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*Feel Good*



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youth ecological ngo



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INSTITUTE

  
Youth Bridges  
Budapest

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**JARRÓN  
CLUB**

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## INTRODUCTION

In today's changing world, it's crucial to help high school students grow and learn important life skills. That's why we've created a workshop series just for them. Our goal is to give students the knowledge and tools they need to handle life's challenges with confidence. The workshops are split into five parts, each one focusing on different aspects of personal growth and making a positive impact on society. We want to encourage a love of learning, promote well-being, and inspire students to care for the environment.

In this toolkit we would like to equip trainers and educators with hands-on, fully developed workshop outlines suitable for high school students related to 5 main topics:

- motivation
- wellbeing
- ecology and sustainable development
- healthy lifestyle
- mental health and resilience.

The pilot implementations of Feel Good Strategy took place in 5 countries (Armenia, Hungary, Norway, Poland, Spain) between November 2023 and February 2024, with the involvement of more than 10 trainers and teachers and most importantly, more than 130 participants (age between 14 and 19). In our interactive handbook we not only present 50 workshop scenarios (10 in each topics), but share our experiences, tips and practical guidelines based on the local workshops. You can find participant testimonies, photos and videos, as well as our trainers' advices.

We would like to thank the local hosting schools for the valuable cooperation!

- Armenia
- Rogers Akadémia - Hungary
- Norway
- Poland
- Spain.



## OVERVIEW OF THE PROGRAM

### **Module 1: Motivational Speaking**

In this module, students explore the power of motivation and effective communication. Through interactive sessions, they learn the art of public speaking, setting goals, and overcoming obstacles. Inspirational speakers share their journeys, instilling a sense of drive and ambition in participants.

### **Module 2: Be Well**

This module emphasizes the importance of holistic well-being encompassing physical, emotional, and social aspects. Students engage in activities promoting mindfulness, self-reflection, and healthy lifestyle choices. Workshops on stress management, sleep hygiene, and emotional intelligence enhance overall wellness.

### **Module 3: The School of Tomorrow**

Addressing environmental consciousness, this module educates students on sustainability practices and their global impact. Interactive sessions explore topics such as climate change, biodiversity, and sustainable consumption. Hands-on activities encourage eco-friendly behaviors and civic engagement.

### **Module 4: Be Fit and Healthy**

Promoting physical health and nutrition, this module emphasizes the significance of balanced diets and regular exercise. Students learn about healthy eating habits, fitness routines, and the benefits of an active lifestyle. Practical workshops and sports activities foster a culture of wellness and vitality.

### **Module 5: Learning and relaxing, it goes hand in hand!**

Focusing on mental well-being, this module equips students with strategies to cope with stress, anxiety, and challenges. Workshops and discussions foster a supportive environment, promoting resilience and self-care practices. Mental health professionals provide insights and guidance on seeking help when needed.

## ABOUT FEEL GOOD PROJECT

"Feel Good" is an innovative project based on a comprehensive approach to the development of schools and institutions cooperating with young people. The project focuses on adapting the existing facilities to the expectations of the future by combining three pillars: ecology and sustainable development, digitization of teaching and learning, and starting intercultural dialogue and integration of excluded groups. The project responds to the needs of the modern world, including the preservation of mental health and well-being of young people, and its goal is to create a safe space for young people.

The strategic cooperation consisted of 5 non-governmental organizations from 5 different countries:

- LEVEL UP Association (Poland),
- Yeghvard Youth Ecological NGO (Armenia),
- Asociación Juvenil "Jarrón Club" (Spain),
- FURIM INSTITUTT (Norway),
- Youth Bridges Budapest (Hungary).

### What we did during the project:

- we adapt existing facilities to the requirements of the future by promoting ecological and sustainable development and taking care of the environment,
- we develop digital competencies, including the introduction of "green solutions" and the use of modern tools for teaching and learning,
- we initiate intercultural dialogue and integration of excluded groups, including the fight against hate speech,
- we care about the mental health and well-being of young people by creating a safe and friendly atmosphere in schools and other institutions.

### Activities:

- 3 transnational project meetings (Poland, Hungary, Spain)
- Long term training activity for staff (Norway)
- 5 workshops in local schools (in each country)
- Multiplier events.



## I. MOTIVATION

Our series of workshops aimed at enabling high school students to reach their maximum potential through self-awareness, goal-setting, and motivation. In the modern world of constant demands and obstacles, having a driven attitude is not only desirable but also necessary for success. These courses are thoughtfully designed to give participants the knowledge and skills they need to face obstacles head-on and bounce back from them. Participants go on an engaging two-hour journey with the goal of providing them with useful tools to overcome obstacles and cultivate a motivated mentality. Participants can explore a range of themes, including developing positive habits, discovering passion and purpose, resilience, artistic expression, community outreach, STEM exploration, and the inspiring power of music, movement, public speaking, and storytelling. These are explored through stimulating activities that encourage reflection, creativity, and cooperative goal-setting.

### **Learning goals:**

- Understand why positive habits are important and learn simple strategies to develop habits that lead to long-term success
- Explore personal interests and goals, gaining a clearer understanding of oneself and what drives them
- Build resilience and a growth mindset, learning how to bounce back from setbacks and maintain a positive attitude in the face of challenges
- Tap into creativity as a source of motivation, discovering how expressing oneself artistically can inspire and drive them forward
- Foster a sense of belonging and purpose through community involvement, recognizing the value of connections and contributions to others
- Develop curiosity and passion for STEM subjects through hands-on exploration, discovering how these fields can be personally motivating
- Experience the uplifting power of music and movement, learning how to use these tools to boost mood and motivation
- Learn effective communication skills in public speaking and storytelling, understanding how to express oneself confidently and inspire others.

# 1 MOTIVATIONAL JOURNEY

**Overview:** During this workshop, participants will embark on an interactive exploration of motivation, self-discovery, and goal-setting. This structured session aims to equip attendees with practical tools to navigate challenges and foster a motivated mindset. Join us as we guide participants through activities promoting reflection, creativity, and collaborative goal-setting, ultimately empowering them to unlock their full potential.

## Introduction (5 min)

**Objective:** Create a positive and engaging atmosphere, establish the importance of motivation, and build rapport among participants.

**Tools:** None or short PowerPoint presentation with introduction of the project, organization and facilitator(s).

- Welcoming the participants, introduction of the facilitator(s), telling about “Feel Good” project, making introduction to the topic of motivation.

## Icebreaker Activity: "Human Bingo" (15 min)

**Objective:** Break the ice and encourage participants to interact.

**Tools:** Icebreaker activity handouts, markers

- Participants mingle to find others who match the descriptions on their bingo cards. Once someone fits a description, they write that person's name in the corresponding box. The goal is to fill the entire card.

## Motivational Journey Map (25 min)

**Objective:** Guide participants in reflecting on their personal journeys, identifying motivational milestones, and creating visual maps to inspire continued growth.

**Tools:** Pieces of paper, markers, sticky notes

- Participants reflect on three significant motivational moments, assigning symbols to each and creating a visual map on paper, adding color and creativity; optionally sharing with others, concluding with positive affirmations and reflections.





### **Motivational Vision Board (35 min)**

**Objective:** Guide participants in envisioning their future aspirations and creating a visual representation of their motivational goals through a dynamic and interactive vision board.

**Tools:** Magazines, scissors, glue, poster boards

- Participants engage in an intention-setting exercise, selecting images and words from magazines to create a collage representing their aspirations, adding embellishments and sharing with others, concluding with reflections and commitment to their goals.

### **Goal Setting and Action Planning (30 min)**

**Objective:** Empower participants to set clear and achievable goals, followed by the development of actionable plans to turn aspirations into reality.

**Tools:** Individual goal-setting worksheets, pens, flip chart or whiteboard, markers.

- Commence with an overview of SMART goal setting, followed by a self-reflection session to identify areas for goal setting, utilizing a template for specificity, engaging in goal-sharing discussions, prompting group dialogue, introducing action planning, encouraging efficient time management, incorporating visual elements, suggesting accountability partners, and concluding with commitment statements.

### **Conclusion (10 min)**

**Objective:** Summarize key points, provide resources for ongoing motivation, and encourage participants to stay connected.

**Tools:** Handouts with motivational quotes, contact information for support resources

- Participants can share their goals. Participants share their favourite motivational quotes and explain why they resonate with them. Participants are encouraged to exchange contact information for continued support.

## 2 MOTIVATION MASTERY: GOAL-SETTING

**Overview:** Equip participants with the skills to set clear and achievable goals, fostering motivation and a sense of purpose.

### **Introduction (5 min)**

**Objective:** Create a positive and engaging atmosphere, establish the importance of motivation, and build rapport among participants.

**Tools:** None or short PowerPoint presentation with introduction of the project, organization and facilitator(s).

- Welcoming the participants, introduction of the facilitator(s), telling about the “Feel Good” project, making an introduction to the topic of motivation.

### **Goal mapping (30 min)**

**Objective:** Identify short-term and long-term goals

**Tools:** Paper, pens, markers, sticky notes

- Introduce goal mapping, guide participants in identifying short and long-term goals, conduct a visualization exercise, provide materials for creating visual representations, encourage color-coding and detailed notes, facilitate group discussions, introduce inspirational quotes, address potential obstacles, and conclude with a reflection on commitment and next steps.

### **Obstacle Course (40 min)**

**Objective:** Engage participants in a physical and metaphorical obstacle course to promote teamwork, problem-solving, and resilience while drawing parallels to overcoming challenges in life.

**Tools:** Cones, ropes, blindfolds

- Introduce the obstacle course, form teams with diverse members, explain each challenge physically and metaphorically, incorporate blindfold challenges and problem-solving stations, include physical hurdles with time constraints, facilitate debriefing stations for reflections and strategies, and conclude with a group discussion highlighting parallels and celebrating teamwork.

### **Group Visioning (30 min)**

**Objective:** Facilitate a collaborative visioning session where participants work together to create a shared vision for a collective goal, fostering a sense of unity and motivation.

**Tools:** Flip chart paper, markers

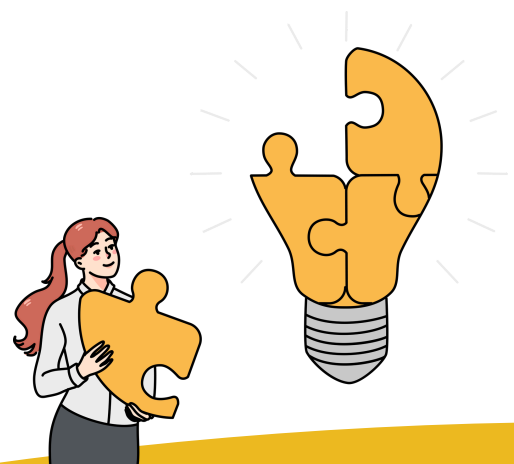
- Introduce group visioning to create a shared goal, facilitate discussion and reflection, pair participants for sharing, craft a vision statement collaboratively, visually represent the vision, discuss individual contributions, manage time effectively, and conclude with reflections and commitment.

### **Goal Commitment Pledge (15 min)**

**Objective:** To instill a strong sense of commitment and accountability.

**Tools:** Pledge cards, markers.

- Emphasize commitment, refine goals, write pledges on cards, decorate if desired, share optionally, affirm collectively, display pledges, and reflect on impact.



### 3 THE POWER OF POSITIVE HABITS

**Overview:** The workshop is focused on cultivating positive habits to fuel motivation. Over the next two hours, high school participants will engage in activities to instill habits that contribute to long-term success.

#### **Habit inventory (30 min)**

**Objective:** To conduct a self-awareness exercise where participants assess their current habits, identify areas for improvement, and create a plan for cultivating positive habits aligned with their goals.

**Tools:** Worksheets, pens

- Explain the purpose, assess habits, categorize as positive/negative/neutral, align with goals, create lists, set SMART goals, brainstorm strategies, optional sharing, write commitment statements, and leave with a tangible plan.

#### **Habit sculpting (40 min)**

**Objective:** Guide participants through a creative and introspective exercise to sculpt a visual representation of their habits, fostering self-awareness and providing a tangible metaphor for habit transformation.

**Tools:** Clay or Play-Doh, sculpting tools

- Introduce habit sculpting with clay to visualize current habits and desired changes, reflect, assign colors, sculpt representations, allocate space for positive habits, optional tool use, share creations, reflect on the experience, write commitment statements, and display or take home sculptures.

#### **Accountability Partners (30 min)**

**Objective:** Facilitate the formation of accountability partnerships among participants, fostering mutual support, goal tracking, and a sense of responsibility for personal and academic success.

**Tools:** Index cards, markers

- Introduce accountability partnerships, facilitate goal identification, distribute goals randomly, facilitate partner introductions, discuss goals, clarify expectations, exchange contact information, schedule first check-in, and commit to supporting partners.

#### **Habit commitment ceremony (20 min)**

**Objective:** Solidify commitment to newly established habits

**Tools:** Certificates of commitment, ribbons.

- Participants receive a certificate of commitment for their newly established positive habits. The group holds a short ceremony, where each participant shares their commitment and ties a ribbon around their wrist as a visible reminder of their dedication.

## 4 IGNITING PASSION AND PURPOSE

**Overview:** The workshop is designed to uncover passion and purpose. Over the next two hours, high school participants will embark on a journey of self-discovery through various engaging activities.

### **Passion mapping (30 min)**

**Objective:** Visualize personal passions

**Tools:** Magazines, scissors, glue, poster boards

- Participants flip through magazines, cut out images or words that resonate with their passions, and create a visual passion map on poster boards. They then present their maps to the group, explaining the significance of each element.

### **Purposeful storytelling (40 min)**

**Objective:** Craft a narrative connecting passion to purpose

**Tools:** Paper, pens, markers

- Using paper, pens, and markers, participants draft a short story that weaves together their identified passion and its connection to a broader sense of purpose. They share their stories in pairs, emphasizing the personal significance of their chosen narratives.

### **Passion showcase (30 min)**

**Objective:** Share passions and purpose with peers

**Tools:** Presentation materials, podium or stage

- Participants prepare a brief presentation showcasing their passion and purpose. They share these presentations in a supportive environment, promoting mutual understanding and connection. Audience members provide positive feedback and ask questions, fostering a sense of community.

### **Pledge (20 min)**

**Objective:** Cement commitment to pursuing passion and purpose

**Tools:** Pledge cards, markers

- Each participant writes a commitment statement on a pledge card, expressing their dedication to pursuing their passion and purpose. They read their pledges aloud, symbolizing a shared commitment within the group.

## 5 RESILIENCE AND GROWTH MINDSET

**Overview:** The workshop focused on resilience and cultivating a growth mindset. Over the next two hours, high school participants will engage in activities promoting adaptability, perseverance, and a positive approach to challenges.

### **Resilience relay (30 min)**

**Objective:** Develop teamwork and resilience through physical activity

**Tools:** Cones, relay race materials

- Participants engage in a relay race, with each leg representing a challenge. They discuss strategies to overcome obstacles, emphasizing the importance of perseverance and collaboration. This physical activity reinforces the connection between resilience and motivation.

### **Mindset makeover (40 min)**

**Objective:** Challenge and reshape fixed mindsets

**Tools:** Whiteboard, markers

- Participants engage in a group discussion about fixed and growth mindsets. They identify instances of fixed thinking and collaboratively brainstorm ways to shift towards a growth mindset. The insights are shared on a whiteboard, fostering a collective commitment to adopting a positive perspective.

### **Failure to feedback (30 min)**

**Objective:** Transform failures into opportunities for growth

**Tools:** Flip chart paper, markers

- Participants reflect on a personal failure or setback, identifying lessons learned and actionable steps for improvement. They create visual representations on flip chart paper and share their insights with the group. This activity encourages a constructive approach to setbacks and promotes a growth mindset.

### **Strengths spotlight (20 min)**

**Objective:** Recognize and leverage individual strengths

**Tools:** Strengths assessment handouts, markers

- Participants complete a strengths assessment, identifying their unique qualities. In pairs, they discuss how to apply these strengths in overcoming challenges. The session concludes with a brief share-out, highlighting the diverse strengths within the group and reinforcing the idea that embracing individual strengths contributes to overall resilience.

## 6 MOTIVATION THROUGH CREATIVE EXPRESSION

**Objective:** The workshop is designed to tap into the power of artistic expression for motivation. Over the next two hours, high school participants will engage in activities that harness creativity to fuel inspiration.

### **Emotional art (30 min)**

**Objective:** Express emotions through visual art

**Tools:** Canvases, paints, brushes

- Participants reflect on a recent emotional experience, selecting colors and techniques to represent their feelings on canvases. The session culminates in a gallery walk where individuals share their creations, fostering a supportive and empathetic atmosphere.

### **Creative journaling (40 min)**

**Objective:** Use writing and art to explore personal goals

**Tools:** Journals, markers, coloured pencils

- Participants combine writing and visual elements to articulate their goals in creative journals. They share their entries in pairs, discussing the emotional and motivational aspects of their aspirations.

### **Goal collage (30 min)**

**Objective:** Create a visual representation of future aspirations

**Tools:** Magazines, scissors, glue, poster boards

- Participants cut out images and words from magazines that symbolize their future goals. They arrange these on poster boards, creating a goal collage that serves as a daily reminder of their aspirations.

### **Artistic affirmations (20 min)**

**Objective:** Combine positive affirmations with artistic expression

**Tools:** Affirmation cards, markers

- Participants select or create positive affirmations and illustrate them on cards using artistic elements. They share their affirmations and discuss how this combination enhances motivation and self-belief.

## 7 MOTIVATION IN ACTION

**Overview:** This is the workshop where high school participants will explore motivation through community outreach. Over the next two hours, attendees will connect with their community, fostering a sense of purpose and collective motivation.

### **Community scavenger hunt (30 min)**

**Objective:** Collaboratively explore and connect with the local community

**Tools:** Scavenger hunt lists, pens, cameras

- Participants work in small groups to complete a community scavenger hunt, engaging with local businesses, landmarks, and community members. They document their journey through photos and reflections, emphasizing the impact of community connections on motivation.

### **Letter of encouragement (40 min)**

**Objective:** Write uplifting letters to community members

**Tools:** Stationery, pens

- Participants craft heartfelt letters of encouragement to individuals in their community, expressing gratitude and support. The letters are collected and distributed anonymously, showcasing the motivational power of positive words

### **Community service project planning**

**Objective:** Collaboratively plan a community service project

**Tools:** Flip chart paper, markers

- In small groups, participants brainstorm and plan a community service project. They consider the impact on the community and discuss how their collective efforts contribute to a sense of purpose and motivation.

### **Reflective circle**

**Objective:** Share insights and motivation gained from community engagement

- Participants gather in a circle and share their experiences and reflections from the community activities. The session concludes with a collective acknowledgment of the motivational aspects of community engagement.



## 8 STEM EXPLORATION

**Overview:** The workshop is designed to inspire motivation through exploration in science, technology, engineering, and mathematics (STEM). Over the next two hours, high school participants will engage in hands-on activities that spark curiosity and passion for STEM fields.

### **STEM challenge stations (30 min)**

**Objective:** Collaboratively tackle STEM challenges

**Tools:** Various STEM challenge materials (building blocks, circuits, etc.)

- Participants rotate through STEM challenge stations, working in small groups to solve hands-on problems. They discuss the motivational aspects of overcoming challenges, fostering a growth mindset.

### **Scientific inquiry showcase (40 min)**

**Objective:** Showcase personal scientific inquiries

**Tools:** Presentation materials, posters

- Participants conduct a mini scientific inquiry and create posters showcasing their experiments and findings. They present their inquiries to the group, discussing the motivation derived from exploring scientific questions.

### **Innovative design thinking**

**Objective:** Apply design thinking to real-world challenges

**Tools:** Design thinking materials (sticky notes, markers, prototyping materials).

- In small groups, participants engage in a design thinking activity to solve a real-world problem. They prototype solutions and discuss how the iterative process of design thinking fosters motivation and creativity.

### **STEM career speed networking (20 min)**

**Objective:** Explore and connect with STEM professionals

**Tools:** Networking cards, timer

- Participants engage in speed networking with STEM professionals, learning about various STEM careers. They discuss how these interactions inspire motivation and provide insights into future educational and career paths.

## 9 MUSIC AND MOVEMENT

**Overview:** This is the workshop where high school participants will explore the motivational power of music and movement. Over the next two hours, attendees will engage in activities that harness the energy of music to inspire motivation and positive emotions.

### **Rhythmic reflection (30 min)**

**Objective:** Reflect on personal experiences through rhythmic expression

**Tools:** Percussion instruments, drums

- Participants use percussion instruments to express personal experiences and emotions through rhythm. They reflect on the motivational aspects of rhythmic expression and discuss their creations with the group.

### **Playlist creation (40 min)**

**Objective:** Curate a motivational playlist

**Tools:** Music streaming platforms, shared playlist

- Participants collaboratively create a playlist of songs that inspire motivation and positive emotions. They discuss the significance of each song and how music influences their mood and mindset.

### **Group choreography (30 min)**

**Objective:** Create a motivating group dance routine

**Tools:** Open space for movement, music

- In small groups, participants create a dance routine inspired by motivational music. They discuss the collaborative nature of the activity and the sense of motivation derived from synchronized movement.

### **Mindful movement meditation (20 min)**

**Objective:** Cultivate motivation through mindful movement

**Tools:** Yoga mats or open space

- Participants engage in a guided mindful movement meditation session, incorporating elements of dance, yoga, or gentle movement. They reflect on how mindfulness and movement contribute to motivation and well-being.

## 10 PUBLIC SPEAKING AND STORYTELLING

**Overview:** The workshop is focused on the motivational aspects of public speaking and storytelling. Over the next two hours, high school participants will develop effective communication skills to inspire and motivate.

### Story circle (30 min)

**Objective:** Share personal stories of motivation

- Participants sit in a circle and share personal stories of motivation. The emphasis is on authentic and vulnerable storytelling, fostering a sense of connection and inspiration within the group.

### Speech showcase (40 min)

**Objective:** Craft and deliver motivational speeches

**Tools:** Speech-writing materials, podium or stage

- Participants prepare short motivational speeches on a topic of their choice. They deliver their speeches to the group, receiving constructive feedback and emphasizing the motivational impact of effective communication

### Team storytelling challenge (30 min)

**Objective:** Collaboratively create a motivational story

**Tools:** Flip chart paper, markers

- In small teams, participants collaboratively craft a motivational story on flip chart paper. Each team presents their story to the group, highlighting the collective creativity and motivational elements within their narratives.

### Impromptu inspiration (20 min)

**Objective:** Deliver impromptu motivational messages

- Participants draw random topics and deliver impromptu motivational messages on those subjects. This activity enhances spontaneity in communication and highlights the motivational power of quick, positive messaging.

Do you need a more detailed scenario for your workshop about Motivation? [CLICK HERE](#) for the longer versions of the scenarios with more detailed task description.

## II. BE WELL

Our series of workshops aimed at enabling high school students to reach their maximum potential through self-awareness, goal-setting, and motivation. In the modern world of constant demands and obstacles, having a driven attitude is not only desirable but also necessary for success. These courses are thoughtfully designed to give participants the knowledge and skills they need to face obstacles head-on and bounce back from them. Participants go on an engaging two-hour journey with the goal of providing them with useful tools to overcome obstacles and cultivate a motivated mentality. Participants can explore a range of themes, including developing positive habits, discovering passion and purpose, resilience, artistic expression, community outreach, STEM exploration, and the inspiring power of music, movement, public speaking, and storytelling. These are explored through stimulating activities that encourage reflection, creativity, and cooperative goal-setting.

### **Learning goals:**

- Understand why positive habits are important and learn simple strategies to develop habits that lead to long-term success
- Explore personal interests and goals, gaining a clearer understanding of oneself and what drives them
- Build resilience and a growth mindset, learning how to bounce back from setbacks and maintain a positive attitude in the face of challenges
- Tap into creativity as a source of motivation, discovering how expressing oneself artistically can inspire and drive them forward
- Foster a sense of belonging and purpose through community involvement, recognizing the value of connections and contributions to others
- Develop curiosity and passion for STEM subjects through hands-on exploration, discovering how these fields can be personally motivating
- Experience the uplifting power of music and movement, learning how to use these tools to boost mood and motivation
- Learn effective communication skills in public speaking and storytelling, understanding how to express oneself confidently and inspire others.

### **Facilitator Notes:**

- Ensure that the nature tour is placed to allow for observation and collection without rush.
- Encourage respect for the environment, emphasizing the principle of "leave no trace."
- Be prepared to modify the tour for participants with accessibility needs.

### **Safety Considerations:**

- Check the weather and advise participants on appropriate clothing.
- Ensure the route is safe and accessible.
- Have a first aid kit and know the location of the nearest medical facility.

# 1 NATURE TOUR AND NATURE ART

**Overview:** Deepening Connection with Nature for Enhanced Well-being. To immerse participants in nature, promoting mindfulness, creativity, and a deeper appreciation for the environment, thereby enhancing their overall sense of well-being.

**Tools:**

- Assorted natural materials (leaves, stones, sticks, flowers, seeds, etc.)
- Paper (recycled or craft paper)
- Glue, non-toxic adhesive, or tape
- Magnifying glasses
- Digital camera or smartphone (optional) Journals or notebooks
- Pens and colored pencils.

**Introduction and Mindfulness Exercise (15 min)**

- Welcome participants and introduce the concept of mindfulness in nature.
- Conduct a brief mindfulness exercise to ground participants in the present moment and prepare them for the nature tour.

**Guided Nature Tour (45 min)**

- Lead participants on a mindful walk through a natural setting, encouraging them to observe with all their senses.
- Use magnifying glasses to examine smaller elements of nature.
- Allow participants to take photos or make notes of their observations in their journals.
- Facilitate a silent walk for a portion of the tour to fully immerse in the sensory experience.

**Nature Art Creation (45 min)**

- Settle in a comfortable outdoor or indoor space for the art activity.
- Provide a brief demonstration of how to create nature art, such as leaf rubbings, collages, or mandalas.
- Participants use the collected materials to create their artwork, with the option to incorporate journaling or poetry alongside their visual art.

### **Reflection and Sharing (15 min)**

- Participants reflect on their experience in their journals, considering how the activity made them feel and what they learned about themselves and nature.
- Invite participants to share their artwork and reflections with the group, fostering a discussion about the connection between nature and well-being.

### **Follow-Up:**

- Encourage participants to continue their nature journal at home
- Provide resources for further exploration of nature art and mindfulness practices.
- Consider creating a shared online gallery for participants to post their artwork and reflections post-workshop.

## 2 CREATIVE ARTS AND EXPRESSION

**Overview:** Cultivating Emotional Well-being Through Artistic Creation. To enhance participants' emotional well-being by providing them with a creative outlet to express their feelings and thoughts through various forms of art.

**Tools:**

- A variety of art supplies (paints, brushes, canvas, drawing paper, markers, crayons, colored pencils)
- Musical instruments (if available and applicable)
- Writing materials (notebooks, pens)
- Safe space for movement or drama activities (if included)
- Comfortable seating and tables or easels for artwork.

### **Introduction to Art as Therapy (15 min)**

- Welcome participants and introduce the concept of art as a therapeutic tool for emotional expression and stress relief.
- Discuss how engaging in creative activities can contribute to overall well-being.
- Warm-Up: Expressive Movement or Icebreaker (15 minutes):
- Lead a brief activity that encourages self-expression, such as a movement exercise or a fun icebreaker that involves creative thinking.

### **Art Creation Stations (60 min)**

- Set up different stations for various forms of art – painting, drawing, sculpting, writing, and music.
- Participants spend about 12 minutes at each station, allowing them to explore different mediums.
- Encourage them to express their current emotions or a recent experience through their creations.

### **Group Collaboration Piece (20 min)**

- Participants come together to create a collaborative art piece, combining elements from each individual's work, symbolizing community and shared experience.

### **Reflection and Sharing (20 min)**

- Participants reflect on their experience in their notebooks, focusing on how the creative process affected their mood and thoughts.
- Facilitate a group discussion where participants can share their artwork and the emotions or stories behind them.

### 3 COMMUNITY SERVICE PROJECTS

**Overview:** Enhancing Social Well-being through Service. To foster a sense of community, social responsibility, and personal fulfillment through active participation in a service project that benefits the local environment or community.

**Tools:**

- Supplies relevant to the service project (e.g., gloves, trash bags, gardening tools, paint and brushes for a mural, etc.), informational handouts about the service project and its impact, reflective journals or notebooks and pens for participants.

**Introduction to Community Service (15 min)**

- Welcome participants and introduce the concept of community service and its benefits to well-being.
- Discuss the specific project of the day and its importance to the community or environment.

**Planning and Role Assignment (15 min)**

- Briefly outline the tasks to be accomplished.
- Assign roles based on interest or rotate roles throughout the project to give everyone a chance to participate in different aspects.

**Active Service Project (80 min)**

- Engage in the service activity, whether it's a clean-up, planting trees, painting a community mural, or another project.
- Ensure that participants are actively involved and understand the tasks they are performing. Take breaks as needed to keep energy levels high.

**Reflection and Group Discussion (20 min)**

- Gather the group and encourage participants to reflect on their experiences.
- Discuss how the activity made them feel and what they learned about the impact of community service. Share how their contribution has made a difference and relate it back to personal and social well-being.

**Follow-Up:**

- Encourage participants to continue engaging in community service and to reflect on how these activities can be integrated into their lives.
- Provide information on ongoing community service opportunities and organizations they can join.
- Consider creating a social media group or page where participants can share their experiences and stay connected with future service projects.



## 4 FINANCIAL LITERACY FOR A SECURE FUTURE

**Overview:** Financial Well-being as a Foundation for Overall Wellness. To empower participants with the knowledge and tools necessary for making informed financial decisions, thereby reducing stress related to financial uncertainty and enhancing overall well-being.

### **Tools:**

- Projector and screen for presentations
- Computers or tablets for interactive activities (if available)
- Handouts on financial concepts and planning
- Notebooks and pens for participants to take notes
- Financial planning worksheets or templates

### **Introduction to Financial Well-being (20 min)**

- Welcome participants and introduce the concept of financial well-being and its impact on overall quality of life.
- Discuss the importance of financial literacy in achieving life goals and reducing anxiety about the future.

### **Understanding Money Management (30 min)**

- Present the basics of budgeting, saving, and responsible spending.
- Engage participants in creating a simple budget based on typical income and expenses for young adults.

### **Interactive Financial Planning Activity (40 min)**

- Use case studies or interactive software to simulate financial scenarios, such as planning for college, starting a business, or saving for a major purchase.
- Participants work in small groups to navigate these scenarios and make decisions.

### **The Role of Investments (20 min)**

- Provide a basic overview of different types of investments and their potential risks and rewards. Discuss the concept of compound interest and long-term financial growth.

### **Q&A and Open Discussion (20 min)**

- Open the floor for participants to ask questions about financial topics of interest. Encourage sharing of personal experiences and strategies related to money management.

### **Reflection and Goal Setting (10 min)**

- Guide participants to reflect on their current financial habits and set one financial goal for the future. Share resources for continued learning and financial advice.

### **Follow-Up:**

- Provide participants with a list of resources, such as websites, apps, or local financial advising services, for further learning.
- Consider setting up a follow-up session or workshop to delve deeper into specific financial topics of interest to the group.

## 5 EMOTIONAL INTELLIGENCE: THE KEY TO PERSONAL AND SOCIAL WELL-BEING

**Overview:** Developing Emotional Intelligence for Improved Mental Health and Relationships. To enhance participants' understanding and management of their own emotions, as well as to improve their ability to empathize with others, leading to better mental health and interpersonal relationships.

### **Tools:**

- Projector and screen for presentations and videos
- Handouts on emotional intelligence concepts
- Notebooks and pens for participants
- Role-playing cards or scenarios
- Comfortable seating arrangement for group discussions

### **Introduction to Emotional Intelligence (EI) (20 min)**

- Welcome participants and introduce the concept of EI and its five components: self-awareness, self regulation, motivation, empathy, and social skills.
- Discuss how EI contributes to personal well-being and success in various aspects of life.

### **Self-Awareness Activity (30 min)**

- Guide participants through a self-reflection exercise to identify their emotions and triggers. Use journaling or a structured worksheet to facilitate this process.

### **Self-Regulation and Coping Strategies (30 min)**

- Present techniques for managing difficult emotions, such as stress or anger.
- Practice these techniques through guided exercises, such as deep breathing or mindfulness meditation.

### **Empathy Exercise (20 min)**

- Conduct role-playing activities or watch and discuss video scenarios to practice empathy. Encourage participants to share their perspectives and listen actively to others.

### **Social Skills Workshop (20 min)**

- Engage in group activities that require cooperation and communication, such as problem-solving tasks or games.
- Reflect on the importance of effective communication and how it can be improved.

### **Questions&Answers and Group Discussion (20 min)**

- Allow time for participants to ask questions and share insights about EI.
- Discuss how they can apply what they've learned in their daily lives.

### **Reflection and Commitment to Action (10 min)**

- Invite participants to set a personal goal related to improving an aspect of their EI.
- Provide handouts with additional resources and tools for further development of EI skills.

### **Follow-Up:**

- Offer opportunities for further workshops or sessions on EI for those interested in deepening their understanding and skills.
- Consider creating a support group where participants can continue to practice and discuss EI concepts.

## 6 HARMONIZING LIFE: MUSIC AND SOUND THERAPY

**Overview:** Enhancing Well-being Through the Healing Power of Music and Sound. To explore the therapeutic effects of music and sound on emotional and mental health, and to provide participants with tools to use these elements for stress reduction and personal enjoyment.

### **Tools:**

- A variety of musical instruments (e.g., drums, guitars, keyboards, xylophones)  
Music player
- Speakers
- Selection of music tracks of various genres and tempos
- Comfortable seating or mats for relaxation
- Blankets or cushions for comfort
- Notebooks and pens for reflections

### **Introduction to Music Therapy (15 min)**

- Welcome participants and introduce the concept of music and sound therapy.
- Discuss how music can influence mood, emotions, and physiological responses.

### **Active Listening Session (30 min)**

- Guide participants through a curated playlist designed to evoke different emotions and responses.
- Encourage mindful listening and reflection on how each piece affects their feelings and body.

### **Instrument Exploration and Jam Session (45 min)**

- Allow participants to explore different instruments, even if they do not have prior musical experience.
- Facilitate a group jam session where participants can create music together, focusing on the joy of creation rather than technical skill.

### **Music Creation Activity (20 min)**

- Participants are invited to create their own simple piece of music or rhythm.
- Encourage creativity and personal expression through this process.

### **Reflection and Sharing (20 min)**

- Provide time for participants to journal their experiences and share how the session impacted their well-being.
- Discuss how they can incorporate music and sound into their daily routines for relaxation and emotional management.

### **Closing and Resources (10 min)**

- Summarize the key takeaways from the workshop.
- Provide resources for further exploration of music and sound therapy, including apps, websites, and local classes or therapists.

### **Follow-Up:**

- Suggest ways participants can continue to explore music therapy, such as creating personal playlists for different moods or attending local music events.
- Offer follow-up sessions for deeper exploration into specific areas of music and sound therapy.

## 7 RESTFUL RHYTHMS: SLEEP & WELL-BEING

**Overview:** Enhancing Social Well-being through Service. To foster a sense of community, social responsibility, and personal fulfillment through active participation in a service project that benefits the local environment or community.

### **Tools:**

- Projector and screen for educational presentations
- Handouts on sleep hygiene and strategies for better sleep
- Sleep diaries or tracking sheets for participants
- Relaxation tools such as eye masks, essential oils for aromatherapy (optional)
- Calming music
- Comfortable seating or areas for relaxation exercises

### **Introduction to Sleep Science (20 min)**

- Welcome participants and introduce the basics of sleep science, including the stages of sleep and their importance.
- Discuss the connection between sleep and mental, emotional, and physical health.

### **Assessment of Sleep Habits (20 min)**

- Have participants reflect on their current sleep habits and identify areas for improvement.
- Introduce sleep diaries or tracking sheets for participants to monitor their sleep patterns.

### **Strategies for Better Sleep (30 min)**

- Present a range of strategies for improving sleep, such as establishing a bedtime routine, creating a conducive sleep environment, and managing screen time.
- Discuss the role of diet and exercise in promoting restful sleep.

### **Interactive Q&A Session (20 min)**

- Open the floor for participants to ask specific questions about sleep and share their own experiences with sleep challenges.
- Provide evidence-based responses and practical advice.

### **Relaxation Techniques Workshop (20 min)**

- Teach and practice several relaxation techniques that can aid sleep, such as deep breathing exercises, progressive muscle relaxation, and guided imagery.

### **Developing a Personalized Sleep Plan (20 min)**

- Guide participants in creating their own personalized sleep plan using the strategies discussed. Encourage them to set realistic and achievable goals for improving their sleep.

### **Closing and Commitment (10 min)**

- Summarize the key takeaways from the workshop and the importance of sleep for well-being.
- Invite participants to commit to one change they will make to their sleep habits and share it with the group.

### **Follow-Up:**

- Provide participants with additional resources on sleep health, such as websites, apps, or local sleep clinics.
- Consider setting up a follow-up session to discuss progress and address any new sleep concerns that may arise.



## 8 GRATITUDE JOURNALING: A PATH TO POSITIVE WELL-BEING

**Overview:** Fostering Well-being Through the Practice of Gratitude. To foster a sense of community, social responsibility, and personal fulfillment through active participation in a service project that benefits the local environment or community.

### **Tools:**

- Journals or notebooks for each participant
- Pens or pencils
- Comfortable and quiet space conducive to reflection
- Inspirational quotes or prompts about gratitude to stimulate thought (optional)
- Soft, calming background music (optional)

### **Introduction to Gratitude (15 min)**

- Welcome participants and introduce the concept of gratitude and its benefits for mental health and overall well-being.
- Share scientific findings on the positive effects of gratitude practice.

### **Mindfulness and Centering Exercise (15 min)**

- Lead a brief mindfulness exercise to help participants become present and centered. This can involve deep breathing, a short meditation, or a moment of silence to focus the mind.

### **Guided Gratitude Reflection (30 min)**

- Guide participants through a series of reflective prompts to help them identify aspects of their life they are grateful for.
- Encourage them to think broadly about personal experiences, relationships, opportunities, and simple pleasures.

### **Journaling Practice (45 min)**

- Provide time for participants to begin their gratitude journaling practice in silence.
- Offer prompts or themes to help them get started if they are struggling with where to begin.

### **Sharing Circle (30 min)**

- Invite participants to share entries from their journals if they feel comfortable.
- Foster a supportive atmosphere where participants can discuss the feelings that arose during the journaling process.

### **Developing a Regular Journaling Habit (15 min)**

- Discuss strategies for incorporating gratitude journaling into daily routines.
- Set goals for how often participants would like to journal and what they hope to gain from the practice.

### **Closing and Resources (10 min)**

- Summarize the key benefits of gratitude journaling discussed during the workshop.
- Provide resources for continued practice, such as websites, apps, or books on gratitude.

### **Follow-Up:**

- Suggest forming a gratitude group where participants can share and discuss their journaling practice and its impact on their lives.
- Offer follow-up sessions to check in on progress and share experiences.

## 9 DIGITAL DETOX: RECONNECTING WITH THE OFFLINE WORLD

**Overview:** Balancing Technology Use for Enhanced Mental and Physical Well-being. To raise awareness of the impact excessive digital consumption can have on well-being and to empower participants with strategies to mindfully manage their digital lives.

### **Tools:**

- Handouts on the benefits of digital detox and tips for reducing screen time
- Whiteboard or flipchart for group brainstorming
- Notebooks and pens for personal planning
- "Digital Detox Pledge" cards for commitment at the end of the workshop

### **Introduction to Digital Well-being (20 min)**

- Start with a discussion on the importance of digital well-being and how technology overuse can affect mental health, sleep, and relationships.
- Share insights and statistics on average screen times and the potential benefits of disconnecting.

### **Self-Assessment of Digital Habits (20 min)**

- Guide participants through a self-assessment to reflect on their own digital habits, including what devices they use, for how long, and for what purposes.
- Discuss feelings and behaviors associated with digital use, such as the need to constantly check devices.

### **Benefits of a Digital Detox (20 min)**

- Present the various benefits of taking a break from digital devices, such as improved focus, better sleep, and more time for offline activities.
- Share success stories or case studies of individuals or groups who have benefited from a digital detox.

### **Strategies for a Balanced Digital Life (30 min)**

- Offer practical strategies for reducing screen time, such as setting specific times to check emails, using apps to monitor and limit device usage, and creating tech-free zones in the home.
- Discuss the concept of "mindful technology use" and how to implement it.

### **Planning Your Own Digital Detox (20 min)**

- Assist participants in creating a personalized plan for a digital detox, whether it's for a few hours, a day, or longer.
- Encourage them to set clear and achievable goals, such as having a tech-free dinner or spending a weekend without digital devices.

### **Group Commitment and Sharing (10 min)**

- Have participants share their digital detox plans and commit to them by filling out a "Digital Detox Pledge" card.
- Create a support system within the group by pairing up as accountability partners or planning a group check-in.

### **Closing and Resources (10 min)**

- Summarize the workshop and remind participants of the importance of taking regular breaks from digital devices for their well-being.
- Provide a list of resources, such as books, websites, and community groups, for further exploration and support.

### **Follow-Up:**

- Suggest forming a gratitude group where participants can share and discuss their journaling practice and its impact on their lives.
- Offer follow-up sessions to check in on progress and share experiences.

## 10 BUILDING RESILIENCE THROUGH POSITIVE PSYCHOLOGY

**Overview:** Strengthening Mental Resilience and Positive Thinking. To introduce participants to the principles of positive psychology, focusing on building resilience, fostering a positive mindset, and enhancing coping strategies for life's challenges.

### **Tools:**

- Handouts on key concepts of positive psychology and resilience
- Whiteboard or flipchart for group brainstorming
- Notebooks and pens for personal reflections
- Activity cards with resilience-building exercises
- Comfortable seating arrangement

### **Introduction to Positive Psychology (20 min)**

- Explain the concept of positive psychology and its focus on strengths, well-being, and flourishing.
- Discuss how positive psychology differs from traditional psychology in its approach to mental health.

### **Exploring Resilience (20 min)**

- Define resilience and its importance in dealing with stress and adversity.
- Share stories or examples of resilience in action.

### **Resilience-Building Activities (40 min)**

- Engage participants in interactive exercises designed to build resilience, such as identifying personal strengths, reframing negative thoughts, and practicing gratitude.

### **Developing a Positive Mindset (20 min)**

- Discuss strategies for cultivating a positive mindset, including mindfulness, optimism, and self compassion.
- Conduct a group activity or discussion around these strategies.

### **Personal Resilience Plan (20 min)**

- Guide participants in creating their own resilience plan, incorporating the techniques and strategies discussed.
- Encourage them to set specific, achievable goals for enhancing their resilience.

### **Reflection and Sharing (20 min)**

- Provide time for participants to reflect on what they've learned and share their insights or plans with the group.
- Foster a supportive environment where participants can give and receive feedback.

### **Closing and Resources (10 min)**

- Summarize the key takeaways from the workshop.
- Provide a list of resources for further exploration of positive psychology and resilience-building.

### **Follow-Up:**

- Offer follow-up sessions or resources for participants interested in delving deeper into positive psychology and resilience.
- This workshop is designed to empower participants with tools and strategies from positive psychology to enhance their mental resilience and foster a more positive outlook on life.

### III. THE SCHOOL OF TOMORROW

A dynamic curriculum designed to empower young learners to become leaders in sustainable development. In today's rapidly changing world, addressing environmental challenges and promoting sustainability are critical for building a brighter future. Through a series of engaging workshops and hands-on activities, participants will delve into various aspects of sustainability, exploring innovative solutions, and learning how to make a positive impact in their communities and beyond. From examining ecological footprints to uncovering the truth behind greenwashing, students will embark on an enlightening journey towards environmental stewardship and global citizenship.

#### **Learning goals:**

- Understand the principles of sustainability and the importance of adopting environmentally responsible practices in daily life.
- Explore different aspects of sustainable development, including waste management, energy conservation, and biodiversity preservation.
- Develop critical thinking skills to evaluate the environmental impact of human activities and recognize the interconnectedness of ecosystems.
- Gain knowledge about sustainable energy sources, including renewable energy technologies and the potential risks and benefits of nuclear energy.
- Learn about the concept of greenwashing and how to identify deceptive marketing tactics used to portray products or companies as environmentally friendly.
- Engage in hands-on activities, such as "Treasure from Trash" and "SustainaPlay: Waste Warriors," to promote recycling, upcycling, and waste reduction.
- Collaborate with peers to brainstorm innovative solutions to environmental challenges and participate in projects that promote sustainable development.
- Reflect on personal values and beliefs related to sustainability and envision a future where environmental conservation is prioritized for the well-being of future generations.

## 1 STUDY VISIT TO “GREEN” LEARNING CENTER

**Overview:** Working with specially cultivated plants. Explore the enchanting world of finest organic farming as you delve into the distinctive model that defines its unparalleled beauty. Immerse yourself in the art of plant care and unlock the secrets of nurturing nature with grace and expertise.

**Tools:** Soil, flower pot, water, specially cultivated plants.

### **Study visit through Green training Centre (30 min)**

Embark on a captivating journey as participants are invited to traverse the verdant landscapes of the Green Training Center. Amidst the lush surroundings, they will witness an array of meticulously cultivated plants, trees, and flowers, unveiling the carefully guarded secrets of planting and nurturing each botanical wonder.

### **Master Class of planting (40 min)**

In a harmonious culmination of learning and hands-on experience, each participant will personally design and cultivate a specially chosen plant at the Green Training Center. These green companions will not only bear witness to newfound knowledge but will also journey home with their caretakers, fostering a lasting connection between each enthusiast and their botanical masterpiece.

### **Session “How to take care of plants” (30 min)**

Engage in an enlightening session where participants delve into the essential steps required for successful plant cultivation. From selecting the optimal soil to mastering the art of watering and sunlight exposure, this concise yet comprehensive discussion will empower each participant with the knowledge and skills needed to nurture their green companions effectively.

### **Reflection and Sharing (15 min):**

Participants will get a chance to talk about how they felt while walking among the plants and hearing their stories. They can also share their emotions as they begin planting and taking care of the plants.

### **Facilitator notes:**

- Be prepared to modify the tour for participants with accessibility needs.
- To be sure that no one is allergic to specific types of plants.

### **Follow-Up:**

- Encourage participants to continue taking care about their plants.
- Take one plant from the green training center and take care of it in their house.
- Consider creating a shared online gallery for participants to post about their journey.



## 2 TREASURE FROM TRASH

**Overview:** Explore the surroundings and get objects from the collected waste. Engage in an exploration of the surroundings, focusing on gathering waste materials such as plastic bottles, wood chips, and bags. The goal is to creatively repurpose these items, either by giving them a second life or transforming them into new objects, particularly in the form of eco-friendly carpets.

**Tools:** Glue, paper, scotch tape, bag, napkin.

### **Session about waste (30 min)**

Talk about the types of waste, to talk about how many years are needed for the decomposition of which waste, and what kinds of waste are there that can harm the surrounding environment.

### **Working with waste (50 min)**

Participants will be grouped to explore the area together, collecting waste. They get to brainstorm creative ways to give that waste a second chance or turn it into something new. It's a shared adventure for a cleaner space and some cool ideas.

### **Presentation of their treasures (30 min)**

Participants showcase their journey by sharing how they tackled the task, revealing the ease or challenges in crafting new items from the collected waste. With a touch of creativity, they'll proudly exhibit the objects they've ingeniously brought to life, turning the session into a vibrant display of innovation and accomplishment.

### **Reflection and Sharing (10 min)**

Participants talk about their method of working in the group, whether or not everyone in the group was involved, and whether everyone was actively working.

### **Facilitator notes:**

- Prepare a presentation on waste and its management
- Be prepared to answer questions
- Be sure that no one is allergic to specific types of plants
- Be sure that no dangerous incidents will occur in the area.

### **Follow-Up:**

- Encourage participants to have an environmentally friendly lifestyle.
- Consider creating a shared online gallery for participants to post about their workshop and "Treasures".

### 3 ECOLOGICAL FOOTPRINT

**Theme:** Calculate each participants' Ecological Footprint

**Objective:** Immerse participants in the concept of ecological footprint by introducing them to the environmental impact of their daily lives. Together, we'll calculate each person's ecological footprint, gaining insights into our collective effect on nature. Following this, collaboratively develop a tailored sequence of practical steps to bring everyday life closer to nature, minimizing harm and fostering a more sustainable and eco-conscious lifestyle.

**Tools:** paper, pen, pencil.

#### **Speaking about "Everyday steps" (30 min)**

- Speak about the little things we do every day that might be unintentionally harming nature.
- Understanding these actions helps us take steps towards a more mindful and eco-friendly lifestyle.

#### **Calculate each participants' Ecological Footprint (40 min)**

Using a special application for calculating the ecological footprint, give time to each participant to calculate their ecological footprint by answering the questions.

#### **Tips "How to become environmentally friendly" (30 min)**

Engage in a delightful conversation, reflecting on the insights shared by participants. Together, let's explore practical steps to weave a tapestry of eco-friendliness into our daily lives. From altering our footsteps to leave the lightest imprint on nature, we'll embark on a journey toward minimizing our impact and nurturing the world around us with care and consideration.

#### **Reflection and Sharing (20 min)**

Discuss with participants if they have ever thought about their ecological footprint before, how they feel about the answers they receive, whether they are satisfied with the answers or not.

#### **Facilitator notes:**

Prepare presentations about the ecological footprint and tips that will make our everyday life environmentally friendly.

Be ready to help participants during the ecological footprint calculation.

#### **Follow-Up:**

Encourage participants to share the app of ecological footprint with their classmates and family members.

## 4 GREENWASHING

**Overview:** In this activity participants analyse advertisements to identify the false messaging at the heart of greenwashing. They use creative skills to develop their own awareness-raising advertisements against environmental threats.

### Tools:

- some examples of greenwashing from [www.greenwashingindex.com](http://www.greenwashingindex.com) – or elsewhere. You can also use advertisements from newspapers or magazines: look for ones which boast about the good done to the environment;
- copies of the list of questions;
- paper and pens

### Instructions:

1. Ask participants to brainstorm the most serious threats to the environment. Make a list of their suggestions down one side of a flip chart.
2. Now ask them to think of products or companies which contribute to these threats. Write these down the other side of the paper, and try to link the threat to the company (5 minutes).

You will probably find that many of the companies link to more than one of the threats

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3. After about 10 minutes, or when you have filled a flip chart, ask participants how they know about the damage these companies do to the environment. Do they tell us?
4. Divide participants into groups of 4-5 people and give each group 2 examples of greenwashing advertisements and copies of the questions (see below). Ask them to analyze the advertisements using the guiding questions. Give them about 20 minutes for this task.
5. When groups have finished answering the questions, ask for a quick show of hands to question 4 about whether the message in the advertisement was “true” about the product.  
Briefly ask groups about their answers to some of the other questions.

6. Explain the idea of greenwashing (see the definitions in the end of the scenario). You could also explain the idea of subvertising.

7. Hand out pieces of flip chart paper to the groups. Tell them to choose one of your products and create your own advertisement to “correct” the message put out by the producer. You want consumers to know what they are really buying with this product! Your advertisement could be a poster or short video for TV or radio (not more than 1 minute). Give them 20-30 minutes for this work.

8. Bring the group back together, and ask each small group to present its new advertisement. (20 minutes).

### **Debriefing (20 min)**

- Begin with brief feedback on the advertisements. Possible questions:
- What did you like about the advertisements created by one of the other groups?
- Do you think their message was more accurate than the company’s own?
- Why is greenwashing a problem?
- Had you ever noticed examples of greenwashing before? Can you give any examples?
- What can be done about greenwashing? Who needs to do something about it? What could you do?

### **Background information – Greenwashing and subvertising - Definitions:**

It's greenwashing when a company or organization spends more time and money claiming to be "green" through advertising and marketing than actually implementing business practices that minimize environmental impact. It's whitewashing, but with a green brush (Greenwashing Index).

**Greenwash:** the phenomenon of socially and environmentally destructive corporations attempting to preserve and expand their markets by posing as friends of the environment and leaders in the struggle to eradicate poverty (CorpWatch 2001).

**Greenwashing:** when a company, government or other group promotes green-based environmental initiatives or images but actually operates in a way that is damaging to the environment or in an opposite manner to the goal of the announced initiatives. This can also include misleading customers about the environmental benefits of a product through misleading advertising and unsubstantiated claims (Investopedia).

**Subvertising:** is a portmanteau of subvert and advertise, and refers to the practice of making spoofs or parodies of corporate and political advertisements (Wikipedia). Subvertising is an attempt to turn the iconography of the advertisers into a noose around their neck. If images can create a brand, they can also destroy one. A subvert is a satirical version or the defacing of an existing advert, a detournement, an inversion designed to make us forget consumerism and consider instead social or political issues.

## 5 YOUTH FOR SUSTAINABLE DEVELOPMENT

**Overview:** To inspire and empower teenagers to understand and actively contribute to sustainable development goals.

**Tools:** flipchart, printed version of the SDGs, markers, sticky notes.

### Introduction (15 min)

- Icebreaker activity to create a positive and inclusive atmosphere.
- Brief overview of sustainable development goals (SDGs) and their significance in addressing global challenges.

### Understanding Sustainable Development (30 min)

The facilitator is doing the presentation or interactive discussion on the key principles of sustainable development. The participants will explore real-world examples of successful sustainable development projects, they will emphasize the interconnectedness of social, economic, and environmental aspects.

### Interactive Group Activity: SDG Exploration (30 min)

- Divide participants into small groups and assign each group one or two specific SDGs.
- Participants research and discuss the goals, identifying current challenges and potential solutions.
- Groups present their findings to the whole workshop.

### Guest Speaker or Video Testimonials (15 min)

- Invite a guest speaker, such as a local activist, community leader, or expert, to share experiences related to sustainable development.
- Alternatively, show video testimonials of young individuals making a positive impact in their communities.

### Role-Playing Future Scenarios (30 min)

- Create scenarios related to future challenges and opportunities tied to sustainable development.
- Participants role-play how they would address these scenarios, encouraging critical thinking and creative problem-solving.

### **Interactive Technology Session: SDG Apps and Platforms (20 min)**

- Introduce participants to apps and online platforms that focus on sustainable development.
- Allow time for hands-on exploration and discussion about how technology can be a tool for positive change.

### **Community Action Planning (30 min)**

- Facilitate a brainstorming session for community-based sustainable projects.
- Encourage participants to think about practical initiatives they can implement to contribute to the SDGs in their local communities.

### **Gallery Walk and Reflection (15 min)**

- Set up a gallery walk displaying visual representations or posters of the SDGs and the workshop activities.
- Participants walk through the gallery, reflecting on what they've learned and sharing their thoughts on sticky notes or a reflection board.

### **Follow up (10 min)**

- Ask participants to make a personal commitment to contribute to sustainable development.
- Discuss actionable steps they can take individually and collectively.
- Provide resources for ongoing learning and involvement.
- What insights did you gain from the guest speaker or video testimonials?
- How do these real-life experiences inspire or influence your perspective on contributing to sustainable development?

### **Debriefing**

- What did you learn about the specific SDG(s) assigned to your group?
- How did the group discussions and presentations contribute to your understanding of the SDGs as a whole?

## 6 NUCLEAR ENERGY

**Overview:** This is a simulation exercise exploring different opinions on nuclear energy and sustainability. Energy sources, nuclear energy, nuclear waste, renewable energy, sustainability.

### **Tools:**

- a large space that can be arranged as a municipal hall for a public hearing, with the possibility of separate spaces for work in small groups
- copies of role cards and sheets of paper for name tags
- a watch or clock
- a small bell for the Mayor of Floville
- paper and pens.

### **Preparation:**

- photocopy the role cards in the handout, the description of the problem and the rules of debate (optional). You will need a copy of the Mayor's role card and equal numbers of representatives in the different groups (as far as possible);
- prepare name tags for the different parties/groups that will be represented at the meeting;
- list the different roles on a flip chart so that everyone can see them;
- make sure you have space for the Town Council Meeting and separate spaces for the different groups, so that they can discuss their position beforehand or meet with others.



**Instructions:**

1. Read out the description of the problem. Explain that all participants (except the representatives of the Windland Parliament) are citizens of Floville and are troubled by the problem of whether the nuclear plant not far from the city should close down.
2. Show participants the list of different roles and ask everyone to select one. Hand out the role cards and the description of the problem and indicate where people and groups can meet up beforehand, and where the Town Council Meeting will take place later on.
3. Explain the rules of debate that will be used during the meeting. If possible, display these in a prominent place.
4. Explain that there will be 30 minutes before the actual meeting so that people can meet other citizens, prepare what they want to say and decide how they want to vote. Tell them that the Town Council Meeting will last 40 minutes, and that there may be very little time for actual speeches because of the number of people attending. For that reason, they should try to prepare just 1 or 2 points that they want to make.
5. Use the preparation phase to set up the space for the council meeting. Ideally, people should sit in a semi-circle or horseshoe shape, with the Mayor at the front, in a slightly elevated position. Parties or groups should be able to sit together, and you should place their name tags on the tables in front.
6. After 30 minutes, call the citizens for the meeting (or ask the Mayor to do so). He/she should remind people of the basic rules of debate and give a short speech to introduce the meeting.
7. At the end of the meeting, after 40 minutes, the Mayor should call for a vote. When the votes have been counted and the result declared, announce the end of the activity, and invite people to bring their chairs into a circle for the debriefing.

## Debriefing

- Start the feedback by greeting everybody by their real names, or use another technique to enable participants to give up the roles they had during the simulation. This is important before starting the debriefing. Gather some feelings from participants about the process, before going on to discuss issues raised by the activity.
- Were you surprised by the result of the vote, and did it reflect the position of the person you were playing?
- Did interaction with other people or groups make you alter your approach or your attitude towards the problem?
- What were the most persuasive arguments for you?
- How easy was it to identify with your role? Why or why not?
- Do you think that this role play was realistic? Could a similar case happen in your community? Can you think of examples where it has?
- How would you react if there was a proposal to build a nuclear energy plant in your town/place of residence? Did the activity alter your attitude at all?
- What do you understand by living in a clean environment, or living in a sustainable world?

## HANDOUT

### 7 ECOENERGY WALKSHOP: EXPLORING SUSTAINABLE PRACTICES

**Theme:** Sustainable practices. To empower participants with knowledge about sustainable and energy-efficient practices in buildings, fostering awareness of renewable energy sources and the importance of energy conservation.

#### **Introduction (15 min)**

- Welcome participants and provide a brief overview of the workshop.
- Icebreaker: Ask participants to share one energy-saving habit they practice in their daily lives.

#### **Energy Audit Walk (45 min)**

Brief presentation on the basics of energy audits, sustainable practices, and energy-efficient technologies. Divide participants into small groups, providing them with energy audit checklists or worksheets. Lead participants on a guided walk through a local neighborhood or community area, observing and documenting sustainable and energy-efficient practices in buildings. Encourage participants to take photos and notes.

#### **Discussion and Debrief (30 min)**

- Reconvene at a designated location to discuss findings from the energy audit.
- Facilitate a debriefing session, allowing each group to share their observations and insights.
- Discuss the impact of sustainable building practices on energy consumption and the environment.

#### **Interactive Activity - Renewable Energy Showcase (20 min)**

- Set up a small showcase or demonstration area featuring renewable energy sources such as solar panels, wind turbines, or energy-efficient appliances.
- Facilitate a hands-on experience, allowing participants to interact with renewable energy technologies.
- Discuss the potential of these technologies in mitigating the environmental impact of energy consumption.

### **Group Reflection and debriefing (15 min)**

- Lead a guided reflection on the energy audit experience.
- Ask participants to share how the activity changed their perspective on energy consumption and sustainable living.
- Discuss any challenges faced during the audit and potential solutions.

### **Debriefing questions:**

- What sustainable and energy-efficient practices did your group observe during the energy audit walk?
- Were there any surprising or unexpected findings during the audit?
- How do you think these sustainable practices contribute to energy conservation and environmental well-being?

### **Expert Talk or Video Presentation (15 min)**

Invite a local expert in sustainable architecture, energy efficiency, or renewable energy to share insights and experiences. Alternatively, show a video presentation featuring sustainable building projects.

### **Q&A Session (10 min)**

- Open the floor for questions and answers, allowing participants to seek clarification and further information.
- Discuss practical steps participants can take to make their homes more energy-efficient.

### **Action Planning (15 min)**

- Break participants into small groups and guide them in brainstorming practical actions they can take to promote energy efficiency in their homes or communities. Each group presents their action plan to the larger group.
- Remember to adapt the workshop plan based on the local context, available resources, and the specific features of the chosen neighborhood or community area for the energy audit walk.
- Encourage active participation, group collaboration, and open discussions throughout the workshop.

## 8 SUSTAINAPLAY: WASTE WARRIORS SESSION

**Overview:** Waste management. To educate young people about effective waste management practices, fostering environmental awareness and encouraging sustainable habits to address the growing challenges of waste disposal.

**Tools:** Phone, projector, notebook.

### **Introduction/discussions/brainstorming about waste management (40 min)**

The session covers key aspects of waste management, including waste reduction, recycling strategies, and sustainable disposal methods. Participants will gain practical insights to make informed choices for a greener and more eco-friendly lifestyle.

### **Kahoot (30 min)**

- Playing Kahoot with the questions of “How long does it take to decompose”
- For Kahoot it is preferable to play in groups, depends on the number of participants divide them into groups.

### **Reflection and Sharing (20 min)**

Feedbacks, questions and answers about the game. Finalizing the workshop, sharing feelings and results.

### **Facilitator notes:**

- Prepare a short presentation on waste management.
- Kahoot presentation can be provided or you can prepare by yourself.
- Be prepared to answer questions.

## 9 'WORLD WOULD BE BETTER IF...'

**Overview:** Sustainable development. The aim of the workshop is to foster a deep understanding of sustainability and inspire participants to envision a world that prioritizes ecological balance, social equity, and economic resilience. By exploring the question "The World Would Be Better If...", we aim to empower individuals to recognize their role in shaping a sustainable future.

**Tools:** Flip chart, markers, stickers

### About the workshop (20 min)

In this workshop, participants will envision a world where sustainability takes center stage. Through interactive discussions and collaborative brainstorming, we'll explore the question, "The World Would Be Better If...". Together, we'll identify practical steps and individual actions that contribute to a more sustainable and harmonious future. Get ready to inspire positive change and turn imagination into impactful solutions!

### Group Work (30 min)

Participants will be divided into small groups to collaboratively create a vision board or collage representing their ideal sustainable world. Each group will discuss and incorporate various aspects, such as eco-friendly practices, community engagement, and ethical consumption. This creative exercise encourages teamwork, diverse perspectives, and a tangible expression of their shared vision.

### Group work presentations (50 min)

### Reflection and Sharing (20 min)

Feedbacks, questions and reflection of the group work. Finalizing the workshop, sharing feelings and results.

### Follow-Up:

After the workshop, participants will be provided with resources and practical tips to implement sustainable practices in their daily lives. A follow-up session, either virtual or in person, can be scheduled to share experiences, challenges and successes in incorporating sustainable habits. This ongoing support helps reinforce the workshop's principles and encourages long-term commitment to sustainable living.

## 10 ECOSHIFT: NAVIGATING THE 5R PATH TO SUSTAINABILITY

**Overview:** The aim of the workshop is to empower young people with the knowledge and practical skills needed to adopt sustainable habits in their daily lives. Through exploration of the 5R System— Refuse, Reduce, Reuse, Recycle, and Rot—participants will gain a deeper understanding of their environmental impact. The workshop aims to inspire a sense of responsibility, fostering a community of individuals committed to making informed and eco-conscious choices for a more sustainable future.

**Tools:** Flip chart, markers, stickers, notebook, projector.

### **About workshop: (30 min)**

"Ecoshift" is an interactive workshop designed for young people to explore and implement the principles of the 5R System—Refuse, Reduce, Reuse, Recycle, and Rot. Participants will gain insights into sustainable living practices, environmental consciousness and personal responsibility. Through discussions and real-life examples, participants will discover the 5R system and how small actions can contribute to a more eco-friendly lifestyle.

### **Group Work. (20 min)**

By dividing into small groups, assign each group one of the 5Rs. Challenge them to brainstorm and create an action plan focused on incorporating their assigned principle into their daily lives. Encourage creativity and practicality in finding sustainable solutions. Groups will present their plan to the rest of the workshop, fostering a collaborative environment and inspiring others to adopt similar practices.

### **Group work presentation (50 min)**

### **Reflection and Sharing (20 min)**

Feedbacks, questions and answers about the game. Finalizing the workshop, sharing feelings and results.

### **Facilitator Notes:**

- Prepare a short presentation on 5R system.
- Be prepared to answer questions.

### **Follow-Up:**

- Implement a "Green Challenge"
- Encourage participants to carry out their action plans for a set period after the workshop.
- Provide a platform for sharing experiences, successes, and challenges.
- Recognize and reward the most impactful efforts.

## IV. BE FIT AND HEALTHY

Through a series of dynamic workshops and outdoor activities, participants will explore various aspects of fitness, nutrition, and holistic wellness, empowering them to make informed decisions and cultivate habits that support a healthy lifestyle. From adventurous outdoor sports to nutritional education and mindfulness practices, students will embark on a transformative journey toward optimal health and vitality.

### **Learning goals:**

- Understand the importance of physical activity and its impact on overall health, including cardiovascular fitness, strength, flexibility, and mental well-being.
- Explore a variety of alternative sports and outdoor activities, such as mountain biking, water sports, and urban orienteering, to discover enjoyable ways to stay active.
- Learn basic nutrition principles and develop skills in meal planning, portion control, and making healthy food choices to fuel the body for optimal performance.
- Participate in hands-on cooking demonstrations and nutritional workshops to gain practical knowledge about preparing balanced and nutritious meals.
- Cultivate mindfulness and stress-management techniques through activities such as nature treks, wellness revolutions, and living well journeys to promote mental and emotional well-being.
- Engage in team-based multisport events and Olympic cycles to foster camaraderie, sportsmanship, and a sense of achievement.
- Embrace the concept of holistic wellness by incorporating physical activity, nutrition, mindfulness, and restorative practices into daily routines for a balanced and fulfilling life.

<https://docs.google.com/document/d/10qSQmfwrdfCrwUV1ZZGGr8jYMyB-EKAv9Sr3UVbZMs/edit>



# 1 ALTERNATIVE SPORTS

**Theme:** Waste management

**Objectives:**

- Respect and Fair Play: Promote a healthy competitive environment
- Active Participation: All participants should actively engage in each activity, fostering learning and fun.
- Promotion of Sports Enthusiasm: Especially for those who don't usually participate in sports commonly understood or for people who already play sports to discover more options.

**Tools:** Rugby balls, tag belts, frisbees, bijbol, cones or markers, mats or towels.

## Dynamics and Icebreaker Games (30 min)

### Alternative Sports Workshops (3 hours, 45-min rotations)

**Taller de Rugby Tag:**

- Pass the ball and cross the goal line without the opponent removing the tag.
- If a tag is removed, the player must stop and pass the ball.
- Teams must work together to advance and defend simultaneously.
- Two teams will compete on a rectangular field.
- A short game (15 minutes) will be played to allow rotations.
- Participants are encouraged to apply the skills learned in the workshop.
- A brief Q&A session will be held at the end to discuss experiences and learn from practice.

### Ultimate Frisbee Workshop

- Catch the frisbee in the opposing team's scoring zone.
- Running with the frisbee is not allowed; players must pass to teammates.
- Played on a rectangular field.
- Emphasis on communication and strategy.

### Bijbol Workshop

- Score goals in the opposing team's goal.
- The ball can be struck with any part of the body.
- Played on a 7-a-side football field.
- Encourage gameplay strategies and teamwork.

### **Acroyoga Workshop**

- Balance and acrobatics in pairs
- Instructors will guide participants in basic poses and safe transitions.
- Basic acroyoga techniques will be taught.
- Participants will practice in pairs or small groups.
- Emphasis on communication and trust.

### **BREAK AND RELAXATION (30 min)**

### **Lunch (60 min)**

### **Cooperative Games (60 mi)**

### **Team Games (60 min)**

### **Dance and Stretching Competition (40 min)**

### **Relaxation, Farewell, Feedback (20 min)**

## 2 ACTIVATE IN THE MOUNTAIN

### Objective:

- **Environmental Awareness:** Promote understanding and appreciation of the natural environment, emphasizing the importance of conservation and respect for local flora and fauna.
- **Physical Activity and Exploration:** Encourage physical activity through mountain hiking, combined with nature exploration and participation in activities like geocaching and plogging.
- **Wellbeing and Relaxation:** Provide a balance between physical activity and mental wellness, incorporating moments of relaxation, stretching, and meditation in a natural environment.
- **Community and Socialization:** Create a camaraderie and socialization environment among participants, encouraging interaction during the different gymkhana stages.

**Tools:** Safety equipment (first aid kit, maps), water bottles, GPS and devices for Geocaching, bags and gloves for waste collection, mats (optional for stretching), sun protection, binoculars (optional).

### Introduction (30 min)

Safety Talk, Material Check, Footwear, Charged Phones (30 min)

### Safety and Preparation (30 min)

Tools: First aid kit, maps

- Conduct a safety briefing and ensure all participants are adequately prepared with the right footwear and have their mobile phones charged.

### Activity Explanation and Distribution of Supplies (30 min)

Tools: Water, fruit, snacks

- Explain the day's activities and distribute water, fruit, and snacks to participants.

### Mountain Hike from Meeting Point (30 min)

- Commence the hike to the mountain from the designated meeting point.

### Botanical and Environmental Awareness Talk (60 min)

**Tools:** Educational materials on local flora

- Conduct a talk about the typical flora of the area, its properties, utility, and the importance of keeping forests clean.

### **Geocaching Adventure on the Mountain (180 min)**

**Tools:** GPS and geocaching devices

- Engage in a geocaching activity that combines the thrill of treasure hunting with outdoor exploration using GPS technology.

### **Rest and Healthy Picnic (60 min)**

**Tools:** Picnic supplies

- Take a break for a healthy picnic.

### **Plogging (30 min)**

**Tools:** Bags and gloves for waste collection

- Participate in plogging, picking up litter while jogging or walking.

### **Relaxation in the Mountains (30 min)**

**Tools:** Mats (optional for stretching)

- Engage in stretching and meditation for relaxation in the mountain environment.

### **Return Walk to Meeting Point (30 min)**

- Return to the meeting point by walking.

### 3 BEACH AND WATER SPORTS

#### **Objectives:**

- Promote Physical Fitness and Wellness: Enhance physical conditioning and wellness through diverse beach and water sports.
- Encourage Teamwork and Social Interaction: Foster a sense of teamwork and social interaction through group activities and sports.
- Healthy Lifestyle Education: Educate participants on healthy eating habits through a cooking workshop and a nutrition gymkhana.
- Relaxation and Mindfulness: Incorporate yoga and stretching sessions for mental and physical relaxation.

**Materials:** Sportswear suitable for beach and water, water bottles, yoga mats, volleyball, water polo equipment, rowing equipment, ingredients and tools for cooking workshop, educational materials for nutrition gymkhana.

**Time:** 8 x 45min

#### **Introduction (20 min)**

Warm-Up (Light Beach Run) and Mobility Exercises (20 minutes)

#### **Physical Warm-Up and Mobility (20 min)**

- Begin with a light run on the beach followed by mobility exercises to prepare the body for the day's activities.

#### **Fitness Enhancement (60 min)**

**Tools:** Timer for Tabata, markers for circuits

- Engage in a series of high-intensity exercises such as Tabata, circuit training, and races.

#### **Water Sports and Games (40 min)**

**Tools:** Water polo equipment, swimming gear

- Conduct adapted water polo matches, swimming races, and other fun water-based activities.

#### **Yoga and Stretching Session (60 min)**

**Tools:** Yoga mats

- Conduct a yoga session combined with stretching exercises for relaxation and flexibility.

### **Lunch break (60 min)**

### **Rowing and Beach Volleyball (120 min)**

**Tools:** Rowing equipment, volleyball

- Split the group into two. One group participates in a beginner rowing session while the other plays beach volleyball. Then switch activities.

### **Healthy Cooking Workshop and Nutrition Gymkhana (120 min)**

**Tools:** Cooking ingredients, kitchen tools, educational materials

- Conduct a workshop on preparing healthy meals, followed by a fun and educational gymkhana focused on nutrition.

## 4 BICYCLE ROUTE

### **Objective:**

- **Encourage Physical Activity:** Promote physical fitness and the benefits of community engagement through a bicycle route, emphasizing wellbeing and connection with nature.
- **Healthy Eating Awareness:** Educate on proper nutrition before, during, and after exercise.
- **Nature Connection:** Experience the beauty of natural landscapes such as lakes, beaches, or rivers, and enjoy outdoor activities.

**Materials:** Bicycles, helmets, swimwear and change of clothes, towels, sun protection.

**Time:** 8 x 45min

### **INTRODUCTION:**

Bicycle Route to Lake/Beach/River (150 minutes)

#### **TASK 1:**

**Objective:** Journey and Exploration

**Time:** 150 minutes

**Tools:** Bicycles, helmets

**How to play:** Begin the bicycle route, traveling to a designated lake, beach, or river, enjoying the scenery and promoting group cohesion.

#### **TASK 2:**

**Objective:** Healthy Snack Break

**Time:** 30 minutes

**Tools:** Snacks

**How to play:** Take a break for a healthy snack, re-energizing for the upcoming activities.

#### **TASK 3:**

**Objective:** Nutritional Talk

**Time:** 30 minutes

**Tools:** Educational materials

**How to play:** Conduct a talk about proper nutrition before, during, and after exercising, emphasizing the importance of healthy eating.

#### **TASK 4:**

**Objective:** Swimming and Team Games

**Time:** 45 minutes

**Tools:** Swimwear, games equipment

**How to play:** Enjoy swimming and playing team games at the lake, beach, or river, fostering a sense of fun and teamwork.

#### **TASK 5:**

**Objective:** Lunch Break

**Time:** 45 minutes

**Tools:** Lunch supplies

**How to play:** Take a break for lunch, allowing time for relaxation and socializing.

#### **TASK 6:**

**Objective:** Return Bicycle Route

**Time:** 150 minutes

**Tools:** Bicycles, helmets

**How to play:** Begin the return journey on the bicycle route, enjoying the ride and the company of fellow participants.

#### **TASK 7:**

**Objective:** Partner Stretching and Relaxation

**Time:** 30 minutes

**Tools:** None specifically required

**How to play:** Engage in stretching exercises with a partner, followed by relaxation techniques to cool down after the day's activities.



## 5 MULTISPORT DAY

### Objectives:

- Promote Nutritional Awareness: Foster awareness of healthy eating by combining a mindful eating workshop and the preparation of healthy recipes.
- Encourage Healthy Lifestyle Habits: Offer a variety of physical activities through multisport, incorporating specific exercises in futsal, badminton, handball, and basketball.

**Materials:** Fresh ingredients, cooking utensils, aprons and gloves, tables and chairs, footballs, handballs, basketballs, cones, poles, badminton rackets and shuttlecocks, net, goals, baskets, scoreboards or whiteboards.

**Time:** 8 x 45min

### INTRODUCTION:

**FoodTraining: Mindful Eating Workshop + Preparing Various Healthy Recipes (4 hours)**

### TASK 1: Mindful Eating and Healthy Cooking Workshop

**Objective:** Educate participants on the principles of mindful eating and teach them how to prepare nutritious meals.

**Time:** 210 minutes

**Tools:** Fresh ingredients, cooking utensils, aprons, gloves, tables, chairs

#### Details:

**Part 1:** Mindful Eating Session (45 minutes): Introduce the concept of mindful eating. Discuss the importance of being present and aware while eating, understanding hunger cues, and the significance of savoring food. Engage in guided activities to practice these skills.

**Part 2:** Nutritional Education (45 minutes): Conduct an interactive session about nutrition basics, focusing on the benefits of whole foods, understanding food labels, and making healthy choices. Include a Q&A segment for participants to ask diet-related questions.

**Part 3:** Cooking Demonstration (60 minutes): Demonstrate the preparation of several easy, healthy recipes. Focus on meals that can be quickly made at home, emphasizing the use of fresh, whole ingredients. Recipes might include a nutritious smoothie, a wholesome salad, and a healthy main course.

**Part 4:** Hands-On Cooking (60 minutes): Participants split into small groups to prepare one of the demonstrated recipes. Provide guidance and assistance as needed, ensuring that everyone is involved and learning.

## **TASK 2:**

**Objective:** Lunch Break

**Time:** 60 minutes

**Tools:** Lunch supplies

**How to play:** Take a break to enjoy the meals prepared during the FoodTraining session.

## **TASK 3:**

**Objective:** Multisport Activities

**Time:** 180 minutes (rotating every 45 minutes)

**Tools:** Sports equipment for futsal, badminton, handball, and basketball

**How to play:** Participants will rotate through different sports activities:

- Futsal: Practice passing, relay races, goal shooting, and play a mini-game.
- Badminton: Learn basic strokes, racket grip, and play divisional matches.
- Handball: Get familiar with the rules, engage in passing games, and play a match.
- Basketball: Perform defense drills, practice rebounding, and play 3 vs 3 games.

## **TASK 4:**

**Objective:** Stretching and Cool-Down Session

**Time:** 30 minutes

**Tools:** Mats for stretching

**How to play:** Engage in a guided stretching and cool-down session to relax the muscles and gradually bring the heart rate down after the day's activities.

## 6 OLYMPIC CYCLE

### Objectives:

- Team Integration and Cohesion: Encourage teamwork and unity through group activities.
- Creativity and Active Participation: Foster creativity and active involvement in all activities.
- Knowledge of Sports and Cultures: Expand knowledge of various sports and cultures through the representation of countries and exploration of related exercises.

### Materials:

For Welcome and Team Creation:

- Cardboards, markers, and other materials to create flags and emblems of countries.
- List of countries and assigned sports.

For Morning Session (Games and Physical Exercises):

- Specific equipment as per assigned sports.
- Whiteboards for teams to present their exercises.
- Designated play area for each sport.

For the Olympic Games Opening Ceremony (4 hours):

- Team representative attire.
- Torches or flashlights to simulate the lighting of the Olympic torch.
- Trophies or diplomas for awards at the end of the ceremony.
- Music system and sound equipment for the ceremony ambiance.

**Time:** 8 x 45min

INTRODUCTION:

**Welcome and Team Creation (3 hours)**

### **TASK 1: Team Creation and Representation**

**Objective:** Foster team spirit and cultural understanding

**Time:** 180 minutes

**Tools:** Cardboards, markers, list of countries and sports

**How to play:** Each team represents a country and a sport. They create flags and emblems to symbolize their team. Teams learn about the culture and basics of the sport they represent.

### **TASK 2: Morning Sports and Exercise Session**

**Objective:** Invent and teach sport-specific exercises

**Time:** 180 minutes

**Tools:** Sports equipment, whiteboards

**How to play:** Teams invent a set of 3 exercises or games related to their assigned sport, explain the basic rules, and conduct a mini-game with real-play situations.

### **TASK 3: Lunch Break and Elite Athlete Nutrition Talk**

**Objective:** Break and nutritional education

**Time:** 60 minutes

**Tools:** Lunch supplies

**How to play:** Enjoy a meal break followed by a talk on the nutrition of elite athletes.

### **TASK 4: Olympic Games Opening Ceremony**

**Objective:** Celebrate the spirit of the Olympics and compete in team sports

**Time:** 240 minutes

**Tools:** Team attire, torches/flashlights, trophies, music system

**How to play:**

- Parade of Participating Countries and Olympic Torch Lighting (60 minutes)
- Team Competition in Various Sports (120 minutes)
- Healthy Snack Break (30 minutes)
- Trophy or Diploma Award Ceremony and Closure (30 minutes)

### **TASK 5: Farewell and Reflection**

**Objective:** Reflect on the importance of diversity and teamwork

**Time:** 30 minutes

**Tools:** None specifically required

**How to play:** Conclude with a session reflecting on the day's activities, emphasizing the value of diversity and teamwork in sports and beyond.

## 7 URBAN ORIENTEERING RACE

### Objectives:

- Develop Orientation Skills: Enhance navigation abilities using maps and compasses.
- Promote Teamwork and Challenge Overcoming: Foster team spirit and problem-solving through physical challenges.
- Healthy Eating Promotion: Educate on and provide healthy eating options.
- Exploration and Discovery: Encourage the exploration of urban areas and landmarks.

**Materials:** Compasses, maps, stopwatches, participant or team lists, score or time sheets, diplomas for teams, various ingredients for preparing healthy snacks.

**Time:** 8 x 45min

### INTRODUCTION:

#### **Welcome and Registration of Participants or Teams (45 minutes)**

#### **TASK 1:** Welcome and Team Preparation

**Objective:** Equip teams with necessary tools for the race

**Time:** 45 minutes

**Tools:** Compasses, city maps

**How to play:** Register participants or teams, distribute compasses and maps of the city.

#### **TASK 2:** Rules Explanation and Safety Procedures

**Objective:** Inform about the race and ensure safety

**Time:** 15 minutes

**Tools:** Rule sheets, safety guidelines

**How to play:** Explain the rules, point out the control point locations, and discuss safety procedures.

### **TASK 3: Orienteering Race Begins**

**Objective:** Find specific control points across the city

**Time:** 120 minutes

**Tools:** Compasses, maps

**How to play:** Teams start searching for control points. Each point is in a specific location and requires team coordination to find.

### **TASK 4: Physical Challenges at Control Points**

**Objective:** Overcome physical challenges in teams

**Time:** 120 minutes

**Tools:** Equipment at various sports facilities

**How to play:** At each control point, teams face different physical challenges located in various facilities (calisthenics park, skatepark, football field, basketball courts).

### **TASK 5: Lunch Break**

**Objective:** Rest and refuel

**Time:** 60 minutes

**Tools:** Lunch supplies

**How to play:** Take a break for a meal.

### **TASK 6: Continue Orienteering Race**

**Objective:** Resume the race and explore more locations

**Time:** 120 minutes

**Tools:** Compasses, maps

**How to play:** Continue the orienteering race across the city, finding remaining control points.

### **TASK 7: Healthy Snack Preparation**

**Objective:** Educate on and prepare healthy snacks

**Time:** 60 minutes

**Tools:** Ingredients for snacks

**How to play:** Prepare various options of healthy snacks, educating participants on nutritious eating.

### **TASK 8: Conclusion and Awards**

**Objective:** Gather teams, tally scores, and conclude the event

**Time:** 60 minutes

**Tools:** Time sheets, diplomas

**How to play:** Meet at the starting point, count the time, score challenges, distribute diplomas, and farewell.

### **Variation: Digital Enhancement Using a Geocaching App**

To modernize the Urban Orienteering Race and incorporate technology, a geocaching app or a similar digital platform like seppo.io can be integrated. This variation adds a tech-savvy twist to the traditional orienteering race, making it more interactive and appealing, especially to younger participants or those interested in technology.

#### **Integration of the Digital Tool:**

1. App Setup: Prior to the event, set up the orienteering course on the chosen digital platform. Each control point's location can be input as coordinates or clues within the app.
2. Team Preparation: During the welcome and registration phase, in addition to the traditional orienteering tools (compasses, maps), each team will be instructed to download and install the app on their smartphones. A brief tutorial on how to use the app can be provided.
3. Digital Checkpoints: Along with finding physical control points, teams will use the app to locate additional virtual checkpoints. These checkpoints can offer digital clues, challenges, or trivia about the local area, culture, or sports.
4. Interactive Challenges: At certain control points, teams might need to use the app to solve puzzles or complete tasks that require them to interact with their environment, e.g., taking a picture of a landmark or answering a question related to a site's history.
5. Live Tracking and Leaderboard: The app can be used to track the teams' progress in real-time. A live leaderboard feature can add a competitive edge, showing which team is leading.
6. Digital Completion Proof: Instead of physical stamps or signatures at control points, teams can use the app to 'check-in' at each location, providing digital proof of their visit.
7. Feedback and Sharing: After the race, participants can use the app to share their experiences, photos, and feedback about the event, fostering a sense of community.

#### **Benefits of the Digital Integration:**

- Engagement: The use of a digital tool can increase engagement, especially among tech-savvy participants.
- Convenience: Digital checkpoints can be easier to set up and manage.
- Educational: Integrating technology provides an educational element, teaching participants about new digital tools and their uses.
- Environmental Friendly: Reduces the need for physical materials at each checkpoint.

## 8 NATURE TREK AND NUTRITIONAL LEARNING

### Objectives:

- Encourage Physical Activity: Promote fitness through a nature walk and rowing activities.
- Educate on Healthy Eating: Offer practical nutrition education and cooking experience.
- Foster Teamwork and Reflective Learning: Enhance team-building skills and encourage reflection on personal learnings and experiences.

**Materials:** Rowing equipment (boats, oars), cooking supplies and ingredients, water bottles, first aid kits, safety gear for rowing.

**Time:** 8 x 45min

### INTRODUCTION:

#### Meeting and Safety Briefing at Starting Point (45 min)

As the group convenes at a predetermined location, participants are welcomed and introduced to the day's activities. The initial 45 minutes are dedicated to a comprehensive safety briefing, emphasizing the importance of staying hydrated throughout the day, especially considering the physical nature of the activities. Participants are educated on recognizing signs of dehydration and the best practices to maintain optimal hydration levels. They are also informed about the basic rules for the day's activities, focusing on safety, teamwork, and respect for the natural environment. This briefing sets the tone for a day of learning, activity, and adventure.



### **TASK 1: Nature Walk to Activity Area**

**Objective:** Begin the day with physical activity and environmental appreciation.

**Time:** 60 minutes

**Tools:** None specifically required

**How to play:** Walk through a natural environment to the activity site, focusing on the beauty of the surroundings and importance of staying hydrated and safe.

### **TASK 2: Team Division for Rowing and Nutrition Workshop**

**Objective:** Split into teams for rowing and a nutrition workshop.

**Time:** 15 minutes

**Tools:** Lists of team members

**How to play:** Divide participants into two teams; one starts with rowing while the other begins the nutrition workshop.

### **TASK 3: Rowing and Nutrition Workshop (Rotation)**

**Objective:** Learn rowing skills and basic nutrition.

**Time:** 150 minutes each (300 minutes total for both activities with rotation)

**Tools:** Rowing equipment, cooking supplies, educational materials

**How to play:**

- Rowing Workshop (150 minutes): Cover basics of rowing, boat knowledge, safety, on-land practice, followed by water practice. Focus on basic maneuvers and safe return to shore.
- Nutrition Workshop (150 minutes): Introduce basic nutrition knowledge, focusing on balanced portions of vegetables, carbohydrates, and proteins. Prepare attractive, healthy meals suitable for young people.

### **TASK 4: Return Walk and Reflective Discussion**

**Objective:** Reflect on the day's learning and experiences.

**Time:** 60 minutes

**Tools:** None specifically required

**How to play:** Walk back to the starting point. Engage in a reflective discussion with questions like "What did you learn today?", "What stood out to you the most?", and "What would you like to repeat?"

## 9 WELLNESS REVOLUTION

**Objective:** Empower participants to adopt a holistic approach to fitness and health, cultivating lasting habits for overall well-being.

**Time:** 8 h

### INTRODUCTION:

This is an interactive full-day workshop designed to promote fitness, nutrition, and mental well-being within a school setting. This workshop is tailored to be conducted without the need for experts or special equipment, making it accessible and engaging for students.

### TASK 1: Morning yoga flow

**Objective:** Promote flexibility, balance, and mindfulness.

**Time:** 30 min

**Tools:** Yoga mats

**How to play:** Participants are led through a series of yoga poses and stretches, emphasizing the mind-body connection and setting a positive tone for the day.

### TASK 2: Group dynamic Warm-Up

**Objective:** Prepare the body for physical activities.

**Time:** 30 min

**Tools:** Open space.

**How to play:** Participants engage in a dynamic warm-up, incorporating joint mobility exercises, light cardio, and bodyweight movements.

### TASK 3: Nutrition seminar

**Objective:** Understand the fundamentals of a balanced diet.

**Time:** 1h

**Tools:** Presentation materials, handouts.

**How to play:** Presentation of basic nutrition information, discussing the importance of a balanced diet and the benefits of making healthy food choices.

### TASK 4: Active classroom games

**Objective:** Incorporate movement into academic learning.

**Time:** 1h

**Tools:** None

**How to play:** Facilitator lead short active games related to the subject matter, reinforcing concepts through physical engagement. This approach enhances concentration and physical activity simultaneously.

### **TASK 5: Mindful breathing and meditation**

**Objective:** Introduce simple mindfulness techniques

**Time:** 1h

**Tools:** Quiet space

**How to play:** Facilitator guide participants through brief mindfulness and breathing exercises, fostering relaxation and stress reduction.

### **Lunch break - 60 min**

### **TASK 6: Expressive arts workshop**

**Objective:** Encourage self-expression through art.

**Time:** 1h

**Tools:** Art supplies (paper, markers, crayons).

**How to play:** Participants engage in a creative workshop, expressing their emotions through art. This activity provides an outlet for self-expression and reflection.

### **TASK 7: Scavenger hunt**

**Objective:** Promote teamwork and physical activity.

**Time:** 1h

**Tools:** List of items, clues.

**How to play:** Students participate in a school-wide or classroom-based scavenger hunt, searching for specific items or solving riddles. This activity encourages collaboration, problem-solving, and physical movement.

### **TASK 8: Goal Setting Workshop**

**Objective:** Define personal wellness goals.

**Time:** 30 min

**Tools:** Goal-setting worksheets, pens.

**How to play:** Participants engage in a guided goal-setting workshop, identifying achievable wellness goals and discussing strategies for implementation.

### **TASK 9: Wellness commitment circle**

**Objective:** Reflect on the day and commit to personal wellness goals.

**Time:** 30 min

**Tools:** None

**How to play:** Participants gather in a circle to share their reflections on the day and commit to one personal wellness goal. This collaborative commitment reinforces the importance of ongoing well-being.

## 10 LIVING WELL: A JOURNEY TO A HEALTHY LIFESTYLE

**Theme:** The "Living Well" workshop aims to empower participants with practical knowledge and tools to make informed decisions for a healthier lifestyle. By addressing various aspects such as nutrition, physical activity, stress management, and sleep hygiene, participants will be equipped to embark on a journey toward improved well-being.

**Duration:** 2 hours

**Objective:** The workshop aims to educate participants on the importance of adopting and maintaining a healthy lifestyle, encompassing physical, mental, and emotional well-being.

### Introduction (15 min)

- Welcome and Icebreaker
- Overview of the Workshop's Purpose and Goals
- Importance of Healthy Living in Today's Fast-Paced World

### Session 1: Nutrition and Healthy Eating (30 min)

- Understanding the Basics of Nutrition, the Importance of a Balanced Diet, practical Tips for Healthy Eating

**Interactive Activity:** Creating a Balanced Meal Plan

### Session 2: Physical Activity and Exercise (30 min)

- Benefits of Regular Exercise
- Types of Physical Activity for Different Lifestyles
- Incorporating Exercise into Daily Routines

**Interactive Activity:** Quick Desk Exercises or Stretching

## **Break (15 minutes)**

### **Session 3: Stress Management and Mental Well-being (30 min)**

- Recognizing the Impact of Stress on Health
- Stress-Reducing Techniques (e.g., mindfulness, deep breathing)
- Importance of Mental Health Check-ins

**Interactive Activity:** Guided Relaxation Exercise

### **Session 4: Sleep Hygiene (15 min)**

- Understanding the Importance of Quality Sleep
- Tips for Establishing Healthy Sleep Habits

**Interactive Activity:** Creating a Sleep Routine

### **Q&A and Group Discussion (15 min)**

- Participants share their thoughts and experiences
- Addressing common questions and concerns

### **Action Planning and Goal Setting (15 min)**

- Setting Realistic and Achievable Health Goals and developing an Action Plan for
- Implementation.

### **Feedback and Evaluation (10 min)**

- Participants provide feedback on the workshop
- Collecting suggestions for future sessions

## V. LEARNING & RELAXING - IT GOES HAND BY HAND

The overall objective of this full-day workshop, themed "Learning and Relaxing: It Goes Hand by Hand," is to deepen students' understanding of how effective learning strategies and relaxation techniques are interconnected. The workshop focuses on empowering students with practical skills and knowledge to balance their academic responsibilities with personal well-being, emphasizing the synergy between productive learning and meaningful relaxation. Through various activities, presentations, and discussions, the workshop is designed to help students integrate these aspects into their daily lives for a more holistic approach to their education and personal development.

### **Learning goals:**

- Understand the relationship between effective learning strategies and relaxation techniques, recognizing how they complement each other in achieving academic success and overall well-being.
- Learn and practice a variety of relaxation techniques, such as deep breathing exercises, mindfulness meditation, and progressive muscle relaxation, to reduce stress, enhance focus, and promote mental clarity.
- Explore evidence-based study techniques and time management strategies to optimize learning efficiency, improve memory retention, and enhance academic performance.
- Reflect on personal learning styles, strengths, and challenges, gaining insights into effective study habits and self-directed learning approaches tailored to individual needs.
- Identify common sources of academic stress and develop coping mechanisms to manage stress effectively, fostering resilience and a positive mindset towards learning.
- Engage in group discussions and peer sharing sessions to exchange experiences, insights, and best practices for balancing academic demands with self-care activities.
- Create personalized action plans that integrate effective learning strategies and relaxation techniques into daily routines, setting achievable goals for academic success and personal well-being.
- Gain awareness of the importance of breaks, leisure activities, and restorative practices in maintaining mental health and preventing burnout during periods of intense academic workload.
- Foster a supportive and inclusive learning environment where students feel empowered to prioritize their well-being while pursuing academic excellence, promoting a culture of holistic education and self-care.

## 1 BALANCING ACT

**Overview:** During this workshop, participants will embark on an interactive exploration of motivation, self-discovery, and goal-setting. This structured session aims to equip attendees with practical tools to navigate challenges and foster a motivated mindset. Join us as we guide participants through activities promoting reflection, creativity, and collaborative goal-setting, ultimately empowering them to unlock their full potential.

### Classroom Bingo (20 min)

**Objective:** Icebreaker to help students learn more about their classmates in a fun and interactive way, fostering connections and building the classroom community.

**Tools:** None or short PowerPoint presentation with introduction of the project, organization and facilitator(s). [HANDOUT](#)

- Prepare Bingo cards with diverse statements applicable to students, ensuring a mix of common and unique traits to promote engagement and interaction.
- Explain the game rules, encouraging students to mingle, find classmates matching the statements, and fill their Bingo cards by collecting classmates' signatures.
- Facilitate a brief sharing session afterward, allowing students to discuss interesting details learned about their peers, and announce winners

### Learning Styles in Action (35 min)

**Objective:** The exercise aims to help participants recognize and understand their own learning styles through the process of learning to juggle. Participants are encouraged to explore different learning methods, including watching a video, reading written instructions, using visual aids, or practicing independently, to find out which approach is most effective for them.

**Tools:** Juggling balls (3 for each participant), [Instructional video](#) on the basics of juggling,, written guides and visual aids for juggling [HANDOUT](#), [HANDOUT](#)

- Introduce participants to a juggling exercise aimed at understanding individual learning styles, providing each participant with three juggling balls and various learning resources.
- Encourage participants to experiment with different learning methods, including visual aids, written instructions, videos, or independent practice, for approximately 15 minutes.
- Facilitate a discussion about the learning process, prompting participants to share their preferred methods, reflect on their effectiveness, and consider how their learning styles apply to everyday learning and problem-solving.

### **Learning Styles presentation (10 min)**

**Objective:** This presentation aims to detail the four main learning styles - Visual, Auditory, Reading/Writing, and Kinesthetic (VARK model) - highlighting how to recognize these styles in a classroom or educational setting.

**Tools:** Presentation Slides

### **Discovering Support Strategies for Diverse Learning Styles (35 min)**

**Objective:** Deepen participants' understanding of the four primary learning styles by engaging them in identifying and discussing various support strategies.

**Tools:** Whiteboard or flip chart, markers, pens, papers, handouts with descriptions of the four learning styles HANDOUT

- Divide participants into four groups, assigning each a different learning style: Visual, Auditory, Reading/Writing, and Kinesthetic.
- Groups brainstorm for 10 minutes to identify supports for their assigned learning style, considering tools, techniques, and environments. Each group presents their findings briefly, followed by summarizing key points to ensure a comprehensive understanding of support for each learning style.

### **Style and Time game (25 min)**

**Objective:** Group identify which time management tips best suit each learning style and understand how these styles influence their study habits and relaxation techniques.

**Tools:** Style and Time paper (Visual, Auditory, Reading/Writing, Kinesthetic), Time management tips cards, whiteboard or flip chart for concluding discussion, markers HANDOUT, HANDOUT

- Divide participants into 3 equal groups and provide each group with learning styles and tips cards.
- Groups work to match the tips with the corresponding learning styles, aiming to be the first to complete the task accurately.
- Conclude with a discussion on the impact of learning styles on study habits and relaxation, highlighting the importance of recognizing individual preferences and adapting techniques for more effective learning and leisure. Encourage openness to experimentation and emphasize the dynamic nature of learning styles.



### **Exploring and Sharing Effective Time Management Strategies (20 min)**

**Objective:** A presentation and sharing on effective time management strategies, focusing on improving the balance between learning commitments and personal time /relaxation.

**Tools:** Presentation slides and/or a whiteboard, markers

- Divide participants into 3 equal groups and introduce the topic of time management, emphasizing its relevance for academic success.
- Present and discuss 8 key time management techniques, including setting specific goals, making daily to-do lists, prioritizing tasks, using a planner, avoiding multitasking, breaking down big tasks, taking breaks, and learning to say no.
- Encourage group participation by inviting students to share additional time management strategies, creating a collaborative list on the whiteboard, and emphasizing the importance of experimentation to find what works best for each individual.

### **Balanced Life Game (45 min)**

**Objective:** Developing time management skills for students, with an emphasis on balancing learning and relaxation.

**Tools:** The previous list of time management techniques, Pre-prepared task cards for group activity, one weekly schedule planning template per team, some extra weekly schedule planning template, pens HANDOUT HANDOUT

- Begin by discussing the importance of balancing learning and relaxation, emphasizing how effective time management is crucial for achieving this balance.
- Initiate the "Ideal week" activity by dividing participants into small groups and providing them with task cards featuring various learning tasks and personal activities, along with weekly schedule planning templates.
- Encourage groups to create weekly schedules that incorporate time management strategies to balance academic obligations with relaxation and personal interests, and facilitate a group discussion to share and analyze the effectiveness of their approaches.

### **Energizer: Conductor (15 min)**

**Objective:** Energizing the group and encouraging participants to engage in keen observation and synchronized movement, all within a fun and lively atmosphere.

**Tools:** Music player and selection of lively songs

- Organize participants in a circle and explain the game's rules, including the roles of the Guesser, who leaves the room, and the Conductor, who leads the group in movements to music.
- Invite a volunteer to be the Guesser and discreetly select a Conductor from the group while the Guesser is out of the room, ensuring a quick and quiet selection process.
- Start playing lively music as the Guesser returns to observe the group's movements and attempt to identify the Conductor, allowing three guesses before revealing the Conductor's identity and rotating roles accordingly.

### **Enhancing Balance through Habits (10 min)**

**Objective:** Explore essential habits for students' success, focusing on the balance between effective learning and relaxation.

**Tools:** Slides or a whiteboard, list of good habits for students

- Distribute copies of a list of good habits to participants at the beginning of the presentation, emphasizing its importance as a reference for discussing and reflecting on habits conducive to academic and personal success.
- Present key habits such as setting clear goals, creating study schedules, effective note-taking, adequate sleep, regular exercise, relaxation techniques, balanced nutrition, managing screen time, overcoming procrastination, identifying stress triggers, and balancing academic and social life.
- Facilitate a discussion on how these habits contribute to a well-rounded, successful student life, using real-life examples or anecdotes to illustrate their benefits, and encourage participants to identify habits they can adopt to improve their own balance of learning and relaxation.

### **Transforming Habits (45 min)**

**Objective:** To understand and reflect on the importance of developing effective habits for academic and personal success.

**Tools:** BJ Fogg's Ted Talk, video, projector, laptop, whiteboard or flip chart, markers, notebooks (optional), papers, pens HANDOUT

- Begin by watching BJ Fogg's video together, setting the foundation for the session's discussion and activities.
- Initiate a group discussion about the video's key messages, encouraging students to consider how these concepts relate to their own habits and behaviors, and guide them to identify specific habits they want to develop or change.

### **Personal Journey Mapping (45 min)**

**Objective:** To empower participants to visualise the most important aspects of their learning and relaxation balance identified during the day and to understand the steps, support and resources needed to achieve them.

**Tools:** Calm and quiet environment, notebooks (optional), papers, pens

- Ask students to individually select three key aspects they most need for a balanced life.
- Instruct them to close their eyes and imagine in detail that these aspects are already present in their lives, guiding them to think backwards about the steps taken, support received, obstacles overcome, and resources used.
- Encourage them to write down these thoughts and create a personal journey map, providing a quiet, reflective atmosphere and emphasizing the personal and private nature of the activity to empower their self-awareness and planning.

### **Reflection Circle (45 min)**

**Objective:** The Reflection Circle is designed to give students an opportunity to reflect on what they have learned, share their thoughts, and listen to the perspectives of their peers.

**Tools:** A "talking object" (such as a ball, a plush toy, or any small item that can be easily passed around)

- Begin with a Summary of the Day's Learning
- Explain the purpose of the Reflection Circle, emphasizing respectful listening and speaking only when holding the talking object.
- Pass the talking object to a student to start the reflection, allowing only the holder to speak.
- After the reflection circle summarize key points or themes from the sharing, acknowledging students' reflections and expressing gratitude for their participation

## 2 MINDFUL BALANCE - STRESS MANAGEMENT SKILLS

**Overview:** The workshop designed for today's youth to tackle the stress and challenges of modern education. In this session, you'll engage in various activities, from interactive discussions to mindfulness exercises, aimed at enhancing your ability to manage stress and maintain focus. Our goal is to provide you with effective tools and strategies to balance your learning experiences with much-needed relaxation, fostering a healthier approach to both your academic and personal life.

### **Common Ground (20 min)**

**Objective:** Icebreaker Activity. The purpose of the "Common Ground" activity is to encourage students to discover similarities amongst themselves, fostering a sense of unity.

**Tools:** Pen and paper for each group, timer, open space in the classroom or in the area where groups can gather to discuss.

- Start by clearly outlining the purpose of the game to the class, emphasizing the goal of discovering unique commonalities beyond obvious ones, fostering deeper connections among classmates.
- Divide students into small groups of 4-5 members, ensuring diversity within each group to enhance the exploration of different backgrounds and experiences.
- Set a timer for 10 minutes and instruct groups to engage in discussions, encouraging them to share personal stories and experiences to uncover meaningful commonalities. Reconvene the class afterward for group presentations and encourage respectful reactions and comments from peers.

### **Mindfulness Survey and discussion (25 min)**

**Objective:** Introduce the topic, develop self-awareness and strengthen group dynamics by completing and discussing The Comfortable Classroom Mindfulness Survey.

**Tools:** The Comfortable Classroom's Mindfulness Survey, pens, papers

- Begin by clearly stating the objective and purpose of the activity, emphasizing its focus on self-reflection and mindfulness awareness.
- Explain the structure and intent of The Comfortable Classroom's Mindfulness Survey, highlighting its aim to help participants identify their current mindfulness practices and challenges.
- Form small groups for participants to discuss their survey results, encouraging open sharing of insights and observations. Facilitate a larger group discussion where groups share their collective insights and address guiding questions to deepen understanding and reflection.

### **Mindfulness Cards (30 min)**

**Objective:** Mindfulness-themed printable card packs, each containing words and phrases related to mindfulness (one pack per group), paper and pens for note-taking  
HANDOUT

- Provide a brief overview of the activity, highlighting its purpose in fostering group discussions and defining mindfulness.
- Divide participants into the same small groups from a previous activity and distribute sets of cards related to mindfulness to each group.
- Instruct groups to use the cards to facilitate discussions and collectively define what mindfulness means to them. Encourage sharing of personal experiences and perspectives. Each group then presents their definition and shares insights on how mindfulness impacts their daily lives to the larger group.

### **Presentation: Understanding Mindfulness (15 min)**

**Objective:** An interactive presentation that provides a comprehensive overview of mindfulness, complementing the group's definitions and highlighting its importance and benefits.

**Tools:** Presentation slides or a whiteboard

- Begin by introducing the concept of mindfulness, describing it as the practice of maintaining moment-by-moment awareness of thoughts, feelings, bodily sensations, and surroundings without judgment.
- Highlight the importance of focused attention and open awareness in mindfulness, explaining how these elements contribute to its effectiveness in promoting overall well-being.
- Share research findings that support the benefits of mindfulness, such as its positive impact on learning, academic achievement, emotional regulation, self-awareness, and social skills. Conclude by discussing the broader implications of these findings for mental health, stress management, and interpersonal relationships.

### Exploring Mindful Sensing (45 min)

**Objective:** Introduce participants through practical activities to the principles of mindfulness, such as non-judgemental awareness, staying in the present and acceptance.

**Tools:** Various sensory objects or stimuli for different stations (e.g., pictures, sound clips, textures, flavored items, scents), comfortable and calm space for the activities

- Prior to the activity, set up stations for each of the five senses and prepare specific tasks for participants to engage with.
- Briefly explain the purpose and principles of mindfulness, including the seven attitudinal factors identified by Jon Kabat-Zinn, such as non-judging, patience, and acceptance.
- Divide participants into groups and guide them through each station, where they will focus on one sense at a time. Encourage full attention and acceptance of sensations and thoughts. After completing all stations, facilitate a group discussion to share experiences and connect them to mindfulness principles, emphasizing their application in daily life. Finally, summarize the practice and its importance, highlighting practical ways to integrate mindfulness techniques into everyday activities

### Mindful Activities (45 min)

**Objective:** The objective of the session is to offer practical mindfulness exercises that can be easily incorporated into daily routines to improve focus, reduce stress and enhance overall well-being. The facilitator should ensure that each activity is completed within the time frame allotted and encourage participants to participate and share their experiences. From the exercises recommended here, choose those that are most important for the group to learn.

**Tools:** Meditation mats or comfortable chairs, a timer, papers, pens and a quiet, comfortable space.

#### 1. Mindful Breathing Exercise:

- Introduce the purpose and technique of mindful breathing, emphasizing deep "belly breathing."
- Instruct participants to find a comfortable position, guiding them through slow inhalation and exhalation while focusing on their breath and the movement of their stomach.
- After the exercise, allow time for quiet reflection and encourage participants to notice any changes in their stress levels or mental clarity.

## 2. The Five Senses Exercise:

- Explain the purpose of the exercise to redirect attention away from stressors and foster a sense of calm and presence.
- Guide participants through identifying sights, textures, sounds, smells, and tastes in their immediate environment, encouraging full engagement with each sense.
- After completing the exercise, facilitate a discussion on its usefulness in daily life for grounding oneself and reducing stress.

## 3. The Body Scan:

- Introduce the Body Scan exercise as a tool for reducing physical tension and mental stress, promoting body awareness and relaxation.
- Instruct participants to find a comfortable position and guide them through systematically scanning each part of their body, noting sensations and releasing tension.
- Conclude with a discussion on participants' experiences and how they can incorporate this practice into their daily lives for stress management and well-being.

## **Minfulness and Stress Management: Presentation and Group Brainstorming (15 mins)**

**Objective:** Explore how stress impacts learning processes and identify common stressors in educational settings.

**Tools:** Presentation slides, whiteboard, markers, pens, papers

### **1. Introduction and Presentation:**

- Begin with a brief breathing exercise to set a relaxed and focused atmosphere.
- Deliver a presentation on the effects of stress on learning, emphasizing its impact on memory, concentration, and cognitive functions.
- Highlight both the physiological and psychological aspects of stress, illustrating how it can hinder effective learning and information retention.

### **2. Interactive Group Brainstorming:**

- Divide participants into three groups and initiate a brainstorming session to identify common stressors experienced in learning or daily life.
- Encourage participants to share various sources of stress, such as academic pressure, social dynamics, time management challenges, and personal problems.
- Record these stressors on a whiteboard or flipchart to visually represent the diverse range of stressors faced by individuals.

### **3. Discussion and Conclusion:**

- Facilitate a discussion on the commonalities and differences among the identified stressors, emphasizing their widespread and varied nature.
- Conclude by acknowledging the significance of recognizing and understanding these stressors as a crucial step in effectively managing stress.
- Encourage participants to remain mindful of these stressors in their daily lives and to seek supportive strategies for stress management.

### **Stress Management Plan for Learning and Relaxing Balance (40 min)**

**Objective:** The objective of the session is to equip participants with the tools and knowledge to proactively manage stress, especially in the context of balancing their learning and relaxation needs.

**Tools:** Pens, papers

- Divide participants into small groups. Instruct each group to select common stressors and develop a stress management plan.
- Groups brainstorm and outline stress management strategies. Encourage the use of mindfulness techniques or other effective stress relief methods.
- Each group presents their stress management plan. Encourage constructive feedback and additional ideas from other groups. Emphasize proactive stress management and implementation in daily routines.

### **Focus Ring (20 min)**

**Objective:** To enhance participants' ability to maintain focus and concentration in a distracting environment and improve their mindfulness.

**Tools:** A chosen object or topic for focus, background noise or music for distraction (optional)

- Have participants form a circle, either sitting or standing, and explain the purpose and process of the activity
- Focus on Object or Topic: an object or topic is selected for participants to concentrate on during the exercise. You introduce various distractions, such as background noise, movement within the circle, or side conversations. and participants attempt to maintain focus.
- Post-exercise, participants discuss difficulties faced and strategies used to manage distractions, emphasizing the importance of concentration maintenance.



### **The Importance of Concentration (25 min)**

**Objective:** To understand factors that disrupt concentration and to explore methods for maintaining focus.

**Tools:** Whiteboard or flipchart for post-its, post-it notes, pens

- Participants are divided into two groups and given packets of post-its. Each group collects. Group 1 focuses on listing factors that disturb concentration, while Group 2 concentrates on strategies to maintain concentration.
- Presentation and Discussion: Group 1 presents distractions and sticks them on a whiteboard. Group 2 presents their concentration maintenance strategies, potentially offering solutions to Group 1's distractions. Encourage discussion on how these strategies can effectively address specific distractions.
- Key Points Summary and Insights: Summarize key points from both groups, highlighting the importance of understanding and addressing distractions. Emphasize additional insights or strategies from participants, such as prioritizing health, establishing routines, structuring the day, and silencing inner negativity.

### **Presentation: Principles of Mindful Learning (15 min)**

**Objective:** To introduce the 12 principles of mindful learning and discuss their significance in educational settings.

**Tools:** Presentation slides or whiteboard

- Defines mindful learning as the integration of the principles of mindfulness into learning, enhancing concentration, understanding and emotional regulation.
- Briefly describe each of the 12 principles of mindful learning
- Discuss how these principles can be applied in the classroom setting and their relevance in creating a supportive, engaging learning environment.

### **Guided Meditation for Balancing Learning and Relaxation (30 min)**

**Objective:** To provide a guided meditation session aimed at helping participants find a balance between learning and relaxation.

**Tools:** A quiet, comfortable space, soft background music, meditation cushions or chairs (optional)

- Explain the purpose: to use meditation for balancing mental effort in learning with relaxation for well-being.
- Guided Meditation: Participants find a comfortable sitting position and close their eyes. Guide deep breathing exercises, focusing on inhaling deeply and exhaling slowly to let go of distractions. Lead a body scan meditation, relaxing each body part from head to toes.
- Visualization and Reflection: Guide participants to visualize a balance scale, representing learning and relaxation. Encourage them to visualize balancing study effort and relaxation time. Gradually bring participants back to awareness and encourage gentle stretching.

### **Wrap up: Start-Stop-Continue Reflection (45 min)**

**Objective:** The Start-Stop-Continue Reflection is aimed at encouraging students to introspectively analyze their own learning experiences of the day. This activity focuses on personal growth and self-awareness, allowing students to identify strategies they should start implementing, stop doing, or continue using in their learning process.

**Tools:** Pen and paper for each student, a template or guideline for the Start-Stop-Continue categories (optional) HANDOUT

- Summarize the day's lessons and activities, highlighting key topics discussed.
- Start-Stop-Continue: Introduce the reflection framework: Start (new strategies), Stop (hindering practices), Continue (effective habits).
- Reflection and Action: Guide students to reflect individually, prompting them to write down thoughts under each category. Encourage elaboration and action planning based on reflections, fostering personal growth and learning.

### 3 STRESS MANAGEMENT AND RELAXATION TECHNIQUES

**OVERVIEW:** This session is designed to enhance your understanding and application of stress management and relaxation techniques. We aim to increase your awareness of both personal and communal stress factors, equip you with skills for effective stress management, and foster positive social interactions and self-expression. Through engaging activities like the Mingle game, Stress Circus, and group collage creation, we will promote mindfulness, effective prioritization, and a sense of community, all contributing to a balanced integration of learning and relaxation.

#### **Mingle game (20 min)**

**Objective:** Icebreaker game to provide a dynamic and interactive way for students to get to know one another by asking and answering personalized questions, thereby fostering a sense of community within the classroom.

**Tools:** Index cards or small piece of paper, pens or pencils, optional: music

- **Question Card Distribution:** Distribute index cards and pens to each student, instructing them to write an open-ended question that is respectful and school-appropriate. Provide examples such as "What is your favorite song?" or "What is your favorite sport?" to guide them.
- **Mingling Activity:** Have students stand up and walk around the room while playing background music. When you say "stop" or stop the music, students pair up with the person closest to them and take turns asking and answering the questions written on their cards. Encourage detailed answers rather than one-word responses. After each round, students find new partners and continue the process.
- **Closure and Debrief:** After several rounds, or when you feel students have interacted sufficiently, bring the activity to a close. Have a short debriefing session where students can share something interesting they learned about their peers or reflect on their experience. Monitor interactions to ensure all students are participating respectfully, encourage creativity with questions, and ensure inclusion of all students.

### **Stress circus (25 min)**

**Objective:** Participants experience the impact of stress in a simulated environment while juggling multiple tasks simultaneously.

**Tools:** 6 paper cups, various easy-to-handle items (e.g., pens, small balls), water

- **Circle Activity Setup:** Arrange participants in a circle and distribute three half-filled paper cups of water to be passed around clockwise. After a few minutes, introduce three more cups to be passed counterclockwise.
- **Increasing Complexity:** Introduce random items to be passed alongside the cups to increase multitasking demand. Periodically remove a cup, fill it completely with water, and reintroduce it to the group, challenging participants to keep items moving without spilling.
- **Debrief and Discussion:** After the activity, engage in a brief discussion with the group. Ask participants about their feelings during the exercise and discuss strategies they used to manage tasks. Monitor participants' reactions and stress levels throughout the activity, ensuring it remains manageable and constructive.

### **Perspective on Stress (45 min)**

**Objective:** Participants explore and share their personal thoughts, feelings, and perceptions about stress, and collectively define what stress means to them.

**Tools:** Flipchart or projector, papers, pens, presentation tools (optional), Stress association sheet (optional)

- **Individual Reflection on Stress:** Begin by writing the word "stress" at the center of a flipchart and ask participants to individually jot down the first three thoughts, feelings, or sensations that come to mind when they think of stress. They are instructed to categorize these as positive, negative, or neutral.
- **Small Group Collaboration:** Divide participants into small groups and have them share their lists, discussing what stress means to them collectively. Each group collaborates to create a joint presentation defining stress based on their shared experiences and perceptions.
- **Group Presentation and Discussion:** Each group presents their findings and definitions of stress to the whole team. Facilitate a discussion by asking questions about common elements found in different groups' definitions and how experiences of stress vary among participants. Conclude with feedback from participants on the activity and a discussion of any new insights gained about stress.

## **Presentation: Fundamentals of Stress and Its Impact on Learning (15 min)**

**Objective:** To provide an understanding of what stress is, its common causes among high school students, and its effects on learning ability and overall health.

**Tools:** Presentation slides or flipchart to illustrate key points.

### 1. What is Stress?

- Define stress as a natural physiological response to challenges and changes.
- Differentiate between eustress (positive stress) and distress (negative stress).

### 2. Causes of Stress

- Discuss common stressors for high school students: exams and academic performance, social pressures, and uncertainty about the future.
- Emphasize that stress triggers can vary from person to person.

### 3. Importance of Stress Management

### 4. Effects on Learning

- Explain how stress impacts concentration, memory, and learning efficiency.
- Talk about how stress can affect students' motivation and performance, both positively and negatively.

### 5. Effects on Overall Health

- Discuss how prolonged stress can lead to physical issues like headaches, sleep disorders, stomach problems, and mental health issues like anxiety and depression.
- Highlight the importance of recognizing stress symptoms and learning effective management techniques.

### **Calm Down Bottle Creation (30 min)**

**Objective:** To create a "Calm Down Bottle," which can aid participants in relaxation and stress management. This activity is a creative and interactive way for participants to learn how to make a self-soothing tool.

**Tools:** Clear plastic bottles or jars, preferably from recyclable materials, water, glitters, glitter powder, food coloring, strong waterproof adhesive (like super glue or hot glue), glycerin or baby oil (optional, to slow down the settling of the glitter), small objects like tiny beads or figures (optional), decorative materials like stickers, ribbons (for decorating the bottle)

- Introduction to "Calm Down Bottle": Start by explaining the concept and purpose of a "Calm Down Bottle," emphasizing its role as a tool for managing stress and promoting relaxation.
- Creation Process: Show an example of a finished bottle and explain how it works. Distribute necessary materials to participants or groups, ensuring access to tools. Participants fill the bottles with water, glitter, glitter powder, food coloring, and optionally glycerin or baby oil. They can also add small objects or figures before securely sealing the bottles with adhesive.
- Decoration and Discussion: Allow participants to decorate the exterior of the bottles with stickers, ribbons, or other decorative elements. Encourage sharing of creations and discussions on how participants can integrate the "Calm Down Bottle" into their daily lives as a stress management technique. Emphasize safety precautions, including the use of non-toxic materials, supervision with strong adhesives, and awareness of choking hazards with small objects.

### **Stress-free Island (45 min)**

**Objective:** The game aims to engage high school students in discovering and sharing various stress management techniques in a playful and interactive way, while working in teams and thinking creatively.

**Tools:** Large sheets of paper or flipchart pages, colored markers, stickers, drawing tools, device for playing music (optional)

- **Team Formation and Task Assignment:** Divide students into teams of 4-5 members and provide each team with a large sheet of paper and drawing tools. Instruct teams to draw an "stress-free zone" island, incorporating various stress management techniques into different landscapes.
- **Creation of Stress-Free Islands:** Teams brainstorm stress management techniques and integrate them into their island's landscapes. Each team presents their island, explaining how each landscape relates to a stress management technique. Optionally, use background music to enhance presentations.
- **Discussion and Application:** Conduct a brief discussion about the ideas presented, encouraging students to apply these techniques in real life. Emphasize the importance of reflection and further exploration of stress management techniques. Consider creating a summary or taking photos of the islands for students to remember the learned techniques.

### **Energizer: Great wind blows (15 min)**

**Objective:** A great energizer for bringing a group together, breaking down barriers, and adding a burst of energy and laughter to the environment.

**Tools:** Chairs for each participant, minus one

- **Circle Setup and Explanation of Rules:** Arrange chairs in a circle, one fewer than the number of participants. Everyone sits except for one person in the center. Explain the rules: the center person makes a statement starting with "A great wind blows for everyone who..." followed by a shared characteristic or experience. Those to whom the statement applies must find a new chair, including the center person, who aims to find a seat. The person left standing becomes the new center.
- **Gameplay and Safety Reminder:** Play continues with new center individuals making statements. Encourage creativity and fun in statements while reminding participants to move safely without running or pushing.
- **Debrief and Discussion:** End the game and gather everyone for a quick debrief. Discuss what they enjoyed, what they learned about peers, and how the activity made them feel. Encourage respectful and inclusive statements and ensure the game remains accessible and enjoyable for all participants, considering their physical abilities.

### **Positive Self-Talk (30 min)**

**Objective:** Introduce and practice positive self-talk as a tool for stress management and to boost self-confidence, emphasizing its importance in personal well-being and effective learning.

**Tools:** Papers, Pens, Positive Self-Talk template (optional)

- Introduction to Positive Self-Talk: Begin by explaining the concept of positive self-talk and its importance in stress management. Emphasize how it can influence mood, mindset, and focus, contributing to overall well-being.
- Interactive Exercise: Distribute paper and writing tools to participants and instruct them to write down a current stressful situation or challenge they are facing. Guide them to transform negative thoughts into positive, constructive self-talk by formulating at least three positive affirmations or statements about themselves.
- Sharing and Discussion: Participants can share their positive self-talk either in small groups or with the entire group. Facilitate a brief discussion on how they felt during the exercise and how they can apply positive self-talk techniques in their daily lives, emphasizing the need for consistent effort and practice.

### **Relaxation Techniques (45 min)**

**Objective:** Introduce and practice two relaxation techniques - deep breathing and progressive muscle relaxation (PMR) - helping students manage stress and improve concentration.

**Tools:** Comfortable seating or mats for participants, quiet, relaxing environment, background soft music for relaxation sessions (optional)

- Introduction to Relaxation Techniques: Start by highlighting the significance of relaxation techniques in stress management, emphasizing their role in reducing both physical and mental tension.
- Deep Breathing Technique: Explain the benefits of deep breathing in stress reduction and guide participants through a deep breathing exercise. Instruct them to find a comfortable position, close their eyes, and focus on their breath, feeling the rise and fall of their abdomen.
- Progressive Muscle Relaxation (PMR): Introduce PMR, explaining how it involves tensing and relaxing muscle groups to alleviate physical and mental tension. Lead participants through a full-body PMR session, guiding them to tense and then release each muscle group from feet to face.
- Discussion and Encouragement: Facilitate a brief discussion where participants can share their experiences and feelings about the exercises. Encourage them to incorporate these relaxation techniques into their daily routines for long-term effectiveness. Provide further resources for those interested in deepening their understanding of stress management.



### **Stress management through Effective Prioritization (45 min)**

**Objective:** Enable students to recognize and manage unnecessary stressors in their lives using the knowledge and techniques learned throughout the day, focusing on how to prioritize their mental well-being.

**Tools:** Papers, pens, Flipchart or whiteboard

- Importance of Stress Management: Explain the significance of identifying and eliminating unnecessary stressors for managing stress effectively.
- Activity and Discussion: Have students list stress-inducing activities, habits, and obligations, evaluating their necessity and impact on mental health. Students discuss these stressors in groups and develop strategies for managing or eliminating them.
- Application and Reflection: Encourage students to apply the stress management techniques learned throughout the day to their daily lives. Facilitate a discussion about what they learned and how they can integrate these techniques into their stress management practices, emphasizing the prioritization of mental well-being.

### **Wrap-up: Group Collage (45 min)**

**Objective:** The Group Collage activity is designed to allow students to express their understanding and feelings about the day's lesson through a creative and collaborative process. It aims to encourage reflection, creativity, and a sense of community, as students work together to create a visual representation of their collective learning.

**Tools:** Large sheets of paper or poster board, magazines, newspapers, and other materials for collage, scissors, glue sticks or tape, markers, crayons, colored pencils

- Setup and Group Formation: Lay out collage materials and break the class into small groups, each with access to materials and working on a large sheet of paper or poster board.
- Collage Creation: Instruct groups to create a collage representing their learning, thoughts, or feelings about the workshop. Encourage creativity through images and words, allowing them to use any available materials.
- Presentation and Discussion: Give groups time to work on their collages, then have each present their work to the class. They explain elements and how they relate to the lesson. Lead a class discussion on common themes, insights, and interpretations. Optionally, display the collages for further reflection.

## 4 BALANCING ACADEMIC DEMANDS: LEARNING, RELAXING, AND GROWING

**Overview:** We will discover the synergistic relationship between effective learning and relaxation. This workshop is designed to equip you with essential skills in time management, goal setting, and adopting a growth mindset, all while emphasizing the importance of relaxation and breaks in your daily routine. Through a series of interactive activities, discussions, and presentations, you'll gain practical insights and strategies to balance academic demands with self-care, ultimately leading to enhanced productivity and personal growth. Let's get ready to engage, learn, and transform our approach to learning and relaxation.

### Speed dating (20 min)

**Objective:** Icebreaker for students to engage in quick, structured conversations with each other, improving their communication skills and encouraging the formation of connections amongst classmates.

**Tools:** Timer, Conversation starter cards (optional)

### Time and Challenges (25 min)

**Objective:** To help students explore and discuss their personal challenges related to time and encourage them to share their experiences and engage in collaborative thinking.

**Tools:** Decks of cards with quotes about time, post-it notes, pens or markers, flipchart and adhesive for displaying the post-it notes HANDOUT

- Purpose and Procedure Introduction: Briefly explain the purpose of the exercise and outline the procedure to the participants.
- Distribution of Cards and Discussion: Clarify that each pair will receive a deck of cards with quotes about time. Emphasize the importance of honest discussions about their feelings and challenges related to time.
- Discussion and Sharing: Each pair selects a card and discusses why they chose it and their biggest time-related challenge. Pairs then choose one key thought or insight from their discussion, write it on a post-it note, and place it on a communal flipchart. Optionally, select a few pairs to share their chosen thoughts and the essence of their discussions with the rest of the group if time permits.

### **Presentation and Brainstorming on Time Management (45 min)**

**Objective:** Summarize and discuss thoughts on challenges related to time that emerged during previous activities and introduce the concept of time management, its significance, and its role in managing overwhelm.

**Tools:** Flipchart for summarizing the previous activity, projector, presentation, papers, pens

- Summarise the ideas on the flipchart, focusing on the challenges of time and overwhelm. Introduction to the concept of time management: What is it and how can it help? Introduce the main points of Time Management Tips, including how they can be applied to students' daily lives. Also give examples of how to apply these tips effectively. ([source1](#) [source2](#))
- Form small groups. Students brainstorm in groups to find more ideas for time management and overload management. At the end of the brainstorming session, the groups share their ideas with the larger group and discuss their applicability and benefits together.

### **Prioritization and Time Management Techniques (45 min)**

**Objective:** Teach students the ABC and Eisenhower prioritization techniques and enable them to apply these methods to their own tasks for effective time management.

**Tools:** Flipchart or whiteboard, papers, pens

- Introduction to Prioritization Techniques: Present the ABC and Eisenhower prioritization methods, using visual aids like a flipchart or whiteboard. Provide clear examples and encourage questions for better comprehension.
- Individual Task Prioritization: Students list their tasks for the upcoming week and choose either the ABC method or the Eisenhower Matrix to prioritize them. They prioritize tasks based on their chosen method.
- Group Sharing and Debrief: If time permits, form small groups for students to share their prioritized task lists. Each student explains their chosen method and rationale. Groups discuss similarities and differences in approaches. Reassemble the whole group for a debriefing session where students share experiences and challenges faced during prioritization. Conclude with additional tips or insights on improving prioritization skills based on group feedback.

### **The School Event Planning Challenge (45 min)**

**Objective:** Students practice task division and to-do list creation in a cluttered environment, and to understand how an organized environment aids in focusing and effective learning.

**Tools:** Tables, objects (e.g books, bags, clothes), papers, pens

- Preparation and Group Division: Set up three tables during the break, hiding pens and papers under objects to create an uncluttered workstation. Divide participants into three small groups, each at a table.
- Task Description and Execution: Describe the task of planning a school event, emphasizing the need to work at a cluttered table to find necessary tools. Groups navigate the clutter to collectively draw up a to-do list and distribute tasks. After 15-20 minutes, each group presents its solutions and to-do list, followed by a group discussion on effective methods.
- Discussion on Organization and Environment: Conclude by discussing the importance of an organized environment for concentration and effective learning. If time allows, participants can reflect on how their environment affected their task performance and concentration.

### **Presentation: The Importance of Goals (10 min)**

**Objective:** Explain to students the importance of setting goals and how they can positively influence their learning path and personal development.

**Tools:** Projector or whiteboard, presentation slides (optional)

- Introduction to Goals: Discuss the importance of goals in providing direction and purpose, particularly in the dynamic life of a student.
- Motivation and Personal Development: Explore how goals motivate students, help them overcome challenges, and contribute to personal development, including confidence building, time management, and fostering a sense of accomplishment
- Impact on Academic Performance and Future Opportunities: Highlight the impact of goals on academic performance and future opportunities, such as college admissions and career choices. Emphasize the transformative power of goals in a student's life and encourage students to start thinking about their own personal and academic goals.

### **Visualization Exercise for Students on Goal (35 min)**

**Objective:** Help students visualize their future goals and the steps needed to achieve them, enhancing their motivation and clarity.

**Tools:** Quiet room, relaxing background music (optional), papers, pens

- **Introduction to Visualization:** Explain the concept of visualization and its impact on goal achievement, emphasizing its effectiveness in helping individuals attain their desired outcomes.
- **Guided Visualization Session:** Lead a guided relaxation session where students close their eyes, focus on breathing, and clear their minds. Then, instruct them to visualize themselves achieving their chosen personal or academic goal. Guide them through imagining the steps taken, challenges overcome, and feelings of success, focusing on details like environment, emotions, and sensations.
- **Reflection and Sharing:** After the visualization exercise, invite students to slowly open their eyes and reflect on their experience. Give them time to journal their thoughts and experiences. Encourage voluntary sharing of visualizations and insights in pairs or small groups, fostering a collaborative and supportive atmosphere for reflection and discussion.

### **Presentation: Short-Term vs Long-Term Goals: Their Evaluation and Celebration (10 min)**

**Objective:** Explain to students the differences between short-term and long-term goals and the importance of evaluating and celebrating them.

**Tools:** Projector, Flipchart or whiteboard, presentation slides (optional)

- **Introduction to Goal Types:** Start with an example to illustrate the difference between short-term and long-term goals, followed by brief definitions of each.
- **Nature of Goals:** Explain short-term goals as stepping stones towards larger objectives, and discuss long-term goals as overarching aspirations or life objectives, highlighting their interconnectedness.
- **Assessment and Celebration:** Discuss the importance of regular assessment of goals for tracking progress and making adjustments, while emphasizing flexibility and adaptability. Explain how celebrating achievements boosts motivation and confidence, encouraging students to acknowledge every success along their goal-setting journey.

### **Goal-setting exercise (35 min)**

**Objective:** Engage students in goal-setting practice, helping them to formulate their goals using SMART criteria.

**Tools:** projector, flipchart or whiteboard, presentation slide (optional), Goals template, pens

- Goal Setting: Hand out the Goals template and ask students to write down personal or academic goals individually, providing guidance and examples if needed.
- SMART Criteria: Explain the SMART criteria (specific, measurable, achievable, relevant, time-bound) for effective goal setting. Allow time for questions and clarification, then instruct students to review their chosen goal against these criteria.
- Sharing and Discussion: Encourage students to share their SMART goals with the group. Facilitate a discussion on the goal-setting process and insights gained, providing support and examples to aid understanding.

### **Energizer: Scavenger Hunt (25 min)**

**Objective:** Quick, engaging activity designed to energize participants through a fun and interactive search for items or fulfilling specific tasks.

**Tools:** A list of items or tasks for the scavenger hunt (tailored to the environment, such as a classroom or outdoor area), pens for marking off completed items/tasks, timer

- Preparation: Create a challenging yet feasible list of items or tasks for participants to find or complete within a set time frame.
- Execution: Hand out the scavenger hunt lists to each participant or team and start the timer. Participants engage in the hunt, either individually or in teams, emphasizing safety and respect for the environment and others.
- Conclusion and Sharing: Signal the end of the scavenger hunt and gather all participants back to the starting point. Have participants or teams share their experiences, interesting finds, or completed tasks, fostering discussion and camaraderie.

### **The Power of Growth Mindset (20 min)**

**Objective:** Engaging students in understanding and adopting a growth mindset for their personal and learning development.

**Tools:** projector, flipchart or whiteboard, presentation slides (optional)

- Start with True or False questions to dispel myths about learning and intelligence. It can be made even more playful with online quizzes (e.g. Kahoot). Encourage quick answers and briefly discuss the answers, establishing the concepts of a growth mindset.
- Define growth mindset and contrast it with fixed mindset. Use examples and anecdotes to illustrate the differences.
- Discuss how accepting challenges and persevering despite setbacks can lead to progress. Provide opportunities to ask questions.

### **Growth Mindset Role-Play (45 min)**

**Objective:** Help students understand and internalize the concept of a growth mindset through role-playing different scenarios.

**Tools:** Scenario cards

- Review the concepts of growth mindset and fixed mindset.
- Describe the role-playing activity and its objectives.
- Divide students into small groups and distribute scenario cards. Have the groups write two short scripts and rehearse the scenes.
- Each group acts out the scenario twice in front of the whole group: first with the fixed mindset, then with the growth mindset.
- After the role plays, lead a group discussion on the different answers and their results.
- Discuss how a growth mindset can positively influence similar real life situations.

### **Relax, Recharge, Refocus (10 min)**

**Objective:** Raising students' awareness of the importance of rest and breaks for better time management and productivity.

**Tools:** projector, flipchart or whiteboard, presentation slides (optional)

- Begin with a brief explanation of how constant work without breaks leads to stress and reduced efficiency.
- Discuss how relaxation can reduce stress and boost confidence.
- Highlight how it helps in problem-solving and enhances focus for subsequent tasks.
- Explain how planned breaks can prevent burnout and procrastination.
- Discuss the idea of 'working in sprints' with breaks to improve task-time productivity.
- Summarize the key points and encourage students to incorporate short relaxation periods into their study routines.

### **Rela(ctivity)x (35 min)**

**Objective:**

**Tools:** Rela(ctivity)x cards, flipchart, marker, HANDOUT

- Explain the rules from the Activity game, focusing on relaxation themes. Divide the students into two teams.
- The first volunteer draws a card and an instruction (talking, drawing or acting out).
- Whoever guesses the solution the quickest, scores a point for their team and swaps places with the previous player. Play a few rounds.
- If time remains, encourage students to share their favorite relaxation methods or new ideas they have learned during the game.



### **Wrap up: 3-2-1 (45 min)**

**Objective:** This 45-minute wrap-up session is designed to provide students with a comprehensive and reflective conclusion to their day's learning. It starts with a summary of the day's key learning points, followed by the 3-2-1 reflection activity, which encourages critical thinking, understanding assessment, decision-making, and personal opinion formation.

**Tools:** A 3-2-1 reflection template for each student, pens, whiteboard and markers for the learning summary HANDOUT

- **Summarization and Engagement:** Begin by summarizing key points from the day's lessons, highlighting topics, discussions, and insights. Encourage student participation and questions for clarity.
- **3-2-1 Reflection:** Explain the 3-2-1 reflection method and distribute reflection templates to students. Give them time to reflect individually, listing three things learned, two questions remaining, and one opinion formed based on the day's learning.
- **Sharing and Discussion:** Have students form small groups to share their reflections, facilitating peer learning and diverse perspectives. Bring the class together for a broader discussion, addressing raised questions and summarizing key themes and ideas. Reinforce the value of reflection in learning for deeper understanding and personal connection to the material.

## 5 HARMONIZING ACADEMICS AND RELAXATION: CULTIVATING CREATIVITY FOR LEARNING AND WELL-BEING

**OVERVIEW:** This is a dynamic workshop designed to enhance your learning experience through creative and relaxing techniques. Our goal is to show you how effective learning and relaxation can complement each other, using engaging activities that foster motivation, creativity, and stress relief. Prepare to explore new strategies for balancing your academic and personal life, with hands-on experiences that will leave you with practical skills and fresh insights.

### **Snowball Game (20 min)**

**Objective:** The Snowball game is designed to encourage communication among students. It allows them to share thoughts, ideas, or personal information in a fun, interactive way, promoting a sense of unity and breaking the ice in a creative manner.

**Tools:** Sheets of paper, pens, open space

- **Writing and Crumpling:** Distribute paper and pens to each student, prompting them to write about a specific topic. Instruct them to crumple their paper into a ball, creating their 'snowball.'
- **Snowball Fight:** Signal for a 'snowball fight,' during which students gently throw their paper balls around the room for a set time (~1 minute).
- **Reading and Discussion:** After the snowball fight, students pick up a snowball near them (not their own) and take turns reading what's written. They can guess the author or have them reveal themselves, leading to interesting conversations and connections. End with a short discussion on the experience and students' feelings about sharing and learning new things about their classmates.

### **Visualizing Motivation (25 min)**

**Objective:** To encourage students to collaboratively explore and visually express their understanding of motivation.

**Tools:** Flipchart papers, colored pens

- Divide the class into small groups. Provide each group with a flipchart paper and colored pens. Each group discusses what motivation means to them, sharing personal insights and experiences. Groups create a drawing or a word cloud on their flipchart paper, visually representing their collective understanding of motivation.
- Conduct a gallery walk where everyone can view the different visualizations of motivation

### **Motivational Scale Dance (45 min)**

**Objective:** To help students explore and articulate their current level of motivation in learning and envision steps to enhance it.

**Tools:** Papers, pens

- Reflection and Sharing: Begin with a brief sharing session where students reflect on their thoughts from the previous activity, fostering open discussion about motivation.
- Motivational Scale Setup: Instruct students to stand up and visualize a scale from 1 to 10 spread across the room, representing their current level of motivation in learning. Encourage discussion with peers at various points on the scale, especially at extremes, to share what their chosen number signifies.
- Visualization and Sharing Insights: Ask students to envision their ideal motivational number and move to that point. Then, have them reflect on their journey, considering resources and obstacles overcome. Afterward, students can share their insights, and ideas for activities to boost motivation in learning can be collected.

### **Exploring Motivation Types (10 min)**

**Objective:** This presentation aims to help students understand the different types of motivation and their impact on learning, fostering a deeper self-awareness about their own motivational drivers.

**Tools:** Flipchart or whiteboard, marker, projector, presentation slide (optional)

- Start by discussing the importance of motivation in the early years and how it evolves over time. Discuss factors affecting intrinsic motivation, especially during adolescence. Define extrinsic motivation and provide examples. Discuss how extrinsic motivators can sometimes boost intrinsic motivation, but also the risks of over-reliance on external rewards.
- Engage students with questions about their own experiences with intrinsic and extrinsic motivation.

### **Motivation-Fueled Vision Board (35 min)**

**Objective:** To enable students to visually express their goals and aspirations, alongside their motivating factors, through the creation of personalized vision boards.

**Tools:** Magazines, newspapers, or printed images, poster boards or large sheets of paper, scissors, glue, markers, and other craft supplies

- Introduction to Vision Boards: Explain the concept of vision boards as powerful tools for maintaining motivation towards achieving goals.
- Goal Reflection and Collage Creation: Instruct students to reflect on their personal and academic goals, as well as their intrinsic and extrinsic motivators. Then, guide them to use materials to create collages visually representing their goals and motivations.
- Sharing and Emphasis: Encourage students to be creative and think broadly about symbols and images that reflect their aspirations. Invite them to share their vision boards in groups, discussing the elements symbolizing their goals and motivations. Emphasize how these boards serve as daily reminders and sources of inspiration.

### **Introduction to Creative Thinking: The Brick (30 min)**

**Objective:** To enhance creative thinking skills by challenging students to think of various uses for a single object- in this case, a brick.

**Tools:** Papers, pens, a picture of a brick

- Hand out papers and pens to students, instructing them to number their papers from 1 to 20.
- Brainstorming Session: Show a picture of a brick and ask students to write down as many uses as possible within 8 minutes, periodically announcing the remaining time.
- Sharing and Discussion: After time is up, invite students who generated the most ideas to share, encouraging others to build on those ideas and introduce new ones. Foster a discussion about the experience and insights gained from the brainstorming session.

### **Presentation: "Creativity and Creative Thinking" (15 min)**

**Objective:** To explore the concept of creativity, discuss various types of creativity, and understand how creative thinking can enhance both learning and relaxation.

**Tools:** Projector, flipchart or whiteboard, presentation slides (optional)

- Assessing Creativity and Discussion: Begin by asking the group to evaluate their creativity levels and reasons behind their responses. Use initial responses to discuss various types of creativity, creative abilities, and the creative thinking process, supported by examples.
- Benefits of Creativity in Learning: Highlight the motivational aspect of creativity in learning, emphasizing how it drives intrinsic motivation and absorption in learning tasks. Discuss how creative endeavors stimulate higher-order cognitive skills, leading to problem-solving, critical thinking, and enhanced memory retention.
- Emotional and Academic Growth: Explain how creativity contributes to emotional development by fostering resilience, confidence, and self-esteem through the trial-and-error process. Showcase how creative projects can unlock potential in academically disinclined students, leading to remarkable engagement and skill demonstration. Conclude with a group brainstorm on how creativity can balance learning and relaxation, reinforcing its importance beyond academic settings.

### **Energizer: Story Circle (20 min)**

**Objective:** Creative and collaborative energizer designed to foster imagination, listening skills, and teamwork.

- **Formation and Explanation:** Participants form a circle, and the facilitator explains the rules of the Story Circle: starting with a single sentence, each participant adds one sentence to the story in turn, encouraging creativity and spontaneity while ensuring logical progression.
- **Storytelling Process:** The facilitator begins the story, and each participant contributes one sentence per round, allowing the story to flow in a circle. Participants build upon the previous sentence, guiding the narrative in any direction they choose.
- **Conclusion and Reflection:** The storytelling continues for several rounds until a natural conclusion is reached or time expires. If needed, the facilitator or the last participant provides a concluding sentence. Afterward, participants reflect on their experience with the activity.

### **Inventors (25 min)**

**Objective:** To foster creative thinking and problem-solving skills among students by inventing new products or solutions, which they can later apply to enhance their learning process.

**Tools:** Everyday objects (e.g., paper clips, rubber bands, straws, cardboard pieces), papers, pens

- Participants are divided into small groups and informed that each group will function as an "inventor's workshop," tasked with devising a new product or solution using provided objects to simplify their daily school life.
- Randomly selected objects are distributed to each group, prompting them to brainstorm and develop a concept for their invention. Emphasis is placed on encouraging innovative and unconventional uses of the objects.
- Groups outline their inventions and provide a brief description of their purpose and functionality. Following presentations, a discussion ensues on how skills exercised during the activity—such as creativity, problem-solving, and collaboration—are applicable in scientific contexts, such as project work, essay writing, or solving complex problems. Additional exploration includes how such exercises foster new perspectives and approaches to learning, prompting students to think beyond traditional methods and solutions.

### **Creativity as a Tool for Rest and Relaxation (10 min)**

**Objective:** To introduce the concept of using creativity as a means to enhance relaxation and the quality of rest.

**Tools:** projector, flipchart or whiteboard, presentation slides (optional)

- Begin by addressing the common perception of relaxation as passive and introduce the concept of active relaxation through creativity.
- Discuss how engaging in creative pursuits can serve as a form of active rest, diverting the mind from daily stressors and stimulating different parts of the brain associated with relaxation and happiness.
- Provide examples of creative activities like drawing, writing, playing a musical instrument, or crafting, highlighting the importance of choosing activities that feel enjoyable and not like tasks. Emphasize the benefits of engaging in such activities, such as improved mood, reduced stress, and enhanced problem-solving skills.

### **Colorful Relaxation (35 min)**

**Objective:** To offer a creative and relaxing exercise that combines coloring with a collaborative element, allowing students to unwind and reflect on the experience.

**Tools:** pre-cut pictures into two halves, colored pencils, playlist of soothing, soft music

- Pair up students and distribute half of a picture to each. Instruct pairs to find separate spots in the room, play soft music, and independently color their halves using provided pencils, emphasizing enjoyment of the process.
- After 15 minutes, ask students to find their partners and join their picture halves to see the complete image. Pairs discuss color choices and share feelings during the activity, reflecting on the experience of combining separate work.
- Encourage reflection on the importance of relaxation and how creative activities like coloring contribute to mental well-being. Optionally, invite pairs to share experiences with the whole group, fostering a broader discussion on relaxation techniques and their benefits.

### **Creative Relaxation (45 min)**

**Objective:** To engaging students in a creative activity that promotes relaxation and awareness, showing how creative expression can be an effective tool for stress relief and mental refreshment.

**Tools:** drawing materials, modeling clay, paper, music

- Lead a guided imagery session, creating a calming atmosphere by dimming lights and ensuring quietness. Explain the purpose: to use imagination for relaxation and creativity, urging students to focus on your voice and let go of distractions.
- Guide students through deep breathing to relax their bodies and minds. Then, prompt them to visualize a peaceful environment, encouraging attention to details like colors, sounds, textures, and scents. Introduce a creative element within this peaceful space and guide them to imagine interacting with it.
- Provide drawing tools and clay blocks, instructing students to create anything inspired by the guided imagery, focusing on the process rather than the result. Play soft music to enhance the atmosphere. Afterward, facilitate reflection on the experience, inviting students to share their creations and the thoughts or feelings they represent. Encourage further exploration of similar creative outlets.

### **Wrap-up with Cards (45 min)**

**Objective:** Create an engaging and reflective summary of the day's discussions and activities.

**Tools:** A deck of cards (or multiple decks for larger classes), whiteboard and markers, sticky notes or small pieces of paper, pens

- Write down key concepts or strategies related to learning and relaxation covered during the day on sticky notes or paper slips. Place them in a central location or distribute them among the students.
- Create a table on the whiteboard with categories like 'Motivation' and 'Creative Thinking.' Students take turns selecting a sticky note and placing it in the category they believe it belongs to, explaining their choice. Encourage discussion and clarification of any misconceptions.
- Each student draws a card from their hand, with each suit representing a different type of question or comment related to the topic. Hearts for enjoyment, Diamonds for insights, Clubs for challenges, and Spades for deeper exploration. After all notes are categorized and discussed, guide the class in a reflective discussion about the day's learning, encouraging students to share what they found most interesting or important and how they might apply this knowledge. Summarize key points and highlight connections or insights gained.



## 6 CREATIVE STRATEGIES FOR ACADEMIC SUCCESS AND RELAXATION

**Overview:** This session is designed to help you balance your academic responsibilities with much-needed relaxation. We will explore creative techniques for effective learning, memory improvement, stress management, and positive thinking. Through interactive activities and group discussions, you'll learn to harness your strengths and tackle challenges like procrastination. Our goal is to provide you with practical strategies that can be integrated into your daily life, enhancing both your academic performance and overall well-being.

### **Facts about Me (20 min)**

**Objective:** This icebreaker encourages students to express themselves through a creative drawing activity while learning unique and interesting facts about their classmates. The activity aims to foster a better understanding and appreciation of the diversity within the classroom.

**Tools:** Blank templates of a person (one per student), colored pencils, markers or crayons, a list of instructions based on personal facts [HANDOUT](#)

- Hand out blank templates of a person and colored pencils, markers, or crayons to each student. Provide fun and lighthearted instructions corresponding to personal facts for students to follow in their drawings.
- Give students time to complete their drawings based on the instructions, encouraging creativity and individual expression.
- Collect and shuffle the drawings, then display them one by one for the class to guess whom each drawing represents based on the clues depicted. After guesses are made, reveal the correct student for each drawing. Conclude with a discussion about surprising or interesting aspects of their classmates' drawings and what they learned from the activity. Encourage students to share stories or explanations behind their choices to make the activity more interactive.

### **Superhero Me (35 min)**

**Objective:** To empower students to recognize and harness their personal strengths and qualities, transforming them into 'superpowers.' The goal is to help them identify resources within themselves that can aid in achieving a balance between studying and relaxation.

**Tools:** Paper, pens, colored markers or crayons (optional for drawing)

- **Reflection and Identification of Strengths:** Students individually reflect on and list their personal qualities and strengths, considering attributes like resilience, creativity, or patience, focusing on what makes them effective learners.
- **Creative Transformation into Superheroes:** Using their list of qualities, students creatively reimagine themselves as superheroes, transforming each personal quality into a corresponding superpower. This could involve qualities like 'ultra-sonic hearing' for a great listener.
- **Sharing and Discussion:** In pairs, students share their superhero selves and explain how their personal qualities have been transformed into superpowers. They discuss how these superpowers could assist them in both learning and relaxation, highlighting the importance of balance between the two aspects.

### **Superheroes we are (45 min)**

**Objective:** Enabling participants to apply their previously identified strengths and 'superpowers' to overcome challenges in maintaining a balance between studying and relaxing. It encourages creative problem-solving and awareness of one's inner resources in challenging situations.

**Tools:** Previously used papers with personal qualities and superhero transformations, additional paper and pens/pencils, colored markers or crayons (optional for drawing)

- Participants reflect on challenges they face in balancing study and relaxation, such as procrastination or stress, and conceptualize these obstacles as 'villains' or adversaries to their superhero selves.
- Using their identified challenges, participants create a 'villain' or antagonist that embodies these obstacles, potentially drawing them and incorporating elements representing specific challenges. They then strategize how their superhero selves, with unique superpowers, would overcome or outsmart these villains, either through storytelling or listing strategies.
- Participants reunite with their partners to share their villains and strategies for overcoming them. Encourage discussion on the practicality of these strategies and their metaphorical application to real-life scenarios. Convene as a whole group to compile ideas, emphasizing the importance of self-awareness and creativity in addressing challenges and balancing learning and relaxation.

### **Overcome Procrastination (45 min)**

**Objective:** To help participants understand and manage procrastination, conceptualized as a major adversary to personal productivity. It focuses on recognizing the nature of procrastination, sharing personal experiences and insights, and collectively brainstorming strategies to combat it effectively.

**Tools:** Projector, link to the selected [TED video](#), flipchart or whiteboard, markers, papers, pens

- The workshop begins by framing procrastination as a common obstacle that disrupts productivity and life balance, setting the stage for discussion and exploration.
- A relevant TED video on procrastination is shown to the group, providing insights into its impacts and strategies for overcoming it. Participants engage in a discussion, sharing personal experiences and reflections prompted by the video.
- Participants are divided into small groups and tasked with brainstorming practical strategies to overcome procrastination. Each group presents their ideas, fostering creativity through storytelling, role-playing, or discussion. Key strategies are summarized, with additional tips and insights emphasized for managing procrastination effectively.

### **What's Different? (25 min)**

**Objective:** Observant activity designed to enhance attention to detail and memory skills.

**Tools:** Timer

- Gameplay: A volunteer observer is selected to have one minute to observe the group before subtle changes are made to participants' appearances. Selected individuals then discreetly alter something about their appearance. The observer returns to identify the changes, with hints provided if needed to aid identification.
- After each round, a new volunteer takes on the role of observer, and the process repeats until all participants have had a chance to participate. The game concludes once everyone has taken turns as either an observer or changer, fostering engagement and participation from the entire group.

### **Debriefing Circle: "Attention and Observation in Learning" (20 min)**

**Objective:** To connect the experiences from the "What's Different?" game with the concepts of attention, observation, and their application in learning.

- Start the discussion by having participants share their feelings and reflections on their roles in the "What's Different?" game, both as observers and as those who made changes. Encourage them to discuss their observations and experiences during the activity.
- Transition the discussion to the importance of observation and attention to detail in the learning process. Explore how honing these skills can aid in understanding complex subjects, identifying patterns, and retaining information effectively.
- Relate the concepts of observation and focus to overcoming procrastination. Discuss how paying attention to details and staying focused can help individuals break tasks into manageable parts, reducing the tendency to procrastinate and fostering productivity.
- Conclude by emphasizing how developing observation skills and maintaining focus can contribute not only to learning but also to maintaining a balanced approach to studying and relaxation. Stress the importance of being present and attentive in both study and leisure activities for overall well-being.

### **Energizer: Count Together! (10 min)**

**Objective:** Fun and interactive energizer activity designed to enhance group coordination and focus.

- Introduction of the Game Rules Explain to the group the objective of the game, which is to count aloud in sequence from one to a predetermined number without interruptions. Emphasize that each person can say one number, but there's no specific order to follow, and if two people speak simultaneously, the count must start over.
- Initial Attempt and Review: Start the first round of the game, allowing the group to attempt to reach the target number. Regardless of the outcome, conduct a quick review session to discuss what worked well and what challenges they faced during the initial attempt.
- Discussion of Strategies and Improvement: Facilitate a discussion on strategies that could help the group avoid simultaneous speaking, such as using non-verbal cues or establishing a rhythm. Encourage the group to implement these strategies in subsequent attempts and iterate on their approach to improve their coordination and achieve the goal. Provide opportunities for multiple attempts, allowing the group to refine their strategy with each iteration.

### Memory improvement (15 min)

**Objective:** To improve students' memory skills through engaging exercises and an informative presentation on memory techniques, helping them enhance their learning and retention capabilities.

**Tools:** Papers, pens, projector or whiteboard, presentation slides (optional)

- Start with a short memory game:
- Hand out a piece of paper and a pen to each student.
- Read aloud a list of 10-15 random words (e.g., apple, clock, bottle, happiness, blue, etc.).
- Give students a minute to memorize the list. After a minute, ask them to write down as many words as they can remember. Discuss briefly which strategies they used to remember the words.
- Presentation on Memory Techniques
- Include examples and possibly a short interactive activity for each technique where students can try it out.
- Ask students to think of a specific area in their academic life where they can apply one or more of these techniques. If time allows encourage them to share their ideas with the class and discuss how these techniques might help in their studies and daily life.

### Building Your Memory Palace (20 min)

**Objective:** To introduce students to the Memory Palace technique (also known as the Method of Loci), an effective mnemonic visualization strategy to improve memory recall. Students will create their own Memory Palaces and practice using them to remember information.

**Tools:** Paper, pens, colored pencils/markers, quiet space for concentration

- Explain the history and concept of the Memory Palace technique, emphasizing its effectiveness in storing and recalling information by associating it with familiar environments.
- Guide students in selecting a familiar place and visualizing it in detail, encouraging them to mentally walk through it and identify specific locations (loci) for storing information. Provide guidance on drawing a simple map of their Memory Palace and placing items within it.
- Read a list of items for students to mentally place within their Memory Palace, then ask them to write down the items in order. Facilitate a discussion on the effectiveness of the technique, addressing challenges and brainstorming ways to apply it in their studies, such as remembering historical dates or scientific terms.

### **World Café: Learning Process & Stress Management with Positive Thinking (45 min)**

**Objective:** This World Café style activity aims to facilitate collaborative discussions among students on enhancing learning process and managing stress through positive thinking. It provides an opportunity for students to share ideas, experiences, and strategies.

**Tools:** Multiple tables set up around the room, each with chairs, flipcharts, markers, and note-taking materials at each table, timer

- Briefly explain the World Café concept: a structured conversational process to facilitate open and intimate discussions.
- Present the three theme:
  1. How does positive thinking affect the learning process?
  2. What techniques can students use to manage stress during learning?
  3. How can failures and challenges be turned into learning opportunities?
- Assign each table one of the themes. If you have more tables than themes, some themes can be repeated. They can spend 12 minutes at one table.

### **Debriefing Session for World Café Activity (45 min)**

**Objective:** To consolidate key insights from group discussions on learning skills, stress management, and the role of positive thinking.

**Tools:** Flipchart or whiteboard, markers or pens, notes from table discussions

### **Wrap-up: Quiz (45 min)**

**Objective:** Review and reinforce key concepts from the lesson in an engaging and competitive format. It encourages recall and application of knowledge, promotes teamwork, and adds an element of fun to the learning process. Optionally, this activity can be conducted using online quiz platforms such as Kahoot! or Quizizz, which add a digital and interactive dimension to the game.

**Tools:** Prepared list of quiz questions related to the topic, buzzer or bell for each team (optional for in-person version), a computer and projector for displaying questions (if using an online quiz platform), devices for students or teams to input answers (if using an online quiz platform)

- Divide the class into small teams of 3-4 students and ensure that the necessary technology, such as Kahoot! or Quizizz, is set up for the quiz. Clarify quiz rules, including how teams will answer and how scoring will be conducted.
- Begin the quiz by asking questions or starting the online quiz. Keep track of each team's points and ensure active participation from all teams. Provide hints or encouragement as needed to maintain engagement.
- Tally up the scores, announce the winning team, and go over the correct answers to facilitate learning. Encourage a discussion about the activity, including what students enjoyed and what they learned. Conclude by asking students to reflect on their overall experience and key takeaways from the day's learning activities.

## 7 JOURNEY TO HOLISTIC GROWTH

**Overview:** Welcome to "Learning & Relaxing: It Goes Hand by Hand," a dynamic workshop designed to enhance your learning experience through creative and relaxing techniques. Our goal is to show you how effective learning and relaxation can complement each other, using engaging activities that foster motivation, creativity, and stress relief. Prepare to explore new strategies for balancing your academic and personal life, with hands-on experiences that will leave you with practical skills and fresh insights.

### **Mindful morning meditation (30 min)**

**Objective:** To create a serene and focused beginning to the workshop day. It provides participants with a mental reset, fostering a positive and open mindset for the activities ahead. The rules are designed to create a conducive environment for mindfulness and reflection, promoting a sense of calm and centredness.

- **Creating a Respectful Atmosphere:** Participants are encouraged to maintain silence and refrain from disruptions to facilitate a focused meditation session.
- **Comfortable Seated Position:** Participants are guided to find a comfortable posture, whether sitting on chairs with feet flat on the floor or on cushions for a cross-legged position, to promote relaxation and alertness.
- **Focused Attention on Breath:** Participants are instructed to direct their attention to their breath, either with eyes closed or a soft gaze, and to observe their thoughts without judgment, gently bringing their focus back to the breath if the mind wanders.

### **Mindful journaling (30 min)**

**Objective:** Encourage reflective writing, allowing participants to explore their thoughts and emotions.

**Tools:** Journals, pens.

- Participants are reminded that journaling is a personal and reflective practice, where they can freely express their thoughts, feelings, and aspirations without judgment.



### **Interactive Learning Stations (60 min)**

**Objective:** To provide a dynamic and hands-on approach to intellectual exploration and ensure a structured and respectful environment, allowing participants to actively engage with the diverse learning opportunities presented at each station.

**Tools:** Learning materials based on subjects (science experiments, math puzzles, historical artifacts).

- Participants will move through various learning stations, each focusing on a specific subject or theme, with clear signage indicating their topics.
- Encourage hands-on engagement and collaboration at each station, where participants interact with the materials provided and work together to explore the subject matter.

### **Subject-specific workshops (60 min)**

**Objective:** to provide a focused and immersive learning experience, dive deeper into chosen subjects through focused workshops, providing an opportunity for in-depth exploration and understanding.

**Tools:** Whiteboard, markers, materials specific to each subject.

- Participants move through different workshops based on chosen subjects, guided by clear schedules and signage.
- Encourage active engagement in discussions and activities while clearly defining learning goals for each workshop, promoting understanding and exploration of the subject matter.
- Facilitators provide clear guidance, incorporate hands-on activities, and manage time effectively. They foster a respectful and open environment, encouraging participants to ask questions, share perspectives, and take notes for later reflection.

### **Creative movement breaks (60 min)**

**Objective:** Refresh the mind and energize the body through short and creative movement sessions, enhancing overall well-being.

**Tools:** Open space, optional background music.

- Begin with light stretches and mobility exercises to prepare participants for movement, then encourage them to express themselves freely through dance or natural movement.
- Introduce structured activities like mirror movements or collaborative dances to engage participants in interactive movement experiences.
- Ensure activities cater to various abilities and comfort levels, fostering a positive and non-judgmental atmosphere. Integrate mindful breathing exercises, use diverse music, and provide structured breaks to enhance the overall experience.

### **Expressive arts workshop (60 min)**

**Objective:** Encourage creativity and self-expression through various art forms, providing participants with a platform for personal exploration and emotional release.

**Tools:** Art supplies (paper, markers, colored pencils, paints, etc.), open workspace, optional background music.

- Emphasize the freedom to express oneself in art without judgment, encouraging participants to explore their emotions and creativity.
- Offer a variety of art supplies such as drawing and painting materials to accommodate different preferences and mediums.
- Foster a non-critical atmosphere where participants feel comfortable sharing their artwork. Introduce mindfulness techniques and collaborative activities to enhance the artistic experience and promote inclusivity.

### **Mindful Study Techniques (60 min)**

**Objective:** Introduce effective and mindful study strategies to enhance focus, comprehension, and overall learning efficiency.

**Tools:** Study materials (books, notebooks, etc.), quiet study space, optional calming background music.

- Establish a quiet and focused setting by minimizing distractions and setting positive intentions for the study session.
- Introduce mindfulness practices such as deep breathing exercises and time-blocking to enhance concentration and productivity during study sessions.
- Conclude the session with a reflective exercise where participants can assess their focus levels, jot down insights, and discuss their experiences with mindful study techniques in an optional group discussion.

### **Stress-relief strategies workshop (60 min)**

**Objective:** Equip participants with practical and mindful stress-relief techniques to manage academic stress effectively.

**Tools:** Worksheets, stress balls

- Foster an open discussion about stress, encouraging participants to share their experiences and recognize common stress triggers.
- Guide participants through various mindfulness exercises such as deep breathing, Progressive Muscle Relaxation, guided imagery, and gentle movement to promote relaxation and reduce stress.
- Conclude the workshop by assisting participants in creating personalized stress-relief plans. Encourage them to identify techniques that resonate with them and commit to incorporating these strategies into their daily routines for improved well-being.

Do you need a more detailed scenario for your workshop about Motivation? [CLICK HERE](#) for the longer versions of the scenarios with more detailed task description.

## 8 MIND MATTERS: NURTURING MENTAL HEALTH FOR STUDENTS

**Overview:** The "Mind Matters" workshop provides students with valuable insights into understanding and nurturing their mental health. By addressing stress, fostering a supportive community, and introducing self-care practices, participants gain practical tools to navigate the challenges of school life while prioritizing their mental well-being.

**Duration:** 2 hours

### Introduction (15 min)

- Icebreaker and Welcoming Activity
- Establishing a Safe and Inclusive Environment

### Understanding Mental Health (30 min)

- Definition of Mental Health and Its Importance
- Breaking Stigmas and Common Myths
- Recognizing Signs of Mental Well-being
- Interactive Discussion: Sharing Personal Perspectives on Mental Health

### Stress Management and Coping Strategies (30 min)

- Identifying Sources of Stress in School Life
- Practical Stress-Relief Techniques
- Building Resilience and Coping Skills
- Group Activity: Creating Personalized Stress-Relief Plans

### Creating a Supportive School Community (30 min)

- Building Positive Relationships with Peers
- Recognizing and Addressing Bullying
- Seeking Help: The Importance of Communication
- Interactive Scenario-Based Discussions

### Self-Care and Mindful Practices (15 min)

- Importance of Self-Care in Maintaining Mental Well-being
- Introduction to Mindfulness and Relaxation Techniques
- Guided Mindfulness Exercise
- Tips for Integrating Mindful Practices into Daily Life

### **Group Discussion (15 min)**

- Participants share their thoughts and experiences and addressing Questions and Concerns

### **Interactive Workshop: Expression Through Art (15 min)**

- Creative Expression as a Form of Self-Exploration
- Group Art Activity: Expressing Emotions through Art

### **Debriefing (20 min)**

- What was the highlight of the session, what have you learned from the session?
- What I am going to take from the session? Share about your insights and takeaways.

## 9 MINDFUL STUDY SPACES: CREATING A CALM LEARNING ENVIRONMENT

**Overview:** Enhancing Learning and Relaxation through Mindful Space Design

**Duration:** 8 x 45 min

**Group Size:** Flexible

**Materials:**

- Various items to create a calming study environment (such as plants, soft lighting, and comfortable seating)
- Materials for creating personal relaxation tools (like stress balls, scented sachets, or simple craft supplies)
- Whiteboard or flip chart for brainstorming
- Notebooks and pens for planning and note-taking
- Audio equipment for playing soft background music or guided meditations

**Objective:**

To explore how the physical learning environment affects relaxation and focus, and to provide participants with practical ideas for creating a mindful and calming study space.

**Workshop Breakdown:**

**Introduction:**

Overview of Mindful Space Design and Its Impact on Learning (45 minutes)

### **TASK 1:**

**Objective:** Understanding the Impact of Environment on Learning

**Time:** 45 minutes

**Tools:** Whiteboard, discussion materials

**How to Play:** Discuss environmental factors affecting learning, introduce mindful space design concepts.

### **TASK 2:**

**Objective:** Assessment of Personal Study Spaces

**Time:** 45 minutes

**Tools:** Notebooks, pens

**How to Play:** Guide an assessment of current study environments, identify improvement areas.

### **TASK 3:**

**Objective:** Creating a Mindful Study Space

**Time:** 90 minutes

**Tools:** Model making supplies, planning materials

**How to Play:** Create models or plans for ideal study spaces, discuss elements that promote relaxation.

### **TASK 4:**

**Objective:** DIY Relaxation Tools Workshop

**Time:** 45 minutes

**Tools:** Craft supplies for relaxation tools

**How to Play:** Engage in making simple relaxation tools like stress balls, scented sachets.

### **TASK 5:**

**Objective:** Lunch Break

**Time:** 45 minutes

**Tools:** N/A

**How to Play:** Take a break for a meal and relaxation.

### **TASK 6:**

**Objective:** Relaxation Techniques for Study Breaks

**Time:** 45 minutes

**Tools:** Audio equipment for guided meditations

**How to Play:** Teach and practice relaxation techniques suitable for study breaks.

### **TASK 7:**

**Objective:** Sharing and Feedback Session

**Time:** 45 minutes

**Tools:** Completed study space models/plans

**How to Play:** Share study space plans and relaxation tools, discuss implementation and impact.

### **TASK 8:**

**Objective:** Closing and Resources

**Time:** 45 minutes

**Tools:** Resource list, summary notes

**How to Play:** Summarize key takeaways, provide resources for further exploration.

### **Facilitator Notes:**

Ensure the workshop atmosphere is conducive to creativity and relaxation.

Be prepared to offer suggestions and guidance on creating calming spaces in various settings, including small or shared areas.

### **Safety Considerations:**

When making DIY tools, ensure that all materials used are safe and non-toxic.

### **Follow-Up:**

Suggest a follow-up session to share experiences and adjustments participants have made to their study spaces.

Offer ongoing support or a forum for participants to exchange ideas and experiences related to mindful learning environments.

This workshop aims to empower participants with the knowledge and skills to create a study environment that not only enhances learning but also promotes relaxation and well-being.



## 10 FEEL GOOD BEST PRACTICES

The Feel Good Strategy workshops were tested out in five countries – Armenia, Hungary, Norway, Poland, and Spain – from November 2023 to February 2024. More than 10 trainers and teachers led these sessions, which were attended by over 130 teenagers aged 14 to 19. These workshops focused on topics like feeling good, staying healthy, and managing stress.

During the workshops, young people shared their thoughts and experiences. They talked about things like taking care of nature in Armenia and sporty lifestyle in Spain. This mix of ideas made the workshops really interesting and fun.

At the end of the workshops, everyone had some important things to take away. They learned not just facts, but also how to feel stronger and more able to handle life's ups and downs. The success of the Feel Good Strategy shows that when people come together to talk about feeling good and being healthy, amazing things can happen. And it's a reminder that taking care of ourselves and each other is really important, no matter where we live.

Adapting workshop training materials for local implementation requires careful consideration of various factors to ensure relevance, effectiveness, and engagement among participants.

Here are our tips and tricks for adapting the workshop materials for your local context:

### 1. Assess Local Needs and Context

- Conduct interviews, surveys, or focus groups with local educators, students, parents, and community leaders to understand specific challenges, interests, and cultural nuances related to the workshop topics.
- Consider environmental factors such as climate, geography, and local ecosystems that may impact discussions on ecology.

### 2. Cultural Sensitivity

- Respect cultural norms, values, and beliefs when discussing topics related to mental wellbeing, relaxation, and healthy lifestyles.
- Incorporate examples, stories, and activities that resonate with the local cultural context.

### 3. Language and Communication

- Translate workshop materials into the local language if necessary, ensuring clarity and accessibility for all participants.
- Use familiar language, idioms, and expressions to enhance understanding and engagement.

### 4. Customize Content and Examples

- Modify workshop content to address specific issues and interests identified during the needs assessment.
- Integrate local case studies, success stories, and examples related to ecology, motivation, and healthy lifestyles to increase relevance and applicability.

### 5. Engage Local Experts and Resources

- Invite local environmentalists, health professionals, motivational speakers, or community leaders to contribute as guest speakers or facilitators.
- Incorporate resources such as local parks, gardens, or nature reserves for outdoor activities and experiential learning related to ecology and relaxation techniques.

### 6. Adapt Activities and Exercises

- Tailor interactive exercises, role-plays, and group discussions to reflect local experiences, challenges, and aspirations.
- Incorporate traditional practices, rituals, or arts-based activities that promote mental wellbeing and relaxation within the local culture.

## 7. Address Socio-Economic Factors

- Consider socio-economic disparities within the community and adapt workshop materials to be inclusive and accessible to all participants.
- Provide resources and guidance on low-cost or community-based initiatives that promote healthy lifestyles and environmental stewardship.

## 8. Evaluate and Iterate

- Gather feedback from participants and stakeholders after the workshop to assess its impact and identify areas for improvement.
- Use evaluation data to refine and adapt future workshop materials for ongoing relevance and effectiveness in the local context.

By following these tips and tricks, you can effectively adapt workshop training materials to meet the specific needs and realities of high-school students in a particular community, fostering meaningful engagement and positive outcomes related to ecology, motivation, healthy lifestyles, mental wellbeing, and relaxation.

## Resources and Tools

- Links to additional resources, websites, and tools
- Templates, worksheets, and checklists