

# TOOLS FOR DEVELOPMENT AND LEARNING SAMPLE TRAINING PROGRAMS



ACHIEVE – innovative methods for training and development of  
youth workers

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## Abbreviations:

ECD – Ecocentric development

PP – Positive psychology

NFL – Non formal learning

EU – European Union

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# TOOLS FOR DEVELOPMENT AND LEARNING

The following section offers a number of tools which aim to support, guide and deepen the process of personal and professional development of Youth workers and young people. They offer ideas for session outlines which can grow into 0.5 -1 day workshops. All of the tools can also be used as elements of longer programs or added as elements in learning processes.

To be easy to use, each tool is presented in the following structure:

- 🕒 Title: The name of the tool;
- 🕒 Timing: How long the implementation of this session is expected to take;
- 🕒 Task/element addressed: This part indicates what developmental task from the ECD and what elements of PP this tool corresponds to. This gives the opportunity to decide on the right tool to use with the right people or the right motif;
- 🕒 General description/overview: This part offers a glance of the process, without getting into details;
- 🕒 Setting and environment: This part explains the area the activity should take place in;
- 🕒 Methodology step by step: A detailed description of the activity;
- 🕒 Debriefing questions: Following the cycle of experiential learning, a list of debriefing questions is offered;
- 🕒 Materials: What resources you will need to use during the implementation of the activity;
- 🕒 Hand-outs: Additional hand-outs with explanations;
- 🕒 Additional information (web links, videos): Any other useful and relevant information about the tool.

## TOOLS LIST

In the table below you will find a list of all Practices and Tools for development and learning. The table is database with references which Developmental stage and PP elements each practice address:

Stages/elements addressed	Stages of ECD				Positive psychology elements									
	1	2	3	4	Mindfulness	Joy	Gratitude	Serenity	Interest	Inspiration	Awe	Love	Trust	Pride
<b>TOOLS FOR DEVELOPMENT</b>														
Darplay	x	x	x		x		x		x	x			x	x
The way of council			x	x	x		x			x		x	x	
Five Rhythms (Ecstatic Dance)		x	x		x	x							x	
SOLO		x	x	x	x				x	x	x		x	x
Personal challenge		x	x			x			x	x			x	x
Letter to yourself			x	x	x		x					x	x	x
Interspecies dialogue		x		x	x		x	x	x	x	x			
Authentic movement			x	x	x	x		x						
Mindful walk in nature	x	x			x	x		x	x		x		x	
A philosophical talk - offering			x	x	x		x		x	x		x		
Love and connection	x	x	x		x	x	x					x		
The black dot	x	x	x	x	x				x					

<b>Title</b> <b>Darplay</b>	<b>Timing</b> 30 – 40 min	
<b>Aim and objectives</b> <ul style="list-style-type: none"> <li>🕒 Develop active listening;</li> <li>🕒 Helps for fulfilling communication;</li> <li>🕒 Foster teamwork;</li> <li>🕒 Increase tolerance, acceptance and mutual understanding;</li> <li>🕒 Develop intellectual skills;</li> </ul>	<b>Task/element addressed</b>  <i>Stages of ECD</i> – 1, 2, 3 <i>PP elements</i> – Mindfulness; Gratitude; Interest; Inspiration; Trust; Pride	
<b>General description/overview</b> Darplay is a game for developing communication skills, encouraging creative talking and listening. Each participant has the opportunity to give 3-minute speeches. During this time they are not interrupted or discussed afterwards. During the speeches the participants practice communication skills such as skilfully allocating attention to the listeners, tempo when speaking - slower, faster, loudness of voice, intonation, dramatic pause. The speaker thinks aloud. The role of the listener is to demonstrate active listening and attention by nonverbal gestures.		
<b>Setting and environment</b> The game can be played in every environment. Arrange tables and/or spaces equal to the number of groups playing. You can use nice music, candles etc. that crates cosy and safe environment.		
<b>Methodology step by step</b> <b>Group size:</b> Darplay is played in groups of two, three or four participants. <b>Playing Darplay:</b> The first participant draws a question, turns the hourglass and has 3 minutes for their speech. The others listen without interrupting. Then it's the turn of the next participant to draw a question, turn the hourglass and speak for 3 minutes. The game consists of four rounds. If the groups are two or more after each round the participants can be regrouped in a manner of their choice.		
<b>Debriefing questions</b> The questions/topics used can be created in advance (related to the learning outcomes, subject, situation or specific objectives) or can be gathered on the spot by participants. Examples of questions/topics: <ul style="list-style-type: none"> <li>🕒 <i>Love is ...</i></li> <li>🕒 <i>What kind of person would I like to be?</i></li> <li>🕒 <i>I dream to learn to ...</i></li> </ul>		
<b>Materials</b> Hourglass (measuring 3 min.) or chronometer, set of questions (enough for all groups), space		
<b>Hand outs:</b>	<b>Additional information (web links, videos): NO</b>	

<b>Title</b> <b>The way of council</b>	<b>Timing</b> 2 - 3 hours
<b>Aim and objectives</b> <ul style="list-style-type: none"> <li>☉ Focus of intention and energy on the common values, fears and aspirations that make us human;</li> <li>☉ Reminds people that they are more alike than different and capable of finding common ground;</li> <li>☉ Allows for all sides to be heard in a context of mutual respect and trust;</li> <li>☉ Fosters a sense of contentment that leads to an atmosphere of safety and confidentiality;</li> </ul>	<b>Task/element addressed</b>  <i>Stages of ECD – 3, 4</i> <i>PP elements – Mindfulness; Gratitude; Inspiration; Love; Trust;</i>
<b>General description/overview</b> It is a modern practice derived from many ancient forms of coming together and communicating in a circle. The practice of deep listening without judgment fosters an atmosphere of respect for one's self and for others and promotes empathy, dissolving barriers to cooperation, understanding, and community. Using a set of simple intentions, or ground rules, Council can lead to common ground, beyond opinions, prejudices or preconceived ideas.	
<b>Setting and environment</b> Council is a powerful practice and can bring strong experiences to some participants. It is important to choose proper questions/topics that challenge the participants, but at the same time keep them comfortable and trustful. Arrange the council space in a ceremonial manner, put candles, use a special talking object and believe that something special is happening.	
<b>Methodology step by step</b> The basic practice of Council is simple: a group of people sit in a circle. Drawing on indigenous traditions of using a talking piece, an object is passed from person to person in a group sitting in a circle which grants the holder solid permission to speak. Each one has a voice, speaks from their heart and all the others listen. The Way of Council invites active participation in the process. The Councils draw on the life experience and wisdom of all participants to generate new understandings of the problem and new possibilities for solutions. It brings together the ancient wisdom of community and the contemporary value of respect for individual gifts, needs, and differences. The Council keeper- Each Council is facilitated by a person, who is leading the process. This person presents the principles and elements of the Council to the participants. This person opens and closes the Council and will be the only one allowed to speak, besides the speaker holding the talking object. The intentions of Council are: <ul style="list-style-type: none"> <li>☉ When listening, to listen from the heart, without the need to analyze, agree or disagree – “Listening from the heart”;</li> <li>☉ When speaking, to speak from the heart, naming what is alive right now – “Speaking from the heart”;</li> <li>☉ To be lean of expression, going to the essence of what needs to be spoken – “Speaking the essence”;</li> <li>☉ To be spontaneous, trusting what comes, rather than what one has rehearsed or what one thinks should be said – “Spontaneity”;</li> <li>☉ To keep and not to share outside of the Council what is shared during the process – “Confidentiality”.</li> </ul> While rotating the Talking object people are not forced to speak. Each one can pass the object without speaking. After making full circle and coming back to “The Host”, the object can be given back to the ones that didn't speak first round but now want to speak. The Talking object is circling the Council until the last person shares and no one has more to speak.	
<b>Debriefing questions</b> The Council is a great way for developing group relations, trust, openness and deep self-discovery. Each Council can have a certain question or topic to be discussed. Some of them can be: <ul style="list-style-type: none"> <li>☉ What are your intentions from this meeting/group/training?</li> <li>☉ Share a story that changed you in a way?</li> <li>☉ Where are you in this moment of your life?</li> <li>☉ What is in your heart?</li> </ul>	
<b>Materials</b> Talking object, candles, ceremonial objects, mats and blankets for sitting	
<b>Hand outs:</b>	<b>Additional information (web links, videos):</b> <a href="http://regenerationeducation.org/educational-philosophy/social-technologies/way-of-council">http://regenerationeducation.org/educational-philosophy/social-technologies/way-of-council</a> <a href="https://www.ancienthealingways.co.uk/vision-quest">https://www.ancienthealingways.co.uk/vision-quest</a>

<b>Title</b> <b>Five Rhythms (Ecstatic Dance)</b>	<b>Timing</b> 30 – 40 min
<b>Aim and objectives</b> <ul style="list-style-type: none"> <li>☉ To creatively express aggressiveness and vulnerability, emotions and anxieties, edges and ecstasies;</li> <li>☉ To reconnect one to cycles of birth &amp; death and hook person to humanity and the spirit of all living things;</li> <li>☉ To create connection and community within the group context;</li> <li>☉ To facilitate deep and unending exploration, moving the dancer beyond self-imposed limitations and isolation into new depths of creativity and connection.</li> </ul>	<b>Task/element addressed</b>  <i>Stages of ECD – 2, 3</i> <i>PP elements – Mindfulness; Joy; Trust;</i>
<b>General description/overview</b> Five Rhythms is a dynamic movement practice—a practice of being in your body—that ignites creativity, connection, and community. It is a movement meditation practice devised by Gabrielle Roth in the late 1970s. It draws from indigenous and world traditions using tenets of shamanistic, ecstatic, mystical and eastern philosophy. It also draws from Gestalt therapy, the human potential movement and transpersonal psychology. Fundamental to the practice is the idea that everything is energy, and moves in waves, patterns and rhythms. Roth describes the practice as a soul journey, and says that by moving the body, releasing the heart, and freeing the mind, one can connect to the essence of the soul, the source of inspiration in which an individual has unlimited possibility and potential.	
<b>Setting and environment</b> Create a room with enough space for all the participants. You can use mats (in order to allocate personal space for each dancer). The floor should be comfortable for dancing barefoot or lying down (wooden floor, carpet etc.). Use suitable audio system.	
<b>Methodology step by step</b> Invite people to where comfortable cloths; to dance barefoot and to relax. Give instruction about the practice. Use one of the audio files in the section <b>Materials</b> bellow. You may introduce following guidelines: <ol style="list-style-type: none"> <li>1. Move however you wish</li> <li>2. No talking on the dance floor</li> <li>3. Respect yourself and one another</li> <li>4. Ecstatic Dance is a Drug &amp; Alcohol Free Space</li> <li>5. Refrain from photos, video, shoes &amp; scents.</li> </ol>	
<b>Debriefing questions</b> Use regular debriefing of an experiential activity ( <a href="http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/">http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/</a> )	
<b>Materials</b> <a href="https://www.youtube.com/watch?v=CA_RlOzHlSI">https://www.youtube.com/watch?v=CA_RlOzHlSI</a> <a href="https://www.youtube.com/watch?v=PpX5JHYnT1M">https://www.youtube.com/watch?v=PpX5JHYnT1M</a>	
<b>Hand outs:</b>	<b>Additional information (web links, videos):</b> <a href="https://en.wikipedia.org/wiki/5Rhythms">https://en.wikipedia.org/wiki/5Rhythms</a> <a href="https://www.youtube.com/watch?v=qApDyOZKNbk">https://www.youtube.com/watch?v=qApDyOZKNbk</a>

<b>Title</b> <b>SOLO</b>	<b>Timing</b> Total ~ 3 hours
<b>Aim and objectives</b> <ul style="list-style-type: none"> <li>🕒 Calming and thought-provoking activity which brings people closer to nature;</li> <li>🕒 Provoking constant awareness opened to what is present here and now, without attachment to past or future;</li> <li>🕒 Creating joyful mindfulness to the wild world.</li> </ul>	<b>Task/element addressed</b>  <i>Stages of ECD – 2, 3, 4</i> <i>PP elements – Mindfulness; Interest; Inspiration; Awe; Trust; Pride</i>
<b>General description/overview</b> We are rarely "still" in nature. Visit a natural place that is conveniently available. Spend one hour in silence. Simply observe and be. Relaxing and opening. In today's society, just being in nature is a surprisingly rare event and most people will be relieved to experience it.	
<b>Setting and environment</b> Reconnaissance of location needed beforehand. Don't underestimate time to location. Include 5-10 minutes to brief and set scene for group, then solo time of ~60 minutes in nature, plus ~30 minutes discussion, and time back to origin.	
<b>Methodology step by step</b> <ul style="list-style-type: none"> <li>🕒 Arrange a visit to a local natural place (such as the coast) or natural event (such as sunset/sunrise/new moon). Scout the area first and find an accessible but secluded area with enough room for people to spread out and not be disturbed.</li> <li>🕒 Explain that participants are to spend an hour alone in nature.</li> <li>🕒 As long as the group is on-side, avoid giving much up front information about the experience, so that it is more "raw" and "natural".</li> <li>🕒 Allow each person to find a place on their own.</li> <li>🕒 After approx. 1 hour, walk around and indicate for the group to come back together.</li> <li>🕒 Form a circle and facilitate the group in sharing their experiences and thoughts about spending time in nature.</li> </ul> <p><b>Variations:</b></p> <ul style="list-style-type: none"> <li>🕒 Play new age music. This may sound "tacky", but well chosen music can significantly deepen the experience, helping alter people's brain waves into achieving a more meditative state. ("Music for Rejuvenation" by Dr. Joseph Nagler and Janetta Petkus' "Moving in Time")</li> <li>🕒 Allow participants to write or draw.</li> <li>🕒 Besides different natural locations, try other places for an hour of silence (e.g. a graveyard, church or meditation room, a rubbish dump, top floor of a building or mountain, looking over a city, etc.)</li> <li>🕒 Try different times, e.g., nighttime, moonrise, sunrise, sunset</li> <li>🕒 Provide verbal or written "meditations", e.g., quotes, anecdotes, philosophy, etc. For example: How comfortable are you with silence? Can you listen to yourself? To your source of spirit? Do you recognize respectful silence? Do you experience a silent time at home? What would it be like if you asked for some silence in your workplace during a meeting? Silence is an unused tool that is very effective in all kinds of ways</li> </ul>	
<b>Debriefing questions</b> Use regular debriefing of an experiential activity <a href="http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/">http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/</a>	
<b>Materials</b> A patch of nature. Can use night-time on hill, sunrise, sunset, or most natural handy location, esp. river, pond, the ocean. Can add "new age" music to help alter brain-waves into meditative state.	
<b>Hand outs:</b>	<b>Additional information (web links, videos):</b>

<b>Title</b> <b>Personal challenge (stretching one's comfort zone)</b>	<b>Timing</b> Few days
<b>Aim and objectives</b> <ul style="list-style-type: none"> <li>☉ To stretch boundaries of one's comfort zone;</li> <li>☉ To perform a developmental task that includes overcoming personal barriers;</li> <li>☉ To fight fears;</li> </ul>	<b>Task/element addressed</b>  <i>Stages of ECD – 2, 3</i> <i>PP elements – Joy; Interest; Inspiration; Trust; Pride</i>
<b>General description/overview</b> Comfort zone is a behavioural space where your activities and behaviours fit a routine and pattern that minimizes stress and risk. It provides a state of mental security. You benefit in obvious ways: regular happiness, low anxiety, and reduced stress. A state of relative comfort created a steady level of performance. In order to maximize performance, however, we need a state of relative anxiety — a space where our stress levels are slightly higher than normal. This space is called "Optimal Anxiety," and it's just outside our comfort zone. Too much anxiety and we're too stressed to be productive, and our performance drops off sharply.	
<b>Setting and environment</b> No specific settings needed. It can be combined with Outdoor adventure sports, Slacklining, Ecstatic dancing etc. After each personal achievement perform a ritual of group celebration of success (at the end whole group can have final party celebrating achievements).	
<b>Methodology step by step</b> Anyone who's ever pushed themselves to get to the next level or accomplish something knows that when you really challenge yourself, you can turn up amazing results. Optimal anxiety is that place where your mental productivity and performance reach their peak. Once you start stepping out of your comfort zone, it gets easier over time. Get out and do something strange—something you wouldn't normally do. <ul style="list-style-type: none"> <li>☉ Choose an activity/task to be performed in next days (till the end of the training, end of the camp etc.);</li> <li>☉ Choose an activity that you want to do before but something stops you (fear, obstacle etc.);</li> <li>☉ Choose an activity that will be developmental to you personally and achieving it will give you a feeling of success;</li> <li>☉ Choose an activity that is realistic to perform at the given time;</li> </ul> <b>Variation:</b> Participants can work in pairs (or groups) in order for each one of them to be empowered and supported by a buddy or a group of friends. Partners can also help in creating (and following) the action plan for the activity/task.	
<b>Debriefing questions</b> Use regular debriefing of an experiential activity <a href="http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/">(http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/)</a>	
<b>Materials</b> No specific materials needed.	
<b>Hand outs:</b>	<b>Additional information (web links, videos):</b>

<b>Title</b> <b>Letter to yourself</b>	<b>Timing</b> 30 – 60 min
<b>Aim and objectives</b> <ul style="list-style-type: none"> <li>☉ To cultivate gratitude;</li> <li>☉ To increase self-awareness;</li> <li>☉ To create one’s future;</li> <li>☉ To give oneself a memory.</li> </ul>	<b>Task/element addressed</b>  <i>Stages of ECD – 3, 4</i> <i>PP elements – Gratitude;</i> Love; Trust; Pride
<b>General description/overview</b> This is a self-discovery exercise of writing a letter FROM yourself TO your Future-self. This exercise helps you get your thoughts out of the present and keeps you focused on what is yet to come. You can choose a date after 3, 6 months, 1 year or more and open the letter at that moment. It is also possible to arrange another person to take your letter and send it to you at specific moment.	
<b>Setting and environment</b> No specific settings needed. It can be combined with Solo in nature or Personal reflection questions or Journaling.	
<b>Methodology step by step</b> If you’re going to write a letter to yourself, an expression of gratitude is one of the wisest things you can include. Fill it with positive affirmations and appreciation for the person you are. When it’s time to open it up, your future self will thank you. Let your mind run wild. Think big and give yourself permission to be wildly ambitious. What principles will guide your life? What do you hope to accomplish? How are you going to do it? If you vividly imagine your future in concrete terms, it becomes a self-fulfilling prophecy.  <b>What To Write About</b> <ul style="list-style-type: none"> <li>☉ Give advice.</li> <li>☉ What are your professional goals? Your romantic ones? Intellectual? Financial? Spiritual? Personal? The more specific you are, the more likely you are to see improvements.</li> <li>☉ What causes you the most anxiety about your future? What keeps you up at night?</li> <li>☉ What have you done wrong? What is your biggest regret?</li> <li>☉ What are you excited about? What does your ideal life look like?</li> <li>☉ What was your favourite book this year? How did it affect you?</li> <li>☉ Who are the 5 most important people in your life, and why?</li> </ul> <b>Variation:</b> Write letter to yourself after 15 years to celebrate your personal achievements. Read it earlier (6 months, 1 year) and keep doing it often in order to help yourself in your personal path towards your best-self. Start and finish the letter like that: “Dear ..... Congratulations! ..... Well done, once again, (Name)!”	
<b>Debriefing questions</b> After implementing the activity with participants (and closing the envelopes with letters) you can use standard debriefing model <a href="http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/">http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/</a>	
<b>Materials</b> Paper, pens, envelopes	
<b>Hand outs:</b>	<b>Additional information (web links, videos):</b>

<b>Title</b> <b>Authentic movement</b>	<b>Timing</b> 60 - 120 min
<b>Aim and objectives</b> <ul style="list-style-type: none"> <li>☉ To promote self-exploration and improve mental health;</li> <li>☉ To focus attention on the present and act out inner emotions;</li> <li>☉ To allow people to connect with their body and mind and let their inner experiences move them;</li> <li>☉ To express feelings and emotions through improvised dance movement.</li> </ul>	<b>Task/element addressed</b>  <i>Stages of ECD – 3, 4</i> <i>PP elements – Mindfulness; Joy; Serenity;</i>
<b>General description/overview</b> <p>Authentic Movement is an expressive improvisational movement practice that allows a group of participants a type of free association of the body. It was started by Mary Starks Whitehouse in the 1950s as "movement in depth". Intrigued by Jung's principles of 'active imagination' Whitehouse integrated her knowledge of dance and Jungian psychology into an experimental psychotherapy done through a group process where participants engage in spontaneous expressive movement exploration. This process later became known as Authentic Movement (AM).</p> <p>Authentic Movement can be a discipline itself and can be used as a part of many different practices and teachings. Teachers and trainers adapt the practice in their own ways. Practices such as Movement Meditation, Contemplative Dance, Creative Movement Method, or Somatic Psychology use Authentic Movement as part of their training.</p>	
<b>Setting and environment</b> <p>Often the experience of AM feels like a meaningful game and is great fun. At other times movers and witnesses experience intense feelings and deep insights provoked by the wisdom of their own bodies. Create safe and welcoming environment for the participants. Prepare them emotionally and mentally for the practice. Use a warm and well ventilated space with suitable audio system and comfortable for moving floor.</p>	
<b>Methodology step by step</b> <p>When starting a basic AM session, participants start in a comfortable position, <b>eyes closed</b> to feel their inner body-mind processes. After that, they wait for stimuli to arise within them, and follow each impulse expressing a movement or a sound. Individuals move through the space entirely free from any direction or expectation. This allows people to explore psychological processes as they turn into kinaesthetic responses to movement or sound.</p> <p>The movement becomes 'authentic' when the individual is able to allow their intuitive impulses to freely express themselves without intellectual directive, as opposed to movement initiated by conscious decision making – a distinction which may appear clear, but practically a challenge. Individuals simply pay attention to what they feel at a sensory level, since "the core of the movement experience is the sensation of moving and being moved."</p> <p>In the Authentic Movement aspect of Whitehouse's approach, the moving participants (movers) are passively observed by a witness, who 'contains' the experience of the mover by witnessing their movements without judgement, projection or interpretation. In this way the witness is also an active participant, as witnessing is a practice in observing one's own sensations and impulses while observing the mover's.</p>	
<b>Debriefing questions</b> <p>Use standard debriefing model  <a href="http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/">(http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/)</a></p>	
<b>Materials</b> <p>No materials needed</p>	
<b>Hand outs:</b>	<b>Additional information (web links, videos):</b> <a href="https://www.goodtherapy.org/learn-about-therapy/types/authentic-movement">https://www.goodtherapy.org/learn-about-therapy/types/authentic-movement</a> <a href="https://adta.org/2015/08/18/what-is-authentic-movement/">https://adta.org/2015/08/18/what-is-authentic-movement/</a>

<b>Title</b> <b>Mindful walk in nature</b>	<b>Timing</b> 5 – 20 min (or longer)
<b>Aim and objectives</b> <ul style="list-style-type: none"> <li>☉ To replace still meditation with a dynamic one;</li> <li>☉ To bring a person closer to nature and her/his body;</li> <li>☉ To strengthen concentration, increase awareness, and connect to the present moment.</li> </ul>	<b>Task/element addressed</b>  <i>Stages of ECD</i> – 1, 2 <i>PP elements</i> – Mindfulness; Joy; Serenity; Interest; Awe; Trust;
<b>General description/overview</b> After a long day sitting in an office, seated meditation might seem unappealing. On days when you want to get out into nature, try walking meditation instead. Walking meditation, also known as mindful walking, is an active practice that requires you to be consciously aware and moving in the environment rather than sitting down with your eyes closed.	
<b>Setting and environment</b> Make sure you have comfortable clothes and shoes on you. Try this activity in the nature, in the wild or even in a park.	
<b>Methodology step by step</b> Begin by standing still and becoming aware of your body and how it feels. Allow your knees to bend very slightly and feel your hips as your center of gravity. Take a few deep belly breaths and bring your awareness into the present moment. Now begin to walk slightly more slowly than your normal pace, maintaining an almost imperceptible bend in the knees. With each step, be aware of the gentle heel-to-toe rhythm as each foot makes contact with the ground. Breathe naturally and fully, deeply filling your lungs with every inhale, but being careful not to strain or struggle in any way. Allow your eyes to focus softly ahead of you, taking in as much of the periphery as comfortable. Try to maintain a soft body and breathing awareness as you walk naturally and easily. When your attention drifts away from the sensations of walking and breathing, take notice of those thoughts, moods, or emotions without judgment and gently guide your awareness back to the present moment, back to the walking. Continue this mindful walking for anywhere from 5 to 20 minutes or longer if comfortable. When it's time to end the meditation, allow yourself to come to a gentle halt. Pause—once again experiencing yourself standing still—as you feel the earth beneath your feet. Take a few deep breaths as this session comes to close. Slowly return to your regular activity.	
<b>Debriefing questions</b> Use a standard debriefing model ( <a href="http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/">http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/</a> )	
<b>Materials</b> No materials needed	
<b>Hand outs:</b>	<b>Additional information (web links, videos):</b> <a href="http://www.chopra.com/articles/mindful-walking-practice-how-to-get-started#sm.00000935isc91dknxjt23oimmbbfl">http://www.chopra.com/articles/mindful-walking-practice-how-to-get-started#sm.00000935isc91dknxjt23oimmbbfl</a>

<b>Title</b> <b>A philosophical talk about offering</b>	<b>Timing</b> 90 min
<b>Aim and objectives</b> <ul style="list-style-type: none"> <li>🕒 Discuss the key elements of offering and receiving</li> <li>🕒 Learn about the benefits of offering</li> <li>🕒 Share examples of offering and receiving</li> <li>🕒 Develop motivation on successful offering</li> </ul>	<b>Task/element addressed</b>  <i>Stages of ECD – 1, 2</i> <i>PP elements – Mindfulness, Gratitude, Interest, Inspiration, Love</i>
<b>General description/overview</b> Participants take a walk and discuss different questions. Then, a group sharing takes place.	
<b>Setting and environment</b> This activity is better to happen outside and preferably in the nature. Let the participants know in advance that they are going to be outside so that they can dress accordingly.	
<b>Methodology step by step</b> <ol style="list-style-type: none"> <li>1. Inform participants that they are going to take a philosophical walk in the outdoor environment. A philosophical walk is when people walk and talk about important philosophical concepts. All participants will walk together but conversations will happen only in pairs. The pairs will be changed regularly.</li> <li>2. Invite them to form pairs and give the first question. Allow enough time for discussion, at least 4 minutes, and then give the next question. You can also change the pairs.</li> <li>3. List of questions: <ul style="list-style-type: none"> <li>○ What does offering/giving mean to you?</li> <li>○ Share a personal example of offering/giving</li> <li>○ Share a personal example of receiving</li> <li>○ What are the benefits of offering/giving?</li> <li>○ What are the benefits of receiving?</li> <li>○ How do you choose the target of your gifts?</li> <li>○ What are the pitfalls of offering/giving?</li> <li>○ How is offering/giving connected with happiness?</li> <li>○ What positive emotions are involved when offering/giving or receiving?</li> <li>○ What is the story you tell yourself when you offer/give something?</li> </ul> </li> <li>4. Come back together as a group and make a group discussion on offering following the debriefing questions below. You may also want to provide a short theoretical input about offering, compassion and/or the reciprocity styles (givers, takers and matchers)</li> </ol> <p>(As a follow up- you can invite participants to individually reflect on what they have offered to the world by drawing on a piece of paper their footprints and then to debrief on it)</p>	
<b>Debriefing questions</b> <ul style="list-style-type: none"> <li>🕒 How was the philosophical walk for you?</li> <li>🕒 What impressed you the most?</li> <li>🕒 What are the key elements of offering/giving in your opinion?</li> <li>🕒 How does offering/giving or receiving influence people's lives?</li> <li>🕒 What conclusions are you drawing on the topic of offering?</li> <li>🕒 What are your take-aways from this activity?</li> </ul>	
<b>Materials</b>	
<b>Hand outs:</b>	<b>Additional information (web links, videos):</b> Information about the reciprocity styles <a href="https://www.brainpickings.org/2013/04/10/adam-grant-give-and-take/">https://www.brainpickings.org/2013/04/10/adam-grant-give-and-take/</a> Information on the benefits of giving <a href="https://greatergood.berkeley.edu/article/item/5_ways_giving_is_good_for_you">https://greatergood.berkeley.edu/article/item/5_ways_giving_is_good_for_you</a>

<b>Title</b> <b>Love and connection</b>	<b>Timing</b> 90 min
<b>Aim and objectives</b> <ul style="list-style-type: none"> <li>🕒 Share an example of a meaningful relationship they have</li> <li>🕒 Discuss the elements of love and connection</li> <li>🕒 Reflect on how to make their relationships more meaningful</li> </ul>	<b>Task/element addressed</b>  <i>Stages of ECD – 1, 2</i> <i>PP elements – Mindfulness, Joy, Gratitude, Love</i>
<b>General description/overview</b> Participants bring a photo of themselves and a close person. They talk about it in groups and then a discussion happens in plenary. In the end, participants reflect on how to make one of their relationships better	
<b>Setting and environment</b> Cozy setting/environment	
<b>Methodology step by step</b> In advance, ask the participants to bring to this session a photo (preferably a printed one) of them and another person with whom they share a strong and meaningful relationship. (This person can be a family member, a life partner, a friend, a colleague, etc) <ol style="list-style-type: none"> <li>1. Ask participants to present their photo and talk about their relationship with the person in the photo in small groups of 3 people. Allow enough time for a deep sharing, at least 20 minutes.</li> <li>2. Follow the debriefing questions illustrated below</li> <li>3. Provide a theoretical input on the following <ul style="list-style-type: none"> <li>○ Secure attachment (how to stimulate and reinforce secure attachment, why it is important, oxytocin hormon)</li> <li>○ Need for belonging, social connections</li> <li>○ Love and characteristics of love</li> </ul> </li> </ol> Ask the participants to work on their own. Invite them to choose 1 of their relationships and to write down 5 interventions to make their attachment more secure and their relationship deeper and more meaningful.	
<b>Debriefing questions</b> <ul style="list-style-type: none"> <li>🕒 What emotions have you experienced during this activity?</li> <li>🕒 What thoughts have come to mind?</li> <li>🕒 What topics were tackled by this activity?</li> <li>🕒 Why is love and connection important in our lives? What needs do they address?</li> <li>🕒 How does the existence of love and connection influence a person's life?</li> <li>🕒 How does the absence of love and connection influence a person's life?</li> <li>🕒 What are the characteristics of a meaningful relationship?</li> <li>🕒 How can you stimulate and reinforce secure attachment in your relationships?</li> </ul>	
<b>Materials</b> Notebooks, pens	
<b>Hand outs:</b>	<b>Additional information (web links, videos):</b>

<b>Title</b> <b>The black dot</b>	<b>Timing</b> 45 min
<b>Aim and objectives</b> <ul style="list-style-type: none"> <li>🕒 Trigger conversation about mindfulness</li> <li>🕒 Discuss the characteristics of mindfulness</li> <li>🕒 Reflect on how mindful we are on a daily basis</li> <li>🕒 Think of ways to bring more mindfulness in our lives</li> </ul>	<b>Task/element addressed</b>  <i>Stages of ECD – 1, 2, 3, 4</i> <i>PP elements – Mindfulness, Interest</i>
<b>General description/overview</b> Participants are divided into groups and they need to give as many as possible different answers to a certain question. Then, they reveal their answers and a discussion is triggered after this.	
<b>Setting and environment</b> There is no specific setting or environment	
<b>Methodology step by step</b> In advance, draw a thick black dot on an A4 white paper. You may want to prepare 4-6 of these, depending on the number of participants. <ol style="list-style-type: none"> <li>1. Divide the participants in groups (of 4-6 people). Each group should have a notebook and a pen for taking notes.</li> <li>2. Hand to each group a paper with the black dot. Ask them to answer the question “What do you see here?” as many times as possible, always referring to what they see on the paper. Give them 2 minutes to do it. Encourage their imagination. Usually most of the answers focus on the black dot and very rarely they refer to the white part of the paper.</li> <li>3. Once the time is over, invite the groups to share their answers.</li> <li>4. Ask them “What criteria did you use to answer the question?” Remind them the first question you asked them “What do you see here?” underlining that you did not tell them to focus on the black dot.</li> <li>5. Connect this activity with mindfulness and follow the debriefing questions below</li> </ol>	
<b>Debriefing questions</b> <ul style="list-style-type: none"> <li>🕒 How is this activity connected with mindfulness?</li> <li>🕒 What elements of mindfulness were pinpointed in this activity?</li> <li>🕒 How mindful are you on a daily basis?</li> <li>🕒 How mindful are you on your daily activities?</li> <li>🕒 How can we become more mindful?</li> </ul>	
<b>Materials</b> Notepads/paper for taking notes, pens, A4 papers with black dot	
<b>Hand outs:</b>	<b>Additional information (web links, videos):</b>

# SAMPLE TRAINING PROGRAMS

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These sample training programs offer sequences of activities and sessions for 3, 5, and 7 day long programs aiming at personal, social and professional development. The programs incorporate practices and tools illustrated in previous sections of the manual. They are suitable both for Youth workers and for young people. They are organized in 4 sessions per day, each one of them having its own theme. The sessions follow a progressive sequence with each of them building on what was done before.

## TRAINING AGENDA AND ACTIVITIES – 3 DAYS

### Day 0

- 🕒 Arrival of the group
- 🕒 Welcoming the participants and settling down.
- 🕒 Evening activity: Welcoming words from the trainers' team, Group sharing, Practical information
- 🕒 Personal practice: Making a list of things that make one happy

### Day 1

#### *Session 1 - Morning rituals – repeat every day*

- 🕒 Physical activity (choose one suitable for the group level)
- 🕒 Meditation (e.g. Relaxation, Guided meditation, Visualization connected with the theme of the day)
- 🕒 Connection circle (expressing gratitude, sharing thoughts and emotions)

#### *Session 2 – Connecting activities and group building*

- 🕒 Personal practice: welcome message for oneself in the personal notebook.
- 🕒 Icebreaker (e.g. rope skipping)
- 🕒 Trust building activity (e.g. falling and flying)
- 🕒 Debriefing
- 🕒 Icebreaker (e.g. Brownian movement)
- 🕒 Connecting activity (e.g. telepathy game - communicating images without speaking)
- 🕒 Debriefing/Sharing/Discussion

#### *Session 3 – The pitfalls of happiness, the things that limit happiness*

- 🕒 Small groups work: What are the habits, own limitations and beliefs that minimize happiness?
- 🕒 Presentation of conclusions (e.g. idea for method - through theater plays)
- 🕒 Input: factors that limit happiness
- 🕒 Group discussion

#### *Session 4 - Happiness fundamentals and trust*

- 🕒 Presenting homework: sharing quotes about happiness
- 🕒 Presenting Homework: sharing definitions of happiness
- 🕒 Input: three types of happiness
- 🕒 Group work: dividing definitions in 3 clusters based on the 3 types of happiness
- 🕒 Trust activity (e.g. reed in the wind)
- 🕒 Group discussion about trust and how trust is connected with happiness
- 🕒 Closing the session (e.g. group music/dancing)

#### *Evening activity*

- 🕒 Connecting and Fun activity (e.g. Guess my secret)

### Day 2

#### *Session 1 - Morning rituals – same as day 1*

#### *Session 2 – Mindfulness*

- 🕒 Psychological test: Black dot activity

- 🕒 Debriefing and summarizing the black dot results
- 🕒 Input about mindfulness: definition and other aspects
- 🕒 Personal practice: Mindful walk in nature - exploring nature in a mindful way
- 🕒 Debriefing/Sharing/Discussion
- 🕒 Brainstorming: extracting the benefits of mindfulness at mental, emotional, physical and spiritual level

### *Session 3 – Connection and relationships*

- 🕒 Connecting activity: An eye contact exercise – a progressive activity
- 🕒 Debriefing the experience, with focus on connections and relationships
- 🕒 Sharing in pairs: about a personal connection the participants have with a certain person from their lives. Sharing the photos of the persons
- 🕒 Debriefing and group discussion about connection

### *Session 4 - Love*

- 🕒 Introduction: expressing love to each other through pantomime
- 🕒 Drawing in pairs - role play
- 🕒 Debriefing/Sharing/Discussion
- 🕒 Input: theory about Love and Control
- 🕒 Group discussion
- 🕒 Closing the session (e.g. shouting energizer)

### *Evening activity*

- 🕒 Laughter Yoga activities

## **Day 3**

### *Session 1 - Morning rituals – same as day 1*

### *Session 2 – Self-compassion*

- 🕒 Personal work: identifying Loyal Soldiers and self-compassion.
  - Drawing the shape of the body and writing on the paper the inner critical thoughts
  - Offering compassion to these voices
- 🕒 Debriefing/Sharing/Discussion

### *Session 3 – Mastery*

- 🕒 Personal work: The Wheel of strengths
  - The participants write what they are good at on pieces of papers
  - In small groups the participants write to each other strengths and qualities on pieces of paper
  - Comparing the two sets of qualities, their own with those received from the others
- 🕒 Presentation of the Wheel of strengths
  - Individual work: choose 5 qualities and put them on the Wheel, to see the actual level of development and how they can be developed (To what extent I use it and to what extent I want to use it in the future) in specific contexts.
- 🕒 Debriefing/Sharing/Discussion

### *Session 4 - Closing the processes and follow-up actions*

- 🕒 Individual reflection on the achievement of the personal learning goals, needs, intentions
- 🕒 Making a personal transformation plan, through which the participants will implement/use the tools and concepts learned during the training
- 🕒 Personal work: A Letter to myself, which will be sent 6 months later
- 🕒 Reading a soul poem
- 🕒 Writing a soul poem – individual task
- 🕒 Group sharing – sharing poems
- 🕒 Laughter Yoga activity: lying on the bellies of the people, listening to the story of the training told in a funny way

### *Evening activity*

- 🕒 Fun and Joy: party

# TRAINING AGENDA AND ACTIVITIES – 5 DAYS

## Day 0

- 🕒 Arrival of the group
- 🕒 Welcoming the participants and settling down
- 🕒 Evening activity: Introduction of the trainers, sharing circle (the participants share their names and a few details about themselves).

## Day 1

### *Session 1 - Morning rituals – repeat every day*

- 🕒 Physical activity: (choose one suitable for the group level)
- 🕒 Meditation (e.g. Relaxation, Guided meditation, Visualization connected with the theme of the day)
- 🕒 Connection circle (expressing gratitude, sharing thoughts and emotions)
- 🕒 Community service (e.g. helping in the kitchen, tidying up, collecting wood etc.)

### *Session 2 – Get to know the location and the training*

- 🕒 Tour of the location and facilities
- 🕒 Information about the training (e.g. learning objectives, daily schedule etc.)
- 🕒 Participant's expectations (e.g. Journaling expectations/needs/motivations/Intentions)
- 🕒 Discussion about the meaning of expectations
- 🕒 Group-connecting activity (e.g. Group drumming and rhythm)

### *Session 3 – Get to know each other and building the group*

- 🕒 Get to know each-other activity (e.g. Walk and talk in nature)
- 🕒 Group building activities (e.g. Streets and alleys; Shouting contest; Carrying a statues)
- 🕒 Debriefing

### *Session 4 – Get to know each other and reflection*

- 🕒 Sharing activity (e.g. Group sharing - My path until now; What transformation do I want to achieve?)
- 🕒 Reflection (repeat every day):
  - Personal: (Solo reflection for 30 min.)
  - Group: (Group sharing)for 30 min

### *Evening activity*

- 🕒 Sharing and connecting activity

## Day 2

### *Session 1 - Morning rituals – same as day 1*

### *Session 2 – Trust building*

- 🕒 Introduction activity (e.g. look into each other's eyes; Brownian walk etc.)
- 🕒 Group trust activity (e.g. Star balance or other)
- 🕒 Group trust activity (e.g. Rope circle balance or other)
- 🕒 Individual trust activity (e.g. Trust fall)
- 🕒 Debriefing/Sharing/Discussion

### *Session 3 – Introduction in Ecocentric development*

- 🕒 Introduction to the Medicine Wheel.
- 🕒 Nature walk for identifying the four stages of the Wheel in the Nature
- 🕒 Sharing and a group discussion
- 🕒 Presentation of the Ecocentric and Egocentric Wheel

### *Session 4 – Deepening the understanding and reflection*

- 🕒 Deepening the presentation of the Ecocentric developmental Wheel
- 🕒 Analysis of the day
- 🕒 Reflection (repeat every day):

### *Evening activity*

- 🕒 Practices demonstration (choose from the list in the Manual)

## Day 3

### *Session 1 - Morning rituals – same as day 1*

#### *Session 2 – Exploring Stage 1*

- 🕒 Introduction in the stage (e.g. theatre play by the trainers)
- 🕒 Presentation of the list of activities
  - Spend time alone in nature
  - Practice mindfulness in nature
  - Do some art form: poetry, origami etc.
  - Reviews your days here and find 1-2 situations when you could have been more innocent. Write in your Journal about it and think of how you can be more innocent today
  - Talk to a tree
  - Do some land art
  - Do some art: sculpture, drawing, music, dance etc.
  - Play childhood games
- 🕒 Independent time for making the activities
- 🕒 Debriefing and group discussion

#### *Session 3 – Exploring stage 2*

- 🕒 Introduction in the stage (e.g. short guided visualization)
- 🕒 Presentation of the list of activities
  - Wander in nature
  - Collect natural objects
  - Go to nature and make up an imaginative story
  - Find myths and stories about the place/location
  - Explore and use all senses while being in nature
  - Use the story cubes & Dixit cards
  - Discuss about your family, cultural, species ancestors
  - Discuss the following emotions (love, hope, inspiration, joy) and how you can manifest them
- 🕒 Independent time for making the activities
- 🕒 Debriefing and group discussion

#### *Session 4 – Preparation for fasting and solo; Reflection*

- 🕒 Introduction to fasting and explanation of solo in the nature
- 🕒 Reflection (repeat every day)

#### *Evening activity*

- 🕒 Ceremony for starting the fasting and solo process (e.g. Trans drumming and dancing; authentic movement etc.)
- 🕒 Start of fasting (optional levels according to a participants own decision – no fasting; less food; only fruits; no food; no food and water)

## Day 4

### *A whole day process without session division – Exploring Stage 3 and 4*

#### *Morning rituals – same as day 1*

#### *Solo in the nature process:*

- 🕒 Fasting (optional levels according participants own decision – no fasting; less food; only fruits; no food; no food and water)
- 🕒 Looking for a place in nature for solo
- 🕒 Mapping the places
- 🕒 Self-discovery – writing a personal letter - about the resources one has (e.g. what are your gifts, talents, passions, resources, people you have?)
- 🕒 Personal practice - writing a letter of intention (e.g. what changes do you want to make, what are your longings, dreams, cravings, deep wishes?)
- 🕒 Practical preparations for the solo – clothes, mat etc.

- 🕒 “Leaving home” ceremony (e.g. cleansing with sage, reading a soul-poem, centering, drumming)
- 🕒 Returning with drumming
- 🕒 Debriefing and sharing in small groups (groups are facilitated by the trainers)
- 🕒 Welcoming ceremony (e.g. burning the letters of intention, singing to the Moon, drinking water)
- 🕒 Special dinner – a feast

### *Free evening*

## **Day 5**

### *Session 1 - Morning rituals – same as day 1*

### *Session 2 – Integration of the experiences*

- 🕒 Group discussion about stage 3 and 4 and clarification of the specific sub-tasks for each stage
- 🕒 Recapitulation of the activities from the previous day
- 🕒 Self-reflection: Participants answers two questions - Which of the sub-tasks did I address through these activities? What did I get by addressing these tasks? (Insights, skills, ideas, ways of being etc.)
- 🕒 Sharing in pairs about the previous questions
- 🕒 A group discussion for making the conclusions for stage 3 and 4

### *Session 3 – Hike in nature*

- 🕒 Hiking to the nearest nature sight – peak, lake, waterfall

### *Session 4 – Follow-Up and final evaluation*

- 🕒 Personal action plan (Actions for addressing 3 sub-tasks from the Wheel, What, When, Where, How, Who)
- 🕒 Sharing in groups the action plans and building the support groups (with specific support actions)
- 🕒 Making the training evaluation and writing feedback

### *Evening activity*

- 🕒 Closing ceremony

# TRAINING AGENDA AND ACTIVITIES – 7 DAYS

## Day 1

### Session 1 - Morning rituals – repeat every day

- ☉ Physical activity: (choose one suitable for the group level)
- ☉ Meditation/mindfulness practice: (choose suitable for the group level)
- ☉ Morning circle: sharing
- ☉ Practice demonstration: (choose from the list in the Manual)

### Session 2 - Get to know

- ☉ Name game
- ☉ Sharing and connection activity
- ☉ Icebreaker
- ☉ Sharing and connection activity
- ☉ Presentation of the team
- ☉ General introduction of the training
- ☉ Training objectives/aims/goals
- ☉ Programme and daily timetable
- ☉ Defining Personal learning goals
- ☉ Training rules/group rules
- ☉ Presenting community service roles (e.g. helping in the kitchen, tidying up, collecting wood etc.)

### Session 3 - Teambuilding

- ☉ Energizer
- ☉ Icebreaker
- ☉ Teambuilding activity
- ☉ Debriefing

### Session 4 – Topic introduction

- ☉ Short intro of the topic (e.g. medicine wheel, positive psychology, Ecocentric development)
- ☉ Focus on human dimensions: physical, spiritual, mental, emotional
- ☉ Question for discussion:
  - What daily activities you do towards each dimension?
  - What dimension do you use more on a daily basis?
  - What in your opinion is the situation in the society nowadays?
  - What can be done?
- ☉ Reflection (repeat every day):
  - Personal: (Solo reflection for 30 min.)
  - Group: (Group sharing)for 30 min

### Evening activity

- Sharing and connection activity

## Day 2

### Session 1 - Morning rituals – same as day 1

### Session 2 – Connecting with nature

- ☉ Introduction + reading a poem
- ☉ Nature observation/Wondering in nature etc. (choose one suitable for the group level)
- ☉ Sharing + discussion

### Session 3 – Trust building

- ☉ Introduction activity (e.g. look into each other's eyes; Brownian walk etc.)
- ☉ Group trust activity (e.g. Star balance or other)
- ☉ Group trust activity (e.g. Rope circle balance or other)
- ☉ Individual trust activity (e.g. Trust fall)
- ☉ Debriefing/Sharing/Discussion

### Session 4 – Reflection

- ☉ Reflection (repeat every day):
  - Personal: (Solo reflection for 30 min.)
  - Group: (Group sharing)for 30 min

### Evening activity

- ☉ Practices demonstration (e.g. The Way of Council)

## Day 3

*Session 1 - Morning rituals – same as day 1*

*Session 2 – Ecocentric developmental wheel part 1*

- 🕒 Introductory activity (e.g. facilitated discussion about the Wheel)
- 🕒 Nature walk for identifying the four stages of the Wheel in the Nature
- 🕒 Sharing and group discussion
- 🕒 Presentation of the Ecocentric and Egocentric Wheel

*Session 3 - Ecocentric developmental wheel part 2*

- 🕒 Discussion and Q&A about the previous session
- 🕒 Work in small groups (brainstorming activities for accomplishing the developmental tasks for stages 1,2,3,4)
- 🕒 Presentation of results
- 🕒 Debriefing/Sharing/Discussion

*Session 4 – Reflection – same like day 2*

*Evening activity*

- 🕒 Practice demonstration (e.g. Star gazing, Storytelling, Fire making etc.)

## Day 4

*Session 1 - Morning rituals – same as day 1*

*Session 2 – Experiencing practices for tasks from Stage 1 of the Wheel*

- 🕒 Play ground: giving the participants the opportunity to do (choose freely) the following:
  - Gardening
  - Spending time alone in nature
  - Practicing mindfulness in nature
  - Doing some art forms: sculpting, drawing, music, poetry, short stories, dance, origami
  - Playing with infants
  - Talking to a tree
  - Collecting nature objects
  - Playing childhood games
  - Doing some land art
  - Reviewing last days and identifying situations when one could be more innocent (infant).  
Journaling it
- 🕒 Sharing results of the Playground
- 🕒 Debriefing/Sharing/Discussion

*Session 3 - Experiencing practices for tasks from Stage 2 of the Wheel*

- 🕒 Bread making (can be some other practice suitable for stage 2)
- 🕒 Debriefing/Sharing/Discussion

*Session 4 – Reflection – same like day 2*

*Evening activity*

- 🕒 Free evening

## Day 5

*Session 1 - Morning rituals – same as day 1*

*Session 2 - Experiencing practices for tasks from Stage 3 of the Wheel*

- 🕒 Four stations – self-discovery:
  - Personal Talents self-evaluation (e.g. possible method - Multiple intelligences)
  - Personal Passions self-evaluation: (e.g. possible method - Coaching questions)
  - Personal Values self-evaluation: (e.g. possible method – Value elicitation by analyzing personal topics)
  - Personal Irritations (e.g. possible method – List of things that make one’s angry)
  - Presentation of Daniel Sa Nogueira’s model of Life purpose

- ☉ Debriefing/Sharing/Discussion

### *Session 3 – Free time*

- ☉ Free afternoon

### *Session 4 - Free time*

- ☉ Free afternoon

### *Evening activity*

- ☉ Practice demonstration – Rite of passage symbolizing crossing from Stage 3 to Stage 4 (early adolescence to late adolescence – entering mysteries) (e.g. Trans drumming and dancing, Five rhythms, Authentic movement etc.)

## **Day 6**

### *Session 1 - Morning rituals – same as day 1*

### *Session 2 - Experiencing practices for tasks from Stage 4 of the Wheel*

- ☉ Instructions and preparation for solo time in nature
- ☉ Hike to a suitable natural place

### *Session 3 - Experiencing practices for tasks from Stage 4 of the Wheel*

- ☉ Letter of intention (e.g. what changes you want to make, what are your longings, dreams, cravings, deep wishes?)
- ☉ Solo time – 3 h
- ☉ Sharing circle + food feast
- ☉ Debriefing/Sharing/Discussion

### *Session 4 – Celebration of successful completion of solo*

- ☉ Sun gazing at Sunset from a high place in the nature
- ☉ Reflection (optional)

### *Evening activity*

- ☉ Optional – Open space (Delivering activities by participants for the rest of the group. This is a symbolic representation of growing in adulthood and delivering for others.)

## **Day 7**

### *Session 1 - Morning rituals – same as day 1*

### *Session 2 – Application/Action planning*

- ☉ Working on the application plan (professional action plan) - Optional
  - Think of the profile of your target group (age, place, the stage they are in, their needs)
  - What can I provide to them? (based on your values, talents, passions, things that make you angry) make a list of activities
  - Write the activities on a paper and share them with other participants
  - Make an action plan: what-how-when
- ☉ Personal transformation plan
  - What are the results I want to achieve?
  - What are the practices/types of behavior that will help?
  - How am I going to implement them in my life?
  - Reflection groups: to continue supporting each other later on.

### *Session 3 – Final evaluation*

- ☉ Evaluation of achieving the training objectives
- ☉ Evaluation of achieving Personal learning goals
- ☉ Non-formal evaluation activity (e.g. Free writing on posters)
- ☉ Final group walk in nature

### *Session 4 – Closing ceremony*

- ☉ Final sharing (e.g. Council “What do you leave behind and what do you open?”)
- ☉ Meditation (choose a type suitable for the group level)

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