



ROOTS
of resilience

Resilience Training Concept

3 day training for resilience for climate active citizens

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Summary of the Training

The Roots of Resilience Training is a three day training that encompasses personal, interpersonal, and ecological resilience, drawing from various methodologies and practices. The primary goal is to allow these aspects to inform the training, focusing on fostering attitudes and practices that represent key aspects of resilience. Participants will engage in self-awareness, gratitude, active hope, and balanced cognitive, emotional, and embodied activities, enabling them to integrate and exchange experiences in affinity groups for personalized learning.

Gratitude

This training concept is based on a training run as part of the [Roots of Resilience Partnership](#).



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The Roots of Resilience Partnership is funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

At this point it is also important to mention and acknowledge that the materials and practices in this training concept have been developed over a long period of time and by different traditions. They are presented here for the purposes of education, not profit. For more information on the sources and inspirations for our work, please visit our website - www.rootsofresilience.eu

In this resource, we will often refer to the handbook. By this we mean the Resilience Handbook, which has been produced as part of the same project.

Considerations

It's great that you are interested in this training concept. While we want to support the replicability of this training, we also feel that it is important for us to provide some considerations for you to evaluate what kind of space you can create or what you need in order to hold this kind of training. Please, don't let any of this discourage you and feel free to get in touch with questions at contact@rootsofresilience.eu.

Duty of Care

Some of the topics explored in this training have the potential to elicit strong emotional responses and to involve participants facing challenging experiences related to self and collective discovery. It is essential that anyone facilitating this work reflects on how well they or those around them will be able to hold and support other learners through such processes.

Emotional Work - when stuff comes up

Considering our capacity and the capacity of the group to hold challenging or strong emotions is important. The chapter on emotional literacy and on working with difficult emotions in the handbook can provide useful ways of resourcing ourselves and supporting each other. It is important that facilitators consider their own capacity to hold the emotional response of others and to bear in mind the potential to be triggered and affected by the work themselves.

Work in Teams

The challenging nature of this kind of learning needs us to think carefully about the different elements that will generate a supportive learning environment. If we as facilitators are overstretched we will not be able to provide this. Consider the different qualities, complementary styles and competences a diverse team can bring, how you will attend to someone leaving the workshop space mid-session having been triggered by something, or the importance of debriefing some of this work

yourself. All of these considerations lead to the very strong preference we have of always facilitating this kind of work in teams.

Creating the Container & The Learning Zone

Creating a space for people where they feel safe enough to take risks and step out of their comfort zone is essential for some of the learning this manual seeks to support. See the session on Creating the Container for suggestions on doing this. Important considerations here relate to the length of the training/workshop, the wider context it is taking place in, and the number of participants. Smaller groups tend to enable more trust and intimacy.

Anti-Oppression Practices

An important aspect of creating 'brave spaces' (a way of talking about 'safe spaces' that acknowledges some of the limitations of the 'safe space' concept) is paying attention to the ways oppressive behaviour and attitudes can show up in the training space. This material on Active Solidarity and the Facilitators Anti-Oppression Toolkit are important references that can help us to attend to this.

Cultural Appropriation

Some of the activities and practices in this manual in chapters such as Awareness and Emotional Literacy or Bodywork build on practices developed in global south or non-western contexts. Without care, the use of such practices can reproduce post/neo-colonial dynamics. Care should be taken to avoid falling into the trap of cultural appropriation. Cultural appropriation can be defined as a "misuse of a group's art and culture by someone with the power to redefine that art and, in the process, divorce it from the people who originally created it"). As facilitators, whenever we are proposing an activity, a tool or a method, we need to check if we know where it comes from and give credit to those who created it, especially if it was not created in the global north by white people. It is important to make marginalised group labour visible and dismantle deeply embedded assumptions of white/western superiority.

Bodywork, Consent and Touch

There are some sessions that involve 'embodied learning' and somatic activities. Special consideration needs to be given to various aspects of inclusion as well as approaching questions around consent, personal boundaries and touch.

Adapting to Needs and Emergent Design

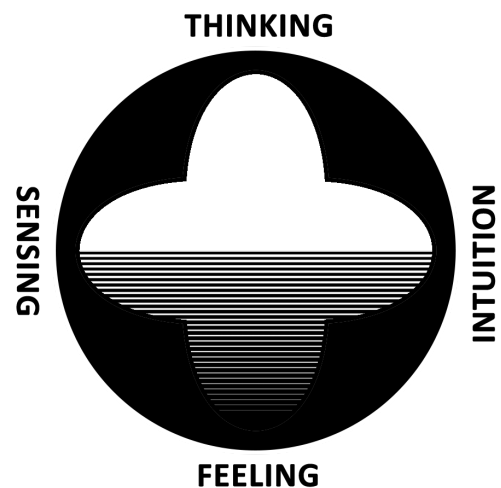
The session plans have taken form through experimentation and adaptation. We assume that this process will continue and that facilitators using these resources will continue to try things out, adapt them to the needs and specific experience of learners, and adjust them according to what arises within workshops. The forms, timing and structures we suggest are tried and tested, but there is no doubt room for improvement and redesign. So we encourage you to use the plans as they are useful to you, but to make them your own and bring your own creativity to improving and diversifying the material.

Training Principles

Much of the principles and grounding for our training, you can find in the Resilience Handbook. There are a few things that we want to give a special mention here.

Holistic Education

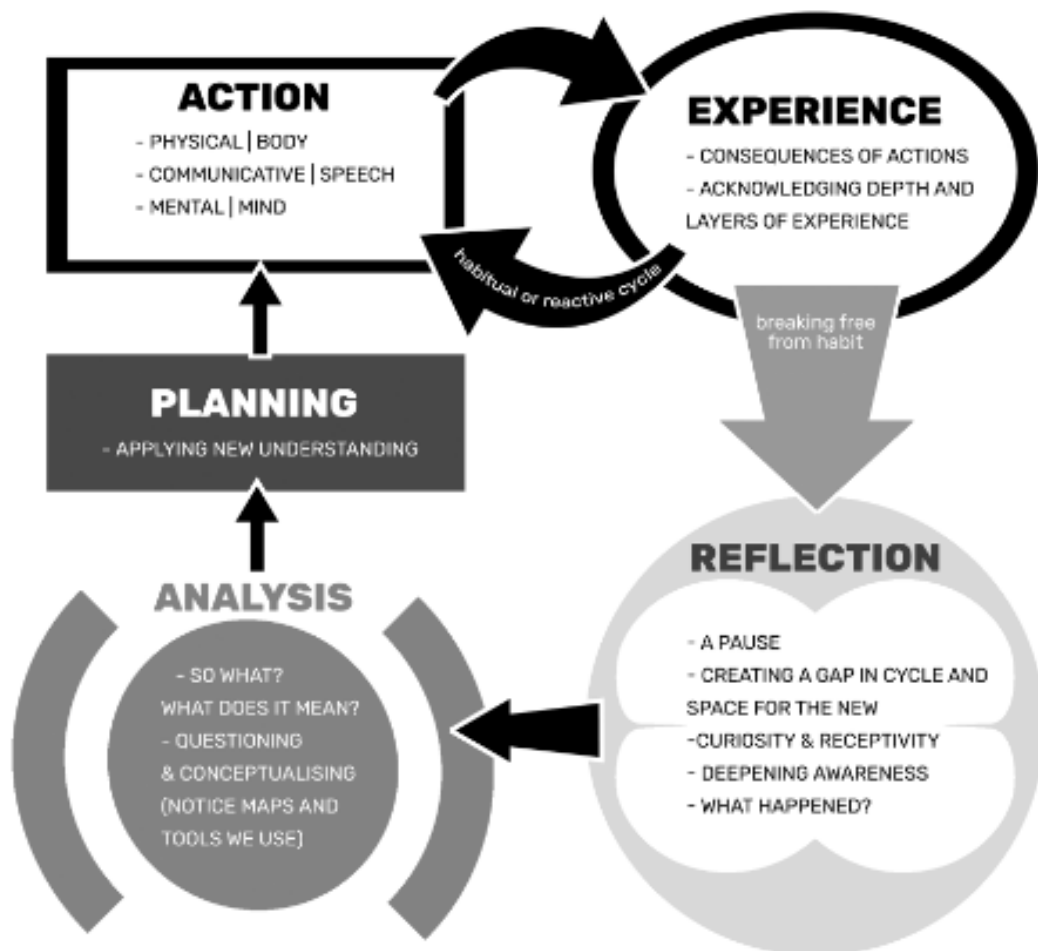
The learning explored here happens at various levels. It engages the head, the heart, the body, and even our intuition. This requires a holistic approach to education that addresses the whole person – the rational, the feeling, the sensing, and the relational dimensions of who we are (see diagram on following page). A holistic approach also recognises that the personal is nested within the inter-personal, that the inter-personal is nested within the socio-political, and that the socio-political is nested within the ecological. Each of these dimensions has its own systemic structure and yet also needs to be understood as part of larger systemic wholes. Learning and effective practices for transformation need to attend to each of these layers and to the connections between them.



The creative spiral of the Action Learning Cycle

Telling, showing and doing are all ways of learning. Each has their place. Using an Action Learning Methodology incorporates them all, but places emphasis on learning from experience by supporting deep reflection, analysis, and testing. In an activist education context we have found that additional emphasis needs to be put on reflection, in part to antidote the activist propensity towards action. It can be useful to think about how sessions and workshops can help people to move through the phases of the action learning cycle. We often start with reflection, taking experience to mean what people already bring with them. But when designing experiential learning exercises we'll set up an activity to generate an experience to serve as the basis for reflection and then analysis.

THE CREATIVE SPIRAL OF THE ACTION LEARNING CYCLE



Rest and Play as preconditions for sustainable learning

Because of the scale of the multiple crisis facing us and the lack of cultural and educational grounding for working towards transformation, many participants attending a resilience training are likely to experience high levels of activation and stress. (see Exploring Burnout)

Still, as we explore in more detail in the handbook section on the Nervous System, a regulated nervous system is very important for the kind of learning we want to facilitate. For nervous systems

to learn to regulate themselves and each other is an important step. It is one, that cannot be pushed, but definitely one that ought to be encouraged and made possible in the way we facilitate trainings.

There are two things here:

1 - Rest and Play are important preconditions - For sustainable learning

2 - Moving into rest and play is in itself part of the learning

It is important here to meet participants where they are at. Enforcing rest in situations of hyper-activation, may lead to resistance or a kind of shut-down which just splits off the activation. Look towards the relevant chapters in the handbook for more guidance.

In the context of a training here are some of the things we recommend:

- **Include sufficient breaks and time for rest in the training.**
Participants that come from intensive workloads and connect with themselves are likely to start experiencing some/more of the exhaustion if there is time to wind down/time away from the responsibilities. Ideally you want participants to leave your training well rested. Including dedicated rest time or even resting at the start of a session can be valuable to avoid grind culture. (See The Nap Ministry for reference)
- **Keep it simple and spacious**
There is a lot to learn and doing a training on resilience could fill weeks. In fact, we could run a year long program. Yet, what is most important is the spaciousness and play, for any sustainable learning to take place. The breaks can be some of the most fruitful times for learning and connection.
- **Provide clarity and orientation**
Having a clear time and content schedule and common agreements is important, as well as clarity on the purpose of different parts of the training.
- **Include play and movement**
Yes.

This is a very important part of facilitating such a training, and going into much depth is beyond the scope of this resource. We highly recommend trainings in Trauma-Informed-Facilitation and the work of Generative Somatics in this field.

This is not to say that you can't just gather with some of your colleagues or friends for one of the activities that we mention. Perhaps, the main thing is - go for it and don't do too much.

Training Schedule

This is an example of a training schedule, very close to the one we facilitated in August 2023 with 24 participants. We highly encourage you to adapt it to your own needs and contact us for support.

Day	Time	Activity	Running Time	Learning Objectives
Day 1				
	5:00 PM	Diversity Welcome and Orientation	15 mins	Welcoming, acknowledging, fostering inclusivity
	6:00 PM	Dinner and Arrival	-	-
	8:00 PM	Hearing the Needs of the Group	1hr	Gathering group information, building trust, exploring conducive conditions
	9:00 PM	Guided Relaxation Meditation (optional) and Early Night	30 mins	-
Day 2				
	7:00 AM	Morning Practice	-	Engaging in morning routines for focus and clarity
	8:30 AM	Breakfast	-	-
	10:00 AM	Finding a Posture That Works and Sit Spot Activity	1 hr 30	Body and Self-awareness, settling, focus, Nature connection, quieting the mind
	12:00	Rivers of Experience Part 1	1h	Extended personal reflection, trust-building
	13:00 PM	Lunch	-	-
	2:00 PM	Rivers of Experience Part 2	1h30	Extended personal reflection, trust-building
	4:00 PM	Centering Practice	1hr	Body awareness, emotional regulation

	6:00 PM	Dinner	-	-
	8:00 PM	Widening Circles	1hr	Connecting with different perspectives, Ecological Resilience
Day 3				
	7:00 AM	Morning Practice (Sit Spot)	-	Engaging in morning routines for focus and clarity
	8:30 AM	Breakfast	-	-
	10:00 AM	Exploring Burnout - Burnout Rating Scale and Wheel	2h	Discussion, reflection, Understanding (causes), informed intervention
	12:00 PM	Lunch	-	-
	2:00 PM	Action Reflection Spectrum Lines + Games (ideally outside)	1hr	Facilitating diverse dialogue, reflection
	3:30 PM	Open Sentences	1hr	Enhancing empathy, self-reflection
	6:00 PM	Dinner	-	-
	8:00 PM	If Nothing You Can Do Is Ever Enough	1hr	Reflecting, reframing experiences
Day 4				
	7:00 AM	Morning Practice	-	Engaging in morning routines for focus and clarity
	8:30 AM	Breakfast	-	-
	10:00 AM	Making Changes Coaching	1h20	Strategic interventions, analysis, coaching
	11:30 PM	Final Reflection, Feedback and Closing Activities	1.5h	Summary, takeaways, closing remarks

1:00 PM	Departure	-	-
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Practices and Activity Plans

Using the Activity Plans:

These plans follow a structured format, providing an overview of running time, group format, and required materials. They offer key framing concepts, background theory, and links to chapters and other activities for theoretical support. Step-by-step guidelines, timings, and facilitation tips are included. Specifics such as timing, group size, and framing approaches should adapt to the group and context. Plans are designed for groups of up to 20 participants but can be adjusted for smaller or larger groups. Many activities are adaptable across various themes or chapter topics.

Facilitator Experience Levels:

We indicate the level of experience required to responsibly facilitate the learning activities. Each activity is marked as Level One, Two, or Three.

- **Level One:** Suitable for peer-led sessions with minimal facilitation experience.
- **Level Two:** Requires competence in supporting more complex group processes. Personal experience of the content aids in guiding the learning journey.
- **Level Three:** Likely requires confidence in emotional processing, trauma-informed approach, skills supporting contemplative/somatic exercises, and articulating complex theoretical material.

Diversity Welcome

Running Time: 15 mins

Group Format: Whole group activity

Materials/Equipment Needed: N/A

Leading Format: Trainer-led

Facilitator Experience Level: Two

Chapter: Active Solidarity, Equity and Empowerment

Key Benefits and Aims:

- Welcoming the group and supporting acknowledgment of individuals
- Establishing a caring atmosphere and trust within the group
- Cultivating inclusivity and preparing for equity work

Framing the Activity (for the facilitator): This activity, adapted from Training for Change, fosters a welcoming space, acknowledging various aspects of diversity within the group. While it won't solve inclusivity problems, it lays the groundwork for respect and solidarity, allowing facilitators to influence group culture towards inclusivity and equity.

Tips, Tricks, Coaching Points, Questions to Ask: Speak directly to the group rather than reading from notes. Pause to allow participants to contribute. Give space and time for the activity, as it often evokes tenderness and emotion within the group.

Activity Instructions:

Facilitating the activity (15 mins):

- Start by welcoming participants into the space, naming various aspects of diversity.
- Verbally acknowledge:
 - Different body experiences and emotions
 - Varied ability levels and health conditions
 - Diverse learning styles and educational backgrounds
 - Various gender identities and descents
 - Migration status and spoken languages
 - Class backgrounds and sexual orientations
 - Diverse ages, faiths, and support networks
- Ask participants if any diversity element was missed and welcome those suggestions.
- In an online setting, invite participants to type additional diversity aspects in the chat to be acknowledged verbally.

Debriefing the activity (0 mins): No formal debriefing necessary, although participants often express appreciation for the activity. They might share their thoughts on how much they enjoyed it.

This activity sets the tone for inclusivity, creating an environment where every individual's diversity is acknowledged and welcomed.

Hearing the Needs of the Group

Running Time: 50 mins - 1hr15

Group Format: Whole group work

Materials/Equipment: Flipchart paper / marker pens

Leading Format: Peer-led

Facilitator Experience Level: Two

Chapter: Groups and Organizational Culture

Key Benefits and Aims

- Gather information on caring for individuals within the group setting.
- Explore conducive conditions for supporting learning.
- Foster group trust, connection, and safety.
- Contribute to building a culture of care.

Framing the Activity (for Facilitator)

Understanding group formation is crucial. Neglecting this aspect can harm the group's well-being and functionality, especially in longer-term engagements. Establishing a solid "container" prevents

feelings of unsafety and potential conflicts within the group. This activity serves as a tool for both teaching and building the group's foundation.

Activity Instructions

Setting Up the Activity (5 mins):

- Frame the activity contextually, referencing the Learning Zone model if applicable.
- Break into smaller groups (4 - 5 people) with flipcharts and marker pens.
- Discuss and note down responses to support being in the "learning zone."

Facilitating the Activity (45 mins - 1hr):

- Monitor and support smaller groups as they work.
- Regather the whole group after 15 minutes and share what each smaller group discussed.
- Listen attentively without aiming to establish agreements immediately.
- Identify needs requiring formal agreements and note them down.
- Encourage a sense of care, respect, and understanding among group members.
- Share examples of needs expressed by participants.
- Outline structures available for feedback, conflict resolution, etc.
- Establish necessary agreements with the group.

Debriefing the Activity (0 - 10 mins):

- For group container building, thank participants for their contributions.
- If used as a training tool, invite reflections on the process.

Concluding Comments

Opening discussions about needs might initially provoke anxiety but typically leads to shared concerns and a nurturing environment emphasizing learning and caring for each other.

Further Note: Consider retaining flipcharts in a communal space for future reference.

Finding a posture that works

RUNNING TIME: 20—30mins

GROUP FORMAT: Whole group (plus pairs if desired)

MATERIALS/EQUIPMENT NEEDED: Cushions, blocks, blankets, mats, chairs (multiple options for sitting for extended periods)

LEADING FORMAT: Trainer-led

FACILITATOR EXPERIENCE LEVEL: Three

Topic: Body Awareness, Personal

KEY BENEFITS AND AIMS

- Offering a basis for meditative/reflective practices
- Enabling continuity, settling, and focus
- Supporting body/self-awareness
- Emphasizing the significance of posture and the way we embody (in all aspects of resilience praxis)

FRAMING THE ACTIVITY (for the facilitator) This activity warrants importance in finding a good posture as it directly influences the practice itself. Encourage participants to consider their sitting, standing, and embodiment seriously concerning resilience. The posture principles introduced are broadly applicable.

Posture options:

- Sitting on a chair
- Classic cross-legged posture
- Kneeling posture
- Lying down
- Standing posture

Basic posture principles:

- (i) A stable base
- (ii) Legs
- (iii) Cushion height/angle of chair seat
- (iv) Spine
- (v) Chest, back, and shoulders
- (vi) Arms and hands
- (vii) Neck and head

OTHER CONSIDERATIONS Awareness of the varying abilities to sit for extended periods is crucial. Encourage checking in for support and movement during meditative activities if needed.

ACTIVITY INSTRUCTIONS

- **Setting up the activity (5 - 10 mins):** Frame the activity, explaining the importance of bodywork and connectivity.
- **Facilitating the activity (15 - 20 mins):** Introduce posture options, discuss basic principles, and demonstrate with your own body. Encourage adjustments for comfort and support where needed.

CONCLUDING COMMENTS/SIGNIFICANT POINTS TO TAKE AWAY Encourage participants to explore different postures, seek adjustments, and focus on comfort as discomfort may hinder concentration.

Sit Spot Activity

- **Running Time:** 30 mins - 1 hr 45 mins
- **Group Format:** Individual
- **Materials/Equipment Needed:** Mats to sit on (optional), outdoor space

- **Leading Format:** Individual
- **Facilitator Experience Level:** One
- **Topic:** Nature Connection for Resilience

Key Benefits and Aims:

- A key nature connection practice
- Builds self and nature awareness
- Resourcing and nourishing
- Quiets busy mind and allows for processing and integration
- Gently builds comfort and confidence in feeling at home in nature

Framing the Activity (for the facilitator):

The sit spot is a foundational nature connection practice. It encourages returning to the same place in nature to become increasingly familiar with its rhythms, patterns, and cycles. Sharing experiences enriches learning and deepens benefits. It's important to minimize distractions and encourage minimal stuff. Tips on choosing a spot are provided.

Tips, Tricks, Coaching Points, Questions to Ask:

- Playing hiding games beforehand can increase comfort levels of sitting quietly in nature.
- Avoid difficult-to-reach or busy places.
- Stay within hearing range for the signal to return.
- Allow at least 15 minutes for participants to sit in their spot.
- Model the cultivation of curiosity and inquisitive attention as you set up and explain the activity.

Activity Instructions:

Setting up the activity (5 - 15 mins):

- Frame the activity and inspire people to want to get out there.
- Share a story of an engaging moment in nature.
- Give instructions for the sit spot activity.

Facilitating the activity (15 - 60 mins):

- Do a sit spot near the gathering point while participants are out.
- Call the group back after the agreed time using the signal.

Debriefing the activity (10 - 30 mins):

- Share stories in pairs first (if time permits) or go straight to whole group sharing.
- Ask questions drawing on the range of senses and experiences.

Concluding Comments/Significant Points to Take Away:

Reiterate the importance of repetition with this activity. It's designed to deepen through regular practice.

Further Notes:

- Sit spot variations: Dawn/dusk sit spot, blindfold sit spot, bird sit spot, group mapping, etc.
- Alternative activity: Aimless Wandering - a nature connection practice for discovering the unexpected and starting adventures.

Useful Resource: Coyote's Guide to Connecting with Nature, Young Haas & McGown (2008)

Rivers of Experience

Running Time: 1h30 - 3hrs

Group Format: Individual work > small group work

Materials/Equipment Needed: Action Learning Diagram flipchart, Pre-drawn demonstration river, flipchart paper, colored markers, pencils, crayons

Leading Format: Individual

Facilitator Experience Level: One

Topic: Burnout, Self-Reflection

Key Benefits and Aims:

- Extended reflection on personal experience
- Building relationships and trust within the group
- Emphasizing the value of reflection in the learning process

Framing the Activity (for the facilitator): Resilience involves adaptability, learning from experience, and embracing change. This activity fosters reflection on personal experience without immediately seeking meaning. The aim is to engage in recollection and recall, inviting curiosity and openness rather than analysis. Drawing helps maintain a non-analytical approach, allowing associative thinking.

Tips, Tricks, Coaching Points, Questions to Ask: Encourage drawing and discourage excessive use of words. Follow the drawing exercise with small group sharing for further reflection and group formation.

Activity Instructions:

Setting up the activity (15 mins):

- Introduce the activity within the session's context and emphasize the importance of creating reflective space.
- Provide instructions:
 - Take a large sheet of paper and draw a river representing your life's flow and history.
 - Emphasize that drawing skills aren't important.

- Start the river from a meaningful point in your life (even tracing back to family history) up to the present.
- Use colors, avoid words, and use large formats.
- Show a pre-prepared example or draw in front of them as a demonstration.
- Give a time frame (30-60 mins) and encourage them to find a quiet place. Explain the plan for sharing in small groups and reassure that no explanations are mandatory for uncomfortable parts of their drawing.

Facilitating the activity (30 - 60 mins):

- Be available for support, answer questions, and provide guidance.
- Give a warning for the transition to breaks or small groups.

Debriefing the activity (45 mins - 1h40):

- Form groups of 4-5 people, allotting 15-20 minutes for each person to share their river's story.
- No need for further unpacking or concluding within the group.

Concluding Comments/Significant Points to Take Away: The session's benefits and objectives primarily emphasize the importance of reflection. A summary or conclusion might highlight the value of creating space for reflection.

Widening Circles

Adaptation from The Work that Reconnects

- **Running Time:** 1hr - 1hr30
- **Group Format:** Pairs
- **Materials/Equipment Needed:** Enough space for pairs to sit without much distraction / a bell
- **Leading Format:** Peer Led
- **Facilitator Experience Level:** Two
- **Chapter:** Ways of Seeing

Key Benefits and Aims

- Training in complexity
- Recognizing the relative and conditioned nature of views
- Exploring identity experience and positionality
- Augmenting stakeholder analysis and mapping
- Supporting conflict transformation
- Building win-win solutions

Framing the Activity (for the facilitator)

It's essential to train ourselves to work effectively with complexity, which can significantly enhance our capacity to respond thoughtfully and usefully. This activity challenges the simplistic certainty of our views, recognizing the conditioned nature of positions, which can lead to creative solutions and informed actions.

Tips, Tricks, Coaching Points, Questions to Ask

This session serves as a powerful tool for deepening strategy conversations and exploring views, identities, and how we grasp them. It can be effective in longer sessions focused on exploring identity.

Activity Instructions

- **Setting up the activity (5 mins)**
 - Introduce the activity without revealing too much.
 - Instruct pairs to sit closely, face each other, and practice attentive listening.
 - Explain the 5 stages gradually, revealing content only as each stage begins.
 - Hold silence during transitions.
- **Facilitating the activity (60 mins)**
 - **Speak about an issue of concern (5)**
 - Tell your partner about a social/ecological issue that deeply matters to you.
 - **Speak from the perspective of an adversary (6)**
 - Discuss the same issue from an adversary's perspective, avoiding caricature or stereotyping.
 - **Speak from the perspective of someone adversely affected (5)**
 - Present the issue from the viewpoint of someone adversely impacted.
 - **Speak from the perspective of a disinterested person (5)**
 - Discuss the issue from a disinterested viewpoint.
 - **Speak from the perspective of a non-human (5)**
 - Present the issue from a non-human perspective.
- **Debriefing the activity (10-20 mins)**
 - Allow pairs to debrief and then discuss learnings in a whole group.
 - Draw out key points and ask reflective questions.
- **Concluding Comments/Significant Points to Take Away**
 - Highlight learnings about working with complexity and the partial nature of perspectives.
- **Useful Resources**
 - Adapted from *Coming Back to Life* by Molly Brown and Joanna Macy.
 - Donella Meadows' *Thinking in Systems* offers an introduction to complexity and systems thinking.

Exploring Burnout

BURNOUT RATING SCALE ACTIVITY

(RESOURCE FROM THE CHANGE AGENCY - you can find it in the handbook and on our website)

RUNNING TIME: 25 - 40 mins

GROUP FORMAT: Individual > whole group work

MATERIALS/EQUIPMENT NEEDED: Copies of Burnout Rating Scale sheet per person

LEADING FORMAT: Individual > peer-led

FACILITATOR EXPERIENCE LEVEL: Two

CHAPTER: Burnout

KEY BENEFITS AND AIMS

- Opening discussion about personal experiences of burnout
- Encouraging dialogue and reflection
- Enhancing group understanding, connection, and solidarity

FRAMING THE ACTIVITY (for the facilitator) Engaging with burnout can be challenging, bringing up overwhelming or painful feelings. Frame the discussion by emphasizing why exploring burnout is important. Understand it's a rough tool and might provoke discomfort.

ACTIVITY INSTRUCTIONS

Setting up the activity (5 mins):

- Frame the activity, introduce the Burnout Rating Scale, and clarify its use for starting a conversation.
- Hand out the worksheet to each participant and explain the purpose.

Facilitating the activity (10 - 15 mins):

- Allow 10 to 15 minutes for individuals to complete the worksheet.
- Bring everyone back together when finished.

Debriefing the activity (10 - 20 mins):

- Ask participants to discuss their scores and feelings with the person next to them.
- Reiterate that the conversation is more important than the scores and encourage discussion based on shared experiences.

CONCLUDING COMMENTS/SIGNIFICANT POINTS TO TAKE AWAY

- Acknowledge potential challenges and affirm the group's engagement with the topic.
- Move onto the next step as this activity likely serves as an introduction to further discussions or processes.

Exploring Burnout - Burnout Wheel

RUNNING TIME: 50 mins - 1h10

GROUP FORMAT: Small group work

MATERIALS/EQUIPMENT NEEDED: Pre-drawn Burnout Wheel flipchart

LEADING FORMAT: Peer-led

FACILITATOR EXPERIENCE LEVEL: One

CHAPTER: Burnout

KEY BENEFITS AND AIMS

- Deepening understanding of burnout, its causes, and conditions
- Building confidence and self-belief around addressing burnout
- Moving towards informed intervention and strategy
- Enhancing group understanding, connection, and solidarity

FRAMING THE ACTIVITY (for the facilitator) This activity helps groups collectively explore key causes and conditions for burnout. It highlights the complexity of the issue, fostering diverse perspectives and creative intervention possibilities. Building a shared understanding of 'burnout' before the activity is essential.

ACTIVITY INSTRUCTIONS

Setting up the activity (5 - 10 mins):

- Frame the activity, ensuring shared understanding of 'burnout.'
- Explain the purpose of exploring contributing factors using the Burnout Wheel.

Facilitating the activity (35 - 45 mins):

- Divide participants into groups of 4-6 and provide each group with a pre-drawn Burnout Wheel on a flipchart.
- Instruct them to brainstorm and write examples of contributing factors under each segment of the wheel.
- Monitor groups' progress, offer assistance, and provide time updates.

Debriefing the activity (10 - 15 mins):

- Allow participants to view other groups' work.
- Gather everyone and facilitate reflections on experiences, feelings, and outcomes.
- Ensure a supportive environment to avoid participants feeling 'dropped' after discussing heavy themes.

CONCLUDING COMMENTS/SIGNIFICANT POINTS TO TAKE AWAY

- Emphasize the importance of reflection before analysis and planning using the action learning cycle.
- Acknowledge participants' engagement with a heavy topic and offer affirmation and reassurance.

FURTHER NOTES Consider transitioning from the Burnout Wheel Group Activity to the Burnout Wheel Personal Activity, allowing participants to explore specific conditions in their lives and identify potential interventions.

Centering Practice

Running Time: 50 mins - 1hr

Group Format: Individual

Materials/Equipment Needed: Chairs for anyone preferring to sit

Leading Format: Trainer-led

Facilitator Experience Level: Two

Resources: [A video of the guided practice](#); you can find more online

Key Benefits and Aims:

- Explore basic principles of embodiment and body-awareness
- Understand the relationship between body posture, engagement, and emotional wellbeing
- Learn a basic grounding technique for multiple applications
- Encourage slowing down and moving away from an overly mental state
- Foster emotional regulation and soothing

Framing the Activity (for the facilitator): This session focuses on standing posture and a basic grounding technique. The pace of modern life often disconnects us from our bodies, impacting awareness of our centers of gravity and our relationship to grounding. Centering is a versatile technique aiding emotional regulation, stress navigation, or daily self-connection. It draws from various traditions including martial arts and somatic practices developed for trauma restoration.

Other Considerations: Accessible to all physical abilities, adaptable for sitting or participants with reduced mobility. Adapt language and guidance for diverse bodies.

Tips, Tricks, Coaching Points, Questions to Ask: Be mindful of potential emotional releases during somatic exploration. Encourage gentle and respectful engagement. Ensure support is available for anyone needing assistance.

Activity Instructions:

Setting up the activity (5 - 10 mins): Explain the exercise's purpose, encouraging questions and comfortable participation. Guide participants through a standing posture conducive to centering.

Facilitating the activity (35 - 40 mins): a. Setting up a centered posture (15-20 mins): Demonstrate and guide participants through the Centering posture, emphasizing stability and relaxation in different body parts. Encourage comfort and experimentation while standing or sitting.

b. Centering practice (20 mins): Guide participants through Centering practice, focusing on body expansion and groundedness in different dimensions. Encourage observations and sensations, allowing participants to explore comfortably.

Debriefing the activity (10 mins): Discuss the practice's potential and ease of use, highlighting its role in creating a grounded and resilient sense in body and mind.

Concluding Comments/Significant Points to Take Away: Highlight that Centering becomes easier with practice. Respect participants' comfort levels in engaging with embodied practices.

Further Notes: For more on embodiment practices, refer to this resource:
<https://threadsbook.org/embodied-practices/>

Action Reflection Spectrum Lines

RUNNING TIME: 20 - 40 mins

GROUP FORMAT: Whole group discussion with pairs and small group huddles

MATERIALS/EQUIPMENT NEEDED: None

LEADING FORMAT: Peer-led

FACILITATOR EXPERIENCE LEVEL: One

Topic: Personal, Interpersonal, Ecological, Reflection

KEY BENEFITS AND AIMS

- Support dialogue within the group
- Make diverse experiences and views visible
- Enable reflection on experiences
- Support animated discussion

FRAMING THE ACTIVITY (for the facilitator) Highlight the importance of balancing action and reflection for individual and organizational learning. There's no right or wrong, but different situations require different strategies.

ACTIVITY INSTRUCTIONS

- **Setting up the activity (5 mins):** Frame the activity, explain the spectrum line concept, and demonstrate with an example.
- **Facilitating the activity:** Present a series of statements to position participants on the spectrum line. After each statement, organize discussions in pairs or small groups.

CONCLUDING COMMENTS/SIGNIFICANT POINTS

- There's no perfect balance between action and reflection.
- Optimizing rather than maximizing is key for effectiveness and resilience.
- Strive for balance without over-analyzing habitual tendencies.

The activity doesn't require much debriefing since it primarily involves discussions. Encourage sharing interesting insights from the activity in a brief open space.

Open Sentences

RUNNING TIME: 30 - 40 mins

GROUP FORMAT: Pairs

MATERIALS/EQUIPMENT NEEDED: Comfortable seating options (chairs or cushions for the floor)

LEADING FORMAT: Peer-led

FACILITATOR EXPERIENCE LEVEL: One

TOPIC: Awareness and Emotional Literacy

KEY BENEFITS AND AIMS

- Group building and connection
- Deepening experiences of empathy and solidarity
- Practicing active listening
- Supporting reflective communication
- Practicing self-reflection
- Developing self-awareness (psychological integration & emotional literacy)

FRAMING THE ACTIVITY (for the facilitator) The Open Sentences format is adaptable and can be revisited throughout the training. Encourage speaking and listening from a somatic and emotional level. Suggest sitting in a meditation posture to embody attentiveness and openness.

EXAMPLE OPEN SENTENCES:

1. For self-regard: Appreciations from others/self
2. For difficult emotions: Concerns about the world/feelings/actions
3. For planning: Existing resources/needed resources/overcoming obstacles

OTHER CONSIDERATIONS This activity is versatile and suits different group dynamics. Partners can be chosen or selected randomly. It's adaptable and can be used to connect with both familiar and unfamiliar group members.

ACTIVITY INSTRUCTIONS

- **Setting up the activity (5 mins):** Introduce the activity within the session context. Arrange pairs to sit facing each other.
- **Facilitating the activity:** Give incomplete sentences to explore themes. Partners will take turns speaking and listening actively without responding.

CONCLUDING COMMENTS/SIGNIFICANT POINTS Debriefing builds connection and collective understanding. The activity is adaptable for session beginnings or conclusions. It fosters subjective exploration before more directive or theoretical content.

FURTHER NOTES The activity's flexibility makes it valuable for exploring themes subjectively at the beginning or reflecting on learned content at the end. It's a versatile and adaptable tool for facilitators.

If Nothing You Can Do Is Ever Enough

Running Time: 50 mins - 1hr

Group Format: Pairs

Materials/Equipment Needed: Bell, quiet/contemplative space

Leading Format: Trainer-led

Facilitator Experience Level: Two

Topic: Ecology

Key Benefits and Aims:

- Deepen reflection on underlying views and attitudes framing work
- Address emotional challenges related to overwhelm and urgency
- Create space for reframing experiences to support resilience
- Acknowledge the depth of feeling and thought within work
- Encourage somatic and contemplative engagement

Framing the Activity (for the facilitator): In activist work, there's often a sense of never doing enough. The exercise aims to explore underlying views and attitudes towards work, especially feelings of urgency and the insignificance of efforts. It helps reframe views, fostering a deeper sense of meaning and supporting the acceptance of the pain felt about the world.

Tips, Tricks, Coaching Points, Questions to Ask: Be mindful of the emotive nature of this exercise. Ensure a quiet, reflective atmosphere. Have a co-facilitator available for support. Use this as a precursor to activities exploring activism views and theories.

Activity Instructions:

Setting up the activity (5 mins): Frame the session's relevance and give instructions for pairs to work together. They take turns asking and responding to a question.

Facilitating the activity (35 mins): a. Round one: respond to the question (10+ mins):

- Ring the bell to start the exercise without revealing the question immediately.
- Question: "If nothing you can do is ever enough, what can you do?"
- After 5 minutes, ring the bell for participants to switch roles and repeat the question.

b. Round two: respond from deeper in the body (10+ mins):

- Repeat the exercise with the same question but encourage responders to close their eyes, focus on their bodies, and answer from a deeper emotional level.
- After 5 minutes, participants switch roles while maintaining silence.

c. Round three: notice responses without speaking (10+ mins):

- Participants listen to the question without responding verbally, simply observing their body and emotional responses.
- After 5 minutes, roles switch again without verbal interaction.

Debriefing the activity (10-20 mins):

- Allow pairs to debrief for 10 minutes, then open the discussion to the whole group.
- Questions: How did the rounds feel? What did you notice? Any notable shifts in perspective or feeling?

Concluding Comments/Significant Points to Take Away:

- Link the activity to broader themes and encourage self-care after this emotive exercise.

Making Changes Coaching

RUNNING TIME: 1h20

GROUP FORMAT: Pairs

MATERIALS/EQUIPMENT NEEDED: Making Changes worksheets (per participant)

LEADING FORMAT: Trainer-led

FACILITATOR EXPERIENCE LEVEL: One

CHAPTER: Making Changes and Applying our Learning

KEY BENEFITS AND AIMS

- Developing capacity for making strategic interventions
- Analyzing experience
- Developing capacities for prioritization and clarity
- 'Coaching' or supporting others in a helpful way
- Being 'coached' or supported to see beyond personal views

FRAMING THE ACTIVITY (for the facilitator) The Making Changes Grid is a versatile tool that aids self-reflection and analysis. It's useful for individuals and as a 'coaching' tool when used with a partner. It's beneficial to have established the content of the grid beforehand through activities like Burnout Wheel, Bricks and Hammers, or Critical Pathways.

ACTIVITY INSTRUCTIONS

Setting up the activity (10 mins):

- Frame the activity and display a large example of the Making Changes Grid on a flipchart.
- Explain the purpose and instructions to the group, highlighting the coaching aspect where partners ask open-ended questions to support each other's reflections.

Facilitating the Activity (60 mins):

MAKING CHANGES ANALYSIS GRID

	HIGH IMPACT	LOW IMPACT
MORE EASILY AVAILABLE		
MORE DIFFICULT TO ACHIEVE		

- Encourage participants to use the Making Changes Worksheet to categorize the changes they wish to make based on previous activities.
- Guide coaching pairs, offering examples for each section of the grid and emphasizing prioritization.
- Provide support and time warnings throughout the activity.

Debriefing the Activity (10 mins):

- If used within a larger session, debrief in a broader sense related to the session's theme.

CONCLUDING COMMENTS/SIGNIFICANT POINTS TO TAKE AWAY Being clear and strategic about desired changes helps mitigate feelings of overwhelm and confusion. Precise work like this aids in navigating complexities effectively.