

Improving wellbeing with physical and environmental strategies

FACILITATION GUIDE







Game changing for business. Life changing for people

About Genos

We are a global team of change-makers using emotional intelligence to enhance how we connect, communicate and collaborate at work. Transforming these essential people skills at work also makes a difference to peoples' relationships outside of the workplace. People become better parents, partners, siblings and friends. That's why we call our work Game changing for business. Life changing for people.

Genos is a leading, global provider that delivers on our mission with transformational content, great digital technology, exceptional customer service, passionate partners and clients who want to lead their industries.

© State of Victoria (Department of Education and Training) 2021

Leading wellbeing is provided under a Creative Commons Attribution 4.0 International licence. You are free to re-use the work under that licence, on the condition that you credit the State of Victoria (Department of Education and Training), indicate if changes were made and comply with the other licence terms, see: Creative Commons Attribution 4.0 International

The licence does not apply to:

- any images, photographs, trademarks or branding, including the Victorian Government logo and the DET logo; and
- content supplied by third parties.
- The content of this workbook was supplied by Genos International who hereby provide permission to all staff within the Department of Education and Training, to use the content in Department of Education and Training activities.

Copyright queries may be directed to copyright@edumail.vic.gov.au



Improving wellbeing with physical and environmental strategies

Slide 1



The session can take anywhere between 45mins (run tightly) to 1.5hrs to run. The bigger the group size the more time you'll need to allocate to discussion and activities. The session can be split into two 30 mins sessions, 1 on Physical and 1 on Environmental strategies.

Introduce the session by welcoming participants to the professional learning on improving wellbeing with thinking strategies.

Say: "Welcome to this session in improving wellbeing with physical and environmental strategies. Does anyone recognise where this photo was taken and what's happening in it? Take responses. Say - This is a photo of people walking the famous Larapinta Trail in the NT, one of the Great Walks of Australia indeed recognised by National Geographic as one of the best 100 Hikes in the world. Anyone lucky enough to have walked all or part of this 223km trail in the West MacDonnell Ranges, would agree it's the combination of stunning scenery and the rich Indigenous history of it which make it an incredible experience. The purpose of the photo here today is to position two important parts of our wellbeing that are the focus of this session, those being our Physical wellbeing and our Environmental wellbeing. Working on these two areas of wellbeing can also led to improvements in our Metal and Social wellbeing."



Wellbeing



- Sleep
- Diet
- Exercise





- Physical environment
- Structure a wellbeing day
- Moving emotionally

genos

The objective of this slide is to position what physical and environmental strategies are and the impact they can have. Use the animations of the slide to help you communicate the content.

Invite participants to turn to page 3 in their workbooks.

Say "Physical wellbeing strategies by their very nature involve things like improving our sleep, diet and exercise. Research in this area has shown that making improvements in our physical wellbeing not only helps us live longer, it can also make us feel happier, think clearer and improve the quality of our relationships. Environmental wellbeing strategies involve not only the actual spaces or physical environment we most often find ourselves in, but also the broader environment we make for ourselves. This includes things like how long we work, what activities we do and how much time we spend on them. Like physical wellbeing strategies, improvements in our environmental wellbeing can also improve our mental, social and physical wellbeing".

While it is all based in science, none of what we explore in this session, in terms of strategies, is rocket science (so-to-speak). We can all engage in the strategies we will explored here. However, making these things stick and sometimes even getting started isn't easy. It takes self-discipline, motivation and determination which can be helped by forming new habits rather than engaging in events. So, in this session we will:

- 1. Explore the science of forming new habits
- 2. Determine something new we can do around either our sleep, diet or exercise to boost our physical wellbeing, and



3. Identify how we could improve our physical environmental and structure a wellbeing day.

You may find all of the strategies we explore useful or only some of them. Our wellbeing and what improves it is unique just like the fingerprints on our hands. What works for one person doesn't always work well for the next. What is important for all of us however, in terms of improving wellbeing, is to continuously try new things. That indeed is what we hope this session might inspire you to do.

Ask if anyone has any questions.





The **objective** of this slide is to position the importance of routines and habits around our physical health. Use the animations of the slide to help you communicate the content.

Invite participants to turn to page 4 of their workbooks.

Say: "Research shows that the key to getting into better physical health, to improving our sleep, diet or exercise, is to create habits and routines around these things. Intentional, healthy habits around our sleep, diet and exercise however aren't always easy to form. If you have ever wondered: "Why don't I lose the weight I'd like to lose"; or "why haven't I been able to stick to my new running routine"; or "why am I finding it so difficult not to look at my phone right up until when I go to bed even though I've promised myself I'd stop a dozen times"?

Why do we often say these things to ourselves but seldom implement them?" The research shows that there are a number of reasons that contribute to this, a common one being that many of us start out too big, like deciding to stop smoking or drinking cold turkey, without taking the steps needed to set ourselves up for success. So, let's start by having a look at what the steps for success in new habit formation look like.

.



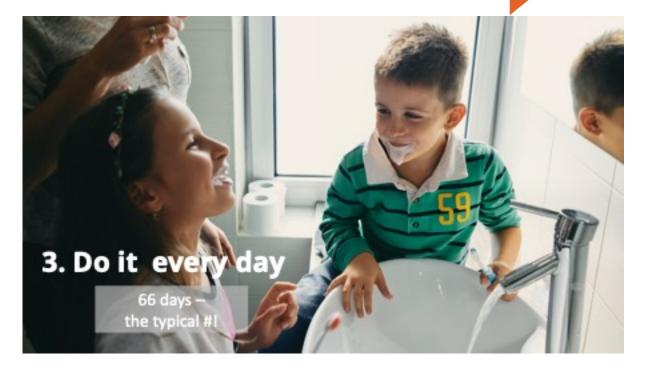
Say: "The first step for success in new habit formation is to try attaching a new habit to an existing one, or an existing routine, sometimes referred to as "habit stacking". Identify existing habits in your day and attach new healthy ones to them. For example, you can attach a new one-minute mindfulness meditation practice to your existing habit of having a morning coffee, or if you don't drink coffee to your routine of brushing your teeth. Or, while you are brushing your teeth, you might choose to do squats or stand on one foot to practice balance".

Ask your audience whether anyone has done so before and if so to share their example. You could also ask whether other examples are coming to mind?



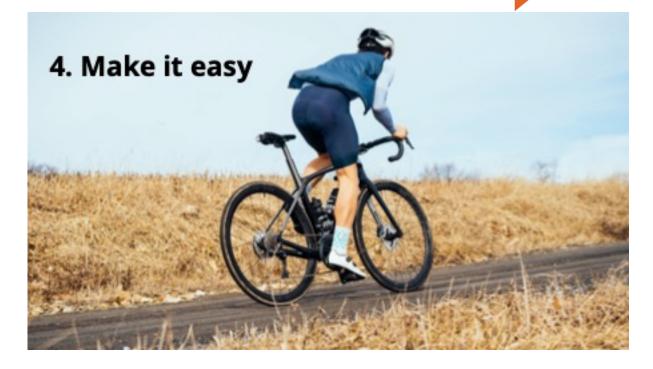
Say: The second step for success in new habit formation is to start small. Author of the book "Tiny Habits," Professor BJ Fogg, a Stanford University researcher, notes that big behaviour changes requires a high level of motivation that often can't be sustained. He suggests starting with smaller defined habits and then building on them. For example, starting out by taking a short daily walk (rather than a 20-30 min run), is most likely a smarter beginning to a new exercise habit. Putting a piece of fruit in your bag every day is more likely to led to heathier eating patterns than commencing a stricter diet.

Ask your audience whether anyone has any examples they could share of starting small and building up from there? You could also ask whether other examples are coming to mind?



Say, "The third step for success in new habit formation is to conceptualise something that you can do every day. British researchers studied how people form habits in the real world, asking participants to choose a simple habit they wanted to form, like drinking water at lunch or taking a walk before dinner. The study, published in the European Journal of Social Psychology, showed that the amount of time it took for the task to become automatic — a habit — ranged from 18 to 254 days. The average time was 66 days! The lesson is that habits take a long time to create, but they form faster when we do them more often. You might have more luck doing the 7-minute workout at home with YouTube, rather than trying to get to the gym three days a week. Once the daily exercise becomes a habit, you can explore new, more intense forms of exercise.

Ask your audience whether anyone has experienced the benefits of doing a new habit every day and if so to share their example. You could also ask whether other examples are coming to mind?



Say "The fourth step for success in new habit formation is to make it easy to engage with the habit you are trying for form. You'll have more success making your new sleep, diet or exercise initiative stick if you make it easy to engage with. Packing your gym bag and leaving it by the door is one example of this. Research psychologist at the University of Southern California, Wendy Wood, writes about sleeping in her running clothes to make it easier to roll out of bed in the morning, slip on her running shoes and go for her schedule run."

Note this personal example from the program designer: To help me get in the habit of riding my bike to work I sold my car that way I was left with only two choices in the morning, ride the bike or catch the train. The bike takes 1/3 of the time and suffice to say I've got a great habit around riding it now.

You could add your own example(s) here.

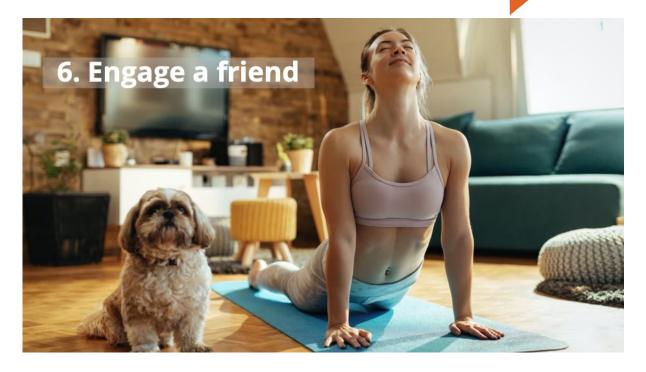
Ask your audience whether anyone has experienced the benefits of 'making it easy' before and if so to share their example. You could also ask for other examples of how to make habits easy are coming to mind?



Invite participants to turn to page 5 of their workbooks.

Say: "The fifth step for success in new habit formation is to reward yourself. Like rewarding students and teachers for their great efforts, rewards are an important part of habit formation. With habits it's important to model how they naturally form and to have some form of immediate reward for engaging in the healthy activity. When we drink coffee for example the reward is fairly immediate — we feel more alert. For most healthy habits, like engaging in exercise or losing weight, the rewards are not so immediately felt. It helps to build in some immediate rewards into the routine to help you form the habit. Listening to audiobooks or music while running is a good example. Watching your favourite TV series on the treadmill can also help reinforce an exercise habit. When losing weight, it can be good to weigh yourself morning and night with the bio feedback acting as the reward (or reminder), to engage in the habit.

Ask does anyone have an example of a healthy habit and the reward you give yourself for engaging in it that you can share? Are any other examples coming to mind?



Say: "The final step for success in new habit formation is to, wherever possible, engage a friend. Many of the 10,000 steps and corporate running programs involve getting multiple people involved to help support each other, making the habit more fun to do. For some of us a little competition between colleagues or schools can go along way motivationally. Doing healthy habits with others also engages and strengthens our social wellbeing having a powerful combination effect.



Say "In summary, the research shows that the key to getting into better physical health, to improving our sleep, diet or exercise is to create habits and routines around the things we decide to do. Intentional, healthy habits around our sleep, diet and exercise however aren't always easy to form. There are a number of things we can do however to help create new habits and routines. Which of the six steps to creating new habits and routines has resonated most with you?

Give people a minute or two to write down their thoughts in the space provided on page 5 of their workbooks and then call on a couple of people to share their thoughts and/or examples.

Improving physical wellbeing



Step 1: Decide on an area of physical wellbeing to work on (pg. 6).

- a) Sleep,
- b) Diet, or
- c) Exercise.

Step 2: Read through the suggested activities for the chosen area.

- a) Sleep pg 7&8.
- b) Diet pg. 9
- c) Exercise pg. 10

Step 3: Conceptualise a plan for improving the area using the new habit building template on page 6

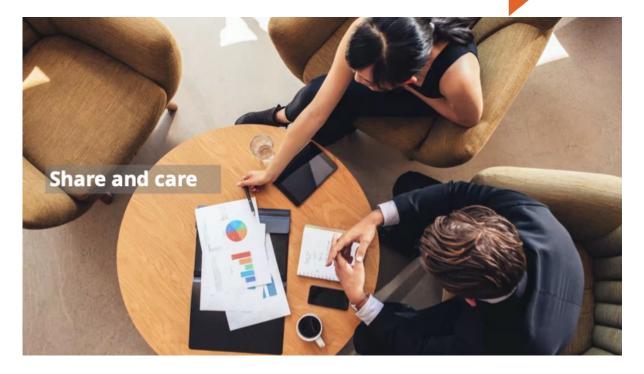
genos

The objective of this slide is to position an activity whereby individual participants conceptualise a plan to improve an area of their wellbeing

Invite participants to turn to page 6 of their workbooks.

Say "Now it's time to decide on an area of your physical wellbeing that you might like to improve and how you are going to do it. In a moment I'm going to give you 10 minutes to complete three steps to doing so. The first is to decide on an area of physical wellbeing to work on. The second step then is to read through the suggested activities for that area in the workbook using them to help you determine something you could do for yourself. The final step is to conceptualise a plan for improving in the area using the new habit building template on page 6 of your participant workbooks.

Give people about 10 minutes to complete this exercise. You could play some instrumental music while the exercise is going on. Debrief the exercise with the next slide.

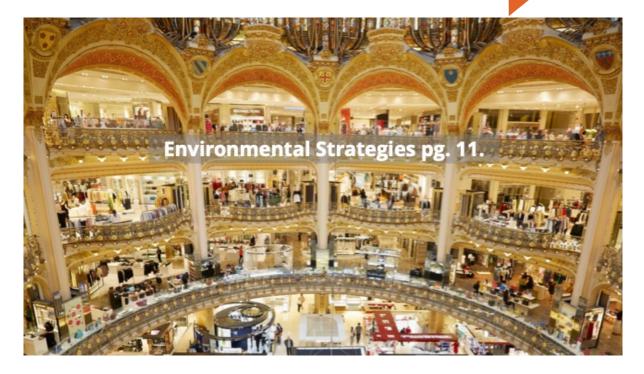


The objective of this slide is to set up a small group sharing activity.

Say, "Now I'd like to give you some share and care time, that is, some time to share your plans with each other for the purpose of drawing on the expertise of the crowd to help make them as good as possible. During the next 10 mins each take a moment to share you plans with each other. As you listen to each other's ideas contribute any further ideas of your own or refine your own ideas if the opportunity arises.

Put people into small groups of 3-4 people.

Ask them to share their plans with each other and to help each other refine it with further input and ideas from others that might come up. The purpose here is to draw on participant led learning to help make the plan for improved physical wellbeing as good as possible.



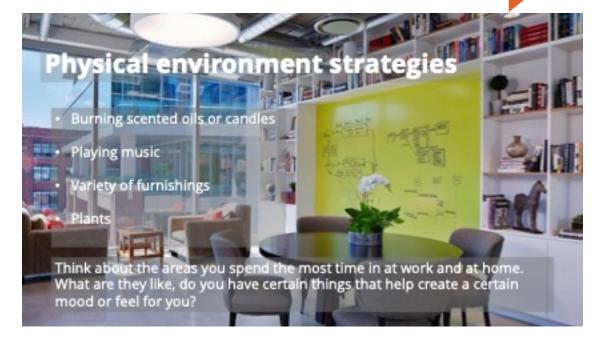
The objective of this slide is the position the importance of environmental strategies.

Invite people to turn to page 11 of their workbooks.

Say "Now let's turn our attention to Environmental strategies. Different environments have a subtle but demonstrable impact on the way we feel and our wellbeing, big business knows this, and this is why all department stores play soft music and typically have nice smells.

Ask Does anyone recognise this picture? This is the famous department complex <u>Galeries</u> <u>Lafayette</u> in Paris often voted #1 in the world in terms of its look, feel and impact".

As an alternative you could ask "Can you think about your favourite shopping/department complex or environment and articulate its look, feel and impact on you?



Use this slide to get people thinking about the various things that can be done to improve physical environments in which people work.

Say, "We can improve the physical environments in which we work, or spend significant amounts of time in, with things like:

- Burning scented oils or candles. For example, you can use peppermint to help improve concentration and attention or lavender to help create a more relaxed, lateral thinking vibe.
- Playing certain music to create different atmosphere's and to help you get into different mood states.
- The use of different furnishings to help make a space feel relaxed, formal, contemplative and so on.

You can use things like plants to help improve your health and wellbeing. Did you know that:

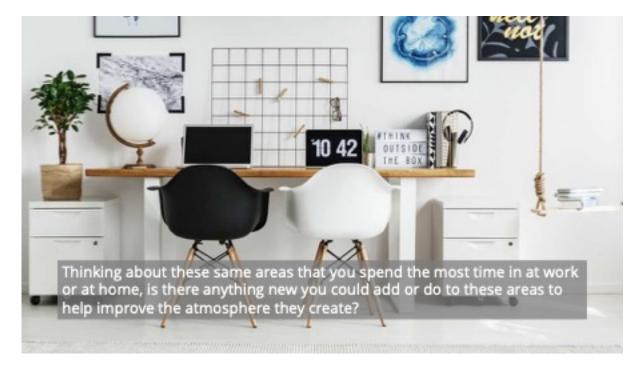
- Indoor plants can make you feel more comfortable and soothed.
- 1. Students who study with real, live plants in the classroom are found to be more attentive and better able to concentrate than students in classrooms with fake plants or no plants at all.
- 2. Plants in your workspace can increase both productivity and creativity.

There is a study that is often cited and discussed in many blogs that found that students in a campus computer lab worked 12 percent faster and were less stressed when plants were placed nearby.

Think about the areas you spend the most time in at work and at home. What are they like, do you have certain things there that help create a certain mood or feel for you?" Give people a minute or

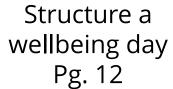
so to capture down responses in their workbooks. Then ask a couple of participants for examples. Share some of your own if necessary.

Slide 15



Use this slide to position the second question on the bottom of page 11 in participants workbooks.

Say "Think about the areas you spend the most time in at work and at home. What are they like, do you have certain things there that help create a certain mood or feel for you? Ask a couple of participants for examples. Give people a minute or so to write down responses in their workbooks. Then ask a couple of participants for examples. Share some of your own if necessary.













genos

The objective of this slide is to position the value of defining a wellbeing day for oneself. Invite participants to turn to page 12 of their workbooks.

Say, "The next thing we are going to look at is defining a wellbeing day for ourselves. A day that's mentally, physically, socially and environmentally good for us and helps make us feel refreshed and renewed.

If you have done this before take the next few minutes to revisit and refine your existing wellbeing day. If you've never done this before then join with us in taking this opportunity to define one for yourself. The process is very simple, you simply sit down with a pen and set of reflective questions like we are about to share with you and use them to create one. The key to doing this effectively is not to come up with a lofty 'ideal' wellbeing day, BUT a "real wellbeing day". That is, a wellbeing day that you could actually have starting tomorrow, without making any major life changes. The other key to a great wellbeing day is to have a mixture of activities involved that boost your Mental, Physical, Social and Environmental wellbeing.

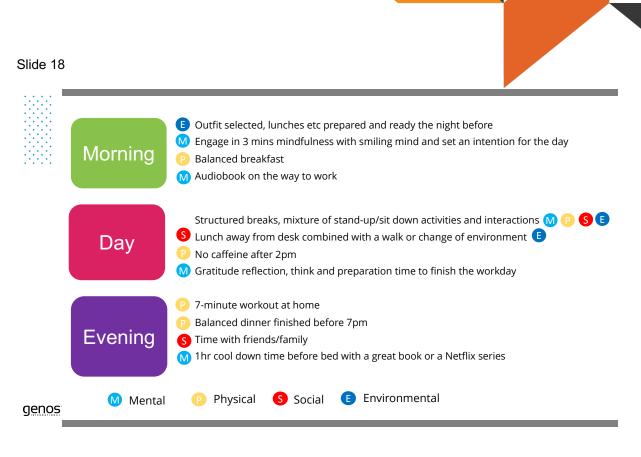


- 1. How can you set up the day to be easy and relaxing? For e.g. select an outfit for the next day, prepare lunches the night prior etc.
- 2. How can you set up the day so that there is a mixture of activities planned (e.g., Mental, Physical, Social and Environmental) and time to reflect and prepare between them?
- 3. How can you set up the day to ensure there is an activity or interaction planned to help you switch off and engage your social or family life?

genos

Use this slide to position the prep work you can do the day prior to the wellbeing day. Preparation will help make your wellbeing day easy to achieve and relaxing. Preparation will also help you to have a mixture of wellbeing activities planned.

Use the animations and simply read from the slide.



Use this slide to provide an example of a real wellbeing day. Note you can modify this and insert your own. The coloured circles are there to help create a visual image of how the various activities improve Mental, Physical, Social and Environmental wellbeing.

Say – to help stimulate your own thinking further here is an example of a real wellbeing day. It's also in your workbooks at the bottom of page 12.

If using this slide, read out the activities from the slide and note how they form a mixture of Mental, Physical, Social and Environmental strategies.

It's important to note that a wellbeing day doesn't have to cost anything to create or implement. Some people might be concerned or thinking that they cannot do it because they cannot afford it. Ensure you break this myth and show an example of one, like in the workbook and presented here, that doesn't cost any money to do.

Slide 19.



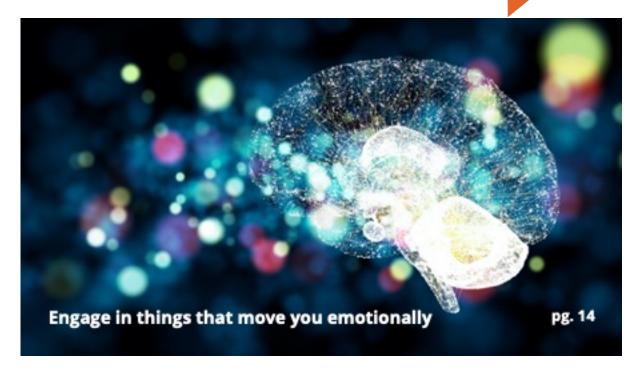
The purpose of this slide is to position an activity where participants are given some time to define a 'real wellbeing day' for themselves. Some people in your group may already have a defined wellbeing day if so invite them to use the time to refine it. If not give them time to define it.

Invite people to turn to page 13 of their workbooks.

Say, "Take the next 5 minutes to draft a wellbeing day for yourself. Use the template provided on page 13 of your workbooks".

Ideally give people about 5 minutes to complete the activity in the space provided in their workbooks.

Once completed ask people in your group to share either with you and the wider group or with the people sitting around them.



Use this slide to position the last environmental wellbeing strategy – intentionally moving ourselves emotionally.

Say "We are going to finish off our environmental strategies section by exploring the importance of moving ourselves emotionally. As mentioned at the outset, our emotional system sits at the heart of our wellbeing, and like other systems in our body we can intentionally engage in activities that exercise it to help it function effectively and to help us learn how to more effectively regulate and manage it. Among other things, emotions help us contemplate life itself and what's important. They can also be a great stimulus for making future plans."

Turn to the next slide



WOW! Chris Kläfford's Cover Of "Imagine" Might Make You Cry - America's Got Talent 2019
81,811,909 views - Jul 10, 2019

The purpose of this slide is to help get people thinking about things they do or could do to more intentionally move themselves emotionally. This is the program designers example discussed below.

You can alter this slide to better suit your own example.

SAY – "So, what's something that you do, or could do, to help you more often and more intentionally move yourself emotionally? For me I love the talent shows. There is something about them that gets me emotional and contemplative, but what about you?

Is it engaging with someone special over photos, is it particular pieces of music or a song, is it a particular scent or spending time talking with a particular friend? Take a moment to think about something if you haven't gotten one already and write it down in the space in your workbook on page 14.

Give participants 1-2 minutes to write down their thoughts. Then either ask people to share examples or invite them to pair up with people around them and share.

Tell people to write down more ideas as they hear their colleagues talk on page 14.

Session summary, pg. 15



- Sleep
- Diet
- Exercise



- Physical environment
- Structure a wellbeing day
- Moving emotionally

Physical

Environmental

The science of forming new habits.

What have been some of the key takeaways for you personally?



genos

The objective of this slide is to summarise the session and to help you get a feel for how it has landed on your participants.

Invite participants to turn to page 15 in their workbooks.

Say "We are at the conclusion of our session on Physical and Environmental wellbeing strategies. None of what we have looked at is rocket science, we can all engage in the strategies we have explored here. At the outset of the session, we did note however that making these things stick and sometimes even getting started isn't easy. It takes a lot of self-discipline and determination which can be helped by forming new habits rather than engaging in events. So, at the outset we looked at the science of forming new habits and then got into some more specific strategies and definitional work around our physical and environment strategies. We also noted at the outset that our wellbeing is like the fingerprints on our hands, we all have it but what works for us in terms of enhancing our wellbeing is very individual. And on that basis, I'd like to ask you to contemplate some of the key takeaways for you personally on page 15 in your workbook and then be ready to share with me and the wider group.

Play a piece of instrumental music for about 3 mins while participants contemplate some of the key takeaways for them personally and then debrief by asking people to share with you and the wider group.



Use this slide to close and thank people for participating.

Facilitation discussion

1. **Who** – Who you could run this session for (staff, certain students, staff and parents etc)? Define an audience that could benefit from it.

2. What - What will you include, add or edit?

3. **How** – Who will facilitate the session? Where will you run it? Who will get your resources ready? What resources do you need?

4. When – When will you run the session? When will you notify people that it is on?









Education and Training