

**Strengthen Your Power
Training Course on mental health
France, September 2018,
Funded by Erasmus+**

Partner countries:
Spain, Romania, Greece, Poland, France, Ireland, Armenia

A Training Course for trainers, youth workers, peer leaders. It was about developing the competences of youth workers in the areas of empowerment, resilience & positive mental health using theater, mindfulness and nature!



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The objectives of this training course were

- ∅ For the participants to come away with concrete methods and ideas to help develop their own sense of empowerment & resilience and bring this into the work they do with young people.
- ∅ To understand and put into action ideas and methods to increase positive mental health in the young people they work with.
- ∅ To explore the potentials of creative methodologies as a way for self-discovery, creativity, empowerment & resilience.
- ∅ To be part of an intercultural learning experience.
- ∅ To facilitate the exchange of experience from participants regarding their work with their own young people.
- ∅ To encourage European co-operation in the youth field.

Methods used

Non-formal interactive methods include workshops on:

- ∅ **Mindfulness & creativity based on MBSR** (mindful based stress reduction)
- ∅ **Positive and benevolent education**
- ∅ **Way of council by Joe Proviser**
- ∅ **The practice of empowerment**
- ∅ **Drama**— using ‘Labryinth Theatre’ and ‘Living Theatre’ methodologies to explore empowerment
- ∅ **Art activities** for self-expression, creativity, empowerment & resilience
- ∅ **Nature walk** - connected to positive mental health
- ∅ **Vision Quest** – a Native American ritual to connect to the inner you
- ∅ Visits to local **community projects** that promote positive mental health & resilience
- ∅ **Discussion, sharing, exchange of experience, movement & reflection.**

Daily Program

Day 1

Introduction to the training course | Getting to know each other

Exploring the comfort zone| Exploring positive mental health

Exploring resilience

Connecting with others

Reflection

Day 2

Mindfulness Approaches



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Body mindfulness
 Dealing with difficult emotions
 Mindfulness & Authentic expressions
 Reflection

Day 3

Using Living theatre for self-discovery
 The Labyrinth theatre for resilience and empathy
 Reflection

Day 4

Self-Care
 Mindful cooking
 Community visit
 Reflection

Day 5

Co-motion in nature
 Use of the nature to strengthen mindfulness
 Reflection
 Evening: Prepare for vision quest

Day 6

Vision Quest
 Empathy Walk
 Reflection

Day 7

Designing the future
 Running the future
 Prototyping
 Closing

Extras!

Mindfulness and Yoga every morning



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Introduction to the Training Course

Starting to get to know each other:

Invite participants to carry out tasks in their own time.

1. I see this training as... I can influence this training by... **During this training I'm looking for...**
2. Connect with someone you don't know and chat with them.
3. Share your favorite **ice-breaker** – write on wall and perhaps do over week.
5. Our working agreement – ground rules.
6. Learning outside the box – ‘what does it mean to me’ Make sentences from words given to participants.
7. Pick an image that represents how you feel now! Share this with the person beside you.
8. Make a play dough about your fears or your apprehensions around this training, share.
9. This is me sheet: bring photo

Go through most stations at the end to recap, reflect and debrief

Name Games

Action name: In circle each person says their name and put an action word in front of it and act out the word, for example ‘dangerous Deirdre’. Each person does this in the circle once and then we go around the circle a 2nd time and each person does the exercise again but this time the whole group repeats the name and action.

Introductions: Each person introduces the person either side of them and themselves. This is, I am, this is

After this is done, move the group so that they are beside different people and repeat exercise.

Your name in circle: Person says another persons name and starts to walk towards them. The persons says another persons name and walks towards them. Continue and keep up the energy.



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Exploring your Comfort Zone

Facilitator: Introduce comfort, stretch and panic zones in relation to challenges.

Put string or paper on ground. 3 squares/circles with paper-tape. Ask participants to write down what they understand about each zone either on post-its or on paper.

Comfort Stretch Panic

Facilitator then goes through what has been written. Feedback from group. Further explanation - If we stay in comfort zone, it starts to get smaller, you loose confidence, find it harder to leave. All learning happens in the stretch/learning zone. After a while, things you found to be in stretch zone can go into your comfort zone. So we must find new challenges all the time. If in the panic zone, no learning can happen, so must find ways to leave the panic zone.

Scenarios: place yourself in the diagram according the scenario. After people place themselves on the diagram they explain why they are there and how they could be supported to get to the stretch zone.

First scenario:

- Coming to the seminar
- Dancing when no-one else is dancing
- You have to travel to a different (far away) country on your own
- You have to make new friends in a different country, who do not speak your own language
- You have to give a presentation in the university of your host town about your country
- Flatmate is not helping to clean the house, the bathroom especially does get dirty, you need to confront this person about this

On post-its write green/yellow/red think of situations or things that will let you be or bring you in one of the zones

In small groups, pax choose a personal situation from panic and stretch zones to work on and answer the following:

- Name the issue



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- Who is directly affected? How?
- What are the risks?
- What action could be taken to exit the panic zone?
- What are the learning outcomes?

Discuss how you can prevent the red (panic) from happening



What is Non-formal Education & Youthpass?

Facilitator asks: What is NFL

Split into groups and each group writes up their definitions of NFL. Share in larger group and then written on one big flip chart paper. Some input given by facilitator.

Kolb cycle of NFL

Give an overview of youthpass.

Then give the participants questions for their learning journal:

What were important moments today? What surprised me?

What do I feel good about today? What blocked me?

What could I do to unblock?

Introduce learning buddies –

using questions from journal – have a chat for ½ an hour!

Personal learning plan:

What do I want to learn, how will I learn it, with whom & when.

Introduction to Theme of the training – mental health

Team exercise: Indian Tribes

Chose an Indian name for your group. You can pick from these (Sioux, Apache, Black foot, Crow, Navajo, Arapaho, etc) or make your own one up.

Elect a tribe chief for one day only. Each day a different chief is elected.

Create one thing which describes your tribe.

Eg. A song , dance, dream catcher, story etc.

Tell the rest of the tribes what your tribe name is and make a group presentation of the symbol,

song, dance or dreamcatcher of your tribe.

As your tribe is attending a meeting of the tribes to participate in a congregation to discover the power of the outdoors in Wexford make a list of the expectations of your tribe to present to the

meeting.



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Team exercise: Smarties relay & discussion

For this game you will need smarties/candy, bowls and teaspoons Divide the group into teams of about 4 or 5 at random.

Set up the teams with members seated/standing one behind the other.

The teams should be arranged in formation around a central point where a tub of smarties/candy is located with each team's leader beside the tub (like the spokes of a wheel). One bowl is placed beside the last person on each team. Each person holds a teaspoon. The task is to transfer as many smarties/candy as possible from the central tub to the teams bowl. The smarties/candy must progress from teaspoon to teaspoon along the line. The smarties/candy must travel along every spoon in the team and may not be held down or picked up with fingers or other implements. The team with the most smarties/candy in their bowl at the end of the race is the winner. At the end the candy can be shared!

Debrief should look at co-operation, support and encouragement: Discussion sample questions:

What helped the teams in their task?

What forms of support or encouragement went on in the various teams?
Were people ridiculed or blamed?

How did the winning team manage to score more smarties/candy than the other teams?

Was every team member important? What worked well and why?

What made it enjoyable or not? Why are rules important?

Conclude by say that the TC / YE is a working team of people trying to achieve their objectives in the most enjoyable and most successful way possible. People take up different positions in the group, but each person and each position is important. You can ask the group what they think their role is or may be? This gives the facilitator an opportunity to talk about their role and that they are there as a facilitator of the learning process – not the 'expert' with all the answers. You are there to help them learn for themselves.

Setting the scene around the topics of the TC: positive mental health

Facilitator writes 'mental health' on a flip chart.

Ask the group to brainstorm all the words that come to mind. Any word can be used. Take a few minutes to write some of your thoughts in your note book.

Now ask the group to say what they wrote and facilitator writes on flip chart.

Facilitator asks the group:

Q: any initial comments?

Q. What do you notice about the words used?



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- Q. What do these words say about mental health?
- Q. What is the difference between physical and mental health?
- Q. What do you think the issues are for young people?
- Q. How do young people feel about the issues?

Facilitator makes a few points:

- Mental health is not the same as mental illness
- Mental illness is just one aspect of mental health.
- Raise the issue of stigma (it is still common and people who have mental illness often feel discriminated against, less important, put down or ignored)
- Positive mental health is about things like coping with everyday issues, feeling confident and positive about yourself, the ability to enjoy life, having positive relationships.

Explain what mental health and wellbeing is about – it is about being able to manage the ups and downs of life. We all get sad and depressed sometimes and that is okay but it's when we get stuck in the dumps, feeling bad for too long that we may start to find it difficult to be ourselves, get on with life and enjoy life. Therefore, being emotionally and mentally well is about being able to cope and manage the highs and lows that life brings. We have all been heartbroken or lost a loved one or had something bad happen to someone close to us, we can feel upset, sad, depressed, frustrated, but hopefully we manage it, get through it and carry on.

This training will explore these issues, help you to understand yourself better and give you some tools for yourself and the people you work with to stay emotionally and mentally well.

Facilitator gives pax a few minutes to write in their notebook and feedback.

Understandings of mental health

Ask the pax to take 5 mins and think of somebody they think is emotionally and mentally healthy. Make a list of what it is about this person that makes them emotionally and mentally healthy. Now split into groups of 4 and with paper make a collage – draw the outline of a person, using images, words, colours etc represent what a mentally healthy person might be like. Also work on a definition of mental health and write this on your collage. When finished



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ask each group to present and explain their collage and record common words or phrases that emerge from the group. To facilitate discussion in the big group you could ask the group ‘what they learned from the exercise, did anything in particular strike them, were there any surprises for them?’ Allow discussion, debate and questions.

To explore feelings / how young people cope

Alphabet Race!

Important to be able to name feelings.

Race: 2 teams: The object of the race is for each person in turn to run to the flip chart and write down a feeling word. Team mates can help each other.

Explore the words written for nuances of emotions beyond just sadness, happiness and fear. For example the anger could range from mild annoyance to rage or sadness could range from feeling a little sad to despair. Explore these ranges and shades of feeling with the participants.

Distribute the **feelings handout (see below)** and ask each group to compare with their list and ask for reaction – what did you notice?

Input from facilitator: Feelings are like a thermometer/guide – they let us know what is happening and what we need to do to take care of ourselves. It is often difficult to name our feelings and this makes it difficult to manage them. It is important then to know what we are feeling so that we can do the best we can for ourselves and not do ourselves or others harm when we are trying to manage them. We can sometimes hide or push away our feelings but they often find a way to either seep into us or out of us which can have negative consequences. Once we are aware of what we are feeling and why, it makes it easier to manage our feelings in a healthy way for ourselves and those around us.

How young people cope:

Give the group time individually to think about things young people find difficult or stressful in their lives. List them in your notebook.

Now brainstorm with large group and write on flip chart.

‘is there anything you might add? Getting a new job, going on a date’

Now in small groups write down all the ways that young people might cope in



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the situations that have been identified. Put down all responses both positive and less positive. Write these down in big letters – one per a4 sheet these are called coping cards.

Put all the coping cards on the floor face up and walk around and look at them. Any comments, what have you noticed, does anything surprise you, have you any questions, is there anything missing you might add?

Now all sit in a circle and spread coping cards on floor. Each person picks two cards each and turn one of the cards to face the group and everyone can see it. The facilitator then reads out one of the difficult or stressful situations from step one. Set up in the room are 4 corners 1) helpful 2) not much use 3) useless 4) harmful. Now move to the place in the room according to whether you think your coping card is 1,2,3, or 4.

When participants have grouped, ask them to compare and comment on your choice. Allow people to debate and defend their positions and respond. Ask pax why they think their coping card is a,b,c,d.

Play 2nd round with new coping card and new scenario.

Conclude by noting that each of us has a range of different ways to cope and often we use a different way of coping according to what the situation is. An important thing to aim for is to have a lot of different coping strategies so that you are not depending on one or two that are not suited to a particular situation. It is also important to know when to get support or help for yourself or someone else.

Evaluation – final round (30 min) –

Choose a learning buddy - Break an apple in half – find the other part of the apple This is your learning buddy for the week.

Empathy Walk

To develop empathy for someone different from yourself.

- ⌚ Pair up the person who you know least and is the most different from yourself.
- ⌚ For the next 60 min you will walk and talk to try to understand the feelings, thoughts and experience of another.
- ⌚ For the first 30 min, one person asks questions and the other answers. For the next 30 min the 2nd person talks.

Here are some questions that will help you when you are talking about yourself. You do not need to answer them all, they are a guideline.

Tell the other person a little about yourself? What would constitute a perfect day for you? For what in your life do you feel most grateful?

If you could wake up tomorrow having gained one quality or ability, what would it be? Why?

Is there something that you've dreamt of doing for a long time? Why haven't you done it?

What is the greatest accomplishment of your life? What do you value most in a friendship?

What is your most treasured memory?

What is your greatest sorrow? What does friendship mean to you?

Share an embarrassing moment in your life. When did you last cry? Why?

- ⌚ Debrief in large group.
‘How was this exercise for you?’ ‘What did you learn?’



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Activity - Dixit cards

Introduction to another way of thinking, to listen really what your heart says.
Idea: the card is choosing you – connect to your intuition

- 1) First look at the cards before you take one – take 2 min
- 2) Choose a dixit card: Who am I? Where am I in my life right now?
- 3) 15 min – think about it & take notes
- 4) Share with your neighbour: “What has drawn your attention?! (5 min)
– use your open mind – your open heart – your open will to listen and truly understand ...

Sharing in the group – just one thought

Sensing journey:

To be outside and called by the places – what attracted us. Go for walk for 30 min “Suspension of judgement” – keep/listen/feel as it is

Journaling Q after the walk

1. What personal experiences or journey brought me to where I am in my life right now?
2. What issues or challenges am I confronted with?
3. Why do these challenges exist?
4. Are they external or internal challenges?
5. What are my blockages?
6. What are my most important sources of success and change?
7. What initiative, if implemented, would have the greatest impact for me?
8. What initiative, if implemented, would have the greatest impact on society?

Share with partner or small groups.



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Mindfulness Based Stress Reduction - LYDIE

Introduction to Mindfulness Based Stress Reduction.

- What is Mindfulness?
- The 9 Attributes of Mindfulness
- Using the Mind as a Tool
- Using the Body and Breath as an anchor to stay in the present.
- Exploring obstacles to stay in the present

Introduction to Meditation

- What is Meditation?
- Benefits of Practicing Meditation
- How to Meditate
- Importance of Body posture
- Obstacles to practicing



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Meditation Practice

- Guided Sitting Meditation Practice
- Personal Inquiry (Questions & answers)

Creative Practice in Studio

- Exploring obstacles to staying present.
- Identifying Pre-Occupying thought habits
- Introduction to selection of drawing / painting mediums
- Creating personal ‘Preoccupation Thought Bottle’
- Guided instruction on working with ‘Preoccupation Thought Bottle’ at home
- Guided Meditation with ‘Thought Bottle’

Introduction to Mindfulness Body Scan (MBSR)

- What is a Body Scan?
- Benefits of Practicing the Body Scan
- Obstacles to practicing
- How to Practice?
- Important attitudes to embody
- Understanding the minds role
- Using the Body and Breath as an anchor
- Importance of Body posture
- Preparing a space to practice

Body Scan Practice

- Guided Body Scan Practice
- Personal Inquiry (Questions & answers)



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Creative Practice in Studio

- Embodying Presence in the whole body
- Silent Body & Breath Drawing
- Guided Drawing Meditation
- Drawing & Painting Mindfully

Creative Practice in Garden

- Embodying Presence in the whole body
- Silent Breath Meditation
- Guided ‘Breath & Bubble’ Meditation
- Mindful Movement
- Guided Movement Meditation using ‘Bubble Wands’



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Mindfulness activities

Activity 1

Derived from the Conference with Jon Kabbat Zinn and Myla Kabbat Zinn on 6 November 2016.

The only expert that exists in your life is yourself.

I should not have judgment; I Free from the sarcasms of our mind.

Meditation is how we live our life, moment after moment.

Meditation cares, transforms, nourishes, makes us grow, change. But it is not about becoming an evangelist of mindfulness. But changing oneself allows us to change our environment.

One moment, we have a great reaction, it is great and the next moment is a catastrophe. We are human beings, we try, it is the love that we carry to our children. The relations of the family are the laboratory. The relations between our relatives are a laboratory. Those are a way to learn.

Meditation is when you are present.

Practice :

- In a group of 5 in a circle, we speak for 3 minutes, others listen. “*Share the biggest challenge in our profession*”. Then, rethink what we have heard from others, and this with conscience.
- In duet, listen to the other person during 5 minutes, if you are through, just remain silent. The other person don't speak at all.
- To be standing, to be conscious, to move your arms in the air, then from the sky to the earth, to return to calm.

What is important is *to accepting children* so they feel that there is a space to be created. When you were little, no one paid attention to you, or trust you, you may have felt anger. Our children are raised in our family or as educator, in a group so it's different. Sometimes they come up against a wall and then it's an experience of life. Sometimes a break in the relationship must be overcome.

Reacting is different from responding. There are many situations where it is possible to react.

There is a solution, instead of reacting, we can respond with consciousness.

1) I am angry, not to remain a prisoner of his anger, it is a matter of recognizing his feeling.

2) To believe, to believe that one does not know. And open our hearts, and



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something can emerge.

Interaction between soul / body / emotion / different members of the group .

“I am perfect with all my imperfections.”

Practice: think about our breathing.

Practice: ask what is the biggest fear in your job. And then in a second time, ask what is the greatest joy in your work.

« tell me one way how the fear expresses itself when at work, you are an educator». This practice can be done as a way of council or as by two, one listen to the other.

Activity 2: The Three Minute Breathing Space

Sometimes we get stuck in a negative cycle of feeling or thinking. Imagine you receive a bad evaluation (situation). An immediate result of this news is a feeling of sadness or frustration (feeling or emotion).

Often, we automatically start thinking. Our thoughts may concern the feeling (“this is no good, I don’t want this, this must stop”) or the situation (“how could this ever happen?”) or the self (“maybe I’m just not good enough”).

These thoughts can cause feelings or emotions, which can lead to thoughts again, etc. In this way, we can get caught in a cycle of thinking and feeling for a very long time. Because we are so identified with the content of our thoughts, we lose awareness of what is happening: we are caught in a game of feelings and thoughts. This is an example of how we sometimes easily get lost in worrying or ruminating (repetitive and negative thinking about the past).

Goal

The exercise commonly involves the following three steps. The first step is asking oneself “Where am I?” “How am I?” “What am I thinking?” In this way, one steps outside the “doing mode” for a moment, disrupts habitual patterns and introduces awareness of the current experience.

The second step involves a single focus of attention. Attention is directed away from thinking and focused on the breath.

During the third and last step, attention is expanded so that it also includes



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awareness of body sensations. The focus here is on the body as a whole.

The three-minute breathing space involves a direct way of coping, characterized by awareness and willingness to experience what is present.

Advice

For many people, due to their busy schedules, spending 20 minutes lying down performing a body scan or focusing on one's breath with the eyes closed can be quite challenging.

The three minute breathing space can be used as an effective exercise to integrate mindfulness into the daily life. A structural implementation of the exercise can be achieved by using a timer at fixed moments during the day. In this way, the exercise can become automatic.



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Activity 3: Hand on Heart Breathing

As you lay on your mat, place both hands over your heart. As you inhale, feel your chest expanding and as you exhale, feel it deflate. With each breath, your hands will move softly up and down. Pay attention to this movement and bring your mind back if it wanders.

Activity 4: Notice your senses

I often like to check in with my senses to explore the world around me. A simple (and fun!) way to do this, is to play a little senses game.

What are five things you can see?

Five things you can hear?

And five things you can feel?

For example, I can see the color blue, the green light on my computer, a ring on my finger, my dog's fluffy fur and a bobby pin on my desk. I can hear my dog chewing his stick, a couple of birds outside, the soft whirring of the air conditioner, the odd car driving past and a deep breath I just took. I can feel the soft cushion I'm sitting on, the material of my t-shirt, the warmth of the computer under my hands, the hard ground under my feet and my hair on my neck.

Activity 5: Body Scan (3 to 5 min)

Begin by bringing your attention into your body.

You can close your eyes if that's comfortable for you.

You can notice your body seated wherever you're seated, feeling the weight of your body on the chair, on the floor.

Take a few deep breaths.

And as you take a deep breath, bring in more oxygen enlivening the body. And as you exhale, have a sense of relaxing more deeply.

You can notice your feet on the floor, notice the sensations of your feet touching the floor. The weight and pressure, vibration, heat.

You can notice your legs against the chair, pressure, pulsing, heaviness, lightness. Notice your back against the chair.

Bring your attention into your stomach area. If your stomach is tense or tight, let it soften. Take a breath.

Notice your hands. Are your hands tense or tight. See if you can allow them to soften. Notice your arms. Feel any sensation in your arms. Let your shoulders be soft.

Notice your neck and throat. Let them be soft. Relax. Soften your jaw. Let your face and facial muscles be soft.

Then notice your whole body present. Take one more breath.

Be aware of your whole body as best you can. Take a breath. And then when you're ready, you can open your eyes.



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Activity 6: The body scan exercise (15 to 20 min)

This should take about 15 – 20 minutes. You may want to lie on the floor on a mat making sure you are warm and comfortable, covering yourself with a blanket and resting your head on a cushion or pillow. You can also do this sitting upright. Taking care to ensure you will not be disturbed for the period of the body scan.

1. Firstly, check your body just as it is right now noticing the sensations that are present, feeling the contact the body is making with the floor.

2. Then starting to scan the body, sweeping your awareness through different parts of the body, without judging what you are aware of but as best you can bringing attention to your experience moment to moment.

3. Starting with the crown of the head, noticing any sensations here, tingling, numbness, tightness or relaxation. Then including the head , feeling the weight of the head as it rests on the cushion, then including in awareness the forehead, noticing whether or not you can feel the pulse in the forehead, whether there is tightness or ease. Then including the eyes, nose, cheeks, mouth and chin and finally the ears including any sounds that you notice coming to the ears. Be aware moment by moment the changing pattern of sensations, feelings of warmth, of coolness, ease. If you notice your mind wandering then this is perfectly natural and what minds do. Noticing your mind has wandered is a moment of awareness, then just gently guiding your mind back to the part of the body you are focusing on.

4. Then letting go of the head and face, moving your awareness into the neck and shoulders, noticing the strong muscles in this part of the body, having awareness of any tension in the neck and throat, perhaps becoming aware of the sensation of air in the throat.

5. Moving your awareness now to the shoulders, the places where there is contact between the shoulders and the floor, stretching your awareness into the arms, elbows, wrists, hands and fingers, aware of what is here in each moment.

6. Shifting the focus now to the chest area, noticing the subtle rise and fall of the chest with the in and out breath, turning your awareness to the ribcage, front and back of the ribs, sides of the ribs, the upper back resting on the floor. Noticing any aches and pains here and seeing if you can bring a sense of



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gentleness and kindness to these areas.

7. Turning your awareness now to the abdomen and stomach, the place where we feel our “gut feelings” noticing your attitude to this part of your body, seeing if you can allow it to be as it is, taking a relaxed and accepting approach to this part of the body. Then stretching your awareness to the lower back, the lumber spine, feeling the gentle pressure as the back meets the floor before moving your awareness to the pelvis area, the hip bones, and sitting bones, genitals and groin, noticing any sensations or lack of sensations that are here, perhaps being aware of the breath in this part of the body. Bringing a kindly attention here.

8. Now letting go of the torso as the centre of your awareness and moving your attention into the thighs of both legs, feeling the weight of the legs, gently noticing what other sensations there are here, tuning into the skin, bone and muscle of the legs here. If your mind has wandered into thinking, planning, worrying, day dreaming then just gently guiding it back to this part of the body.

9. Next turning your attention gently towards the knees, bringing a friendly attention, notice if there is any discomfort here, and if there is none then noticing what is present already here.

10. Stretching your attention into the calves of both legs, noticing how your muscles feel here, feeling this part of the legs from the inside out, the flesh and bone of the lower legs. And again checking in where your attention is from time to time and noticing the quality of your attention seeing if it is possible to bring a gentleness and kindliness into your awareness, not forcing yourself, bringing a lightness of touch to your attention in this part of the body.

11. Finally moving your attention into both feet, the heels of the feet, the instep the balls of the feet, the tops of the feet, skin and bone and finally the toes, seeing if it's possible to distinguish one toe from another. Noticing whether there is tension here, sensations, numbness, tingling and allowing any tension to softening as you bring a gentle attention to it.

12. Now taking one or two deeper breaths and widen your focus, filling the whole body with awareness, noticing whatever is present, sweeping the body with your awareness from top to bottom, experiencing the body from the inside out. Noticing whether there is any non acceptance towards any parts of



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the body as you fill the body with a gentle awareness and seeing if you can have compassion for any judgments or for any tensions or pain that might be present as and when you notice it. Feeling the energy of life flowing through you. And resting in awareness of this amazing body that you have, compassion for its pains and appreciation for its capacities and the wonder of it.

Activity 7: Mindfulness of Breathing

Sitting upright, making sure you are comfortable and warm enough and that you won't be disturbed for the period of this skills practice. Remembering that in this practice period, whatever happens, whatever you experience is just what it is. Try and see if you can keep any judgements or criticisms at bay and be as fully present with the body and the breath as you can during the practice.

1. Bring your attention to your body, sensations of contact with the floor or chair, the sensation of cloth against your skin.
2. Become aware of the breath as it enters your body on the in breath and leaves the body on the out breath – just following your breath, breath by breath, without trying to change it at all.
3. Focus your attention on the way the breath moves the body in a very gentle rocking motion as the abdomen rises and falls with the, in and out breath, notice the rhythm of the breath, the changing sensations of the breath, whether it is smooth, rough, long or short, cool or warm.
4. Perhaps become aware of the slight pauses at the end of the in-breath and at the end of the out-breath as it turns. There is no need to change or alter anything, just notice what is already happening in each moment. There is no particular state that needs to be achieved.

Activity 8: Puppy Mind

Like a puppy you will notice that your mind will wander away from the focus on the breath to thoughts, planning, daydreams, worry, and just like a puppy will keep wandering off to explore. This is perfectly natural – it's simply what minds do – it is not a mistake and you are not getting anything wrong. When you notice that your awareness is no longer on the breath, gently congratulate yourself – you have come back and are once more aware of your experience! You may like to briefly acknowledge where the mind has been ("ah, there's



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thinking"). Then, just as you would guide a puppy gently back to the path, gently escort the awareness back to a focus on the changing pattern of physical sensations in the lower abdomen, renewing the intention to pay attention to the ongoing in-breath or the ongoing out-breath.

We spend much of our time getting 'lost in thought' in doing, thinking, remembering, caught up in creating a story about the past or the future and in the meantime missing the actual moment which is 'now' !

Each time the mind wanders and you notice this, see it as a moment of awareness and take the opportunity to bring patience and gentle curiosity to your experience. Using the breath as an anchor, gently reconnect with the present moment.

Activity 9: Sidestepping the mind

I invite you to step into the flow of creativity.

Start by making a list of five playful activities you enjoy.

Playful activities must be things you do without trying to achieve anything or get anywhere in particular, like dancing, singing or doing a handstand!

Once you have made your list, pick an activity to do now.

Set a time for 15 mins (no interruptions allowed – don't look at your phone)

Do the activity the way a child would, with no consideration that something else might be a better use of your time

Allow your attention to stay with the activity, let any other thoughts come and go, but keep focused on your play as much as you can.

Once the timer sounds, leave the activity if you wish (or keep going if you are hooked) and continue with your day.

Bring this same focused, playful energy into the rest of your day's activity and see what happens next!



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The way of council, Joe Proviser

1) In a circle, in a comfortable room, sitted.

A way to learn from others, to reflect on a subject, a way to express on a situation, a way to solve conflicts.

There is a flower in the middle, a gong, and 4 other objects. (a stone, a little rabbit, a wooden stick and a turtle)

We gather around a flower, as some years before.

2) What is *life/love/fun/heal/mindfulness* ... ?

Remember a time when you said « Wahouuuuuuuuuuuuu this is really funnnnnnn ! » remember the last you think you meditate.

Definition : What is fun ? Try to give a definition to « fun ».

What is meditation?

Let's begin. = we really listen. Start with the bell. Listen from the heart = listen to what you feel, and try to feel what the others say, try to feel it in your body.
This is a special time for listening hundred percent.

- 1) What are the names of personnes who really listened to us ? From their heart ? (hand on my heart at the same time)
- 2) A way to begin : « I dedicate this circle to ... » This allows to bring the inside of this circle to the outside world. And we take the outside world in our circle. (« I dedicate this circle to ... all the youth workers to all the kids ... ») And anybody from the circle can add somebody ...
- 3) There is an object like a wooden stock, which is a « speaking stick ». Each person takes it when he wants to speak. Express a place, a personne linked with « fun ».

A second round.

- 4) Third round : we can manifest our resonance with what is expressed by someone else. Like to move our hands, to have our hands near each others, to say « HO » like the native americans.
- 5) Take one object and tell a story. And listen from the heart.
- 6) At the end of the round, just repeat a word or a sentence we have heard from somebody else.
- 7) Clapp the hands 2 by 2 and then everybody together towards the center.
- 8) What did we learn regarding the « fun ». Think at the stories we told. What is the « definition » of fun ? If we would go out, and write an essay on « What is fun », what would we have learnt ?



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- 9) How did you live this moment ? We learn in reflecting our experiment through the one from the others. This a mirror and an analyse.

Resilience

Practical strategies to increase resilience & Decrease stress

Resilience is how well we handle and adapt to stressful events or changes in our lives. When we are resilient, we can set goals to help us move forward, we can be more present and accepting, we feel confident in ourselves and our abilities, we engage in helpful self-care habits and we enlist support. The exciting news about resilience is that it's a trait we can learn, develop and nurture to become stronger over time.

A letter of self-compassion

Have you ever heard of self-compassion? Simply put, self-compassion means that you treat yourself with care and concern when confronted with your own mistakes, failures and shortcomings. It has 3 different components:

- Self-kindness: "... that we be gentle and understanding with ourselves rather than harshly critical and judgmental."
- 1. Sense of common humanity: "... feeling connected with others in the experience of life rather than feeling isolated and alienated by our suffering."
- Mindfulness: "... that we hold our experience in balanced awareness, rather than ignoring our pain or exaggerating it."

This specific exercise is called "A letter of self-compassion" and you're going to start with choosing an aspect of yourself that you dislike and criticize. It may be appearance, career, relationships, health, etc.

2. Write in detail about how this perceived inadequacy makes you feel. What thoughts, images, emotions, or stories come up when you think about it?



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3. Next, imagine someone who is unconditionally loving, accepting, and supportive. This friend sees your strengths and opportunities for growth, including the negative aspects about you. The friend accepts and forgives, embracing you kindly just as you are.
4. Now write a letter to yourself from the perspective of this kind friend. What does he or she say to you? How does this friend encourage and support you in taking steps to change? Let the words flow and don't stress about structure or phrasing.

After fully drafting the letter, put it aside for fifteen minutes. Then return to the letter and reread it. Let the words sink in. Feel the encouragement, support, compassion, and acceptance.

Review the letter whenever you are feeling down about this aspect and remember that accepting yourself is the first step to change.

Taking a Daily Vacation

Now before you grab your pen and paper, let's go on a daily holiday, shall we? Are you living life in the fast lane? Do you feel like you lack time to actively savour and appreciate the experiences in your life? Then this exercise is for you.

Research has shown that, rather than their intensity, the frequency of positive emotions and feelings is a stronger predictor of our overall level of happiness. Meaning that it's more effective to increase the number of positive experiences, than it is to intensify them.

This exercise does just that. It's called "Taking a Daily Vacation":

1. You're going to choose a different vacation every day. For example, going for a walk, chatting with a friend, having a hot bath, watching the sunrise while sipping on a mug tea. The only limit is your imagination. Just choose something you enjoy doing.
2. Before you actually start, remember, your daily vacation is a time to relax. So set aside your worries and fears for a while.
3. During the daily vacation, try to be present and experience what is happening. Notice the sensations. How are you feeling? What positive emotions are you experiencing? Take a mental note of them.



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- After your daily vacation remember to plan ahead for the next day; what will tomorrow's daily vacation be? Feel free to look forward to it.

Everyday, before you go to bed, take at least five minutes to remember the positive emotions that you savored during the day, and on the weekend take 10 to 15 minutes to look at all the positive emotions of the past 7 days. How did you feel this week compared to other weeks? Are there any differences? How do you feel right now?

The Best Possible Self

The Best Possible Self (BPS) exercise can be used to increase optimism. The BPS requires people to envision themselves in an imaginary future in which everything has turned out in the most optimal way.

Over the past years, writing about and imagining a BPS has repeatedly been demonstrated to increase people's mood and well-being (King, 2001; Peters et al., 2010; Sheldon & Lyubomirsky, 2006).

Peters et al. (2010) provided evidence that writing about and imagining a BPS can also increase optimism in terms of expecting favorable outcomes. This effect was independent from the effect on mood that was simultaneously increased by the manipulation.

Goal

The BPS exercise can be used to increase optimism in terms of expecting favorable outcomes

Advice

While in most cases the exercise is used in a written form, it is also possible to ask clients to make drawings of their best possible self. The most powerful way to use the exercise is by instructing clients to visualise their best possible self on a daily basis.

Tool Description

- Set a timer or stopwatch for 10 minutes, in this time you are to think about your best possible future self and to write it down on paper.



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2. Imagine your life the way you always imagined it would be like, your best possible self. Picture that you have performed to the best of your abilities and you had achieved the things you wanted to in life.
3. While writing don't worry about grammar or punctuation just focus on writing all your thoughts and emotions in an expressive way. You may want to have several sheets of paper for this exercise.
4. Reflection: after completing the initial exercise, you must reflect on your feelings and answer. Think about the following questions: What effects did this exercise have?
 - Does this exercise affect you more emotionally or does it affect your current self- image?
 - Did it motivate or inspire you?
 - Does it make you want to make changes?
 - How did this exercise affect you overall?

Awakening gratitude

Through this visualization, you can create the space for students to draw their attention outward and imagine connection to others, even as they get quiet and calm.

"Close your eyes, breathe, and rest. As if you're falling asleep, let go of all thoughts. Just feel your breath. I'll wait for everyone to settle, sigh and melt, release any wiggles, movement and tension. When you're silent and still, I'll know you are ready to listen. With every breath, you become more and more relaxed... great.

Begin to notice how you feel. What's going on in your mind right now. Acknowledge what it is and how it is affecting you.

Without trying to change anything, shift your attention and thoughts to someone and something you are grateful for. Imagine that you're with the person you love or that you're doing the thing you love. Fill up your thoughts and inner vision with that person or thing. Experience fully how much you love them or it, and how grateful you are to have them or it in your life. Take a minute to send them your gratitude as you lie



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here calmly, quietly and peacefully.

...It's time to come back to the room. Gently begin to wiggle your fingers and your toes. Take any final stretches that feel good to you on your back or your side.

When you are ready, come back to a comfortable seated position at the top of your mat."

How to deal with teenagers, Isabelle Filiozat

During the mobility of the European research project Erasmus + in France, in July, we had the intervention of Frédérique Le Goff, psycho-therapist of the team of Isabelle Filiozat. For half a day, we were able to attend the workshop. What is the development of adolescent?

1- Transformation of adolescents

Adolescence is contained between 11 years and 18 years. During this period, girls grow 25 cm and boys 28 cm. Which is huge!

Teenagers see their hair coming, they have voice changes, moulting. They experience hormonal changes, so they can have problems with acne, the sexual organs become mature (appearance of the chest ...), the musculature is formed, the proprioception is not very easy because of these physical changes.

Some peculiarities: teenagers do not hear certain frequencies, that's why they listen to music loud enough.

They may have problems with anorexia or obesity.

2- Physiological transformations

Testosterone is produced by glands that increase stress. The rate of this hormone increases by 1000% for boys at this time.

What is she responsible for?

Emotions,

responsiveness

of the territory

of sexual attraction

of language inhibition

of inhibition of facial expression recognition

of the inhibition of empathy

to hear but not to listen



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Melatonin in adults, it is produced at 11:00 in the evening while it is produced at 2:00 in the morning in adolescents.

Estrogens that are responsible for memory.

Progesterone.

Dopamine and oxytocin are the hormones of love, but in case of rupture, opioids do not take over, so that can be felt as physical pain.

3- The brain

There are several parts in the brain:

the reptilian brain: it is the animal brain, which activates the first reactions, attack, flight or remain frozen.

The limbic brain that manages emotions,

the neocortex that manages the narrative and cognitive part.

The prefrontal cortex that manages memory, anticipation, empathy, reasoning, free will. He organizes and makes decisions. It's over at around 28 years old.

In adolescence, there is a synaptic pruning that is realized. Children have a lot of synaptic connection and the time of adolescence is really the time when pruning is done, which is a great job.

4- Psychic transformations.

Adolescence is the time of ambivalence. See, the attachment theory of John Bolbee.

Attachment is a safety bond between the mother / father and the child.

While the teenager is also looking for independence, he needs attachment to move away from his parents and become an independent and independent teenager. It is a moment when the child will begin to learn how to get away from his parents, to make his own experiences, and come back from time to time to recharge his batteries, to reassure himself with his parents.

Attachment is called primary attachment, and the search for independence is called secondary attachment.

5 - Social transformation.

For a teenager, the group of other teenagers is paramount.

The area that is lit in the brain during a social rejection is the same as that lit when feeling pain.

It is also very important that parents are present on social networks because the law of the group is important, and dramatic facts can happen, the presence of parents and protection



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for teenagers too.

6- The problems of adolescents.

As they grow, they will encounter these problems:

Physical appearances

To be accepted by his friends.

The results at school, the choices of life.

Romantic relationships

Depression, burn out.

Feeding problems.

Intimidation

Addictions

Reality and the virtual

Fear of the future, suicides

Family, divorces

The Depression

Drugs

sex

Money, material goods

mutilations

Breaking the rules and breaking the rules (part of their growth).

Suicides and transgressions are the highest cause of death: 20% for girls and 9% for boys.

Dangerous attitudes.

The teenager can not resist the transgression for different reasons.

The level of dopamine increases when the rules break, and teens want immediate pleasure.

They are also vulnerable and depend on the law of the group.

Which pushes them towards attitudes that will increase their dopamine levels, what

happens when they transgress laws.

7 - How to encourage teenagers.

1) The parents.

When parents are received in session by an Isabelle practitioner, the practitioner has a cube with on each side, a presentation of the problem (the neocortex, the hormones, the problem, the emotions ...)

The question parents can ask themselves and ask their teenager is: can we fix it? And how ? It involves alternating the development of attachment and training the prefrontal cortex to increase their power.



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How to develop attachment?

- to play
- share moments with them
- to be empathetic (non judgment, deep listening, unconditional love: to support the profound difference between acts and being)
- trust
- to be interested in one's passions
- make family appointments
- give presents
- the 5 languages of love
 - recognize the emotions

How to increase their self confidence ?

- involve them in decisions
- to be authentic
- to make choices
- help them find solutions
 - help them search for information
 -

2) accompany adolescents

How to accompany teenagers in their life adventure? First of all, all these physiological, psychological and social changes require them a necessary rest, to relax too. Mindfulness and meditation are very good tools for that.

Adolescents can also participate in workshops where they are involved to stimulate their responsibility, motivation, reflection, and self-confidence.

Parents could also participate in parenting workshops for teens to help and support each other.

It's also about using media they like to communicate with them. Involve them in mediations of conflicts between peers, or in groups. Inspire them to co-manage with parents.

It is about developing all that will help them to develop their capacity of anticipation, their capacity to handle problematic situations, situations of danger, or also all that will imply that they have to manage their emotions, and their social relations.



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Resilience Worksheets

Strengthen Your Relationships & Create a Solid Support Network

1. Which three actions can you take this week to be more supportive of someone you care about?
2. Write down five things you're grateful for about someone in your life (and be sure to let them know!)
3. Who can you organise to catch up with this when you go home?
4. Write three compliments you can give to the people around you today and try to share them
5. What is something kind you could do for someone you care about to help them feel special?
6. Write four ways you can be a more mindful listener and remember to put them into practice!

Practice Coping With Change

Think positively

- See if you can find the good aspects of change and focus on them.
- For example, change will help me meet new people and create more friendships.
- **Write down your own ideas in your notebook.**

Write down how you want to deal with change – See example below & write your own

- Perhaps you would like to wake up half an hour earlier to meditate during a stressful time of change, or have an organised and proactive attitude, or ask for help when you need it!



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Develop self-compassion-

- We don't have to make it through times of change without help, without self-care, or without time to rest and recover. Listen to the needs of your body and mind and try to create a meaningful and realistic self-care plan. **Write your own self-care plan in your notebook**

Look for little ways you can get outside your comfort zone – see examples below & write your own

- Try cooking a new recipe, get out of bed earlier than you normally would, start a new hobby, listen to different music or podcasts, organise a road trip, or face a fear (if it's safe to, of course!)

Visualise yourself coping with change -

- **Think of & write down examples of change in your life now & spend some time visualising it going well and how you could proactively deal with any challenges.** It's also important to be able to switch off this "future thinking" when you feel like it's getting stressful or isn't helping anymore, so make sure you have a few mindfulness practices to use, such as a breathing technique, or a body scan.

Function of the Brain

Your child's brain, Daniel Siegel, Tyna Payne Bryson

Preface by Isabelle Filliozat

He teaches at the University of California Los Angeles

He created the Mindful Awareness Research Center and Mindsight Institute: the link between the brain, the mind, the human. the way people develop the brain and the mind.

Magicians of positive pedagogy and the brain.

Since the discovery of the plasticity of the brain, it is a real revolution that takes place thanks to the advance of neuroscience with the help of brain imaging.

Previously, it was believed that once the brain was mature, nothing was created again in adulthood. But now, we know that each experience brings the creation of new connections, the creation of new neurons that develop, are made, discard, reorganize.



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An infant already has some 100 billion neurons. With each experiment, an intense activity is unleashed in the brain of the child. A mother plays "cuckoo", another punishes her son ... This is where parents play an important role.

The brain learns, meddles, allows us to think, move, and act. Its integrity and optimal functioning are guarantees of professional, social and human success. Its architecture is constantly reorganized to adapt to its environment, which are parents and other humans.

Teaching parents, a new way to understand your children.

Often a paranoid interpretation of the behavior of the child: "he seeks me", "he tests me", "he wants to manipulate me" ... Which induces power struggles.

Neuroscience drives a new, safer and more operational reading.

Our brain is a whole. Good communication between different areas of the brain is important for optimal functioning.

1) Right hemisphere processes bodily information, nonverbal, sensations, emotions, images, it interprets information literally.

This is schematic, but if a storm comes into this part of the brain, needless to reason, he is busy processing this information in a storm.

Image: a storm in the right brain, and a desert in the left brain. If I reason, I speak in the desert.

calm the brain so that it is receptive again. HOW?

by reconnecting him with tenderness to his emotions: nonverbal expressions, tender looks, enveloping gestures.

Love is not a reward, it is a fuel.

It is only when emotions are heard and recognized that the left brain will be responsive again: welcoming and listening to emotions, naming the emotion and what triggered it. (naming emotion reduces the emotional circuitry of the right hemisphere)

2) Integration up / down: the upper brain: neocortex thinks, thinks, decides, mature at 25 years.

the lower brain: (the limbic) reacts emotionally and conforms to what it is formulated to. (this child is ...)

Image: the amygdala triggers the stress associated with fear or anger. And between it and the neocortex, there is a staircase. If there are many unclassified, unordered experiences then everything is cluttered up the stairs. We must then learn to clear the passage, and not to clutter it even more. That is, the child can not make sound decisions, manage emotions and body, have empathy, morality, and understand each other at night.

The amygdala is not yet mature, it often ignites, and blocks the stairs that connect the top



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and bottom. And the first floor is under construction, but it does not work properly, and is inaccessible during periods of emotional overflow or stress. SO = impossible to think before acting. The best is to diversion in this case. Unlocking the barrier, brain calmed.

On the other hand no negotiation with the terrorists. Brain from the top in need of something.

Research shows that giving a child a command, stimulates his amygdala and triggers a defensive state. An order causes the warrior mode. With three possible reactions: fight, run away, or freeze. The precept of obedience at any price is then to be reviewed.

The optic is then to muscling his neocortex in order to strengthen his abilities to decide, to choose, to anticipate the consequences, instead of exciting the lower brain at the risk of provoking a crisis of rage or rebellion.

Or in other words, why not let him make the decisions by favoring the brain and its development rather than giving him orders and putting him in a warrior mode.
Choose between responsible children and obedient children.

To move is to grow. Running is building one's brain, one's higher mental abilities.
If emotional chaos seizes power then the body can regain control. QQ minutes of exercises

Cultivate a Growth Mindset

Tip 1 -

- is to practise letting go of the need to be perfect, especially when we try something for the first time. Be mindful of your self-talk and try to use more encouraging thoughts. For example, if I was learning guitar I could be thinking things like “It’s ok to make mistakes because they will help me to learn, I will improve at this if I keep trying and I’m happy to be where I’m at.

Tip 2-

- is to stop assuming that past mistakes define our abilities and that those abilities won’t ever change. For example, rather than saying “I’m terrible at cooking because I burn everything” you can say “In the past I have burned some of the things I’ve tried to cook.” See how the first sentence defined our ability as terrible and the second sentence separated past cooking mistakes from the now? Again,



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listen to your self-talk and be aware of the fixed mindsets you have and how they might be holding you back. Practise using a growth mindset to challenge yourself and build up your resilience.

Tip 3 -

- is to focus on your effort, rather than the outcome. This is something that's been really important in life. If we only ever focused on the outcome of the things we do, then it would probably be quite disheartening sometimes. Not everything we have done in our lives has worked out the way we intended and if we only focused on the outcome, it wouldn't feel like you'd come very far. By focusing on your efforts, you can see how much your experiences have helped you to learn and grow and how everything you could have seen as a failure actually taught you valuable lessons.
- **Write in your notebook examples from your life where you've learnt from your mistakes/failures**

Tip 4 -

- is to embrace challenges. To help us do this, we can use positive self- talk, such as "I will learn from this experience."

Write down five positive phrases to help you embrace challenges.

Learn to Take Responsibility Rather Than Placing Blame

For the three activities below, write down your thoughts detailing how you could place blame on yourself and others, and how you could take responsibility and learn from the experience. These activities are intended to help you understand more about blame and responsibility, as well as helping you cultivate a problem-solving attitude to challenges.

Read this Example – Imagine you've failed an important test.

Blaming yourself: "I am such a failure. I should have studied harder but I'm not smart enough." **Blaming others:** "Why did the exam have to be so hard? I wish my housemate hadn't distracted me so often and my teacher had helped me more."



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Taking responsibility and learning: “Next time I will organise a more structured study schedule and ask for help when I need it because I know I didn’t do my best with that test.”

Example one -

- Imagine you were driving 5km over the speed limit because you were late for work and you received a speeding ticket.

Example two -

- Imagine you’ve spent too much money on unnecessary items this week and you don’t have enough money for rent.

Example three -

- Imagine you were supposed to help a friend move house and you completely forgot and made other plans.

For each of these examples complete the sentences below in your note book.

Blaming yourself:

Blaming others:

Taking responsibility and learning.

Mid Way Evaluation

Ask the pax to have their pens and notebooks close by. Ask the participants to lie down and close their eyes.

Play nice reflective music if indoors Ask some questions:

Think of your journey here

When did you first hear of this course? Was it from an email?

What were your motivations for coming here? What were your expectations?

How did you feel coming here? How do you feel now?

What have you learnt so far?

What are your comfort zones while you are here in France? Can you see yourself stepping outside these comfort zones? What would help you to do this?

What have been the challenges so far?

What are the key moments or experiences I’ve had so far? What opportunities



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do you see?

How can I make the experiences better for myself and others?

Give the pax time to reflect after each question and add other you see as relevant. When you are finished speaking tell the pax that they can write their reflections into their note books. Leave sheets of paper on the floor and ask them to write down their mid-way reviews of the TC for the trainers to read. They may now have a chat with their learning buddy.

Now find an object that reflects what you talked about and how you are feeling now. If necessary split into 2 groups.

Co motion in Nature

Ask participants to bring with them a five-song playlist of “songs that get them through or feel-good songs that resonate with them”.

Four steps:

- 1) Make a playlist of songs that give you a lift when you’re down, that make you feel good or just have some meaning to you!
- 2) Put them on a device
- 3) Bring device, playlist, warm clothes and ear phones to the walk someplace nice, we will pair you up and give you splitters or listen without headphones
- 4) Take turns listening to the songs.
- 5) have a chat about the songs, why you chose them, what they mean to you, how they make you feel!



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Prepare for the Vision Quest with this story the night before

Prepare your room with candles and cushions

The Story of Jumping Mouse

by Hyemeyohsts

Storm Native American Lore

Once there was a Mouse.

He was a Busy Mouse, Searching Everywhere, Touching his Whiskers to the Grass, and Looking. He was Busy as all Mice are, Busy with Mice things. But Once in a while he would Hear an odd Sound. He would Lift his Head, Squinting hard to See, his Whiskers Wiggling in the Air, and he would Wonder. One Day he Scurried up to a fellow Mouse and asked him, "Do you Hear a Roaring in your Ears, my Brother?"

"No, no," answered the Other Mouse, not Lifting his Busy Nose from the Ground. "I Hear Nothing. I am Busy now. Talk to me Later."

He asked Another Mouse the same Question and the Mouse Looked at him Strangely. "Are you Foolish in your Head? What Sound?" he asked and Slipped into a Hole in a Fallen Cottonwood Tree.

The little Mouse shrugged his Whiskers and Busied himself again, Determined to Forget the Whole Matter. But there was that Roaring again. It was faint, very faint, but it was there! One Day, he Decided to investigate the Sound just a little. Leaving the Other Busy Mice, he Scurried a little Way away and Listened again. There It was! He was Listening hard when suddenly, Someone said Hello.

Hello little Brother," the Voice said, and Mouse almost Jumped right Out of his Skin. He Arched his Back and Tail and was about to Run.

"Hello," again said the Voice. "It is I, Brother Raccoon." And sure enough, It was! "What are you Doing Here all by yourself, little Brother?" asked the Raccoon. The Mouse blushed, and put his Nose almost to the Ground. "I Hear a Roaring in my Ears and I am Investigating it," he answered timidly.

"A Roaring in your Ears?" replied the Raccoon as he Sat Down with him. "What you Hear, little Brother, is the River."



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"The River?" Mouse asked curiously. "What is a River?"

"Walk with me and I will Show you the River," Raccoon said.

Little Mouse was terribly Afraid, but he was Determined to Find Out Once and for All about the Roaring. "I can Return to my Work," he thought, "after this thing is Settled, and possibly this thing may Aid me in All my Busy Examining and Collecting. And my Brothers All said it was Nothing. I will Show them. I will Ask Raccoon to Return with me and I will have Proof."

"All right Raccoon, my Brother," said Mouse. "Lead on to the River. I will Walk with you."

Little Mouse Walked with Raccoon. His little Heart was Pounding in his Breast. The Raccoon was Taking him upon Strange Paths and little Mouse Smelled the Scent of many things that had Gone by his Way. Many times he became so Frightened he almost Turned Back. Finally, they Came to the River! It was Huge and Breathtaking, Deep and Clear in Places, and Murky in Others. Little Mouse was unable to See Across it because it was so Great. It Roared, Sang, Cried, and Thundered on its Course. Little Mouse Saw Great and Little Pieces of the World Carried Along on its Surface.

"It is Powerful!" little Mouse said, Fumbling for Words.

It is a Great thing," answered the Raccoon, "But here, let me Introduce you to a Friend."

In a Smoother, Shallower Place was a Lily Pad, Bright and Green. Sitting upon it was a Frog, almost as Green as the Pad it sat on. The Frog's White Belly stood out Clearly.

"Hello, little Brother," said the Frog. "Welcome to the River."

"I must Leave you Now," cut in Raccoon, "but do not Fear, little Brother, for Frog will Care for you Now." And Raccoon Left, Looking along the River Bank for Food that he might Wash and Eat.

Little Mouse Approached the Water and Looked into it. He saw a Frightened Mouse Reflected there.



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"Who are you?" little Mouse asked the Reflection. "Are you not Afraid of being that Far out into the Great River?"

"No, answered the Frog, "I am not Afraid. I have been Given the Gift from Birth to Live both Above and Within the River. When Winter Man Comes and Freezes this Medicine, I cannot be Seen. But all the while Thunderbird Flies, I am here. To Visit me, One must Come when the World is Green. I, my Brother, am the Keeper of the Water."

"Amazing!" little Mouse said at last, again Fumbling for Words." Would you like to have some Medicine Power?" Frog asked."

"Medicine Power? Me?" asked little Mouse. "Yes, yes! If it is Possible."

"Then Crouch as Low as you Can, and then Jump as High as you are Able! You will have your Medicine!" Frog said.

Little Mouse did as he was Instructed. He Crouched as Low as he Could and Jumped. And when he did, his Eyes Saw the Sacred Mountains.

Little Mouse could hardly Believe his Eyes. But there they were! But then he Fell back to Earth, and he Landed in the River!

Little Mouse became Frightened and Scrambled back to the Bank. He was Wet and Frightened nearly to Death.

"You have Tricked me," little Mouse Screamed at the Frog!"

"Wait," said the Frog. "You are not Harmed. Do not let your Fear and Anger Blind you. What did you See?"

"I," Mouse stammered, "I Saw the Sacred Mountains!"

"And you have a New Name!" Frog said. "It is Jumping Mouse."



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"Thank you. Thank you," Jumping Mouse said, and Thanked him again. "I want to Return to my People and Tell them of this thing that has Happened to me."

"Go. Go then," Frog said. "Return to your People. It is Easy to Find them. Keep the Sound of the Medicine River to the back of your Head. Go Opposite to the Sound and you will Find your Brother Mice."

2nd part

Jumping Mouse Returned to the World of the Mice. But he Found Disappointment. No One would Listen to him. And because he was Wet, and had no Way of explaining it because there had been no Rain, many of the other Mice were Afraid of him. They believed he had been Spat from the Mouth of Another Animal that had Tried to Eat him. And they all Knew that if he had not been Food for the One who Wanted him, then he must also be Poison for them.

Jumping Mouse Lived again among his People, but he could not Forget his Vision of the Sacred Mountains.

The Memory Burned in the Mind and Heart of Jumping Mouse, and One Day he Went to the Edge of the Place of Mice and Looked out onto the Prairie. He looked up for Eagles. The Sky was Full of many Spots, each One an Eagle. But he was Determined to Go to the Sacred Mountains. He Gathered All of his Courage and Ran just as Fast as he Could onto the Prairie. His little Heart Pounded with Excitement and Fear.

He Ran until he Came to a stand of Sage. He was Resting and trying to Catch his Breath when he Saw an Old Mouse. The Patch of Sage Old Mouse Lived in was a Haven for Mice. Seeds and many things to be Busy with.

"Hello," said Old Mouse. "Welcome."

Jumping Mouse was Amazed. Such a Place and such a Mouse. "You are Truly a great Mouse." Jumping Mouse said with all the Respect that he could Find. "This is Truly a Wonderful Place. And the Eagles cannot See you here, either," Jumping Mouse said.

"Yes," said Old Mouse, "and One can See All the Beings of the Prairie here: the Buffalo, Antelope, Rabbit, and Coyote. One can See them All from here and



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Know their Names."

"That is Marvelous," Jumping Mouse said. "Can you also See the River and the Great Mountains?"

"Yes and No," Old Mouse Said with Conviction. "I Know the Great River, But I am Afraid that the Great Mountains are only a Myth. Forget your Passion to See Them and Stay here with me. There is Everything you Want here, and it is a Good Place to Be."

"How can he Say such a thing?" Thought Jumping Mouse. "The Medicine of the Sacred Mountains is Nothing One can Forget."

"Thank you very much for the Meal you have Shared with me, Old Mouse, and also for sharing your Great Home," Jumping Mouse said. "But I must Seek the Mountains."

"You are a Foolish Mouse to Leave, there is Danger on the Prairie! Just Look up there!" Old Mouse said, with even more Conviction. "See all those Spots! They are Eagles, and they will Catch you!"

It was hard for Jumping Mouse to Leave, but he Gathered his Determination and Rand hard Again.

The Ground was Rough. But he Arched his Tail and Ran with All his Might. He could Feel the Shadows of the Spots upon his Back as he Ran. All those Spots! Finally he Ran into a Stand of Chokecherries. Jumping Mouse could hardly Believe his Eyes. It was Cool there and very Spacious. There was Water, Cherries, and Seeds to Eat, Grasses to Gather for Nests, Holes to be Explored and many, many Other Busy Things to do. And there were a great many things to Gather.

He was Investigating his New Domain when he Heard very Heavy Breathing. He Quickly Investigated the Sound and Discovered its Source. It was a Great Mound of Hair with Black Horns. It was a Great Buffalo. Jumping Mouse could hardly Believe the Greatness of the Being he Saw Lying there before him. He was so large that Jumping Mouse could have Crawled into One of his Great Horns. "Such a Magnificent Being," Thought Jumping Mouse, and he Crept Closer.



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"Hello, my Brother," said the Buffalo. "Thank you for Visiting me." "Hello Great Being," said Jumping Mouse. "Why are you Lying here?" "I am Sick and I am Dying" the Buffalo said.

"And my Medicine has Told me that only the Eye of a Mouse can Heal me. But little Brother, there is no such Thing as a Mouse."

Jumping Mouse was Shocked. "One of my Eyes!" he Thought. "One of my Tiny Eyes." He Scurried back into the Stand of Chokecherries. But the breathing came Harder and Slower.

"He will Die." Thought Jumping Mouse. "If I do not Give him my Eye. He is too Great a Being to Let Die."

He Went Back to where the Buffalo Lay and Spoke. "I am a Mouse." he said with a Shaky Voice. "And you, my Brother, are a Great Being. I cannot Let you Die. I have Two Eyes, so you may have One of them."

The minute he Said it, Jumping Mouse's Eye Flew Out of his Head and the Buffalo was Made Whole. The Buffalo jumped to his Feet, Shaking Jumping Mouse's Whole World.

"Thank you, my little Brother," said the Buffalo. "I Know of your Quest for the Sacred Mountains and of your Visit to the River. You have Given me Life so that I may Give-Away to the People. I will be your Brother Forever. Run under my Belly and I will Take you right to the Foot of the Sacred Mountains, and you need not Fear the Spots. The Eagles cannot See you while you Run under Me. All they will See will be the Back of a Buffalo. I am of the Prairie and I will Fall on you if I Try to Go up the Mountains."

Little Mouse Ran under the Buffalo, Secure and Hidden from the Spots, but with only One Eye it was Frightening. The Buffalo's Great Hooves Shook the Whole World each time he took a Step. finally the Came to a Place and Buffalo Stopped.

"This is Where I must Leave you, little Brother," said the Buffalo.

"Thank you very much," said Jumping Mouse. "But you Know, it was very Frightening Running under you with only One Eye. I was Constantly in Fear of your Great Earth-Shaking Hooves."



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"Your Fear was for Nothing," said Buffalo, "For my Way of Walking is the Sun Dance Way, and I Always Know where my Hooves will Fall. I now must Return to the Prairie, my Brother, You can Always Find me there."

Jumping Mouse Immediately Began to Investigate his New Surroundings. There were even more things here than in the Other Places, Busier things, and Abundance of Seeds and Other things Mice Like. In his Investigation of these things, Suddenly he Ran upon a Gray Wolf who was Sitting there doing absolutely Nothing.

"Hello, Brother Wolf," Jumping Mouse said.

The Wolf's Ears Came Alert and his Eyes Shone. "Wolf! Wolf! Yes, that is what I am, I am a Wolf!" But then his mind Dimmed again and it was not long before he Sat Quietly again, completely without Memory as to who he was. Each time Jumping Mouse Reminded him who he was, he became Excited with the News, but soon would Forget again.

"Such a Great Being," thought Jumping Mouse, "but he has no Memory."

Jumping Mouse Went to the Center of his New Place and was Quiet. He Listened for a very long time to the Beating of his Heart. Then Suddenly he Made up his Mind. He Scurried back to where the Wolf Sat and he Spoke.

"Brother Wolf," Jumping Mouse said. "Wolf! Wolf," said the Wolf

"Please Brother Wolf," said Jumping Mouse, "Please Listen to me. I Know what will Heal you. It is One of my Eyes. And I Want to Give it to you. You are a Greater Being than I. I am only a Mouse. Please Take it."

When Jumping Mouse Stopped Speaking his Eye Flew out of his Head and the Wolf was made Whole.

Tears Fell down the Cheeks of the Wolf, but his little Brother could not See them, for

Now he was Blind.

"You are a Great Brother," said the Wolf, "for Now I have my Memory. But Now you are Blind. I am the Guide into the Sacred Mountains. I will Take you



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there. There is a Great Medicine Lake there. The most Beautiful Lake in the World. All the World is reflected there. The People, the Lodges of the People, and All the Beings of the Prairies and Skies."

"Please Take me there," Jumping Mouse said. The Wolf Guided him through the Pines to the Medicine Lake. Jumping Mouse Drank the Water from the Lake. The Wolf Described the Beauty to him.

I must Leave you here," said Wolf, "For I must Return so that I may Guide Others, but I will Remain with you as long as you Like."

Thank you, my Brother," said Jumping Mouse. "But although I am Frightened to be Alone, I Know you must Go so that you may Show Others the Way to this Place."

Jumping Mouse Sat there Trembling in Fear. It was no use Running, for he was Blind, but he Knew an Eagle would Find him Here. He Felt a Shadow on his Back and Heard the Sound that Eagles Make. He Braced himself for the Shock. And the Eagle Hit! Jumping Mouse went to Sleep.

Then he Woke Up. The surprise of being Alive was Great, but Now he could See! Everything was Blurry, but the Colors were beautiful.

"I can See! I can See!" said Jumping Mouse over again and again.

A Blurry Shape Came towards Jumping Mouse. Jumping Mouse Squinted hard but the Shape Remained a Blur.

"Hello, Brother," a Voice said. "Do you Want some Medicine?" "Some Medicine for me?" asked Jumping Mouse. "Yes! Yes!"

"Then Crouch down as Low as you Can," the Voice said, "and Jump as High as you Can."

Jumping Mouse did as he was Instructed. He Crouched as Low as he Could and Jumped! The Wind Caught him and Carried him Higher."

"Do not be Afraid," the Voice called to him. "Hang on to the Wind and Trust!" Jumping Mouse did.

He Closed his Eyes and Hung on to the Wind and it Carried Higher and Higher. Jumping Mouse Opened his Eyes and they were Clear, and the Higher he Went the Clearer they Became.



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Jumping Mouse Saw his Old Friend upon a Lily Pad on the Beautiful Medicine Lake. It was the Frog.

"You have a New Name," Called the Frog. "You are Eagle!" (The END, or Perhaps a new Beginning).

Vision Quest

Objective: **To look deep inside ourselves**

'we connect to the source of inspiration & will, where we look inside ourselves and ask who am I, what is my purpose in life and allow the inner knowledge to emerge. We go on a quest to discover these answers & these discoveries are mirrored back to us by the group helping us to let go of the old and be attentive to the new'

Explanation for the next day: We go on a personal vision quest in the morning – for 2 hours.

Recommendation evening before: not to take a watch, warm clothes – warm clothes, something to sit on.

The evening before: set the scene: Starting with the little Mouse story -

2 hour vision quest in the early morning

Solo Sensing Journey – Vision quest (Outdoor experience pre-breakfast) What is about to die, what is about to be born

Awareness of being one & being part of the whole. "I can understand the whole in one". (Quote)

- 1) Walking/Cycling to the venue
- Creating a circle with string and with a candle/fire – some natural elements (stone, wood,
- Everybody steps in the circle (from this moment they are invisible)
- say loud what your intention is – something of great value to you. Then search for a place, where they stay for 2 hours – let things come (not walk around, but can get up, touch, sit down etc.)

Rules:

- Invisible to others
- Fasting
- No shelter
- No phone or watch



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Breakfast: Have big celebratory breakfast upon return to venue, give time for showers etc.

2 hour - Sharing of the Solo Sensing Journey Though The Way of “Council” with mirroring stories Setting: in a circle with candles and a bell, smell

- 1) 1 Person at a time taking the time (timekeeper)
- 2) Ask each participants to tell their story (Each gets 3 min's then bell to stop)
- 3) Then for 3 min, the group mirror back the story starting with the words, ‘I hear a story of a women/men, who went into the woods and’ (3 min)
- 4) Then timekeeper is next

Journaling to capture insights from the Sensing Journey.

To increase our understanding of nature

On our outdoor trip you will need to find;

1. 10 things in nature with different textures.
2. Stick these 10 items in your note book.
3. As well as you can make a drawing of what they were part of (E.g. if it's a leaf draw the tree it can from.)
4. Construct a sentence next to the drawing to describe the texture of the item you have collected. (E.g. prickly brown acorn shell, soft green moss.)
5. State which item you liked the most and also the least and say why.
6. Can you compare it to any other texture you remember in the past that you have touched, smelled or seen.
7. With your partner have a conversation about the way your experience of impacts on how you feel.



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Developing your naturalistic intelligence

Task one. – Absorb.

As you hike in the hills observe, notice and reflect on what you hear, smell, see, touch and think.
Collect your thoughts and impressions.

Task two. – Visualise.

Draw something you find interesting in this place. Perhaps something which you find interesting, representative, beautiful or not or something you want to remember.

Task three. - Communicate.

The natural world.

Share what you are/have seen, noticed, discovered, observed, felt with another person. Share your knowledge of what is familiar. Name plants and animals that you know and group where possible into their different categories.

Task four – Create.

Make a short poem or a haiku.

Haiku is a Japanese form of poetry that was created with the rise of Buddhism in Japan in 600-700 A.D.

The haiku is constructed in three lines. In the Western tradition the first line is 5 vowels, the second is 7 vowels and the last is 7 vowels (or something close). Haiku often say something about the constant changes in nature using a few words to capture a sense of what nature means to them.

How you can facilitate the discussion:

Give each group some large sheets of paper and ask them to draw three concentric circles – one to explore imagination related to themselves, the other for their community and the other for the world.

In the inner circle:

Highlight a challenge that needs to be addressed (you can use spped bubble post-its)

In the outer circle:



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Write how you imagine the future if this problem is solved (you can use heart post-its)

In the middle circle :

connect the two ideas with steps that are needed to move towards the future they imagine in relation to the issue raised.

The outcomes from these discussions can be used to develop a piece of theatre. Encourage your groups to use the ideas, methods etc that they used in the morning session and throughout the training.

Looking to the future

Start with a mindfulness exercise: 10 mins

Co-creating, (Reflecting on current reality & how it impacts on your future. What has emerged or is emerging?)

'we prototype the new by trying it out in living examples to explore by doing. We did this by sculpturing with materials looking at our current reality and our future possibilities'.

Prototyping – building a model of the future.

Activity: Go outside – pick up **material** to for sculpturing your future. – Pick up without thinking what it really means. Collect what talks to you. (.15 mins)

Prototyping: Sculpturing in pairs – papers to ask the questions

- Sculpting the future – let your hands do it without thinking (10 min)
- Walking around his own sculpture you find your favourite side (1 min)
- Present your sculpture in pair (2 min each)
- We ask the question:

What do you love in your sculpture? (1 min each) What is the future just starting to emerge? (1min each)

What is the deeper purpose of the future that you feel now? (1 min each)

Journaling:

Take notes about what resonates in you in this current moment? (3 min)

co-evolving (looking towards the future – acting in the present for the future) *'we embody the new practices into our lives and the larger system with*



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an emphasis on benefiting the system in service of the whole. At this stage it is recognised that people may need support when they go back to their own life/work, this can be done by making sure resources and practices are made available in their place of living / work space.

Activity: Walking towards our future (from Chair)

Stepping into the future

- 1) Get up – close your eyes: look at yourself in the future. See the field – what do you see – with all your senses – feel it / smell it / create a picture. Who is there with you?
- 2) Open a door and take a step in the future – feel/see/sense
- 3) Now make a move forward and walk slowly towards the future – When walking be aware of the bigger system around you. Other people around you.
- 4) When you feel satisfied with your future possibility – stop. What do you feel? What is happening? Who is there with you? – Now open your eyes
- 5) Turn around and look from where you started? What do you see? What would you tell yourself? What advice would you give to your future me?
- 6) Then turn back to the future – fix the picture in your head / heart / body
- 7) Take a few breath and when you feel you are ready, go back to your seat and take 2 min to take notes
- 8) Share with your neighbour.

Journaling

- 1) Thinking about the future possibility you just sculptured – what would you like to make happen in the next 3 months?
- 2) Once you are in the place where this is going to happen – what are the little steps you are going to take in the next 3 days?
- 3) Who is there with you?

Sharing



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Vision Board

Before you begin your vision board:

No matter which method you're choosing, how to make a vision board that is right for you should be started with a little ritual. Sit quietly and set the intent. With lots of kindness and openness, ask yourself what it is you want. **Maybe one word will be the answer.** Maybe images will come into your head. Just take a moment to be with that. This process makes it a deeper experience. It gives a chance for your ego to step aside just a little, so that you can more clearly create your vision.

Put on soft music.

How to make a vision board in 5 steps:

Step 1: Go through your magazines and tear the images from them. No gluing yet! Just let yourself have lots of fun looking through magazines and pulling out pictures or words or headlines that strike your fancy. Have fun with it. Make a big pile of images and phrases and words.

Step 2: Go through the images and begin to lay your favorites on the board. Eliminate any images that no longer feel right. This step is where your intuition comes in. As you lay the pictures on the board, you'll get a sense how the board should be laid out. For instance, you might assign a theme to each corner of the board. Health, Job, Spirituality, Relationships, for instance. Or it may just be that the images want to go all over the place. Or you might want to fold the board into a book that tells a story.

At my retreats, I've seen women come up with wildly creative ways to present a vision board.

Step 3: Glue everything onto the board. Add writing if you want. You can paint on it, or write words with markers.

Step 4: (optional, but powerful) Leave space in the very center of the vision board for a fantastic photo of yourself where you look radiant and happy. Paste yourself in the center of your board.

Step 5: Hang your vision board in a place where you will see it often.



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This is me! MY NAME:

Current Photo of each participant in center of sheet!

This is the country I live in or the country I am from	
This is the date of my birthday	
I would love to travel to....	
My favourite food.....	
This is something about myself that I'm a bit shy about sharing with the group.....	
I love	
I hate	
My motivation to come to this training...	
Something most people don't know about me....	
You can support me in this training by....	
I can support you in this training by.....	



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Sounding breath

Sounding breath builds self-awareness by encouraging students to tune-out all of the noise and chaos of their external environment, and tune-in to the thoughts, feelings, and sensations that they encounter from moment to moment.

Instructions:

1. Begin seated in your chair. Make sure both feet are touching the floor and you are sitting up tall in your body. Cover your ears with your hands so you can hear no sound.
2. Inhale and exhale evenly through your nose.

As you listen to your breath, think of a word to describe the sound of the breath.

Self-awareness is like a muscle.

The more you use it, the easier it is to use.

Lionbreath

Lion breath provides an outlet for students to release excess energy, no matter if they are experiencing anger, frustration, or even giddy excitement. As a double bonus, it can also release tension in the jaw, chest, and neck, leaving students in a better frame of mind for learning and attention.

Instructions:

Begin seated in your chair. Make sure both feet are touching the floor and you are sitting up tall in your body. Imagine you are a lion waiting to pounce. Inhale through your nose.

Exhale with a roar, opening your mouth wide and stick your tongue out, bringing your hands to your face.

Treepose



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It may sound simple, but even giving children and teens the **opportunity** to **choose** how they practice yoga poses can **hone their decision-making skills**. In treepose, students must decide **how much** they want to **challenge** themselves while keep themselves **safe**, by placing their supporting foot either at their ankle, calf, or inner thigh.

Instructions:

1. Begin in Mountain Pose in front of or behind your chair.
2. Inhale, bring your hands onto your hips.
3. Exhale, step your right foot to the inside of your left leg.
4. Inhale, stand tall in your tree body.
5. Exhale, extend your arms up towards the ceiling.
6. Breathe.
7. When you are ready, bring your hands back down to your hips and return to Mountain Pose.
8. Repeat on the other side.



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Using Living theatre for self-discovery

The purpose of this session is to improve verbal and non-verbal communication, awaken the senses, create greater confidence, clarity, joy, peace and aspiration.

Movement/Kinaesthetic Communication

Body Warm Up

- Walk in the room in your personal pace.
- Find a space in the room, stand and close your eyes.
- Concentrate on your breathing.
- Imagine there is a string lifting your head up and keeping your spine straight.
- Imagine you have got a water drop falling in your fingers. This drop gently moves your fingers allowing them to explore different directions and motions....
- Fingers - Palms – elbows – shoulders – neck and head- chest – waist- torso – abdomen –hips - knees – ankles – feet – toes - ... moving

Moving body on segments (on different songs)

- Start the movement in your body following the rhythm of the songs. But you have to move one part of your body each time. I name the body parts. Head and neck – shoulders and arms – torso, abdomen and back, hips and legs.

Movement on 3 rhythms

- On different rhythms, let the body move freely in all its parts. The 3 levels in this methodology are: flowing, staccato, chaos.

Puppet movement

- Find a pair. Someone you have not worked together so far. One of you is A. The other is B. Decide who is who. A is the puppeteer. B is the puppet. The puppeteer has to move the puppet. Demonstration.

Massage in pairs

- Give massage to the entire body, from head to feet. Take turns.

Improvisation theatre/ Active listening

Counting 1,2,3 (clap, Snap, Step)

- Stand in a circle. We are going to count from 1 to 3, each player one number at a time and we keep repeating this.
- Once everyone is into that we replace 1 with a snap.
- Once they get this, we replace 2 with a hand clap.
- Once everyone is into that we replace 3 as well with a stamp of our right foot. Play at high speed.
- Variation: Counting from 1 to 3 with eyes closed.



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Days of the week

- all players in a circle. The impulse will be passed on the circle with a clap from one person to another (at right) having in mind the sequence of the days of the week.
- Once everyone is into that try the same but this time Thursday and Sunday will not be said out loud.
- Play at high speed!

Dictionary

- 3 people in front. The first person invents a word in no specific language (gibberish).
- The second one provides the explanation of the word
- and the third person uses it in a sentence.
- After that the last person comes first, invents a word and it goes again with everyone changing roles.

Sensorial communication

Exercise 1

everyone in a circle.

With the right hand draw a plus in the air.

With the left hand draw a circle in the air.

Now, together with the right hand draw a plus and with the left hand a circle, simultaneously.

Exercise 2

Place your left palm parallel to the floor and your right index finger up towards the ceiling. Now everybody puts the finger under the palm that is next to them, so that everyone has a one finger under one palm and one palm above one finger.

At the count of 3, everybody needs to simultaneously catch the finger under their palm and not get caught by the palm above their finger.

Then switch finger and palm.

Slow motion race

Two lines. everyone stands at the start line.

The facilitator shows the finish line. The last person to arrive wins.

Everyone needs to constantly move forward and with each step to bring one foot above the knee.

Senses enhancement

in pairs of 4, one person sits in front of the other 3, and, taking turns:

1. The person in front turns their back to the other 3, after visually memorizing the appearance of the people. Then the people modify something to their appearance and the person in front needs to identify the change.
2. The person in front stands with their back to the other 3. The other 3 make a sound to the



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back/ neck of the person in front, firstly saying their names after without it. The person in front needs to identify the person who did the sound.

3. The person in front stands with their back to the other 3. The other 3 touch the back/ neck of the person in front, firstly saying their names after without it. The person in front needs to identify the person who did the touch.

Circle emotions

everyone on the circle, with their back to the circle.

The facilitator tells an emotion or a word, people think about it shortly, represent it in a statue, and return with their eyes closed in the circle.

At the sound of a clap they open their eyes and look at the other statues in the circle.

Circle blind

everyone on the circle.

The facilitator chooses one person to close their eyes and sends them on the circle. They will travel from one person to another, in different manners, with their eyes closed. At some point more people will be guided in the circle, with their eyes closed.

Eye contact

everyone with a pair.

Look, continuously, in the other persons' eyes, without talking.

Observe how you feel in this situation. Observe your body unconscious movement.

Me and my future

Meditation 'a creature landed'

Find a space in the room and close your eyes. Try to feel and imagine...

What sounds you hear in the room, how this room smells, how the floor feels?

When you hear the bells you open your eyes and gently walk in the room in your own speed and pace.

Observe the room in details. The ceiling, the floor, the objects, the people. Not interpretations.

Ask participants to embody What kind of future they imagine for themselves. Freeze the image and ask the audience to first say what they see and then interpret.

Take a bow

Split the group in two groups.

Each person of the group goes to stage and takes the craziest, and best bow of their life.

Encourage the audience to give an applause!

The Labyrinth theatre for resilience and empathy



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In this activity you will experience an immersive, site specific, one-to-one, multi-sensory theatre performance that is called Sensory Labyrinth Theatre. But audience and actors will be the same persons.

You will enter the installation alone, blindfolded, barefoot and travel on a path which you will encounter various sensory portals.

These encounters will help you to awaken your senses and explore your personal journey

Application

- a. Create an itinerary for everyone, having in mind spots for auditory and kinaesthetic (taste, touch, smell etc.) "Portals".
- b. Create a personalized itinerary for one person, based on an important memory of your own, an important life event, etc.

"Sensory Labyrinth Theatre is a method developed by Theatr Cynefin and TROTI for creating immersive, site specific, one-to-one, multi-sensory theatre performances with communities. Inspired by the work of Theatre Anthropologist Enrique Vargas, Sensory Labyrinth Theatre is a participative arts process that leads to the creation of a site-specific installation performance. Audiences enter the installation alone and journey on a winding path along which they encounter 'sensory portals'. In the dark spaces of the Labyrinth these encounters help intensify the travellers' senses and awaken in them a renewed appreciation of the kind of aliveness remembered from childhood.

Reflection

Did you make any interesting observation about yourselves?

What did you discover observing the others?



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