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SHAPING LIFE

Healthy Lifestyle Intervention Program for Adults



Summary



Methodology



21 exercises to cope with Anxiety

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FIGHT, FLIGHT OR FREEZE MECHANISM

VICIOUS CIRCLE OF THE DISTRESSED THINKING

TRUTH AND MYTHS ABOUT ANXIETY

FACTS ABOUT ANXIETY

RUMINATION TIPS

BEST POSSIBLE OUTCOME

QUESTION THE THOUGHT "FAILURE = CATASTROPHE"

QUESTION THE THOUGHT "FAILURE = NEVER GOING TO SUCCEED"

QUESTION THE THOUGHT "FAILURE IS JUST FOR LOSERS"

IDENTIFY WHEN YOU ARE RUMINATING

REDUCE SELF-CRITICISM

SWITCH FROM A PERFORMANCE FOCUS TO A MASTERY FOCUS

PRACTICE TOLERATING UNCERTAINTY

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MINDFULNESS - OPEN AWARENESS

PROGRESSIVE MUSCLE RELAXATION

WORRY TIME

THE THOUGHT RECORD



21 exercises to cope with Depression

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LIFE CONTEXT EVALUATION

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THE PORTRAIT OF THE INNER CRITIC

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BEATING YOUR MONSTERS

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Methodology

The "Shaping Life: Innovative pathways for a healthy lifestyle in adult education" methodology was created with the aim of providing a suitable framework for the development of some life skills useful in finding balance and a healthy lifestyle of adults.

The topics addressed within this methodology were thought in such a way as to respond to the needs of adults and at the same time were also identified as problematic in the moment this project was conceived - the post-pandemic period.

These topics are:

- Anxiety
- Depression
- Burnout
- Parenting
- Career planning

The methodology used to approach the 5 themes is the support group, in which a facilitator - specialist in adult education (psychologist, psychotherapist, personal development counselor, coach, facilitator, mentor, etc.) guides the personal development process in a supportive way, non- directive and collaborative, to facilitate solving the problems encountered by adults in the 5 areas of life.

The support group, as a methodology, has some essential features, which we took into account when designing the activities. A support group, or a social support group is a group of people who are led by a professional and come together with a goal of overcoming or coping with a shared problem. With the leadership of the professional, they share help, comfort, encouragement, advice and guidance to face their challenges together.

Methodology

The leader of the group is generally trained to provide support to them.

Support groups can help the participants in many ways by:

- Showing that they are not alone
- Providing emotional and social support
- Helping them to develop new skills and adjust to their situation
- Allowing them to share information about their situation and how they feel
- Discussing things like symptoms, treatment and side effects
- Offering advice and a place to learn from others
- Improving motivation

The way in which these principles were implemented in the "Shaping Life: Innovative pathways for a healthy lifestyle in adult education" project involved several stages:

Stage 1. Creating exercises for support group meetings. For each of the 5 topics, the project team created 21 personal development exercises, each containing objectives, description, questions for debriefing, necessary materials, required time and annexes for the facilitator, in order to implement the activity.

Stage 2. The training of the facilitators was carried out by the project team, in order to explain both the content and the theoretical framework, as well as the exercises and their implementation method. The training of a group of 10 facilitators can be organized in 3 working days, and training curriculum templates for support group facilitators are available on the project website.

Methodology

Stage 3. The implementation of the activities also had several parts:

- Selection of participants of support groups - an efficient support group has a relatively small number of participants (between 8 and 12 participants), and these are maintained throughout the program. The exercises in this toolkit are adapted for an average number of 10 people, but depending on the number of participants, the facilitator can create his own meeting setting.
- Evaluation of the lifestyle and current well-being, as well as the problematic areas of life, for the participants of a group. Within the project, a questionnaire was developed in this sense, which can be found in the Annexes
- Establishing the meetings of the support group and the topics addressed. Depending on the results of the applied questionnaire, the facilitator decides the proportion in which he includes the 5 topics in the exercises of the support group. 2, 3 or even all 5 topics can be chosen, depending on needs, in a different proportion. The present toolkit is in the form of a collection of exercises, each topic having initial exercises (assessment, first contact with specific concepts), intervention (exercises that stimulate the change) and final assessment or follow-up (exercises for monitoring progress and future projection of the new lifestyle and the changes started in this process). The facilitator can establish a number of meetings and their frequency, depending on the needs of the group. During the testing phase, different settings were established in each country, but the recommended frequency is at a distance of 1-2 weeks for groups with urgent needs or even once a month, for groups mainly focused on the area of personal development. Between the physical meetings (or online, as the case may be), a communication group can be established with the participants, in which the facilitator can motivate the change, attach different materials and the participants, in turn, if they feel the need, share different aspects.

Methodology

- Running the support group meetings - the facilitator, depending on the established topics, the duration of the meetings and their frequency, as well as the needs of the group, establishes the exercises he does, as well as those he gives as a theme between meetings (some exercises can be also done individually, so participants can do them between meetings). It is important that during the work sessions, the basic principles (mentioned previously) of the support group are taken into account, the specifics being the creation of a safe space for sharing and leaving enough time for this stage. Thus, a maximum of 3-4 exercises/meeting are recommended, depending on the time required for their implementation.
- The final evaluation and feedback from the participants is carried out with two tools - the reapplying of the lifestyle assessment questionnaire (the facilitator analyzing, even together with the participants, the differences compared to the initial application) and the impact measurement questionnaire (which can be applied after 2 -3 months, so as to measure the medium-term impact of the program).

Stage 4. Impact evaluation - is a stage carried out by the facilitator and has as its main purpose the measurement of the impact that the carried out activities had on the participants. It can be done by analyzing all the applied questionnaires, as well as from the observation sheets during the sessions. Thus, after running all the sessions with a group, the facilitator can create a report, which contains the topics addressed, the exercises implemented, the observations regarding the adaptation of these exercises to the respective group, the materials used in addition to those present in the toolkit, the impact obtained and of course, last but not least, the impact on himself, both professionally and personally. Within each exercise described in the toolkit, the facilitators have a space dedicated to these notes.

21 exercises to cope with Anxiety

A.I. What is anxiety?

Exercise 1

Exercise 2

Exercise 4

Exercise 5

A.II. Anxiety Awareness and Change

Exercise 3 Exercise 9 Exercise 12

Exercise 6 Exercise 10 Exercise 13

Exercise 7 Exercise 11 Exercise 14

Exercise 8

A.III. Coping Tools

Exercise 15 Exercise 19

Exercise 16 Exercise 20

Exercise 17 Exercise 21

Exercise 18



TARGET GROUP

Adults



OBJECTIVES

Self-assessment of anxiety signs



NUMBER OF PARTICIPANT

Individual/any number



TIME

3-5 minutes

1

ANXIETY SIGNS

Any participant will reflect over the following particular signs in order to identify some anxiety signs:

- Does any of this sound familiar?
- You overthink before taking action.
- You're prone to making negative predictions.
- You worry about the worst that could happen.
- You take negative feedback very hard.
- You're self-critical.
- Anything less than extraordinary performance feels like failure.

If yes, you're not alone, and you're probably suffering from some degree of anxiety.

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

The debriefing will include the distinction between fear and anxiety and the way in which anxiety becomes a blockage to usual life.



RECOMMENDATIONS AND TIPS

Recommendations for the space
Chairs in circle arrangements.

VARIATION PROPOSALS/ ADAPTATIONS

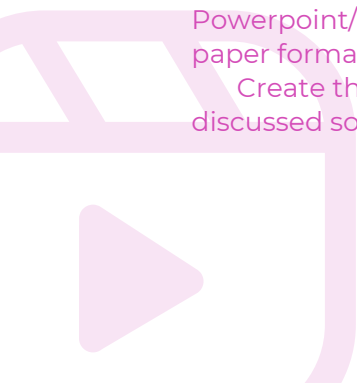
NOTES

MATERIALS/ ANNEXES:

Powerpoint/canva slides or could be in the paper format

Create the proper atmosphere in order to be discussed some personal issues

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

Discrimination between different types of survival mechanisms



NUMBER OF PARTICIPANT

10-20, but in groups of 3-5



TIME

20 minutes

2

FIGHT, FLIGHT OR FREEZE MECHANISM

First the participants will watch a short video which describes the differences between the three types of survival mechanisms.

Secondly, they will discuss and classify the major characteristics of each type of survival mechanism

[The Fight Flight Freeze Response - YouTube](#)



Materials/ annexes

- Videoprojector /interactive display
- Flipchart sheets and markers

Space setup

Circle arrangement for the beginning, then the participants will group in 3-4 depending on the overall number.

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

The accent will be on the modality in which anxiety is built on the types of survival mechanisms.



RECOMMENDATIONS AND TIPS

Recommendations for the space

- Circle arrangement for the beginning, then the participants will group in 3-4 depending on the overall number.

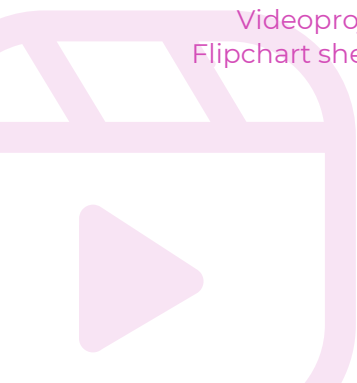
VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Videoprojector/interactive display
Flipchart sheets and markers

BIBLIOGRAPHY





TARGET GROUP

Adults



NUMBER OF PARTICIPANT

10-30



OBJECTIVES

Identifying the circularity of the anxiety's vicious circle of thinking and the core



TIME

10-15 minutes

3

VICIOUS CIRCLE OF THE DISTRESSED THINKING

Participants should order the statements written on pieces of paper to understand the structure of the vicious circle of anxiety:

For example:

- They feel their heart thumping, and their breathing gets faster.
- Automatically they believe 'it's panic—what if I can't manage it?'
- Their underlying presumption causes them to think 'I should have the ability to handle it.'
- Their core belief causes them to think 'I'm worthless, I can't manage it, I need to go out.'
- They then leave the scene because they believe they can't handle the panic.
- This reinforces their belief that they are useless, and the circle is all set for another spin the next time.

In the second part of the exercise participants will have to deepen their understanding of personal beliefs, exemplifying some statements corresponding to the types requested.

Unfavorable core beliefs are often related to achievement, reputation, control or trust.

Achievement

'I have to do whatever completely otherwise I'm a failure.'

Acceptability

'Everybody needs to be pleased with me or else I'm not good enough.'

Trust

'If I trust, I will be hurt.'

Control

'If I request for help I'm weak' or 'if I feel anxious I'm losing control.'

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

Participants will have to use their creativity and spirit of observation to identify personal or other statements to become aware of decisions made against the background of an anxious state.



RECOMMENDATIONS AND TIPS

Recommendations for the space:

- Micro-group arrangement

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Written pieces of paper, flipchart paper, pens

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

To be able to argue the different perspectives on anxiety



NUMBER OF PARTICIPANT

10-30



TIME

20-30 minutes

4

TRUTH AND MYTHS ABOUT ANXIETY

The participants will be divided into groups of 4-5 and, after prior training, they will have to argue in front of the others the statement about anxiety they received.

Examples of statements:



Myth?

Anxiety is normal



Myth?

Anxiety is dangerous



Myth

Anxiety leads to serious health problem



Myth?

Anxiety is a problem



Myth?

Anxiety must be cured in order to be happy



Myth?

Anxiety is part of everyday life .

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

It is extremely useful for the structuring of the discourse to be done through team effort and personal self-reflection, because this is how the concept and implications of anxiety are clarified in the participants' minds.



RECOMMENDATIONS AND TIPS

Recommendations for the space:

- Micro-group arrangement

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Written pieces of paper, flipchart paper, pens

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

Awareness of realities from the perspective of body functionality



NUMBER OF PARTICIPANT

10-30



TIME

15 minutes

5

FACTS ABOUT ANXIETY

The participants will be divided into groups of 4-5, they will individually and creatively create cards with facts related to anxiety / panic attack that they will then interpret as expressively as possible, in turn, in the group to which they belong.

Examples of facts:

Fact

Panic attacks can not cause any real harm

Fact

You cannot die from a panic attack

Fact

You will not faint during a panic attack

Fact

There is no danger present

Fact

There is no risk of having a heart attack

Fact

There is nothing to be embarrassed about

Fact

This will not last forever and will be over soon

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

These statements will serve as permanent anchors to which people experiencing anxiety can have continuous access and will begin to be part of their current reality.



RECOMMENDATIONS AND TIPS

Recommendations for the space:

- Micro-group arrangement

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Written pieces of paper, flipchart paper, pens

BIBLIOGRAPHY





TARGET GROUP

Adults



NUMBER OF PARTICIPANT

10-30



OBJECTIVES

Understanding the rumination process and exercising some tips to stop it



TIME

20 minutes

6

RUMINATION TIPS

In groups of 4 or five, each participant will receive a tip for interrupting the rumination process and they have to present in their own words to their teammates.

1. **Utilise demonstrated processes to limit or prevent overthinking.** Astonishingly, among the very simple ones have become the best. Distract yourself. Opt to divert the mind to another person, rather engrossing and intensive, or positive and interesting. Instead, a few folks are imagining a stop sign and talking about themselves in their thoughts, or whether the situation makes it out loud, "the word, "cease!" whenever they end up ruminating.

2. **Stop trying perfection.** Discover to laugh at problems and mistakes, expect human mistakes and locate the absurdity and comedy inside them since they occur. Assume people's lifestyles are very busy, and there are most likely alternative explanations for that which might be regarded as a snub or power play. Realize that almost all of the time that it's not about you.

3. **Avoid activities.** Stay off, or even limit your own time just as far as you possibly can with situations or people that ordinarily lead you to believe unwanted and overthinking. Identify who and exactly what people are, and the way you're able to decrease your experience of all those causes.

4. **Proceed for "flow"** to find regions of one's own life, while it's shooting hoops, playing with the piano, writing, running or biking, which you just become absorbed so you lose yourself to each of additional notions. Schedule time to get all those tasks that make a stream on your life each week, each day if at all possible.

5. **Practice, practice, practice!** Eventually, decide on a couple of these strategies and clinic, practice, practice. Research demonstrates that it requires a great deal of exercise to "hardwire" a brand new custom, so be gentle on your own and just continue using your brand new strategies and redirecting your ideas once you capture yourself into an overthinking manner. With practice and time, you should wind up both more challenging and more efficient.

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

Presenting others is a way to internalize a process and fix it in long-term memory.



RECOMMENDATIONS AND TIPS

Recommendations for the space:

- Micro-group arrangement

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Pieces of paper with tips

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

Transforming negative prediction
with alternative thinking



NUMBER OF PARTICIPANT

10-30



TIME

25-30 minutes

7 BEST POSSIBLE OUTCOME

Participants will work in pairs on a range of potentially anxious situations, generating results that involve fear/failure and others that represent possible alternatives.

Whenever you're feeling anxious, use this feeling as your cue to practice articulating your negative prediction and an alternative. Try prompting yourself to think of the best possible outcome, instead of just the worst. You don't need to completely eliminate your fear; you just need to consider the different possibilities side by side, in an evenhanded way.

For an action you'd like to take, try articulating both your feared negative outcome and an alternative possible outcome, just like the painting-the-walls example. If you practice this skill a lot, it will start to become a habit.

Feared outcome

.....

Alternative outcome

.....

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

When you're attempting to shift your thoughts, picking a new thought that you want to strengthen is essential. Think of changing a thought as like attempting to change a habit: When you change a habit, you don't so much break a bad habit as build up and strengthen a new one. When you practice entertaining new thoughts, eventually those new thoughts will start to become more automatic. In situations that used to trigger your old thoughts, now the new thought will also be triggered.



RECOMMENDATIONS AND TIPS

The potential situation can be generated also by participants.

Recommendations for the space
Work in pairs arrangement

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Pieces of papers with potential situations

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

Distinguishing between failure
and catastrophe



NUMBER OF PARTICIPANT

10-30



TIME

15-20 minutes

8

QUESTION THE THOUGHT "FAILURE = CATASTROPHE"

Sometimes when you predict you'll experience a negative outcome, that prediction comes true. However, in reality, the vast majority of failures aren't catastrophes. When failure could result in a genuine catastrophe (for example, you're investing \$100,000), that's a good reason to proceed very cautiously. However, you'll experience more success if you can distinguish between those situations and noncritical failures and mistakes.

Experiment:

Think of something that your anxious mind is currently labeling as "would be a catastrophe." Possible examples include being told no, getting negative feedback, performing less than exceptionally well, or investing small amounts of money without getting a return. Where you're currently catastrophizing failure, try generating an alternative thought that you'd like to strengthen.

For example:

OLD thought: "Attempting to do X and regretting it would be a disaster."

NEW thought: "Attempting to do X and regretting it would be upsetting, but tolerable."

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION



RECOMMENDATIONS AND TIPS

Recommendations for the space

- Circle arrangements

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Paper, pens

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

Developing a growth mindset in order to address anxiety



NUMBER OF PARTICIPANT

10-30



TIME

15-20 minutes

9 QUESTION THE THOUGHT "FAILURE=NEVER GOING TO SUCCEED"

Participants will first reflect individually on a situation in which they succeeded, although initially it was a failure. Then they will share in pairs the situation and the lesson learned.

Try the following thought exercises to start shifting toward a growth mindset.

1. Have you had any past experiences where you ended up succeeding after initial failure?

List one.

2. Identify one area in which you have a fixed mindset. It should be a skill/capacity you see as important to your success, where you see yourself as not as good as you'd like to be, and where you see that skill/capacity as fixed.

3. Identify a new growth mindset that you'd like to strengthen. For example, your old fixed mindset might be "I'm no good at negotiating." Your new mindset might be "I can improve at negotiating through practicing in a way that's a good fit with my temperament and values."

OLD thought

.....

NEW thought

.....

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

Anxiety tends to make people think in dichotomous, either/or terms. A common example is seeing success and failure as the only two potential end points, rather than seeing a zigzagging path toward success that is dotted with failures along the way. Overcoming excessive hesitancy means learning to see failure as part of the path to eventual success. To develop more tolerance of failure, you'll need what's called a growth mindset. A growth mindset means you believe you can improve your capabilities through the right kinds of practice. The alternative to a growth mindset is termed a fixed mindset. If you have a fixed mindset, you believe your capacities are fixed. People who have fixed mindsets are excessively scared of failure because they believe they can't improve. There's lots of research showing that people who have a growth mindset achieve more than people who have a fixed mindset. The good news: People can successfully shift from fixed to growth mindsets.



RECOMMENDATIONS AND TIPS

Recommendations for the space

- Circle arrangements, then in pairs.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Exercise's tasks can be exposed on a flipchart or Powerpoint presentations/Interactive display

BIBLIOGRAPHY





TARGET GROUP

Adults



NUMBER OF PARTICIPANT

10-30



OBJECTIVES

Relativization of the conception
of failure and avoidance of
generalization on the whole being



TIME

15-20 minutes

10

QUESTION THE THOUGHT "FAILURE IS JUST FOR LOSERS"

The participants will think of a highly successful person they admire. It can be anyone, from a well-known personality to someone they actually know. Then they will try to present guided by following questions:

What failures has this person experienced in areas where he or she is generally successful?

- Has a businessperson you admire made some bad investments?
- Has your favorite actor made a movie that lost money?
- Has your favorite musician had an album flop?

They may be able to think of examples of failures off the top of their head, or they may need to do some online research or read a biography of that person. They have to make sure the examples are relevant to the person's core domain of success. A superstar chef opening a restaurant and failing is more relevant than an actor opening a restaurant and failing.

Then they will group in 4-5 people and they present that relevant person and after they've done the reflection exercise, they will ask others, "What's an alternative thought that's more realistic and less harsh than 'Failure is just for losers'?"

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

A failure-related thinking error that anxious perfectionists sometimes make is thinking that failure is just for losers. If you have this thinking bias, you can reflect on it, in this exercise.



RECOMMENDATIONS AND TIPS

Recommendations for the space

- Circle arrangements, then in pairs.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Exercise's tasks can be exposed on a flipchart or Powerpoint presentations/Interactive display

BIBLIOGRAPHY





TARGET GROUP

Adults



NUMBER OF PARTICIPANT

10-30



OBJECTIVES

Relativization of the conception
of failure and avoidance of
generalization on the whole being



TIME

15-20 minutes

11

IDENTIFY WHEN YOU ARE RUMINATING

The exercise is designed to improve your ability to detect rumination.

Write down a list of the different topics of rumination you're prone to. Use the following ideas to brainstorm, or just fill in the blanks:

- Replaying conversations with people in power positions in your life.
- For example, replaying conversations, including email conversations, with [insert names of people]..... .
- Replaying memories of experiences of failure from the past. For example,..... .
- Thinking about ways in which you're not as perfect as you'd like to be. For example, thinking you're not as good at..... as you'd like.
- Thinking about things you should be doing to be more successful, such as..... .
- Thinking about whether you're too much of a loser to ever have success and happiness.
- Replaying small errors you've made, such as..... .
- Thinking about the path not taken, such as..... .

Participants will respond individually to tasks and fill in with personal examples. Then they will share in pairs, capturing the nature of ruminations different from ordinary thinking.

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

To reduce your rumination, you're first going to need to identify it. Ruminating can sometimes be a bit like daydreaming, in that people often get lost in rumination without realizing they're doing it.



RECOMMENDATIONS AND TIPS

Recommendations for the space

Pair work arrangements

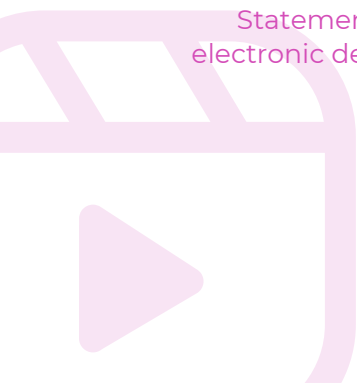
VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Statements written on flipchart sheet or electronic devices.

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

To practice self-compassion as
an alternative to self-criticism



NUMBER OF PARTICIPANT

10-30



TIME

20-25 minutes

12

REDUCE SELF-CRITICISM

Reducing self-criticism is a critical part of reducing rumination. Self-criticism is a fuel source for your rumination fire. People use self-criticism to try to encourage themselves to do better in the future. However, harsh self-criticism doesn't help you move forward because it isn't a very effective motivational tool, especially if you're already ruminating.

There are two versions of this exercise—one that involves thinking about a past mistake and another that involves thinking about something you perceive as a major weakness. Identify a mistake or weakness that you want to focus on, and then write for three minutes using the following instructions: *"Imagine that you are talking to yourself about this weakness (or mistake) from a compassionate and understanding perspective. What would you say?"*

This can be experienced now, or store it away for a future situation in which you find yourself ruminating about a mistake or weakness.

Each participant will write a compassionate letter to themselves regarding a rumination about a mistake/weakness.

Then they will share it in pairs.

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

People who are in a pattern of trying to use self-criticism as motivation often fear that reducing it will make them lazy. It won't. In fact, giving yourself a compassionate rather than a critical message will often lead to working harder. Giving yourself a simple "don't be too hard on yourself" message will propel you toward taking useful problem-solving steps. Acknowledging the emotions you're feeling (such as embarrassed, disappointed, upset) and then giving yourself compassion will lead to you making better choices than criticizing yourself will. Self-compassion will give you the mental space you need to make



RECOMMENDATIONS AND TIPS

Recommendations for the space

Pair work arrangements

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Recommendations for the space

Pair work arrangement

Materials/ annexes

Paper, pens for letter

BIBLIOGRAPHY





TARGET GROUP

Adults



NUMBER OF PARTICIPANT

10-30



OBJECTIVES

Release from the pressure of
performance/perfectionism in
managing anxiety.



TIME

20-30 minutes

13

SWITCH FROM A PERFORMANCE FOCUS TO A MASTERY FOCUS

First, participants will decide on a skill they want to develop, in the form of a goal.

What's your most important mastery goal right now? Then, they will complete this sentence:

"My goal is to master the skills involved in ."

Based on the mastery goal they picked, they will answer the following questions. They have to make their answers as specific as possible. How would people with your mastery goal:

1. React to mistakes, setbacks, disappointments, and negative moods?
2. Prioritize which tasks they work on? What types of tasks would they deprioritize?
3. React when they'd sunk a lot of time into something and then realized a particular strategy or idea didn't have the potential they'd hoped it would?
4. Ensure they were optimizing their learning and skill acquisition?
5. React when they feel anxious?

Then, they will share in pairs.

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

There's a way to keep your standards high but avoid the problems that come from perfectionism. If you can shift your thinking from a performance focus to a mastery focus, you'll become less fearful, more resilient, and more open to good, new ideas.



RECOMMENDATIONS AND TIPS

Recommendations for the space

Pair work arrangements

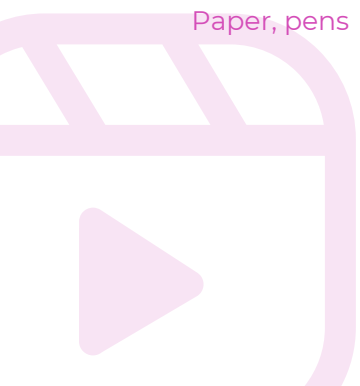
VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Paper, pens

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

Creating a higher uncertainty
tolerance threshold



NUMBER OF PARTICIPANT

10-30



TIME

20-25 minutes

14

PRACTICE TOLERATING UNCERTAINTY

Participants will be given the following task for reflection and resolution:

Look for opportunities to try taking action when you're not 100% certain of success.

Gradually experiment with this over the coming months as opportunities come up.

The more you learn from experience that you're capable of doing this, the easier it will become.

Taking action swiftly will start to feel more natural.

When an opportunity to act with uncertainty comes up, articulate the potential upsides of taking action:

- It could work out well.
- If it doesn't work out well, I'll move my thinking forward by seeing that the idea didn't work.
- I won't have to think about the decision anymore.

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

Changing tolerance to uncertainty can be part of a daily workout that increases awareness of the need for change, stepping into the unknown and, consequently, lowering anxiety levels.



RECOMMENDATIONS AND TIPS

Recommendations for the space

- Circle arrangements

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Paper, pens

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

To understand the need of
homeostasis of life stages



NUMBER OF PARTICIPANT

10-30



TIME

20-30 minutes

15

Self Care/SPEMS

The participants will have to represent in a creative way their life buckets and if they are not full or they are not in equilibrium, they will find different modalities to fill them out.

Self Care underlies healthy living in general, and it is particularly relevant for your mental health. Within the Adult Educator Manual we divide Self Care into five domains. These domains can be thought of as buckets that need filling. We are at our best when our buckets are full, or nearly full, but it takes work to keep them that way. When we are feeling low, or our anxiety is high, it may be because our buckets are low or—in some cases— empty.

Social Self Care

The Social bucket has to do with people around you, and the connections that you have with them. “People” can refer to pretty much anybody that you have a relationship with; they can be friends, classmates, or family members.

Physical Self Care

The Physical bucket takes a look at the body, and ensures that healthy care habits are happening. This bucket is primarily focused on physical activity, nutrition, and rest/sleep

Emotional Self Care

The Emotional bucket is often forgotten. The important part of this bucket is to ensure that you are giving yourself space and permission to feel a range of emotions—both ‘positive’ and ‘negative’.

Mental Self Care

The Mental bucket is about both activating and relaxing your brain. Obviously, you need to have time in your schedule as a student/employee to focus on academics/job; however, life still exists outside of school/profession.

Spiritual Self Care

The Spiritual bucket is about recognizing things outside of yourself and your own day-to-day life. This is often the most difficult bucket to define, as spirituality can mean so many different things, and it’s important to note that it can—but does not necessarily—mean religion.

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

It's important to look at all five buckets; it's typical to lose sight of one or two of the buckets every once in a while, and these are often the ones that need filling the most!



RECOMMENDATIONS AND TIPS

Recommendations for the space

- Circle arrangements

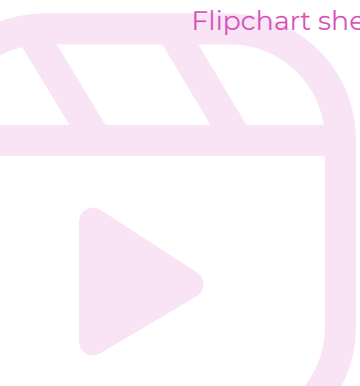
VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Flipchart sheets

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

Learning a breathing technique to lower anxiety



NUMBER OF PARTICIPANT

10-30



TIME

20 minutes

16

DEEP BREATHING

Deep breathing, diaphragmatic breathing, or box breathing are all commonly-used names for this tool in this Manual. The purpose of this exercise is to hit the brake pedal on stress, or activate the parasympathetic nervous system to calm our body's fight-or-flight response.

1. Lie down or sit in a comfortable chair, maintaining good posture. Your body should be as relaxed as possible. Close your eyes. Scan your body for tension.
2. Find a quiet space where you won't be interrupted.
3. Start out by simply bringing your attention to your breathing. Place one hand on your abdomen, and one hand on your chest. When we are anxious, our breathing tends to be quick and shallow. If you are engaging in shallow breathing, the hand on your chest is the one more likely to be moving up and down. Notice which hand is moving, and how fast it is moving.
4. Begin by taking a slow, easy, mindful breath in, through your nose, gently pulling the air deep down into your abdomen. You should feel your abdomen rise with this inhalation and your chest should only move a little. Inhale for a count of 5.
5. Hold that breath deep in your lungs for a count of two.
6. Slowly exhale, making sure to keep your mouth, jaw, and tongue relaxed. Exhale for a count of 5-7. Notice which hand is moving (the one on your chest, or your abdomen?). As all of the air is released with exhalation, gently contract your abdominal muscles to completely empty your lungs of all air. It is important to remember that we deepen our breath by completely emptying our lungs on an exhale, not by filling them with more air on an inhale.
7. Repeat.

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

Participants will be encouraged to observe and share the changes produced in the body and in the emotional state after practicing this type of breathing.



RECOMMENDATIONS AND TIPS

Recommendations for the space

- Circle arrangements

VARIATION PROPOSALS/ ADAPTATIONS

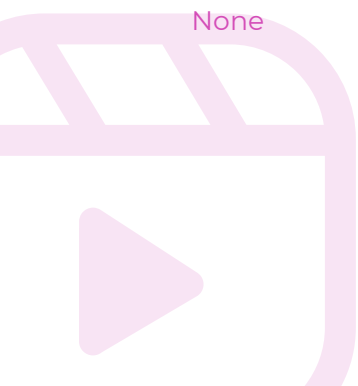
The breathing technique can be accompanied by appropriate music.

NOTES

MATERIALS/ ANNEXES:

None

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

To practice mindful awareness
allowing using all senses



NUMBER OF PARTICIPANT

10-30



TIME

20-25 minutes

17

MINDFULNESS - MINDFUL EATING

The exercise will consist of 2 stages: mindfully eating an orange, and then sharing the state of presence with the other participants.

1. Set your timer for 10 minutes. Make sure the immediate environment is distraction- free. Put away your cell phone and turn off the television.
2. Hold an orange in your hands, gently cupping it to feel its round shape and experience its weight.
3. Rub your fingertips along the peel and observe the subtle, rubbery texture.
4. Pierce it with your fingernail to open it. Feel the juice run onto your finger.
5. Lift it to your nose, watching the orange come close, and breathe in deeply, reveling in the scent.
6. Put your tongue on the exposed part of the fruit and let a bit of juice settle on your tongue. Note the feel of the liquid and the taste of the juice.
7. Now, peel it completely. Rub the peel between your fingertips and note the contrast between the outside and inside. Feel the stickiness of the juice.
8. Listen to the sound the orange makes as you gently separate the segments.
9. Visually explore the nuances of color, the textured lines, and the small white seeds.
10. Eat the orange slowly, taking small bites out of each segment and chewing and swallowing deliberately.

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

How does it feel in your hands?
Your mouth? How does it taste?



RECOMMENDATIONS AND TIPS

Recommendations for the space

- Circle arrangements

VARIATION PROPOSALS/ ADAPTATIONS

Can be used any fruit, aliment

NOTES

MATERIALS/ ANNEXES:

Oranges

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

Cultivating the state of presence
as a way of dissolving anxiety.



NUMBER OF PARTICIPANT

10-30



TIME

10-15 minutes

18

MINDFULNESS - OPEN AWARENESS

1. Find a location where you'll feel comfortable. Outdoors is ideal, but if that's not possible, indoors is just fine.
2. Set your timer for 10 minutes.
3. Notice the sights, sounds, smells, and textures of things you can feel with your hands—the chair, the fabric of your pants.
4. Let the sensory input come and go. If you notice something with your eyes, pay attention to it. When a sound takes over, listen to it.
5. When your thoughts turn to anxieties, tune back in to any of your senses and redirect your focus to what you see, hear, smell, or feel.
6. Continue for the duration.

The exercise will be individual but the experience sharing will be in the group.

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION



RECOMMENDATIONS AND TIPS

Recommendations for the space

- Circle arrangements

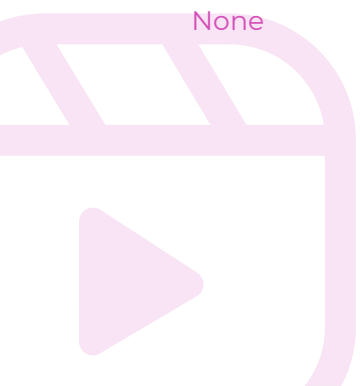
VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

None

BIBLIOGRAPHY





TARGET GROUP

Adults



NUMBER OF PARTICIPANT

10-30



OBJECTIVES

To exercise a relaxation
technique implying the body



TIME

15-30 minutes

19

PROGRESSIVE MUSCLE RELAXATION

Follow the directions below to practice:

1. Pick a spot. Find a quiet, private spot where you can practice this exercise. As this exercise typically takes about 15–30 minutes, you want to find a place where you will likely not be disturbed for this length of time.
2. Get comfortable. Ideally, you want to be seated in a comfortable chair that can support your legs, arms, head, and neck. It is also possible to practice PMR when you are lying down, but make sure that you are not practicing in your bed (according to rules of sleep hygiene, your bed is only for sleeping!).
3. Set a timer. If you are going through the exercise without an audio recording (i.e., running through the steps in your mind), make sure to set an alarm in order to remove the need to worry about keeping track of time.
4. Tensing. In order to truly relax each muscle group, you will first need to tense it as hard as you can. This is so that your body can recognize the contrast between tense and relaxed muscles. You will go in order from the tip of your toes to the top of your head. Make sure that you are isolating your tension to only one muscle group at a time; don't let the tension seep into another muscle group. For example, if you are tensing your chest, make sure that your shoulders are not creeping up to your ears. Watch that your jaw is not tensing with other muscle groups, as well (it has a tendency to do that!). Remember to squeeze as hard as you can for the entire time you are tensing the muscle group, but not so hard that it causes serious pain or injury. Continue to hold the tension for about 10 seconds.
5. Relaxing. Once you are done tensing, completely let go of all tension. Let that body part drop back down or feel that body part sink deeper into the chair/couch/floor that it's resting on. Imagine that all of the tension is flowing out of that muscle group like water (e.g., picture the tension dripping from your fingertips, or flowing down your legs to the floor). Focus on the new sensations that your body creates as the tension seeps out of that muscle group. See if you can contrast the feelings of relaxation with the sensations you experienced when the muscles were tense. Continue to release all tension for about 15 seconds (longer than the time you tensed it).
6. Repeat. Follow the same format for each muscle group in order from your toes to your head. Remember to keep the tension isolated just to a single muscle group.
7. Final check. Once you've gone through flexing and relaxing all of the muscle groups, scan your body one last time. Is there any area that is still holding tension? If so, repeat the tensing and relaxing procedure a final time on those muscle groups. Once all of your body is feeling relaxed, take the remainder of your 15-30 minutes to sit with this sensation of full-body relaxation. Note if tension starts to creep into any muscle group and repeat the tense/relax procedures. Otherwise, sit with the feeling of relaxation. Be as present in your body as you can be.

Enjoy!

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION

As you tense each muscle group, focus on all of the sensations your body creates. Tease apart all of the feelings. Does it feel warm? Cold? Does the muscle feel strong? Is the muscle shaking? What values do you place on these feelings? Does it feel pleasant or not so nice? Stay with all of the feelings. What temperature is the muscle group now? What values would you place on the feelings now?



RECOMMENDATIONS AND TIPS

Recommendations for the space

- The space have to permit the relaxation of each person

VARIATION PROPOSALS/ ADAPTATIONS

For people with physical disabilities, this exercise can and should be adapted to each individual: for example, if someone cannot move one leg or arm (and therefore cannot tense and relax it in this exercise), they can skip that step and do the rest of the activity.

NOTES

MATERIALS/ ANNEXES:

Mattresses, comfortable chairs

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

Training of a conscious
rumination process



NUMBER OF PARTICIPANT

10-30



TIME

15 minutes

20

WORRY TIME

1. Pick a time in the evening to practice your Worry Time. Make sure that you have plenty of time to “unwind” in between Worry Time and your bedtime so as not to interfere with your ability to fall asleep. Typically, it is a good idea to practice Worry Time just before you have something to do (like dinner time, or cleaning the dishes), so that you can shift your thoughts to something different immediately afterwards.

2. Find a quiet place, somewhere where you are unlikely to be disturbed.

3. Set a timer for no more than 15 minutes. This is the time that you are allowed to worry for. You don't want to make that time too long, otherwise you may cross over from “worrying” to “ruminating” (when the same negative thoughts just go round and round and round in your head), which is not helpful!

4. Sit down with a pen and paper, or open up a new word processing document on your computer. Once your timer starts, begin writing down all of your worries. Use this time to worry your heart out! There is no worry too big or too small for Worry Time.

5. When the timer goes off, stop! Turn the paper over or take your hands away from the keyboard. Some people do not like to hold onto their worries, so feel free to rip up that paper or close the document without saving. That is it; the end of your Worry Time.

6. Try to immerse yourself in a different activity as soon as you can, in order to help prevent your mind from continuing on the trail of some of those worrying thoughts.

7. Throughout the day, if a worrying thought comes up for you, take note. Tell yourself “ok, that is something I will need to worry about in Worry Time tonight”. If it helps, you can even write that thought down on a notepad or in your phone to remember for Worry Time.

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION



RECOMMENDATIONS AND TIPS

Recommendations for the space

- Any arrangement

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Paper, pens or personal electronic devices

BIBLIOGRAPHY





TARGET GROUP

Adults



NUMBER OF PARTICIPANT

10-30



OBJECTIVES

Identifying anxious thoughts and thoughts awareness



TIME

10 minutes for first part;
the second - continuous task
for all day long

21

THE THOUGHT RECORD

The exercise has 2 variants or 2 stages of realization with the aim of increasing the level of awareness of one's own thoughts.

The first would be the one in which the participants follow the course of thinking by drawing a continuous line with the pencil on paper when they have no thought, and when one appears, we will draw a sinusoid, and when the thought disappears they will continue with the continuous line. The second option/stage is to write down in a personal journal the anxious thoughts that will be analyzed from various perspectives at a certain time of the day.

What does work is subjecting your anxious thoughts to the light of day by saying them out loud to someone else, or, as you'll see below, writing them down on paper. Getting anxious thoughts out of our head is the first step in helping us to see the distortion in our thinking. The next step is to subject our thoughts to questioning, critique, or inquiry. When we do so, the anxious thought usually lessens in intensity and may even be released entirely from our mind, at least for a period of time, giving us some relief from our anxiety.

Tips for facilitators

Create the proper atmosphere in order to be discussed some personal issues



DEBRIEFING/REFLECTION



RECOMMENDATIONS AND TIPS

Recommendations for the space

- Any arrangement, ; recommended a one suitable for writing

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Paper, pens or personal electronic devices

BIBLIOGRAPHY





21 exercises to cope with Depression

D.I. SELF EVALUATION AND WORKING WITH YOURSELF

1. What do you know about depression?
2. Emotional temperature
3. The context's puzzle
4. Different perspectives
5. Life context evaluation

D.II. THE PROCESS OF CHANGING THOUGHTS-EMOTIONS-ROUTINES

6. The daily activities mood
7. Change your story, change your life
8. Alternative thoughts
9. Daily expectations
10. The tigers gang
11. Tame your tigers
12. What does your Hopelessness have to say?
13. DIY Calendar with activities
14. The portrait of inner critic
15. The nice memories
16. Behaviours
17. Beating your Monsters
18. Types of friends

D.III. PROJECTING A MEANINGFUL FUTURE

19. The letter to myself
20. The nice meaningful life
21. The new me



TARGET GROUP

Adults



OBJECTIVES

Self-evaluation and awareness

Awareness and knowledge about depression



NUMBER OF PARTICIPANT

Non specified



TIME

20 min



What do you know about depression?

The participants are split into 4 groups of 3 persons (or depending on the size of the group) and they will need to make a "journey" to 4 bases, each with a question regarding depression. The facilitator is preparing before, 4 flipchart papers and on each of it, in the middle is written one of the following questions:

- Is depression an exaggeration of an experienced mood or is it a different mood than the "normal" one?
- What are the causes and characteristics of depression?
- Is depression a type of reaction or is it a disease?
- Is depression caused primarily by psychological stress and conflict, or is it related primarily to a biological derangement?

The groups of participants are asked to go, time by time, to each flipchart and discuss between them and write on the paper their opinion.

After finishing the last flipchart paper to write, each group will present one in the big group.

DEBRIEFING/REFLECTION

The facilitator is explaining to the group some of the facts about depression (the chapter Depression from the manual)



RECOMMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

- 4 flipchart papers
- markers

BIBLIOGRAPHY



VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY



VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

- 36 words

BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Awareness and planning change (alternative perspectives)



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified

4

Different perspectives

Each participants receives 3 post-its and for each of them need to write:

- negative view of the world
- negative view of self
- negative view of the future

The post-its are anonymous and after writing, the participants stick them on a flipchart paper, on which the facilitator wrote previously the 3 questions above.

The participants are split into groups and each group picks randomly 3 post-its on each topic. They have the task to reflect and discuss what they think is the impact of that point of view over the people who are thinking that way and to generate an alternative thought about each.

The alternatives are written on the back of each post-it. At the end, each participant is taking back his/her own post-its, reflecting on the alternative.



DEBRIEFING/REFLECTION

Conclusion from the facilitator: for each though, that is an alternative one; we all have different perspectives and we are right in our perspectives. Is on our power to choose the perspective in which we believe, but we need to assume also the emotional consequence of that choice.



RECOMMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

post its
markers

BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Self-evaluation



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified

5

Life context evaluation

From daily traffic hassles to major losses, stressful events deplete your coping resources and even harm your health. Complete The Current Culprits Survey uncover the sources of your stress. You can't make your world less stressful unless you first identify the stress- causing culprits.

You may notice that a few of these items have positive aspects to them. For example, retirement or the purchase of a new home may be exciting. However, all major changes, whether positive or negative, carry significant stress that tags along for the ride.

1. In the past year or so, have I lost anyone I care about through death, divorce, or prolonged separation?
2. Have I suffered from any serious physical injury or illness?
3. Have finances caused me any difficulty recently? Or have I made any major purchases such as a new house or car?
4. Am I having arguments or conflicts with anyone?
5. Are there problems at work, such as new responsibilities, longer hours, or poor management?
6. Have I made any major changes in my life, such as retirement, a new job, or a new relationship?
7. Do I have major responsibility for the care of a parent or child?
8. Do I have daily hassles, such as a long commute, disturbing noises, or poor living conditions?
9. Do I suffer from discrimination based on race, ethnicity, religion, appearance, or sexual identity?
10. What are my coping skills for dealing with disasters, such as the isolation of the COVID pandemic, floods, hurricanes, and fires?

Anxiety and depression can result from several factors; some happen during childhood, arise from your biological history, or are a result of current stressors. Many causes of emotional difficulties are completely out of your control. You shouldn't feel guilty or ashamed for having acquired your emotional burdens. At the same time, you're responsible for doing something about your distress. Although no one can do the work for you, you can get yourself moving toward a better tomorrow by working through these exercises with or without professional help. Just remember that working on decreasing your emotional distress rewards you with lifelong benefits. Be patient and keep at it. The effort is worth it.

1. Physical contributors (genetics, drugs, illness, injury):
2. My personal history:
3. The current stressors in my world:



DEBRIEFING/REFLECTION

Conclusion and round-turn of the facilitator on the AHA moments of each participant regarding the way the life context is impacting the emotional state.



RECOMMENDATIONS AND TIPS

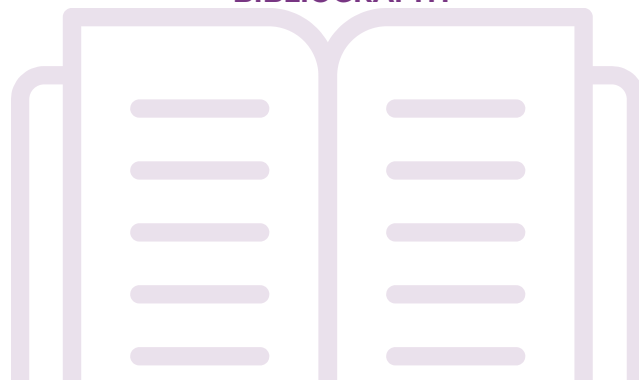
VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

The Current Culprits Survey (print on papers with QRcode)

BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Plan the change



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified

6

The daily activities mood

The participants are receiving a calendar of the last week (printed from google calendar) and they need to fill it with all the activities they remember they did.

After completion of the calendar they need to count each activity, according to the following evaluation:

- 1 - pleasant
- 2 - rewarding
- 3 - meaningful
- 4 - inspiring
- 5 - relaxing
- 6 - negative emotion (writing for each on this category, the feeling about that activity)

They need to count how many of each category of activities they did last week. For each category, the facilitator is asking participants to share which of the activities accomplished that characteristic (in the big group, as examples)


In the end, on a flipchart paper, the facilitator is writing examples from each category and it is underlying that the same activities can have different impacts on us.

After this debriefing, the participants are asked to take a look again on their paper and replace 2 activities rated with 6 with 2 activities that would rate with 1-5. At the end they are asked what the difference is and they are challenged to decide about 2 activities that they want to replace in their daily life.

DEBRIEFING/REFLECTION

In the big group, they tell the conclusions and one activity they propose to do, in order to increase the engagement to the change.

RECOMMENDATIONS AND TIPS





VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY

Munoz - Group Therapy Manual for CBT
Treatment of Depression, p. 28-29





TARGET GROUP

Non specified _____



OBJECTIVES

Projection of the change in the future _____



NUMBER OF PARTICIPANT

Non specified _____



TIME

Non specified _____

7 Change Your Story, Change Your Life

1. What is the story you tell yourself about depression? What is your self-talk about your condition (I shouldn't feel this way . . . I just need to try harder and get over it . . . I'm a victim of my circumstances . . . Depression was passed down in my DNA . . . My painful childhood caused my depression . . .)?

Write out your story—just let it flow without self-editing or filtering.

2. Now write out a different narrative that you want to embrace. Where do you want to end up? Describe your ideal life, free from depression.

After doing these 2 tasks, the participants are talking in pairs sharing what they wrote.

DEBRIEFING/REFLECTION

Debriefing about the impact of the story you tell yourself on the reality of your life.

RECOMMENDATIONS AND TIPS



VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:
paper & pens

BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Implementing the change of thoughts
and finding alternative thoughts



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified

8

Alternative thoughts

The participants are staying in a circle and they receive a A4 paper, with the following sheet:

<p style="text-align: center;">Activating event (What happened?)</p> <hr/> <hr/> <hr/>	<p style="text-align: center;">Consequence (How did you react?)</p> <hr/> <hr/> <hr/>
<p style="text-align: center;">Belief about what happened (What did you tell yourself about what happened that influenced your reaction?)</p> <hr/> <hr/> <hr/>	<p style="text-align: center;">Disputing the belief (Alternative thoughts that would help you in a healthier manner)</p> <hr/> <hr/> <hr/>

Each will complete one event in the first square, continuing with the next 2, thinking of a representative event in the last 6 months that impacted them a lot. After writing, each participant will give the paper further, to the person on the right., which will write the alternative thought. After writing, the papers are given further in a repetitive ebay, until the paper returns to the one who wrote the event. In this way, each person will receive alternative thoughts (as many people as are in the group).





DEBRIEFING/REFLECTION

Conclusion in the big group, underlying the fact that you can always take an observer position and you can also ask someone you trust, in order to help you see different perspectives and alternative thoughts, when you feel that you cannot generate them.



RECOMMENDATIONS AND TIPS

Large purple rounded rectangular area for writing recommendations and tips.

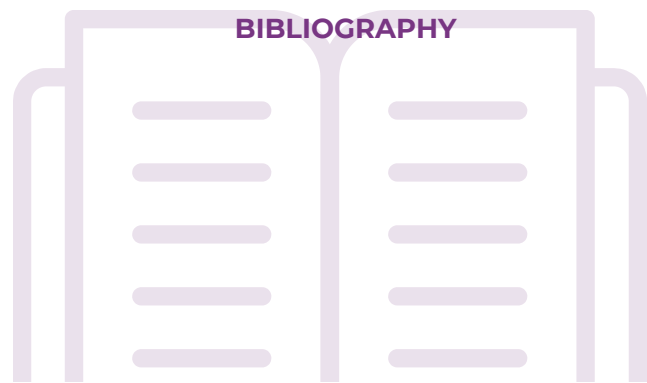
VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:



BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Self-evaluation, awareness, plan the change



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified



Daily expectations

Expectations are part of our life and the interpretation of each event of our life is the result of the comparison between the expectation and the result of it.

The participants are asked to draw their hand on an A4 paper. On each finger they will write an expectation regarding one aspect of their life (How do you wish that that aspect of your life should be? How would you like to feel in that field of your life?)

The fingers are:

- **work (professional life)**
- **nuclear family (their own family)**
- **extended family (including original family)**
- **Couple relationship**
- **friends**

On the middle of the hand they should write about "Relation with myself"

After writing, on the back, they will draw the lines from the same hand, writing how those expectations are fulfilled (or not) in their daily life.



DEBRIEFING/REFLECTION

In the big group, the facilitator is conducting a debriefing about the emotional impact of the unfulfilled expectations and the fact that, also, for the fulfilled ones, our mind tends to minimize the impact, taking it for granted.



RECOMMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

- paper
- pens
- markers

BIBLIOGRAPHY





TARGET GROUP

Non specified



NUMBER OF PARTICIPANT

Non specified



OBJECTIVES

Awareness, implementing the first step - hunting the disfunctional thoughts



TIME

Non specified

10 The tigers gang

The external triggers of a depressed mood can be like tigers/ or other animals hiding in the grass. Most of these "tigers" are hiding in your daily life and it may be difficult to be aware of their presence. Write a list of situations that triggered you in the last month and in each situation, write the emotion that you felt. Find an animal which reflects that emotion (can be tiger, wolf, giraf etc). Look at the paper and make top 3 emotions (along with the triggering situations) - so top 3 animals that are running after you

Each participant receives 3 envelopes (different colors) and are asked to draw the animal on it. They are split into groups of 3 people and are asked to share about their animals, as following:

- preferred situations to appear
- what is their favorite food? (which thoughts are "nutritive" for them? (making them bigger...))
- What is the most powerful enemy? (What is the thought that is frightening?)

The participants are taking the envelope with them and they receive the homework each day to put a star (or any other sticker that the facilitator gives them) in the envelope of the animal, when this is appearing. For this, they need to "hunt" the animals and to see, after a week, which of the 3 is the most powerful (gained most of the stars). They need to give it a name and hunt it on a longer term, every time activating the helping animal.

DEBRIEFING/REFLECTION

The animals (triggers) and negative emotions are not disappearing without an effort. You need to be aware of their presence and to take, every day, the same decision of getting out of negative thoughts or putting them into doubts.

RECOMMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Plan the change



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified

11

Tame your tigers

After finding the “winning animal”, identify the problem that is making your animal appear more often. In the session, they need to do a sheet with the following steps:

- Define the problem.
- Set goals for change
- Brainstorm solutions
- Evaluate each solution
- Implement an action plan
- Evaluate the outcome

Define the problem

Describe the problem in specific, behavioral terms, rather than in terms of vague and generalized feelings.

Evaluate each solution

Examine the solutions you have brainstormed, and write down the pros/cons or the advantages/disadvantages of each.

Set goals for change

Create a very specific, concrete, and realistic description of how you would like the situation to change. How could the situation change in a way that would make you feel less depressed? How would you like to handle the situation, and what is the most desirable realistic outcome? If the problem that depresses you is “poor physical health,” what would be specific indications that you were now in better health?

Implement an action plan

After selecting a solution, break it down into various components or tasks that you will need to implement in order to try it out. Describe what you need to do, when you will do it, and any problems you might encounter doing the task. Then record whether or not you tried it.

Brainstorm solutions

Write down as many different solutions to the problem as you can think of, without prejudging or evaluating which ones are best.
*Version: they need to give the paper to someone else from the group to complete

Evaluate the outcome

Problem solving does not end with taking action. It is important to proceed to this final step and actually determine whether your course of action has been effective, or at least whether you are on the right track. There are two outcomes that are important to consider. First, has the solution you chose led to the type of change in the problem you desire? And second, how has the process of implementing the solution—the action plan—affected your mood?



DEBRIEFING/REFLECTION

Debriefing in pairs and conclusions in the big group.



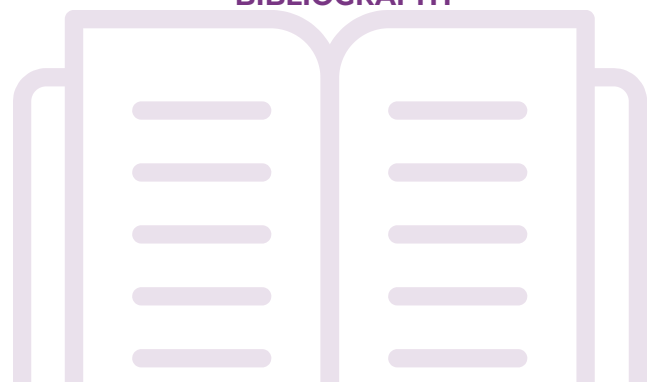
RECOMMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Awareness and implementing the change



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified

12

What does your Hopelessness have to say?

Introduction about hopelessness

You can be in a hopeless position when you're stuck in rush-hour traffic on the way to the airport with only twenty minutes before your flight takes off. Hopelessness in depression is another matter. Here, you have options to act in some way, even if the actions are small—and yet you often believe you just can't change. In this mindset, you have no possibility of succeeding, improving, getting help, or finding a solution. But this idea of hopelessness is a myth.

Hopelessness is a myth because the human mind is made for adaptability. We can generate different ideas, make predictions, and move toward positive future opportunities. We can avoid excessive risks and visible dangers. We can solve problems. Yet, we sometimes forget that these capabilities are within reach—if we reach for them. This activity focuses on an adaptive approach to deal with your sense of hopelessness.

The key to this approach is to take time to dispute your hopeless thoughts. Ask your hopeless mind a question as a starting point, then answer the question by exploring the options you have at hand. See below for examples.

- **Hopeless thought: I don't have what it takes to change.**
- **Ask it a question: What can I work at changing that is both worthwhile and within my control to do?**
- **Answer the question: I started exercising to work against depressive sensations and mood. I've made progress. I can make positive changes, and I'm doing that already.**

- **Hopeless thought: I'm going to suffer forever.**
- **Ask it a question: Where is the proof that my mood will remain constantly negative?**
- **Answer the question: The answer is that there is no proof that my depressed mood will continue forever. Education about depression gives me a different prediction. The odds favor that I will learn to manage symptoms of depression. Unrealistic ideas are subject to evaluation and revision. Physical exercise helps boost endorphins, or feel-good brain chemicals. In short, I have many ways to change that I have the power to initiate.**

According to the model above, the participants are making a role play with 3 characters, so the first step is to be split into triades. Each of them should think first on the discourse of their hopelessness and write it down on a piece of paper.

The characters from the triad are: the Hopelessness, the Hope and the person who wrote the discourse. They need to roleplay for 5 minutes or until the facilitator thinks that the person got the point of getting out of the hopelessness position.

The instructions of the roleplay:

- **Hopelessness is saying the discourse**
- **Hope is asking a question to Hopelessness that is challenging the discourse**
- **Hopelessness is giving the answer**
- **Hope is continuing to ask questions until Hopelessness doesn't have any answer anymore (is blocked)**
- **The person that is the possessor of that Hopelessness is observing and taking notes.**

Homework: DO the same in your mind when Hopelessness is appearing with a discourse. Play the Hope role, but not in an unrealistic way. Hope is not about seeing everything in pink, but having the faith that you will manage to get to a lighting point.



DEBRIEFING/REFLECTION

Hope is not about seeing everything in pink, but having the faith that you will manage to get to a lighting point.



RECOMMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Acting differently



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified

13

DIY Calendar with activities

(*this is an exercise for the end of the process)

On a previous session, all the names of the participants from the group will be put on pieces of papers and in a box and each participant will extract a name from the box. They are asked to do a DIY calendar (link to a tutorial from Youtube) for that person and bring the calendar at the next support group session. In the session, on the starting round, each participant will offer to the other person the DIY calendar, explaining how they choose the model/ painting according to the personality of the person.

Step 2. The participants are asked to write on some pieces of paper, activities that are helping them relax, be hopeful, feel connected with themselves, feeling trustful, feeling motivated etc. Each participant is writing 12 such activities.

Each participant is reading the activities and if needed, is explaining.

The activities are mixed in a box and after that, each participant is extracting 12 activities randomly.

Step 3. They receive a printed calendar for the next 3 months and they need to stick, on each week, one of the activities from the 12 extracted. They need to decide when they want to make "The week of...(eg. painting).

They will go home, put somewhere in the DIY calendar and below of the calendar, the calendar with the chosen activities.

DEBRIEFING/REFLECTION

On each of the following sessions, in the starting round, they will also tell about their activities and how they helped them.

RECOMMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Awareness and implementing the change



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified

14

The portrait of the inner critic

Step 1. The participants are asked to think on their thoughts in which they are self-criticizing and write them on a piece of paper

Step 2. The participants are split into pairs and, each of them, will need to describe to the other their inner critic, starting from the discourse of him/her. The other will start to draw the character of the inner critic (he/she will keep the paper for the other not to see while is drawing). The "drawer" will ask questions in order to have indicators for the "portret". It is human beings like/ animal like/ characters from movies etc, color of the skin, mimicry and all other details in order to draw better.

After finishing (but not showing the drawing), they will switch the roles.

After both drawings/ inner critics portraits are ready, they show the portret to the others and they are writing on the bottom side of the page the discourse.

Step 3. The same tasks are repeated with the Friend/ Alie (but this time, the facilitators are changing the pairs). After this step, all participants will have the portrait of the Inner Critic and Inner Friend. They reflect and share their feeling in the debriefing part.

Homework: stick the portraits in one place in your house and every morning, make the choice to have one of them nearby.

If you choose too often the Inner Friend, your Inner Critic will feel neglect and will become more vocal. Don't ignore him completely. Listen to what he/she has to say and thank him/her for taking care of you, with the best intention. Inner critics have the good intention of protecting you from negative emotions such as disappointment, fear, sadness etc. But you are not a victim, so you can protect yourself. And your Inner Friend will help you with kind words and hope. After thanking the Inner Critic, call the Inner Friend and listen to what he/she has to say in that situation. Thank him/her also, observe what both had to say. Decide what would help you from both discourses in that moment, for your objectives in that day

DEBRIEFING/REFLECTION

The facilitator is asking on a round tour, on each participant, what are their feelings about those 2 characters and if they have to choose to have a closer relation, with who of the 2 they would like.

RECOMMENDATIONS AND TIPS



VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Implementing the change - recalling positive aspects of their lives



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified



The portrait of the inner critic

Don't wait until you're feeling depressed to try to recall positive memories for the first time. It is important for each positive memory to be detailed, including specific information about the time, place, and circumstances in which the positive experience happened.

The participants are asked to split the page in some squares, representing different moments (pieces of life). They need to describe, for each square, 2 moments, in which they felt happy/ relaxed or with significant positive feeling/emotion.



DEBRIEFING/REFLECTION

All of us have positives and negatives. The perspective about life is the combination of the way we connect these moments and the story we tell about ourselves.



RECOMMENDATIONS AND TIPS



VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Awareness + changing behaviours



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified

16 Behaviours

The participants are asked to complete, individually, the next table. The instructions are: List in the left column some of the things you do when you are feeling down, that have a negative impact on your life. Record what negative impact is and then, in the right column, list some more helpful activities you could do to help you feel a little better.

Destructive things I do	Negative impact they have	More helpful things I could do

After writing, the participants are split into pairs and they will share what they wrote.

Homework:

The participants are asked to observe themselves in the next week and to take notes about their destructive/ helpful behaviours.

DEBRIEFING/REFLECTION

While the participants are talking in pairs, the facilitator is asking them to look at the things written in the first column and to think in which way that behaviour is familiar to them. It is helping the participants with some debriefing questions:

- How familiar are these behaviours to you? There is any member in your family who has the same or similar behaviour?
- How familiar are the helpful things you thought about? There is any other member of your family/ friend/ colleague who is using it? What was the positive impact that you observe to have on other people?

The conclusion is made by reflecting the fact that most of the destructive behaviours we do daily, are learnt ones from childhood and are coping mechanisms that we saw on the others.

The path to learn helpful behaviours is the same - by observing, documenting and trying different paths until you find the right combination for you.



RECOMMENDATIONS AND TIPS



VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY



VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Re-constructing social network for support



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified

18 Types of friends

In the boxes below, list some of your friends. Think about how your friendship with each is unique. Think about the strengths and weaknesses of each relationship.

*If some participants are telling that they don't have friends, they can think of people who have that characteristic.

Friends who you go when you have a problem _____ _____ _____	Friends you share a common interest with _____ _____ _____	Someone who help you to be a better person and to achieve your goals _____ _____ _____
Friends who you only talk to sometimes _____ _____ _____	Friends who you don't talk about problems with _____ _____ _____	Friends who are just good fun _____ _____ _____
Friends who share their problems with you _____ _____ _____	Friends you can't trust with secrets _____ _____ _____	Do you have any other types of friends? List them here: _____ _____ _____

The participants are split into groups of 3-4 people and they will share their awareness about what they wrote.

The facilitator is underlining the fact that not only the type of friend matters, but also our own behaviour toward these friends.

In the second phase of the exercise, the participants are asked to write on the same boxes (on the back), how they behave and relate with these friends.

Homework:

They need to do one action/initiative in the next week, with at least 2 persons they wrote about in the exercise.





DEBRIEFING/REFLECTION

The conclusion is written by the facilitator on flipchart (regarding how friends can help and how our own behaviour is important in maintaining social relationships).



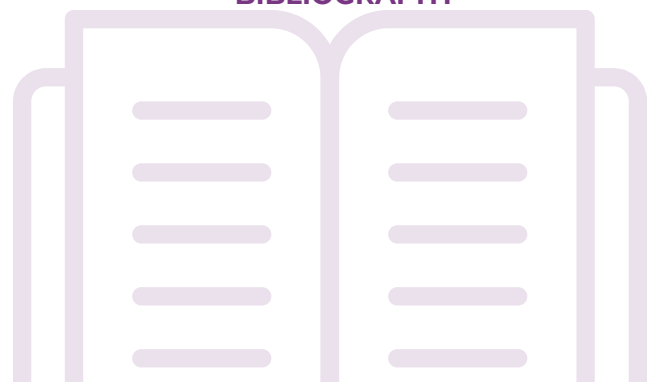
RECOMMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Follow-up activity and creating hope



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified

19

The letter to Myself


*This exercise can be used at the end of the process.

The facilitator is creating a safe space and creative one, at the end of a group session. The participants are asked to project themselves in the future, after:


- first - 3 months
- second - 6 months
- third - a year
- fourth - 5 years.

They need to reflect on the entire process of change and write some conclusions for the future - main ideas that it would be important to remember in those moments (mentioned above).

They will write a letter to themselves, using <https://www.futureme.org/>



DEBRIEFING/REFLECTION



RECOMMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY





TARGET GROUP

Non specified



OBJECTIVES

Maintaining the change + follow-up



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified

20

The nice meaningful life

On a A4 paper, write at least 2 examples from your own life (in the present moment) for each of the following:

- Positive emotion – the experience of positive affect, such as happiness, joy, pride, comfort, or interest.
- Engagement—becoming completely absorbed in an activity, to the point where you feel as if time stops and you’ve lost self-consciousness.
- Meaning—belonging to and serving something bigger than yourself (e.g., religious groups, political parties, community organizations, nonprofits).
- Accomplishment—the pursuit of success, achievement, and mastery for their own sakes, rather than simply as a means to acquire more money or status.
- Positive relationships—the ability to give and receive love in social relationships, and to pursue positive, caring relationships with others for their own sakes.

* The paper can be a table with 5 lines as following:

Positive emotions
Engagement
Meaning
Accomplishment
Positive relationships

On the back of the paper, the table will be the same and the participants needs to draw a symbol for each of the examples. They will have in total 10 symbols, 2 per line.

The participants will walk in the room, showing in front of the others the paper with the symbols, on a music background. When the facilitator makes a sign/ changes the music/stops the music, the participants are stopping in front of another person and they share the meaning of one symbol.

This is repeated until everyone is explaining to the others all the 10 symbols.



DEBRIEFING/REFLECTION

- How do you feel when you are looking at your symbols? What is the emotional state that these symbols are giving to you?
- What would happen in your daily life if you would constantly search for these things and create contexts to live as much as you can the positive emotions, find meaning in what you do, accomplish, cultivate positive relationships and engage in the creation of your own life.

The facilitator is underlining in the debriefing the importance of personal responsibility for creating contexts in which these feelings appear.



RECOMMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY

Clark



TARGET GROUP

Non specified



OBJECTIVES

Follow-up



NUMBER OF PARTICIPANT

Non specified



TIME

Non specified

21

The New Me

With a relaxing music background, the participants will make a review of their inner process and change process during the sessions and participation on this program, writing a story about this. The story should begin with:

Once upon a time, there was a person....

After writing the story, they will make a representation of the change/the process/their hope about the future/ their *new me* in order to anchor the change, from clay (one that can be hard after time).

At the closing round, they will read the story and explain the symbol.



DEBRIEFING/REFLECTION

The facilitator will underline the importance of having a symbol, an anchor for the change, in order to go back on the symbol when you feel sad or feel that the depression is taking control over the decisions from your life.



RECOMMENDATIONS AND TIPS



VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

- clay

BIBLIOGRAPHY



21 exercises to prevent Burnout

B.I. SELF EVALUATION AND WORKING WITH YOURSELF

1. Listening to yourself.
2. Listening to ourselves and breathing.
3. Progressive muscle relaxation.
4. Identifying your emotions.
5. Discovering the pillars of our motivation.
6. Setting the best priorities for yourself.
7. A comfortable environment.
8. The art of doing nothing.
9. Mindfulness with your 5 senses.

B.II. TIME MANAGEMENT AND STRESS MANAGEMENT

10. Knowing the Eisenhower matrix.
11. The jar of time.
12. Discovering our time-thieves.
13. Time multiplied by 3.
14. The 3 "A"s of stress management.

B.III. RESILIENCE EXERCISES

15. Resilience exercise.
16. Your own 3 envelopes.

B.IV. IMPORTANCE AND BENEFITS OF SOCIAL SUPPORT

17. Together we can solve everything.
18. Facing and solving problems together.
19. Roleplay on delegating.
20. Gratitude to prevent burnout.
21. Gratitude and relax.

HOMEWORK

- H.1. Thrill your time – Organize your emotions and time.
- H.2. Music for your emotions.



TARGET GROUP

Adults



OBJECTIVES

Be aware of how are we feeling about our jobs and also about ourselves



NUMBER OF PARTICIPANTS

Between 10 – 14 participants



TIME

20 - 30 min

1

Listening to yourself - Internal dialogue

At the beginning, the facilitators should ask the participants to **analyze their work situation** and also ask themselves the following questions:

- What do I do that **makes me happy**? Why or why not? And if not, what could I do about it?
- How do I find my work space? Do I like or feel **comfortable** in my workspace?
- What could I **improve**?
- What could I do to **change** my current situation? Who can I ask for help, if I need it? This reflection part should take about 15 minutes.

Before that, the facilitators should give some sheets and pencils to the participants, in order to write down the answers for all of the previous questions (about 10 minutes to do it).

Finally, the facilitators should divide the main group into **2 different subgroups**, who will speak about their different work situations and also their feelings related to work.



DEBRIEFING/REFLECTION

When the discomfort and activation physiological effects of negative emotions are maintained in time and are chronicles is when we talk about emotional disorders: in this case, they can lead to burnout syndrome.

It is essential for the burnout's prevention to have **good information** and develop skills to be able to **handle emotions**.



RECCOMENDATIONS AND TIPS

- It is recommended to do this exercise in a room with tables and chairs.
- Paper sheets.
- Pencils.
- It can be useful to listen to some **soft or ambient music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

If a participant has motricity problems (for example, if they can't get the pen), this activity can be done only in spoken form, without writing anything.

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY

Gil-Monte, P. R. *Prevención y tratamiento del síndrome de quemarse por el trabajo (burnout)*. Programa de intervención. Ediciones Pirámide. Psírculo Creativo (2021) Burnout [Facebook Live].

Available on:

<https://www.facebook.com/psirculo creativoCDMX>





TARGET GROUP

Adults



OBJECTIVES

Relax and connect with ourselves, forgetting the possible worries and/or tasks of the work



NUMBER OF PARTICIPANTS

Between 12 – 15 participants



TIME

30 - 50 min

2

Listening to ourselves and breathing (Guided Meditation)

Controlling breathing can be very useful to **prevent stress** and, consequently, also burnout syndrome, so in this exercise the facilitators and participants will focus on it.

The facilitators should ask the participants to find a comfortable place to lie down: if they want, they can listen to **ambiental or soft music** while doing this (low volume). When they feel comfortable, they should close their eyes and start breathing as slowly as possible, trying to keep their mind a blank.

Inhale trying to take your shoulders to your neck. Take a breath while you feel all the muscles of your body: your face, your hands, your arms, your abdomen, your legs. Then release all the air.

Relax and lower your shoulders. Then inhale as you tighten all the muscles of your body that you have been feeling before. Then release all the air and relax your shoulders again.

Inhale, keeping your shoulders up and exhale, relaxing your shoulders. Leave your shoulders completely relaxed and inhale deeply. Then exhale. Continue to inhale and exhale in the same way until the relaxation of your shoulders runs throughout your body.

Say to yourself "I accept who I am", "I accept where I am", "I accept the present moment of my life and how it unfolds".

Then let your breathing take on its natural rhythm and follow it.

You deserve to have the time and space to rest and recreate, that your goal is to work hard, but also to rest just as hard.

Keep inhaling and exhaling in the same way, while you repeat to yourself that the secret to enjoying life is to put the same effort into work as at rest.



DEBRIEFING/REFLECTION

Dedicating **time to yourself** is very helpful to prevent burnout syndrome: do what you enjoy doing in your free time.

It is important to highlight that this meditation exercise, both inside and outside the workplace, is insufficient by its own: although it helps to offer adult workers moments of relaxation, burnout syndrome needs a **comprehensive treatment**.

Ask yourself: how was I feeling before and also after doing this activity? Has this meditation exercise helped me in any way?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise **outdoors**, so each participant can have his or her own space to relax and reflect.
- It is also possible to practise this exercise in a big room or space.
- Yoga mat.
- It can be useful to listen to some **soft or ambiental music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES



MATERIALS/ ANNEXES:



BIBLIOGRAPHY

Meditación para Burnout: Sana el desgaste físico y mental del trabajo - Recupera la calma.

Available on: <https://www.youtube.com/watch?v=0CHtrFuvG3c>



TARGET GROUP

Adults



OBJECTIVES

Learn the technique of Progressive Muscle Relaxation, so that we can increase our concentration and learn to manage our stress



NUMBER OF PARTICIPANTS

Between 9 – 15 participants



TIME

20 - 30 min

3

Progressive Muscle Relaxation

Practicing the **ability to relax** is essential, especially in cases in which body and mind are under constant stress: it is the case of burnout syndrome. However, many times, people do not realize the tension they accumulate in their bodies, until they are overwhelmed.

At the beginning, the facilitators should ask participants to create a **circle**: if this is not possible for reasons of lack of space, the participants can create 2 different circles. The participants should choose a seated or stretched position, in which they feel comfortable. Then, they should close their eyes and start listening to the facilitators:

Stretch your right arm and hold it as long as you can while keeping your fist closed. Strain your entire arm, from your hand to your shoulder. Feel the strain on your biceps, forearm, wrist, and fingers.

Gradually, relax and lower your arm. Then focus on the feeling of relaxation, normal breathing and leave the arm muscles loose, relaxed, without tension. Notice the difference between tension and relaxation.

Then repeat these movements with your left arm.

Inhale deeply and squeeze the chest. Feel where you feel the tension, toward the center of the chest. Relax gradually while you blow out the air. Then focus on how you are feeling, relaxed and free of tension.

Close your eyes tightly. You should feel the tension in the area around your eyes, including your eyelids. The next step is to frown and then relax, going back to the starting position. Squeeze your lips and teeth to then relax them, leaving your mouth open, separating teeth and leaving your tongue loose. Inhale deeply after this.

While you are exhaling, lean your body forward. Raise your arms, put your elbows back and up until you reach your back, and arch your back forward. Check where you feel the tension, trying to put your attention from the shoulders to the middle of your back. Gradually relax the muscles, pull your body back and look for the initial position. Then, focus on the feeling of relaxation, leaving the shoulder and back muscles loose, relaxed.

Now, mentally review each of the parts that you have tensioned and relaxed to check that all remain relaxed: if it is possible, relax each of them even more.

Finally, think about something pleasant for yourself, something you like, something relaxing, music, a landscape, etc., or leave your mind blank.



DEBRIEFING/REFLECTION

Progressive muscle relaxation is a **mind-body practice** that involves stretching and relaxation of all muscle groups in the body. Progressive relaxation training consists of learning to **tense and relax** sequentially several muscle groups throughout the body, while paying attention to the sensations associated with both tension and relaxation.

It is very simple to practice this technique and has proven useful in stressful situations, when adult workers want to focus, reduce their stress or improve concentration.

Ask yourself: how was I feeling before and also after doing this activity?



RECOMMENDATIONS AND TIPS

- It is recommended to practise this exercise **outdoors**, so each participant can have his or her own space to relax and reflect.
- It is also possible to practise this exercise in a big room or space.
- Yoga mat and/or chairs.
- It can be useful to listen to some **soft or ambiental music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES



MATERIALS/ ANNEXES:



BIBLIOGRAPHY

Aprende la técnica de Relajación Progresiva de Jacobson. *Neurofeedback*. 2020. Available on: <https://www.neurofeedback.cat/relajacion-progresiva-de-jacobson/#:~:text=C%C3%B3mo%20realizar%20una%20sesi%C3%B3n%20de,ejercicio%20durante%2010%2D20%20minutos.>



TARGET GROUP

Adults



OBJECTIVES

Discover how are we feeling



NUMBER OF PARTICIPANTS

Between 6 – 9 participants



TIME

30 - 40 min

4

Identifying our emotions

The participants should think for about 20 minutes about their **emotions**, identifying and valuing them. The facilitators can ask the following questions:

- How do you **feel**? Have you ever had trouble **recognizing your own emotions**? Can you control your emotions?
- Have you ever had a hard time **empathizing** with other people's emotions?
 - What emotions do you recognize in you? What situation causes them?
 - Do you consider that your emotions are **adjusted** to the events that happen to you?
 - Have you ever **felt judged** by your emotions? Have you ever judged someone because you thought their emotions were exaggerated in a particular situation?
 - What **emotions are most present in you**, positive or negative? If they are negative emotions, what negative thoughts can you identify? Question yourself, how could I change that situation? What can you do? How can you **change** negative thoughts to positive?

For example:

-Negative emotions: *sadness, frustration, anger.*

-Situation that causes them: *Workloads, work environment.*

-Negative thoughts: *"I'm not enough", "I can't do anything right"*

-Positive emotions: *joy, gratitude, happiness.*

-Positive thoughts: *"I've had many achievements", "what I do is enough and I do what I can".*

Then on a piece of paper, the participants should write down the **feelings** and also the **reflections**.

Finally, the group should create a circle and then reflect on each participant's emotions and how they feel when sharing their emotions with the rest of the group.



DEBRIEFING/REFLECTION

Positive emotions are those that produce a **pleasant experience**, for example: joy, gratitude, pride, tenderness. **Negative emotions** are those that cause **discomfort** psychological or displeasure: the most studied and known are the fear, anger, sadness or anxiety.

When the discomfort and activation physiological effects of negative emotions are maintained in time and are chronicles is when we talk about emotional disorders: in this case, they can lead to burnout syndrome. It is essential for the burnout's prevention to have **good information** and develop skills to be able to **handle emotions**.



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise in a big space.
- Piece of paper or post-it
- Pencils.
- It can be useful to listen to some **soft or ambiental music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

If a participant has motricity problems (for example, if they can't get the pen), this activity can be done only in spoken form, without writing anything.

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY

Cárdenas, Yunue (2020) *Bienestar emocional: creando fortaleza desde el interior*. Psírculo creativo. Available on: <https://sites.google.com/clinica-psc.com/clinicapsicosocial/recursos>



TARGET GROUP

Adults



OBJECTIVES

Identify our motivations to focus on them and implement them in our working environment



NUMBER OF PARTICIPANTS

Between 12 – 18 participants



TIME

35 - 45 min

5

Discovering the pillars of our motivation

The facilitators should begin this exercise by **explaining this** to the participants:

"According to Pink, the pillars of motivation are 3:

- **Autonomy:** *the desire to address oneself, to make a decisive contribution to the world or to oneself.*
 - **Mastery:** *that is, the desire to master the work or the area for which each person feels his or her vocation.*
 - **Purpose:** *that is, that the entity, company, NGO, etc., where the person works possesses the same vision, mission and also the same values as oneself.*
- Therefore, in this exercise, each participant should try to find their motivations in each of these sections."*

Then, the facilitators should give to each participant a pen and a sheet of paper.

Individually, the participants should divide the sheet of paper into 3 sections:

1. In the **first section**, participants should write down the **personal motivations** that move each one. For example: *"my motivation is to help people with disabilities", "my motivation is to help my little brother to find a job as good as mine is".*
2. In the **second section**, the participants should write their personal motivations regarding their **work or vocation**. For example: *"my motivation is to become a coordinator of my entity", "my motivation is to have my own company", "my motivation is to continue working while studying a master", etc.*
3. In the **third section**, the participants should write down their personal motivations regarding the **company or entity** where they work or where they would like to work in the future. For example: *"I am motivated to work in this company because one of its values is social justice", "I would like to work in an NGO whose mission is international cooperation", etc.*

Finally, the participants should create a **circle** and, one by one, explain their own motivations to the main group. The participants who share **similar motivations** can discuss how they can turn that motivation into tangible path to follow in order to get their dreams true.



DEBRIEFING/REFLECTION

Ask yourself: how was I feeling before and also after doing this activity?
Have I felt supported by the group or, on the contrary, did I have any problem?
Has this exercise helped me in any way?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise or in a big room, with desks and chairs.
- Papel sheets.
- Pens.
- It can be useful to listen to some **soft or ambiental music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

If a participant has motricity problems (for example, if they can't get the pen), this activity can be done only in spoken form, without writing anything.

NOTES



MATERIALS/ ANNEXES:

Pink, D.H. (2010). *La sorprendente verdad sobre qué nos motiva*. Gestión 2000. Grupo Planeta.
Universidad de San Buenaventura (2020). *Resolución de conflictos y toma de decisiones*. Available on:
<https://www.usbmed.edu.co/noticias/ampliacion-informacion/artmid/1732/articleid/4675/resolucion-de-conflictos-y-toma-de-decisiones>



BIBLIOGRAPHY



TARGET GROUP

Adults



OBJECTIVES

Learn how to properly manage our time,
in order to prevent stressful situations



NUMBER OF PARTICIPANTS

Between 9 – 14 participants



TIME

30 - 40 min

6 Setting the best priorities for ourselves

The facilitators should give **2 sheets** of paper and a pen to each participant:

- Individually, each person should think about **3 simple tasks** and write them down on 1 of the paper sheets. The participants should place the tasks in order of **priority**: the task that has the highest priority will be the first, no matter if it is the most unpleasant or difficult task. Then, they should think about the secondary tasks that each of those tasks can have and sort them according to the priority of each one (maximum 6 secondary tasks in total).
- On the other sheet of paper, the participants should draw a **horizontal line** that crosses the entire paper: that line can symbolize a whole day, a week, a month or a year. Each participant can choose the period of time they want to represent. Then, they must place in that timeline the main and secondary tasks that were raised on the other sheet of paper.

Once done, if participants consider that any of the secondary tasks are not important to perform or perform the main task, they can remove them from their timeline.

Finally, the participants should be placed **in pairs** and expose their different timelines: some tasks that someone may consider very important

and that may generate him or her anxiety or stress, for the other person

may not be so important, and therefore **feedback** is very beneficial.



DEBRIEFING/REFLECTION

Ask yourself: how was I feeling before and also after doing this activity?
Has this exercise helped me in any way?
Would it be beneficial for me to use this exercise to better manage time?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise in a place or room with desks and chairs.
- Papel sheets (at least, 2/participant).
- Pencils.
- It can be useful to listen to some **soft or ambiental music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

If a participant has motricity problems (for example, if they can't get the pen), this activity can be done only in spoken form, without writing anything.

NOTES

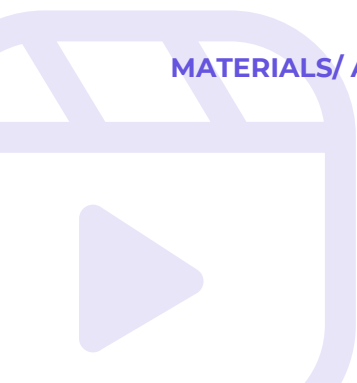
MATERIALS/ ANNEXES:

BIBLIOGRAPHY

Instituto Nacional de Seguridad e Higiene en el Trabajo. *Síndrome de estar quemado por el trabajo o "burnout" (II): consecuencias, evaluación y prevención*. España.

Available on:

https://www.insst.es/documents/94886/326775/ntp_705.pdf





TARGET GROUP

Adults



OBJECTIVES

Discover the objects/things that make us feel comfortable in our homes to implement them also in our workplace and, thus, turn the latter into a pleasant place for us



NUMBER OF PARTICIPANTS

Between 10 – 12 participants



TIME

30 - 50 min

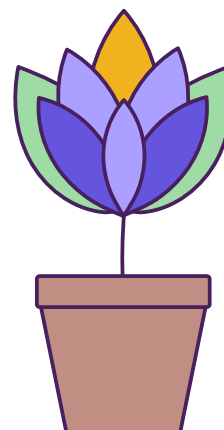


A comfortable environment

The participants should think for about 15 minutes about the **things that make them feel comfortable at home**: for example, if someone has a poster or an image that conveys it to him or her peace, whether they have a flower or a plant that they like to observe and care for, etc.

The facilitators should give some pencils and sheets of paper to the participants. Then, on a sheet of paper, the participants should write down the things that each one has thought about and that makes him or her feel comfortable.

Finally, the main group should create a **circle** and then reflect on whether any of those things could have them in his or her workplace and thus, create an environment where it is pleasant to be and work.





DEBRIEFING/REFLECTION

Making your workplace a **calm and comfortable environment** positively influences the prevention of burnout syndrome.



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise in a big space.
- Papel sheets or post-its.
- Pencils.
- It can be useful to listen to some **soft or ambiental music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

If a participant has motricity problems (for example, if they can't get the pen), this activity can be done only in spoken form, without writing anything.

NOTES



MATERIALS/ ANNEXES:



BIBLIOGRAPHY

Gil-Monte, P. R. *Prevención y tratamiento del síndrome de quemarse por el trabajo (burnout). Programa de intervención.* Ediciones Pirámide.



TARGET GROUP

Adults



OBJECTIVES

Relax and connect with ourselves, forgetting the possible worries and/or tasks of the work



NUMBER OF PARTICIPANTS

This can be an individual or a groupal exercise (between 12 – 16 participants).



TIME

40 min. - 1 hour

8 The art of doing nothing

The participants should find a comfortable place to sit or lie down: if they want, they can listen to their favourite music (low volume). When they feel comfortable, they should start breathing as slowly as possible, trying to keep their mind a blank.

In this peaceful moment, the participants can do **whatever they want to**, with the only condition that **it is forbidden to think about anything related to work**: painting, just listening to the music, etc.

Finally, the participants should create a **circle** and share what they did (e.g., painting, reading something) and how they feel before and after doing this exercise.





DEBRIEFING/REFLECTION

Dedicating time to yourself is very helpful to prevent burnout syndrome: do what you enjoy doing in your free time. You can also **do nothing** because you don't have to do something all the time.

Ask yourself: how was I feeling before this activity? How am I feeling now?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise in a big space, so each person can have his or her own space to reflect and relax.
- Sheets of paper and pencils.
- Watercolors.
- Magazines.
- It can be useful to listen to some **soft or ambiental music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES



MATERIALS/ ANNEXES:



BIBLIOGRAPHY

Psírculo Creativo (2021) Burnout [Facebook Live].

Available on:

<https://www.facebook.com/psirculoactivoCDMX>



TARGET GROUP

Adults



OBJECTIVES

Improve our emotional balance and concentration as a burnout syndrome prevention strategy



NUMBER OF PARTICIPANTS

Maximum 21 participants



TIME

35 - 45 min



Mindfulness with your 5 senses

The facilitators should ask the participants to look at **5 things they can see**: all participants should look around and choose something they wouldn't normally notice, like a shadow or a small crack in the ground.

Then, the participants should observe **4 things they may feel**: participants should be aware of 4 things they are feeling at the present moment, such as the texture of their pants, the feeling of air on their skins...

Next, the participants should observe **3 things they can hear** and focus on the sounds around them. For example, a bird or the sound of traffic from a nearby road. If this activity is done in a room, it is advisable that during this exercise there is background instrumental music at a low volume.

Then, the participants should observe **2 things they can smell**. The participants should pay attention to smells they are usually unaware of and observe whether they are pleasant or unpleasant. For example, the smell of some plant or flower, food from a nearby restaurant...

Next, the participants should observe the **taste of their own mouths**. Each participant should focus on the taste of the present moment. The participants can drink something, chew gum and even notice the taste of their mouth without taking anything.

The facilitators should explain that the time that each person spends in each direction depends on each one, but each object of attention should last 5 or 6 minutes. The idea is not to do meditation, but for participants to return to the present with an **improved state of consciousness**.



DEBRIEFING/REFLECTION

The "Mindfulness" is one of the most useful tools to achieve **emotional balance** and **improve concentration**. Its effectiveness has been scientifically proven, and there is more and more evidence that using mindfulness contributes to regulating emotions, reduces stress and anxiety, helps sleep better and promotes creativity.

Ask yourself: how was I feeling before and also after doing this activity? Was this exercise helped me in any way?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise outdoors but it can also be done in a big room.
- It can be useful to listen to some **soft or ambiantal music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

If a participant has a sensory disability that prevents him or her from fully engaging in the activity, such activity shall be adapted to his/her condition. For example, considering the exercise of observing 5 surrounding things, if a participant has a visual disability, it will be given several objects for him/her to intuit the shape or function by touch.

NOTES



MATERIALS/ ANNEXES:



BIBLIOGRAPHY

Cárdenas, Yunue (2020) *Bienestar emocional: creando fortaleza desde el interior*. Psírculo creativo.
Available on: <https://sites.google.com/clinica-psc.com/clinicapsicosocial/recursos>



TARGET GROUP

Adults



OBJECTIVES

Learn how to properly manage our time, in order to prevent stressful work situations



NUMBER OF PARTICIPANTS

Between 10 - 15 participants



TIME

40 - 50 min

10

Knowing the Eisenhower's Matrix

The facilitators should give **2 sheets of paper** and a pen to each participant:

- Individually, each person should think about **4 simple tasks** and write them down on 1 of the paper sheets. The participants should place the tasks in order of priority: the task that has the highest priority will be the first, no matter if it is the most unpleasant or difficult task. Then, they should think about the **secondary tasks** that each of those tasks can have and sort them according to the priority of each one (maximum 8 secondary tasks in total).
- On the other sheet of paper, the participants should draw the following table, which is known as "**the Eisenhower's matrix**":

	URGENT	NON-URGENT
IMPORTANT	<i>What to do first</i>	<i>Decide when do so</i>
UNIMPORTANT	<i>Delegate, if it is possible</i>	<i>Not to do</i>

The participants should **place the main and secondary tasks** they have posed on the other sheet of paper in the corresponding box, in the table. In this point, the facilitators should indicate to the participants that **tasks' postponement should be avoided** because postponing things will not solve them, but will only cause accumulated tasks and generate stress that can lead to burnout, if it is maintained over time.

Finally, when all participants have completed their respective tables, they should be placed **in pairs or little groups** (maximum 5 participants/group) and expose their different timelines: some tasks that someone may consider very important and that may generate him or her anxiety or stress, for the other participants may not be so important, and therefore feedback is very beneficial.



DEBRIEFING/REFLECTION

Ask yourself: how was I feeling before and also after doing this activity?
Has this exercise helped me in any way?
Would it be beneficial for me to use this exercise to better manage time?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise in a place or room with desks and chairs.
- Papel sheets (at least, 2/participant).
- Pencils.
- It can be useful to listen to some **soft or ambient music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

If a participant has motricity problems (for example, if they can't get the pen), this activity can be done only in spoken form, without writing anything.

NOTES



MATERIALS/ ANNEXES:



BIBLIOGRAPHY

Berón, G.A. *El síndrome del quemado o burnout*. Available on: <https://www.trabajo.gba.gov.ar/paneles-y-ponencias/tramitacion-administrativa/beron.pdf>



TARGET GROUP

Adults



OBJECTIVES

Learn how to prioritize the most important tasks, differentiating them from secondary tasks, how to make team decisions and also how to better manage time



NUMBER OF PARTICIPANTS

Maximum 20 participants



TIME

35 - 45 min

11 The jar of time

The facilitators should divide the main group into 4 different subgroups and give to each group:

- An **empty jar**.
- A few **ping-pong balls** (the facilitators can use different sizes of balls: tennis balls, for example).
- A few **dices**.
- A **glass of water**.

The participants of each subgroup should **determine the order in which they**

will place each element within the jar: depending on which objects are put

first, the amount of other elements that can be added later is determined.

For example, if the participants put the dices first, there will be no space for anything else (maybe just a little bit of water). On the contrary, if the participants start with the balls (which represent the most important tasks), then the small ones and successively, in order of size, the rest of the elements, there will be space for everything.

Finally, the facilitators should ask all participants to form a **circle**. Each group

will explain how they have chosen the order of the items in the jar, why they

have chosen that order and if they have managed to put all the objects in

the jar or not.

Then, the facilitators should explain the **correct order** of the elements. In addition, they should explain that the jar represents the time that all

participants have in their daily lives, while balls, dices and water are the different tasks (main and secondary ones) that they must perform in their daily life.



DEBRIEFING/REFLECTION

Exercises like this serve to remember the importance of knowing how to **prioritize the most important tasks** and differentiate them from the secondary ones: correct time management is vital to prevent the first stages of burnout syndrome.

Ask yourself: how was I feeling before and also after doing this activity? Has this exercise helped me in any way?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise **outdoors**, but it can also be done in a big room.
- Jars.
- Ping-pong balls (different types of balls can be used: for example, tennis balls).
- Dices.
- Water.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES



MATERIALS/ ANNEXES:



BIBLIOGRAPHY

Universidad de San Buenaventura (2020). *Resolución de conflictos y toma de decisiones*. Available on: <https://www.usbmed.edu.co/noticias/ampliacion-informacion/artmid/1732/articleid/4675/resolucion-de-conflictos-y-toma-de-decisiones>



TARGET GROUP

Adults



OBJECTIVES

Learn how to identify **distractions** and interruptions that distance us from our concentration and thus, learn to better manage our time



NUMBER OF PARTICIPANTS

Between 10 - 14 participants



TIME

25 - 35 min

12

Discovering our time thieves

The facilitators should give to each participant a sheet of paper and a pen. Individually, each participant should identify and write down the **distractions** that usually arise in his or her daily work and also lives. Then, each participant should find a **solution** to solve each of the distractions and write them down.

When all participants finish identifying their own time thieves and possible solutions for each one of them, the participants should create a **circle**. One by one, they should explain their time

thieves

and the possible solutions to each one.

Finally, all participants should discuss ways and means to ensure that the solutions found by each participant can be effectively implemented on a day-to-day basis.





DEBRIEFING/REFLECTION

Everyday the tasks of many workers are **weakened by distractions and interruptions**: to improve time management, this exercise can be very useful because participants are able to identify these time thieves and also to put **solutions** to avoid their effects.

Ask yourself: how was I feeling before and also after doing this activity? Have I felt supported by the group or, on the contrary, did I have any problem? Was this exercise helped me in any way?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise or in a big room, with desks and chairs.
- Papel sheets.
- Pens.
- It is recommended to listen to **soft or relaxing music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

If a participant has motricity problems (for example, if they can't get the pen), this activity can be done only in spoken form, without writing anything.

NOTES



MATERIALS/ ANNEXES:



BIBLIOGRAPHY

Consejería de Sanidad (2019). *Prevención del desgaste profesional en los centros sanitarios del Servicio Madrileño de Salud*. Available on:

<http://www.madrid.org/bvirtual/BVCM020304.pdf>



TARGET GROUP

Adults



OBJECTIVES

Learn to better manage our time



NUMBER OF PARTICIPANTS

Maximum 15 participants



TIME

30 - 40 min

13

Time multiplied by 3

The facilitators should give to each participant a pen and **3 different sheets** of paper, with 24 squares in each one representing the hours of the day.

- The participants should complete the first sheet with the **routine activities** of their day: for example, having breakfast, brushing their teeth, etc.
- On the second paper sheet, the participants should write down **everything that is done during non-productive time at work**: for example, the time it takes to turn on the computer, the lunch break, etc.
- On the third sheet of paper, the participants should place the information of the **2 previous sheets**. It can always be seen some empty space: that is the **productive time**.

When all participants complete the third paper sheet, the main group should be divided into 2 different subgroups that should share their schedules.

Finally, in each group, the participants should review each timeline as a team, in order to see what can be reduced, eliminated or adapted to better optimize the work time and also the time they want to dedicate to their personal lives.



DEBRIEFING/REFLECTION

In the field of time management and burnout prevention, exercises of this kind are basic to graphically illustrate the **use of time** in the work and personal sphere. With this exercise, the participants will learn how to better manage their time.

Ask yourself: how was I feeling before and also after doing this activity? Has this exercise helped me in any way?
Will I use this exercise in my daily life?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise outdoors or in a big room, if it is possible with chairs and tables.
- Sheets of paper.
- Pencils or pens.
- It is recommended to listen to **soft or relaxing music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

This activity can be performed with the support of the facilitators, if any participant has this difficulty (individually or in a flipchart in case there are several participants in this situation).

NOTES



MATERIALS/ ANNEXES:

Berón, G.A. *El síndrome del quemado o burnout*. Available on:
<https://www.trabajo.gba.gov.ar/paneles-y-ponencias/tramitacion-administrativa/beron.pdf>



BIBLIOGRAPHY



TARGET GROUP

Adults



OBJECTIVES

Learn to manage stress, which is a risk factor for the development of burnout syndrome



NUMBER OF PARTICIPANTS

Between 12 - 15 participants



TIME

30 - 40 min

14

The 3 "A"s of stress management

This exercise is based on the decision-making model, since the three "A's" are related to the following areas of adult worker welfare: work, cognitive, emotional, physical and social. At the beginning, the facilitators should divide the main group into 3 subgroups and give **3 paper sheets** and pencils to each group. Later, the facilitators should explain one by one the three "A's" and the corresponding activities for each one:

- **The first "A" comes from "Away stress"**. To achieve this, there are 2 different ways: the adult workers can eliminate the source of stress by making some change or they can also avoid the stressful situation from the beginning. The participants should share their ideas about how they could apply those 2 ways to take stress away from their lives and write them down in one paper sheet. When all participants have written their ideas, the facilitators should explain the reasoning of this "A": it is possible to take away stress through organization and planning, managing problems (not avoiding them), making a list of priorities, communicating openly and sincerely (expressing your feelings), but also knowing your limits, learning to say "No" and not assuming more responsibilities than you can do.
- **The second "A" comes from "Accept stress"**. To achieve this, the adult workers should prepare themselves physically and mentally for stress. The participants should share their ideas about how they could apply this way to accept stress away from their lives and write them down in another paper sheet (different from the one they used previously). When all participants have written their ideas, the facilitators should explain the reasoning of this "A": it is possible to accept stress through accepting things that cannot be changed (not trying to control the uncontrollable), speaking to oneself and others positively, and learning to forgive.



- **The third "A" comes from "Adapt and change"**. To achieve this, there are 2 different ways: the adult workers can increase their abilities to tolerate stress and also change the way they perceive stress situations. The participants should share their ideas about how they could apply those 2 ways to take stress away from their lives and write them down in one paper sheet. When all participants have written their ideas, the facilitators should explain the reasoning of this "A": it is possible to adapt to the stress and change it through this ways:

-**Physically**: having a proper diet, practising regular exercise and also relaxation or meditation.

-**Mentally**: practising positive affirmation and establishing clear priorities and objectives. It is very important to change unrealistic expectations and irrational beliefs.

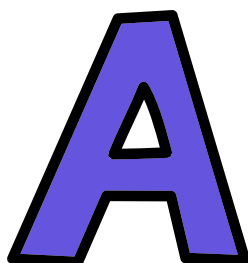
-**Socially**: creating and maintaining support systems, relationships and having a clear communication. People around you can help you to reformule problems and look at them from a different point of view.

-**Spiritually**: through meditation, faith and commitment. It can foster

self-

esteem and cultivate a positive attitude.

Finally, the participants should create a circle and speak about this exercise. For example, if it has been easy or difficult for them, if they had ever considered the different ways of accepting stress, adapt to it and change it, if they had never thought about these issues, whether it has been beneficial to do this exercise in a group, etc.





DEBRIEFING/REFLECTION

Ask yourself: how was I feeling before and also after doing this activity?
Has this exercise helped me in any way?
Have I felt supported by the rest of the group?
Have we reached agreements during this exercise?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise in a place or room with desks and chairs.
- Sheets of paper (minimum 3/group).
- Pencils or pens.
- It is recommended to listen to **soft or relaxing music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

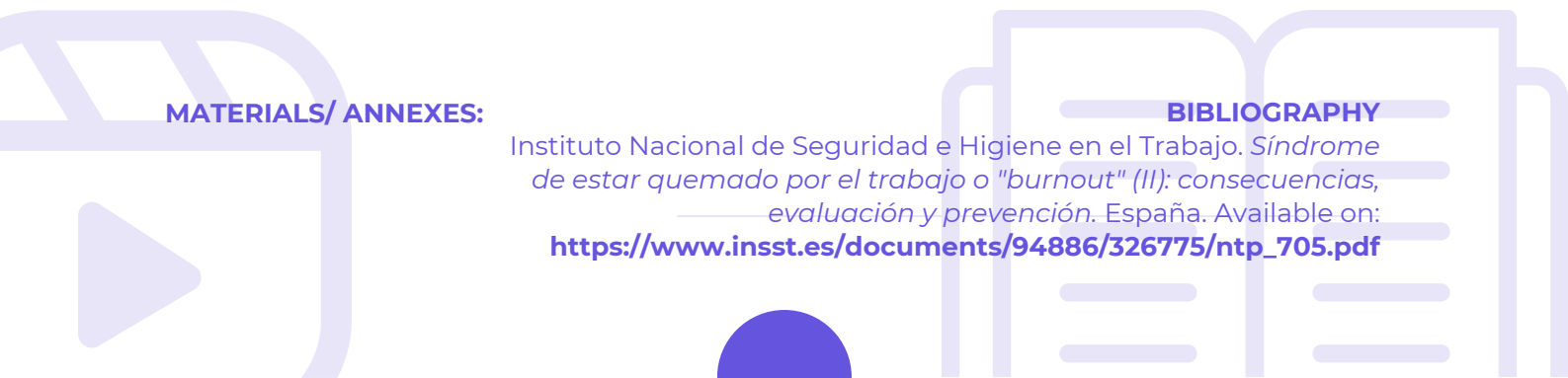
If a participant has motricity problems (for example, if he or she can't get the pen), this activity can be done only in spoken form, without writing anything.

NOTES

MATERIALS/ ANNEXES:

Instituto Nacional de Seguridad e Higiene en el Trabajo. *Síndrome de estar quemado por el trabajo o "burnout" (II): consecuencias, evaluación y prevención*. España. Available on:
https://www.insst.es/documents/94886/326775/ntp_705.pdf

BIBLIOGRAPHY





TARGET GROUP

Adults



OBJECTIVES

Learn what resilience is and how it can help us in our work, social and personal lives



NUMBER OF PARTICIPANTS

Between 10 - 15 participants



TIME

20 - 30 min

15

Making the resilience our shield against Burnout

At the beginning, the facilitators should give to each participant a pen and a sheet of paper, where they should write 3 different things:

- **What they think resilience is;**
- **Why they think it may be important** to know how to develop resilience;
- **When and how they think they can use it.**

Once done, participants should read one by one what they have written about resilience and **discuss** it between them.

Then, the facilitators will explain **what resilience is:**

"Resilience is the ability to successfully overcome adversity. An important part of resilience is outside the scope of the personal decisions, but people can always learn attitudes and strategies that promote it.

But resilience can also be perceived as an attitude that allows people to incorporate habits during a process, through learning and the ability to modify a behavior (according to information learned through experience).

The ability and willingness to learn, to modify how to face situations or change the methods to which adult workers become accustomed, contribute to generate this acquired resilience.

The most resilient people are those who demonstrate enough flexibility to put temporarily on hold what they know and value other ideas or views: this will allow them to articulate new crisis coping strategies. It is important to note that this is inevitably influenced by the environment, where there are institutions and contexts that may well hinder or to promote the flexibility that true learning requires".

Finally, the participants should discuss how they can develop their own resilience and also how they can help people around them to do so, while the facilitators should write down the ideas to highlight the most interesting or constructive ones.



DEBRIEFING/REFLECTION

Ask yourself: how was I feeling before and also after doing this activity?
Has this exercise helped me in any way?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise in a big place or room (with desks and chairs, if it is possible).
- Papel sheets.
- Pencils.
- It is recommended to listen to **soft or relaxing music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

If a participant has motricity problems (for example, if he or she can't get the pen), this activity can be done only in spoken form, without writing anything.

NOTES



MATERIALS/ ANNEXES: BIBLIOGRAPHY

Consejería de Sanidad (2019). *Prevención del desgaste profesional en los centros sanitarios del Servicio Madrileño de Salud*. Available on: <http://www.madrid.org/bvirtual/BVCM020304.pdf>



TARGET GROUP

Adults



OBJECTIVES

Develop resilience and also strategies that promote our self-esteem, self-concept and self-evaluation to prevent burnout syndrome



NUMBER OF PARTICIPANTS

Between 12 - 18 participants



TIME

35 - 45 min

16

Your own 3 envelopes

The facilitators should give to each participant a pen, 3 envelopes and 3 sheets of paper:

- **The first envelope, called "My past":** each participant should write on a paper sheet everything that he or she has achieved in the past, despite adversity. For example: *"I finished my degree", "I had my first job", "I could overcome anxiety", "I had my first kiss with my girlfriend or boyfriend"*, etc. When the participants finish their letters to themselves, they should keep it in the envelope: each participant can open his or her envelope when they feel sad or exhausted, in order to **remember how far they have reached**.
- **The second envelope, called "My present":** the participants should write on another sheet of paper the names or nicknames of all the people who in the past formed, in the present form and in the future will form part of their paths, their experiences and their lives. For example: *"I always have the support of my mother", "my grandfather is always willing to listen to me and also to advise me", "when I feel sad, my University's classmates always make me a smile", "my dog always notices when I am sad and comes to hug me"*, etc. Each participant can open this second envelope when he or she feels alone or if he or she feels that there is nothing to hold on to to move on. Thanks to this envelope, the participants can remember that there is always the possibility that someone can accompany them in difficult moments and that, although they can feel alone at some point, **they can always count on someone**.
- **The third and last envelope, called "My future":** participants should write on another sheet of paper all the experiences they want to live in the future. For example, *"hot-air balloon riding with my sister", "change my hairstyle", "get a job that allows me to travel a lot", "make a video call to my cousin because we haven't talked for a long time"*, etc. The participants can open this third envelope when they feel discouraged or when they feel they have lost their path: thus, they will be able to **remember what motivates them for the future**.



DEBRIEFING/REFLECTION

Ask yourself: how was I feeling before and also after doing this activity?
Has this exercise helped me in any way?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise or in a big room, with desks and chairs.
- 3 sheets of paper/participant.
- Pens.
- 3 envelopes/participant.
- It is recommended to listen to **soft or relaxing music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

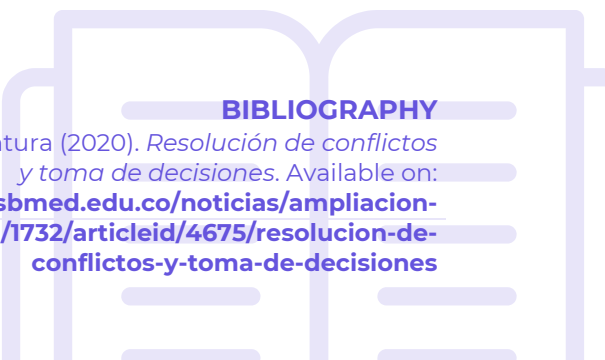
If a participant has motricity problems (for example, if they can't get the pen), this activity can be done only in spoken form, without writing anything: for example, the participants can record themselves talking to some device (Mobile phone, computer, etc).

To achieve the aim of the third envelope, the goals to be achieved must be realistic and possible to meet in a short period of time, thus avoiding episodes of frustration.

NOTES



MATERIALS/ ANNEXES:



BIBLIOGRAPHY

Universidad de San Buenaventura (2020). *Resolución de conflictos y toma de decisiones*. Available on:
<https://www.usbmed.edu.co/noticias/ampliacion-informacion/artmid/1732/articleid/4675/resolucion-de-conflictos-y-toma-de-decisiones>



TARGET GROUP

Adults



OBJECTIVES

Learn how to work as a team and to solve different situations of crisis together



NUMBER OF PARTICIPANTS

Between 10 - 14 participants



TIME

25 - 35 min

17

Together we can solve everything

The facilitators should divide the main group into smaller subgroups. Later, they should give a sheet of paper with **3 different crisis scenarios** written to each group (Annexe). Instead of giving them the crisis situations written, it is also possible that the participants share some different situations.

The participants should speak and discuss within the group, providing **personal solutions** for both scenarios. Later, they should choose the appropriate solution for each one in their own life or situation.

Finally, all the participants should create a **circle**: they should explain the different crisis scenarios they had and how they managed it, in team and by their own too.



DEBRIEFING/REFLECTION

Ask yourself: how was I feeling before and also after doing this activity?
Have I felt supported by the group or, on the contrary, did I have any problem?
Has this exercise helped me in any way?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise in a big place or room (with desks and chairs, if it is possible).
- Papel sheets.
- Pencils.
- It is recommended to listen to **soft or relaxing music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

If a participant has motricity problems (for example, if he or she can't get the pen), this activity can be done only in spoken form, without writing anything.

NOTES



BIBLIOGRAPHY

Consejería de Sanidad (2019). *Prevención del desgaste profesional en los centros sanitarios del Servicio Madrileño de Salud*. Available on:
<http://www.madrid.org/bvirtual/BVCM020304.pdf>

MATERIALS/ ANNEXES: CRISIS SCENARIOS

You have been fired from your company and you need the money to pay your mortgage

Your boss told you that you must move to another city to keep working at the company, otherwise he will fire you.

In your office, there has been placed a new co-worker who does not work, bothers you, and listens to music at a very high volume...

You and your husband/wife (boyfriend/girlfriend) have broken up after 9 years of relationship

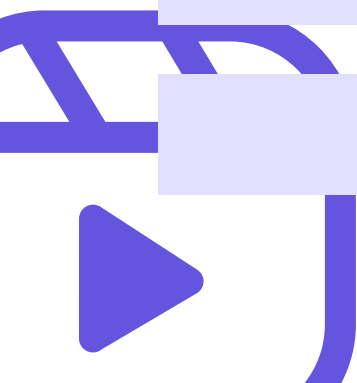
Your daughter/son (or sister/brother) has been expelled from school for bad behaviour

You have had a car accident and you do not have health insurance

Your pet is lost and you can not find it

You have discovered your partner/boyfriend/girlfriend cheating on you

You paid for a dreamly vacation, but just the first day, you find out it is a scam





TARGET GROUP

Adults



OBJECTIVES

Promote conflict resolution and group decision-making in an assertive way



NUMBER OF PARTICIPANTS

Maximum 10 participants



TIME

50 min - 1 hour

18

Facing and solving problems together

At the beginning, the facilitators should explain the **importance of facing problems in group**:

"Differences between people are very normal, the fruit of the diversity and plurality of the world; however, sometimes these differences are not approached correctly and lead to real personal conflicts that are often unpleasant and useless.

On the other hand, there can be problems in any area of life, but it is true that conflicts in the working environment are very common, so it is convenient to have the ability to resolve conflicts not just by our own, but also with external help: our co-workers, friends, familiars... That is why solving conflicts can help a lot, because this is a fundamental competence for personal development.

Concretely, in a working environment it is important to have a good working climate that leads everyone to the same goal and that prevents workers burnout syndrome".

Then, the facilitators should give a pencil and a sheet of paper to each participant, where they should write down a **problem** that they have recently detected or had, but they can also invent one.

Once done, the paper sheets are folded all together and put in a bag. Later, one by one, each participant should take a paper sheet out of the bag and read it out loud, while another participant (or one of the facilitators) should write down what has been said on a board: once all the problems are written, the participants should choose one to solve (by vote).

After choosing a theme, the participants should discuss **what has happened**. Under the chosen theme, on the board, the facilitators should draw two different columns: one column is for the functional forces, that is, advantages or positive aspects of the issue discussed; the other column is for dysfunctional forces, that is, disadvantages or negative aspects.

Later, the participants should look at all this and discuss how they would solve the proposed problem: for example, if it can be reformulated into something productive for the group, if they would need to arrange an agreement, if they would need a special groupal activity to resolve it..

Finally, the participants should close this exercise speaking about the **importance of solving conflicts and also of doing it with other's help**.



DEBRIEFING/REFLECTION

Ask yourself: how was I feeling before and also after doing this activity?
Has this exercise helped me in any way?
Have I felt supported by the rest of the group?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise in a place or room with a board, desks and chairs.
- Paper sheets and pencils.
- Bag.
- Board and chalk.
- It is recommended to listen to **soft or relaxing music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

If a participant has motricity problems (for example, if they can't get the pen), this activity can be done only in spoken form, without writing anything.

NOTES



MATERIALS/ ANNEXES:



BIBLIOGRAPHY

Berón, G.A. *El síndrome del quemado o burnout*.
Available on:

<https://www.trabajo.gba.gov.ar/paneles-y-ponencias/tramitacion-administrativa/beron.pdf>



TARGET GROUP

Adults



OBJECTIVES

Learn how to delegate and thus, also to learn to better manage our time



NUMBER OF PARTICIPANTS

Between 12 - 15 participants



TIME

35- 45 min

19 Roleplay on delegating

In this time management and burnout prevention exercise, the facilitators should explain that the roleplay proposed can help them to know how to delegate. The facilitators should divide the main group into different **subgroups of 3 people** each one:

- One person will have the **"worker role"**.
- Another person will have the **"assistant role"**.
- The third person will have the **"observer role"**: the facilitators should give to the participants who will be the observers a sheet of paper and a pen.

Then, the facilitators should give to each group 6 different tasks to do (Annexe). The person who has the worker role should practice **how to delegate** and the person with the observer role should write on the paper **comments related to the performance** of the worker and also of the assistant.

During this exercise, the facilitators can give **suggestions** to help participants reflect, with the aim of improving their delegation capacity. When the person with the worker role and the person with the assistant role have finished dividing the tasks, the roles should be changed **until the 3 participants have been workers, assistants and observers**.

Finally, all participants should return to the main group and create a **circle** to speak and discuss how they have felt when they have delegated, when they have been observers and also as assistants. It would be very useful for participants to also speak about the **importance of delegating tasks**, when it is possible, about how they felt when delegating tasks before performing this exercise, and how they will do it from then on.



DEBRIEFING/REFLECTION

Ask yourself: how was I feeling before and also after doing this activity? Have I felt supported by the group or, on the contrary, did I have any problem? Has this exercise helped me in any way?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise or in a big room, with desks and chairs.
- Paper sheets and pencils.
- It is recommended to listen to **soft or relaxing music** during this exercise.

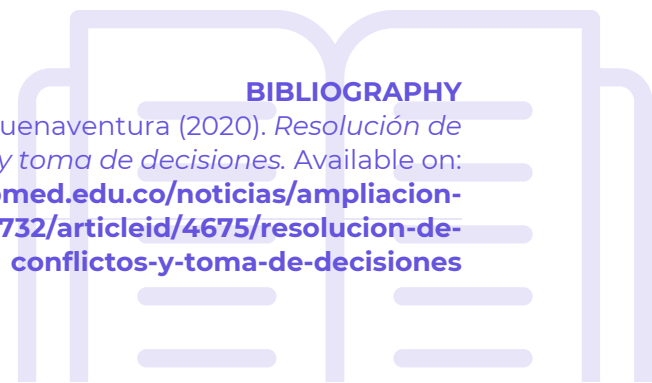
VARIATION PROPOSALS/ ADAPTATIONS

If a participant with the observer role has motricity problems (for example, if he or she can't get the pen), this activity can be done only in spoken form, without writing anything.

NOTES

BIBLIOGRAPHY

Universidad de San Buenaventura (2020). *Resolución de conflictos y toma de decisiones*. Available on: <https://www.usbmed.edu.co/noticias/ampliacion-informacion/artmid/1732/articleid/4675/resolucion-de-conflictos-y-toma-de-decisiones>



MATERIALS/ ANNEXES: TASKS SUGGESTIONS

Reply to an email from the entity's boss

Send a satisfaction questionnaire to the other colleagues in the office

Create a PowerPoint presentation for an important meeting with the bosses

Attend a work meeting that lasts 4 hours, as a listener

Translate a 120-page report which is in another language

Contact all the partners to inform them of the evolution of a project

Send a package to a partner

Prepare an outreach campaign on your entity work and objectives

Propose to your boss a change about the way of work of the entity

Prepare and conduct an interview with a person interested in work in your entity





TARGET GROUP

Adults



OBJECTIVES

Learn the power of gratitude as a tool to prevent burnout syndrome



NUMBER OF PARTICIPANTS

Maximum 10 participants



TIME

15- 25 min

20

Gratitude to prevent Burnout

The participants should create a circle and later, one by one, complete the following sentence: **"Life is beautiful for those who..."**.

For example, *"life is beautiful for those who have big brothers or sisters", "life is beautiful for those who play the piano", "life is beautiful for those who live near to the sea"*, among others.

The participants who recognize themselves in the same description as the other person, change places between them. The last person to come into place is next to complete the sentence.

Finally, the facilitators should explain the importance of this exercise in relation to burnout syndrome:

"In general, burnout is characterized by emotional exhaustion, depersonalized attitude, and low sense of professional and/or personal accomplishment, among others: that it is why it has a vitally importance that every day we spend a few minutes of our time reminding ourselves all the beautiful things we have in our lives. They can be physical things, like video-consoles or books that we love, but also things as simple as the beautiful sunset that we see every afternoon or the jokes that our friends tell us.

Gratitude is one of the best shields for crisis situations, stress, anxiety and also burnout syndrome".



DEBRIEFING/REFLECTION

Ask yourself: how was I feeling before and also after doing this activity?
Has this exercise helped me in any way?
Have I felt supported by the rest of the group?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise **outdoors** or in a big space/room.
- It is recommended to listen to **soft or relaxing music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES



MATERIALS/ ANNEXES:



BIBLIOGRAPHY

Berón, G.A. *El síndrome del quemado o burnout*.
Available on: <https://www.trabajo.gba.gov.ar/paneles-y-ponencias/tramitacion-administrativa/beron.pdf>



TARGET GROUP

Adults



NUMBER OF PARTICIPANTS

Between 9 - 15 participants



OBJECTIVES

Relax and connect with ourselves (and also with people around us), forgetting the possible worries and/or tasks of the work



TIME

30 - 40 min

21

Gratitude and relaxing Mindfulness (Guided Meditation)

Controlling breathing can be very useful to prevent stress and, consequently, also burnout syndrome, so in this exercise the facilitators and participants will focus on it.

The participants should find a comfortable place to sit or lie down: if they want, they can listen to **ambiental or soft music** while doing this (low volume). When they feel comfortable, they should close their eyes and start breathing as slowly as possible, trying to keep their mind a blank.

Place your hands on your lap and inhale, allowing air to enter not only your chest, but the lower part of your lungs and also into your belly. Breathing is key to connect with the here and now, and to having mindfulness.

You have to mark a breathing pattern that allows your body to inhale and exhale deeper and deeper.

When you have incorporated this way of breathing, visualize the dense air that enters your lungs and focus on it: imagine that it is crystalline and that it is loaded with those fundamental and valuable things for you. At this point, it is essential that you think about people, situations and goals that are important to you, and also your actions to achieve them.

Then place one hand on your heart and the other on your belly. At each inhalation, feel the air expanding first your belly, después the ribs and at the end your chest. Continue inhaling and exhaling the same way.



Although you feel that you have nothing left to give because you have really given everything lately, you can thank yourself for being here and now in this exercise, working for and for you. Say to yourself "I am grateful to have people who love me", "I feel loved, valued and respected, by myself and by the people around me".

Inhale again deeply and exhale with a strong sigh. Inhale again and while you hold the air, place your hands on your forehead. Feel the relaxation in your shoulders, in your belly and in your hands.

Now, let your breathing return to its normal rhythm: don't try to force it, everything needs its time.

Bring a smile to your lips, which begins to awaken the expression on your face. Then, move your fingers and stretch your torso. When you think it is time, open your eyes gently.

Burnout syndrome can occur when you have been working for a long time and suddenly every day becomes heavy and difficult: therefore, when you feel like this, you can resort to this exercise to pause your worries for a while, breathe deeply and recharge your energies.



DEBRIEFING/REFLECTION

Dedicating time to yourself is very helpful to prevent burnout syndrome.

It is important to highlight that this mindfulness and meditation exercise, both inside and outside the workplace, is insufficient by its own: although it helps to offer adult workers moments of relaxation, burnout syndrome needs a **comprehensive treatment**.

Ask yourself: how was I feeling before and also after doing this activity?

Recently, have you stopped to thank what you have, what you are and the people around you?

Has this meditation exercise helped me in any way?



RECCOMENDATIONS AND TIPS

- It is recommended to practise this exercise **outdoors**, so each participant can have his or her own space to relax and reflect.
- It is also possible to practise this exercise in a big room or space.
- Yoga mat.
- It is recommended to listen to **soft or relaxing music** during this exercise.



VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

BIBLIOGRAPHY

Meditación para Burnout: *Sana el desgaste físico y mental del trabajo - Recupera la calma*. Available on:
<https://www.youtube.com/watch?v=0CHtrFuvG3c>





TARGET GROUP

Adults



OBJECTIVES

Plan and organize our time and emotions better



TIME

A week for the newspaper and a month for the calendar



Homework 1: Thrill your time – Organize your emotions and time

In this activity we intend that participants learn to organize and plan more their time through a calendar of time and a diary of the emotions that arise daily:

- **Calendar of time** (Annexe): to learn how to organize and plan your time you must fill a calendar with the tasks to be fulfilled in a month, so that they appear organized by days. The tasks in question would not only be those they perform at **work level**, it is also important that they include the tasks or activities they do on a **personal level**, that is, in their free time.
- **Diary of emotions**: the function of this diary is that users write down what **emotions** they have felt during the week both when performing the tasks exposed in the calendar, and also those emotions to which they have not found an explicit reason. In the case of negative emotions, they should comment on how they **faced** them and if they had **reversed** them, as they did.



DEBRIEFING/REFLECTION

It is important that participants take into account their **self-care**, therefore, we seek to achieve a well-being both mentally and physically. That's why we want you to write in this calendar and diary also leisure activities to feel good.

To **evaluate the effectiveness** of this activity we will ask you a series of questions:

What time planning system did you use before?
Do you consider this activity useful to achieve better organization and time planning?
Will you continue using this method of organization?



RECCOMENDATIONS AND TIPS

- We recommend doing this activity in a **place where you feel comfortable**. For example: your own house, a park, a terrace, a beach, etc.
- Pencils and sheets of paper.
- It is recommended to listen to **soft or relaxing music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

If a participant has difficulty writing, they will be offered the option to use voice tools to perform the activity.

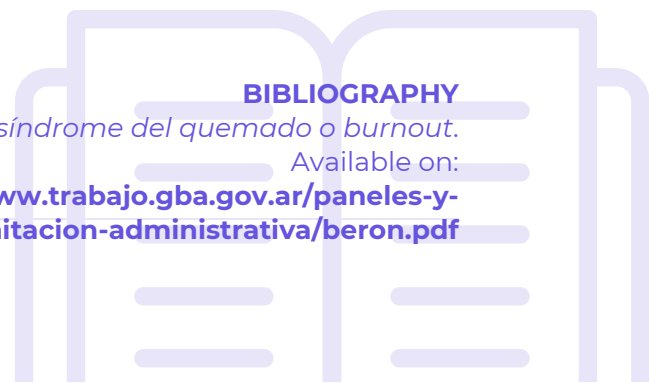
NOTES

BIBLIOGRAPHY

Berón, G.A. *El síndrome del quemado o burnout*.

Available on:

<https://www.trabajo.gba.gov.ar/paneles-y-ponencias/tramitacion-administrativa/beron.pdf>



MATERIALS/ ANNEXES: CALENDAR OF TIME

SUNDAY					
SATURDAY					
FRIDAY					
THURSDAY					
WEDNESDAY					
TUESDAY					
MONDAY					





TARGET GROUP

Adults



OBJECTIVES

Be able to face and reverse our
negative emotions



TIME

Whenever a negative emotion
arises

H 2

Homework 2: Music for your emotions

This activity involves trying to **reverse negative emotions** that adult workers may feel throughout the day. To do this, we want every time that a negative emotion is born, **you look for a song that produces a change**, until transforming it into a positive emotion. For example:

- Sadness / Joy.
- Disappointment / Optimism.
- Melancholy / Serenity.

To do this, it is important to **pay attention** to the emotions you are feeling at each moment and also to **take the time necessary** to reverse those negative emotions.



DEBRIEFING/REFLECTION

Music is a very useful tool to get people interested in the activity that is being proposed to them. For this reason, we consider it a very attractive activity for you to fulfill individually when nobody is supervising you.

To **evaluate** this homework, it can be asked a number of **questions** such as:

What tactics did you use before this activity to deal with negative emotions?

Do you think this activity is useful to achieve an optimal coping of emotions?

Will you use this activity as a way of coping with negative emotions?



RECCOMENDATIONS AND TIPS

- We recommend doing this activity in a **place where you feel comfortable**. For example: your own house, a park, a terrace, a beach, etc.
- Device that allows music to be played, because it is recommended to listen to **soft or relaxing music** during this exercise.

VARIATION PROPOSALS/ ADAPTATIONS

If a participant has a hearing difficulty, they will be offered tools that generate vibrations that he or she can feel or odors that he/she can perceive.

NOTES



MATERIALS/ ANNEXES:



BIBLIOGRAPHY

Consejería de Sanidad (2019). *Prevención del desgaste profesional en los centros sanitarios del Servicio Madrileño de Salud*. Available on: <http://www.madrid.org/bvirtual/BVCM020304.pdf>

21 Exercises to Plan your Career

C.I. Self Knowledge

Focuses on exploring your own values, personality, motivations, Interests and skills.

Personality exercise: **2 Your acronym**;

Exercises tackling skills: **3 Your strengths**; **4 Match**;

Exercises regarding interests: **7 What I like and what I don't like**;

Defining values: **6 Your core values**; **8 The ideal job**; **9 My inspiration**; **18 Prioritise your life**;

Motivational exercises: **10 Long cherished dream**; **13 Make your motto!**; **16 Explore your weaknesses and turn them into strengths**; **19 Begin with the end in mind**.

C.II. Goal-oriented exercises

This category focuses on the practical aspect of setting effective goals in your career: **1 Set S.M.A.R.T. goals**; **5 My lifeline**.

C.II. Career planning and continuous professional development

Exercises to help you in your professional growth and change throughout life.

11 Personalise your job space; **12 Overcome your fears**; **14 Introduce yourself in a cv**; **15 Work on your soft skills by tailoring them to your life**; **17 Work-life balance**; **20 The elevator pitch**; **21 My network**;

Flow

Exercises **5** and **14** can be paired.

Exercises **3** and **16** can be paired.

Exercises **6** and **18** can be paired.

Exercises **20** and **21** can be paired.



TARGET GROUP

Adults



OBJECTIVES

Help achieve more attainable
goals



NUMBER OF PARTICIPANT

Not specified



TIME

15 min

1 Set S.M.A.R.T. goals

The SMART in SMART goals stands for **Specific, Measurable, Achievable, Relevant, and Time-Bound**.

The facilitator begins by questioning the group about the importance of setting goals. It can say a sentence to stimulate debate: "If you have no direction, no wind will be favourable" (Seneca). After the initial debate, the facilitator explains that we are faced with a constant challenge, which forces us permanently to guide reasoning and action for the future, to establish priorities and to define exactly where we want to go.

Give the participants a piece of paper with a sentence to be completed:

My goal is to [specific objective] by [timeframe or deadline].

I will accomplish this goal by [attainable steps you'll take to achieve the goal] and I will reach it when [measurable].

Accomplishing this goal will [relevancy of the goal and results].

In order for a goal to be effective, it needs to be:

SPECIFIC

A specific goal answers questions like:
What needs to be accomplished? Who's responsible for it? What steps need to be taken to achieve it?

MEASURABLE

Quantify your goals by specifying how much you want to achieve your goal. This way you will know when you achieved it.

ATTAINABLE

Set goals that are not too easy or impossible to achieve.

RELEVANT

Make sure your goal really matters. You should focus on goals that are relevant and important.

TIMELY

Make sure you have a clear time frame to achieve your goals. Without a deadline, you won't have any urge or motivation to complete your goal.

After the explanation participants' answers should look something like this:

**My goal is to send 3 emails for open job positions by the end of the week.
I will accomplish this goal by writing a draft with all the necessary attachments and I will reach it when at least 3 emails will be sent.
Accomplishing this goal will help me find a job in the field I'm looking to work in.**



DEBRIEFING/REFLECTION

Setting goals can bring numerous advantages, namely increasing self-confidence, eliminating and clarifying expectations, helping produce more and improves performance, increasing motivation, helping decide how to use time, and helping reduce stress and anxiety. The concern with the objectives should be daily, so that the results are closer to being achieved.

The more the various goals (annual, semi-annual, quarterly, monthly, weekly, daily) are in harmony, the better time management will be.



RECCOMENDATIONS AND TIPS

It is recommended to do this exercise in a room with tables and chairs.

You'll need:

- Sheets
- Pens

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Developing a S.M.A.R.T. Career Plan
<https://www.youtube.com/watch?v=qU9DOORoQm4>

BIBLIOGRAPHY

How to write SMART goals (with examples)

<https://www.atlassian.com/blog/productivity/how-to-write-smart-goals#:~:text=What%20are%20SMART%20goals%3F,within%20a%20certain%20time%20frame>





TARGET GROUP

Adults



OBJECTIVES

Help define your personality
through a fun activity



NUMBER OF PARTICIPANT

Not specified



TIME

10 min

2

Your Acronym

Give participants support to write on and ask them:

What would your name stand for if your name was an acronym representing you?

They can be as creative as they want. They can play with nouns or full sentences.

Example: Elena

- Elevating
- Low
- Expectations
- Now
- Attainable

This game can be applied to business when trying to find an identity for your company, small business, art name, association etc. The facilitator then asks the participants to write their acronym, but this time to focus on characteristics they have or should have as workers and gives the example again

(Maria):
Methodical
Attentive
Responsible with schedules and tasks
Informed about the subjects
Autonomous



DEBRIEFING/REFLECTION

An easy and fun activity to engage participants and invite participants to share their acronyms and what they stand for in order to understand their personality and values which are at the base of every human activity, career as well. The participants then can indicate whether they already think they have these characteristics or how they hope to acquire them.



RECCOMENDATIONS AND TIPS

You'll need:

- Paper
- Pens

VARIATION PROPOSALS/ ADAPTATIONS

NOTES





TARGET GROUP

Adults



OBJECTIVES

Value your personal strengths by
imagining how to apply them in daily life.



NUMBER OF PARTICIPANT

Not specified



TIME

20 min

3

Your strengths

Participants have to write down 3 of their highest strengths on a separate slip of paper. **3 min**

Then they proceed to fold the pieces so they can't tell what they are and put them in a bowl or a basket.

Each participant picks one strength randomly.

Now they have to think of opportunities to use this strength in different situations, especially in regard to any challenges they might encounter.

Invite participants to ask themselves every chance they get: "How my strength can help in this situation?"

5 min

Where to use your strength:

Daily life situation •

Work-life situation •

Relationship with others

"How being kind can help with my relationship with my colleagues?"



DEBRIEFING/REFLECTION

Participants discuss with the group how they would use the strength randomly picked 10 min.

At the end assign the task of the day: participants should pick their "lucky strength of the day", it can be a personal one or one of the strengths mentioned by the group.



RECCOMENDATIONS AND TIPS

You'll need:

Post-it

- A basket
- Pens

VARIATION PROPOSALS/ ADAPTATIONS

If there is a large group divide it in sub-groups for the discussion part.

NOTES





TARGET GROUP

Adults



OBJECTIVES

To understand personal strengths and weaknesses thanks to an external point of view and compare..



NUMBER OF PARTICIPANT

Not specified



TIME

15 min

4

Match!

Ask the participants the following:

Write a description of yourself, specifying what you think are your positive and negative qualities. Find some people to ask for an opinion about yourself: what are your strengths and weaknesses according to them?

Once you have their opinions, check where they fit with what you think of yourself. The more people you involve in this investigation, the more reliable the results will be.

According to me		According to others	
strengths	weaknesses	strengths	weaknesses
<ul style="list-style-type: none"> • strong ✓ • witty • ambitious • wise ✗ 	stubborn	<ul style="list-style-type: none"> • kind • strong ✓ 	naive ✗



DEBRIEFING/REFLECTION

What did you learn about yourself?

Are you surprised about the description others gave you?



RECCOMENDATIONS AND TIPS

This is a task that can be assigned as homework. Mind that it's an activity that can hurt someone's feelings. Make sure to make a disclaimer to select the right people to ask, people who you trust and have a good relationship with.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES





TARGET GROUP

Adults



OBJECTIVES

Reflect on what factors have had an effect on your life choices so far.



NUMBER OF PARTICIPANT

Not specified



TIME

20 min

5 My lifeline

This exercise aims to “warm you up” and make you reflect on what factors have affected your life choices so far. Participants investigate how they made decisions, what brought them to the point they are at, and what events have been essential for them until now.

Draw a long arrow representing your lifeline. On the left, it's the beginning of the lifeline, and then the arrow stretches to the right towards the future. Above the arrow, there is a plus that represents the positive things in your life, and below the arrow, there is a minus that represents the more negative and challenging parts of your life.

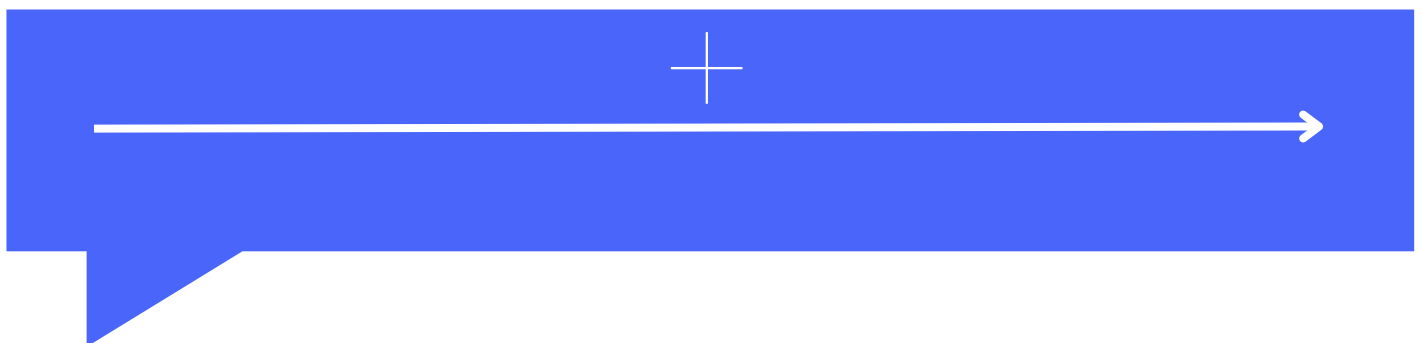
Tell participants to think about these things and fill in *the timeline*: **5 min**

Important people
Important events
Goals
Dreams
Interests

Let them Draw and write down a few summarising words about important positive events above the line. Below the line, they have to write down more negative or challenging circumstances.

Tell them to think about what events and opportunities they have had and what they have learned. They can start thinking about their future and what dreams they have. **10 min**

This exercise prepares you for the recruiter's question; “Can you tell me a little about yourself?” You don't have room to tell your whole life story, so you need to tell the things that are most relevant for a future employer. You can tell about your personal as well as your professional experiences.





DEBRIEFING/REFLECTION

Now, you have considered the recruiter's question and done the exercise. Take some time to finish this step by reflecting on the events that have affected your choices of studies and career. Ask participants if they can see any unifying theme in their life story. How would they present it?

Our life story shapes who we are and who we want to become. Looking back can help you to better understand yourself and your current situation.



RECCOMENDATIONS AND TIPS

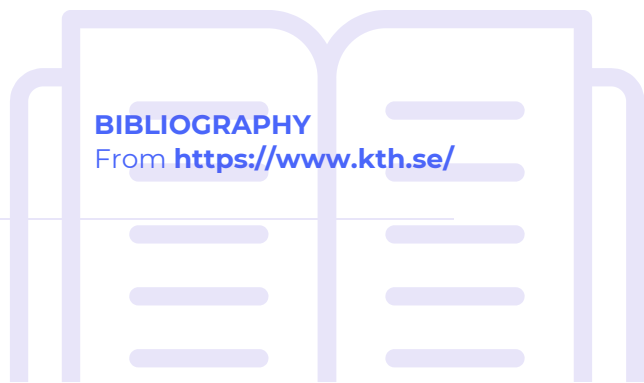
Use paper and pen or a similar tool when doing the exercise.

Our life is a story where everything has a cause and consequences, but we don't observe our life enough to see those connections. Analysing the past can help you make more conscious decisions and understand which elements you give importance to and why.

VARIATION PROPOSALS/ ADAPTATIONS

The exercise can be executed individually with a group debriefing or all together as brainstorming on one lifeline, to compare people's milestones in life and how different or similar they can be.

NOTES



BIBLIOGRAPHY
From <https://www.kth.se/>



TARGET GROUP

Young Adults



OBJECTIVES

Understanding your values in order to achieve your full inner potential.



NUMBER OF PARTICIPANT

Not specified



TIME

25 min

6 Find Your Core Values

Facilitators ask participants the following:

First, take five minutes and sort the list of values into one of three stacks: **5 min**

Very important to me

Somewhat important to me

Not important to me

Second, take all the values from the “very important” pile. **3 mins**

Narrow them down to 10.

Narrow them down to 5.

Finally, narrow them down to 3.

As you remove some of these, you may find some overlap and begin “writing” your own definitions for these words in your head. For example, personal development and learning may both be very important to you, but you could combine them into a single value if you broaden your perspective a little bit.

Finally, write down your personal definition for each of the three values you chose. **5 min**

Categories:
Beliefs and Values
Personal Values in Relationships
Personal Values in Work
Personal Values for Life



DEBRIEFING/REFLECTION

- What are core values? Why do they matter—to us personally and as a collectivity?
- How can identifying our core values help us succeed (in life, in the workplace, in our families and organizations?)
- What does it look like when you are living your core values? How can they guide what we do day-to-day?



RECOMMENDATIONS AND TIPS

Big room, chairs, desks or surface where to write paper, markers and a list of values.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

BIBLIOGRAPHY

- Leading and Living by Your Core Values - <https://www.connectioncollaborative.com/blog/core-values/>
- Core Values List: The Only 216 Values You'll Ever Need <https://www.scienceofpeople.com/core-values/>





TARGET GROUP

Adults



OBJECTIVES

Become more self-aware and change your daily routine.



NUMBER OF PARTICIPANT

Not specified



TIME

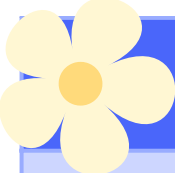

25 min

7

What I like and what I don't like to do

Ask participants to take note of the activities they carry out daily, analyzing them to understand those you are facing serenely and others that are not pleasant for you.

This diary will help people become more self-aware. 5 min

 What I like	What I don't like
<ul style="list-style-type: none"> • Enjoying some time at the park • _____ • _____ 	<ul style="list-style-type: none"> • Spending my night working • _____ • _____ 

Invite them to put a post-it on them and go around the room to find matches of people that like and don't like the same things. 15 min





DEBRIEFING/REFLECTION

Ask participants "How can you change your daily routine eliminating what you don't like?"
15 min



RECCOMENDATIONS AND TIPS

If there's a big group divide it into small ones for the discussion part.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES





TARGET GROUP

Adults



OBJECTIVES

Determine what is important for you when looking for a job.



NUMBER OF PARTICIPANT

Not specified



TIME

15 min

8

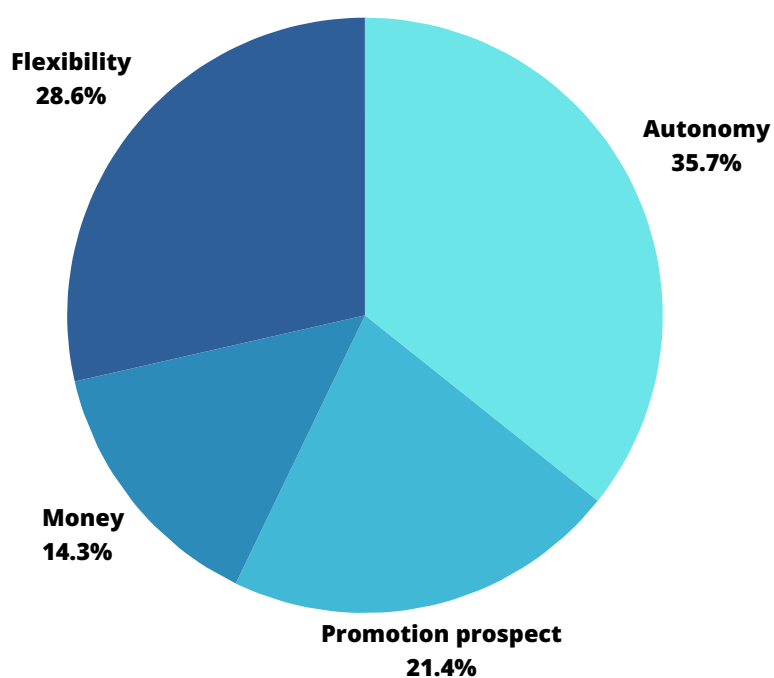
The ideal job

Provide or let participants draw a pie chart and display some priorities when looking for a job.
5 min

Leave out the least important ones and adjust the proportions of the slices according to importance.

You can add the following stimuli: Job variety, **Promotion prospects, Money, Autonomy, and Flexible working hours.**

(Other possible categories are: Independence, Creativity, Financial reward, Movement, Altruism, Security, Management, Free time, and Physical activity)





DEBRIEFING/REFLECTION

Let participants reflect in a group on why they give more value to certain elements rather than others. 10 min



RECCOMENDATIONS AND TIPS

If there's a large group divide it into small ones for the reflection time.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES





TARGET GROUP

Adults



OBJECTIVES

To understand what you aim to achieve in terms of values by looking at people who inspire you.



NUMBER OF PARTICIPANT

Not specified



TIME

15 min

9 My inspiration

Think about the people you admire: it could give you important ideas to plan your professional career in a certain field. For example, if your idols are people who play important social roles in the community, maybe a job in this industry fits your values well.

List the five people you admire most. These people can be from the past or the present.

- Hero 1. _____
- Hero 2. _____
- Hero 3. _____

Now, think of a special quality that makes each of the people unique. Write a different trait for each of them below.

- Hero 1. _____
- Hero 2. _____
- Hero 3. _____

Think of a trait that all the people you admire have in common with you. Write it below.

Think of something about yourself that you would like to change for the better





DEBRIEFING/REFLECTION

Discuss in groups what led you to choose these people and what would you like to achieve.



RECCOMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES





TARGET GROUP

Adults



OBJECTIVES

Help visualize better your goals.



NUMBER OF PARTICIPANT

Group of people



TIME

15 min

10

Long cherished dream

This exercise helps you visualize better your goals. Facilitator asks to:

- 1)** Choose the dream; It should be a dream participants care about, for which they are willing to do something achievable, but at the same time "just a little" beyond their possibilities.
- 2)** Turn the Dream into an Intent; by writing it, then they must turn all the "I wish" into "I want" until the text will convey the power and desire to realize it.
- 3)** Step by step; They have to write the first 3 actions to fulfil the dream and once one is achieved a new one takes place on the list.

Draw a stair and a cloud on the top. Participants can write or draw the dream in the cloud and the steps to take in order to reach it on the first 3 steps of the stairs.

Tell participants to set a deadline for the first step. Mind they have to be concrete steps, for example: Look for at least 3 job advertisements today.



DEBRIEFING/REFLECTION

What prevents you from taking these steps? Do you feel you can start the first step now?



RECCOMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES





TARGET GROUP

Adults



OBJECTIVES

To make your job space more comfortable and tailored to you.



NUMBER OF PARTICIPANT

Not specified



TIME

15 min

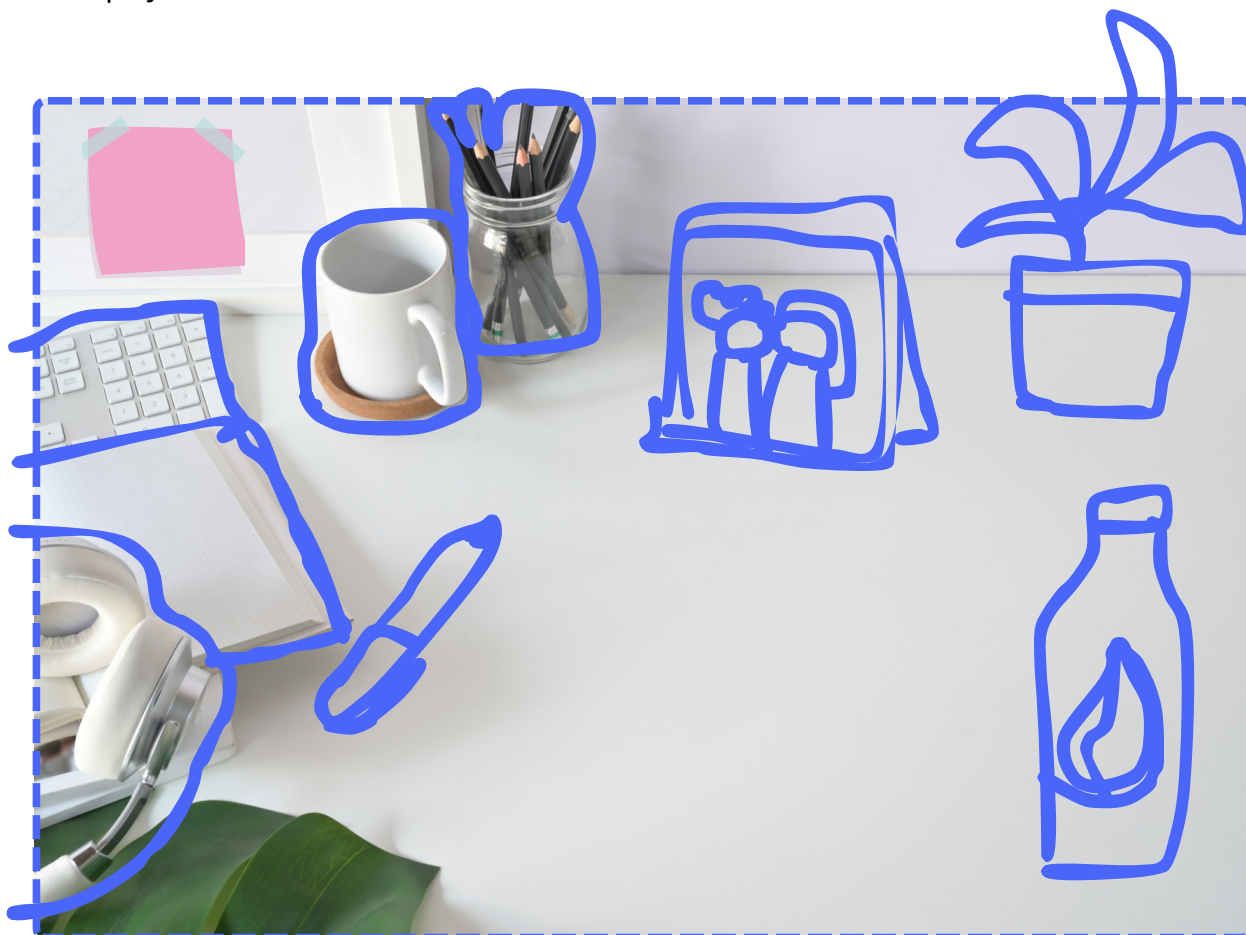
11

Personalize your job space!

Invite participants to find inspirations to decorate and organize their personal job space: Pinterest mood boards, magazines, and everything that resonates with them. **5 - 10 mins**

Invite them to make their personality shine: collect objects linked to their dearest memories or personal style; after all, they'll look at them every day! Add also objects that might make your job easier, like a lamp. Keep everything in order and functional.

Now invite them to try: stick notes, draw, or write. Or bring your objects to the workshops to display them to others.





DEBRIEFING/REFLECTION

What objects did you choose? How do they make you feel? What do you think is functional and what emotional?



RECCOMENDATIONS AND TIPS

Provide paper that will function as a job space. Or you can prepare pre-printed spaces like the picture of an empty desk, bag, wall etc. You can use <https://padlet.com/> to gather visual materials.

VARIATION PROPOSALS/ ADAPTATIONS

Ideally, any space can be represented, for example, a suite case or a gym bag. Anything that relates to your target group of adults.

NOTES

MATERIALS/ ANNEXES:
<https://www.pinterest.it/>





TARGET GROUP

Adults



OBJECTIVES

Identify your fears in your career and navigate them without being overwhelmed.



NUMBER OF PARTICIPANT

Not specified



TIME

15 min

12 Overcome your fears

In a chart write in a column on the left what your worst fears are, linked to your career. Ex. "I won't find a job"

Now write the worst possible scenario ever by asking: "What happens if I don't find a job?"

Ex. "I probably need to live off my parents"

In the column on the right write 3 concrete and tiny steps you can take to avoid the situation.

The steps have to be attainable and concrete. You can base your goals on the S.M.A.R.T. exercise number.

Example:

	<ul style="list-style-type: none"> • Start looking for job ads • make a plan of the best I won't find a job - I have totime to apply • live off my parents Prepare a list of elements I'd like to include in my cv
<ul style="list-style-type: none"> • I want to leave my job - If I leave I won't be able to find another job 	
<ul style="list-style-type: none"> • Something unexpected happens... 	

The facilitator gives possible easy steps when the participant seems to not find any. The facilitator can also provide a list of the most common fears related to careers if participants don't like to share their personal ones.



DEBRIEFING/REFLECTION

Discuss in the group how you feel about the activity and the steps you wrote.



RECCOMENDATIONS AND TIPS

If there's a large group divide it into small ones for the reflection time.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

BIBLIOGRAPHY

<https://www.businessinsider.com/how-to-deal-with-common-work-fears-2015-6?r=US&IR=T>





TARGET GROUP

Adults



OBJECTIVES

Find motivation to achieve
your goals.



NUMBER OF PARTICIPANT

Not specified



TIME

10 min

13

Make your motto

Invite participants to write down their motto. They can be as creative as they want to be. 5 min

Example:

BE S.M.A.R.T. AND START!

Share with the group your motto! **5 min**



DEBRIEFING/REFLECTION

A motto helps remind you what the original purpose of your life is. For example, your motto to never give up your dream to attend college may drive you to your goal, whereas a mantra may tell you that you are worthy of that goal. Write a short and powerful phrase that will help you navigate life's challenges and begin repeating it to yourself. Say it aloud, whisper it in your heart, and think it in the vast hallways of your mind, but make sure you repeat it.



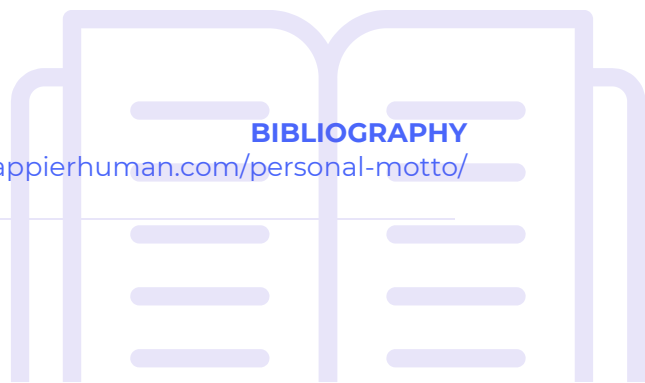
RECCOMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

BIBLIOGRAPHY

<https://www.happierhuman.com/personal-motto/>





TARGET GROUP

Adults



OBJECTIVES

Obtain the important basic info to introduce yourself in a cv.



NUMBER OF PARTICIPANT

Not specified



TIME

15 min

14

Introduce yourself in a cv

This exercise can be paired with the number **5 - My lifeline**. After completing it tell the participants to write a short presentation that answers the question *"Can you tell me a little about yourself?"*. Try to keep it to a maximum of 2 minutes. **10 min to write it**

In a job, it's important to transmit something of yourself as well. What are your core values that will eventually influence the way you work? You know yourself better than anyone else so you are the best person to highlight what qualities want to transmit to people.

After writing your presentation try to summarize everything using key points. 5 min

- Passionate about artisanal work
- Strongly believe in cooperation,
- I've worked as a cultural mediator for 10 years
- -----



DEBRIEFING/REFLECTION



RECCOMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES





TARGET GROUP

Adults



OBJECTIVES

Justify your soft skills with your
life experience.



NUMBER OF PARTICIPANT

Not specified



TIME

15-20 min

15

Work on your soft skills

Present a list of the most requested soft skills, you can find it in the materials.

Let participants pick a few and adapt to themselves. You can tell to pick a maximum of 5.

Participants have now to justify their choices based on their life and work experience:

Example:

"I'm a communicative person, particularly good at verbal communication face to face, in fact, I worked for many years as a hotel receptionist dealing with client issues and complaints every day."





DEBRIEFING/REFLECTION

When writing CVs it's important to put a reason behind what you write. A list of skills can be written by anyone. It's your life and work experience that makes your soft skills valuable. You can discuss in the group what participants picked and why.



RECCOMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

NOTES



BIBLIOGRAPHY

<https://novoresume.com/career-blog/soft-skills>



TARGET GROUP

Adults



OBJECTIVES

Explore your weaknesses and turn them into strengths to successfully work on your goals and career.



NUMBER OF PARTICIPANT

Not specified



TIME

15 min

16

Explore your weaknesses and turn them into strengths.

This exercise can be paired with exercise 3 “Your strengths”. It’s easier to determine your strength but harder to define your weaknesses. Yet it’s important to know them in order to successfully work on your goals and career. It’s also one of the most asked questions in interviews.

Step 1

Invite participants to Pick out 3 weaknesses that they can turn into a strength. Don’t pick a weakness that is too hard to turn; a person who is always late won’t get hired, but a stubborn person can be described as driven and a doer.

Write down how you can turn a weakness into a strength, or how you are trying to develop your weakness.

Example:

-
-
-

Impatient
Spontaneous
Impulsive

My impulsive and spontaneous nature leads me to come up with creative solutions and thanks to my impatience I usually get things done quickly.

The weaknesses can be combined in a sentence or separately.



DEBRIEFING/REFLECTION

Now Take a moment to finish this step by reflecting on the questions: What would you like to be able to develop in yourself? Are there strengths that you do not have today, but that you would like to have in the future?

Perhaps you want to write down your answers, discuss with a friend or just keep them in mind.



RECCOMENDATIONS AND TIPS

List of Weaknesses

- Stubborn
- Questioning
- Controlled by impulse
- Take risks
- Spontaneous
- Always late
- Talks too much/too fast
- Needs to be in control
- Cautious
- Slow
- Recluse
- Impatient
- High expectations
 - Weak knowledge of the language
 - Difficult taking quick decisions
- Pessimist
-

VARIATION PROPOSALS/ ADAPTATIONS

NOTES



BIBLIOGRAPHY

From <https://www.kth.se/>



TARGET GROUP

Adults



OBJECTIVES

To find ways in your daily routine for a more balanced lifestyle



NUMBER OF PARTICIPANT

A group of people



TIME

20 min

17 Work-life balance

Provide participants with a piece of paper and tell them to list a series of activities they carry out daily. Now suggest dividing them into 4 categories according to Eisenhower Decision Matrix—a simple four-box grid that separates important from non-important tasks. Each of the 2 categories is divided into urgent and not urgent.

Now according to the new division ask participants to schedule their ideal week. Provide a weekly calendar template.

In groups let them describe what differences have they found with their normal week and if they think can commit to the new schedule for 1 week and why yes or why not.



DEBRIEFING/REFLECTION

Maybe that task you delegated should have been discarded entirely, or you realize what you thought was 'urgent' is actually an important part of your new work-life balance. It will take some time to finesse the way this works.

Slowly add more of the 'important' tasks into your life

After a few weeks, your schedule should start to solidify and you might start to notice some free time you could use towards larger goals, important tasks, or to create more of the work-life balance you're after.

Assign the homework of keeping a daily or weekly journal to continue at home with this activity.



RECOMMENDATIONS AND TIPS

Paper, weekly calendar template

VARIATION PROPOSALS/ ADAPTATIONS

NOTES



BIBLIOGRAPHY

- <https://www.businessnewsdaily.com/5244-improve-work-life-balance-today.html>
- <https://www.betterup.com/blog/how-to-have-good-work-life-balance>
- <https://blog.vantagecircle.com/work-life-balance/>
- <https://blog.rescuetime.com/work-life-balance-tips/>



TARGET GROUP

Young Adults



NUMBER OF PARTICIPANT

Small groups of up to 5 people
each



OBJECTIVES

To prioritize the more important aspects of your life to
have a future vision, less daily task oriented.



TIME

25 min

18

Prioritize your Life

It's difficult to prioritize our daily needs - even more our long-term priorities.

After exercise number 6 "**Your core values**", It's time to focus on the "big rocks".

Big rocks are the relationships, causes, organizations, and principles that are foundational to your livelihoods, well-being, and sense of self. This could include your family, hobbies like self-development or travel, religion, and giving back to your community.

Then there are the **small rocks**, things which may enable to big rocks to function or short-term goals you may be trying to achieve.

Finally, the **particles of sand** are the small day-to-day tasks that don't provide fulfilment but are sometimes essential to your day-to-day life.

Execution

Use a real bucket or draw one on a huge piece of paper, let participant draw their big rock first, then the small rocks and finally the particles of sand. They can even write inside the rocks.



DEBRIEFING/REFLECTION

If you fill the bucket with the small rocks first, you won't have any space left for the big ones. But if you put the big rocks until the top and then add the smaller ones, by shaking the bucket you will fill any empty space.

Only when you fill it with sand will the bucket be truly full.

You can't do this exercise in reverse order. If you fill the bucket with small daily tasks there will be no room for the more important work of your life. For the exercise to work, you must fill the bucket with the big rocks first. Take some time to prioritize:

How do you view priorities?

How have your priorities changed throughout your life?

What causes them to change?

How do you want your life to be prioritized?

What are the big rocks in your life?

Are you currently prioritizing your big rocks? If not, how could you "put the big rocks in the bucket first"?

How do you think your life would be different?

What small change can you make today to better focus on your big rocks?



RECOMMENDATIONS AND TIPS

a fairly large room
chair
surface to put sheets

- A huge sheet with a drawing of a bucket and circles (big enough to contain writing) inside the bucket
post-it
or a bucket
markers

VARIATION PROPOSALS/ ADAPTATIONS

It can be done with a real bucket, rocks and sand.

NOTES



BIBLIOGRAPHY

Prioritizing your life: Exercise — Connection Collaborative

<https://www.connectioncollaborative.com/blog/priorities>



TARGET GROUP

Young Adults



OBJECTIVES

Understanding how many
needs are met in your life.



NUMBER OF PARTICIPANT

Not specified



TIME

20 min

19

Begin with the end in mind

On a large blank piece of paper, capture something that represents you in the centre. Place our 6 human needs around the outside: 5 min

- Certainty
- Variety/Uncertainty
- Significance
- Connection/Love
- Growth
- Contribution

For each of the above needs, capture what that would look like in YOUR ideal career. 5 min

For example, next to 'certainty' you might write regular income, ability to pay bills, ability to pay the mortgage, stability for the next 5 -10 years etc.

For significance, you might put: having my own group of PhD students and ECRs, or fellowship of the Royal Society, thought leadership, professorship, etc.

– Remember to let yourself dream big!

(don't worry about practicalities yet – ignore your inner critic! – you also don't have to show this to anyone else!)



DEBRIEFING/REFLECTION

Your current situation and any future opportunities can now be compared against this map. Do you currently have too little certainty, but just the right amount of connection to your work and its purpose? etc.

Tot up how many of your needs are currently being met: **2 min**

- People who love what they do are getting their 6/6 needs met.
- People who choose to quit are getting < 4 needs met.

Reflection in a group What do you need to do to get more of your needs met? **5 min**



RECOMMENDATIONS AND TIPS

It is recommended to do this exercise in a room with tables and chairs.

You'll need:

- Sheets
- Pens

VARIATION PROPOSALS/ ADAPTATIONS

If there's a large group divide it into small ones for the reflection time.

NOTES

MATERIALS/ ANNEXES:

Tony Robbins: Why we do what we do | TED Talk - https://www.ted.com/talks/tony_robbins_why_we_do_what_we_do

BIBLIOGRAPHY

<https://career-advice.jobs.ac.uk/career-development/career-development-tips-from-a-career-coach/>





TARGET GROUP

Young Adults



OBJECTIVES

To have a clear vision of what you want to do with your career.



NUMBER OF PARTICIPANT

Not specified



TIME

10 min

20 The elevator pitch

Explain what is an elevator pitch:

An elevator pitch is a presentation about yourself that you can use when you meet a person you want to create contact with. It creates interest and set the base for a continued discussion. Tell what you want to do with your career, what you have done and who you are.

End the formulations below:

- I want to work in (industry)...
- I want to test (e.g. a profession)...
- I have studied (this programme/these courses) relevant to (this industry/employer/role)...
- I am good at this (your strengths) which makes me suitable for (this industry/employer/role)...
- My foremost driving forces are...
- My goal is...

Going live

This is helpful for presenting yourself during career days, for example. Using open questions that begin with What, How, When and Why is usually a good start. When you talk with someone with time and interest, it is time to tell more about yourself. Get help from your *elevator pitch* and describe yourself briefly and concisely.

Afterwards

Send LinkedIn requests to people that might be interested in you. Remember to write a few lines about where you met and feel free to briefly mention what you spoke about. There might be somebody you got more contact with? Then, it may be great to also write an email and thank them for the chat. You can also take the opportunity to ask a few more relevant questions that open for continued contact.



DEBRIEFING/REFLECTION

Do you realise something more about your goals by writing them down? Can you think of concrete steps to take to present yourself to people that might offer you a job position?



RECCOMENDATIONS AND TIPS

VARIATION PROPOSALS/ ADAPTATIONS

You can propose the same exercise from the point of view of a given character. This works well in group work. Ex. "You are a law student and would like to work for a lawyer studio" Make the exercise based on the given information.

NOTES



BIBLIOGRAPHY

From <https://www.kth.se/>



TARGET GROUP

Young Adults



OBJECTIVES

Be able to track your network
and use it for job possibilities.



NUMBER OF PARTICIPANT

Not specified



TIME

30min

21 My network

This exercise can follow number **20**.

Guide participants in the following exercise:

Step 1

Mapping my network

You need to learn how to see and use all of your networks when applying for jobs.

Write down one or two persons according to the list:

Now that you have a list of persons you know, you should write down who they know.

- Classmates
- Teachers/supervisors
- Guest lecturers
- Student union
- Alumni

Step 2 Family/relatives

Continue mapping your network outside the university: Friends Association life/free time

Now that you have a list of persons you know, you should write down who they know. Current/earlier job - Manager/colleague

-
-
-

Were you able to fill in all of the boxes? Do not panic if not. It is plenty to have found 2-3 people who are a part of your network. Over time, you can fill in more contacts. The objective of this exercise is to begin being aware of all the people who cross your path in various contexts and how they can mean something now or in the future.

Finish this exercise online, visit LinkedIn and make contact with the persons you might have forgotten to contact before. You have now started to expand your network.

Step 3

Expanding my network

The exercise consists of three steps and is intended to give you some tools to use in your practical networking.

Preparations

Research

Which employers do you want to make contact with? Google the companies and visit their websites. Write down some notes: What does the company do that you think is interesting and what questions are evoked in you?



DEBRIEFING/REFLECTION

Reflect on

In what way do you believe that you can use your network? If you consider the difference between digital networking in social media and direct meetings with people, what advantages and disadvantages do you see? What do you prefer?

Do you feel ready to contact an employer? Remember that it is never wrong to ask questions, they open up for dialogue. Then you can tell about yourself. Don't forget to update your network on LinkedIn!



RECCOMENDATIONS AND TIPS

It is recommended to do this exercise in a room with tables and chairs.

You'll need:

- Sheets
- Pens

VARIATION PROPOSALS/ ADAPTATIONS

You can propose the same exercise from the point of view of a given character. This works well in group work. Ex. You are a law student and would like to contact a lawyer studio" Make the exercise based on the given information.

This exercise is aimed at university students. Facilitator can easily adapt it to every work environment or participant background by changing the persons of contact.

NOTES





21 exercises for families

The activities listed for Parenting are clustered in 3 different groups:

P.I. - Family,

P.II. - Children

P.III. - Parents

The activities are numbered from nr.1 to nr. 25.

P.I. FAMILY

- P.I.1 All types of families
- P.I.2 Family Portrait
- P.I.3 My Family Portrait
- P.I.4 Family Tree
- P.I.5 My family loves me
- P.I.6 Making Plans for Fun
- P.I.7 Family Bingo
- P.I.8 About House Chores
- P.I.9 Questionnaire on Family Needs
- P.I.10 It takes a village

P.II. CHILDREN

- P.II.11 How well do you know your children
- P.II.12 Behind the obvious
- P.II.13 Bad things parents (may) say
- P.II.14 When children misbehave
- P.II.15 Stay in control

P.III. PARENTS

- P.III.16 About Me
- P.III.17 What stresses you out?
- P.III.18 I am a Proud Parent
- P.III.19 Questionnaire: Beliefs and Actions in Parenting
- P.III.20 Parenting Styles (Role Play)
- P.III.21 Parenting Styles Effects
- P.III.22 Code of Colors (for managing conflicts)
- P.III.23 Game of Cards (tips for easy parenting)
- P.III.24 The coping-with-stress Bingo
- P.III.25 My selfcare list



TARGET GROUP

Caregivers. Parents.



NUMBER OF PARTICIPANT

10 - 15



OBJECTIVES

To embrace the diversity of families in the XXI century.

To embrace the uniqueness of each family.



TIME

15 min.

P.I.1 All types of families

Description of the exercise

Each family is unique and like no other. Its members, its routines, its beliefs are its own identity. And in this wide world there are so many versions of families. Embracing this diversity is certainly a healthy option for being a family in the XXI century.

The facilitator presents pictures of different families will be shown (on screen or printed).

As in a brainstorming process, participants are asked to share the first thought in their minds when observing each picture.

The facilitator writes down the words being said.



DEBRIEFING/REFLECTION

Looking back at the words/adjectives suggested by the participants, start a discussion about:

- . diversity
- . originality
- . uniqueness
- . identity
- . respect
- . prejudices
- . discrimination



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other, and the large group can come closer for debriefing.

Background music can help the environment.

Tips for facilitators

This could be an ice-breaking activity to introduce the series of activities concerning the "making of" of a family: its features, its identity, its uniqueness.

VARIATION PROPOSALS/ ADAPTATIONS

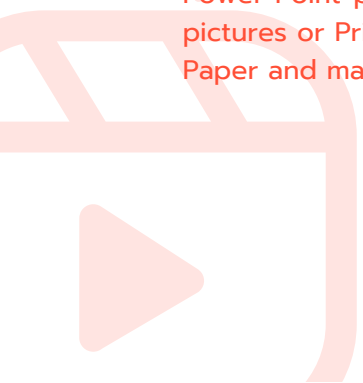
The printed cards may allow deeper sharing during the exercise as participants may hold them and look carefully at each picture.

NOTES

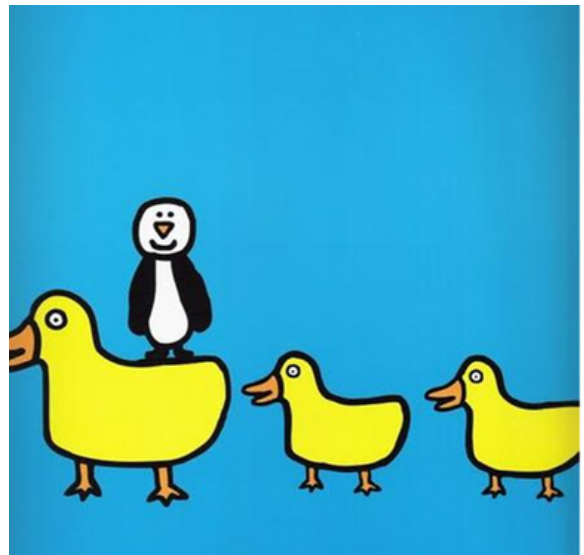
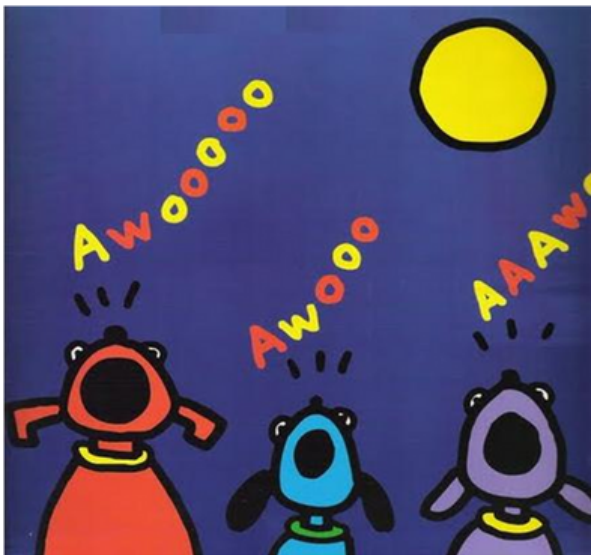
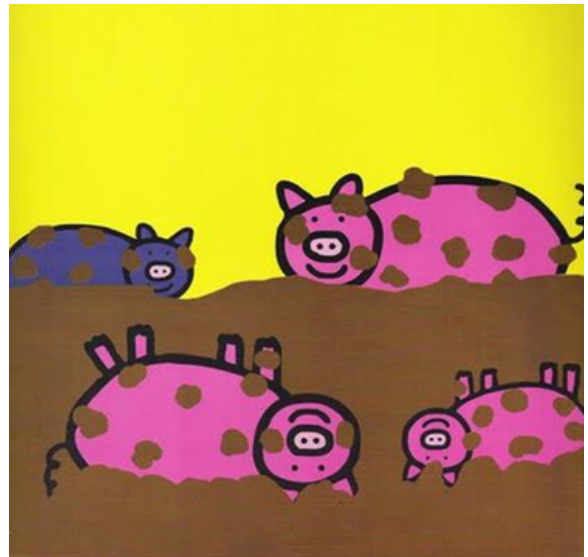
MATERIALS/ ANNEXES:

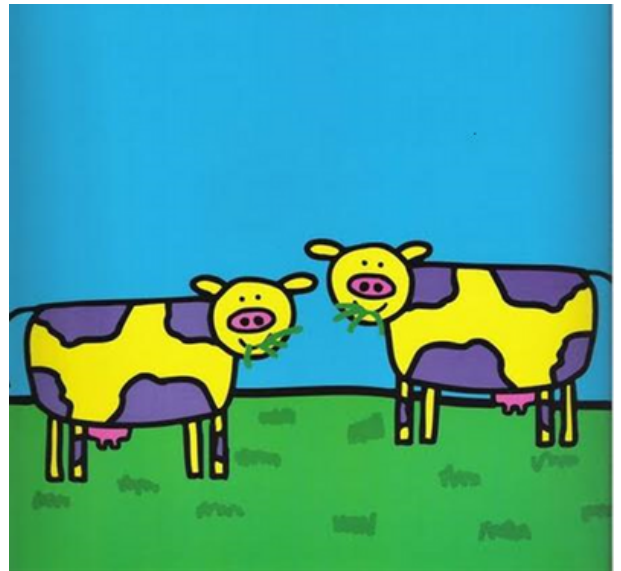
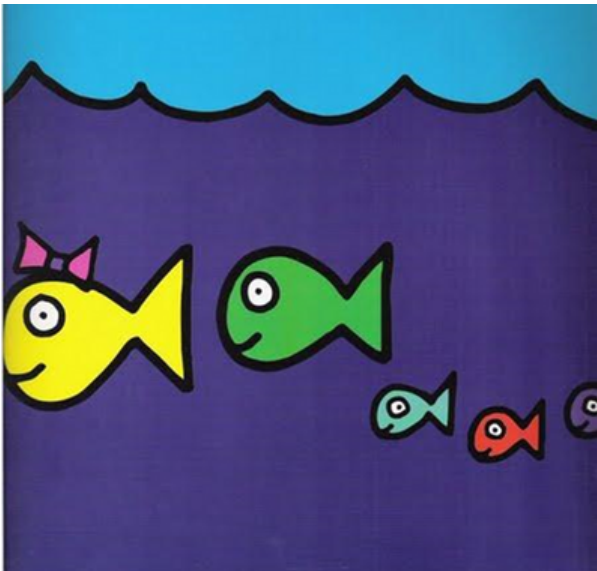
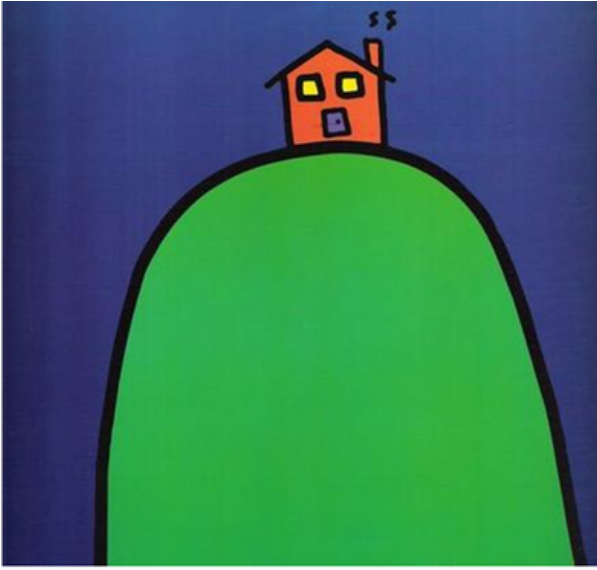
Power-Point presentation of the Families pictures or Printed cards of each picture;
Paper and markers.

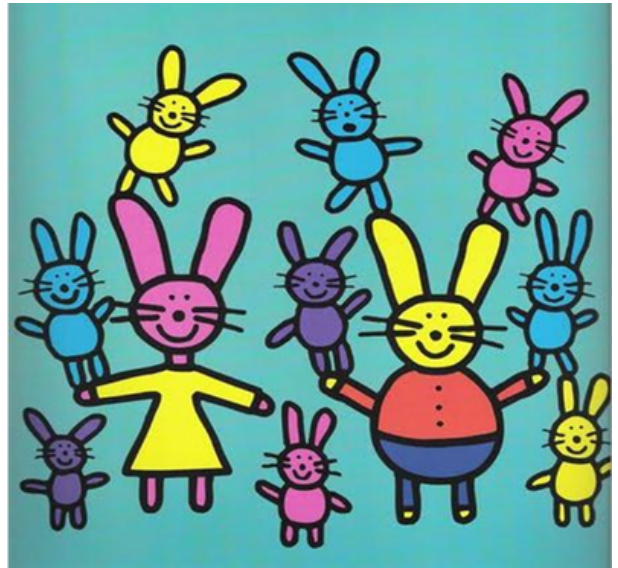
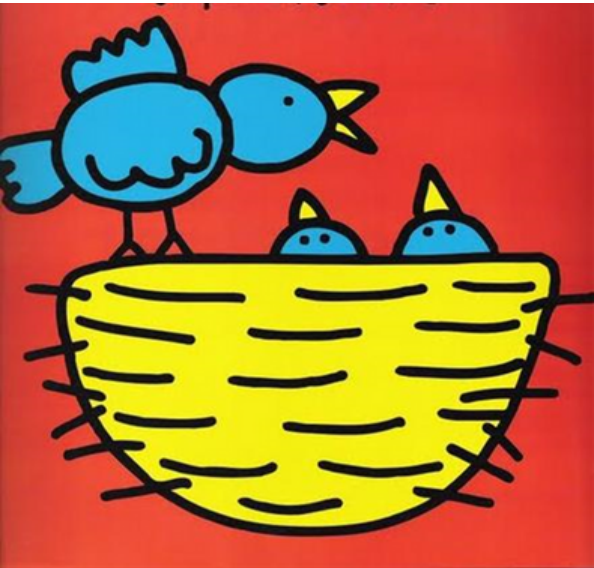
BIBLIOGRAPHY

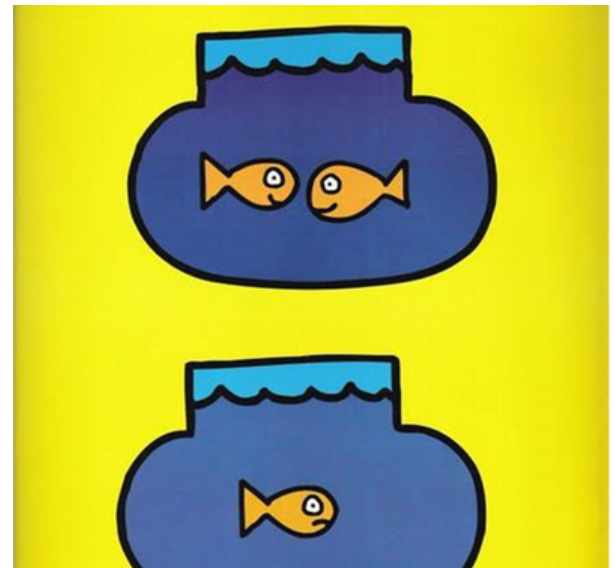


P.1.1 All types of families











TARGET GROUP

Caregivers. Parents or people
with expectations of being.



NUMBER OF PARTICIPANT

10 - 15



OBJECTIVES

To reflect about parent's expectations and
idealization of what a Family is.

To stimulate positive beliefs about family
identity.



TIME

45 min.



Family Portrait

Description of the exercise - 25 min.

The participants are divided into small groups.

Each group receives the suggested materials (picture-frame, magazines, scissors, and glue).

The task is (without any further explanation): to make a picture-frame of a Family (all together).

At the end, all the groups present their work and observe/comment on the results.



DEBRIEFING/REFLECTION - 20 min.

Here are some topics for reflection:

• In these Families, what are the common features? (Mum, dad, (or not), pets, children, people smiling, landscape...)

• There are many kinds of families and each one is unique and original, because we all have our own concepts and perspectives.

• Which concepts are these? (Happiness, Togetherness, Education, Quality of Life...)

• Are these Ideal Families? Are there Ideal Families in the world? Why not? Is it possible?



RECOMMENDATIONS AND TIPS

To have a wide room so that the groups are not on top of each other and can be all together at the same time, for large group moments.

Provide comfort and calm. For example, to have some tea, coffee, cookies.

Background music can also help for a peaceful environment.

Tips for facilitators

If there are couples (parents that came together) in the group, the task can be done by couples, so that the exercise will actually be some kind of mirroring of their own family in a graphic and amusing way.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

A3 or A4 paper – Picture Frame;

Markers;

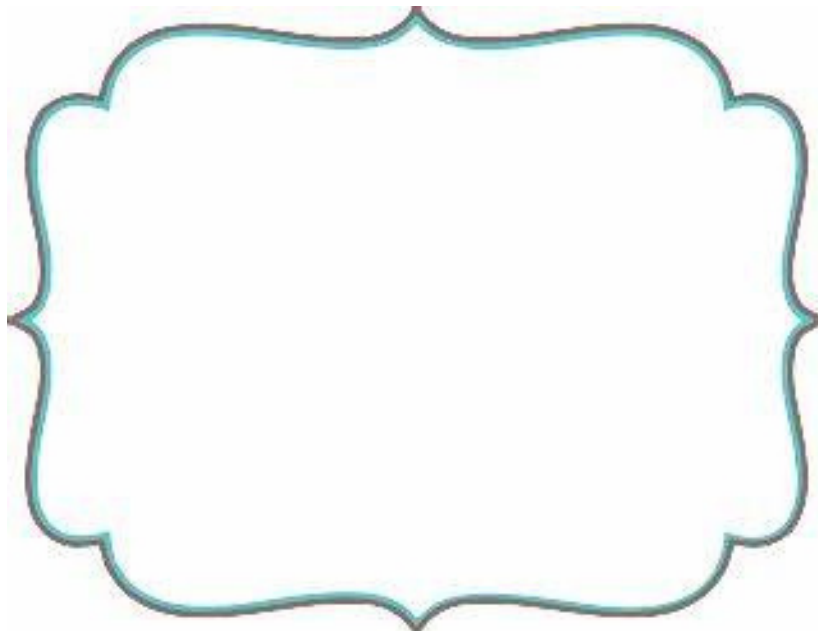
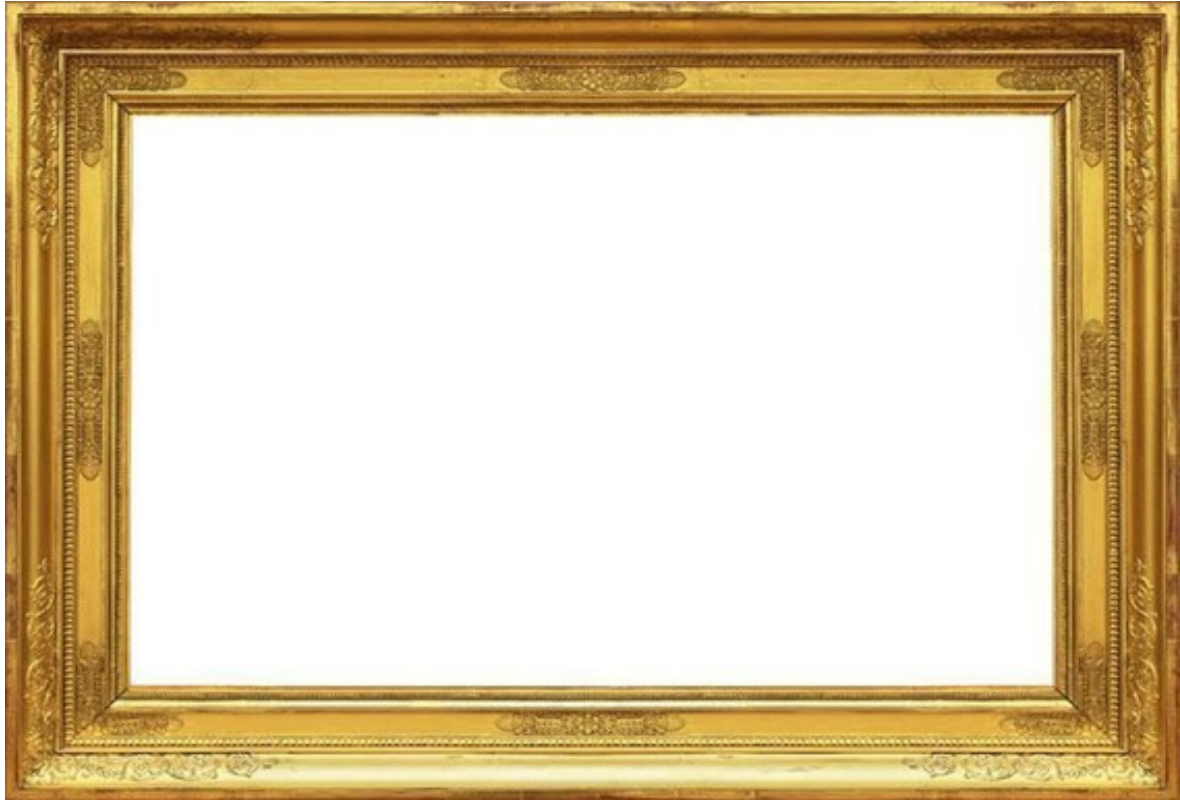
Scissors;

Magazines.

BIBLIOGRAPHY



P.I.2 Family Portrait





TARGET GROUP

Adults. Caregivers. Parents.



OBJECTIVES

To reflect about parent's expectations and idealization of what a Family is.

To stimulate positive beliefs about family identity.



NUMBER OF PARTICIPANT

10 - 15



TIME

45 min.

P.I.3 My Family Portrait

Description of the exercise

Each participant or couples of participants (if they came together) repeat the exercise of portraying a Family, only this time, it will be their own Family. Using the same materials as before. At the end, the participants present their Families to the group and start some discussion about the results.



DEBRIEFING/REFLECTION

Here are some topics:

Look at uniqueness and diversity in all these families. Isn't this beautiful?

Was this 2nd task easier or harder than the previous? Why? Was there Fiction vs Reality between the 2 tasks?

- In these real families, what is most treasured? (Happiness, Togetherness, Education, Quality of Life...)
- Do our real families have anything in common?

Comment the quotation:

"The vision that the family has of itself, when characterized by positive dimensions and strengths, constitutes an important protective factor in facing adversities." (HENRY et al., 2015).



RECOMMENDATIONS AND TIPS

To have a wide room so that the groups are not on top of each other and can be all together at the same time, for large group moments.

Provide comfort and calm. For example, to have some tea, coffee, cookies.

Background music can also help for a peaceful environment.

VARIATION PROPOSALS/ ADAPTATIONS

After Family Portrait 1, this second task can be done at home by the participants thus involving their family.

In the next session, the Family Portraits 2 are presented, given room for a new reflection concerning the Concepts around Family.

NOTES

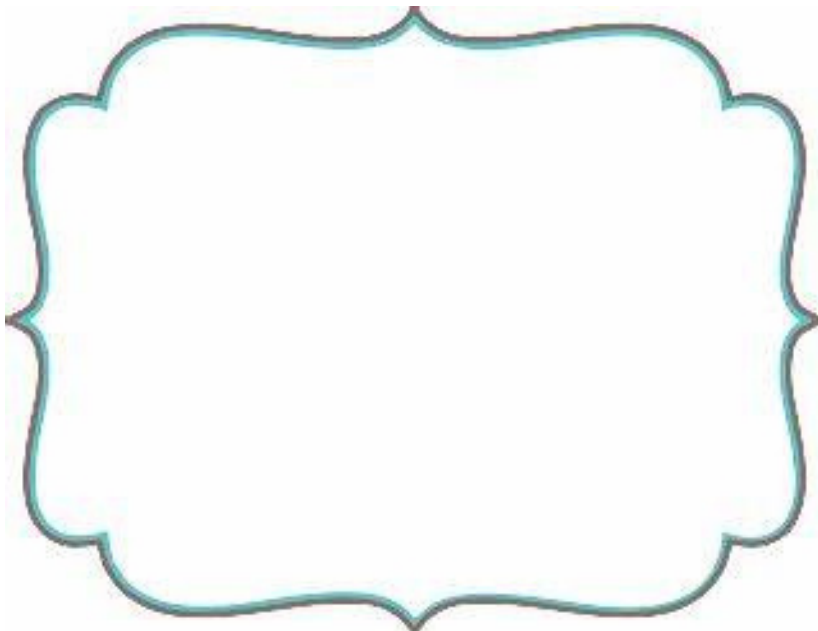
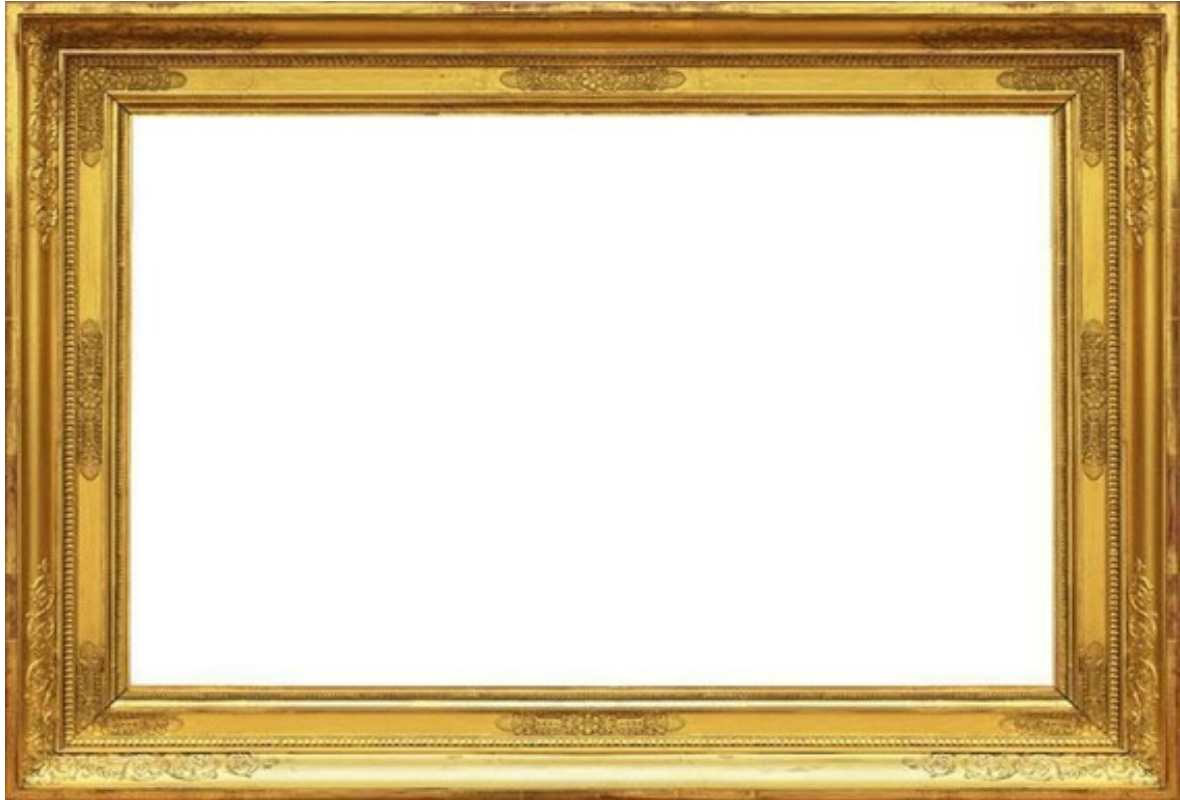
MATERIALS/ ANNEXES:

A3 paper;
Markers;
Scissors;
Magazines.

BIBLIOGRAPHY



P.1.3 My Family Portrait





TARGET GROUP

Adults. Caregivers. Parents.



OBJECTIVES

To work on the identity of each participant's family.

To learn to focus on the positive features.



NUMBER OF PARTICIPANT

10 - 15



TIME

45 min.

P.I.4 The family tree

Description of the exercise - 25 min.

Each family is unique and like no other. Its members, its routines, its beliefs are its own identity. However, with the constant hurry in our lives we may not realise this.

Let us have a break now and focus on the identity of each one of our families.

We all know the typical Family Trees.

This one will be different: instead of people, there will be the features that define each family exactly as it is.

There is a list available, but the participants for sure know which are the characteristics that better mirror their own family.

The participants must fill in the Family Tree with the best description of their family (in a positive mood, if possible).

If needed, they can add other features that fit their family..

EXAMPLES:

We have fun together.

We have a sense of humour.

We help each other.

We belong to a community.

We communicate.

We have spiritual beliefs.

We praise each other.

We respect each other.

We share house tasks



DEBRIEFING/REFLECTION - 20 min.

Here are some topics for reflection:

- Are there common features between all our families here? Which ones? And why?

(Tips: signs of time, western world, parents of the same generation, community beliefs, traditions...?)

The identity of a family depends on what?

(Tips: the parents' options, the personal contribution of each member, the surrounding context...?)

..•



RECOMMENDATIONS AND TIPS

To have a wide room so that the groups are not on top of each other and can be all together at the same time, for large group moments.

Provide comfort and calm. For example, to have some tea, coffee, cookies.

Background music can also help for a peaceful environment.

Tips for facilitators

This activity can be done at home by all the family members and then presented at the next session.

VARIATION PROPOSALS/ ADAPTATIONS

There can be printed trees on paper or simply blank papers and markers for participants to use their art skills and draw their own tree (which can also be a feature of the family, like drawing a palm tree if they are beach lovers).

NOTES

MATERIALS/ ANNEXES:

Markers;

List of Family features;

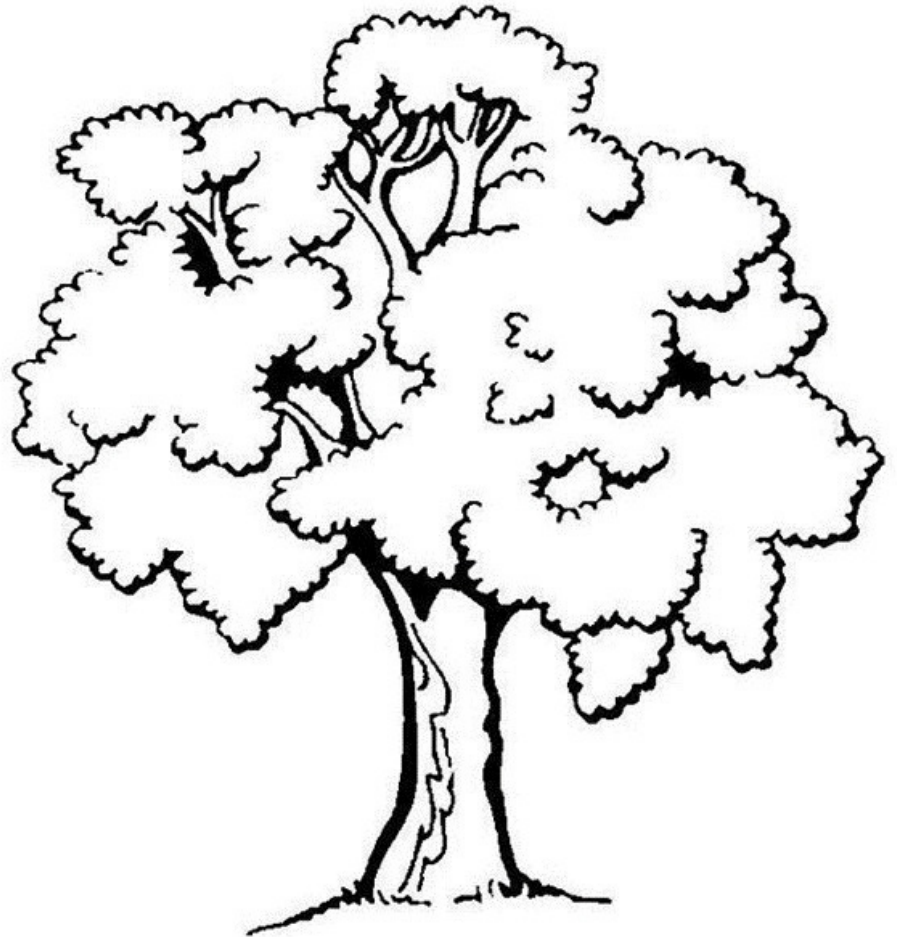
Printed Trees;

Or paper to draw the trees.

BIBLIOGRAPHY



P.1.4 The family tree (examples)





TARGET GROUP

Adults. Caregivers. Parents.



NUMBER OF PARTICIPANT

10 - 15



OBJECTIVES

To realise that each person is important and unique in the family.

To improve the feelings of togetherness and positive belief within the participants' families.



TIME

45 min.

P.I.5 My family loves me

Description of the exercise

Admiration for family members is part of the family meaning system. It refers to an optimistic view about the strengths of the strengths of the family. Positive beliefs about the family favour family resilience and provide a shield in crisis situations, and facilitate closeness among family members and reconciliations in conflict experiences (WALSH, 2005).

From the given list:

1. Choose a colour and circle the adjectives that fit you;

2. Choose another colour and circle the characteristics that you acknowledge in your partner/companion;

3. With another colour(s) circle the features you acknowledge in your children;

4. Add new adjectives, if needed;

5. Suggestion: after this exercise, go to the Family Tree exercise for a larger view of context (maybe there is something new to be added after this exercise).



DEBRIEFING/REFLECTION

- *Was this list helpful?*
- *Did you discover any adjective you had never thought of within your family? Did you add anything new?*
- *Would you do this exercise as a family activity in order to develop togetherness and closeness?*



RECOMMENDATIONS AND TIPS

To have a wide room so that the groups are not on top of each other and can be all together at the same time, for large group moments.

Provide comfort and calm. For example, to have some tea, coffee, cookies.

Background music can also help for a peaceful environment.

Tips for facilitators

Use these activities as sequence: Family Portrait, Family Tree, My family loves (starting from global definitions, then focusing on the family's identity and ending with everyone's place in the family).

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Printed Lists of Adjectives;
Markers.

BIBLIOGRAPHY



P.I.5 My family loves me

List of adjectives

Protective
Athlete
Sense of humour
Calm
Tender
Thinker
Intelligent
Playfull
Kind
Criative
Happy
Responsible
Careful
Inquisitive

Understanding
Helpful
Good looking
Joyfull
Tidy
Reliable
Good cook
Energetic
Affectuous
Hard working
Good listener
Athletic
Cooperative
...

Competent
Active
Sharer
Positive
Pacient
Supportive
Honest
Persistent
Imaginative
Attractive
Fixer
Good listener
Strong
...



TARGET GROUP

Adults. Caregivers. Parents.



OBJECTIVES

To reflect on the importance of having leisure time as a family.

To reflect on the need to plan such moments.



NUMBER OF PARTICIPANT

10 - 15



TIME

30 min.



Making plans for fun

Description of the exercise - 20 min.

Family members are encouraged to spend time together enjoying each other's company while doing the most diverse activities. This strengthens the bonds between young people and their careers, relieves the stresses of everyday life and provides a positive atmosphere for the expression of feelings. In this sense, joint leisure favours protective factors in the family, including the bonds between family members, communication, and conflict management. However, families often need some time out, but no one has an idea. For moments like these, why not make a list with everybody's suggestions and stick on the fridge door, so we don't lose sight of it? Everybody means parents and children (and pets). This activity will follow the footsteps of "World Café".

1. On the walls, post different Posters with different contexts: Indoor, Outdoor, Free, Payable, Toddlers, Children, Teenagers, Grandparents, Pet Friendly, All the family...
2. Invite the participants to move around the posters and fill in as much as they can with ideas/suggestions/possibilities of activities for families to spend good time together.



DEBRIEFING/REFLECTION - 25 min.

Gather the participants in front of the posters and debate on the content of each poster: Is this possible? Who has done it? Can you share?

Discuss a "more daring" idea: is this possible? Who would like to try?

Are there other categories to be included? (Example: pet friendly, nearby, ...)

- How about doing this exercise at home with all the family members and collecting everyone's suggestions, to be used in the near future?



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other, and the large group can come closer for debriefing. Background music can help the environment.

VARIATION PROPOSALS/ ADAPTATIONS

Jar: this activity could also be done at home, by the family members, to collect everyone's suggestions. Have all the ideas put in small papers into a jar. From time to time, take a paper and use that suggestion.

NOTES

MATERIALS/ ANNEXES:











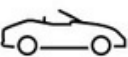

Posters of the Activities Charts;
Markers and/or pens.

BIBLIOGRAPHY

<https://www.weewatch.com/family-time-isnt-just-fun-it-also-has-some-benefits/>



P.I.6 Making plans for fun (examples)

 <u>For Free</u>	 <u>Payable</u>	 <u>Indoor</u>	 <u>Outdoor</u>
 <u>Babies</u>	 <u>Children</u>	 <u>Teenagers</u>	 <u>Grandparents</u>
 <u>Pets</u>	 <u>Planet Friendly</u>	 <u>Nearby</u>	 <u>Distant</u>



TARGET GROUP

Adults. Caregivers. Parents.



OBJECTIVES

To acknowledge some specific needs regarding basic dimensions within the family (stressful moments, improving bonding.)



NUMBER OF PARTICIPANT

10 - 15



TIME

45 min.

P.I.7 The Family Bingo

Description of the exercise

Many times, families spend good times playing games.

Here is a very specific game to play within the family to discover and reflect about how families cope with daily life... and what they need to work on, for sure.

This game can be played as a regular Bingo Game: there are Bingo cards and chips to cover the boxes.

(add blank boxes for families to add options.)

The facilitator reads the sentences and the participants place the chips in the boxes.

The pieces will come in 3 colours:

1. **Green** – we already do this;
2. **Yellow** - we don't do this, but I would like to try;
3. **Red** – I will not try this.



DEBRIEFING/REFLECTION

At the end of the game, some reflection can be done looking carefully at the pieces on the cards.

- *How many green/yellow or red? What does that mean for my family?*
- *I see something new, will I try it?*
- *(Reds) How can I change this?*



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other, and the large group can come closer for debriefing. Background music can help the environment.

VARIATION PROPOSALS/ ADAPTATIONS

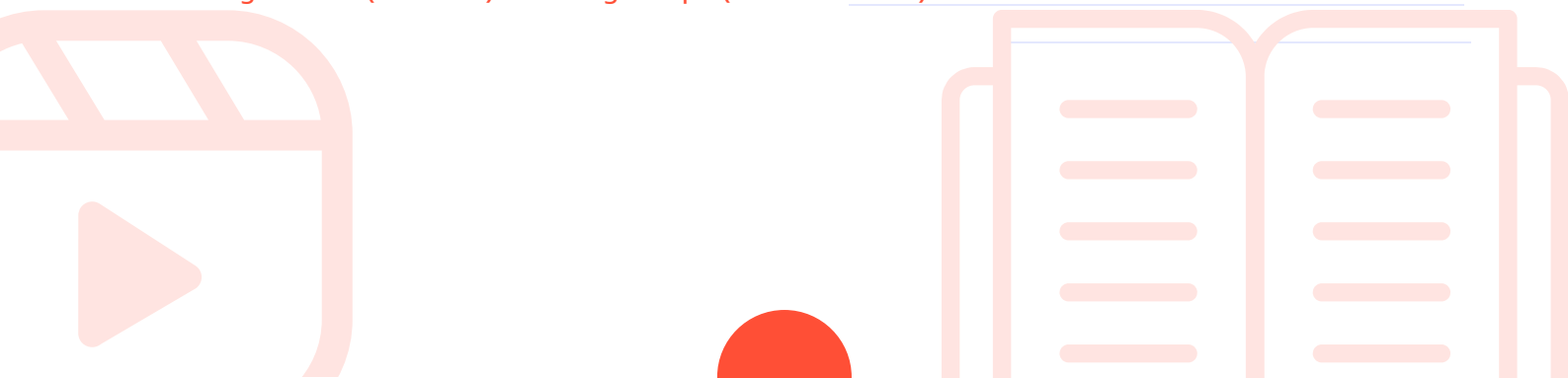
Before playing the game, the empty boxes can be filled in with some suggestions from the participants.

NOTES

MATERIALS/ ANNEXES:

Bingo Cards (A3 sized) and Bingo chips (in tree colours).

BIBLIOGRAPHY



P.I.7 The Family Bingo

<p>We have rules in the house.</p>	<p>We know everyone's birthday.</p>	<p>We understand different points of view.</p>	<p>We have rituals and traditions.</p>
<p>We give extra privileges.</p>	<p>We say "No" firmly.</p>	<p>We have fun as together.</p>	<p>We have family rituals.</p>
<p>We praise good attitudes.</p>	<p>We help with the house keeping.</p>	<p>We listen and talk about feelings.</p>	<p>We control the stress.</p>
<p>We take away privileges.</p>	<p>We support the child's goals.</p>	<p>We act upon wrong attitudes.</p>	<p>We ask for time before arguments.</p>
<p>We speak each at a time.</p>	<p>We leave the room to calm down.</p>	<p>I ask my partner for help.</p>	<p>We solve problems together.</p>



TARGET GROUP

Adults. Caregivers. Parents.



OBJECTIVES

To discuss the sense of belonging within a family.
To discuss the sharing of the house chores in terms of belonging and supporting each other.



NUMBER OF PARTICIPANT

10 - 15



TIME

45 min.



About House Chores

Description of the exercise

Belonging is important for children and belonging also means being a part of and making a contribution. Giving children small chores around the house is telling them they belong, they are important and what they do is important, too. Furthermore, if everyone helps, everything will be easier for the family.

This activity has 2 parts.

PART 1 - Brainstorming - 10 min.

Challenge for a group Brainstorming: which household activities are there in a regular family ? (include also those related to looking after children and animals).

Register all the answers in a board and start a discussion:

- *Are there any tasks to be done by a woman? And by a man?*
- *And by the children?*
- *From what ages? 3-5; 6-8; 9-12?*

Debriefing/reflection - 10 min.

Discuss about categorization of tasks according to gender (if there is any in the board).

Where does it come from? Does it make sense nowadays?

If we allow it in our household, what message are we passing on to our children?

Or discuss any other topic that may stand out.

PART 2 - Family Bingo - 10 min.

Ask each participant or couples (if they came together) to fill in the following table about their family.

1. From the table below, pinpoint the shared house chores that are already implemented within your family.
2. Also, you can add some more that you consider important/doable.
3. From this list of possibilities, is there something else you would like to try?



DEBRIEFING/REFLECTION - 15 min.

The participants mingle in different groups and share their Family Bingos with the purpose of obtaining new ideas and possibilities to take home regarding this topic, to improve their household.



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other, and the large group can come closer for debriefing. Background music can help the environment.

VARIATION PROPOSALS/ ADAPTATIONS

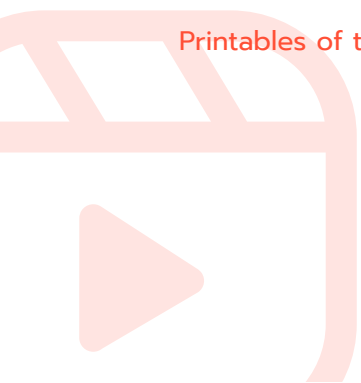
If the group is small, have an XL print of the Bing chart for the participants to play around it all together.

NOTES

MATERIALS/ ANNEXES:

Printables of the Bingo Cards and chips.













BIBLIOGRAPHY





P.I.8

About House Chores

 <p>To wash the car.</p>	 <p>To help with the clothes.</p>	 <p>To be incharge of Recycling</p>	 <p>To tidy up the toys.</p>
 <p>To take care of the pets.</p>	 <p>To wash the dishes.</p>	 <p>To help the siblings.</p>	 <p>To work in the garden.</p>
 <p>To help with the cooking.</p>	 <p>To help with the cleaning.</p>	 <p>To help with the shopping.</p>	 <p>To take out the trash.</p>



TARGET GROUP

Adults. Caregivers. Parents.



OBJECTIVES

To acknowledge the family needs.

To start viewing the possibilities of support.



NUMBER OF PARTICIPANT

10 - 15



TIME

45 min.



Questionnaire on Family Needs

Description of the exercise - 15 min.

Many times, parents are overwhelmed and in need of help.

First, it is important to identify these needs, which can be of several dimensions.

The next step is, then, to look for the adjusted help and support, soon and nearby community.

1. Fill in the questionnaire about the Family Needs: information, support, and functioning.
2. At the end, specifically identify the major/urgent need of your family.
3. (Go to Activity P.I.10 and start viewing the possibilities of support nearby.)



DEBRIEFING/REFLECTION - 30 min.

The reflection about this activity is about the process and not the content.

- **Need for Information:** *as a parent do you feel you have enough information about the support you may apply/use? Is this information available or not? If you don't have it, do you know where to find it?*
- **Need for Support:** *How aware are you, as a parent, of the support you may need for better parenting? If you need it, will you ask for it?*
- **Functioning of my family:** *Do you see my family in this? What other dimension/needs would you add to better portrait your family?*
- **Major needs:** *After listing the biggest needs of your family, is there one that you will start working after today's session, for sure?*



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other, and the large group can come closer for debriefing. Background music can help the environment.

After this questionnaire, propose Activit P.I.10.

VARIATION PROPOSALS/ ADAPTATIONS

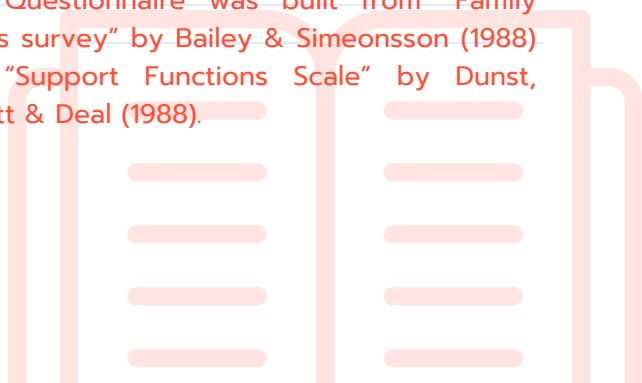
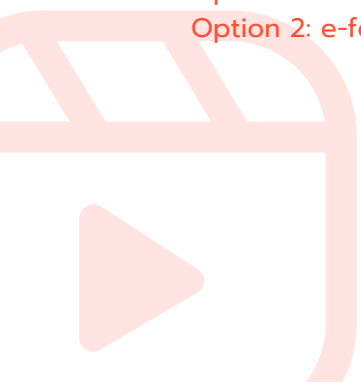
NOTES

MATERIALS/ ANNEXES:

- Option 1: Printed Questionnaires + Pencils;
- Option 2: e-form Questionnaires.

BIBLIOGRAPHY

This Questionnaire was built from "Family needs survey" by Bailey & Simeonsson (1988) and "Support Functions Scale" by Dunst, Trivett & Deal (1988).





P.I.9 Questionnaire on Family Needs

INFORMATION I need...	I don't need this	I am not sure	I need this
... more information on how to deal with my children.			
... more information on how to teach my children.			
... more information on how to play with my children.			
... more information on how children grow and develop.			
... more information on useful services for my children or my family.			

SUPPORT I need...	I don't need this	I am not sure	I need this
... to have someone in my family with whom I can talk about my problems.			
... to have more friends who I can talk to and who will encourage or encourage me when things seem difficult.			
... someone with children the same age as my children who I can talk to about them.			
... someone to entertain my kids at times.			
... someone to solve my problems when I cannot.			
... to have more time for myself.			



P.I.9 Questionnaire on Family Needs

FAMILY LIFE Our family needs...	I don't need this	I am not sure	I need this
...help to discuss problems and find solutions.			
...help to find ways to support and help each other in difficult times.			
...someone to help with the housework, look after the children or other tasks.			
... moments of fun and relaxation.			

Please indicate what you think are the **5** biggest needs of your family.
(doesn't have to be 5)



TARGET GROUP

Adults. Caregivers. Parents.



NUMBER OF PARTICIPANT

10 - 15



OBJECTIVES

To discuss on and share on the support net that families may have/have not nearby.

To gain awareness about the support network that surrounds each family and can be used to make parenting easier.



TIME

45 min.

P.I.10 It takes a village...

Description of the exercise

A community resource is anything that can be used to improve the quality of life of the community. This may include physical structures or places, services or businesses.

Many times parents are overwhelmed and in need of some help. It is important to recognize this need and also to look for it.

Often, there are people and resources nearby that can be useful and life changing. We just have to find out about them.

The participants are given copies of the Support Networking for Families's Chart.

There are listed some categories for family support: family, friends, services/institutions, neighbours (other can be added)

Each participant (or couples of participants if they came as a parenting couple) are given the following tasks:

1. In the diagram, they must insert all the "support" they believe are important to families, according to the level of importance (from the inside circle to the outside circle).
2. Then, highlight in **green** the "support" their family usually uses;
3. Then, highlight in **red** the "support" they do not know if there is available;
4. Finally, highlight in **yellow** the "support" their families would like to have.



DEBRIEFING/REFLECTION

Then, the participants get together and share some reflexions about the results:

Share the items on everyone's list of "support", for participants to add something new (in a different colour).

Which green/yellow or red circles do the participants have in common? What can we conclude from this?

- *How can we make the green/yellow circles more available for more families?*
- *How can we make the red circles disappear?*
- *The new added items, were you aware of them? So you consider using them?*
-



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other, and the large group can come closer for debriefing. Background music can help the environment.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Printables of the exercise sheet, or blank paper for participants to draw the diagram;
Markers and/or pens.

BIBLIOGRAPHY

<https://www.parents.com/parenting/work/life-balance/tips-for-juggling-your-role-as-parent-partner-and-worker/>
<https://www.parents.com/parenting/moms/healthy-mom/self-care-for-moms-why-its-important-to-make-it-a-priority/>



P.I.10 It takes a village...

Nearby
Family

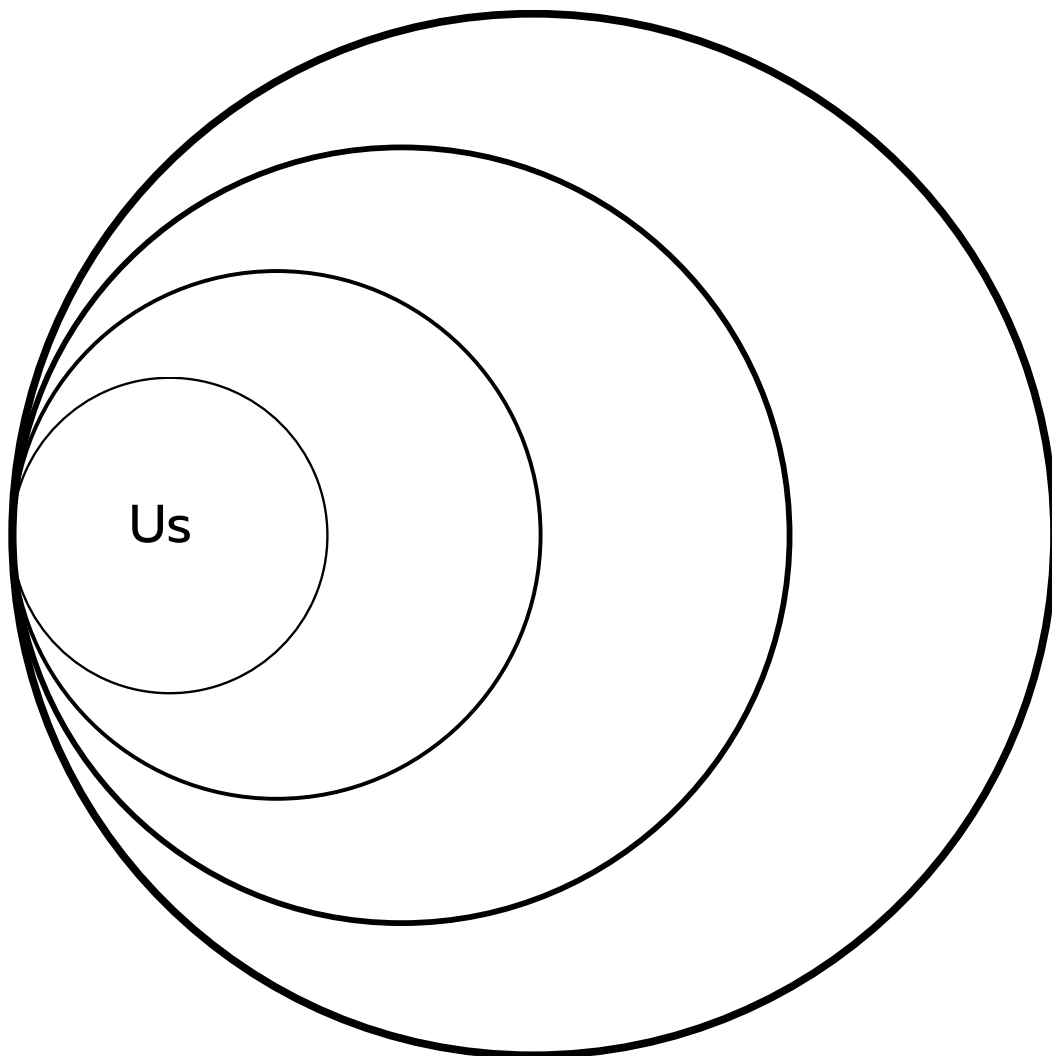
Distant
Family

Other

Services

Friends

Institutions





TARGET GROUP

Adults. Caregivers. Parents.



NUMBER OF PARTICIPANT

10 - 15



OBJECTIVES

To realise how much information parents often miss about their children.

To discuss the causes of such lack of information and reflect on how to obtain that information.



TIME

45 min.

P.II.11

How well do you know your child?

Description of the exercise

Many times, parents think they know their children like the palms of their hands, but is it truly so?

This exercise (in the shape of a quiz) will help parents realise how much they really know about their children. At the end, there is an explanation about the score and guidelines to interpret the results.

Parents are given a list of questions about their child and must answer according to what they know or think they know.

This exercise can be done individually (one parent) or in couples (both parents) and done for as many children as they have.



DEBRIEFING/REFLECTION

Before discussing the results, the facilitator must emphasise that most parents do not get more than 15 points in this exercise. Also, there may be better results with younger children, because teenagers can be very private and secretive (and that is not the parents fault). After getting the results, start some reflection with the group: on the possible causes of such lack of information (like distance within family members, secrecy of teenagers, non effective communication...) and debrief some possible solutions to improve the knowledge between family members.



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other and also the large group can come closer for debriefing. Background music can help the environment.

VARIATION PROPOSALS/ ADAPTATIONS

Option 1: take the exercise home and re-do it with your children.

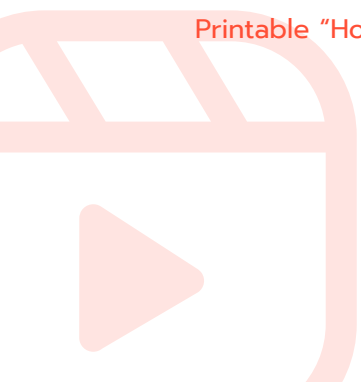
Option 2: ask your children to do the same exercise about their parents.

NOTES

MATERIALS/ ANNEXES:

• [Printable "How well do you know your children?"](#)

BIBLIOGRAPHY



P.II.11 How well do you know your child?

- Which is your child's favourite food?
- Which food does your child dislike the most?
- What does your child like best about him/herself?
- What does your child like the least about him/herself?
- What do you do that embarrasses your child the most?
- What would your child like to change about him/herself?
- What would your child like to change in you?
- What would your child like to change in his/her siblings?
- What does your child want to be when he/she grows up?
- What would your child do with 100 Euros?
- What worries your child the most?
- What does your child like the most in you?
- What is your child's biggest fear?
- Who is your child's best friend?
- What does your child dislike the most and why?
- Which is your child's favourite subject in school?
- Which is your child's less favourite subject in school?
- Outside school, which is your child's favourite activity?
- If your child had a problem, who would he/she talk to freely?
- If your child could choose a magic wish, what would it be?
-

P.II.11 How well do you know your child?

SCORING

Award 1 point for each information you could give about your child, with certainty.

RESULTS:

- 15 to 20 points: Congratulations! You deserve a gold medal!
- 10 to 15 points: Well done. You seem to be a good communicator and your child enjoys talking to you.
- 5 to 10 points: Not bad. Try to find out more about what your child thinks and also be more observant.
- 0 to 5 points: Not too good. Try to sit down and talk to your child, listen to him/her and also be aware what he/she thinks and feels.



TARGET GROUP

Adults. Caregivers. Parents.



NUMBER OF PARTICIPANT

10 - 15



OBJECTIVES

To learn to "read" behind the child's misbehaviour and to look for the real cause of it.

To acknowledge that parents' actions and attitudes have a strong impact on their children's well-being.



TIME

45 min.

P.II.12 Behind the obvious

Description of the exercise

Often children misbehave. Sometimes, punctually, which can be children just being children, however, if it turns out to be continuous, these are "red flags" being shown by the children. Usually, there is a very strong reason for it, so, in order to change the behaviour, parents must discover the source.

1. The facilitator presents a card describing a disruptive situation we usually observe on children and challenges the participants to try and analyse the reason there may be behind the shown behaviour (*Stories*);
2. After a while, the facilitator gives another card with extra information about the story (*Extra information*);
3. After some discussion, the facilitator delivers the last card of the sequence, which is a thought of the child portrayed in the bad behaviour situation discussed earlier (*The child*);
4. The participants can then conclude how their analysis of the situation was accurate or not and why.

(the cards are numbered: e.g. Story 1 + Extra information 1 + The child 1)



DEBRIEFING/REFLECTION

Here are two possibilities for debriefing after the exercise.

1. *If this family was a friend of yours, would you intervene? What would you say or do?*
2. *If any of this would happen in your family, do you think the "Read behind the obvious" approach presented in the exercise would be helpful? Why?*



RECOMMENDATIONS AND TIPS

To have a wide room so that the groups are not on top of each other and can be all together at the same time, for large group moments.

Provide comfort and calm. For example, to have some tea, coffee, cookies.

Background music can also help for a peaceful environment.

Tips for facilitators

The exercise can be presented to a large group or in small groups if there are more participants. The facilitator can decide, depending on the level of dialogue and reflection of the group.

VARIATION PROPOSALS/ ADAPTATIONS

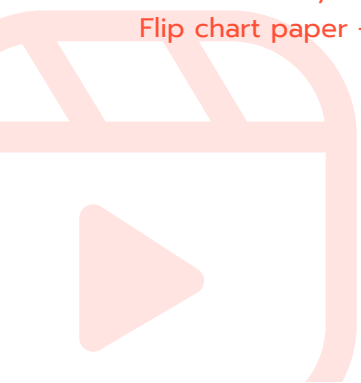
If the exercise is developed with the large group, a second facilitator could be a graphic-facilitator: to draw and register the group's discussion on a flip-chart paper. It may be interesting, at the end, to review the drawings and check the flow of the discussion and the conclusions obtained.

NOTES

MATERIALS/ ANNEXES:

- Printed Cards;
- Flip chart paper + markers.

BIBLIOGRAPHY



P.II.12

Behind the obvious - The Stories

Tania is always sad,
doesn't participate in class,
doesn't play with
the other children.
She feels like she is
too much everywhere.

①

Carla throws tantrums
over nothing and everything.
She talks loudly, kicks things
and sometimes even throws
herself on the floor.

②

Anna is a very shy child.
Lately she has been getting
headaches quite often
and has started wetting
the bed.
She doesn't like to go out
or invite anyone over
to her house.

③

George is a boy
who sometimes shows
aggressive behaviour,
with big outbursts of rage
for no reason.

④

P.II.12

Behind the obvious - Extra information

Her parents argue a lot.

①

Her parents always
work very late.

②

Her mother is sad
and depressed.
She complains a lot
about her job, people,
and life in general.

③

His parents are separated.

④

P.II.12

Behind the obvious - The Child

"Mum and dad get angry
because of me.
If I didn't exist,
they wouldn't argue.
I am to blame."

①

"They don't like me
as much as they say.
At least when I mess up,
they pay attention to me."

②

"The world must be
complicated and sad,
people are bad,
there's no reason
to be happy."

③

"Daddy has gone.
He doesn't like me.
It must be because I am bad."

④



TARGET GROUP

Adults. Caregivers. Parents.



NUMBER OF PARTICIPANT

10 - 15



OBJECTIVES

To realize there are comments and remarks said
parents tell children that are offensive and painful.
To reflect on the causes of such comments and to
work on the change for a positive speech.



TIME

15 min.

P.II.13

Bad things parent (may) say

Description of the exercise

This exercise is about unfortunate sentencing that parents (often) tell their children. There are 2 options:

1. from the group, collect the sentences the participants may use in their family context (if they feel comfortable in sharing);
2. use the examples given in the annex below.

Then, form small groups and give them some instructions.

1. Read the cards;
2. Identify the issue and/or situation;
3. Acknowledge the parents' reaction (feelings, words, body expression..);
4. Suggest other ways of approaching the child;
5. Rephrase the sentences in a positive way;
6. Create a role-play of the renewed story to present to the other groups.



DEBRIEFING/REFLECTION

The participants return to the large group and reflect on:

- *Reflect on the effect of such sentences on the child, day after day.*
- *As a person, would anyone like to be told such sentences?*
- *Establish some self control guidelines to avoid making such remarks.*



RECOMMENDATIONS AND TIPS

To have a wide room so that the groups are not on top of each other and can be all together at the same time, for large group moments.

Provide comfort and calm. For example, to have some tea, coffee, cookies.

Background music can also help for a peaceful environment.

Tips for facilitators

Options a) and b) of the exercise depend on the level of trust and proximity among participants (which may exist after a few sessions).

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Cards with the parental sayings with enough samples for all the groups;

Writing material: pens, paper.

BIBLIOGRAPHY





P.II.13 Bad things parent (may) say

Parents say...
(front of the card)

What it means...
(back of the card)

<p><i>"You look like a real jerk! I told you that this is not the way to do it."</i></p>	<p>To constantly criticize children in front of other people, either other children or adults.</p>
--	--

<p><i>"Did you know that he still wets his bed?"</i></p>	<p>Telling children's secrets to other people, in a way that makes them feel humiliated.</p>
--	--

P.II.13 Bad things parent (may) say

Parents say...
(front of the card)

What it means...
(back of the card)

<p><i>“Come on, sing that song you sang earlier, so grandma can hear it.”</i></p>	<p>Insistently ask children to play a certain role in front of others.</p>
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<p><i>“Have you done your homework or not for today?”</i></p>	<p>To always ask questions in a critical and negative way.</p>
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P.II.13 Bad things parent (may) say

Parents say...
(front of the card)

What it means...
(back of the card)

<p><i>“Are you going to cry again because you have to go to bed, like you did yesterday?”</i></p>	<p>Constant reminder of sad and frustrating moments.</p>
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<p><i>“I bet you didn’t clean your room.”</i></p>	<p>Use a mocking tone.</p>
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P.II.13 Bad things parent (may) say

Parents say...
(front of the card)

What it means...
(back of the card)

*"Did you misbehave
again
at school?"*

Use a mistrustful tone.

*"I don't know how
you like to play tazos,
what a silly game."*

To criticize
the child's games.



P.II.13 Bad things parent (may) say

Parents say...
(front of the card)

What it means...
(back of the card)

<p><i>"You're afraid of the dark, but why? The dark doesn't hurt anyone."</i></p>	<p>To devalue or not understand the child's fears.</p>
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P.II.13 Bad things parent (may) say

Parents say...
(front of the card)

What it means...
(back of the card)

--	--

--	--



TARGET GROUP

Adults. Caregivers. Parents.



NUMBER OF PARTICIPANT

10 - 15



OBJECTIVES

To understand that misbehaving is a part of growing up.

To improve some coping strategies for the adult and also for the child.



TIME

45 min.

P.II.14

When children misbehave

Description of the exercise

Many times, children misbehave. It's a part of growing up, where they get to know the limits and boundaries of living together. Parents are meant to be there, attentive and responsive, to deal with the situations the best they can.

When these situations occur too frequently, parents may feel the warning/dialoguing time is over and it is time to act differently.

Experts tell us that one possible approach is the removal of privileges because of the bad behaviour, if repeated.

1. In Table nr.1, participants can choose **2 situations of misbehave** that represent a problem in their family (the extent, the frequency...) Or add some situation(s) that are not listed, if needed;
2. In Table nr.2, participants can choose **some possibilities** that could make sense to them, as a parent, to work with their child, aiming at a change of attitude for the better;
3. From List 3, participants can consider **daily reinforcement** attitudes for good behaviour.



DEBRIEFING/REFLECTION

As a group, get together and share your options regarding this topic.

- Are there misbehaving situations common among the participants? Ask yourselves why.
- What are the most common parental responses to these situations?

About the overcoming of the misbehaving situations (chart nr.2), which options are more appealing within the group?

- Are there options that do not look effective or reasonable enough?

Do you agree with this kind of parental option? From the List given, do you find it easy to do daily? If not, why so?

- Which one do you see yourself implementing asap in your family routines?



RECOMMENDATIONS AND TIPS

It is important that there be a wide space so that the groups are not on top of each other, and the large group can come closer for debriefing. Background music can help the environment.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Printables of the exercise sheet;
Markers and/or pens.

BIBLIOGRAPHY

[HTTPS://WWW.WEEWATCH.COM/FAMILY-TIME-ISNT-JUST-FUN-IT-ALSO-HAS-SOME-BENEFITS/](https://www.weeWATCH.com/family-time-isnt-just-fun-it-also-has-some-benefits/)



P.II.14 When children misbehave

TABLE 1 - SITUATIONS OF MISBEHAVING.

 <p>TO SKIP SCHOOL.</p>	 <p>TO LIE.</p>	 <p>TO HURT THE SIBLINGS.</p>	 <p>TO INSULT THE TEACHERS.</p>
 <p>TO STEAL.</p>	 <p>TO INSULT THE PARENTS.</p>	 <p>TO SMOKE.</p>	 <p>TO DRINK ALCOHOL.</p>
 <p>TO VANDALIZE.</p>	 <p>TO ENGANGE IN FIGHTING.</p>	 <p>TO DISRESPECT THE ELDERLY.</p>	 <p>TO SWEAR.</p>



P.II.14 When children misbehave

TABLE 2 - REWARD THE IMPROVEMENT.

 <p>TO RECEIVE A PRESENT.</p>	 <p>TO GET A NEW MOBILE PHONE.</p>	 <p>TO ATTEND A SPECIAL ACTIVITY.</p>	 <p>TO GET PERMISSION TO GO TO A PARTY .</p>
 <p>TO GET A NEW HAIRCUT.</p>	 <p>TO GO SHOPPING.</p>	 <p>TO GO FOR A RIDE.</p>	 <p>TO GET PERMISSION TO WAKE UP LATER.</p>
 <p>TO ATTEND AN UNEXPECTED ACTIVITY.</p>	 <p>TO GET PERMISSION TO SLEEPOVER A FRIEND.</p>		

P.II.14 When children misbehave

Daily reinforcement

And when things start to change and go well, it's essential to praise and appreciate effort and good results. Here are some ways to make your praise particularly effective in encouraging good behaviour.

Choose the ones that work best for you and/or your family:

- Offer immediate and frequent feedback: for example, if your child has been playing quietly for a long time or working well on a project for a whole afternoon.
- Give specific praise. Instead of just saying "Thank you", say: "How nice of you to tidy up when I asked you to". This makes it clear that you're praising their prompt obedience/collaboration
- Frame your compliment in a positive way. Instead of saying, "I'm glad you didn't grumble," say, "I'm proud that you kept your cool when I told you that you couldn't leave the house."
- Praise the effort, not the result. Instead of praising your child for getting good grades, praise their motivation and commitment to study.
- Offer genuine praise. Instead of saying "You're the smartest boy ever" or "You're the best football player in the whole school", offer realistic compliments. Say things like: "You're an excellent runner" or "You've done really well with your homework".
- Avoid labels. Labels, even positive ones, are not a good idea. Referring to your child as "My little genius" or "My football star" can make them think that's all they're known for. Focus your praise on behaviour, not characteristics.
- Create a Discipline Plan. You can avoid a lot of "bad" behaviour by valuing what is going well. However, when your child breaks the rules, it's important to provide negative consequences that will prevent them from misbehaving in the future. (Table 2)



TARGET GROUP

Adults. Caregivers. Parents.



NUMBER OF PARTICIPANT

10 - 15



OBJECTIVES

To identify the most common stressful situations in the family that test the parents patience.

To reflect about the most reasonable approaches to cope with these situations (consequences to bad behavior and/or reinforcing everybody's role).

To acknowledge the need to be in control of feelings and reactions when facing children misbehaviours.



TIME

45 min.

P.II.15 Stay in control

Description of the exercise

Often, our children misbehave and test the limits of parents' patience. Before "losing it", here is a sequence of activities to better cope with these situations, as well as strategies to prevent them from happening again. It's all about "staying in control".

- **Does your child do this?**

From Table 1, participants must pick the most common stressful situations in their household and/or add new ones.

- It is all about accountability, meaning the child must understand there are consequences for every action (or the absence of it) within the family. So, whenever a child refuses to do his/her part, maybe there will be some loss of privileges. From Table 2, the participants can check for some possible consequences to negotiate with their child.
- The next step is about reinforcing everybody's role and importance within the family, children included. Here are some suggestions to develop responsibility and belonging to the children, as well. From Table 3, the participants can decide which options would work better for their family.



DEBRIEFING/REFLECTION

The facilitator can start a sharing moment, remembering that there are no perfect families and there are no perfect solutions. Some families are in need of more strict rules, while others need to re-distribute family tasks.

Option 1. A challenge can be presented to the participants: if there is someone here with a very specific stressful family problem, how about sharing with the group? Maybe the comments and/or suggestions from other families/parents can turn out to be very useful.

Option 2. All tables have blank spaces for the participants to fill in with their own suggestions. Give the participants some time to do it (if not done yet), and then ask them to share all the new possibilities within the group.

At the end, ask for some group feedback:
Was this exercise useful?

- *After this, are there new possibilities to take home?*
- *Could there be a completely different approach to children's misbehavior?*



RECOMMENDATIONS AND TIPS

To have a wide room so that the groups are not on top of each other and can be all together at the same time, for large group moments.
Provide comfort and calm. For example, to have some tea, coffee, cookies.
Background music can also help for a peaceful environment.

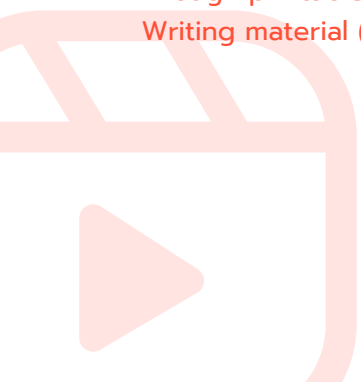
VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Enough printables for the individuals/couples;
Writing material (paper, pens...)











BIBLIOGRAPHY














P.II.15 Stay in control

TABLE 1 - Select the most common stressful situations in your household and/or add new/different ones.

 <p>FIGHTING BETWEEN SIBLINGS</p>	 <p>A MESSY ROOM.</p>	 <p>ARRIVING PAST CURFEW.</p>	 <p>SKIPPING THE HOUSE CHORES .</p>
 <p>REFUSING TO BRUSH THE TEETH.</p>	 <p>LEAVING STUFF EVERYWHERE.</p>	 <p>REFUSING TO BATHE.</p>	 <p>TAKING TOO LONG SHOWERS.</p>
 <p>ALWAYS LEAVING THE LIGHTS ON.</p>	 <p>TO SWEAR.</p>		

P.II.15 Stay in control

TABLE 2 - Check for some possible consequences to negotiate with your child. Are there others?

 <p>THE TIME GIVEN FOR VIDEOGAMES.</p>	 <p>THE TIME GIVEN FOR TV WATCHING.</p>	 <p>REDEFINE CURFEW.</p>	 <p>THE TIME GIVEN FOR MOBILE PHONE. .</p>
 <p>NOT GETTING THE DESSERT.</p>	<p>NO PERMISSION TO PLAY AT A FRIEND'S HOUSE.</p>	 <p>GOING TO BE EARLIER.</p>	 <p>NO PERMISSION TO PLAY OUTSIDE.</p>
 <p>NO PERMISSION TO INVITE FRIENDS OVER.</p>	 <p>NO TIME TO PLAY AFTER SCHOOL.</p>		



TARGET GROUP

Adults. Caregivers. Parents.



OBJECTIVES

To reflect on the importance of respecting each parent as a person, with needs and interests of his/her own.



NUMBER OF PARTICIPANT

10 - 15



TIME

45 min.

P.III.16 About ME

Description of the exercise

People rarely speak of the job of parenting in the same way as they would about the standard 9-5 jobs. This may be somewhat strange, especially since the job of parenting is the only job that is actually 24/7/365. No vacation time. No sick days. No mental health calls in. It can become one's entire identity the moment it happens, and it often does.

For most of us, the parenting role is the very best one in which to get wrapped up. But still, as with all occupations, it is important that parents take time for themselves and their individual interests. It is absolutely imperative that the **self** is preserved in the process of parenting.

This activity is personal.

Take some time and write down what's in your mind and heart, both as a parent and as a person.



DEBRIEFING/REFLECTION

Some questions:

Was this an easy task or not?

- *Have you ever thought of YOU like this?*
- *Is this the beginning of a self-awareness process for you as a parent and a person?*

Could this chart be a personal exercise

- *to do from time to time, just to check on how YOU are doing?*



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other and also the large group can come closer for debriefing. Background music can help the environment.

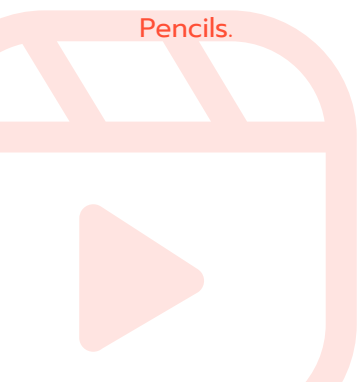
VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Printed Table "Who am I?";
Pencils.

BIBLIOGRAPHY





P.III.16 About ME

Who am I?	Family for me is...	What would I like to still accomplish in my life?
What do I like to do the most?	The best of Me is...	To this day, what makes me proud?
What do I like to do the least?	I must improve at...	My physical condition is...
What brings me here?	My life in just a few words...	Anything else...



TARGET GROUP

Adults. Caregivers. Parents.



OBJECTIVES

To realize which family situations make parents feel stressed about.

To work on ways to release that pressure.



NUMBER OF PARTICIPANT

10 - 15



TIME

45 min.

P.III.17

What stresses you out?

Description of the exercise

It is common for parents to feel a lot of stress when parenting, because there are many responsibilities and tasks, and time is against us. To deal with stress it is important to learn about its causes, first, and then, find the best way to cope.

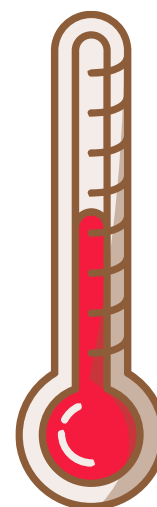
After this exercise, the participants may be more confident to deal with the stressful situations within family lives in order not to feel much stress or anxiety.

Each participant takes a look at this list and checks **what items are the causes for stress** in a daily family life.

For every item checked, participants make a mark on the thermometer, bottom-up.

Finally, they can check how high the "stress temperature" is.

- Missing your child's presentation at school.
- Not enough time to clean the house.
- Worry about losing your job.
- Not having enough money for the basics.
- Your boss is all over you at the office.
- Worry about grandparents' health.
- To be late for work.
- Your car broke down.
- Having too many work-related worries on your mind.
- Kids fighting around the house.
- ...





DEBRIEFING/REFLECTION

Then, the participants get together and share some reflexions about the results:

Are these real reasons to stress? Which ones may not be?

Am I giving it too much importance?

What can I do differently?

- What stressing situations do I have in common with my partner? How can we work on this?

...

After this exercise, the participants may be more confident to deal with the stressful situations within family lives in order not to feel much stress or anxiety.



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other and also the large group can come closer for debriefing. Background music can help the environment.

Tips for facilitators

Instead of presenting an already made list, ask the participants for ideas to fill in the thermometer. They can use examples from common life.

VARIATION PROPOSALS/ ADAPTATIONS

Make a giant thermometer on the floor, and read the situations so the participants can move around and place themselves on the cold/hot marks.

NOTES

MATERIALS/ ANNEXES:

Printables of the Thermometer chart (with suggestions or blank);

Markers and/or pens;

Option: Giant thermometer.

BIBLIOGRAPHY

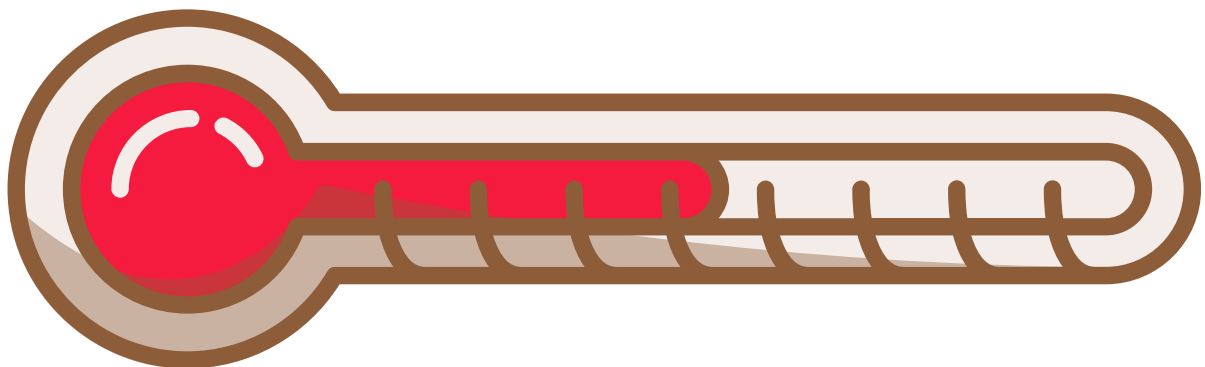
<https://golokadreamland.com/respecting-the-natural-rhythm-of-a-childs-growth/>

<https://golokadreamland.com/do-i-have-realistic-expectations-of-my-child/>



P.III.17 What stresses you out?

- Missing your child's presentation at school.
- Not enough time to clean the house.
- Worry about losing your job.
- Not having enough money for the basics.
- Your boss is all over you at the office.
- Worry about grandparents' health.
- To be late for work.
- Your car broke down.
- Having too many work-related worries on your mind.
- Kids fighting around the house.





TARGET GROUP

Adults. Caregivers. Parents.



NUMBER OF PARTICIPANT

10 - 15



OBJECTIVES

To identify and acknowledge one's own successful parenting performances.

To keep an open mind for change and improvement.



TIME

45 min.

P.III.18 I am a proud Parent

Description of the exercise

The life of a parent is full of challenges and responsibilities... and failures. However, instead of being (constantly) afraid of failure, each parent must be able to identify what they are already doing so well and be proud of it. This positive focus on one's successful parenting will lead the way to a more confident performance, with wonderful outcomes for all the family.

This activity consists of the grading of personal/parenting performances listed on a chart using emojis.

- 🙄 not so well
- 😬 doing all right
- 😄 amazing



DEBRIEFING/REFLECTION

1. Count the emojis of each grade. What do you feel about the results? Are the emojis balanced, or are there too many 😞? How do you feel about that?
2. Look carefully at each topic you rated „not so well / doing all right / amazing“.
Can you keep up the pace or do you feel there is still so much to do?
3. Do some sharing within the group, you may find valuable ideas or solutions for your frailties.



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other and also the large group can come closer for debriefing. Background music can help the environment.

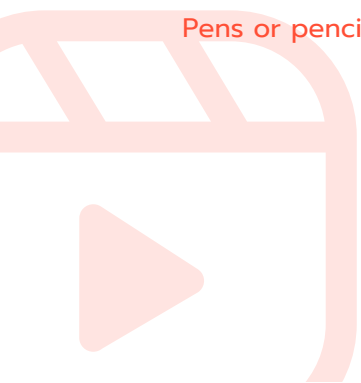
VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

- Printed Table "I am a proud Parent";
- Pens or pencils.

BIBLIOGRAPHY





P.III.18 I am a proud Parent

Fill in the chart by grading the personal/parenting performances listed using emojis.

😞 not so well

😐 doing all right

😊 amazing

		😞	😐	😊
1	I calm myself down before facing the situation.			
2	I say "I love you" very often.			
3	I help my child with the understanding of our rules.			
4	I have fun with my family.			
5	I tell my child about the consequences of disobeying.			
6	I praise or reward my child when he/she does well.			
7	I apply consequences when my child misbehaves.			
8	I attend the Parents Meeting in my child's school.			
9	I attend the special dates and events in my child's school.			
10	I will gladly explain about the house chores.			
11	I spend free time with my child.			
12	I tell my child the purpose of the house rules.			



P.III.18 I am a proud Parent

😞 not so well

😐 doing all right

😊 amazing

		😞	😐	😊
13	I give support to my child when he/she is feeling low.			
14	We have a schedule for homeworks.			
15	I tell my child I am proud of him/her.			
16	I help my child cope with our problems in the family.			
17	I try to see things from my child's perspective.			
18	My child knows how I feel about drugs, alcohol and tobacco.			
19	I help my child cope with friends or school situations.			



TARGET GROUP

Adults. Caregivers. Parents.



OBJECTIVES

To identify one's beliefs about Parenting when it comes to Beliefs and Actions.



NUMBER OF PARTICIPANT

10 - 15



TIME

45 min.

P.III.19 Questionnaire: Beliefs and Actions in Parenting

Description of the exercise

Being a successful parent means more than providing food, clothing, and shelter. It requires taking an active role in a child's growth and development, and an active approach to parenting with an emphasis on mutual respect, cognitive-behavioural approaches to change, personal choice and responsibility.

This activity in the shape of a quiz will help you identify your own beliefs about being a parent and the actions that derive from it.

Part I - Beliefs: is designed to help you identify your beliefs about being a parent.

Part II – Actions: it focuses on your current home situation.

As you read each statement, decide how much you agree with it.

1 - Strongly disagree; **2** - Disagree; **3** - Neutral; **4** - Agree; **5** - Strongly agree.



DEBRIEFING/REFLECTION

After filling the quiz and scoring the results, start some feedback about the content and the results:

- Was this task easy/not easy to perform?
Was this exercise useful? Why/why not?

Have you ever visioned any definitions about Parenting such as these?

Do you have a clearer view about your parenting beliefs and actions? Give an example.

- Do you see improvement from this point on? Where would you like to start?



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other and also the large group can come closer for debriefing. Background music can help the environment.

VARIATION PROPOSALS/ ADAPTATIONS

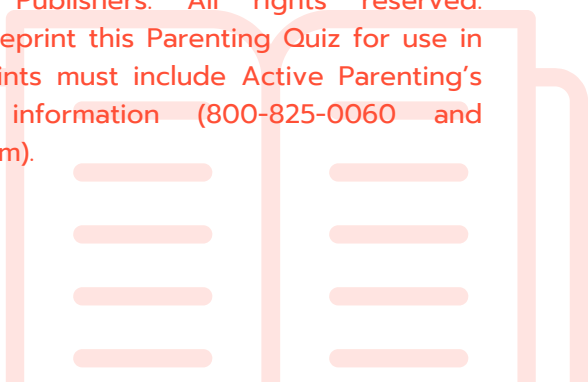
NOTES

MATERIALS/ ANNEXES:

- Questionnaires.

BIBLIOGRAPHY

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P.III.19 Questionnaire: Beliefs and Actions in Parenting

Part I: Beliefs

(to help you identify your Beliefs about Parenting)

As you read each statement, decide how much you agree with it.

1 - Strongly disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly agree.

		1	2	3	4	5
1	It is better to give a little ground and protect the peace than to stand firm and provoke a fight.					
2	Children need discipline that hurts a little so that they will remember the lesson later.					
3	Children shouldn't always get their way, but usually we ought to learn to listen to what they have to say.					
4	The parent-child relationship is like a war in which, if the parent wins, both sides win, but if the parent loses, both sides lose.					
5	If parents provide a good environment, children will pretty much raise themselves.					
6	The parent's role is like that of a teacher who is preparing the child for a final exam called life.					
7	Childhood is so short that parents should do everything to make it a happy time.					
8	"Spare the rod and spoil the child" is still the best policy.					



Questionnaire: Beliefs and Actions in Parenting

Part I: Beliefs

(to help you identify your Beliefs about Parenting)

As you read each statement, decide how much you agree with it.

1 - Strongly disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly agree.

		1	2	3	4	5
9	Children need to learn what they may or may not do, but we don't have to use punishment to teach.					
10	Whether we like it or not, children have the last word about what they will or won't do. If you let children have free rein, they will					
11	Eventually learn from the consequences of their behaviour what is appropriate.					
12	Children first must learn that the parent is the boss.					
13	Too many children today talk back to their parents when they should just quietly obey them.					
14	If we want children to respect us, we must first treat them with respect.					
15	You can never do too much for your child if it comes from genuine love.					



Questionnaire: Beliefs and Actions in Parenting

Part II: Actions (now focusing in your home situation)

As you read each statement, decide how much you agree with it.

1 - Strongly disagree; 2 - Disagree; 3 - Neutral; 4 - Agree; 5 - Strongly agree.

		1	2	3	4	5
16	I often must call my child more than once to get her or him out of bed in the morning.					
17	I have to constantly stay on top of my child to get things done.					
18	When my child misbehaves, he or she usually knows what the consequences will be.					
19	I often get angry and yell at my child.					
20	I often feel that my child is taking advantage of my good nature.					
21	We have discussed chores at our home, and everybody takes part.					
22	My child gets a spanking at least once a month.					
23	My child has no regular chores around the house but will occasionally pitch in when asked.					
24	I usually give my child clear instructions as to how to want something done. My child is a finicky eater, so I have to try various					
25	Combinations to make sure he or she gets the proper nutrition.					



Questionnaire: Beliefs and Actions in Parenting

Part II: Actions (now focusing in your home situation)

As you read each statement, decide how much you agree with it.

1 - Strongly disagree; **2** - Disagree; **3** - Neutral; **4** - Agree; **5** - Strongly agree.

		1	2	3	4	5
26	I don't call my child names and I don't expect to be called names by my child. I usually give my child choices between two					
27	Appropriate alternatives rather than telling my child what to do.					
28	I have to threaten my child with punishment at least once a week.					
29	I wish my child wouldn't interrupt my conversations so often.					
30	My child usually gets up and ready without my help in the morning.					



Questionnaire: Beliefs and Actions in Parenting

Scoring your questionnaire:

To determine your style as a parent, first transfer your score for each item to the blanks beside the following item numbers listed in parentheses.

(Put your score for item #2 in the first blank, item #4 in the second blank, and so on.)
Then add your scores in each row across and put the sum in the last blank.

Autocratic Belief score: (2) ___ + (4) ___ + (8) ___ + (12) ___ + (13) ___ = _____

Permissive Belief score: (1) ___ + (5) ___ + (7) ___ + (11) ___ + (15) ___ = _____

Democratic Belief score: (3) ___ + (6) ___ + (9) ___ + (10) ___ + (14) ___ = _____

Autocratic Action score: (17) ___ + (19) ___ + (22) ___ + (24) ___ + (28) ___ = _____

Permissive Action score: (16) ___ + (20) ___ + (23) ___ + (25) ___ + (29) ___ = _____

Democratic Action score: (18) ___ + (21) ___ + (26) ___ + (27) ___ + (30) ___ = _____

To get a clearer look at how your scores on the three styles compare, transfer each of the six totals to the appropriate blank in the table below.

To get your combined scores, add your belief score and your action score for each of the three styles.

Put these numbers in the blanks in the "Combined" column.

Belief Action Combined

Autocratic _____ + _____ = _____

Permissive _____ + _____ = _____

Democratic _____ + _____ = _____

P.III.19 Questionnaire: Beliefs and Actions in Parenting

Interpreting your scores:

The highest combined score possible for each style is 50. The higher your score, the more you tend toward the style of parenting. Your highest combined score, therefore, suggests the style of parenting you are currently using. If either of the other combined scores is within fifteen points of your highest score, consider your use of the two styles about equal. The greater the difference among scores, the greater your current preference for the style with the highest score.

Differences of more than fifteen points between belief scores and action scores for any style suggest that you tend to believe one thing but do another. Do not be alarmed by this. It is common and understandable.

High Autocratic Score - If you're like most people, you'll find yourself more autocratic than you thought you were. But after all, this was the predominant style parents used when you were growing up. If you scored highest on this style, you probably find yourself in frequent battles with your child. Anger and frustration probably characterise the power struggles that you and your child experience. You are looking to find some relief, as well as a more successful approach.

High Permissive Score - In an attempt to avoid being autocratic, you may have overcompensated and developed a permissive style. If you are in this group, your relationship with your child may be pretty good as long as you do what your child wants. But you probably find that your child gets very hostile, and perhaps even throws tantrums, when you do say no or make a demand of him or her. Your relationship is characterised by service and pleasing, but only in one direction. You may have already begun to resent this unfairness. If so, you probably scored higher on the autocratic scale than you expected. It is easy to get fed up with a permissive approach and flip back to an autocratic one.

P.III.19 Questionnaire: Beliefs and Actions in Parenting

Interpreting your scores:

High Democratic Score - If you scored highest on the active style, your relationship with your child is probably already positive. Though problems certainly occur, an atmosphere of mutual respect, trust, and teamwork enables you to handle them without the hurt or resentment that characterise the other styles. You are probably using many of the methods advocated and taught in Active Parenting, keep trying and discover other compatible techniques.

* The Democratic style is sometimes called the "Authoritative" or "Active" style.



TARGET GROUP

Adults. Caregivers. Parents.



NUMBER OF PARTICIPANT

10 - 15



OBJECTIVES

To understand and reflect about the existence of Parenting styles, using constructive alternatives of communication and feasible according to each specific situation.



TIME

45 min.



P.III.20

Parenting Styles – in action

Description of the exercise

- 1.Review the concepts of Parenting Styles seen before (permissive/liberal, authoritarian, democratic and negligent.);
- 2.Then, the group suggests an everyday situation, related to family life and dynamics, which requires communication. For example: "son who comes home late from school, contrary to what he usually does", "father who finds out about his son's bad grades at school and asks for explanations", "mother who finds a box of condoms/pills in her son's room", "son wants to watch the evening football match on TV, but hasn't done his homework yet";
- 3.The participants form groups to role-play the suggested situations: each participant receives a card with a description of his/her character to perform and one of the members acts as the child in the situation.



DEBRIEFING/REFLECTION

After the role-plays, the actors can start some reflection:

- It was easy/not easy to act like the character and why? How different are these “parents” from us?
- Are these thoughts/beliefs and its corresponding reaction a part of our lives, in reality?
- Which can be the causes of such reactions? (fatigue, loss of patience, inconsistency of our parenting style, stress...)

Which Parenting Styles can be placed in each role-play? (none, several at the same time...)

- In real life, how can parents improve their chosen Parenting Styles (the adoption of all styles, the use of constructive communication, the appropriate reaction to each situation, ...)



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other and also the large group can come closer for debriefing.

Background music can help the environment.

Tips for facilitators

If the group is large, there will be too many role-plays to analyze. One possibility is to have 1 or 2 role-plays only to be discussed by all participants.

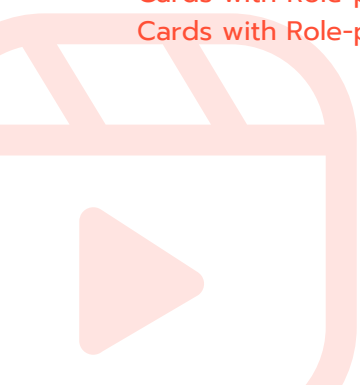
VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Cards with Role-play suggestions;
Cards with Role-play characters.

BIBLIOGRAPHY



P.III.20 Parenting Styles – in action

ROLE PLAY SITUATIONS

Son who comes home late from school,
contrary to what he usually does.

Father who finds out about his son's bad grades
at school and asks for explanations.

Mother who finds a box of condoms/pills
in her son's room.

Son wants to watch the evening football match
on TV, but hasn't done his homework yet.



Parenting Styles – in action

CHARACTER INSTRUCTIONS

I establish many rules without regarding
my child's needs or opinions.

I don't demand responsibility
or give autonomy to my child.

I use punishments when my child
disturbs my ruling and self-indulgence.

I am a cold and self-centered person.

I am perceived as person who speaks
in a calm and constructive way,
respecting everybody's opinions.



Parenting Styles – in action

CHARACTER INSTRUCTIONS

I struggle to say NO and to be firm.

I allow my child to make demands.

I avoid conflict at all costs.

I take my child as he/she is.

I give love and care,
as well as rules to guide him/her.

I believe that submissive people
find it hard to show their opinions and necessities.

I am capable of negotiating in a conflict,
in order to have all parties pleased.



TARGET GROUP

Adults. Caregivers. Parents.



NUMBER OF PARTICIPANT

10 - 15



OBJECTIVES

To identify the effects children may demonstrate as a consequence of parenting styles, in terms of self control, stability, empathy, autonomy, cooperation, affection, etc., or the opposite.



TIME

45 min.

P.III.21 Parenting Styles Effects

Description of the exercise

PART 1 – 15 min.

Divide the group in 4 small groups.

Each group receives a story (Story Cards 1 - 4) to read and analyse in terms of:

- Which Parenting Style(s) is present in the given story?
- What are the consequences on the child?

After some time, the facilitator can give the groups the Cards about Parentings vs Effects on children to deepen the discussion.

PART 2 – 15 min.

Each group makes a presentation:

- 1.Read the story and present their first impressions to it.
- 2.Present the final conclusions obtained after receiving the Parenting Styles cards.



DEBRIEFING/REFLECTION - 15 min.

Have a final reflection:

- Could these stories be real? Do children do this? Do parents act like this?
- Was it simple to pinpoint the right Parenting Style(s)? If not, why not?
- Were there more than one possibilities of Parenting Styles to each story?
- Do you, as a parent, see yourself in a similar situation? Could you share?



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other and also the large group can come closer for debriefing. Background music can help the environment.

Tips for facilitators

This session should happen after other session(s) about Parenting Styles.

If the group is large, there will be too many Stories to analyse. One possibility is to have 1 or 2 role-plays only to be discussed by all participants.

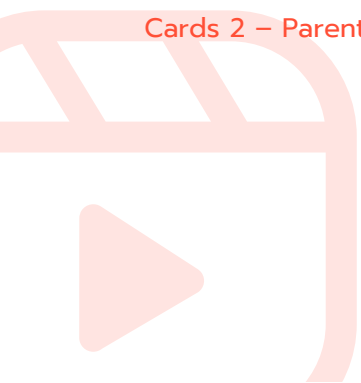
VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

- Cards 1 – Stories;
- Cards 2 – Parenting Styles vs Effects on children.

BIBLIOGRAPHY



P.III.21 Parenting Styles Effects

STORY 1

A 13-year-old boy in grade 8 disrespects his teacher in class when the teacher tries to impose a rule on him. He is not used to following rules at home.

When he comes home he reports the situation to his parents, who support him and do not bother to listen to the teacher's version or punish him for his bad behaviour.

The child's well-being is his main goal, never going against his wishes.

STORY 2

A couple with a 16-year-old daughter forbids her to date anyone.

If the young girl tries to show her parents that she is old enough to make decisions, her parents forbid her to leave the house, claiming that they are the boss and she only has to obey.

P.III.21 Parenting Styles Effects

STORY 3

A nine-year-old child tries to clarify a doubt about school homework with his father.

The father is watching a football match and is indifferent to his son's doubts.

Faced with his insistence, the father sends him to his room as punishment so that he won't be disturbed any further.

STORY 4

A 15-year-old boy asks his parents to go out with his friends in the evening.

The parents question him about the reason for going out, who is going out with him and who can bring him home.

The youngster clarifies his parents' doubts and they allow him to go out as long as he complies with the conditions imposed, particularly with regard to the arrival time.

P.III.21 Parenting Styles Effects

PARENTING STYLES & EFFECTS ON CHILDREN

PERMISSIVE

- absence of norms/rule tolerance and acceptance of the child's impulses
- parents who are more or less warm and not very demanding
- parents who sometimes become violent when they lose control of situations



Children with little self-control and self-confidence, dependent and overprotected.

AUTHORITATIVE

- parents who monopolise decision-making power, demanding "blind" obedience and valuing respect for order and authority
- frequent and automatic punishments when order is broken or when there are attempts at independence
- controlling, cold and very punitive parents



Disgruntled, insecure, submissive or rebellious children

P.III.21 Parenting Styles Effects

PARENTING STYLES & EFFECTS ON CHILDREN

NEGLIGENT/REJECTIVE

- parents do not demand responsibility from their children or encourage independence
- are cold, indifferent and self-centred
- may use punishment to prevent their children from disturbing their comfort zone



Children who are sad, frustrated, insecure, disorientated and can easily fall into delinquency

DEMOCRATIC

- there is dialogue between parents and children
- respect for established rules is demanded (which can be negotiated)
- parents are controlling (demanding responsibility and the fulfilment of rules), but warm and encourage the progressive autonomy of their children



Self-confident, secure and mature children



TARGET GROUP

Adults. Caregivers. Parents.



OBJECTIVES

To acknowledge that disagreements and conflicts can happen in a family.

To learn some compromising strategies.



NUMBER OF PARTICIPANT

10 - 15



TIME

45 min.

P.III.22 Code of Colors (for Managing Conflicts)

Description of the exercise

It is normal to disagree with each other from time to time. Occasional conflict is part of family life. However, ongoing conflict can be stressful and damaging to relationships.

Communicating in a positive way can help reduce conflict so that family members can reach a peaceful resolution. This usually means that everyone agrees to a compromise or agrees to disagree.

This activity is meant for managing the conflicts that occur between parents and children.

It is suggested a code of colors – green, yellow and red – to rate the strategies parents use commonly when trying to manage the conflict with their children. The colors have the meaning we all know: good, so-and-so, bad.

The goal is to understand the sense of such strategies (or the lack of it) as well as the long term effects on the children.

(It is not about judging the parents, but analyzing the strategies and aim for positive change.)

The colored circles are placed on the ground, or on the table, and the participants are all around it.

The facilitator presents a Strategy Card and invites the participants to discuss it and then place it on the “right” color.



DEBRIEFING/REFLECTION

Some questions for group reflection:

Is this consensual? Are there some strategies that cause disagreement?

- Are there strategies we were raised with but now we do not apply them? Why is that?

Why are there "red" strategies?

- What are the long term effects of the "green" strategies?

..•



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other and also the large group can come closer for debriefing. Background music can help the environment.

VARIATION PROPOSALS/ ADAPTATIONS

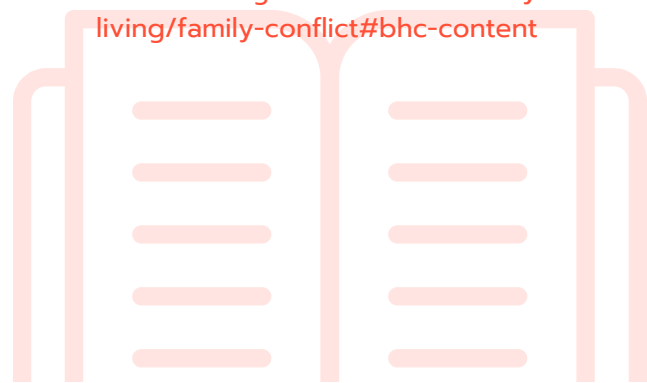
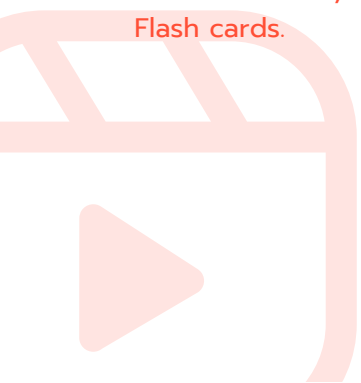
NOTES

MATERIALS/ ANNEXES:

Colored Circles;
Flash cards.

BIBLIOGRAPHY

<https://www.betterhealth.vic.gov.au/health/healthy-living/family-conflict#bhc-content>



P.III.22 Code of Colors (for Managing Conflicts)

Punishments

(Do not threaten punishment if you are not going to enforce it.)

Punishments

(Do not apply a punishment that is difficult to carry out.)

Punishments

(Only using non-violent approaches.)

Punishments

(One slap won't hurt.)

Punishments

(Taking away affection.)

P.III.22

Code of Colors (for Managing Conflicts)

Punishments

(Ignoring the child while he/she is being punished.)

Punishments

(Remove the toy or food they like the most.)

Ignore

(Completely ignore and the child will learn from his/her mistakes.)

Ignore

(Re-attention to positive behaviors after the child has calmed down.)

Ignore

(Avoid eye contact and discussion.)



P.III.22

Code of Colors (for Managing Conflicts)

Positive Reinforcement

("You made it! Next time will be easier.")

Negative Reinforcement

("You are not going to change, are you?")

Do not threaten at all

Praise

("You are doing so well. Go on like that!")

Give options

("Let's talk about this...")



P.III.22

Code of Colors (for Managing Conflicts)

Explain the reason for the rule
(adapting to the age of the child).

Material rewards
(a gift, a sweet...)

Tenderness
(Give tenderness and fondling will not spoil the
child.)

Empty rectangular box for notes or additional information.

Empty rectangular box for notes or additional information.

P.III.22

Code of Colors (for Managing Conflicts)

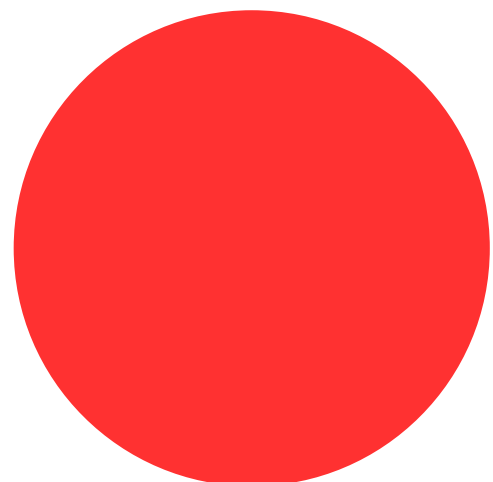
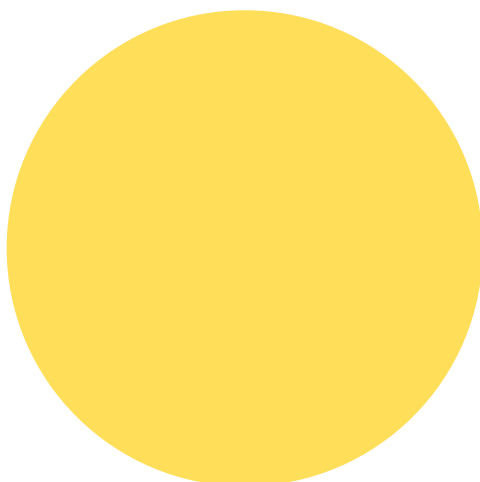
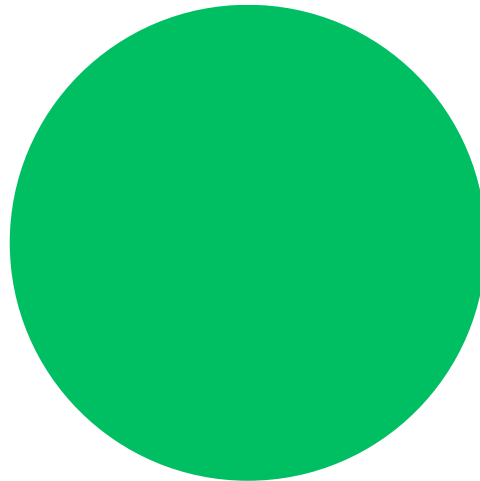
Code of Colors

Use the colors according to their traditional meaning:

Green - I agree

Yellow - Not so much

Red - Absolutely not





TARGET GROUP

Adults. Caregivers. Parents.



OBJECTIVES

To gain awareness about how my role modeling is vital for the healthy and happy development of a child.

To learn some "easy" tips that improve parenting on a daily basis.



NUMBER OF PARTICIPANT

10 - 15



TIME

45 min.

P.III.23 Game of Cards (tips for easy parenting)

Description of the exercise

There are no recipes for Parenting and we all know that being a parent can be both a satisfying and stressful experience. If we add to this the fact that it is an ongoing duty (children must be looked after continuously) and sometimes carried out without support, it is easy to understand why parents can reach extreme fatigue. This issue has become a very important one in the field of mental health since the beginning of the 21st century.

This activity in the shape of a Game of Cards, aims at providing some easy "tips" that will make parenting much more simple and effective.

As any deck of cards, there are 4 sets marked with the traditional card symbols..

The cards are shuffled and handed out to 5 players. The purpose of the game is to gather a full hand of 4 cards, containing 1 card of each symbol, by asking the other players for the cards you may need and giving away the ones you don't need.

When all players get a full-hand, they are told the meaning of the symbols:

- Hearts – Non-verbal signs of Approval
- Clubs – Quality time with your child
- Spades - Help build relationships
- Diamonds – Foster empathy



DEBRIEFING/REFLECTION

Now, each player can take a closer look at his/her cards and get a wider perspective of the purpose of the game: easy tips. When sharing the diverse full-hands obtained, participants can debrief and discuss how simple and easy these actions are, as well as give proof of a thoughtful parenting.



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other and also the large group can come closer for debriefing. Background music can help the environment.

VARIATION PROPOSALS/ ADAPTATIONS

NOTES

MATERIALS/ ANNEXES:

Set of cards (printed in thick paper).

BIBLIOGRAPHY

<https://healthyfamilies.beyondblue.org.au/healthy-homes/building-resilience/build-supportive-relationships>



P.III.23 Game of Cards (tips for easy parenting)

Blink of the eye.



A spontaneous hug.



**Surprise messages
in the lunch box.**



Soft kissing.



Carress the hair.

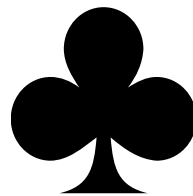


P.III.23 Game of Cards (tips for easy parenting)

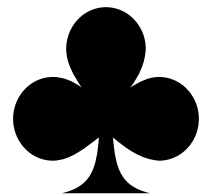
**Teach your child
about emotions.**



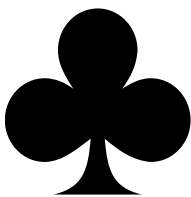
Do things together.



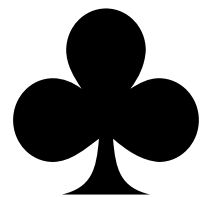
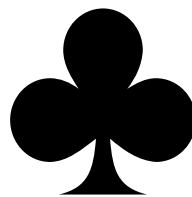
**Show warmth and
affection.**



**Talk a lot. About
everything.**

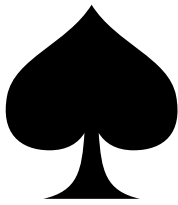


**Listen carefully when
your child speaks.**

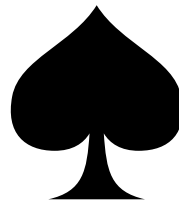


P.III.23 Game of Cards (tips for easy parenting)

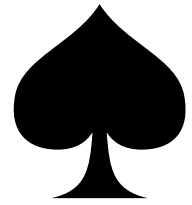
Talk about family history.



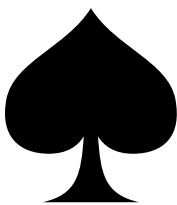
Be involved in the community.



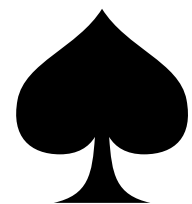
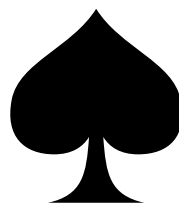
Be a role-model for socialization.



Organize larger family meetings.

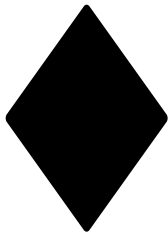


Invite friends over to the house.

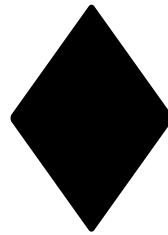


P.III.23 Game of Cards (tips for easy parenting)

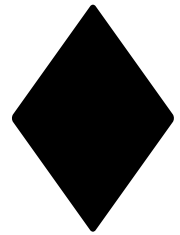
**Read stories with
unhappy endings.**



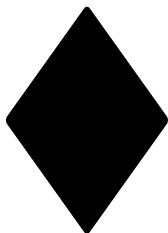
**Talk about other
people's feelings.**



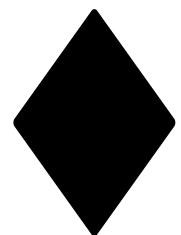
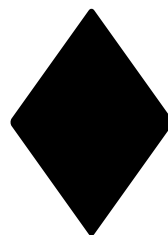
**Validate your child
difficult moments.**



**Talk about the news of
the world.**



**Interact with a wide
range of people.**





TARGET GROUP

Adults. Caregivers. Parents.



OBJECTIVES

To gain awareness of the causes of stress in Parenting.
To learn some stress coping strategies.



NUMBER OF PARTICIPANT

10 - 15



TIME

45 min.



The Coping-with-Stress Bingo

Description of the exercise

Stress is an unavoidable part of life. Parents can experience stress related to a variety of situations. These situations can be ordinary, such as getting your children to school on time or rushing home from work to make dinner. On the other hand, they can be extreme, such as facing a serious illness or financial difficulties. Since stress can cause physical, emotional, and mental health issues if not well managed, it is important for parents to learn how to recognize and find ways to deal with stress.

This activity is divided into two parts: individual and group.

PART 1

Like in Bingo, each participant receives a scratch card and some chips. The boxes on the card are well known strategies to cope with stress. The facilitator reads aloud the content of each box and the participants place the chips on the boxes they recognize as their own strategies to deal with stress in their lives.

When all the boxes have been read, there will eventually be a "winner": the player who has used most of his/her chips on the card.

PART 2

For sure, there are many other possibilities for parents to better cope with stress.

The next task is about collective creativity and sharing: build a new Bingo scratch card with suggestions from all the participants. Some new ideas or just practical strategies/actions some participants already have in their lives and don't mind sharing.

Each participant receives a blank card to fill in with the new suggestions (and take home to make good use of it).



DEBRIEFING/REFLECTION

The facilitator can start some discussion:
Has any box been left out for everybody?
Why is that? Is it impossible, surreal..?!

- Which boxes are the most common among all? Why is that?

From the chosen ones, how often do they happen? Every day, once a week, once a month?

- Which strategies are done alone and which ones are done within the couple?



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other and also the large group can come closer for debriefing. Background music can help the environment.

VARIATION PROPOSALS/ ADAPTATIONS

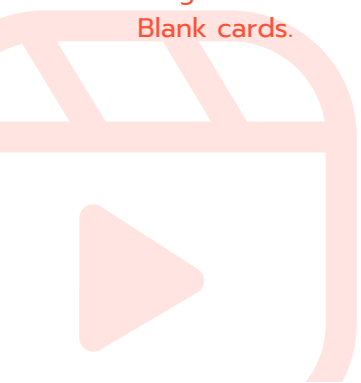
NOTES

MATERIALS/ ANNEXES:

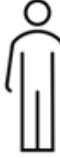




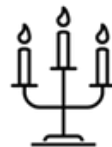


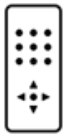


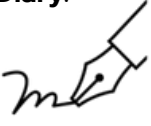






Bingo material – cards and chips;
Blank cards.

BIBLIOGRAPHY

<https://thrive.psu.edu/blog/recognizing-managing-stress-parents/>



P.III.24 The Coping-with-Stress Bingo

 <p>To have "Me" time.</p>	<p>To play with an animal.</p> 	<p>To do meditation.</p> 	<p>To get enough sleep.</p> 
<p>To go out with friends.</p> 	<p>To take a long bath</p> 	<p>To pray.</p> 	<p>To listen to music.</p> 
<p>To go for a walk.</p> 	<p>To do your own Tv zapping.</p> 	<p>To take a deep breath and start again.</p> 	<p>To have a hobby.</p> 
<p>To write a Diary.</p> 	<p>To read a book till the end.</p> 	<p>To do physical exercise.</p> 	<p>Talk to a friend.</p> 
<p>To take painting classes.</p> 	<p>To sing out loud.</p> 	<p>Go shopping</p> 	<p>Do nothing.</p> 



TARGET GROUP

Adults. Caregivers. Parents.



OBJECTIVES

To acknowledge that parents need time for themselves and discover ways to have some "me time" without feeling guilty.



NUMBER OF PARTICIPANT

10 - 15



TIME

45 min.

P.III.25 My selfcare list

Description of the exercise

Taking good care of oneself is not being selfish. Quite the opposite, in order to take good care of others – our children, our partner, we also have to take very good care of ourselves. Participants are given a list of self care items to point out which ones are a part of their lives. Then, ask the participants to take another look at the list:

Which activities are left out?

How difficult would it be to have these on your selfcare list?



DEBRIEFING/REFLECTION

The participants get together and do some reflection about their self care lists:

- Which items do they have in common? And why?
- How can each one improve his/her list?
- How about doing something together with other parents?
- ..



RECOMMENDATIONS AND TIPS

It is important that it be a wide space so that the groups are not on top of each other and also the large group can come closer for debriefing. Background music can help the environment.

VARIATION PROPOSALS/ ADAPTATIONS

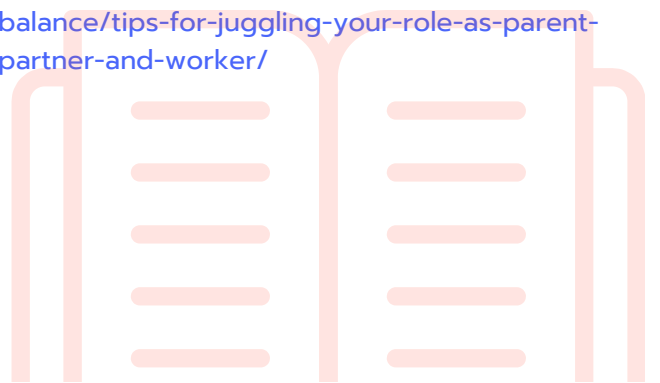
NOTES

MATERIALS/ ANNEXES:

- Printables of the exercise sheet;
- Markers and/or pens.

BIBLIOGRAPHY

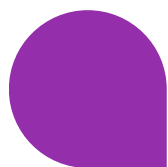
<https://www.parents.com/parenting/work/life-balance/tips-for-juggling-your-role-as-parent-partner-and-worker/>



P.III.25 My selfcare list



- I regularly spend time doing leisure activities that give me pleasure.
- I experience moments of tranquility and relaxation.
- I experience moments when I "disconnect" from screens (mobile phone, tablet, computer, television).
- I stay in touch with the important people in my life.
- I frequently share my thoughts and feelings with family or friends.
- I choose healthy food.
- I get enough sleep to feel good.
- I stay physically active throughout the day (for example, I get up often).
- At least once a week, I do moderate/intense physical activity.
- I am mindful of my physical health (e.g., I keep my medical appointments up to date) and my psychological health (e.g., I monitor and express my emotions).
- I accept when I fail or fail and celebrate the goals/successes I have achieved.
- I actively seek to maintain a balance between my personal/family and professional life.
- I make time for intimacy - with myself or my partner(s).
- I accept or ask for help when I feel the need.



ANNEXES

Lifestyle Questionnaire

Dear participant, this questionnaire is evaluating the quality of your lifestyle as you experience it in this moment. Please give the answer that is appropriate for you in this moment.

The options for your answers are the following:

- 1 - Not at all satisfied;
- 2 – Unsatisfied;
- 3 – More or less satisfied;
- 4 – Satisfied;
- 5 –Very satisfied

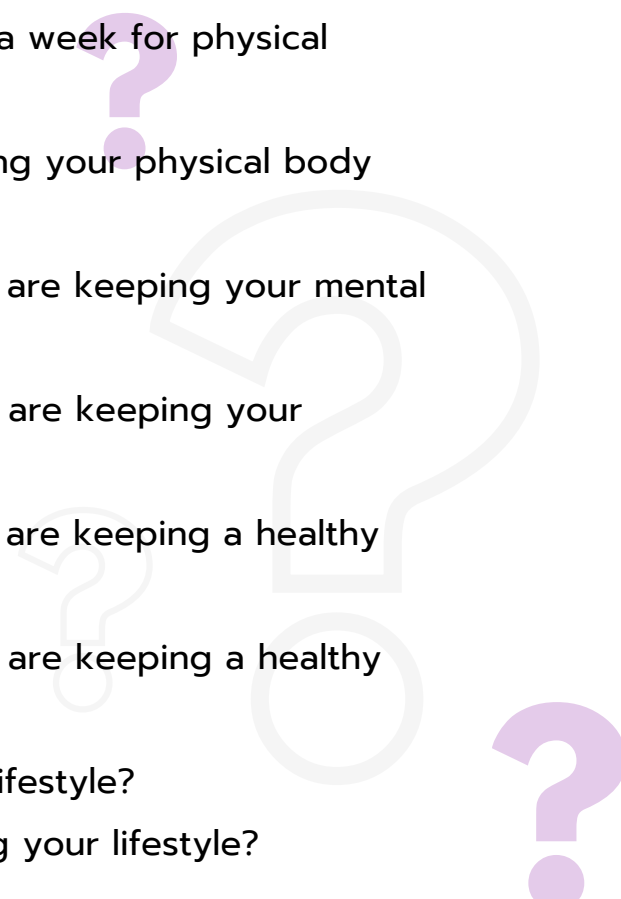
1. How satisfied are you with your current lifestyle?
2. How satisfied are your balance between work time and personal time?
3. Are you satisfied that you have enough personal time for hobbies, relaxation, and self-care?
4. What hobbies or activities do you do for relaxation, self-care?
5. Are you satisfied with your coping mechanisms or activities that you find helpful in dealing with stress?
6. Are you satisfied with the effectiveness of your current coping skills in managing stress and maintaining your well-being?





ANNEXES

7. Do you typically recognize when you are feeling stressed?
8. How overwhelming is a stressful situation for you?
9. Are you satisfied on how easy is it for you to ask for support or help when you are feeling overwhelmed by stress?
10. Are there any strategies or techniques you would like to learn or improve upon to better deal with stress?
11. Are you confident that your future is bright?
12. Are you satisfied that your current actions are contributing to a better life and future for you?
13. How much time do you spend a week for physical activities?
14. How satisfied are you in keeping your physical body healthy?
15. How satisfied are you that you are keeping your mental state healthy?
16. How satisfied are you that you are keeping your emotional states healthy?
17. How satisfied are you that you are keeping a healthy social life?
18. How satisfied are you that you are keeping a healthy relationships?
19. Do you want to improve your lifestyle?
20. Are you motivated in changing your lifestyle?





ANNEXES

21. Do you find it easy to trust others?
22. Do you trust yourself?
23. Do you feel you are well informed and know how to generate change in your lifestyle?
24. Do you have a support network that you can count on?
25. Are you aware what you need to change in your lifestyle?
26. Do you know how to change your lifestyle?
27. Do you feel you are self-critical?
28. Do you feel you worry about the worst that could happen?
29. Do you feel you overthink before taking action?
30. Do you feel you take negative feedback very hard?
31. Do you feel that no matter what you do you are not able to relax at all?
32. Do you feel you experience a low personal fulfilment in what you do daily?
33. Do you feel you are exhausted emotionally?
34. Do you feel you have irritability and lost motivation towards work?
35. Do you feel you are unable or have difficulty in concentrating on your day to day tasks?
36. Do you feel you have difficulties in falling asleep ?
37. Do you feel sadness, emptiness, and a sense of loss, or of being lost?
38. Do you feel your life is pointless or have no purpose?



ANNEXES

39. In regards to your professional part of your life, are you:

- currently working;
- unemployed;
- looking for a change in my working life
- other

40. In regards to your professional part of life: Do you feel able to face the changes that can be made by your current or future employer?

41. Are you satisfied with future plans for your career path?

42. Are you satisfied with your current professional skills and competencies?

43. Do you feel you have (or might not have) no boundaries between the work and family life?

44. Are you a parent/caregiver or future parent?

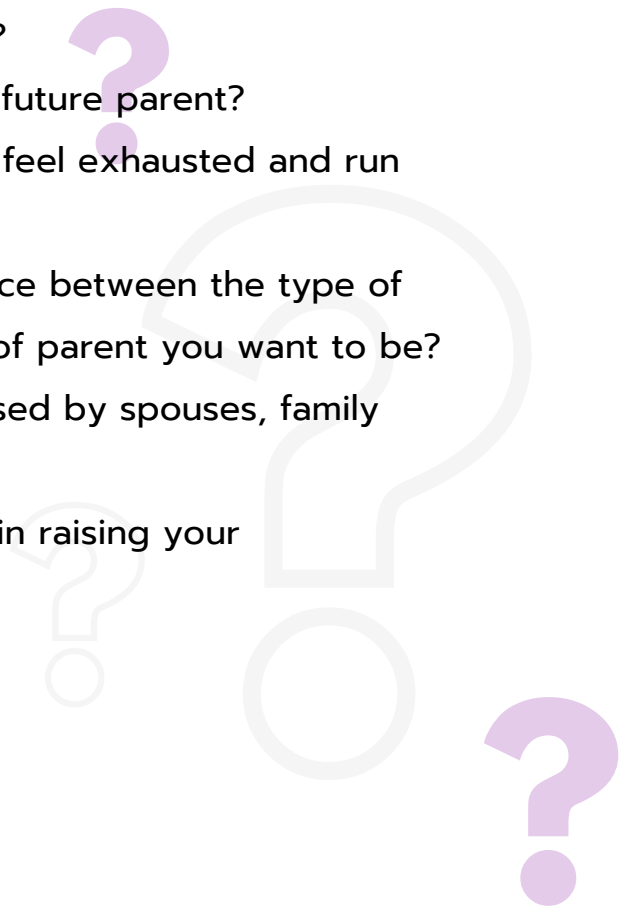
45. As a parent/caregiver, Do you feel exhausted and run down by the parenting role?

46. Do you feel, there is a difference between the type of parent that you are and the type of parent you want to be?

47. Do you feel judged and criticised by spouses, family members or friends?

48. Do you feel you have support in raising your child/children?

Thank You for your participation!





ANNEXES

Impact Questionnaire

This questionnaire evaluates the progress of the adults participants of "Shaping Life personal development program" after the end of the program. Leave your personal opinion and write down your observations. Mind that this questionnaire is filled in anonymous form.

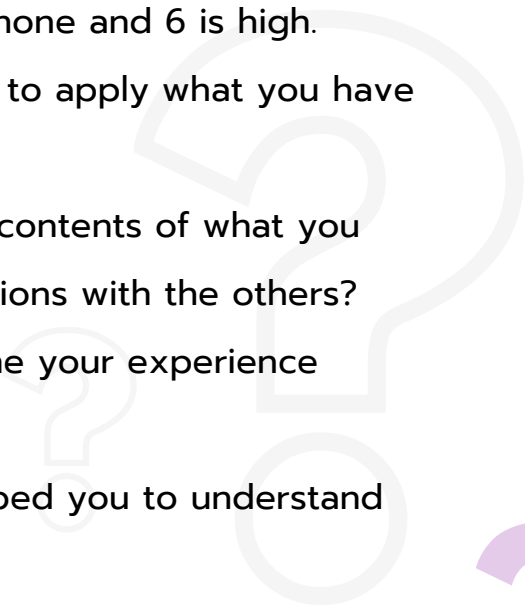
Feedback

1. Materials
2. The total duration
3. The need to have more sessions
4. Relation with the facilitator
5. Content quality

Impact

Please rate from 1 to 6, where 1 is none and 6 is high.

6. In what extend did you succeed to apply what you have learnt during the sessions?
7. In which extend you shared the contents of what you have learnt/understood in the sessions with the others?
8. Please write 3 keywords to define your experience during the programme.
9. In which extent the sessions helped you to understand how to improve your lifestyle?
10. These sessions helped to make some changes in your lifestyle?



ANNEXES

11. Do you recommend this kind of programme to someone you know?
12. In which extent the programme helped you in the relations with the others?
13. In which extent the programme helped you in knowing more about yourself?
14. In which extent the programme helped you to deal with challenges in your life?
15. Do you think that this kind of group activities are useful for adults?
16. In which extent the group was an important support for your personal development?
17. What comments/recommendations do you have for the future programs/activities?

Thank you!

