



# **SELF-HELP HANDBOOK**

**SELF-HELP ACTIVITIES FOR YOUNG EMPLOYEES**



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# INTRODUCTION

Welcome to the Be-Well Self-Help Handbook, which aims to provide tailored, self-paced learning and support to young employees. In today's fast-paced world, finding a balance between work and personal life can feel like a daunting task. However, with the right strategies and mindset shifts, it is very much achievable. This handbook is designed to empower young adults with the tools and techniques they need to navigate the challenges of modern life while prioritising their well-being.

Throughout the pages of this handbook, you will embark on a personalise journey aimed at enhancing your overall quality of life. From managing boundaries between work and personal life to maintaining a healthier relationship with technology, each activity is prepared to address key learning which is essential for personal growth and professional success.

As you progress through this handbook, you will discover 28 self-directed learning activities containing practical strategies for developing effective communication skills, managing stress, and fostering a positive mindset. From creating personalised self-care plans to engaging in collaborative work with colleagues, each activity is designed to empower you to excel in all areas of your life.

By the end of your journey with this handbook, you will have gained the knowledge, skills, and mindset needed to create a happier, healthier, and more productive environment in your workplace. You'll be supported with the tools to identify triggers and red flags, navigate challenging conversations, and advocate for workplace wellness initiatives.

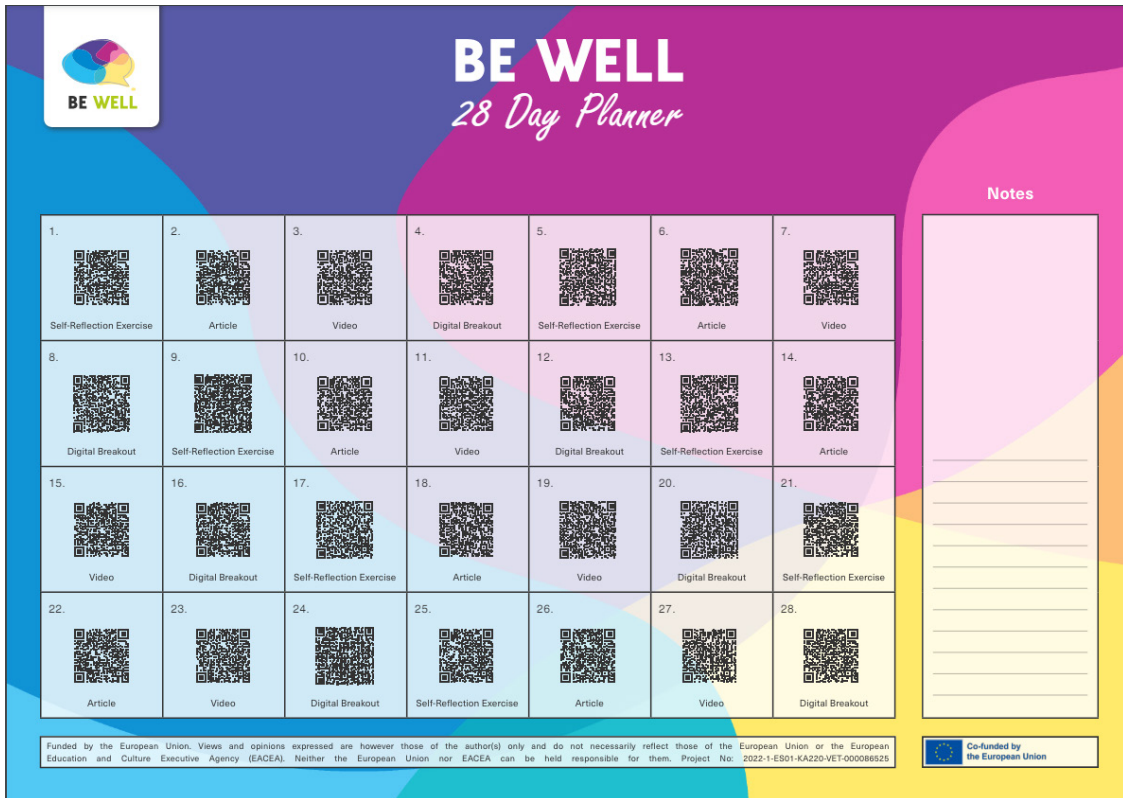
*So, are you ready to embark on this journey towards greater balance and fulfilment?*



# USING THIS SELF-HELP HANDBOOK

This handbook has been developed to accompany the 28-day well-being planner which the BeWell partners have developed to support young employees to understand and manage their well-being in the post-pandemic work place.

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For this reason, each of the activities included in this handbook are numbered from Day 1 to Day 28. The accompanying short, digital learning resources which you can complete on each of these days is available through the 28-day well-being planner, which can be accessed online, and downloaded here: <https://bewellmooc.eu/wp-content/uploads/2024/04/BeWell-28-Day-Planner-A3.pdf>. We invite you to review the accompanying online learning activity for each day in this well-being planner, and then to complete the following activities from this handbook.

*Invest the next 28-days in you! And see how your well-being flourishes!*



## TOPICS ADDRESSED IN THIS HANDBOOK

This Self-Help Handbook and Well-being Planner each contain resources which address the following topics:

1. Understanding my triggers and red flags
2. Developing healthy eating, exercise, and sleep routines
3. Mindfulness, meditation and breathing techniques for acute stress episodes
4. Limiting my consumption of media and social media
5. Managing my expectations of myself and my work
6. Practicing self-care and self-compassion
7. Switching off and getting into nature

While we only address these seven (7) topics, we have provided access to different types of activities, both through the planner and through this handbook, to provide guidance and advice on how best to address these seven (7) topics, and to adopt and add new behaviours to your daily routines, so that you can start to limit the impact of stress on your health, and so that you can take steps towards managing your own well-being.

In the following pages, you will see how we have incorporated different self-help, and self-paced, activities into our well-being planner and this handbook, to help you to prioritise your own well-being, and to develop new and healthier habits for self-care.

*Let's get going and discover the transformative power of self-care, mindfulness, and intentional living.*



## DAY 1. UNDERSTANDING MY TRIGGERS AND RED FLAGS

### WELL-BEING THEME

Understanding my triggers and red flags

### ACTIVITY TITLE

Setting boundaries

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

20 minutes

### LEARNING OUTCOME

Through this activity, young employees will learn how to manage their boundaries between work and personal life effectively.

### AIM OF ACTIVITY

The aim of this activity is to introduce you to the four tactics that can help employees effectively manage their boundaries between work and personal life. More specifically you will be introduced to the following tactics: temporal, behavioural, physical, and communicative.

### MATERIALS REQUIRED FOR ACTIVITY

In order to complete this activity, you will need to complete the activity template below



## STEP-BY-STEP INSTRUCTIONS

To be able to maintain a healthy work-life balance we need to learn how to establish boundaries.

Kreiner et al., (2009) have introduced four tactics that can help employees effectively manage their boundaries between work and personal life.

### The four tactics are presented below.

Please read the description of each tactic and complete the Boundary management template presented below. An example is already provided.

The boundary management tactics mentioned by Kreiner et al. (2009) can be categorised into four types: temporal, physical, communicative, and behavioural.

### Here's a description of each tactic:

1. **Temporal Tactics:** Temporal tactics involve managing boundaries by controlling the timing and duration of work and personal activities. It focuses on setting clear time boundaries to separate work and personal life.
2. **Physical Tactics:** Physical tactics involve creating physical boundaries to separate work and personal spaces. This can help employees mentally switch between work and personal life.
3. **Communicative Tactics:** Communicative tactics involve managing boundaries through effective communication with colleagues, supervisors, and family members. This includes setting clear expectations, expressing personal needs, and negotiating boundaries with others.
4. **Behavioural Tactics:** Behavioural tactics focus on individual behaviours and actions to manage boundaries effectively. This includes consciously adopting specific behaviours that support work-life balance and prevent work from intruding on personal life.



## ACTIVITY SHEET

### Boundary management template.

Please complete the template below by providing at least 3 examples for each boundary management tactic.

Temporal	Physical	Communicative	Behavioural
E.g. scheduling personal activities 1. 2. 3.	E.g. using technology or tools to physically disconnect from work (such as turning off work-related notifications during personal time) 1. 2. 3.	E.g. discussing workload and availability with colleagues 1. 2. 3.	E.g. practising self-care activities 1. 2. 3.

## REFLECTION

Have a personal reflection on the topic using the following questions as a guide:

*Question 1: Are your current boundary-setting habits serving you well?*

*Question 2: Which tactic did you find most hard to provide an example for?*

*Question 3: What are the specific areas where you need to set better / stronger boundaries at work?*





## DAY 2. SWITCHING OFF AND GETTING INTO NATURE

### WELL-BEING THEME

Switching off and Getting into Nature

### ACTIVITY TITLE

Swap Scrolling with Strolling

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

20 minutes

### LEARNING OUTCOME

Replacing time lost on scrolling through technology with a leisurely nature stroll.

### AIM OF ACTIVITY

The main aim of the activity is to encourage participants to take a break from the digital world and reconnect with the world physically around them, in nature. This activity should be used to show young employees that the time used to scroll through different social media platforms or other technologies could be better spent reconnecting with nature outdoors.

### MATERIALS REQUIRED FOR ACTIVITY

- Shoes suitable to walk in.
- A walking route you enjoy.
- 20 free minutes.
- Notepad or journal for reflection.



## STEP-BY-STEP INSTRUCTIONS

The next time you feel tempted to scroll through social media or other forms of technology you are encouraged to replace that with a stroll in nature. Follow these steps to help you to reconnect with nature:

- **Step 1:** Begin the activity with some mindful breath work. Inhale through the nose and exhale through the mouth. When you feel relaxed and ready to walk, if you haven't already done so, put on a comfortable pair of shoes.
- **Step 2:** Decide on a route that you enjoy that is not too far away from your workplace or home, and that is not an imposition to get to. When you have decided, begin your leisurely stroll.
- **Step 3:** Whilst on your stroll, try and look out for things you notice along the way, for example, different plants or animals, and other people out and about. Observe your surroundings, touch, smell, sight, and sound. Embrace being present for the duration of your stroll, and pay attention to how you feel throughout your journey.
- **Step 4:** Throughout the walk, pay attention to your breathwork continuing to inhale through your nose and exhale through your mouth. Take some time to think about all the things you are grateful for in your life.
- **Step 5:** This should not feel like a strenuous workout so after about 20 minutes of walking you can return home or go back to your workplace and finish your mindfulness stroll.

## ACTIVITY SHEET

After completing your mindfulness stroll make sure to fill out this guided reflection:

- **Observations:** Reflect on three things you observed on your stroll.
- **Sensations:** Reflect on three sensations you felt during your walk, maybe this could be the rhythm of your breath or the temperature of the air on your skin.



- Mindful Steps: Reflect on three of your feelings during your stroll, and how you felt in that moment.
- Gratitude: Reflect on what you were grateful for during your stroll, this can be one or many things.

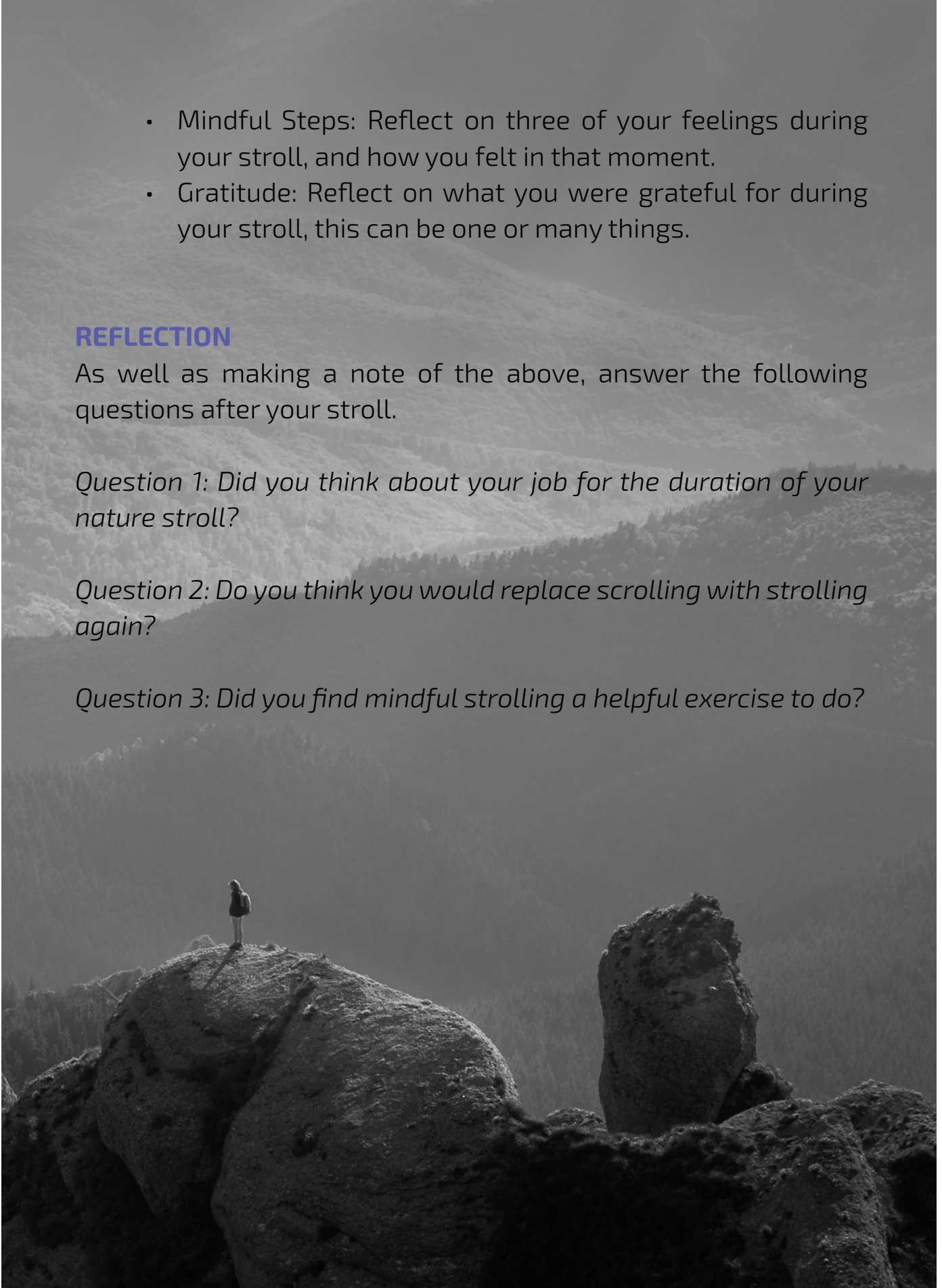
## REFLECTION

As well as making a note of the above, answer the following questions after your stroll.

*Question 1: Did you think about your job for the duration of your nature stroll?*

*Question 2: Do you think you would replace scrolling with strolling again?*

*Question 3: Did you find mindful strolling a helpful exercise to do?*



## **DAY 3. MANAGING MY EXPECTATIONS OF MYSELF AND MY WORK**

### **WELL-BEING THEME**

Managing my Expectations of Myself and my Work

### **ACTIVITY TITLE**

Setting Realistic Goals and Expectations

### **TYPE OF RESOURCE**

Activity sheets (AS)

### **TYPE OF LEARNING**

Self-directed Learning

### **DURATION OF ACTIVITY (IN MINUTES)**

30 minutes

### **LEARNING OUTCOME**

The learning outcome for this activity is that young employees will have the strategies to manage their expectations of themselves and their work.

### **AIM OF ACTIVITY**

The aim of this activity is to help young employees gain awareness and develop strategies for managing expectations of themselves and their work.

### **MATERIALS REQUIRED FOR ACTIVITY**

- Notepad/ journal/ sticky notes for reflection and planning.
- Pen or marker.

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## STEP-BY-STEP INSTRUCTIONS

To complete this activity, follow these steps:

**Step 1:** Set Realistic Goals: Setting realistic goals is an essential aspect of managing our expectations in the workplace. At the beginning of your work week take up to 20 minutes to plan your goals and expectations of yourself and your work for the upcoming week. If you would like, you can take 5 minutes and just plan for the day ahead and do this each morning for the week before you begin your work.

**Step 2:** Mind-map your Plan: Planning can involve designating tasks for specific times or days throughout your week. You can write down any ideas you might have for upcoming tasks so that you don't forget them but can leave them to the side until you need to think about them. Mind mapping is also a good tool to use at the planning stage. Once you feel as though you have a clear idea of all the tasks you would like to complete you can move to the next step.

**Step 3:** Prioritisation: This step is where managing your expectations comes into play. Think about the importance of each task or if there is an upcoming deadline. If you feel one task is more important than another you can prioritise. It is very important here to not expect too much from yourself and remember that you are one person who can only do as much as your working week allows you, so, be realistic with your expectations and goals.

**Step 4:** Set Boundaries. After you have made a clear plan of what you would like to achieve, it is crucial to establish boundaries. For example, if you receive extra work, communicate with your colleague, or boss, about your current workload and discuss with them the best way to move forward. This does not mean taking on more work than you feel you can take on; this means establishing a boundary.



**Step 5:** Reflect and review: At the end of the week, remember to reflect on the work you have completed. Revisit your goals and see what you were able to achieve this week. If you felt stressed or overwhelmed by the goals you set for yourself this week, remember to set more manageable goals for the following week, and repeat these steps until you have a manageable workload that does not cause you stress.

## ACTIVITY SHEET

After establishing clear and realistic expectations of yourself for either a day or week, fill out this guided reflection.

- Did you identify any unrealistic expectations of yourself, if so, how did they make you feel?
- Did you feel less stressed during working hours after completing this activity?
- Reflect on three things that went well for you after this exercise.

## REFLECTION

As well as making a note of the above, answer the following questions at the end of the week:

1. *Based on how you prioritised your work, did you feel better having a clear idea of what the most important tasks were?*
2. *Identify one specific action or step you will take to maintain a healthy work-life balance and overall well-being while managing expectations of yourself in work.*



## DAY 4. LIMITING MY CONSUMPTION OF MEDIA AND SOCIAL MEDIA

### WELL-BEING THEME

Limiting my consumption of media and social media

### ACTIVITY TITLE

Media Free Mindfulness Break

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

30 minutes

### LEARNING OUTCOME

The learning outcome of this activity is understanding the importance of taking time away from media consumption and the effects mindfulness can have on your overall well-being.

### AIM OF ACTIVITY

The aim of this activity is for young employees to understand the importance of taking regular detoxes from media and social media thereby limiting consumption time. This is in the hope that time otherwise spent on media/social media will be replaced by mindfulness activities such as mindful breathing, body scan meditation, mindful observation, and practising gratitude.

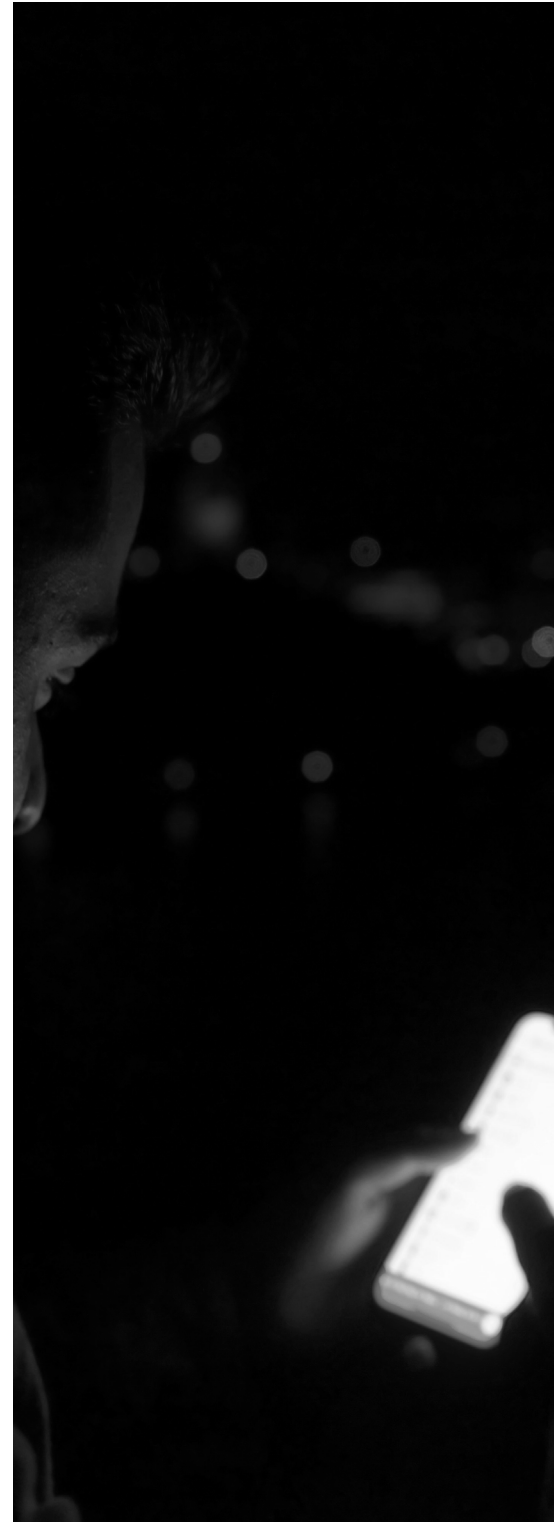


## MATERIALS REQUIRED FOR ACTIVITY

- A quiet and comfortable location free from disruption
- Notepad or journal for reflection
- Optional: Relaxation aids such as guided meditation recordings, or calming music.

## STEP-BY-STEP INSTRUCTIONS

- **Step 1:** Find a calm and quiet space, try, and choose somewhere you won't be disrupted for 30 minutes. Turn your phone off or put it on 'silent mode' or 'do not disturb' or leave it in another room whilst you carry out this activity.
- **Step 2:** Create a soothing ambience. Use soft lighting, and play some calming music, or sounds if you can or wish to.
- **Step 3:** Sit or lie in a comfortable position where you are relaxed. Close your eyes and bring attention to your breath. Take slow, deep breaths inhaling through your nose and exhaling through your mouth. To help you focus on your breath, you can place your hands gently on your stomach, as this will help you to notice your breath as your hands rise and fall on your stomach.
- **Step 4:** Bring awareness to your body, starting from the top of your head and slowly moving down to your toes. Notice any tensions, or areas of discomfort you may have and imagine each breath travelling through your body releasing this tension and discomfort as you exhale.





- **Step 5:** Now that you are more aware of your body and in the moment, end this activity by practising gratitude. For this, you can recall three things that you are grateful for in your life. Reflect on the positive aspects of each of them savouring the feelings of gratitude and contentment.
- **Step 6:** Take a deep breath in, and as you exhale, gently open your eyes. Slowly transition back to your daily activities, carrying the calm and mindful state with you.

## ACTIVITY SHEET

After practising this mindful detox for 30 minutes take some time to reflect on how you felt afterwards in a notebook or a journal.

Reflect on your emotions and well-being by answering:

- How did you feel immediately after practising this mindfulness meditation?
- Did you feel the same a few hours later?
- If not, why do you think that may be?

Take some time to reinforce a mindfulness meditation routine. Plan a time during your typical daily routine that would allow you to practise mindfulness for approximately 30 minutes.

## REFLECTION

As well as reflecting on the above, answer these questions:

1. During your mindfulness meditation did you think about media/ social media?
2. Would you continue taking media breaks every day in order to limit your consumption?
3. Did you find it helpful to use mindful meditation in order to do so?



## DAY 5. LIMITING MY CONSUMPTION OF MEDIA AND SOCIAL MEDIA

### WELL-BEING THEME

Limiting my consumption of media and social media

### ACTIVITY TITLE

Limiting media and social media consumption in the workplace, setting boundaries with colleagues, and professionally communicating one's needs.

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

20 minutes

### LEARNING OUTCOME

The outcome of this learning is for employees to develop effective communication skills for navigating the challenges of limiting media and social media consumption in a workplace setting as well as enhance their knowledge about potential challenges and barriers to limiting media and social media consumption in a workplace context.

### AIM OF ACTIVITY

The aim of this activity is for employees to limit their consumption of social media in a workplace setting by practising communication professionally and learning to set boundaries.

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## MATERIALS REQUIRED FOR ACTIVITY

In order to complete this activity, you will need to complete the guided reflection activity below.

## STEP-BY-STEP INSTRUCTIONS

1. Begin by setting clear guidelines for social media use in the workplace. Clearly define what is acceptable and what isn't for you, and how much time will you allow yourself for media use (e.g., if you need to keep up with news, limit it to 15 to 20 minutes only).
2. Talk to a colleague – explain that you're working on your mental health and overall well-being, you feel overwhelmed by all this constant stream of information, and you've decided to limit social media use.
3. Use time-tracking tools to monitor your media usage during work hours. This can help to identify any problems with excessive use and allow for adjustments if needed. There are smartphone and desktop apps that will track your time on platforms and limit access once the timer is done. (e.g., apps like Productive, BlockSite or Freedom)
4. Encourage breaks – take regular breaks from your screens throughout the day. This can help to reduce the temptation to check media or social media.
5. Promote alternatives to engage in during breaks. This could include physical activities, creative hobbies, or relaxation techniques.
6. Keep yourself accountable – write down every time you are drawn to social media use and why.



## ACTIVITY SHEET

### Guided Reflection Activity – please answer the questions below:

1. Take some time to reflect on your current social media use in the workplace:
  - How many times did you check social media platforms in the office today?
  - What was the reason for checking social media – your co-workers made you do it or yourself?
  - Do you feel frustration from abstaining from social media?
2. Did you talk to a colleague about social media use? If yes – how did it go and why? How did you feel after the conversation? If not – what's stopping you from talking about this issue?
3. Note down other activities that you could engage in that would help you create, regain, or maintain your own physical, emotional, and social health and well-being without depending on social media all the time.
4. How satisfied are you with your current progress on this activity?
  1. - Not satisfied at all
  2. - Slightly satisfied
  3. - Neutral
  4. - Very satisfied
  5. - Extremely Satisfied

## REFLECTION

*Question 1: What does social media mean to you and is it that important?*

*Question 2: How satisfied are you with your current practice for limiting social media use?*

*Question 3: Do you feel that you could improve your self-care practices in any way so that you could create, regain, or maintain your own physical, emotional, and social health and well-being?*



## DAY 6. MINDFULNESS, MEDITATION, AND BREATHING TECHNIQUES FOR ACUTE STRESS EPISODES

### WELL-BEING THEME

Mindfulness, meditation, and breathing techniques for acute stress episodes

### ACTIVITY TITLE

Meditation in the workplace

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

15 minutes

### LEARNING OUTCOME

After this activity, young employees should have the ability to create a happier, healthier, and more productive environment in their workplaces.

### AIM OF ACTIVITY

The aim of this activity is to provide young employees with the tools to combat acute stress episodes while they are at work so that they can help themselves in times of stress and anxiety.

### MATERIALS REQUIRED FOR ACTIVITY

- 5 minutes to yourself at your desk or workspace.
- Preferably a quiet space but not absolutely necessary.
- Notepad or journal for reflection.



## STEP-BY-STEP INSTRUCTIONS

When you feel yourself becoming more stressed or anxious in your workplace a quick and useful tool that you can work into your daily routine is practising meditation. This does not have to take up a large bulk of your day and will not interfere with your workload if done right.

To perform this meditation, follow these steps:

- **Step 1:** Set aside a few minutes in your day, they can be at the same time every day, or whenever you feel you need it, listen to your mind and body to decide.
- **Step 2:** Take a deep breath in through the nose and an exaggerated exhale through your mouth and repeat this until you feel your muscles relax and a sense of calm overcome you.
- **Step 3:** Feel free to close your eyes at this point of the meditation.
- **Step 4:** Allow yourself to pause and for your thoughts and feelings to come and go until you feel ready to open your eyes again.
- **Step 5:** In this relaxed state, try to focus on 3 things you can smell, 3 things you can hear, and 3 things you can feel. Things you can feel may include the chair supporting you, or your feet on the ground. What you can smell might be lunch or coffee from the cafeteria. What you can hear might be a colleague typing, someone speaking or a phone ringing. Don't worry about responding to these prompts, but let your senses explore these stimulations. Focus on your senses for 30 to 60 seconds. This will help you to feel grounded and in the moment.
- **Step 6:** After 60 seconds, keep your breathing focused as you come out of the meditative state and continue with your day with a renewed mindset and feeling of being present.

## ACTIVITY SHEET

After completing your workplace meditation make sure to fill out this guided reflection:





- Sensations: Reflect on three sensations you felt during your meditation, maybe this could be the rhythm of your breath, if there were any physical changes to your body i.e., relieving of tensions or relaxation.
- Emotional check-in: Reflect on three feelings you felt after your meditation, and how your mood felt after the activity.
- Gratitude: Reflect on what you were grateful for after your meditation, this can be one or many things. Express appreciation for yourself and the effort you put into the practice.
- Extend compassion and loving-kindness towards yourself and others, recognising the interconnectedness of all beings.
- Insights and Realisations: Consider any insights, realisations, or moments of clarity that arose during your meditation. Did you gain any new perspectives or understanding about yourself or your experiences?

## REFLECTION

As well as making a note of the above, answer the following questions after your meditation.

1. Did you think about your job for the duration of your meditation?
2. Would you practise meditation in the workplace again to counter feelings of stress or anxiousness?
3. Did you find practising meditation helpful?



## DAY 7. UNDERSTANDING MY TRIGGERS AND RED FLAGS

### WELL-BEING THEME

Understanding My Triggers and Red Flags

### ACTIVITY TITLE

Unveiling Triggers and Red Flags: A Journey of Self-Awareness

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

30 minutes

### LEARNING OUTCOME

The outcome of this activity is to enhance young employees' understanding of triggers and red flags in their workplace and learn strategies to cope with them.

### AIM OF ACTIVITY

The aim of this activity is to support young employees to develop their own coping strategies, that they can use in order to deal with triggers and red flags in the workplace.

### MATERIALS REQUIRED FOR ACTIVITY

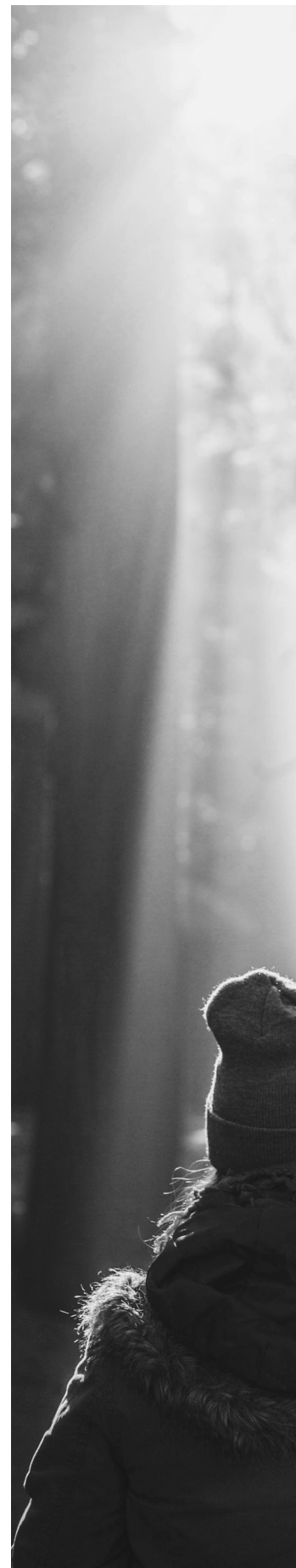
- Pen or pencil
- Notebook or journal





## STEP-BY-STEP INSTRUCTIONS

- **Step 1:** Find a quiet place where you can focus without distractions. Practise mindful breathing, inhaling through your nose and exhaling through your mouth until you feel calm.
- **Step 2:** Begin by writing down what your own triggers and red flags are in your workplace. Make a list however long or short in a notepad. Triggers include events, situations or actions that invoke reactions or responses in your workplace. Red Flags are warning signs or indicators that potential problems or issues may arise at your workplace.
- **Step 3:** Identify common themes. After identifying both triggers and red flags, take note of any behaviours or circumstances that consistently lead to these occurrences. Here you can also note down your thoughts and feelings about the triggers, and understand what thoughts and feelings arise for you when the trigger or red flag presents itself.
- **Step 4:** Develop a coping strategy. For each trigger or red flag in your workplace, create a coping mechanism. This could be a short meditation, guided imagery, reflective journaling, or mindful breathing. For each trigger and red flag, spend some time thinking of what you could do at the moment to reduce the impact that this red flag or trigger has on your well-being.



- **Step 5:** Practising coping strategies. The next time a red flag or trigger occurs, try one of the coping strategies and reflect on how you felt after the fact.

## ACTIVITY SHEET

After identifying red flags and triggers along with coping strategies, reflect on how you feel by answering the following reflective questions.

- How do the triggers and red flags I have identified affect my emotions and overall well-being in my workplace?
- How do the themes I have identified contribute to my understanding of my own triggers and red flags?
- Which coping strategies resonate with me best and which ones worked best when I practised them?
- What personal insights have I gained from this activity and how will I be better equipped to deal with triggers and red flags in the workplace in the future?

## REFLECTION

As well as making a note of the above, answer the following questions about your triggers and red flags:

- What triggers or red flags have I become more aware of through this exercise?
- What coping strategies have I identified as being the most helpful to me in times of need?
- What future steps can I take moving forward to navigate workplace triggers and red flags?



## DAY 8. DEVELOPING HEALTHY EATING, EXERCISE AND SLEEP ROUTINES

### WELL-BEING THEME

Developing Healthy Eating, Exercise and Sleep Routines

### ACTIVITY TITLE

Improving your fitness, nutrition, and mental health

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

30 minutes per day for 5 days

### LEARNING OUTCOME

The learning outcome is for employees to develop a habit of exercising, eating healthier and taking care of their mental health.

### AIM OF ACTIVITY

The aim of this activity is for employees to improve their knowledge of workplace wellness resources such as various fitness programs, healthy food options and mental health tips, as well as to create their own wellness program, suitable for their lifestyle and needs.

### MATERIALS REQUIRED FOR ACTIVITY

- A laptop or personal computer
- Journal or a phone app, where you can track your activities and progress



## STEP-BY-STEP INSTRUCTIONS

- **Step 1:** Write down the aspects of your overall well-being that you need to improve – it could be your fitness level, or perhaps you might need to better your nutrition or you feel stressed out and you need to calm down your mind... the choice is yours.
- **Step 2:** Talk to a colleague or do your own research about the group activities and benefits, that your company offers. Usually, for employees, there will be something like fitness cards, group classes or access to a spa & wellness centre.
- **Step 3:** Choose one or two activities that really resonate with your goals and fit into your schedule.
- **Step 4:** Write down a program for the activity, e.g. – “Pilates class every Monday and Wednesday at 19” or “Today at breakfast/ lunch eat at least one fruit”.
- **Step 5:** Take action – small steps are more than enough. Participate in the activity for one or two days at first, just to see what it's like and if you will enjoy it. If it's enjoyable, keep going, if not – choose something else that you think will be more suited for you, there are no limitations.

## ACTIVITY SHEET

After participating in the activities for a full working week, take some time to answer these questions:

- Reflect on your new wellness routine, what worked well and what didn't?
- Reflect on any changes or improvements you felt since developing this routine.
- Connection with your body. Pay attention to any physical cues that may indicate you are more fit or well-rested, make a note of them.
- Emotions and well-being. Explore your emotions since developing this routine. Take note if there were any changes in mood, energy levels or overall sense of well-being.



- Consider any further adjustments you would like to add to your routine to further enhance the quality of your physical and emotional well-being.

## REFLECTION

1. During your participation in these activities did you worry about work?
2. Would you like to keep these new routines up?
3. Do you find it helpful to have a dedicated part of your day to fitness/mental health?



## DAY 9. MINDFULNESS, MEDITATION, AND BREATHING TECHNIQUES FOR ACUTE STRESS EPISODES

### WELL-BEING THEME

Mindfulness, meditation, and breathing techniques for acute stress episodes

### ACTIVITY TITLE

Identify stress triggers

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

30 minutes

### LEARNING OUTCOME

Plan effective strategies for managing acute stress episodes, including techniques for identifying triggers and developing coping mechanisms that can be used at the moment.

### AIM OF ACTIVITY

Everyone has different stress triggers, so it is important to be aware of your own and how they affect you physically, mentally, and emotionally. This can help you manage your stress levels and better cope with challenging situations. Through this activity, you will be able to observe, identify and monitor your stress triggers in order to be better prepared to manage them.



## MATERIALS REQUIRED FOR ACTIVITY

- A computer or device with internet access
- Journal or a phone app, where you can track your activities and progress

## STEP-BY-STEP INSTRUCTIONS

- **Step 1.** Read the article on <https://www.betterup.com/blog/stress-triggers>
- **Step 2.** Follow the activity sheet template to practice identifying your stress triggers for a week.
- **Step 3.** Schedule some time at the end of the week to go through your notes and make observations.

## ACTIVITY SHEET

### STEP TWO - IDENTIFYING TRIGGERS

**Notice your physical health:** Do specific environments make your stomach drop, your hands become sweaty, or your mind begins to race? Being mindful of our physical bodies and how they react to things can give us a clue about what causes us stress.

Track your stress levels throughout the day for a week. Whenever you feel the physical symptoms of stress (heart rate increase, short breath, stomach drops, sweaty palms, clenched jaw), write it down in a notebook, tablet, or smartphone.

You can use this example as a template to start taking notes:

Time	Place	Symptoms	Stress Level	What caused it?
9:13	Office	Increased heart rate	Mild	Presentation
15:08	Home	Stomach drop, increased heart rate	Very high	Dishes at sink



### STEP 3 - OBSERVATIONS

At the end of the week, gather all your notes and prepare to analyse them. Go through them carefully and spot any patterns that might arise:

- Is there a specific place, time of day, person or activity that makes you feel stressed?
- Which is your most common cause of stress?
- Which is the most common symptom you were able to identify?
- How did identifying and taking the time to write down your symptoms affect your stress levels at the moment?

### REFLECTION

1. *How do you feel about the number of stress incidents you have identified? Did you expect more or less?*
2. *Did you manage to identify more triggers as the days went by?*





## **DAY 10. MANAGING MY EXPECTATIONS OF MYSELF AND MY WORK**

### **WELL-BEING THEME**

Managing my expectations of myself and my work

### **ACTIVITY TITLE**

Effective time management and dealing with distractions

### **TYPE OF RESOURCE**

Activity sheets (AS)

### **TYPE OF LEARNING**

Self-directed Learning

### **DURATION OF ACTIVITY (IN MINUTES)**

15 minutes /5 days a week

### **LEARNING OUTCOME**

The outcome of this learning is for employees to develop time management skills and learn how to manage distractions and procrastination.

### **AIM OF ACTIVITY**

The aim of this activity is for employees to increase their overall job satisfaction and productivity in the workplace by learning useful tips on time management and dealing with distractions or the feeling of procrastination.

### **MATERIALS REQUIRED FOR ACTIVITY**

Journal or smartphone to write down and track your progress.



## STEP-BY-STEP INSTRUCTIONS

1. Take some time to write down everything that you usually do in the office and roughly how much time it takes you (e.g., checking and writing e-mails 15 min, briefing with colleagues 35 min, coffee break 15 min etc.). It's important to know the structure of your workday in order to manage it efficiently.
2. Set goals for the day – it doesn't have to be anything big, start with small checkpoints – e.g., "I won't look at Instagram during work today", or "I will attend meetings or conference calls prepared and on time, and actively participate in discussions".
3. Install apps on your phone to limit social media use (e.g., Freedom, StayFocused). Try to maintain about 10/15 minutes of social media use in the office (less will be better of course).
4. Stay organised and keep your workspace tidy to help you focus and improve productivity.
5. When we are doing tasks at work, we tend to feel sluggish, bored, and unfocused after a while. That's why it is beneficial to set a timer for everything that you work on – e.g., 45/50 minutes of focused work, after that get-up, drink some water, have a small talk with someone and then back to work. This way you will maintain the quality of your work and you won't burn out.
6. Delegate - Hand off tasks that are not important or that can be handled by someone else, freeing up time to focus on higher-priority tasks.

## ACTIVITY SHEET

At the end of the day, take some time to review and answer these few questions:

1. Did I take ownership of my work today and make sure it is accurate, thorough, and completed by any deadlines?
2. Did I take regular breaks to stretch, move, and refresh my mind?
3. How many times and why did I look at my phone in the office?



## REFLECTION

*Question 1: What are the biggest distractions or obstacles to productivity that I face at work? How can I mitigate or eliminate them?*

*Question 2: Am I getting enough rest and taking care of myself physically? Are there any changes I could make to my diet or exercise routine that would improve my productivity at work?*

*Question 3: Are there any tasks or responsibilities that I have been avoiding? How can I overcome this and improve my productivity in these areas?*

*Question 4: How can I continue to challenge and stretch myself, and find opportunities for personal and professional growth in my work?*



## DAY 11. LIMITING MY CONSUMPTION OF MEDIA AND SOCIAL MEDIA

### WELL-BEING THEME

Limiting my consumption of media and social media

### ACTIVITY TITLE

What does self-care mean to you?

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

20 minutes

### LEARNING OUTCOME

To help participants develop a personalised self-care plan that promotes their emotional, mental, and physical well-being.

### AIM OF ACTIVITY

Self-care can mean different things to different people. It involves taking care of oneself and attending to one's own needs, such as getting enough sleep, eating healthy, engaging in regular physical activity, seeking emotional support, and engaging in activities that bring joy and fulfilment.

Self-care can also involve setting boundaries, saying no when necessary, and prioritising one's own needs and goals. It is an essential component of overall health and wellness and can help individuals prevent burnout, manage stress, and maintain a healthy work-life balance.



The aim of this activity is to help you reflect on your current self-care practices and to consider other possible steps towards creating, regaining, or maintaining your own physical, emotional, and social health and well-being.

## MATERIALS REQUIRED FOR ACTIVITY

In order to complete this activity, you will need to complete the guided reflection activity below.

## STEP-BY-STEP INSTRUCTIONS

- **Step 1:** Self-care is a set of activities and practices that individuals can engage in to take care of themselves and improve their well-being. Take some time to reflect on your current self-care practices.
- **Step 2:** On a scale from 1 (not satisfied at all) to 5 (very satisfied), how satisfied are you with your current self-care practices?
- **Step 3:** Note down other activities that you could engage in that would help you create, regain, or maintain your own physical, emotional, and social health and well-being.

## ACTIVITY SHEET

### Guided Reflection Activity

1. Take some time to reflect on your current self-care practices.
2. How satisfied are you with your current self-care practices?
  1. - Not satisfied at all
  2. - Slightly satisfied
  3. - Neutral
  4. - Very satisfied
  5. - Extremely Satisfied
3. Do you feel that some areas of your life (e.g. physical health) need more attention and self-care? (e.g. get more exercise). Please answer these questions in the self-reflection box below.



4. Note down other activities that you could engage in that would help you create, regain, or maintain your own physical, emotional, and social health and well-being.

Physical Health

Example: Start exercising 3 times a week

Action 1:

Mental Health

Example: Spend less time on social media and spend more time reading a book I like

Action 2:

Social Health

Example: Get more face-to-face time with my friends

Action 3:

Emotional Health

Example: Talk more openly about my feelings

Action 4:

## REFLECTION

*Question 1: What does self-care mean to you?*

*Question 2: How satisfied are you with your current self-care practices?*

*Question 3: Do you feel that you could improve your self-care practices in any way so that you could create, regain, or maintain your own physical, emotional, and social health and well-being?*



## DAY 12. PRACTISING SELF-CARE AND SELF-COMPASSION

### WELL-BEING THEME

Practising self-care and self-compassion

### ACTIVITY TITLE

Self-care and compassion in the workplace

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

15-20 minutes for 5 days

### LEARNING OUTCOME

The outcome of this activity is for employees to develop self-care routines in the workplace, compassion, and overall well-being.

### AIM OF ACTIVITY

The aim of this activity is for employees to improve their knowledge about self-care and self-compassion by adding self-care routines in their workplace and daily lives. This will build a sense of self-advocacy and empowerment, including a willingness to communicate one's needs and priorities in the workplace and negotiate expectations in a way that supports overall well-being and career success.

### MATERIALS REQUIRED FOR ACTIVITY

A journal or a phone app where you can write down your activities and track your progress

.





## STEP-BY-STEP INSTRUCTIONS

1. Plan work tasks, to avoid overloading and becoming overwhelmed.
2. Engage in conversation with colleagues or greet people at the start of each working day to create a positive work environment.
3. Set timers for micro-breaks throughout the day to stretch, stand up, and move around.
4. During micro breaks take 2/3 minutes from mindfulness and deep breathing techniques. They can also be done as needed throughout the day.
5. You can use calming essential oils through a diffuser or apply a scented lotion to reduce tension and increase focus.
6. Incorporate healthy eating habits, such as nutrient-rich snacks and preparing healthy meals at home that can be taken to work.
7. Make sure to drink plenty of water and limit intake of caffeine and energy drinks to maintain optimal hydration levels throughout the day.





8. Set clear boundaries between work and personal life and avoid overworking oneself to avoid burnout.
9. Prioritise sleep. Creating and sticking to a consistent sleeping schedule will have positive effects on your work quality and overall well-being.

## ACTIVITY SHEET

Take a moment to check the questions below:

- Did I set enough timers for micro-breaks today?
- Did I practice mindfulness and deep breathing techniques today?
- Did I engage in positive communications with colleagues today?
- Did I feel overloaded or become overwhelmed? If yes, briefly explain why.
- Did I eat healthy and stay hydrated today?
- Did I exercise, stretch, or participate in some sort of physical activity today?

## REFLECTION

*Question 1: What are three self-care routines that I currently practice in the workplace, and how have they helped me improve my productivity and well-being at work?*

*Question 2: Are there any additional self-care routines that I could incorporate into my workday to further improve my physical and mental health?*

*Question 3: How could I improve my schedule in my workday to make this a consistent part of my daily routine?*



## DAY 13. MANAGING MY EXPECTATIONS OF MYSELF AND MY WORK

### WELL-BEING THEME

Managing my expectations of myself and my work

### ACTIVITY TITLE

Practicing Positive Affirmations

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

20 minutes

### LEARNING OUTCOME

To help participants develop a more positive mindset and improve their self-confidence by incorporating daily positive affirmations into their routine.

### AIM OF ACTIVITY

Self-criticism is the act of judging and evaluating oneself negatively or critically. It can be useful in some contexts, such as when we are striving to improve ourselves, but it can also be harmful if it becomes excessive or if we are overly harsh with ourselves.

The aim of this activity is to help you practice setting positive affirmations and develop a more positive mindset, improve self-confidence, and promote personal growth. By focusing on positive affirmations that are



meaningful and relevant to your own lives, you can learn to reframe negative self-talk and replace it with positive, empowering beliefs. The activity can also help you become more mindful of your own thought patterns and encourage you to practice self-care and self-compassion. Ultimately, the aim of the activity is to help you cultivate a more optimistic outlook on life, which can have a range of benefits for your mental and emotional well-being.

### **MATERIALS REQUIRED FOR ACTIVITY**

In order to complete this activity, you will need to complete the activity template “My positive thoughts & Affirmations” below.

### **STEP-BY-STEP INSTRUCTIONS**

Positive affirmations are a powerful tool for promoting self-confidence, self-esteem, and a positive mindset.

1. Take some time to think about areas of your life where you would like to improve your mindset or boost your confidence.
2. Create a list of positive affirmations that speak to these areas. For example, if you struggle with self-doubt, you might create an affirmation like “I am capable and confident in my abilities.”

### **ACTIVITY SHEET**

#### **Activity template - My positive thoughts & Affirmations**

**List some positive thoughts and affirmations you can say to yourself.**



1.	E.g. It is okay to make mistakes
2.	
3.	
4.	
5.	
6.	

## REFLECTION

*Question 1: When do I tend to be self-critical?*

*Question 2: Are there particular situations or triggers that tend to bring on self-criticism?*

*Question 3: What are some of the negative messages I tell myself when I am self-critical? Are these messages based on facts, or are they assumptions or beliefs that may not be accurate?*

*Question 4: What are some positive aspects of myself that I tend to overlook or discount when I am being self-critical? How can I remind myself of these positive qualities?*

*Question 5: How can I constructively challenge my self-critical thoughts? Are there certain strategies or techniques that have worked for me in the past?*



## **DAY 14. LIMITING MY CONSUMPTION OF MEDIA AND SOCIAL MEDIA**

### **WELL-BEING THEME**

Limiting my consumption of media and social media

### **ACTIVITY TITLE**

Mini Digital Detox

### **TYPE OF RESOURCE**

Activity sheets (AS)

### **TYPE OF LEARNING**

Self-directed Learning

### **DURATION OF ACTIVITY (IN MINUTES)**

30 minutes the 1st day and then 5 minutes a day for 7 days

### **LEARNING OUTCOME**

Plan effective strategies for limiting media and social media consumption, including techniques for reducing screen time, filtering content, and setting boundaries around when and where media can be consumed.

### **AIM OF ACTIVITY**

Describe here the value of completing this activity for learners - this section should motivate the learner (young employee) to use this activity as part of their self-directed learning.

### **MATERIALS REQUIRED FOR ACTIVITY**

Smartphone, laptop, internet connection,  
Journal/paper and pen



## STEP-BY-STEP INSTRUCTIONS

- **Step 1.** Go to <https://score.digitaldetox.com/questions> and fill in the questionnaire to calculate your Digital Wellness Score.
- To access your results, you will need to provide personal information and subscribe to a newsletter. Remember to unsubscribe if you don't want to receive e-mails from Digital Detox.
- **Step 2.** Read this article on tips to limit Social Media Use: <https://au.reachout.com/articles/5-ways-to-tame-your-social-media-use>
- **Step 3.** It's time for a mini digital detox! Try to apply some of these tips and track your progress for a week.
- **Step 4.** During the week, fill in the activity sheet every day and at the end of the week move on to the reflection questions.

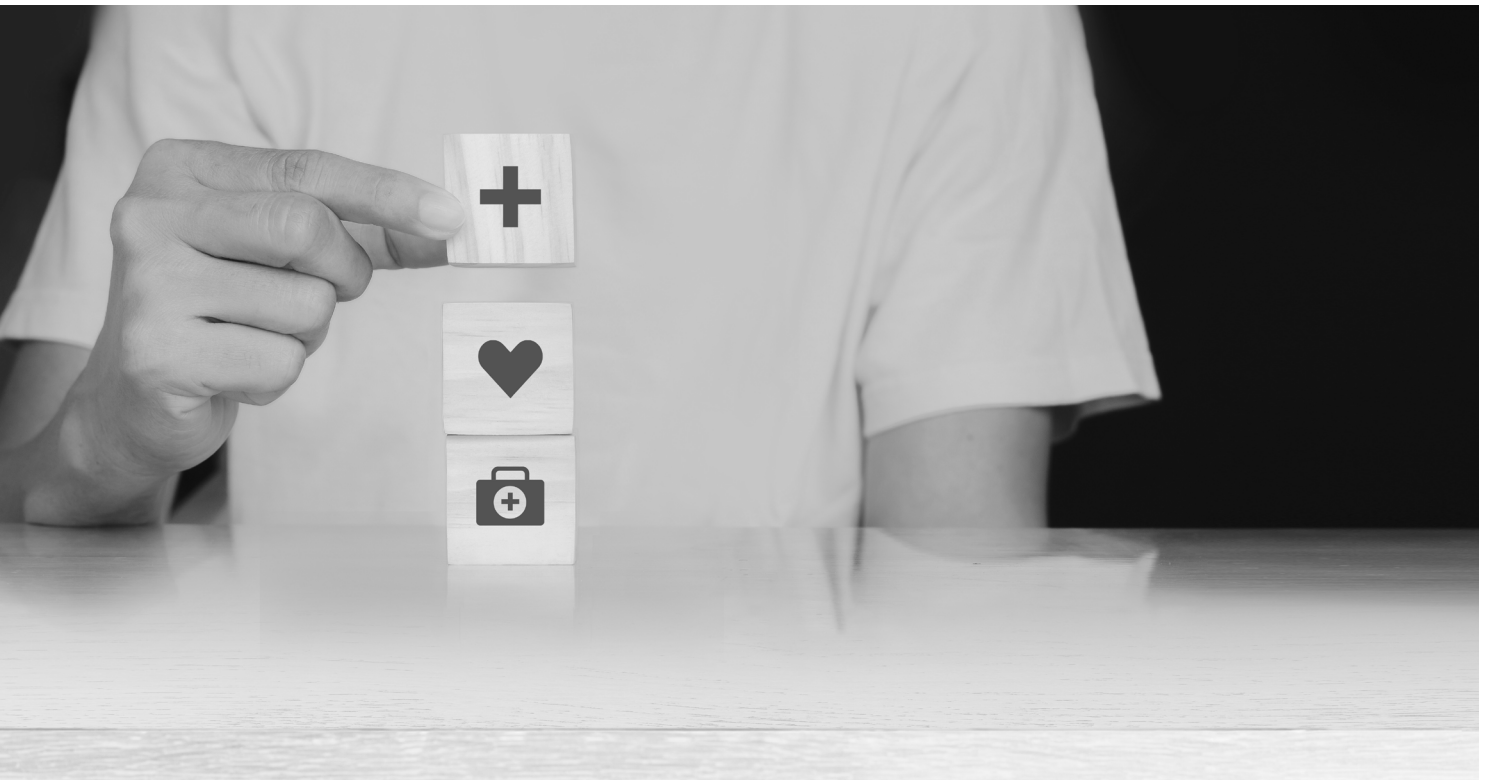
## ACTIVITY SHEET

	DAY ONE	DAY TWO	DAY THREE /4/5/6/7
Left the phone outside the bedroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Didn't check phone within 10 minutes of waking up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time spent on an offline hobby	___ minutes	___ minutes	___ minutes
Put the phone away during hangouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spent less than 60 minutes on social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spent less than 30 minutes on social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My approximate screen time today was:	___ minutes	___ minutes	___ minutes



## REFLECTION

- *How do you feel about the progress you made?*
- *What was the hardest part of this mini detox?*
- *Did you pick up any old or new hobbies?*
- *Was your quality of sleep somehow affected?*
- *What was your experience during hangouts with friends?*
- *Which day did you have the most/least screen time and why?*
- *Which of these practices will you apply to your daily life?*
- *How addicted are you to social media?*



## DAY 15. SWITCH OFF AND GETTING INTO NATURE

### WELL-BEING THEME

Switch Off and getting into nature

### ACTIVITY TITLE

Nature and how to get the best out of it

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

20 minutes

### LEARNING OUTCOME

Through this activity, employees will be able to develop knowledge of the benefits of spending time in nature.

### AIM OF ACTIVITY

The aim of this activity is to help you increase your creativity and productivity in the workplace by spending time in nature.

### MATERIALS REQUIRED FOR ACTIVITY

In order to complete this activity, you will need to complete the activity template below.

### STEP-BY-STEP INSTRUCTIONS

Switching off from work is essential for your well-being and overall productivity.





1. Note down - start this activity by thinking about yourself. Would you like to go to the mountains or the beach? Would you like to have company or to be by yourself? Would you do an activity (like running or swimming) or you would just spend your time looking at the peaceful view?
2. Create a plan for what you will do in the nature. For example, you can do different things like running or picnic.
3. Review and adjust - regularly review your progress and adjust your plan as needed. Celebrate your successes and learn from any setbacks to stay motivated and continue making progress towards your goal.

### ACTIVITY SHEET

Realistic Goal	Plan	Are any adjustments needed?
E.g., I want to spend a day in nature every week or so.	E.g., I will book in my calendar one day in which I will go to the mountains.	E.g., If I don't have a free day this weekend, I will go the next one or I will just go to the park.

### REFLECTION

*Question 1: Did you manage to find time for going to nature?*

*Question 2: What prevents you from going to nature more often?*

*Question 3: Do you think a simple walk in the park can help you to be more creative and calmer?*

*Question 4: How do you feel after you've been in nature?*

*Question 5: What changes should you make in your everyday life in order to keep this a consistent habit?*



## DAY 16. UNDERSTANDING MY TRIGGERS AND RED FLAGS

### WELL-BEING THEME

Understanding my triggers and red flags

### ACTIVITY TITLE

Having a difficult conversation at work

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

60 minutes

### LEARNING OUTCOME

Engage in collaborative work with colleagues to address triggers and red flags in the workplace, including how to facilitate difficult conversations and work towards positive change.

### AIM OF ACTIVITY

Using this template, you will gain a good understanding of how to approach and structure any difficult conversations at the workplace that you might otherwise avoid or observe escalate in uncontrollable ways. Especially if there is already a conversation you are thinking of having, this activity will help you gather your thoughts and strive for the best possible outcome.

### MATERIALS REQUIRED FOR ACTIVITY

Pen and paper or computer/smartphone



## STEP-BY-STEP INSTRUCTIONS

- **Step 1.** Read the theory on the first page of the activity sheet.
- **Step 2.** Practice OFNR statements in the first exercise.
- **Step 3.** Think of a situation at your workplace that you want to bring attention to, but you hesitate. If no examples come to mind, you may use any of these situations:
  - You find out that a few coworkers spread rumours around the office about your personal and professional life.
  - You notice a coworker crying after the feedback he received from your manager.
  - Your manager constantly ignores your input but seems to like your ideas when someone else proposes them right after you.
  - Your current workload is unbearable, and you won't be able to meet all your deadlines.
- **Step 4.** After you think of a situation, decide who is the person you want to have a conversation with, and what the goal of the conversation will be. Are you going to confront your manager and ask for better treatment? Are you going to speak with a coworker to find out how you can better support them?
- **Step 5.** Fill in the difficult conversation template on the 2nd exercise

## ACTIVITY SHEET

### 1. THEORY

#### a. Invite

It's important for you to prepare for the difficult conversation beforehand but remember that communication is a two-way street. Giving the other person advance notice of what you'd like to discuss allows them to prepare too and establishes clear expectations for you both.



## b. Intent

When it's time to discuss, make sure you reinstate what this conversation is about, providing a few more details about the subject. Approach the subject and the other person with curiosity, letting them share first their perspective.

## c. Discuss

Give the other person time to share (if they choose to) and listen carefully to what they are saying. Try to separate what you know from what you think or feel. It can be helpful to bring some notes with you, to make sure you won't forget something important.

A useful tool to help you collect your thoughts and communicate your needs in an assertive but not violent way is OFNR. It is a nonviolent Communication (NVC) model developed by Marshall Rosenberg and stands for Observation, Feelings, Needs and Requests. Here is an example:



<p><i>Observation:</i></p>	<p>State observations, facts, and objective truths without your personal interpretation of them.</p> <p>For example, instead of saying, "You often don't listen when I'm speaking," you can say, "In our meeting today, I noticed that you were on your phone."</p>	<p>Example: In our meeting today, I noticed that you were on your phone.</p>
<p><i>Feelings:</i></p>	<p>You should take responsibility for your feelings and acknowledge them with honesty.</p>	<p>Example: When I noticed that I felt disrespected and ignored like what I was sharing was not important.</p>
<p><i>Needs::</i></p>	<p>It's important to understand what you need from the other person and articulate it in a clear manner.</p>	<p>Example: I need the reassurance that you are paying attention when I am presenting because I've worked hard on what I'm sharing.</p>
<p><i>Request:</i></p>	<p>You can now make your request. You should be prepared that it might be denied, in which case you might try to find another solution together.</p>	<p>Example: Could you please put away your phone during our meetings from now on?</p>



**d. Come up with a plan**

Usually, the goal when addressing a difficult situation isn't necessarily seeing eye-to-eye, but rather finding a sense of understanding between two people. However, it is important to agree on what comes after this conversation and come up with a solution together. Take time to discuss different options and make sure you have found common ground before you end the discussion.

**e. Wrap up**

The most important part of setting action items is following up. Decide on when you are going to follow up with each other before parting ways.

**2. EXERCISE 1 [OFNR STATEMENTS]**

Fill in the OFNR statements according to the situations described.

**Your roommate left a mess in the kitchen the other day and still hasn't cleaned up.**

When you...	
I felt... / I feel...	
, because I need...	
Could you...?	

**Your friends have scheduled to go out only on weeknights for the past month and you can't join them.**

When you...	
I felt... / I feel...	
, because I need...	
Could you...?	



**Your colleague discussed one of your joint ideas with your supervisor without you present.**

<b>When you...</b>	
<b>I felt... / I feel...</b>	
<b>, because I need...</b>	
<b>Could you...?</b>	

**Your workload has increased significantly, and your employer is asking you to stay overtime.**

<b>When you...</b>	
<b>I felt... / I feel...</b>	
<b>, because I need...</b>	
<b>Could you...?</b>	

**You are picking up a colleague every day for work. They are usually late, causing you both to arrive late consistently.**

<b>When you...</b>	
<b>I felt... / I feel...</b>	
<b>, because I need...</b>	
<b>Could you...?</b>	



### 3. EXERCISE 2 [DIFFICULT CONVERSATION TEMPLATE]

[a few days before the meeting]

"I'm curious to hear your thoughts on [state your intent/situation you want to discuss]. Can we chat about it [propose a time and a place]?"  
[the day of the meeting]

As discussed, this conversation is to [state your intent/situation you want to discuss]. Before we go further, would you like to share with me your perspective on the situation I just referred to?

I noticed that [state facts and objective truths, without your opinion or judgement].

When you [state fact], I feel/felt [describe your honest feelings].

I need [communicate your needs clearly].

Could you [phrase your request]?

Thank you for having this talk with me. Let's see if our solution works and check back with each other around [set a time frame to follow up on what has been discussed].

#### REFLECTION

*If you are going to have this conversation in the future:*

- 1. Picture the worst possible way it could unfold. Can you adjust your approach to make sure it doesn't go that way?*
- 2. Picture the best outcome you can possibly achieve. How do you feel about having the conversation?*
- 3. Do you feel more prepared to have a conversation after this activity?*

*If you already had a conversation:*

- 1. Did you achieve your goal? Why or why not?*
- 2. Do you feel happy with the way you approached the subject and handled the situation? What are you most proud of? What do you wish you would have done differently?*





## DAY 17. DEVELOPING HEALTHY EATING, EXERCISE AND SLEEP ROUTINES

### WELL-BEING THEME

Developing Healthy Eating, Exercise and Sleep Routines

### ACTIVITY TITLE

Sleep Well: The Path to Restful Nights

### TYPE OF RESOURCE

Activity sheets(AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

30 minutes per day for 5 days

### LEARNING OUTCOME

The learning outcome of this activity is understanding the importance of developing a sleep routine and the impact that it has on your overall well-being.

### AIM OF ACTIVITY

The aim of this activity is for young employees to understand the importance of developing a sleep routine and for them to have the ability to establish habits that promote restful and rejuvenating sleep.

### MATERIALS REQUIRED FOR ACTIVITY

- Sleep diary or a smartphone app to track sleep patterns.
- Notepad or journal for reflection.
- Optional: Relaxation aids such as guided meditation recordings, calming music, or essential oils for creating a peaceful sleep environment.



## STEP-BY-STEP INSTRUCTIONS

- **Step 1:** Determine the ideal amount of sleep you need and calculate your desired wake-up time. You should set a consistent bedtime that allows for the desired amount of sleep and wake-up time; and aim to go to bed and get up at the same time each night and morning for a whole working week. However, be sure to allow for some flexibility at the weekend.
- **Step 2:** Establish a Wind-Down Period. For this, you should allocate 20 minutes before your desired bedtime as a winding down period. During this time, leave your phone and other devices out of reach, dim any lights you have on and try to relax and get comfortable. Performing this routine sends signals to your body that it's time to begin to relax and unwind.
- **Step 3:** Engage in Relaxation Practises, by choosing activities that promote relaxation, for example, reading, gentle stretching, listening to calming music or white noise.
- **Step 4:** Create an environment that is conducive to sleep. Your bedroom should be your sleep sanctuary, keep it clean, quiet, and dark when it's time to sleep. If possible, ensure mattresses, pillows and bedding are clean and comfortable.
- **Step 5:** Use relaxation techniques to calm your mind when you are in bed ready to go to sleep, for example, breathing exercises or guided imagery.
- **Step 6:** Practise Consistency. Try and be as persistent as you can be with your new sleep routine until your body adjusts and simply becomes a habit. Remember the key is whatever works best for you, listen to what your body needs.



## ACTIVITY SHEET

After practising a sleep routine for a full working week, take some time to fill in this guided reflection.

- Reflect on your new sleep routine, what worked well and what didn't?
- Reflect on any changes or improvements you felt since developing your sleep routine.
- Connection with your body. Shift your attention to how your body feels after this week's sleep schedule. Pay attention to any physical cues that may indicate you are more well-rested and make a note of them.
- Emotions and well-being. Explore your emotions since developing your sleep schedule. Take note if there were any changes in mood, energy levels or overall sense of well-being.
- Reinforcement. Take a moment to reinforce your commitment to a sleep routine and set yourself goals for the upcoming week.
- Consider any further adjustments you would like to add to your routine to further enhance the quality of your sleeping patterns.

## REFLECTION

As well as making a note of the above, answer the following questions:

1. *During your step-by-step sleep routine did you worry about work?*
2. *Would you like to continue to develop your sleep routine?*
3. *Do you find it helpful to have a sleep routine?*



## DAY 18. UNDERSTANDING MY TRIGGERS AND RED FLAGS

### WELL-BEING THEME

Understanding my triggers and red flags

### ACTIVITY TITLE

Effective communication for dealing with triggers and red flags

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

30 minutes

### LEARNING OUTCOME

The outcome of this activity is to enhance employees' ability to communicate effectively with colleagues and supervisors about concerns related to triggers and red flags, including how to articulate the impact these issues have on well-being.

### AIM OF ACTIVITY

The aim of this activity is to enhance the knowledge about potential long-term consequences of ignoring triggers and red flags in the workplace as well as develop skills for effective communication about these issues.

### MATERIALS REQUIRED FOR ACTIVITY

- Pen or pencil
- Notebook or journal



## STEP-BY-STEP INSTRUCTIONS

- **Step 1:** Find a quiet place where you can focus without distractions and put your phone away for a while. The key here is to be able to think clearly without outside interruptions.
- **Step 2:** Try to write down every possible trigger or red flag that you've identified at the workplace so far. Identify common themes to fully understand these issues.
- **Step 3:** Now that you've identified the problems for yourself it's time to prepare a plan on how to address them clearly with a co-worker. The plan should include:
  - A clear definition of the problem you want to discuss.
  - Think of at least 3 opening lines on how to begin talking about the problem e.g.: "You know what's been on my mind lately?", "There is something I wanted to talk to you about", "You know, there is this thing I've been noticing lately" ... Make them sound casual and non-threatening.
  - Think of all the people in your office with whom you can comfortably talk and share this problem. Choose 1 or 2. If you can't think of anyone in the office, practice with friends or relatives.

**Tip:** The conversation should flow naturally, don't present yourself as a victim, don't start blaming anyone, simply describe the problem from a third-person point of view, and then explain how it makes you feel. And remember – always breathe deeper.



## ACTIVITY SHEET

You can use the list below to manage and monitor your progress:

Before the conversation

1. Problem – (Name the problem)
2. Person I will talk to – (Name of person)
3. When I will talk to him – (Preferred time – lunch, coffee break, etc.)
4. How will I open the conversation – (Possible lines you can use)

Use this activity sheet to monitor your progress, change things if they don't work and keep improving.

Important: In order for this to work you have to adopt a sense of self-advocacy and self-care and the willingness to take proactive steps to address triggers and red flags as they arise. Don't be overwhelmed by looking at the big picture first, instead focus on taking things step by step and you will think more clearly and have more self-control in these situations. It's all about consistency, remember that.

## REFLECTION

*Question 1: How did the conversation go overall?*

*Question 2: Was I stressed out during the conversation, and if yes why?*

*Question 3: Did the conversation end with a mutual understanding, consensus or argument?*

*Question 4: How did I feel in the end and why? (Happy, calm, neutral, stressed, angry, etc.)*

*Question 5: What thing in my approach (if any) I would have to change?*



## **DAY 19. MINDFULNESS, MEDITATION, AND BREATHING TECHNIQUES FOR ACUTE STRESS EPISODES**

### **WELL-BEING THEME**

Mindfulness, meditation, and breathing techniques for acute stress episodes

### **ACTIVITY TITLE**

Mindfulness and breathing for stress episodes

### **TYPE OF RESOURCE**

Activity sheets (AS)

### **TYPE OF LEARNING**

Self-directed Learning

### **DURATION OF ACTIVITY (IN MINUTES)**

20 minutes for 4/5 days

### **LEARNING OUTCOME**

Through this activity, employees will be able to examine practical techniques for incorporating mindfulness and breathing practices into daily routines, expand their knowledge of the principles of mindfulness, being present in the moment and deal with stress episodes.

### **AIM OF ACTIVITY**

Breathwork and meditation are powerful tools and by learning how to use them correctly, employees can efficiently manage acute stress episodes, regain self-control, and build emotional intelligence both in the office and in their personal everyday life. Cultivating a non-judgmental awareness of one's thoughts and feelings can bring peace and calm to the mind and improve overall well-being.



## MATERIALS REQUIRED FOR ACTIVITY

In order to complete this activity, you will need just a quiet place at home or in nature, where you can sit in peace without too many distractions around you. You will also need a notebook to track your progress or share your thoughts about this experience. Try and stick to this practice for at least 4/5 days and see how you feel about it.

## STEP-BY-STEP INSTRUCTIONS

1. Schedule a time for yourself – 15 minutes a day is more than enough for practice. So, find out at what time of the day you'll be most comfortable for a meditation session and try to stick to this activity if not daily, at least every other day in order to truly feel the benefits.
2. Find a quiet place at home where you won't be distracted and put away your electronic devices (you can use only the timer of your phone for the meditation session but put it on airplane mode). If you can't find a place suitable for meditation at home, then check out your local park and find some isolated bench where you won't be bothered by people near you.
3. Practice meditation for 15 minutes.
4. Journal your experience afterwards for about 5 minutes

## ACTIVITY SHEET

### Guided Meditation Exercise

Please follow the instructions below. Allow at least 15 minutes for the activity.

1. Get comfortable: Find a quiet and comfortable place to sit or lie down. Try to keep your back straight and your chest open, allowing your breath to flow freely.
2. Focus on your breath: Close your eyes and bring your attention to your breath. Notice the sensation of the air entering and leaving your body. Try to let go of any thoughts or distractions that come up, simply returning your attention to your breath.





3. Inhale: Take a deep breath through your nose, filling your lungs completely. Feel your chest rising as you inhale and notice the coolness of the air as it enters your nose.
4. Hold: Hold your breath for a few seconds if it's comfortable for you. As you hold your breath, notice the stillness and calmness in your body.
5. Exhale: Slowly exhale through your mouth, letting all the air out of your lungs. Feel your chest and belly falling as you exhale.
6. Pause: At the end of your exhale, pause for a few seconds before taking your next inhale. During this pause, notice the stillness and calmness in your body, and let go of any tension or stress.
7. Repeat: Repeat this breathing technique for several more cycles. Focus on slow and deep breaths, making each inhale and exhale last for several seconds. If you find your mind wandering, simply return your attention to your breath.

By following these simple steps, you can help to reduce the impact of an acute stress episode on your body and mind. Remember that everyone's experience with stress and meditation is different, so don't be discouraged if you don't feel immediate relief. With regular practice, you may find that guided meditation becomes an effective tool for coping with stress and anxiety.

## REFLECTION

*Question 1: How did it feel to engage in meditation practice?*

*Question 2: Did you notice any thoughts, judgments, or distractions that arose during the exercise?*

*Question 3: Do you feel like sticking to this routine? If not, what do you think you can change in order to keep the practice going?*



## DAY 20. MANAGING MY EXPECTATIONS OF MYSELF AND MY WORK

### WELL-BEING THEME

Managing my expectations of myself and my work

### ACTIVITY TITLE

Passive, Aggressive and Assertive Communication

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

60 minutes

### LEARNING OUTCOME

Engage in activities to practice communication and negotiation skills for managing expectations with colleagues, managers, and external stakeholders, including techniques for setting boundaries and managing expectations respectfully and professionally.

### AIM OF ACTIVITY

After this activity, you will be able to identify the different communication types and practice using the assertive one. This effective communication skill will empower you to advocate in your workplace as well as your personal life.

### MATERIALS REQUIRED FOR ACTIVITY

Pen and paper



## STEP-BY-STEP INSTRUCTIONS

- **Step 1.** Read the Activity Sheet on "Passive, Aggressive and Assertive Communication".
- **Step 2.** Complete the exercise to practice identifying communication types and using the Assertive type.

## ACTIVITY SHEET

Source: <https://www.therapistaid.com/worksheets/passive-aggressive-and-assertive-communication>

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## STEP 1. – THE 3 TYPES OF COMMUNICATION

### Passive Communication

During passive communication, a person prioritises the needs, wants, and feelings of others, even at their own expense. The person does not express their own needs or does not stand up for them. This can lead to being taken advantage of, even by well-meaning people who are unaware of the passive communicator's needs and wants.

- Soft-spoken/quiet
- Allows others to take advantage
- Prioritises the needs of others
- Poor eye contact / looks down or away
- Does not express one's own needs or wants
- Lack of confidence

### Aggressive Communication

Through aggressive communication, a person expresses that only their own needs, wants, and feelings matter. The other person is bullied, and their needs are ignored.

- Easily frustrated
- Speaks in a loud or overbearing way
- Unwilling to compromise
- Use of criticism, humiliation, and domination
- Frequently interrupts or does not listen
- Disrespectful toward others



## Assertive communication

Assertive communication emphasises the importance of both peoples' needs. During assertive communication, a person stands up for their own needs, wants, and feelings, but also listens to and respects the needs of others. Assertive communication is defined by confidence, and a willingness to compromise.

- Listens without interruption
- Clearly states needs and wants
- Willing to compromise
- Stands up for own rights
- Confident tone/body language
- Good eye contact

## STEP 2 – EXERCISE

Example:

<b>Scenario</b>	A friend asks to borrow your car. This will be a big inconvenience for you.
<b>Passive</b>	Umm, yeah, I guess that's fine. Do you need me to fill the tank?
<b>Aggressive</b>	No way! Why would I let you borrow my car? You're crazy to even ask.
<b>Assertive</b>	I need my car that day, but I'll have time to drop you off



Practice:

<b>Scenario</b>	Your friends invite you to go out late on a weeknight, but you know you need a good night's sleep for an important meeting the next morning.
<b>Passive</b>	
<b>Aggressive</b>	
<b>Assertive</b>	

<b>Scenario</b>	Your partner wants to get fast food on the way back from work, but you have prepared a healthy meal for the night.
<b>Passive</b>	
<b>Aggressive</b>	
<b>Assertive</b>	

<b>Scenario</b>	A colleague showed up at your desk for small talk. They are usually fun to be around, but you are running late on your deadline.
<b>Passive</b>	
<b>Aggressive</b>	
<b>Assertive</b>	

<b>Scenario</b>	Your colleague suggests going out for lunch, but you had planned to use your lunch break for a quick workout.
<b>Passive</b>	
<b>Aggressive</b>	
<b>Assertive</b>	



<b>Scenario</b>	A new vending machine arrived in your office, and it is only filled with unhealthy snacks and sodas. You would like to have a few healthy options added.
<b>Passive</b>	
<b>Aggressive</b>	
<b>Assertive</b>	

<b>Scenario</b>	Your office has a culture of long working hours, and your manager expects you to stay late regularly.
<b>Passive</b>	
<b>Aggressive</b>	
<b>Assertive</b>	

<b>Scenario</b>	Your team often schedules meetings during the time you've set aside for a midday workout.
<b>Passive</b>	
<b>Aggressive</b>	
<b>Assertive</b>	

<b>Scenario</b>	Your colleague suggests going out for lunch, but you had planned to use your lunch break for a quick workout.
<b>Passive</b>	
<b>Aggressive</b>	
<b>Assertive</b>	



## DAY 21. PRACTISING SELF-CARE AND COMPASSION

### WELL-BEING THEME

Practising Self-Care and Compassion

### ACTIVITY TITLE

Acts of Kindness

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

10 to 30 minutes

### LEARNING OUTCOME

To help young employees engage in small acts of kindness towards themselves and others to develop empathy, strengthen relationships and for personal fulfilment.

### AIM OF ACTIVITY

The aim of this activity is to help young employees understand that performing acts of kindness for themselves and others can help their overall well-being. Acts of kindness help to develop empathy, strengthen relationships, and bring personal fulfilment.

This activity will give young employees the skills to engage in acts of kindness to benefit others but also, more importantly, themselves.



## MATERIALS REQUIRED FOR ACTIVITY

- Sticky Notes
- Pocket change (optional)
- Smiles
- Notepad for guided reflection

## STEP-BY-STEP INSTRUCTIONS

- **Step 1:** Pick any day during your working week and decide to intentionally perform an act of kindness. You can choose to perform the act of kindness for yourself or somebody else, perhaps someone you work with, or it could be a stranger. It is entirely up to you.
- **Step 2:** The act of kindness does not have to be a monetary exchange. However, you could choose to pick up an extra coffee in the morning when you get your own and give it to the person in the line behind you or to a colleague. Instead, you could write a note of encouraging words to yourself or someone else, for example, "You are worthy of great things". You could also choose to show a gesture of kindness like holding a door open, smiling, or offering a helping hand.
- **Step 3:** Take note of how performing random acts of kindness made you feel and reflect through the guided reflection.

## ACTIVITY SHEET

After completing your act of kindness make sure to fill out this guided reflection:

- How did it feel?
  - Reflect on how you felt after performing the act of kindness. Notice the emotions and sensations when you relive the act. Take note of those feelings.
- Did the act of kindness align with your core values and intentions?
  - Consider whether the act of kindness you chose resonated with your core values and personal intentions.





- What did you learn?
  - From the experience, take note of anything you learned about yourself or others.
- How might you carry any valuable experiences you gained from the act with you into your daily life practises?

## REFLECTION

As well as making a note of the above, answer the following questions.

1. *How did you feel about yourself after performing the act of kindness?*
2. *Would you consider making it a regular part of your life?*
3. *How would you feel if someone made an act of kindness gesture towards you?*



## DAY 22. DEVELOPING HEALTHY EATING, EXERCISE, AND SLEEP ROUTINES

### WELL-BEING THEME

Developing healthy eating, exercise, and sleep routines

### ACTIVITY TITLE

Developing an action plan for a healthier day routine

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

20 minutes

### LEARNING OUTCOME

Through this activity, young employees will be able to develop practical strategies for planning and preparing healthy meals, incorporating exercise into daily routines, and prioritising sleep as a key component of self-care.

### AIM OF ACTIVITY

A healthy diet, regular exercise, and adequate sleep are essential elements of a healthy lifestyle. The aim of this activity is to help you develop an action plan for a more balanced diet, restful sleep, and regular exercise.

### MATERIALS REQUIRED FOR ACTIVITY

In order to complete this activity, you will need to complete the healthy diet, exercise and sleep action plan template.



## STEP-BY-STEP INSTRUCTIONS

1. Set realistic goals: Start by identifying specific, measurable goals for improving your diet, sleep, and exercise habits. Be realistic and choose goals that are achievable within your current lifestyle and schedule. For example, rather than saying that you will exercise more, you could set a goal to take a short 20-minute walk before you start work.
2. Track your current habits: Keep a record of your current diet, sleep, and exercise habits for at least a week. This will help you identify areas where you need to make changes and track your progress over time.
3. Make a plan: Create a detailed plan for how you will achieve your goals. This may include setting a regular sleep schedule, planning healthy meals and snacks, and scheduling regular exercise sessions. Start with small changes that are easy to implement and build on your successes over time. For example, you might start by adding more fruits and vegetables to your diet or going to bed 15 minutes earlier each night.
4. Seek support: Don't be afraid to reach out for support from friends, family, or a healthcare professional. Consider joining a support group or seeking the help of a personal trainer or nutritionist to help you stay motivated and on track.
5. Review and adjust: Regularly review your progress and adjust your plan as needed. Celebrate your successes and learn from any setbacks to stay motivated and continue making progress towards your goals.



## ACTIVITY SHEET

### The healthy diet, exercise, and sleep action plan template.

Realistic Goal	Track your current habits	Make a plan	Any support needed?
E.g. Before I start work, I will go for a short (20-minute) walk in the park.	E.g. I rarely do any form of exercise and spend most of my time seated in front of a computer.	I will set my alarm 30 minutes earlier so I can have time in the morning to go for a short walk before I start work. I will also join the gym and aim to go to group classes at least 2 times per week and then gradually increase the frequency of my gym visits.	If I need help, I will ask for support from a personal trainer.

## REFLECTION

*Question 1: How satisfied are you with your current eating, sleep, and exercise habits?*

*Question 2: To what extent do you believe your current habits have an impact on your productivity, energy levels, and job satisfaction?*

*Question 3: Do you feel that you could improve your habits in any way so that you could feel more energised and productive?*



## DAY 23. PRACTISING SELF-CARE AND SELF-COMPASSION

### WELL-BEING THEME

Practising self-care and self-compassion

### ACTIVITY TITLE

How would you treat a friend?

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

30 minutes

### LEARNING OUTCOME

Engage in self-compassion practices, including techniques for reframing negative self-talk, recognising, and celebrating one's own accomplishments, and practising self-forgiveness and acceptance.

### AIM OF ACTIVITY

This exercise will help you reach out to yourself as you would to a good friend; you will be able to reframe your thoughts and negative self-talk, enabling yourself to be understanding of your mistakes and grateful for your accomplishments.

### MATERIALS REQUIRED FOR ACTIVITY

Pen and paper



## ACTIVITY SHEET

**Take out a sheet of paper and answer the following questions:**

1. First, think about times when a close friend feels really bad about themselves or is really struggling in some way. How would you respond to your friend in this situation (especially when you're at your best)? Please write down what you typically do, what you say, and note the tone in which you typically talk to your friends.
2. Now think about times when you feel bad about yourself or are struggling. How do you typically respond to yourself in these situations? Please write down what you typically do, what you say, and note the tone in which you talk to yourself.
3. Did you notice a difference? If so, ask yourself why. What factors or fears come into play that led you to treat yourself and others so differently?
4. Please write down how you think things might change if you responded to yourself in the same way, you typically respond to a close friend when you're suffering.

**Why not try treating yourself like a good friend and see what happens?**

Source: <https://self-compassion.org/exercises/exercise-1-how-would-you-treat-a-friend/>



## **DAY 24. MINDFULNESS, MEDITATION, AND BREATHING TECHNIQUES FOR ACUTE STRESS EPISODES**

### **WELL-BEING THEME**

Mindfulness, meditation, and breathing techniques for acute stress episodes

### **ACTIVITY TITLE**

The raisin exercise

### **TYPE OF RESOURCE**

Activity sheets (AS)

### **TYPE OF LEARNING**

Self-directed Learning

### **DURATION OF ACTIVITY (IN MINUTES)**

10 minutes

### **LEARNING OUTCOME**

Through this activity young employees will be able to practice mindfulness and bring their attention to the present moment, using all their senses to fully experience and appreciate a simple object, like a raisin.

### **AIM OF ACTIVITY**

The Raisin Exercise is a simple yet powerful way to practice mindfulness, enhance sensory awareness, and cultivate a greater appreciation for the present moment. It can be particularly useful for promoting relaxation and reducing anxiety, making it an ideal activity for employees to switch off from work-related stress and connect with the present moment.



## MATERIALS REQUIRED FOR ACTIVITY

In order to complete this activity, you will need a small bag of raisins.

## STEP-BY-STEP INSTRUCTIONS

### Guided Raisin Exercise

**Please follow the instructions below. Allow at least 10 minutes for the activity.**

1. **Choose a Raisin:** Begin by selecting a single raisin. It's important to choose just one raisin to focus on during the exercise.
2. **Observation:** Hold the raisin in your hand and take a moment to really observe it. Notice its shape, texture, colour, and any patterns or imperfections on its surface. Pay close attention to every detail as if you're seeing it for the first time.
3. **Touch:** Now, bring the raisin up to your lips and touch it to your lips. Notice the sensation of touch – how does it feel against your skin? Is it smooth, rough, or somewhere in between? Take your time to explore this sensation fully.
4. **Smell:** Gently bring the raisin closer to your nose and take a moment to inhale its aroma. Notice any scents or fragrances that you detect. Again, be present and fully engaged in this experience.
5. **Taste:** Slowly place the raisin in your mouth but don't chew it just yet. Let it rest on your tongue. Notice any sensations arising from the raisin in your mouth. Explore its taste, temperature, and any changes that occur as it starts to moisten.
6. **Chewing:** Begin to chew the raisin slowly and mindfully. Pay attention to the changing texture and taste as you chew. Notice the movement of your jaw and the release of flavours as the raisin breaks down.
7. **Swallowing:** When you're ready, swallow the raisin. Pay attention to the sensation of swallowing and the movement of the raisin down your throat.





8. **Reflection:** Take a moment to reflect on the experience. How did it feel to engage with the raisin in such a focused and mindful way? Did you notice any thoughts, judgments, or distractions that arose during the exercise?

## REFLECTION

*Question 1: How did it feel to engage with the raisin in such a focused and mindful way?*

*Question 2: Did you notice any thoughts, judgments, or distractions that arose during the exercise?*



## DAY 25. SWITCHING OFF AND GETTING INTO NATURE

### WELL-BEING THEME

Switching off and getting into nature

### ACTIVITY TITLE

Noticing Nature Walk

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

30 to 60 minutes

### LEARNING OUTCOME

A sense of curiosity and openness to new experiences, including a willingness to explore and appreciate the natural world and engage in activities that promote physical and mental well-being.

### AIM OF ACTIVITY

By completing this activity, you will get in touch with nature in a meaningful way. You will rediscover your sense of curiosity, let your mind wander and appreciate the natural world.

### MATERIALS REQUIRED FOR ACTIVITY

Somewhere to walk

Optional: a camera, a bag/ basket to collect things



## STEP-BY-STEP INSTRUCTIONS

- **Step 1.** Pick a place where you can walk freely in the natural environment. It can be a walk around your local area, a visit to a nearby park or a trip to a natural reserve, beach, or forest. You can also plan to go on this walk with your family or friends.

## ACTIVITY SHEET

As you walk, encourage yourself to notice your surroundings with all your senses. You can do this by asking questions to yourself as you go and giving yourself enough time to explore each one. For example:

- Seeing questions: what can you see? Look all around you, up at the sky and down at the ground. Look behind what caught your attention, jump, climb, kneel, and try to take in the images from a different perspective. You can take pictures if you want to.
- Smelling questions: what can you smell? Can you describe it? Is it earthy, muddy, fresh? What does the smell remind you of?
- Hearing questions: what can you hear? Birds? The wind? Other people?
- Feeling and touching questions: what can you feel? Is the sun warm? Is the ground rough or smooth?
- You can collect small items if you're allowed to, like leaves, pebbles, and feathers. Think or talk about them – for example, 'What kind of bird do you think this came from?' and 'What a pretty pattern on that leaf!'

Take as long as you want. You don't have to finish the walk if something catches your attention. Let the walk be about connecting with the environment and enjoying time together, rather than getting to the end of the route.



## REFLECTION

*Look through your photographs and gathered items after you get home. You can research more about them if you want to check whether your assumptions were correct.*

*Was the leaf from the kind of tree you thought it was?*

*Where else does that tree grow?*

*What animals did you encounter in that area?*

*What other animals are supposed to live there?*

*You can decide to return to your chosen place and explore some more, or maybe move on to your next destination for a nature walk.*



## DAY 26. PRACTISING SELF-CARE AND SELF-COMPASSION

### WELL-BEING THEME

Practising self-care and self-compassion

### ACTIVITY TITLE

How would you treat a friend?

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

10 minutes

### LEARNING OUTCOME

Through this activity, young employees will be able to practice and enhance their self-compassion.

### AIM OF ACTIVITY

Self-compassion is an important aspect of workplace wellbeing as it can help individuals manage stress, build resilience, and improve their overall mental health. When people are self-compassionate, they treat themselves with kindness, understanding, and acceptance, rather than harshly judging themselves for their mistakes or perceived shortcomings. Treating yourself with self-compassion involves extending the same care, support, and understanding that you would offer to a dear friend. The aim of this activity is to help you cultivate a kinder and more compassionate attitude towards yourself.



## MATERIALS REQUIRED FOR ACTIVITY

In order to complete this activity, you will need a pen and paper to complete the guided reflection activity.

## STEP-BY-STEP INSTRUCTIONS

1. Sit or find a comfortable position where you can relax and focus on yourself.
2. Close your eyes, take a few deep breaths, and allow your body and mind to settle.
3. Bring to mind a situation in which you're feeling self-critical, disappointed, or upset with yourself. It could be a mistake you made, a failure, or a challenging situation you're facing.
4. Now, imagine that a close friend or loved one is going through the same situation. Visualise them vividly in your mind.
5. Reflect on how you would respond to your friend in this situation. How would you offer support, understanding, and encouragement? What would you say to comfort them? Please write down what you typically do, what you say, and note the tone in which you typically talk to your friends.
6. Now think about times when you feel bad about yourself or are struggling. How do you typically respond to yourself in these situations? Please write down what you typically do, what you say, and note the tone in which you talk to yourself.
7. Did you notice a difference? If so, ask yourself why. What factors or fears come into play that led you to treat yourself and others so differently?
8. Now imagine that you are speaking to yourself as if you were speaking to your friend. Use kind, gentle, and compassionate language. Speak to yourself with phrases such as:
  - a. "I know this is tough, but it's okay. Everyone makes mistakes."
  - b. "You're doing your best, and that's what matters."



- c. "It's normal to feel this way. Allow yourself to experience these emotions without judgment."
  - d. "You are worthy of love and compassion, even in difficult times."
  - e. "Remember, setbacks are opportunities for growth and learning."
9. Repeat these compassionate and understanding phrases to yourself several times, allowing them to sink in and resonate.

## ACTIVITY SHEET

### Guided Self-Reflection Activity

**Please follow the instructions below. Allow at least 10 minutes for the activity.**

1. Sit or find a comfortable position where you can relax and focus on yourself.
2. Close your eyes, take a few deep breaths, and allow your body and mind to settle.
3. Bring to mind a situation in which you're feeling self-critical, disappointed, or upset with yourself. It could be a mistake you made, a failure, or a challenging situation you're facing.
4. Now, imagine that a close friend or loved one is going through the same situation. Visualise them vividly in your mind.
5. Reflect on how you would respond to your friend in this situation. How would you offer support, understanding, and encouragement? What would you say to comfort them? Please write down what you typically do, what you say, and note the tone in which you typically talk to your friends.
6. Now think about times when you feel bad about yourself or are struggling. How do you typically respond to yourself in these situations? Please write down what you typically do, what you say, and note the tone in which you talk to yourself.
7. Did you notice a difference? If so, ask yourself why. What factors or fears come into play that led you to treat yourself and others so differently?





8. Now imagine that you are speaking to yourself as if you were speaking to your friend. Use kind, gentle, and compassionate language. Speak to yourself with phrases such as:
- "I know this is tough, but it's okay. Everyone makes mistakes."
  - "You're doing your best, and that's what matters."
  - "It's normal to feel this way. Allow yourself to experience these emotions without judgment."
  - "You are worthy of love and compassion, even in difficult times."
  - "Remember, setbacks are opportunities for growth and learning."
9. Repeat these compassionate and understanding phrases to yourself several times, allowing them to sink in and resonate.

## REFLECTION

*Question 1: What things might change if you responded to yourself in the same way, you typically respond to a close friend when you're suffering?*

*Question 2: What prevents us from being more self-compassionate?*

*Question 3: What does self-compassion mean to you?*





## **DAY 27. DEVELOPING HEALTHY EATING, EXERCISE, AND SLEEP ROUTINES**

### **WELL-BEING THEME**

Developing healthy eating, exercise, and sleep routines

### **ACTIVITY TITLE**

How to Advocate for Change

### **TYPE OF RESOURCE**

Activity sheets (AS)

### **TYPE OF LEARNING**

Self-directed Learning

### **DURATION OF ACTIVITY (IN MINUTES)**

30 minutes

### **LEARNING OUTCOME**

Exercise effective communication skills for advocating for workplace wellness initiatives, including how to articulate the benefits of healthy habits to colleagues and supervisors.

### **AIM OF ACTIVITY**

The completion of this activity will give you the skills and knowledge to be able to gather a group of coworkers and advocate in your workplace for the implementation of wellness initiatives, step by step.

### **MATERIALS REQUIRED FOR ACTIVITY**

Computer/smartphone



## ACTIVITY SHEET

Sources: <https://partners.firstbeat.com/wp-content/uploads/2019/05/Pre-questionnaire-form.pdf>

<https://paintedbrain.org/editorial/6-ways-to-advocate-for-employee-mental-wellness-in-your-workplace>

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### STEP ONE – SPREAD THE WORD

Before you can effectively advocate for workplace wellness initiatives, you need a thorough understanding of the proposed programs. Familiarise yourself with the details, benefits, and potential impact on employees and the organisation. It's important to get more people involved around the initiative you are aiming for. To do that, spark the conversation amongst your colleagues and make sure you take their points of view into account. It might even help to gather some data from them, through a simple well-being questionnaire such as this one. Identify and collaborate with colleagues who share your passion for workplace wellness. Together, you can create a stronger advocacy group to champion these initiatives.

### STEP TWO – FRAME YOUR DEMANDS

After you've spoken with a few people and you know some of them are on board with your ideas, make sure you frame and phrase your asks cohesively and clearly. What is it that you want to change in the workplace? Is the lighting not suitable? Is there no place for unplugging the brakes from the monitor? Are there no healthy snacking options available?

### STEP 3 – CONTACT HR / A SUPERVISOR

After you know what you're asking for, contact your team leader, manager, supervisor, or someone from the HR department to schedule a meeting so you can get your point across. Develop a concise and compelling message that highlights the importance of workplace





wellness. Your message should emphasise how these initiatives can improve employee health, productivity, and overall job satisfaction. Use data and research to support your claims. Anticipate questions and objections that stakeholders might raise. Be ready with well-researched answers and solutions to address their concerns. This will demonstrate your knowledge and commitment to the cause.

#### **STEP 4 – LEAD BY EXAMPLE**

Advocacy may require time and persistence. Don't be discouraged by initial resistance or indifference. Continue to engage with stakeholders, provide updates, and seek feedback. Whether you managed to bring around change easily, or you still have to advocate for some of the things you wish to see implemented, led by example. Try to show your coworkers firsthand what healthy habits look like and let them know the impact they've had in your life.

#### **STEP 5 – MEASURE AND COMMUNICATE PROGRESS**

Once the wellness initiatives are implemented, track their progress and impact. Share regular updates and success stories to maintain interest and support.



## DAY 28. SWITCH OFF AND GETTING INTO NATURE

### WELL-BEING THEME

Switch Off and getting into nature

### ACTIVITY TITLE

Unplug

### TYPE OF RESOURCE

Activity sheets (AS)

### TYPE OF LEARNING

Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

20 minutes

### LEARNING OUTCOME

Through this activity, young employees will be able to develop practical strategies that will allow them to switch off at the end of their workday.

### AIM OF ACTIVITY

The aim of this activity is to help you develop an action plan of activities that will allow you to switch off from work during your non-working hours.

### MATERIALS REQUIRED FOR ACTIVITY

In order to complete this activity, you will need to complete the activity template below.



## STEP-BY-STEP INSTRUCTIONS

Switching off from work is essential for your well-being and overall productivity.

1. Note down: Start this activity by noting down possible ways with which you could switch off and detach from work at the end of your workday. Examples of activities include nature walks, creative workshops (e.g. pottery classes), meditation, volunteering, and starting a new hobby.
2. Make a plan: Create a detailed plan for how you will achieve these activities. This may include setting a specific time of the day when you will be engaging in such an activity. Start with small changes that are easy to implement and build on your successes over time. For example, you might start by spending 30 minutes in nature at the end of your workday or hanging out with a friend after work.
3. Review & adjust: Regularly review your progress and adjust your plan as needed. Celebrate your successes and learn from any setbacks to stay motivated and continue making progress towards your goal.

## ACTIVITY SHEET

Realistic Goal	Make a plan	Are any adjustments needed?
E.g. After I finish work, I will go for a short (20-minute) walk in the park.	E.g. I will book my calendar 20 minutes every day after work to go to the park. On sunny days I will try and spend more time in the park.	E.g. If I don't have enough time I will go for a shorter walk after work.

## REFLECTION

*Question 1: Are you able to switch off after work?*

*Question 2: What prevents you from switching off from work?*

*Question 3: How do you think a walk in the park can help you unplug and switch off from work?*





# BE WELL



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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. Project Number: 2022-1- ES01-KA220-VET-000086525