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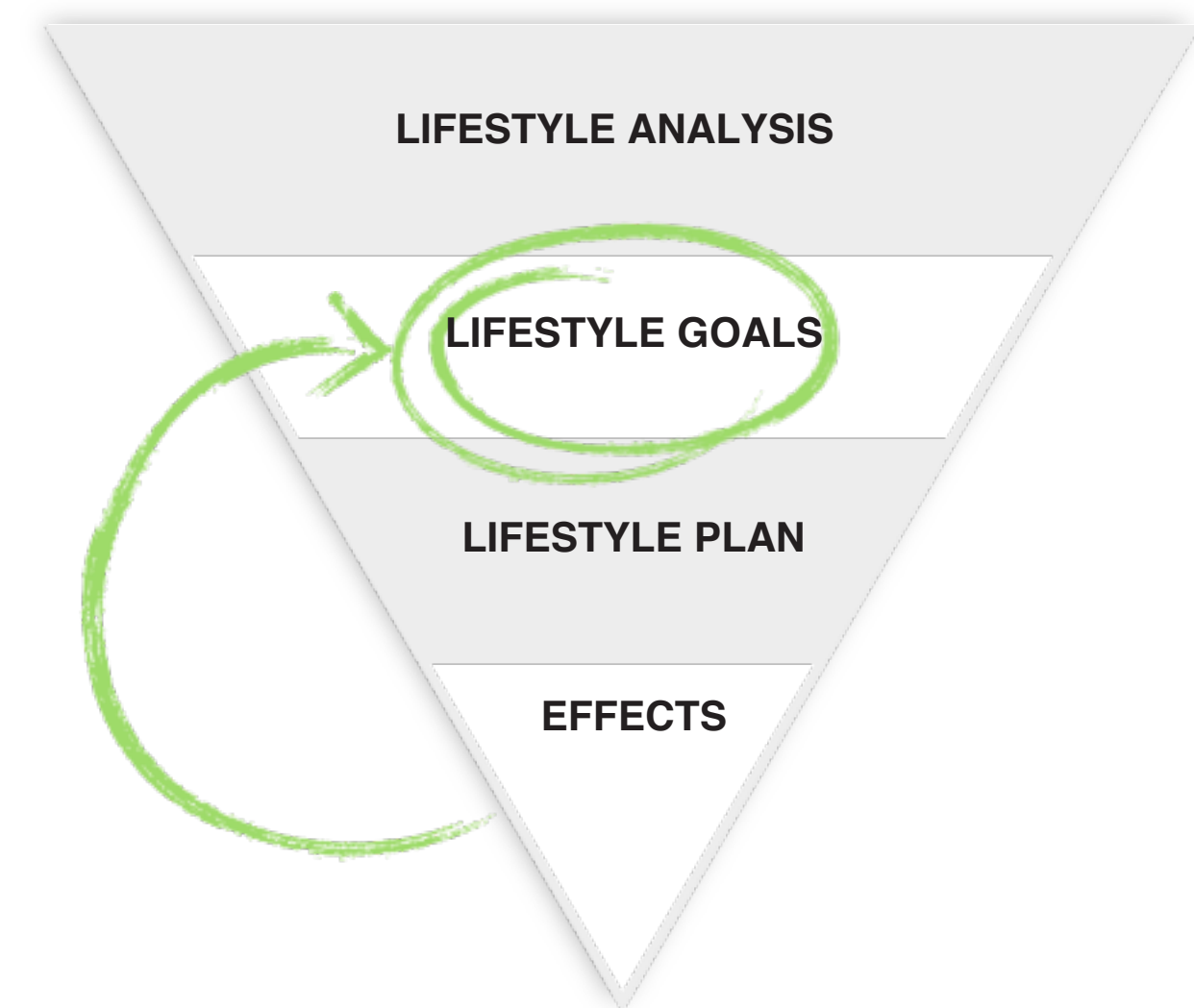
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Teacher's Guide

The FMS Model for ages 14-16 and high school



FMS Digital Lifestyle Plan is the only known method that results in a personal Lifestyle Plan that each learner takes responsibility for implementing and following up. It includes an analysis of the current situation, goals that the learner decides to achieve, and a plan of activities to be implemented in order to achieve those goals.



INTRODUCTION TO THE SWEDISH FMS MODEL

The FMS Model is a motivation tool that stimulates learners to improve their physical, mental and social capacities. The uniqueness of the FMS Model is that learners develop their own Personal Lifestyle Plan with clear goals and measures to improve their living habits. The result: Reduced stress and risk for mental illness, reduced risk of exclusion and more easy to achieve the school's goals. More learners who do well at school means reduced social costs for society.

FMS stands for Physical capacity (F), Mental balance (M) and Social skills (S).

Physical capacity. The FMS Model aims to make learners want to increase their physical activity, which affects the brain and has positive effects on learning ability school-work.

Mental balance. The FMS model's focus on living habits creates good mental balance.

Social competence is stimulated through the FMS Model's focus on good relationships with peers and adults at school and at leisure. F, M and S reinforce each other. FMS's view of the body, lifestyle and school-work gives the learner a true self-image and good self-confidence.

Salutogenic approach

FMS's salutogenic approach means that the learners resources, strengths and good qualities are highlighted.

Working from a salutogenic approach in conversation is about shifting focus from relatively simple questions about what is a problem to a desired future where problems are minor or completely gone. This gives the learner motivation and creativity to find his own solution. When given the opportunity to decide own goals and the way to reach them, the probability of reaching the goals is much higher than if someone else tells you how to do.

SOC (Sense of Coherence)

Comprehensibility, manageability, and meaningfulness. are central concepts in the FMS model. The FMS shall contribute to making the school, comprehensible, manageable and meaningful for the learners. It is important that they understand how things are interconnected and that they have a feeling of influencing.

The SOC test, measures sense of coherence and stress resistant. A learner with low SOC needs more help and support in his development than one with high SOC. A learner with high SOC copes well with changes in life.

The FMS Model is implemented in a logical structure step by step

The funnel on the cover of this Teachers Guide is a model to describe how you carry out the work with the learners by steps:

Lifestyle Analysis (Step 1-2)

Step 1 of the Lifestyle Analysis is the physical tests that the PE or somebody else performs in groups with the learners. These tests are part of the mapping of the learner's physical capacity.

Step 2 of the Lifestyle Analysis is the dialogue about the results from physical tests and about the life style questions. These questions are never allowed to be used as an Questionair without coaching. You can divide the class into smaller groups. These calls can also be conducted individually by the school nurse.

Lifestyle Goals and Lifestyle Plan (Step 3)

The learners choose three improvements that they find are the most important to achieve (Lifestyle Goals) After that the learner decides upon his own personal action plan (the Lifestyle Plan) and describes which activities will be required to achieve the goals. This is done in connection with the dialogue

The learners are responsible for the implementation of the Lifestyle Plan. They take the initiative of help from a mentor, PE or nurse if they need to. The learner can also talk about his lifestyle plan in connection with development talks. The school nurse can always see the results of all the learners and can act when needed (which the learner shall be informed about).

Coaching dialogue

The FMS Model is based on OPEN QUESTIONS. No questions which can be answered with a Yes and No are allowed!. The reason is that we want to make the learner think and tell. Therefore, start all your questions to the learners with the words: How? When? Why? Stimulate conversations and discussions.

The FMS Webb App

The learner's work tool throughout this work is the FMS Web Application that only the individual learner can personally log on to.

Legislation

The legislation (at least in Europe) protects the users of this program, it's about personal privacy. FMS complies therefore with the European Data Security Act (GDPR). It is only the school nurse who has the right to see individual results. The learner has to decides if their mentor is allowed to see the results. School management can see results for classes, year classes and the entire school as well as comparisons with other counties and on the state level.



DIFFERENT RIGHTS

The administrator at the school

- Can create logins for classes and individual learners.
- Can create logins for mentors and school nurses
- Can't see any information about individual learners.

The school nurse

- Can create logins for classes and individual learners.
- Can see all learners' Lifestyle Plans, test results and answers to the questions.
- Can see how the learners' questionnaires look like. The answers cannot be saved or changed from here. To see the learners FMS work, see the heading INDIVIDUAL LEARNERS DATA

Mentor and Sports teacher

- Can see the learners Lifestyle Plan if the learner has approved so by clicking on the mentor's name in the WebApp.

The learner

- Can create his Lifestyle Plan by doing physical tests and answering the questions in the WebApp

CREATE A CLASS

Before you can create a learner, you must create a class to have the learner in. Under "Units" in the system, there are all the classes that the administrator and nurse have access to. To create a new class, click on "Add Class" and fill in the information.

ADD LEARNER

When the class is created you can create learners. Learners can be created one by one or imported (see below). To add a learner, go to "Learners" and select the class in which the learner will be located. Then click "Add Learner" and enter the learners' mailadress, which is not allowed to be changed during the years the learner is in the school. The learners email address does not need to be entered; the other fields will suffice. The learner complements then their email address when they activate their account. To save the learners result, click on "Save". To add additional learners in the same class, use "New Row". When all learners are enrolled, click on "Save".

IMPORT LEARNER

Go to "Learners" and select the class the learner will be in. Then click "Import". The file to be imported should be in CSV format. For example, CSV files are created in the Excel program. Make sure that the uploaded CSV file follows the same template as the sample file that exists.

Example: Write in excel like this (include headings):

First name	Last name	Date of birth	Email-address	Sex
Eva	Anderson	20020202	eva@aschool.sa	Female
Adam	Adamsson	20020304	adam@aschool.sa	Male

Then Save as csv file

LEARNERS LOGIN CODES

Once learners have been created, either one by one or imported, there are two options. Either the learners' e-mail addresses have been filled in and instructions have been sent to them via e-mail. Otherwise, you now need to print out codes for each learner. This is done under "Learners" / select the class. Then click on "Print Registration Codes". You then see all the learners in the class with information and their personal code.

Then distribute the personal code to each learner. The learner uses the code at www.fms.se/profile where they click on "I have a code" and then enter their first name (check spelling) and their personal code. They then supplement their profile with the missing information.

SINGLE PERSONAL DATA

This only applies to the qualifications of the school nurse, who works under secrecy. Go to "Learners" and filter by class or search to find the right learner. On Learners there is "View Profiles" which shows a summary of all the learners made profiles. Click on a profile to see answers to questions and Lifestyle Plan. You cannot make changes to the learners' FMS work from here, it can only be done from the learners' own login.

THE SCHOOL'S OWN SELECTION GROUPS

The school can create its own sample groups where learners can be admitted. For example: easier life (lose weight), quit smoking, ball team...



STATISTICAL REPORTS

In the statistics it is possible to get information about the learners at their own school. There are advanced opportunities to get statistics based on various criteria and conditions described below.

1. Quick selection

In the quick selection, you can choose classes at your own school. Here are also the selection groups that you have created at the school or saved filters.

2. Filter

In the Filter you can make selections from the statistics. There is a button to save the filter. Click on "Save filter" and give it a name. The saved filter can then be found under "Quick selection" or in "Comparison".

3. Country

Possibility to filter on country,

4. County

Possibility to filter by county

5. School form

Choose between secondary school and high school.

6. Program

Choose a program at the high school.

7. Class

Choose a class (only from your own school).

8 Selection group

Choose a sample group created by the school. See point 2.

9. Gender

Choose gender.

10. Age

Choose age range.

11. Year Course

Choose a specific grade.

12. Term

Choose semester.

13. Risk groups

Choose risk group, warning group or recovery group.

14. Bars

Select the bars (factors) to display in the bar chart.

15. Cross Analysis

Choose specific answers to one or more questions.

16. Saving filters

Once you have created a filter that you want to save, you can click on "Save filter" at the bottom of the page where you can then name the filter. The filter is then accessed via the "Quick select", i.e. the first page of the statistics or under "Compare" where you can choose to compare different saved filters.

17. Compare

Under the "Compare" tab you can compare different classes, programs, sample groups or saved filters.

18. Saving Power Point Charts

If you want to save the factors (the diagram under "Quick selection" and "Filter" there is a button to save as an image which you can then insert in, for example, a powerpoint presentation. The first time you save an image you get a warning about pop-ups). popup window from fms.se.



PHYSICAL TESTS (Part of Lifestyle Analysis)

Info for learners:

- Learners can now log in (see instruction under heading "Different Permissions".
- Then they should do Fitness tests and Tests of mobility, strength, balance, motor skills and posture.
- It is only the school nurse and the mentors approved by the learner, who see the learner's results or parts of it.
- FMS complies with the new EU law GDPR, The general data protection regulation.

The school's data controller or other staff, who do not need to be trained in the FMS model, receive special login as Admin (FMS administrator) and submits class lists with email addresses. Can be combined with school nurse login. (See instructions under the heading "learner logins").

Fulfill the physical tests during two lessons, one for oxygen uptake test and one for other tests:

- Important that all tests are demonstrated even if instructions are on the posters. It is also important that the learners work in voluntarily composed groups of about 3 people
- In order to avoid queuing at the stations, the learners choose the order of the tests. Either they enter their results directly into the WebApp via their mobile phone, iPad or computer.

Fitness tests

The 1-MWT (1 Mile walk test) submax test outdoors, or Step Test indoors.

Cooper-test is used for well-trained people who do not get true results through submax testing.

1-MWT is a submaximal fitness test based on the person's weight, final heart rate, age and sex. The test is designed for walking on flat ground or running track. The results are best for the distance of 1 mile (1,609 meters) and for adults. The distance can be extended to suit the terrain.

The participants are instructed to walk the distance as fast as they can without jogging or running. Pulse and end time are recorded. Pulse rate is necessary for the reliability of the test. If the learners' results seem unreasonable, it is probably due to too high or too low a heart rate.

LIFESTYLE ANALYSIS - PHYSICAL TESTS

Cooper Test.

Compared to laboratory-measured tests, it has 0.89 as correlation factor. Comparing to 1.0 which is perfect.

Bicycle ergometer. Of course, a bicycle ergometer test is also possible but time-consuming in the school environment.

Step test (Irma Åstrand)

Bench height 33 or 40 cm. The 40 cm bench is often used by well trained and the 33 cm bench by less trained.

Rise up with left or right leg first (1), then second leg and stretch knees (2), descend (3) and (4). Set a metronome at frequency 90. Each step 1,2,3,4 is performed at each "click". The test takes at least about 6 and a maximum of 12 minutes. The heart rate is measured every minute. Use heart rate monitor. It is important to hold on for as long as the steady state is reached, i.e. a maximum of 2 heart rate increases / decreases per minute for 2 minutes. Use the Borg scale from time to time to check the maximum heart rate. Below 12 on the scale, the test is not reliable, and values must not be displayed.

Other physical tests

11 mobility tests; neck, shoulder, chest, torso and hip

4 strength tests; legs, arm / shoulder, back and stomach / torso

1 posture test

1 motor test

1 pc balance test

All tests are clearly described on FMS Posters which are set up on a wall. Suggestions for stretch exercises are also included.

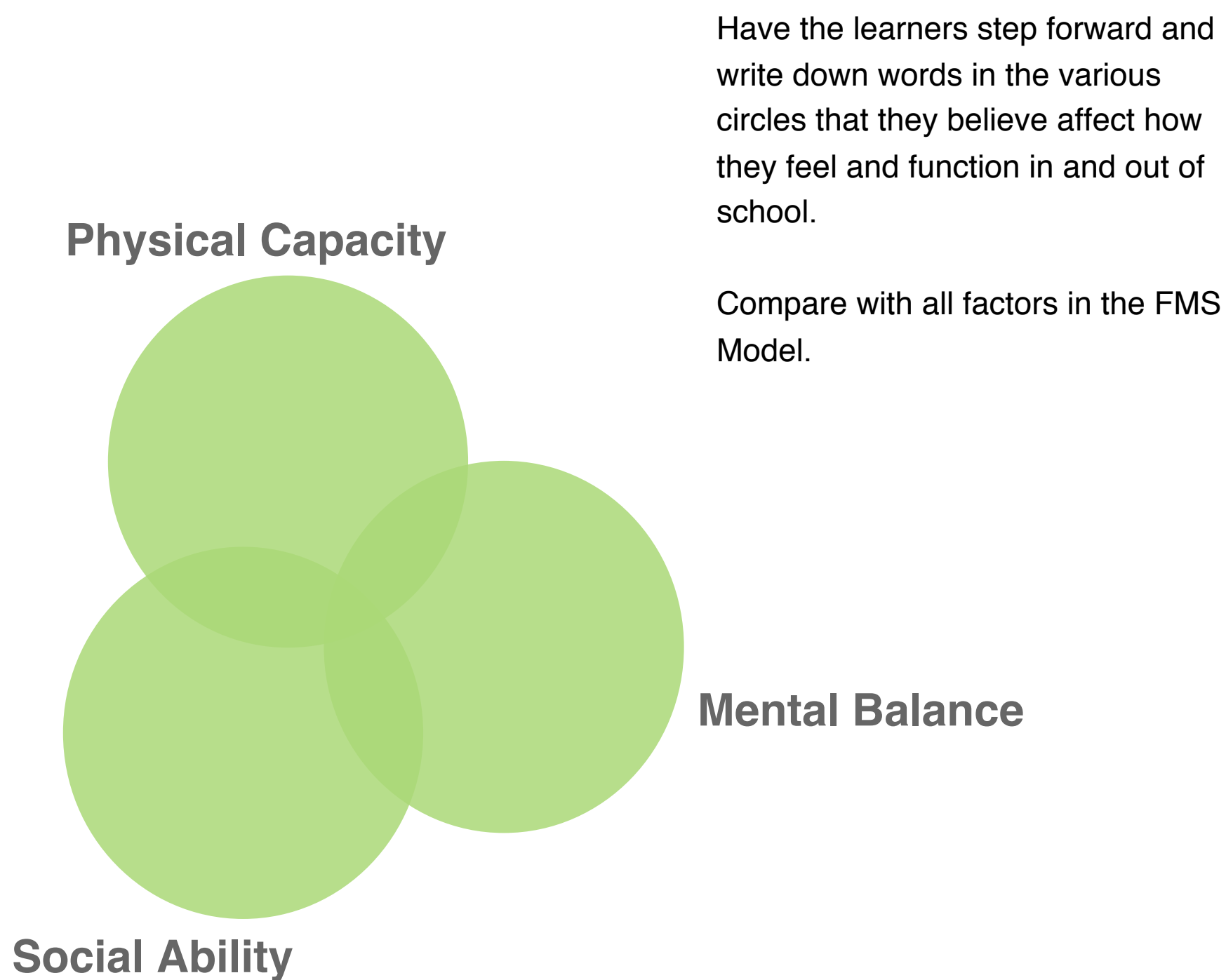
The tests are conducted in the gym or in another suitable area. Either schedule-breaking as the classes flow through the gym and the material is at hand, or at lesson time. Schedule-breaking arrangements have the advantage that the mentors and the learner health have a greater opportunity to be involved in the work. But this requires more planning.



Dialogue and Questions

Preparation exercise for the Lifestyle Analysis

Before going into the Lifestyle Analysis itself, this example of exercise can be good for getting learners familiar with the concepts of Physical Capacity, Mental Balance and Social Ability. Draw three circles on a blackboard, flipchart sheet, smartboard...



The dialogue

The dialogue with the learners can be conducted individually as a learner health interview by the school nurse.

A group discussion has the advantage that it goes faster, and the learners are stimulated to discuss the lifestyle issues. This can be carried out in full class or in small groups. In many schools, these dialogue are held within the subject of sport and health in collaboration with the others who have competence in the health area.

Now tell the learners to do their Lifestyle Analysis that will show what their life looks like right now. It covers the following areas:

- Physical capacity
- Experienced health
- Alcohol, Drugs, Tobacco and Doping
- Eating habits
- Life at leisure
- Life at school

Tell the learners that it is only the school nurse and mentors approved by the learner, who see the individual results. The European legislation protects the learners' privacy.

If the learner has not previously logged in (see instruction under the heading "Learners login"), go to www.fms.se – go to the English version and enter the code you received from the school's FMS administrator or follow the instructions in a mail that you have got to your school mail address. If the learner forgot the password, he/she can click on Forgotten password to get a new one sent to his specified email address.



Questions about Physical Capacity

It is important that learners receive guidance during the dialogue and can ask questions and get clarifications.

Tell the learner to answer all questions about Physical Capacity and STOP when they come to Summary Physical Capacity and give time for questions and discussions.

Here are the questions:

SELF-ASSESSED WEIGHT.

Overweight Underweight Normalweight

TRAINING. How many times a week do you exercise to get breathless (30 min or more)? E.g. running, gym passes, ball sports...

At least 4 times 3 times Twice At most once Never

EVERYDAY ACTIVITIES. How many days per week do you walk, exercise, cycle or otherwise move at least 60 minutes in total?

More than 5 days 5 days 4 days 3 days Less than 3 days

SITTING STILL. Divide the day into three parts: Sleep 8 hours, school-work 8 hours and leisure time 8 hours. So you are awake for 16 hours. How many of these hours do you sit still (trips, lessons, at home, etc.)?

Less than 6 hours 6-7 hours 8-9 hours 10-11 hours More than 11 hours

LIFESTYLE ANALYSIS – Physical Capacity

Feel free to talk about Anders Hansen's picture from his book “Hjärnstark”

Hjärnan, minnet och koncentrationen

Mer fysisk aktivitet och goda levnadsvanor gör att hjärnan utvecklas.

- 1. Amygdala**
Balanserar vår stress.
- 2. Hippocampus**
Hjälper oss minnas
- 3. Frontalloben**
Ger oss förmåga att planera och organisera.
Är vårt kunskapscentrum.



Fysisk aktivitet och sund livsstil ökar proteinet BDNF som förbättrar samarbetet mellan amygdala, hippocampus och frontalloben, vilket ger bättre koncentrationsförmåga och minneskapacitet.

This picture will be translated into English



Questions about Experienced Health

Think carefully before answering the questions and STOP when you come to Summary Experienced Health to allow time for questions and discussions.

Here are the questions:

EXPERIENCED HEALTH. I feel good in life

Always- Almost always- Mostly- Mostly not- Not at all

MY BODY. I am satisfied with my body.

Always- Almost always- Mostly- Mostly not- Not at all

SHOULDER, NECK, BACK. I feel good in my shoulders, neck and back.

Always- Almost always- Mostly- Mostly not- Not at all

REST. I feel well rested.

Always- Almost always- Mostly- Mostly not- Not at all

STOMACH. I am free from ace in my stomach.

Always- Almost always- Mostly- Mostly not- Not at all

HEAD. I am free from headaches.

Always- Almost always- Mostly- Mostly not- Not at all

SLEEP. Number of hours sleep per night?

More than 9 hours- 9 hours- 8 hours- 7 hours- Less than 6 hours

STRESS.I feel free from stress.

Always- Almost always- Mostly- Mostly not- Not at all

Examples of questions to discuss:

- What connection do you think there may be between physical test values and perceived health?
- What significance do different body ideal have for young people's experience of their body?

Questions about Alcohol, Drugs, Tobacco and Doping

The learners answers to the question of drugs are not reported to anyone. It's only there because it's an important issue to talk about. Answer the questions and STOP when you come to Summary Alcohol, Tobacco, Drugs and Doping to allow time for questions and discussions.

Here are the questions:

SMOKING. I don't smoke

I don't smoke- I smoke at parties, I smoke 1-10 cg/day- I smoke 10-20 cg/day- I smoke more than 20 cig/day.

DRUGS. I don't use drugs.

I don't use drugs- I use drugs at parties- I use drugs once a week I use drugs twice a week I use drugs more than twice a week.

ALCOHOL. I don't drink alcohol.

I don't drink alcohol - I drink acohol once a year- I drink alcohol now and then- I drink alcohol every month- I drink alcohol every week.

DOPING.

Do you have a close friend who uses doping drugs? Ja - Nej

Have you tried doping yourself? Ja - Nej

Examples of Questions to discuss:

- The Central Association for Alcohol and Drug Information in Sweden shows that fewer and fewer learners drink alcohol. Why do you think?
- Why are smokers more tired than those who do not smoke?
- How does smoking affect the skin?



Questions about Eating Habits

STOP after the learners have answered the questions to allow time for questions and discussions.

Here are the questions:

EATING HABITS. I eat regularly breakfast, lunch, dinner and some snacks.
Every day - Almost every day - Mostly - Not often - Seldom.

FOOD CONTENTS. I follow the diet circle so that every day I get vitamins, minerals, proteins and carbohydrates.
Every day - Almost every day - Mostly - Not often - Seldom.

FOOD QUANTITY I eat the right amount of food in relation to my physical activities.
Every day- Almost every day - Mostly - Not often - Seldom.

SWEET INTAKE. I have good sweets habits (sweets, cookies, lemonade...)
Every day- Almost every day - Mostly - Not often - Seldom.

ENERGY DRINK. I don't drink energizers.
Correct- Seldom - Not often - Almost every day - Every day.

Suggestion:

- Tell about the diet circle (proteins, vitamins / minerals and carbohydrates).
- Tell about the importance of keeping the blood sugar curve steady and low.

Questions about Life at Leisure

KEEP BALANCE IN LIFE AND YOU WILL GET RID OF STRESS!

STOP after the learners have answered the questions to allow time for questions and discussion.

Here are the questions:

LEISURE INTERESTS. I have leisure interests that give me pleasure, power and recovery.
Very good - Yes good - Rather good - Too demanding - Too few

SCREEN TIME. How many hours of leisure time per day do you spend on your mobile, computer or toad or watching TV?
Less than 30 minutes- ½-1 hour- 1-2 hours- 2-4 hours- More than 4 hours.

FRIENDS. I have good friends that I trust.
Very good – Good- Rather good – Rather bad – None

ADULT RELATIONSHIPS. I have good adult relationships
Very good- Good- Rather good- Rather bad- None.



Questions about Life at school

STOP when you come to Summary of Life at school to allow time for questions and discussion.

Here are the questions:

AMBITION. I have set high knowledge goals.

Very high - High - Rather high - Low - Very low.

ACCOMPLISHMENT. I think I'm reaching my goals.

Completely - Almost completely – Doubtfully - Probably not - Not at all.

FEELING SEEN. I feel that I am seen by my teachers.

Always- Almost always- Mostly- Mostly not- Not at all.

WELLBEING. I enjoy being at school.

Very good - Good- Rather good- Rather bad- Not at all.

SAFETY. I feel safe at school.

Always- Almost always – Mostly - Mostly not - Not at all.

SUPPORT AND STIMULATION. I get the support and stimulation I need.

Very good - Good- Rather good- Rather bad- Not at all.

INFLUENCE. I feel that I can influence things that I am not happy with at school.

Very good - Good- Rather good- Rather bad- Not at all.

SOC- test

This is a SPECIFIC TEST that you as a supervisor decide whether the learner should do or not. The test is used to assess the learners sense of coherence and stress tolerance. Explain the three SOC concepts that Professor Antonovsky found in his study of women in concentration camps and consider how you at your school create the best conditions when it comes to comprehensibility, manageability, and meaningfulness. . Can be a good discussion basis for a work group meeting!

THE QUESTIONS ARE RELATIVELY DIFFICULT AND REQUIRE A GOOD LANGUAGE UNDERSTANDING. ANTONOWSKY DOES NOT ALLOW EXAMPLES IN CONNECTION WHEN EXPLAINING!

LIFESTYLE ANALYSIS – School and SOC

Comprehensibility

means that existence is understandable. This means that there must be a feeling that what happens in life is something so predictable or, if surprises occur, that it is possible to arrange and understand afterwards. Created by:

- predictability
- that information is adapted and in a reasonable amount of learning style
- Assume the learner's current understanding and build on it.
- Gives structure, clear boundaries, rules, stable safe behavior, quickly solving problems.

How do you at your school provide predictability and structure?

Manageability

is about the degree to which one feels that one can meet the demands placed on one in different contexts. Manageability means that you have the tools to meet these requirements. That you do not feel like a victim of the circumstances, or generally think that life treats unfairly. Unfortunate things happen in life but when that happens you will find out. Created by:

- Energy, high activity
- Impulse control
- Self-confidence and correct self-image
- Finding different coping strategies
- Intelligence and creativity
- Mathematical, Linguistic, Social, Visual / Spatial, Intuitive, Musical, Physical Talent

How do you do at your school to create manageability?

Meaningfulness

is about participation, being seen "as a participant in the processes that create one's destiny and one's daily experiences" Created by:

- Participation
- Interest
- Social network
- Belief in the future
- Motivation
- Goal

How do you do at your school to create meaning?

For you as a supervisor It is important to think of the following in a salutary conversation with the aim of increasing the learners SOC:

- Exchange information. Two-way dialogue.
- Increase knowledge. Understanding and increased knowledge.
- Inform and influence decisions. Influence decisions so that they benefit health.
- Changing behavior. Create a will for changed behavior.
- Empowering. Give is empowered to make your own decisions.
- Engaging. Engaging communication.
- Motivating individuals. Motivation.



SOC - test

The following questions are asked to the learners doing the SOC test:

Following are a number of questions concerning different areas of your life. There is a range of answers from 1 to 7.

Mark the number that is nearest to how you feel. 1 and 7 are the most extreme answers. If you agree with the statement at 1, mark box number 1. If you agree with the statement at 7, mark box number 7.

If you feel somewhere in between, mark the box that is nearest to how you feel. Please only mark one box for each question.

1. Do you have a feeling that you don't really care about what's going on around you?
Very rarely or never - Very often
2. Has it happened that you were surprised by the behavior of people you thought you knew well?
Has never happened - Has often happened
3. Has it happened that people you trusted made you disappointed?
Has never happened - Has often happened
4. So far, your life has...
Completely missing goal and meaning - Consistently had goals and meaning
5. Do you often feel unfairly treated?
Very often - Very rarely / never
6. Do you have a feeling that you are in an unfamiliar situation and do not know what to do?
Very often - Very rarely / never

7. Are your daily chores...
A source of pleasure and deep satisfaction - A source of pain and suffering
8. Do you have very conflicting feelings and thoughts?
Very often - Very rarely/never
9. Do you happen to have feelings within you that you would rather not feel?
Very often - Very rarely / never
10. Many people, even those with strong self-esteem, sometimes feel like an "accident bird". How often have you felt that way?
Never - Very often
11. When something has happened, you've usually found that...
You over-or underestimate its importance –
You saw the thing in its proper proportion
12. How often do you feel that there is no meaning to the things you do in your ordinary life?
Very often - Very rarely / never
13. How often do you have feelings that you are not sure you can control?
Very often - Very rarely / never

RESULT OF LIFESTYLE ANALYSIS

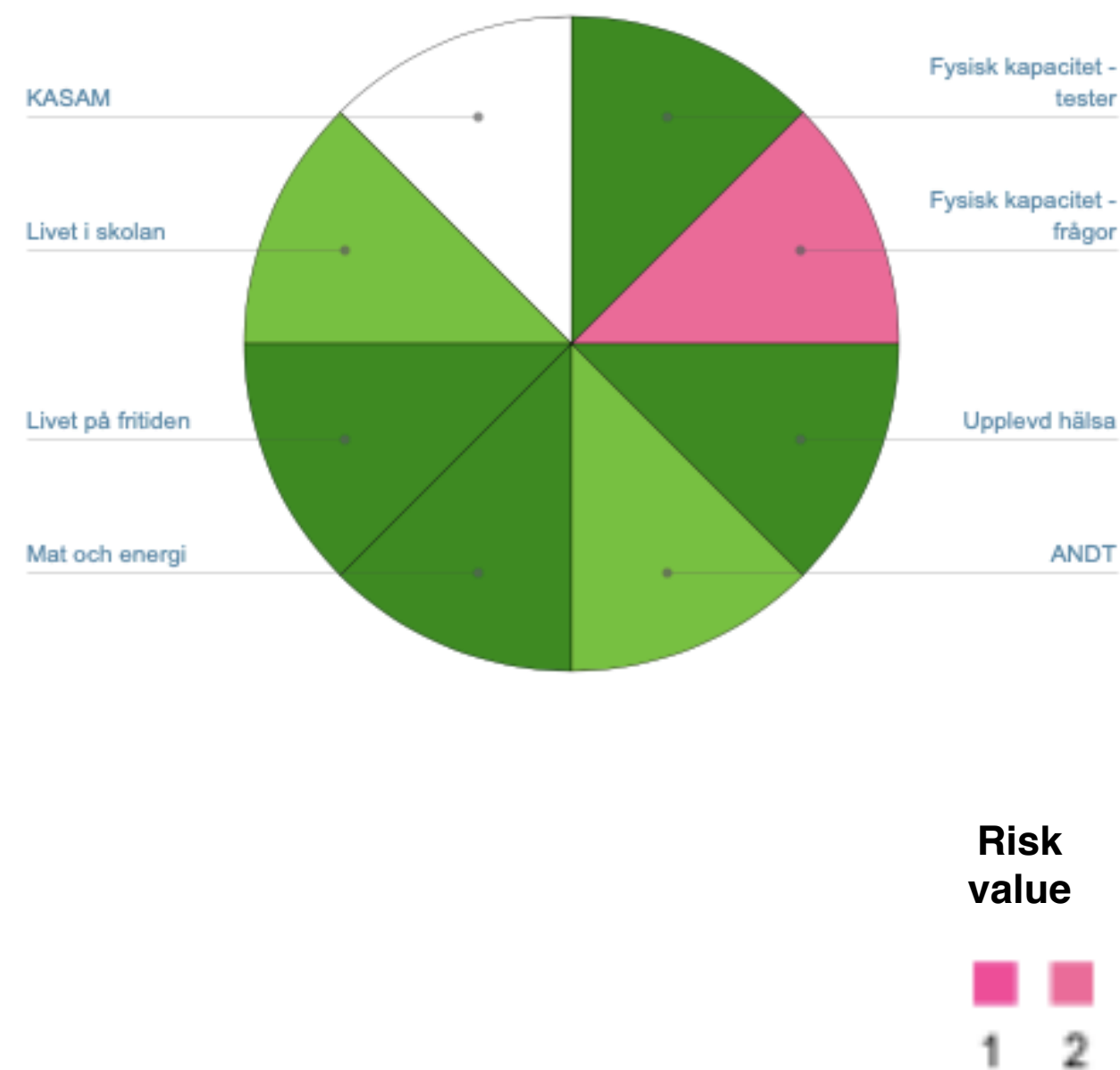
The learner clicks on RESULTS



The result of the whole Lifestyle Analysis is shown as a circle of cake pieces for each area.

One example

The learner in this example has not done the SOC-test.
That's why that cake piece is white.



Instruct the learners to click around the cake pieces in the circle to see more in detail how they responded and what they think affects their lives in a good way. It is a good exercise for the next session in FMS when they will make their own Lifestyle Plan.

The satisfied part in the life today

Now comes a list of everything the learner said he/she is satisfied with.

The learner chooses the 3 factors he/she is most satisfied with and motivates in writing and perhaps orally, how this affects his life.

Styrka mage	Motorik
Energidryck	Sötsaker
Mattnnehåll	Vardagsaktiviteter
Mage	Stress
Trygg i skolan	Sedd
Inflytande	Ambition
Snusning	Fritidsintressen
Trivsel	Alkohol
Rökning	Kamratrelationer
Balans	Rörlighet
Mår i livet	Rygg, axlar, nacke

The learner now goes ahead and
clicks on Lifestyle Plan

MY LIFESTYLE PLAN

These decided improvements will be MY LIFESTYLE GOALS:

So, the most important goals are: (EXAMPLE)

- 1. To increase Physical exercise from 2 to 5.
- 2. To reduce Screen time from 1 till 4.
- 3. To reduce Weight from 1 to 5.

In conclusion, the learners write in their own words WHEN and HOW they shall reach the goals. The result is MY LIFESTYLE PLAN with a structure as follows:

My first goal is to increase physical exercise from 2 to 5.

If I reach goal this it will make the following positive difference for me at school and in my life:IN OWN WORDS

I will start trying to reach this goal..... DATE

I will do this through the following activities: IN OWN WORDS

THEN THE SAME PRECIDURE REGARDING GOAL 2 AND 3.

The learners own their own Lifestyle Plan and are responsible for it. The only person who can see everything in a learners Lifestyle Plan is the school nurse.

A mentor can see the Lifestyle Plan but only if the learner has given permission to it through a click on the mentor's name in the WebApp. In such cases it is recommended that the Lifestyle Plan is included in the development discussions hold by the mentor together with the learner.

LIFESTYLE PLAN



Here comes a list of what the learners said during the analysis regarding what they want to improve.

The learners now chooses three areas that they believe have the greatest impact on making their life even better.

Sorry the text below is an image in Swedish

Styrka arm/skuldra	
Styrka rygg	
Styrka ben	
Hållning	
Matmängd	
Matvanor	
Fysisk träning	X
Pigg och utvilad	
Sömn antal timmar	
Skärmtid	X
Stöd & stimulans	
Prestation	
Stillasittande	
Vuxenrelationer	
Kroppsupplevelse	
Kondition	
Vikt	X
Upplevd fys kapacitet	

For each area of improvement, the learners decide the number they want to reach.

Välj målbild 2

Risk

Frisk

1

2

3

4

5

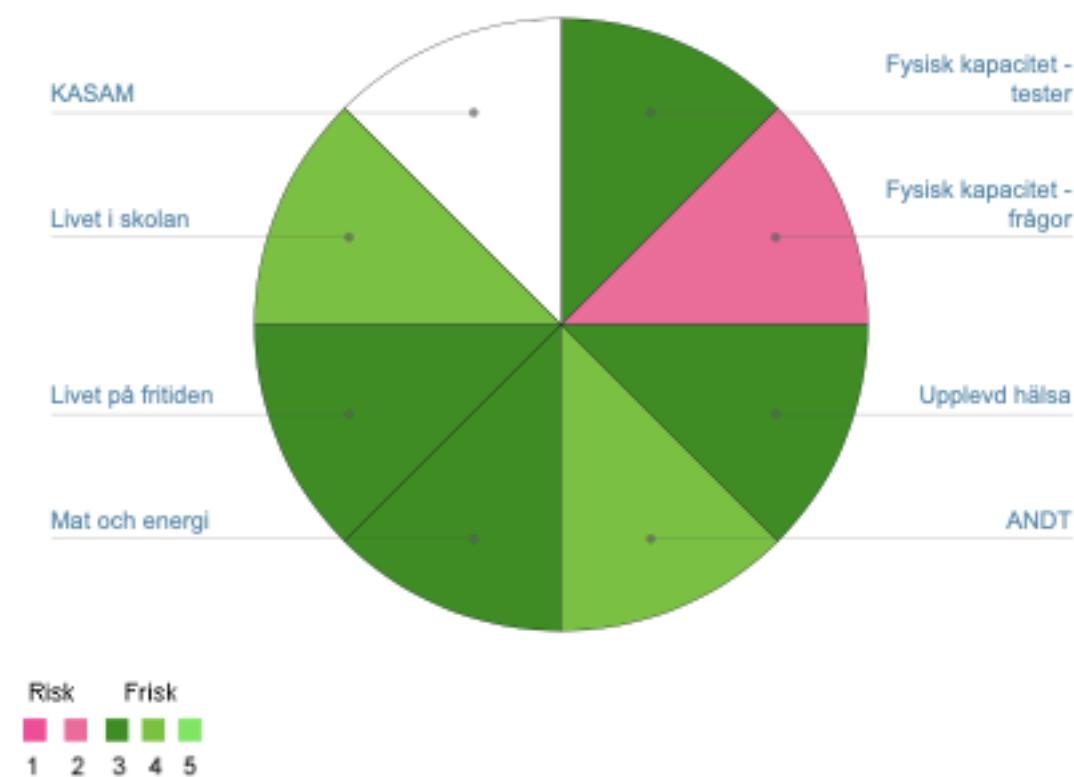
Sätt värde

MY LIFESTYLE PLAN

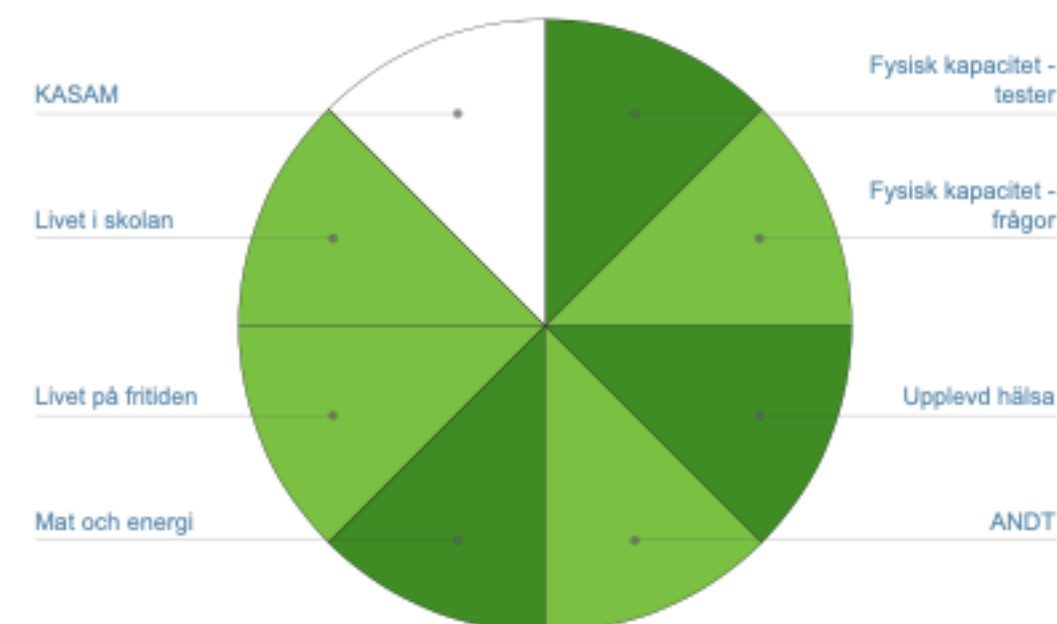


To stimulate the learners to reach their goals, the current position and the desired position is shown in the circles.

MY LIFE TODAY



MY LIFE WHEN I HAVE REACHED THE GOALS



The Lifestyle Plan as a whole can be PRINTED and the following can be seen:

This I am satisfied with:

- 1.
- 2.
- 3.

This I Have decided to improve (My Lifestyle Goals):

- 1.
- 2.
- 3.

These are my decided activities to reach the goals:

- 1.
- 2.
3. Maybe more.

This is what I expect to achieve at school and in life when reaching my goals:

- 1.
- 2.
- 3.

When working through the FMS Digital WebApp I hope you could discover exciting things about the value of a good lifestyle including a lot of physical activity!

If any questions, please contact me
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Warm greetings.

Acki Wästlund
Founder of the Swedish FMS Model for increased physical activities and a healthy lifestyle.

