individuals (or communities) to engage in certain behaviours or activities (Gibson, 1974). For example, an open grassy area in a park is an affordance for any number of activities: a picnic, a yoga class, an exercise session, a rest, gatherings, etc. The affordance theory can also be used in adult education and other activities, as each place offers unique opportunities for teaching and learning.

A place with plenty of affordances for action generates more (mental and physical) well-being while serving as a learning environment. Nature is a master for providing inspiring affordances for various activities..

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## NAME OF THE PRACTICE:

### 39. BULL'S-EYE VALUES SURVEY

The Bull's-Eye Values Survey is an activity designed to help individuals identify and evaluate their values in four important areas of life: Work/Education, Leisure, Relationships, and Personal Growth/Health.

1. Work/Education refers to your career aims, your values about improving your education and knowledge
2. Leisure refers to how you play in your life, how you enjoy yourself, your hobbies, or other activities
3. Relationships refer to intimacy in your life, relationships with your children, your family of origin, your friends, and social contacts in the community
4. Personal growth/health refers to your spiritual life, either in organized religion or personal expressions of spirituality

Participants reflect on their values, assess how closely they are living in alignment with them, identify obstacles hindering their values attainment, and develop a valued action plan to move closer to their desired life. The practice aims to increase self-awareness, values attainment, and persistence in the face of barriers.

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## NAME OF THE PRACTICE:

### 40. CULTURE ON PRESCRIPTION

The 'Culture on Prescription' project aims to address loneliness and poor mental health among European adults through cultural activities and informal learning. It offers a free educational program focused on participants' talents, interests, and strengths to foster belonging and connection. The project targets individuals experiencing loneliness, mental health issues, or those interested in personal growth through learning and cultural engagement.

The project is ongoing, thus not all outputs are available. The project page provides us with an online virtual library with many resources on how to tackle loneliness and poor mental health with cultural activities. One specific project that correlated with our vision was The Culture, Health & Wellbeing Alliance (CHWA) in the UK. Representing everyone who believes that cultural engagement and participation can transform health and wellbeing.

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# CONCLUSION

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

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

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

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



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

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

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





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