



Mindful Managers Training Programme

Module 2: BE ACTIVE

Trainer's Manual Annex 2



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Module 2 - BE ACTIVE

TOPIC 1 – TEAM BUILDING THROUGH PHYSICAL EXERCISE

Objectives of Module Be active

By the end of this module, users should be able to:

1. Through physical exercises be able to eliminate stress
2. Promote collaboration, productivity, team spirit and mindfulness
3. Boost of confidence and improve the levels of self-respect.

Objectives of Topic Team building through physical exercise

By the end of this theme, users should be able to:

1. Connect in a positive and productive way with each other
2. Elevate the energy of the team and feel more connected
3. Be able to connect through positive experiences

Activities

Kolb cycle A	• A/1 – Memory wall 1
	• A/2 Learn more
	• A/3 – Share and Develop
	• A/4 – Play with memories
Kolb cycle B	• B/1 – Back of the Napkin 1
	• B/2 – Back of the Napkin - reflect
	• B/3 –
	• B/4 –
Kolb cycle C	• C/1 – Dancing
	• C/2 – Dancing - Reflect
	• C/3 – Learn more
	• C/4 – Create

Activity A/1 – Memory wall 1

Phase	Abstract conceptualization	Time	About 25 minutes
Team building through physical exercise	<p>Memory Wall A physical activity that establishes and re-lives the team's shared memories. Teams sketch their shared memories with each other and place them on a wall. The wall remains up throughout a specific period of time (event / season), working as a focal point of the team's camaraderie.</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Build camaraderie between team members and promote mindfulness 2. Foster relationships 		
Materials needed for the activity	<p>Sheets of paper, markers, and tape</p>		
Content	<p>A visual "memory wall" creates a welcoming environment and reaffirms the positive relationships between team members. Rendering each memory - individually or in groups - as a drawing adds much-needed levity and camaraderie to the whole exercise.</p>		
Activity	<ul style="list-style-type: none"> • Give each participant sheets of paper, markers, and tape. • Ask each participant to scatter around the room. • Each participant should write down <u>a list of positive memories</u> of shared experiences and moments while working together. – (give 15 minutes) • Once participants have a few memories listed, ask them to draw or write a few of these memories on fresh sheets of papers. • The drawings can be abstract renditions of the "memory scene". They can involve partners who've shared the memory to create this drawing. • Give them up to 30 minutes to do this. • Once the time is up, ask participants to tape their memory drawings to the wall. • Ask for volunteers to approach the wall and expand on the memories they just taped on the wall with the entire group. 		
Assessment	<p>Allow time for clarifying questions</p> <p>Players / individuals are ready to start the game. Everyone has a clear idea of what to do and how to play.</p> <p>If needed give examples of positive shared memories</p> <p>Examples</p> <ul style="list-style-type: none"> • When ABC challenge kicked the team, everyone joined forces, worked together, supported ... • The launch of XYZ project • Corporate outing / party / excursion etc <p>Encourage participants to follow their hearts and share the most emotional, close to their hearts but as well adversities that brought the team together and helped build stronger bonds. Ensure participants only share what they are comfortable with.</p>		

	<p>If needed give a bit more time so everyone can complete their memories. Encourage participants to remain silent while tapping their memories to the wall.</p> <p>Ask questions such as: What do you see? How do you feel? What memories does it bring to you? How much connected are you with this drawing – message? Anything that additional you wish to share?</p>
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Activity A/2 – Learn more

Phase	Concrete experience	Time	About 30 minutes
Team building through physical exercise	A learning – educational module / exercise regarding importance of creating memories and teambuilding.		
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Understand the importance of teambuilding and creating memories 2. Be at the possession to appreciate better their past memories shared with colleges, family and friends 3. Willing to develop more shared memories 		
Materials needed for the activity	White board and markers – if needed		
Content	<p>Why are memories so important? Memory hold important knowledge about our lives, personality, habits and preferences. Though mental time traveling, our memory transport us into our past experiences, reliving the moment thus creating the future though the emotions emerging.</p> <p>How to connect the past to the future? Past positive memories are a powerful tool to our hands. By holding into the positive memories, this beneficial emotion is regenerated thus is empowering the moment with positive and beneficial emotions which flows into future.</p> <p>Why positive team building memories are important for the workplace? Shared positive memories within workplace create employees / team member a sense of belonging and help give team member a valuable sense of stability and security. It also strengthens the corporate / companies values and team force. Shared activities as a corporate family build positive memories.</p> <p>Why team building is important? Team building helps to improve productivity and work performance and understanding better team members. It also gives the opportunity to better understand each other strengths and weaknesses.</p>		

	<p>Why team building? Team building promotes trust, improves communication, builds motivation and improves collaboration.</p>
Activity	<ul style="list-style-type: none"> • Share the CONTENT with the users/ participants. • Ask question such as <ul style="list-style-type: none"> ○ What is your opinion about (each question)? ○ Encourage conversation and exchanging ideas on each question.
Assessment	<p>Allow time for clarifying questions Team members participate actively by sharing their opinion.</p>

Activity A/3 – Share and Develop

Phase	Active experimentation	Time	About 10 minutes
Team building through physical exercise	Share and develop is an activity which promotes connecting though sharing.		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Acknowledge the power of sharing memories. 2. Feel appreciation and gratitude about their shared experiences. 		
Materials needed for the activity	Sheets of paper and markers		
Content	Sharing experience means reliving, reactivating and bringing the emotions of that past experience to the present which is affecting positively the future.		
Activity	<p>Sum up the conclusions that came up at activity A/2 and encourage a number of people to stand up and share their memories.</p> <p>Phrases such as the followings can be used: While an individual is sharing his / her memories</p> <ul style="list-style-type: none"> • How did it feel? • Can you regenerate this feeling? (strictly for the positive feeling ONLY) • How easy it is to travel back in time to this experience? • If you where the chance to go back in time and live it again would you go? And why? (both for Yes and Nos) <p>Encourage 2-3 people to share.</p> <p>Ask the group / users to make their remarks and what is worth note from each story shared, what are the take-aways feelings both the stars of the story and themselves as audience.</p>		

	Voluntary Make a list of the positive feelings overflowing from each story.
Assessment	Allow time for clarifying questions Team / group of users should be gradually flowing over joyful emotions.

Activity A/4 – Play with memories

Phase	Reflective observation	Time	About 15 minutes
Team building through physical exercise	<p>Play with memories.</p> <p>A physical activity that through playing Pictionary of their memories lead players in reliving the team's shared memories. Playing cards are prepared with shared memories. Time is limited and be team to find more memories wins!</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Build camaraderie between team members 2. Foster relationships 3. Collaboration and coordination 		
Materials needed for the activity	Cards – paper markers for the creation of custom-made Pictionary cards, hourglass, note paper.		
Content	Playing with memories is an activity that regenerates the memories, positive emotions while promotes camaraderie between team members, collaboration and team building spirit.		
Activity	<p><u>Preparation</u></p> <p>At least 20 custom made Pictionary cards should be prepared with positive memories of the group.</p> <p><u>Application</u></p> <ul style="list-style-type: none"> • Users / participants create two teams of equal members – ideal 4-5 members each team. If more members then more teams are created. • Each team is restricted to 2 minutes to draw and find the memory on each card. • Note down the result of each team. • Repeat the procedure for 2 or more rounds. • Sum up the results of all rounds. The team with the most correct answers is the winner. <p>Worth noting to all users / participants that may one team win due to their results, but everyone is in fact a winner. Everyone is richer just because participating in this game, as well as because of the memories retained.</p>		
Assessment	Allow time for clarifying questions Users / participants are fully engaged and into the game. Energy flows freely.		

Activity B/1 – Back of the Napkin

Phase	Concrete Experience	Time	About 50 minutes
Team building through physical exercise	<p>Back of the Napkin</p> <p>The "back of the napkin" is where so many great products and start up ideas first came into being. This simple team building exercise replicates this tiny canvas, giving participants something fun to do while promoting teamwork and outside-the-box thinking.</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Promote unconventional thinking 2. Teamwork 3. Collaboration 4. Problem solving 		
Materials needed for the activity	<p>Napkins & pens</p> <p>For task:</p> <p>Items can be change according to the task or what might be available.</p> <p>For each team. 10 straws, 15 toothpicks, 2 sticks of max 15cm each, 1 box of matches rope, tape and glue.</p> <p>Note: Recycle materials maybe also be used such as metal cans, plastic bottles or cartons.</p>		
Content	<p>The back of the napkin story</p> <p>A story tells that the Greek Entrepreneur Aristotelis Onassis had designed the draft of his multimillion business idea on the back of a napkin. By the end of World War II, Onassis finds himself in a coffee shop having a conversation about the end of the war, and that there were now too many unwanted warships. Onassis can clearly see the opportunity of these unwanted warships and the upcoming demand for products to be shipped around the world. Within a few minutes, he had reasoned his new business idea which led him to becoming the shipping magnate who amassed the world's largest privately-owned shipping fleet.</p> <ul style="list-style-type: none"> • Get participants ready to receive instructions • Explain how this idea came about and how powerful this is when it comes to solving a problem or starting a new idea 		
Activity	<ol style="list-style-type: none"> 1. Divide all players into teams of 2 to 4 players - basically, what you would see in a team of start-up co-founders. Ideally, these would be people who've never met or worked together. 2. Give each team the materials for the task. – teach team receives the same material and the same task to be completed. 3. Give each team 30 minutes to create the task give. 4. Task maybe to be to build a bridge, a tower, an umbrella or even a mobile holder. 		
Assessment	<p>Allow time for clarifying questions</p> <p>If needed assist people formed their team.</p> <p>Valuate creations to the usage and combining materials, as well as the quality of</p>		

	<p>each creation.</p> <p>Encourage people to stay open minded and think out of the box solutions When time is over, all materials should be put down!</p> <p><u>Voluntary</u> Set a team of 2-4 individuals to evaluate each creation according to:</p> <ul style="list-style-type: none"> ✓ Creativity ✓ Used more materials ✓ Collaboration of team ✓ More factors that you may wish to include
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Activity B/2 – Back of the Napkin - Reflection

Phase	Reflective observation	Time	About 30 minutes
Team building through physical exercise	Back of the Napkin The "back of the napkin" sharing and reflecting of teamwork, results and lessons overflowing the Activity B/2.		
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Promote honesty, transparency and reflective observation. 2. Teamwork 3. Collaboration 		
Materials needed for the activity	Write board and markers		
Content	--		
Activity	Ask question such as the followings to encourage people to share their opinion <ul style="list-style-type: none"> • How do you experience the Back of the napkin exercise? • How did your team perform? • What could be improved in a similar attempted from your team? • What was really useful? • What are you carrying away from this experience? (encourage all people to share) • What did you like the most? • Did you uncover something new about yourself and your team though this exercise? 		
Assessment	Allow time for clarifying questions All players should have a clear idea of how this game is played, the procedure and what to do.		

Activity B/3 – Learn More

Phase	Abstract Conceptualization	Time	About 30 minutes
Team building through physical exercise	<p>Learn More</p> <p>This activity is to give more theoretical basis of the importance of collaboration and working together. Also, to emphasis the factor of effective communication which enhance and promotes better levels of results in team work.</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Openness 2. New level of understanding regarding collaboration and teamwork 		
Materials needed for the activity	<p>White board and markers – if needed</p>		
Content	<p>What is teamwork?</p> <p>“The process of working collaboratively with a group of people in order to achieve a goal. Teamwork is often a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.”</p> <p>Read more: http://www.businessdictionary.com/definition/teamwork.html</p> <p>What is collaboration?</p> <ol style="list-style-type: none"> 1. General: Cooperative arrangement in which two or more parties (which may or may not have any previous relationship) work jointly towards a common goal. 2. Knowledge management (KM): Effective method of transferring 'know how' among individuals, therefore critical to creating and sustaining a competitive advantage. Collaboration is a key tenet of KM. 3. Negotiations: Conflict resolution strategy that uses both assertiveness and cooperation to seek solutions advantageous to all parties. It succeeds usually where the participants' goals are compatible, and the interaction among them is important in attaining those goals.” <p>Read more: http://www.businessdictionary.com/definition/collaboration.html</p> <p>Why is important to work together?</p> <p>The team members bond as working toward in a common goal. This procedure gives meaning, reasons and motivation to all team members to enhance the efforts and create results.</p> <p>What are some of the benefits of collaboration?</p> <ul style="list-style-type: none"> • Collaboration offers team members equal opportunity to participate, contribute and develop their ideas. • Promotes innovation and creative thinking. • Overcoming challenges faster and in a constructive way. • Promote openness and empathy within team members. <p>What does creative thinking mean?</p>		

	<p>“A way of looking at problems or situations from a fresh perspective that suggests unorthodox solutions (which may look unsettling at first). Creative thinking can be stimulated both by an unstructured process such as brainstorming, and by a structured process such as lateral thinking.” Read more: http://www.businessdictionary.com/definition/creative-thinking.html</p> <p><i>What does innovation mean?</i> “The process of translating an idea or invention into a good or service that creates value or for which customers will pay. To be called an innovation, an idea must be replicable at an economical cost and must satisfy a specific need. Innovation involves deliberate application of information, imagination and initiative in deriving greater or different values from resources, and includes all processes by which new ideas are generated and converted into useful products. In business, innovation often results when ideas are applied by the company in order to further satisfy the needs and expectations of the customers.” Read more: http://www.businessdictionary.com/definition/innovation.html</p> <p><i>Why creative and innovative thinking is important?</i> Creative and innovative thinking is a way of thinking. It could also be said that is the way of thinking that creates the future. It is a procedure that though trial and error new creative and innovative ideas can be tested, improved and developed or rejected.</p> <p><i>In which environment creative and innovative thinking can be most devolved and flourish?</i> Creative and innovative thinking is more encouraged and developed in secure and familiar environment to the individual. This is due to the fact that new creative and innovative ideas as subject to high level of mistakes, errors and failing trials in order to end up in a successful and factional product or idea. Thus collaboration, team work and a safe atmosphere is essential to the development and flourishing of those minds.</p>
Activity	<ul style="list-style-type: none"> • Encourage answers to come from the users and participants • Ask question such as: <ul style="list-style-type: none"> ○ What is your opinion about (each question)? ○ Encourage conversation and exchanging ideas on each question. ○ Allow conversation and opinions to be shared • Share the CONTENT with the users/ participants.
Assessment	<p>Allow time for clarifying questions</p> <p>Encourage all users / participants to share their ideas</p> <p>Note down – white board answers if needed.</p>

Activity B/4 – Find the Solution

Phase	Active experimentation	Time	About 60 minutes
Team building through physical exercise	<p>Find the Solution</p> <p>Use the ideas, experience and theory learned in the past three activities and produce creative and innovative solutions to challenges that the team faces. It is important to encourage users / participants to work as a team and use outside-the-box thinking.</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Promote unconventional thinking 2. Teamwork 3. Collaboration 4. Problem solving 5. Initiative 		
Materials needed for the activity	<p>Paper or white board for each team & pens or markers.</p>		
Content	<p>--</p>		
Activity	<ul style="list-style-type: none"> • Explain how this idea came about and how powerful this is when it comes to solving a problem or starting a new idea. • Divide all players into teams of 3 to 4 players. Ideally, these would be people who are already met and worked together. • Encourage people to note 2-3 challenges of their working environment or a challenge that the organization is facing. NOT an imaginary one. (10 minutes) • Let them choose one out of the challenges they have written. • Each team can offer suggested solutions. (20 minutes) • Each team presents the solution they came up with • Evaluate all solutions and pick the best one. • <i>Optional:</i> Offer prizes to the best solution 		
Assessment	<p>All teams have worked constructively, and they came up with solutions</p> <p>Encourage all participants to listen carefully when solutions are shared and to be mindful to others</p> <p>Questions might be asked such as</p> <ol style="list-style-type: none"> 1. What encouraged you to come up with this solution? 2. How far can you see this solution effecting your organization and our community? <p>Statements such as those can be affirmed</p> <ul style="list-style-type: none"> • Great idea! • Well done! • Great work! • All you amazing teams done a terrific job! 		

Activity C/1 – Dancing

Phase	Concrete experience	Time	About 10 minutes
Team building through physical exercise	<p>Dancing</p> <p>Dancing has the potential to improve self-image and confidence as well as to release stress and anxiety.</p> <p>Dancing is not just a way expression but an amazing tool to strategically design of this development of teamwork, leadership, focus and improvisation.</p> <p><i>*Health and Safety should be considered with regards to any health conditions etc.</i></p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Feel more connected with their body 2. Teamwork and leadership skills 3. Create new levels of confidence 4. Able to release stress and anxiety 5. Have a playful and joyful attitude 		
Materials needed for the activity	<ul style="list-style-type: none"> • system for music and microphones • 2-3 high dance rhythm songs / music 		
Content	--		
Activity	<p>Give instructions</p> <ul style="list-style-type: none"> • Let all players form into teams of 3 or 4 individuals. • Ask them to move into a spacious area of the room. • Ask the team to assign the role of the leader to one of the team members • Now is the time to explain the rules of the game. <p><u>Rules of the game</u></p> <p>The Instructor should share the rules of the game only at the step 4.</p> <p>The game is played as follows:</p> <p>Once the music is on, the assigned leader of each team should dance and funny, in excessive movements and or as childish as possible.</p> <p>The rest of the team should mimic whatever he/she is doing.</p> <p>When the instructor of the game says “switch” the assigned leader assigned another person of the group as the new leader, which takes the role of dancing and the team should followed all the moves made. This continues until all team members take the role of the leader.</p> <ul style="list-style-type: none"> • Turn on the music, the assigned leader of each team should dance in movements and or as childish as possible. • The rest of the team should mimic whatever he/she is doing. • When the instructor / facilitator of the game says “switch” the assigned leader assigned another person of the group as the new leader, which takes the role of dancing and the team should follow all the moves made. This continues until all team members take the role of the leader. • Each “leadership” dance should last at least 1-2 minutes <p><u>Suggested songs (YouTube links)</u></p> <ol style="list-style-type: none"> 1. Sigala, Ella Eyre - Came Here for Love https://youtu.be/Uq8fE3kKIBk 2. Pitbull - Time of Our Lives https://youtu.be/FUak2C_KEEU 3. Pitbull ft. Christina Aguilera - Feel This Moment 		

	<p>https://youtu.be/5jll4uzZGjU</p> <p>4. The Pussycat Dolls - Hush Hush https://youtu.be/3BBsF7VIQyo</p> <p>5. A.R. Rahman, The Pussycat Dolls - Jai Ho https://youtu.be/Yc5OyXmHD0w</p> <p>Keep encouraging the people to show their best</p>
Assessment	<ul style="list-style-type: none"> ✓ Individuals are in groups of 3 or 4 ✓ Each group have plenty of space around them ✓ A leader is assigned in every group ✓ Rules of the game shared ✓ People are fully into the game, enjoying and having fun. <p><u>Suggested encouragements</u></p> <ul style="list-style-type: none"> • Come on Leaders, make as big excessive mores as you can! • Let your inner child came to the surface - Listen to your body • Move it baby move your body!!! • Keep dancing!!! • You are doing great job! Keep up the energy!

Activity C/2 – Feel it

Phase	Reflective observation	Time	About 20 minutes
Team building through physical exercise	<p>Feel it</p> <p>Dancing is a form of expression and freedom. How did it felt though the activity C/1?</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Aware of how beneficial dancing really is. 2. Enjoy sharing and feeling joyful and enjoy laughter. 		
Materials needed for the activity	<p>Paper and pens</p> <p>White board markers</p>		
Content	---		
Activity	<ul style="list-style-type: none"> • Ask people to close their eyes and feel their emotions and listen to their bodies (3-5 minutes) • Ask to take paper and pen, and without talking to each other write down their experience from activity C/1 dancing. (5 minutes) • Ask people to be open and sharing experience <p>Feedback, feelings and emotions from Activity C/1 Dancing</p>		
Assessment	Do not answer any questions. Encourage people to just follow their feelings.		

Activity C/3 – Learn more

Phase	Abstract conceptualization	Time	About 20 minutes
Team building through physical exercise	<p>What are really the benefits of Dancing? It is said that though dancing what is called «happy hormones » endorphins are released. Let's learn some more ...</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ol style="list-style-type: none"> 1. Learn more about dancing movement and the benefits of it 2. Be inspired to dance a bit more and more often! 		
Materials needed for the activity	<p>White board and markers</p>		
Content	<p><i>What is the definition of dancing?</i> Dance is a performing art. It is described in many ways. It is when people move to a musical rhythm. They may be alone, or in a group. The dance may be an informal play, a part of a ritual, or a part of a professional performance. There are many kinds of dances, and every human society has its own dances. Dancing is not a sport, though it does have some athletic aspects. Dance is an art. Some people dance to express their feelings and emotions. Other people dance to feel better. Dance can be used to tell a story. In some societies, dance goes with song as well as music. People who want to learn to dance can go to dance schools. It may take years of practice to become an experienced and flexible dancer. Source : https://simple.m.wikipedia.org/wiki/Dance</p> <p><i>What are the benefits of dance?</i> Dancing can be a way to stay fit for people of all ages, shapes and sizes. It has a wide range of physical and mental benefits including:</p> <ul style="list-style-type: none"> • improved condition of your heart and lungs • increased muscular strength, endurance and motor fitness • increased aerobic fitness • improved muscle tone and strength • weight management • stronger bones and reduced risk of osteoporosis • better coordination, agility and flexibility • improved balance and spatial awareness • increased physical confidence • improved mental functioning • improved general and psychological wellbeing • greater self-confidence and self-esteem • better social skills. <p>Source: https://www.betterhealth.vic.gov.au/health/healthyliving/dance-health-benefits</p> <p><i>What is the connection of endorphins and dancing?</i></p>		

	<p>Endorphins are released during physical exercise and that is body's reaction of wellbeing and euphoria. Rarely all physical activity has the potential to release endorphins, still dancing in particular is effective.</p> <p>How to include dancing in our daily routine?</p> <ul style="list-style-type: none"> • Pick a couple of songs that inspires you to dance. • Practice movements such as shake, dancing walk or happy feet. • Extend the movement to the hands and head. • Pick a time of the day which you'll practice. Ex. Morning.
Activity	<ul style="list-style-type: none"> • Encourage answers to come from the users and participants • Ask question such as: <ul style="list-style-type: none"> ○ What is your opinion about (each question)? ○ Encourage conversation and exchanging ideas on each question. ○ Allow conversation and opinions to be shared • Share the CONTENT with the users/ participants.
Assessment	<p>Allow time for clarifying questions</p> <p>Encourage all users / participants to share their ideas</p> <p>Note down – white board answers if needed.</p>

Activity C/4 – Create

Phase	Active experimentation	Time	About 30-60 minutes
Team building through physical exercise	Dancing is a creative and safe way to express all kind of emotions as well as a creative way to release non beneficial emotions. This is the time to come up with new moves or create your winning choreography!		
Activity objectives	By the end of this exercise, users should be able to: <ol style="list-style-type: none"> 1. Bond with each other 2. Be more creative 3. Feel joy, empowered and confident 		
Materials needed for the activity	<ul style="list-style-type: none"> • system for music and microphones • Pick a high dance rhythm songs for people to choreograph or to create new moves for or let people pick the song of their desire. 		
Content	---		
Activity	<p>Give instructions</p> <ul style="list-style-type: none"> • Let all users / participants form into teams of 3 or 4 individuals. • Ask them to move into a different room or if this is not possible into a spacious area of the room. • Explain the purpose of this exercise. • The instructor / facilitator of the game should ask the participants to form teams of 3 to 4 individuals. • Each team is given a 20 minute to create a unique choreography or a new move. • Song can be the same for all teams or each team can pick their own song. 		

	<ul style="list-style-type: none">• When time is up, all teams present their work.
Assessment	<p>Allow time for clarifying questions</p> <p>Encourage each team to allow all team members to participate by sharing their ideas.</p> <p>Note that this is an exercise that no one is to be too much mindful, to let loose their bodies and listen to their heard.</p> <p>Also note that is just fine to be silly and playful while creating and developing the choreography or the new dance move.</p>

Module 2 – BE ACTIVE

TOPIC 2 – RELAXATION TECHNIQUES

Objectives of Module Be active

By the end of this module, users should be able to:

1. Through physical exercises be able to eliminate stress
2. Promote collaboration, productivity, team spirit and mindfulness
3. Boost of confidence and improve the levels of self-respect.

Objectives of Topic Relaxation techniques

By the end of this theme, users should be able to:

1. Know the difference between stress and anxiety
2. Have a better understanding of how to manage their own stresses and anxieties
3. Learn new and easy techniques on how to manage stress and anxiety

Activities

Kolb cycle D	• D/1 - Relaxation technique
	• D/2 – Reflection
	• D/3 – Learn More
	• D/4 – Mapping Characteristics
Kolb cycle E	• E/1 – Breathing out stress and work anxiety
	• E/2 – Breathing out stress and work anxiety -Reflection
	• E/3 – Learn More
	• E/4 – Develop
Kolb cycle F	• F/1 – Office Yoga
	• F/2 – Office Yoga - Reflection
	• F/3 – Learn More
	• F/4 – Pause

Activity D/1 – Relaxation technique

Phase	Concrete experience	Time	About 25 minutes
Activity title	<p>Relaxation technique</p> <p>These days it is almost inevitable not to get overwhelmed once in a while. Most people stretching themselves from work, family, and other commitments which can become too stressed, chaotic and busy.</p> <p>It is essential to set time aside to unwind unless mental and physical health can suffer.</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ul style="list-style-type: none"> • Acquire an easy and fast way to release anxiety and stress 		
Materials needed for the activity	<p>Music system for the relaxation to be played – megaphones</p> <p>Each user / participant should be sited in an upright position.</p>		
Content	<p>Practice of the relaxation technique: It is a technique you can use to learn to control your body's functions, such as your heart rate. ... This feedback helps you focus on making subtle changes in your body, such as relaxing certain muscles, to achieve the results you want, such as reducing pain.</p>		
Activity	<ol style="list-style-type: none"> 1. Participants should be sited. 2. Encourage users/ participants to fully engage at the procedure. 3. Remove their glasses and loosen their belts 4. Follow the instructions as described at the relaxation technique. 5. Links that can be used (16 minutes) <p>https://www.youtube.com/watch?v=912eRrbes2g</p>		
Assessment	<p>Allow participants to ask questions.</p> <p>Allow time for users / participants prior and after the relaxation.</p>		

Activity D/2 – Relaxation Technique - Reflection

Phase	Reflective observation	Time	About 10 - 15 minutes
Activity title	<p>Relaxation technique – Reflection</p> <p>Experience, feel and observe the changes the body had though the procedure of the sixteen minute muscle relaxation procedure.</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ul style="list-style-type: none"> • More conscious regarding their body's reactions to stress. • Learn to notice tension in the body due to stress. • Be more mindful regarding stress and anxiety 		

Materials needed for the activity	White board and markers
Content	---
Activity	<p>The leader – facilitator ask a couple of people to share their experience, how it felt or if it feels any different before and after the relaxation</p> <p><u>Indication of releasing excessive stress if participants</u></p> <ol style="list-style-type: none"> 1. Yawn 2. Are more loose 3. Experience difference in their vision (ex. brighter colours) 4. No longer tense in some parts of their body (shoulders, hands...) <p>It is suggested for this exercise to be repeated on a daily basis for at least 2 weeks.</p> <p>Suggested questions Did all could follow though the procedure? If some reply NO, ask why? And what did not allow them to follow through the procedure? (this is usually due to</p> <p>How do you feel to go through the procedure of the muscle relaxation? What do you see/ feel / experienced different after the end of completion?</p> <p><u>Continue by asking participants questions such as:</u> When an individual shares his / hers experience ask who else felt the same?</p> <p>Which parts of your body felt more stressed?</p>
Assessment	<p>Allow time for clarifying questions</p> <p>Ask questions such as</p> <ol style="list-style-type: none"> 1. How easy or hard was it to follow all the exercises? 2. Was there anything that challenged you? 3. How did it feel prior to the relaxation? 4. How does it feel now? <p>Essential to be noted that relaxation ideally should be repeated once a day for at least 2 weeks.</p>

Activity D/3 – Learn more

Phase	Concrete experience	Time	About 30 minutes
Activity title	Relaxation technique		

	<p>These days it is almost inevitable not to get overwhelmed once in a while. Most people stretching themselves from work, family, and other commitments which can become too stressed, chaotic and busy.</p> <p>It is essential to set time aside to unwind unless mental and physical health can suffer.</p>
<p>Activity objectives</p>	<p>By the end of this exercise, users should be able to:</p> <ul style="list-style-type: none"> • Be aware of the difference between stress and anxiety • Understand that there is a productive and non-productive stress
<p>Materials needed for the activity</p>	<p>White board and markers Note pads and pens</p>
<p>Content</p>	<p><i>What is stress and anxiety?</i> Stress and anxiety are extensive, unpleasant, often vague emotions that manifest with fear, tension and worry, and which are often accompanied by physical symptoms such as a rapid heart rate, heart arrhythmia, digestive disorders, dry mouth, tremors etc.</p> <p><i>What is the difference between anxiety and stress?</i> Stress is the body's natural response to a new and demanding stimulus. It causes the release of adrenalin which allows us to make quick decisions, to respond to challenges, and to stay alert. Some people have chronic stress, which is harmful to health.</p> <p><i>What is the difference between anxiety and stress?</i> Anxiety is a result of stress. Anxiety feels more like the feeling of fear rather than stress. When we have anxiety, it is due to a stimulus that causes us fear and the feeling of weakness and that we are in a disadvantageous position rather than in the position we would prefer. It is often not possible to recognize the causes of anxiety which unsettle our lives.</p> <p><i>Is there productive and non-productive stress? And if YES, what is the difference?</i> Yes, there is productive and non-productive stress. There is a level of productive or in other words ideal level of stress to be experience in order to be productive. Excessive levels of stress for an extensive period of time often leads to inaction, overwhelming, effects sight and concentration levels as well as multiple levels of functionality. The individual run into the fight mode – survival mode.</p> <p><i>Why is it important to reduce stress?</i> Reducing stress has societal, familial and individual benefits, such as:</p> <ol style="list-style-type: none"> 1. Economic benefits: Reducing stress increases an individual's productivity at work and reduces the number of days they take off; 2. Physical health benefits: Being stressed consumes energy and nutrients which could otherwise be used to protect the body (e.g. from infectious diseases); 3. Psychological health benefits: Reducing stress improves sleep and reduces irritability, anxiety and depression 4. Relationship benefits: Improved interpersonal relationships with co-workers or family members.
<p>Activity</p>	<p>Clarifying the difference of what stress and anxiety really is, the differences</p>

	Also clarifying the difference of productive and non-productive stress levels. And why it is important to have the necessary tools to keep stress regulated.
Assessment	<ul style="list-style-type: none"> • Encourage all users / participants to share their opinions. • Note down – white board answers if needed • Encourage users / participants to note down what is learned in this activity • Allow time for clarifying questions

Activity D/4 – mapping characteristics

Phase	Active experimentation	Time	About 45 minutes
Activity title	<p>Mapping characteristics</p> <p>Identify and record characteristics of an individual being in productive stress and of an individual being in excessive and non-productive stress and anxiety.</p> <p>This activity will assist the users/ participants to identify and correct in needed themselves as well as their colleges.</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ul style="list-style-type: none"> • Be able to identify the emotions and characteristics of an individual as well as for themselves when in productive stress and in being in excessive and non-productive stress and anxiety. 		
Materials needed for the activity	<p>White board and markers</p> <p>Note pads and pens</p>		
Content	---		
Activity	<p>Ask half of the groups to work on writing down the characteristics of an individual with productive levels of stress whereas the other half of the groups should work on writing down the characteristics of individuals with excessive and non-productive stress and anxiety levels.</p> <p>Give 10 minutes for group work</p> <p>10 minutes for presentation of each group – note all answers down – keep creating the list with just new characteristics.</p>		
Assessment	Assist people to collect as many as possible characteristics		

Activity E/1 – Breathing out stress and work anxiety

Phase	Concrete experience	Time	About 60 minutes
Activity title	<p>Breathing out stress and work anxiety</p> <p>These days it is almost inevitable not to get overwhelmed once in a while. Most people stretching themselves from work, family, and other commitments which can become too stressed, chaotic and busy.</p> <p>It is essential to set time aside to unwind unless mental and physical health can suffer.</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ul style="list-style-type: none"> • Self-moderated tool/ technique to release excessive stress • Boost of confidence and improve the levels of self-respect. 		

	<ul style="list-style-type: none"> • Release stress and anxiety
Materials needed for the activity	----
Content	Breathing is an easy and effective way to monitor and reduce stress, anxiety. Learning how to breath out stress will allow users / participants to use this practical and relevantly easy exercise at any time, even in the middle of a demanding, stressful situation.
Activity	<p>Description of the exercise.</p> <ol style="list-style-type: none"> I. Take in a deep breath from the diaphragm. (The indication that the breath is taken from the diaphragm and not the lungs is when the belly blows instead of the chest.) Take us much air in as possible. II. Hold on a second. III. Start releasing the air from the mouth in a slower motion than taken in. For example, if it was needed for an individual 7 seconds to breathe in a deep breath, breathe out as slow as 12 seconds. <p>Helpful note: it will be helpful to whisper out the deep breath.</p> <p>Practice the breathing exercise</p> <p>Breathing out stress and work anxiety Encourage the participants to practice the exercises. If needed work with one person at a time so each individual can really understand and practice correctly.</p> <p>Sharing and demonstrate the breathing exercise - Breathing out stress and work anxiety.</p>
Assessment	<p>Benefits of relaxation and breathing exercises have been understood by the participants</p> <p>The participants can know the difference between breathing from the diaphragm and lungs</p> <p>The participants have practiced the exercise</p>

Activity E/2 – Breathing out stress and work anxiety - Reflection

Phase	Reflective observation	Time	About 40 minutes
Activity title	<p>Breathing out stress and work anxiety</p> <p>These days it is almost inevitable not to get overwhelmed once in a while. Most people stretching themselves from work, family, and other commitments which can become too stressed, chaotic and busy.</p> <p>It is essential to set time aside to unwind unless mental and physical health can suffer.</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ul style="list-style-type: none"> • Feel the difference in their breathing as well as in their bodies. • Realise the benefits of deep breathing 		

	<ul style="list-style-type: none"> • Be more confident and potentially improved self-esteem
Materials needed for the activity	--
Content	----
Activity	Guide users / participants to reflect their experience and how it felt. The leader / facilitator asks a couple of people to share their experience, how it felt.
Assessment	<p>Ask questions such as:</p> <ol style="list-style-type: none"> 1. How easy or hard was to follow all excursions? 2. Was something which challenged you? 3. How did it feel prior to the relaxation? 4. How does it feel now? <p>Essential to be noted that this breathing technique can be used easily at any given time, literally anywhere!</p>

Activity E/3 – Learn more

Phase	Abstract conceptualization	Time	About 30 minutes
Activity title	<p>Learn more Learn more about the benefits of breathing stress out exercises</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ul style="list-style-type: none"> • Acquire an easy and fast way to release anxiety and stress 		
Materials needed for the activity	White board and markers		
Content	<p><i>Is breathing beneficial for health and wellness?</i> Breathing techniques benefits both the mind and the body. It lowers stress levels, empower health, boost confidence and creates better blood circulation. Breathing right is effortless and free!</p> <p><i>Why breathing exercises are important?</i> Breathing exercise is one of the best and handy ways to handle and release stress in the body. This is because when breathing though breathing technique relaxes the mind and the body, gradually reduce tension and bring stress into productive levels.</p> <p><i>What are the benefits of breathing stress out exercises?</i></p> <ul style="list-style-type: none"> • Oxygen levels improve in the mind and body. • Blood pressure lowers thus stress levels drop. • Endorphins are released; thus happiness levels increase. • Though breathing the body release toxins, and gradually improves the various organs functionality. • Releases excessive stress and anxiety. 		

Activity	Encourage users / participants to participate by sharing their opinions. Document each answer down Share the information noted at CONTENT.
Assessment	Encourage all users / participants to share their opinions. Note down – white board answers if needed Encourage users / participants to note down what is learned in this activity Allow time for clarifying questions

Activity E/4 – New Levels

Phase	Active experimentation	Time	About 60 minutes
Activity title	New Levels of breathing out stress and work anxiety Take breathing technique into new levels. See results and how it effects stress levels though a real challenging subject to be solved.		
Activity objectives	By the end of this exercise, users should be able to: <ul style="list-style-type: none"> • Face a real stress and challenging situation • Practice self-moderated tool/ technique to release excessive stress in a real situation. • Boost of confidence and improve the levels of self-respect. • Release stress and anxiety 		
Materials needed for the activity	----		
Content	----		
Activity	<p>Now, that users / participants have practice, reflect and learn more about the benefits of breathing out stress is time to take their practice to a new level. Imagination – fantasy along with breathing out stress, advances the practice and takes into new levels the monitoring of emotions, stress and anxiety. Share activity Ask users / participants to pick a real-life situation that each one is facing right now which creates excessive stress and anxiety.</p> <p>Encourage each participant to bring as much details as possible in their minds and regenerate their emotions. (give 2-3 minutes)</p> <p>Then guide users / participants to start breath in and out the way learned in Activity E/1.</p> <p>Here are the instructions</p> <ul style="list-style-type: none"> • Take in a deep breath from the diaphragm. (The indication that the breath is taken from the diaphragm and not the lungs is when the belly blows instead of the chest.) Take us much air in as possible. 		

	<ul style="list-style-type: none"> • Hold on a second. • Start releasing the air from the mouth in a slower motion than taken in. <p>For example, if it was needed for an individual 7 seconds to breathe in a deep breath, breathe out as slow as 12 seconds. Helpful note: it will be helpful to whisper out the deep breath.</p> <p>Breathing out stress and work anxiety Encourage the participants to practice the exercises while focusing on this present challenge and looking for potential solutions. Sharing and demonstrate the breathing exercise - Breathing out stress and work anxiety.</p>
Assessment	<p>Benefits of relaxation and breathing exercises have been understood by the participants The participants can know the difference between breathing from the diaphragm and lungs The participants have practiced the exercise</p>

Activity F/1 – Office Yoga

Phase	Reflective observation	Time	About 40 minutes
Activity title	<p>Office Yoga Long hours at a computer trying to complete an important project, working towards a deadline can leave the body tired, tight and drained. Moreover, if this is a habitual behavior at the office, day in day out, and the body is neglected, soon signs of pain and discomfort are shown. Office yoga, offers simple, practical and easy to follow simple stretches, which can not only heal your body but also release stress and anxiety.</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ul style="list-style-type: none"> • Be more connected with their bodies • Release excessive stress and anxiety • Feel more confident 		
Materials needed for the activity	Chair and a table / desk		
Content	Office Yoga is an activity that keep body in motion, energy in high levels and enables users / participants to be more protective, focus and improve their performance at the office environment.		
Activity	<p>Encourage users / participants to be fully engaged and follow the instructions demonstrated at the video.</p> <p>Participants should be sited.</p> <p>Encourage users/ participants to fully engage at the procedure.</p> <p>Follow the instructions as described on the webpage and demonstrated photos.</p>		

	<p>Links that can be used:</p> <p>https://www.adventureyogi.com/blog/10-desk-yoga-poses</p>
Assessment	<p>Users / Participants should be able to follow.</p> <p>If any user / participant needs assistance be willing to guide and assist.</p>

Activity F/2 – Office Yoga - Reflection

Phase	Reflective observation	Time	About 10 minutes
Activity title	<p>Office Yoga - Reflection</p> <p>Investing the time to reflect, feel and inhale the results of practising office yoga.</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ul style="list-style-type: none"> • Feel more connected to the body • Connect the body and Mind 		
Materials needed for the activity	-----		
Content	Reflective conversation		
Activity	The leader / facilitator asks users / participants to share their experience.		
Assessment	<p>Ask questions such as</p> <ul style="list-style-type: none"> ✓ How easy or hard was to follow the office yoga positions? ✓ If for some people was difficult ask WHY? At what point was difficult? Did it hear? ✓ Was something which challenged you? ✓ How did it feel prior to the practice of office yoga? ✓ How does it feel now? - after <p>Essential to be noted that all or some office yoga exercises can be used easily at any given time at the office!</p>		

Activity F/3 – Learn more

Phase	Abstract conceptualization	Time	About 20 minutes
Activity title	Learn more about yoga and benefits.		

Activity objectives	By the end of this exercise, users should be able to: <ul style="list-style-type: none"> To have a better understanding about the connection of yoga.
Materials needed for the activity	White board and markers
Content	<p>History of yoga</p> <p>India is the origin of Yoga. Uncertain evidence of the tradition or how yoga was born. The first documentations of yoga are found in the second or third century A.D., by an Indian scholar named Patañjal penned the Yoga Sutras, 196 aphorisms that ultimately defined yoga as "the stilling of the changing states of the mind."</p> <p>Today, the Yoga Sutras are considered the fundamental text of yoga.</p> <p>8 Styles of Yoga were born out of The Yoga Sutras.</p> <p>Those styles are:</p> <ol style="list-style-type: none"> 1. <i>Yama</i>, which has to do with how to relate to the outside world. <i>Yama</i> consists of five prohibitions: <i>Ahimsa</i> (non-violence), <i>Satya</i> (non-illusion or truth), <i>Asteya</i> (non-covetousness), <i>Brahmacharya</i> (abstinence) and <i>Aparigraha</i> (non-possessiveness). 2. <i>Niyama</i>, ways to relate to one's inner self. <i>Niyama</i> requires <i>Shaucha</i> (cleanliness, both physical and mental), <i>Santosha</i> (satisfaction with one's self and possessions), <i>Tapas</i> (bodily and mental discipline), <i>Svadhya</i> (study of the Vedas, Hinduism's oldest scriptures), and <i>Ishvarapranidhana</i> (surrender to God). 3. <i>Asana</i>, or the practice of yoga postures. 4. <i>Pranayama</i>, or the control of the life force and life energies (known as <i>prana</i>). Usually practiced in the form of breath control. 5. <i>Pratyahara</i>, or withdrawal from physical stimulus. 6. <i>Dharana</i>, or the practice of concentrating attention. Focuses of attention often include the Anja Chakra, or "third eye," a spot between the eyebrows on the forehead, or a mental image of a deity. 7. <i>Dhyana</i>, or meditation. 8. <i>Samadhi</i>, the state of oneness with the object of meditation, in which the self and the object (a deity, a candle flame or some other focus), merge. <p>Benefits of yoga</p> <ul style="list-style-type: none"> • Improves flexibility, strength and posture. • Overall fitness and energy levels • Helps in weight loss • Reduce stress • Improves breath • Becoming more mindful • Improve overall health such as reduce inflammation and improve heart health

	<ul style="list-style-type: none"> • Anti-depressant effects • Reduce chronic body pain • Improve sleep quality
Activity	Share the above information and ask people to also share their opinions and ideas on the subject.
Assessment	Users / participants are participating the conversation, sharing their experience from Activities F/1 and F/2 as well as well as their thoughts on the benefits of yoga.

Activity F/4 – Pause

Phase	Active experimentation	Time	About 30 minutes
Activity title	<p>Pause An exercise which empties the mind by pausing the thoughts</p>		
Activity objectives	<p>By the end of this exercise, users should be able to:</p> <ul style="list-style-type: none"> • Emptying the mind from thoughts • Releasing anxiety due to ever thinking • Acceleration and clarity of the mind 		
Materials needed for the activity	Microphone		
Content	Pause is an amazing exercises that cease negative emotions, releases thinking tension and gradually elevates the positive emotions and joy.		
Activity	<p>Explain the exercise</p> <ul style="list-style-type: none"> • Ask users / participants to sit in circle. It can be in chairs or sited down in the floor. • Ask users / participants to take a couple of deep breath and close their eyes. • Ask them to focus on something repetitively rhythmical ex. your breath or ticking clock. For the application of this group exercise is better to use ticking clock. Link that can be used • If their minds fly away, ask them to bring it back to the ticking clock. • Invest 5-10 minutes in the practice of focusing to the ticking clock. <p>Once the exercise is completed ask:</p> <ol style="list-style-type: none"> 1. How easy or hard was to stay focus on the ticking clock? – Note: most people will find it challenging to follow. Please note to them that it takes practice and more than once to make this exercise and even more to be a success of 2-3 minutes of pause of the thoughts. 2. Where some people that could follow easily? How did it feel for them? 3. How did it feel prior to the practice of pause? 		

	<p>4. How does it feel now? - after</p> <p>Encourage people to practice Pause as many times as possible</p>
Assessment	<p>It is a great success if some people could follow and focus on the ticking clock for 2-3 minutes.</p> <p>As this is an extremely difficult exercise to be followed for the first time, it is amazing to have people participating and willing to experience.</p> <p>Allow people to ask clarifying questions</p>