



ERASMUS+

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BALANCE IN PRACTICE

A HANDBOOK
FOR USING THE WHEEL OF LIFE

8 SECTIONS, 24 ACTIVITIES
FOR SUPPORTING PERSONAL
DEVELOPMENT AND
GROWTH



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INTRODUCTION OF BALANCE IN PRACTICE

The wheel of life is a widely used reflection and coaching tool that helps individuals evaluate different areas of their lives and identify opportunities for personal growth and balance. The modern version of the tool was popularised in the 1960s by the American entrepreneur and personal development pioneer Paul J. Meyer as part of his work in goal setting and motivation. Since then, the approach has become one of the most commonly used tools in coaching, personal development, and educational contexts.

The tool is typically represented as a circle divided into several segments, each representing an important area of life. Individuals assess their level of satisfaction in each area, usually on a scale from 1 to 10. When the scores are visually connected, they create a “wheel” that allows participants to easily see how balanced—or unbalanced—their lives currently are. The aim of the exercise is not to achieve perfection, but to increase awareness, identify priorities, and support meaningful change.

Because of its simplicity, flexibility, and visual clarity, the tool has been widely adopted in many fields, including coaching, mentoring, wellbeing programmes, and especially adult education. It provides an effective starting point for reflection, discussion, and goal setting, enabling learners to explore their personal situation and identify areas they would like to improve.

And this is how our story/project has begun ...



PRESENTATION OF THE PROJECT

The Erasmus+ project “The Wheel of Life”, implemented in the field of adult education, is the result of renewed cooperation between two international partner organisations: Wyobraź Sobie from Poland and Aspira from Slovenia. Both organisations have extensive experience in working with adults and in developing educational activities that support personal development, wellbeing, and lifelong learning.

Professionals working with people are usually familiar with this concept, in which individuals assess their situation across several key life areas. While the exact areas may vary depending on the context, the underlying principle remains the same: to reflect on the balance between different aspects of life.

For the purposes of this project, the partners identified eight key life areas that are particularly relevant for adult learners: health, relationships, finances, environment, family, work, leisure, and self-development. These areas form the basis of the educational framework presented in this handbook.

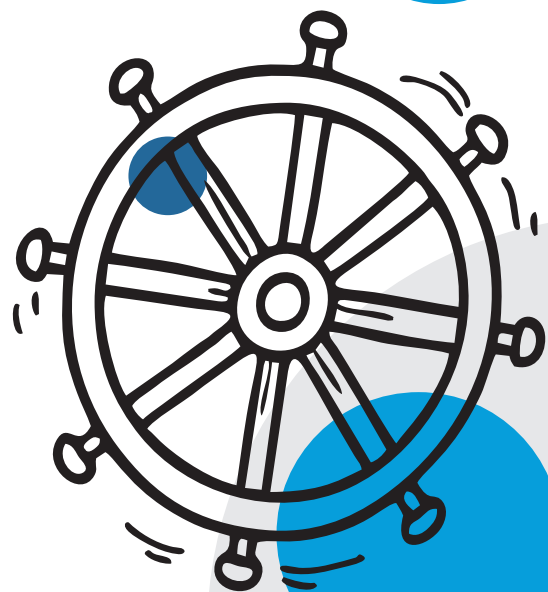
To better understand the needs and interests of potential users, the project partners conducted a survey among adult learners and educators. Based on the responses collected, three key themes were identified for each life area. These themes guided the selection and development of the activities included in this handbook.

The main objective of the project was to identify and develop practical tools and activities that adult educators can use to explore and deepen reflection in each of these life areas. The activities were designed to be flexible and adaptable so that they can be used in face-to-face workshops, online learning environments, or for individual self-learning.

Many of the tools presented in this handbook were tested during the project implementation in different learning contexts. They were piloted in local workshops, online sessions, and international training, allowing the partners to evaluate their effectiveness, improve the instructions, and ensure that the activities are engaging, accessible, and relevant for adult learners.

This handbook is therefore both a practical guide for adult educators and a collection of tested tools that support reflection, personal development, and balanced life planning using this approach.

PRESENTATION OF PARTNER ORGANISATIONS IN THE PROJECT



Fundacja Wyobraź sobie

Fundacja Wyobraź sobie is a non-profit organisation based in Skawina in the Małopolskie region of Poland. Since its establishment in 2017, the foundation has focused on supporting adults in strengthening personal, relational, and social competences that enable them to live consciously, build healthy relationships and families, and actively participate in their communities. The organisation promotes a holistic approach to adult education, combining personal development with emotional wellbeing, family life, and civic engagement.

The foundation specialises in educational activities that support self-awareness, dialogue, and balanced life development. Its programmes address interconnected life areas such as health, relationships, parenting, work, finances, rest, and self-development. A distinctive part of the organisation's work is long-term education for parents and caregivers through programmes such as School for Parents and Educators – School of Dialogue, which promotes respectful communication, emotional regulation, and constructive conflict resolution within families. Each year the organisation works with around 130 adult learners through workshops, courses, learning circles, and mentoring activities facilitated by a team of experienced trainers and coordinators.

Fundacja Wyobraź sobie is also actively involved in international cooperation through Erasmus+ projects in the field of adult education. The organisation has coordinated several projects focusing on women's empowerment, dialogue, and holistic personal development, and holds Erasmus+ accreditation in adult education. Through these initiatives the foundation develops educational resources, handbooks, and training programmes while promoting international exchange of knowledge and good practices. Its work aims to empower adults to become active contributors to positive change in their families, communities, and wider society.

Aspira

Zavod Aspira is a private non-profit organisation based in Trbovlje, Slovenia, dedicated to the development of individuals, organisations, and communities through non-formal education. Established in 2020, Aspira focuses on creating innovative learning experiences that foster collaboration, creativity, and personal growth. With a team of four employees and several active volunteers, the organisation works locally and internationally to strengthen competences of educators, professionals, and adult learners. Its activities are guided by the belief that sustainable social development begins with education, inclusion, and active participation.

Aspira develops and implements educational projects, training programmes, and community initiatives that support adult learning, professional development, and social inclusion. Through Erasmus+, Creative Europe, CERV, DEAR, the European Social Fund, and national programmes, the organisation creates international learning environments where educators and practitioners exchange experiences, test innovative methodologies, and develop new educational tools. A key focus of Aspira's work is the development of non-formal learning methods, digital resources, and experiential approaches that help educators support reflection, personal development, and holistic learning processes.

The organisation also implements programmes aimed at social activation and inclusion of vulnerable groups, including long-term unemployed adults and adults with intellectual disabilities. Through coaching, creative workshops, and participatory community initiatives, Aspira promotes active citizenship, lifelong learning, and stronger cooperation between local stakeholders such as NGOs, schools, municipalities, and youth centres. With extensive experience in international cooperation and educational innovation, Aspira contributes to strengthening adult education practices and building more inclusive and resilient communities.



HOW TO USE THE HANDBOOK?

Adult educators can use the Balance in Practice Handbook as a practical guide for designing and facilitating learning activities that support reflection, personal development, and balanced life planning. Each chapter focuses on one key life area and follows the same clear and user-friendly structure, making it easy to navigate and integrate into different learning contexts. Each of the eight life areas begins with a short introductory description, explaining the importance of the topic in adult life, its connection to other areas, and the most common challenges participants may face. This helps Moderators set the context and relevance of the topic from the start.

This is followed by three practical activities, which form the core of each chapter. Each activity is presented in a consistent and structured way, including:

- Purpose.
- Learning outcomes.
- Duration and mode of work.
- Step-by-step implementation.
- Reflection questions.

This clear structure allows educators to quickly understand, select, and apply activities depending on their goals, group needs, and available time.

The activities are designed to be flexible and adaptable. They can be used in workshops, training sessions, coaching processes, or self-directed learning. Moderators are encouraged to adjust the depth, pace, and format of activities according to the participants' experience, group size, and learning environment. The handbook supports a practical, participant-centred approach, focusing on small, realistic steps and active engagement.

In addition, each chapter highlights connections between different life areas within this framework and offers practical guidance for Moderators. This supports a more holistic approach, helping participants better understand how different aspects of their lives are interconnected and how small changes in one area can positively influence others.

Are you ready to start?



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TARGET GROUP

The target group of these activities are adult learners who want to improve the quality of their everyday lives. This includes people who are interested in personal growth, better relationships, wellbeing, and more balanced life choices, as well as those facing challenges such as stress, financial insecurity, lack of direction, or low self-confidence.

USERS

The activities are especially suitable for adult educators, trainers, community workers, and moderators, who work with diverse groups, including people with fewer opportunities. They are designed to be practical, accessible, and easy to use, supporting participants in taking small, realistic steps toward positive change in different areas of life.

The activities are suitable for both less experienced and experienced educators, with some key points to consider. For all Moderators, the key is to keep the process participant-centered, practical, and respectful, focusing on small, meaningful steps rather than complex solutions.

For less experienced moderators, it is important to:

- focus on creating a safe and supportive environment where participants feel comfortable sharing.
- follow the structure step by step, without the need to improvise too much.
- keep instructions simple and clear.
- focus on practical outcomes rather than perfect delivery.

For more experienced moderators, we encourage:

- adapting activities to the specific needs and dynamics of the group.
- going deeper into reflection and discussion where relevant.
- combining tools and creating connections between different life areas.
- allowing more flexibility and participant-led learning.



MODE OF WORK

Most of the activities in this handbook are designed to be flexible and adaptable, meaning they can be implemented in face-to-face, online, or blended formats. Activities that are not suitable for on-line delivery are clearly marked.

In this area, we intentionally leave space for moderators to adapt the activities based on their needs, group dynamics, and technical confidence. The structure of each activity supports easy modification without losing its core purpose.

Where appropriate, activities can be enriched with simple digital tools such as Kahoot or Mentimeter to increase engagement and interaction. Other useful tools include Miro for visual collaboration, Google Forms for reflections or feedback, and Padlet for sharing ideas.

The focus should remain on simplicity, accessibility, and meaningful interaction, rather than on complex technology.

Handbook activities not easily applicable in online environments

The following activities may require adaptation or are less effective in fully online settings due to physical interaction, materials, or spatial elements:

- River of Success (physical version with string and objects).
- Relationship mapping circle (if done physically on large paper in space).
- Fractal drawing (can be done online but loses tactile/relaxation aspect).
- Dream map (collage with magazines, scissors, glue).
- Role-play activities with strong physical interaction (e.g. Boundaries role-play, conflict role-play – less dynamic online).
- Pair/group movement-based activities (e.g. walking along the “river”).
- Hands-on creative activities using physical materials (drawing, crafting, object placement).

Note: Most activities can still be adapted to online formats using digital tools (shared boards, breakout rooms), but may require simplification and may not fully replicate the experiential depth of in-person work.

ADAPTATIONS OF THE ACTIVITIES FOR LEARNERS WITH FEWER OPPORTUNITIES, DIFFERENT LEARNING STYLES AND DIGITAL AND ONLINE ENVIRONMENT

When implementing the activities from this handbook, moderators are encouraged to adapt them to the needs of diverse participants. This includes people with fewer opportunities, different learning styles, and those participating in digital or blended environments. The goal is not to redesign the activity completely, but to adjust delivery so that everyone can participate meaningfully.

For participants with fewer opportunities (e.g. lower education levels, learning difficulties, older adults, disabilities), moderators should:

- use simple, clear language.
- give concrete examples from everyday life.
- break tasks into small, manageable steps.
- allow more time for reflection and participation.
- offer different ways to respond (speaking, drawing, choosing, not only writing).
- ensure a safe, respectful, and non-judgmental environment.

For different learning styles, it is important to combine multiple approaches:

- visual (videos, drawings, diagrams, colours, templates).
- auditory (motivational speech, discussion, explanation, storytelling).
- kinesthetic (role-play, movement, practical exercises).
- reflective (individual thinking, journaling).

Using a mix of methods increases engagement and understanding for all participants.

For digital and online environments, moderators should:

- keep tools simple and intuitive.
- give clear instructions before using digital tools.
- allow time for technical support and questions.
- use interactive elements (chat, polls, breakout rooms).
- provide alternative options (e.g. camera off, written responses).
- ensure materials are accessible on different devices.

Across all contexts, moderators should focus on inclusion, flexibility, and participation.

WHAT DO WE NEED TO CARRY OUT THE ACTIVITY?

Materials and resources needed for activities:

- Flipchart or whiteboard.
- Markers (various colors).
- A4/A3 paper sheets.
- Notebooks or worksheets.
- Pens and pencils.
- Colored pencils / markers / crayons.
- Sticky notes (post-it notes).
- Printed templates (e.g. Wheel of Life, GROW model, Eisenhower Matrix, budget tables).
- Printed activity instructions (optional).
- Magazines, newspapers (for Dream Map / collage activities).
- Scissors and glue.
- String or rope (for “river” activities).
- Small objects (stones, blocks, figurines) or alternative paper cards.
- Timer or clock (to manage activities).
- Projector or screen (optional, for examples or instructions).
- Comfortable space for group work and movement.
- Online tools (for digital adaptation): shared documents, whiteboards (e.g. Miro, Jamboard), chat, breakout rooms.

SECTIONS

Before we delve into the individual areas of the wheel of life, let's take a comprehensive look at where we currently stand in our lives. Use the template: **Balance in practice**.

ENVIRONMENT

The environment in which we live and work directly shapes our well-being, focus, energy, and daily functioning. It includes our physical space, our habits, and the wider social and ecological context. A well-organised and comfortable space supports productivity, while small sustainable habits increase awareness and responsibility for our impact. This area is strongly connected to others in the project —supporting work efficiency, influencing health and finances, and strengthening relationships and personal development through community engagement.

In this handbook, the environment is explored through three practical directions: creating a comfortable and efficient space, adopting small sustainable habits, and designing simple social or environmental projects. These activities help participants move from awareness to action. Common challenges include lack of awareness, difficulty maintaining organised spaces, limited time or resources, and feeling overwhelmed by sustainability topics—therefore, the focus is on simple, realistic, and actionable steps.

1. Preparing a Comfortable and Efficient Space

Purpose To help participants assess and improve their physical environment to increase comfort, focus, and productivity.

Learning outcomes

- Awareness: Impact of environment on focus and wellbeing.
- Skills: Assess space and define simple improvements.
- Attitude/Knowledge: Value and apply basic workspace principles.

Duration 60 - 75 minutes.

Step-by-step implementation

1. Introduction (10 min):

Moderator explains how the physical environment directly affects focus, mood, energy, and productivity.

Focus: A cluttered or disorganized space can distract you. Keep only what you need for the current task to stay concentrated.

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Step-by-step implementation

Mood: Light, color, and small natural elements (plants, sunlight) influence how positive or relaxed you feel while working.

Energy: Poor lighting, uncomfortable seating, or stagnant air can make you tired. Movement breaks, fresh air, and ergonomic setup boost energy.

Productivity: Easy access to frequently used items and a clear workspace save time and help maintain flow.

Well-being: Comfort in your physical environment (chair, desk, monitor height, noise levels) reduces stress and supports creativity and efficiency.

2. Space Assessment (10–15 min):

Participants reflect on their current workspace/home space using 4 aspects: light, noise, organisation, and comfort (option: quick rating 1–5).

3. Identify Issues (10 min):

Participants list 3 main things that disturb their focus, comfort, or efficiency. They share it in pairs after.

4. Solution Brainstorm (15 min):

They continue in pairs. For each issue, participants define 1 simple, realistic improvement (e.g., declutter desk, adjust lighting, reduce distractions, reposition furniture).

5. Quick Redesign (10–15 min):

Participants sketch or briefly describe their improved space (on paper or digitally).

6. Sharing (5 min):

Participants share 1 concrete change they will implement immediately.

Reflection questions

- What in your space supports your focus and productivity?
- What distracts or drains your energy most?
- Which small change can have the biggest impact right now?
- How does your environment influence your mood and daily performance?

2. Green Habits Challenge – introducing small and sustainable lifestyle changes

Purpose

To help participants reflect on their everyday habits and identify small, realistic actions that contribute to a more sustainable and environmentally responsible lifestyle. The activity encourages awareness of how individual behaviour affects the environment and supports gradual behaviour change through achievable steps.

Learning outcomes

- Awareness: Daily habits affect personal and environmental wellbeing.
- Skills: Select and practice small sustainable actions from a concrete list.
- Attitude/Knowledge: Value gradual, achievable changes for long-term impact.

Duration

60 minutes.
Optional 7–14 day personal challenge period.

Step-by-step implementation

1. Intro (10 min):

Moderator links habits with environmental impact at the beginning of the activity:
Everyday habits have a direct impact on the environment, as small actions such as energy use, waste production, and transport choices accumulate over time and shape our overall footprint. Becoming aware of how daily routines affect resources is the first step toward more responsible behaviour. Sustainable change does not require large efforts at once—small, consistent actions are more effective and easier to maintain in the long term. Focusing on one or two realistic changes allows habits to gradually shift and become part of everyday life. At the same time, individual choices are closely connected to broader environmental challenges and also influence personal wellbeing, as more conscious living often leads to a greater sense of control and balance.

2. Mapping (15 min):

List daily habits (waste, energy, food, transport). Select 1–2 to improve.

3. Choose habit (10–15 min):

Pick 1 -3 habits (use provided list).

50 small green habits:

1. Bring a reusable shopping bag when going to the store.
2. Carry a reusable water bottle.
3. Turn off lights when leaving a room.
4. Unplug chargers and electronics when not in use.
5. Take shorter showers.
6. Turn off the tap while brushing your teeth.
7. Use a reusable coffee cup.
8. Buy seasonal and local food.
9. Reduce food waste by planning meals.
10. Freeze leftover food instead of throwing it away.
11. Walk or cycle instead of using a car for short distances.
12. Use public transportation at least once a week.
13. Share rides (carpooling) when possible.
14. Bring your own lunch to work.
15. Avoid single-use plastic products.
16. Reuse jars, containers, or packaging.
17. Sort waste for recycling.
18. Use both sides of paper when printing.
19. Reduce unnecessary printing.
20. Switch to energy-saving light bulbs.
21. Wash clothes at lower temperatures.
22. Run the washing machine only when it is full and during the night.
23. Air-dry clothes instead of using a dryer.
24. Repair items instead of replacing them.
25. Borrow tools or items instead of buying new ones.
26. Donate clothes you no longer use.
27. Buy second-hand items.
28. Reduce online shopping and packaging waste.
29. Choose products with less packaging.
30. Bring your own container for takeaway food.
31. Grow herbs or small plants on your window shelf or balcony at home.
32. Start composting organic waste.
33. Have a meatless day.
34. Try plant-based meals more often.
35. Drink tap water instead of bottled water.
36. Use natural cleaning products.
37. Open windows for natural ventilation instead of using air conditioning.
38. Turn down heating by one degree.
39. Spend more time outdoors instead of using digital devices.
40. Organize a clothing swap with friends.
41. Support local small businesses.
42. Bring reusable produce bags for fruits and vegetables.

Step-by-step implementation

43. Avoid disposable cutlery and straws.
44. Reuse gift wrapping or use sustainable alternatives.
45. Turn off electronic devices overnight.
46. Choose eco-friendly transportation for trips.
47. Plant a tree or participate in a local environmental action.
48. Pick up litter during a walk.
49. Share sustainability tips with friends or family.
50. Reflect once a week on your environmental impact.

4. Plan (10 min):

Define what, when, how.

5. Share (10 min):

Discuss in pairs/groups (challenges + support).

6. Follow-up (optional):

Reflect after 7–14 days (group/online).

Reflection questions

- What everyday habits have the biggest impact on the environment in your daily life?
- Which habit was easiest to change and why?
- What challenges did you experience during the challenge?
- What motivated you to continue the new habit?
- How did this small change influence your awareness of sustainability?

3. Designing Small Social & Environmental Projects for Your Local Community

Purpose

Identify local needs and design simple, actionable social or ecological projects (e.g. community clean-up action, food waste reduction initiative, organize basic workshops on different needs)

Learning outcomes

- Awareness: Recognize local social and ecological needs.
- Skills: Plan and implement simple, actionable community projects using structured tools.
- Attitude/Knowledge: Appreciate collaborative problem-solving and incremental positive change.

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Duration

90 - 120 minutes.

Step-by-step implementation**1. Intro (10 min):**

Together with participants define social/environmental problems in your local context (below you can find some examples).

Social problems:

- Limited access to education or training for adults.
- Social isolation among elderly or marginalized groups.
- Youth unemployment or lack of local career opportunities.
- Insufficient support for families or single parents.
- Poor community engagement or lack of volunteer participation.

Environmental problems:

- Littering and poor waste management in public areas.
- Excessive energy consumption in homes or public buildings.
- Air or water pollution from local industry or traffic.
- Loss of green spaces, parks, or community gardens.
- Low awareness of recycling, composting, or sustainable consumption.

2. Problem Tree (20 min):

In groups, define one problem (roots = causes, branches = effects).

3. Focus (10 min):

Select one key cause to address.

4. Idea (15 min):

Define a simple project (what to change, for whom, who, how, when).

5. SMART Goal (10 min):

Set a clear, realistic goal.

6. Small Steps (15–20 min):

List 3–5 concrete actions.

7. Share (10–15 min):

Present idea to the group and get feedback.

Reflection questions

- What problem is most relevant in your environment?
- What is the root cause?
- What small action can create change?
- Is your idea realistic?

FINANCES

Finances strongly influence our well-being, stress levels, confidence, and everyday decisions. They include income, expenses, saving habits, and personal beliefs about money. When individuals understand and manage their finances, they feel more secure, make better decisions, and can plan ahead. Simple habits like saving regularly and budgeting support independence and a sense of control.

This area is closely connected to other parts of the project. Financial stability affects health, relationships, and personal development, and even small changes can improve overall quality of life. In this handbook, finances are explored through saving habits, reflection on money beliefs, and practical budgeting skills. Common challenges include lack of knowledge, limiting beliefs, low confidence, and feeling overwhelmed, so the focus is on simple, realistic, and actionable steps.

1. 100 Ideas to Save Money – Building Financial Freedom

Purpose Identify practical ways to save money and build simple saving habits.

Learning outcomes

- Awareness: Recognise personal spending patterns and understand where money goes.
- Skills: Identify and apply practical saving actions to daily life.
- Attitude/Knowledge: Value consistent, small saving habits and build confidence in managing finances.

Duration 60 - 90 minutes.

Step-by-step implementation

1. Intro (10 min):
Moderator explains saving basics (small steps, consistency, financial cushion).

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Saving doesn't have to mean large amounts; even small, regular actions add up over time. It's important to know where your money goes, so tracking your spending helps you understand your habits. A financial cushion acts as a safety net for unexpected expenses and gives you peace of mind. Building a habit of saving gives you more control over your money and increases your financial security. Start with simple, realistic steps and gradually expand your saving habits as you feel more confident.

2. Awareness (10 min):

Participants reflect on spending habits (where money goes) -
Work sheet - **PERSONAL BALANCE SHEET**

3. 100 Ideas Selection (20 min):

Provide list of 100 saving ideas (below). Participants select 5–10 relevant for them.

100 Ideas to Save Money

Daily habits

1. Track daily expenses
2. Bring your own coffee
3. Cook at home
4. Plan meals
5. Avoid impulse buying
6. Use shopping list
7. Drink tap water
8. Reduce snacks buying
9. Use leftovers
10. Set daily spending limit

Shopping

11. Compare prices
12. Buy in bulk
13. Use discounts
14. Avoid brand products
15. Buy second-hand
16. Wait 24h before buying
17. Buy only what you need
18. Avoid online impulse shopping
19. Share purchases
20. Use cashback apps

Home

21. Turn off lights
22. Use energy-saving bulbs
23. Lower heating
24. Reduce water use
25. Fix leaks
26. Wash clothes at lower temp and during the night
27. Air-dry clothes
28. Unplug devices
29. Cook efficiently
30. Maintain appliances

Step-by-step implementation

Food

31. Meal prep weekly
32. Freeze food
33. Eat seasonal food
34. Reduce meat
35. Grow herbs
36. Avoid food waste
37. Bring lunch to work
38. Avoid eating out
39. Use simple recipes
40. Buy local

Transport

41. Walk more
42. Use bike/bike sharing
43. Use public transport
44. Carpool
45. Combine trips
46. Maintain vehicle
47. Drive efficiently
48. Reduce travel
49. Use monthly passes
50. Work from home when possible

Lifestyle

51. Cancel unused subscriptions
52. Use free activities
53. Borrow instead of buy
54. Repair items
55. DIY solutions
56. Limit entertainment spending
57. Share services
58. Use library and library of things
59. Sell unused items
60. Swap clothes

Financial habits

61. Save small amounts weekly
62. Set saving goal
63. Use separate savings account
64. Automate savings
65. Track monthly budget
66. Reduce debts
67. Avoid loans
68. Build emergency fund
69. Review expenses monthly
70. Plan big purchases

Digital & services

71. Use free apps
72. Cancel premium services
73. Use Wi-Fi instead of data
74. Compare service providers
75. Negotiate contracts if possible
76. Avoid late fees

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- 77. Use family plans
- 78. Track subscriptions
- 79. Use free software
- 80. Limit in-app purchases

Mindset

- 81. Focus on needs vs wants
- 82. Set priorities
- 83. Avoid comparison
- 84. Build discipline
- 85. Reward saving
- 86. Reflect weekly
- 87. Stay consistent
- 88. Learn basic finance
- 89. Set long-term goals
- 90. Stay motivated

Extra

- 91. Share housing costs
- 92. Use public resources
- 93. Join community groups
- 94. Exchange services
- 95. Use reusable items
- 96. Plan holidays early
- 97. Travel low-cost
- 98. Avoid penalties
- 99. Keep financial notes
- 100. Review and adjust habits regularly

4. Prioritise (10–15 min):

Choose top 3 realistic actions.

5. Plan (10–15 min):

Define when and how to apply them. Participants can work in pairs or small groups.

6. Share (10 min):

Exchange ideas among groups.

Reflection questions

- How do you feel after the workshop?
- Where do you spend most money?
- Which idea is easiest to start today?
- What habit can you change first?
- How will saving improve your security?

2. Money & Me Reflection – beliefs about money

Purpose Identify personal beliefs about money and how they influence behaviour.

Learning outcomes

- Awareness: Recognise personal beliefs about money and how they influence financial behaviour.
- Skills: Identify limiting and empowering beliefs, and reframe at least one limiting belief into a positive, actionable one.
- Attitude/Knowledge: Develop a more constructive mindset toward money and understand that beliefs can be changed to support financial wellbeing.

Duration 60 - 75 minutes.

Step-by-step implementation

1. Intro (10 min):

Moderator explains what beliefs are: Internal ideas and opinions about money that shape our decisions and behavior. How they develop: Beliefs form through family, culture, experiences, and the environment we grow up in. How to change them: By becoming aware of our beliefs, identifying which ones limit or support us, and consciously replacing at least one limiting belief with a more helpful, practical idea we can apply in daily life.

2. Self-check (15 min):

Participants read the belief list (below) and mark: true / not true.

Belief checklist (participants mark: TRUE / NOT TRUE)

Limiting beliefs (negative)
Money is hard to earn.
I will never have enough money.
Rich people are greedy.
I am not good with money.
Saving is impossible for me.
I don't deserve financial success.
Talking about money is bad.
Money causes problems.
I must spend money to feel good.
I can't control my spending.
I will always struggle financially.
Budgeting is too difficult.
I can't change my financial situation.
More money = more stress.
I don't understand finances.

Step-by-step
implementation

Empowering beliefs (positive)

I can learn how to manage money.
Small steps lead to financial stability.
I can control my spending.
Saving is possible, even in small amounts.
Money is a tool, not a goal.
I deserve financial security.
I can improve my financial habits.
Planning helps me feel safe.
I can make better financial decisions.
I learn from mistakes.
I can build a financial cushion over time.
My choices influence my financial future.
I can ask for help or learn.
Consistency is more important than amount.
I am capable of change.

3. Reflection (15 min):

Identify 2–3 beliefs that influence their behaviour most.

4. Reframing (15 min):

Replace 1 limiting belief with a more helpful one. Work in pairs or small groups.

5. Sharing (10–15 min):

Discuss in pairs/groups (optional).

**Reflection
questions**

- What beliefs about money did you learn growing up?
- Which belief limits you?
- Which belief supports you?
- What new belief do you want to build?

3. Needs vs Wants – Budgeting & Expense Control

Purpose

Distinguish needs vs wants, create a simple budget, reduce unnecessary costs.

**Learning
outcomes**

- Awareness: Recognize the difference between essential needs and optional wants in personal spending.

Learning outcomes

- Skills: Categorize expenses, create a simple household budget, and define practical rules to control spending.
- Attitude/Knowledge: Value mindful financial decisions, prioritize essentials, and adopt habits that support long-term financial stability.

Duration

70 - 90 minutes.

Step-by-step implementation

1. Intro (10 min):

Moderator explains difference: Needs = essential (rent, food, bills); Wants = optional (eating out, subscriptions, shopping).

2. Expense Listing (15 min):

Participants list all monthly expenses.

3. Categorisation (10–15 min):

Mark each expense: NEED / WANT.

Needs (essential):

1. Housing (rent, utilities)
2. Food (basic groceries)
3. Transport (work, school)
4. Health
5. Basic bills

Wants (optional):

1. Eating out
2. Shopping (clothes, gadgets)
3. Entertainment
4. Subscriptions
5. Travel

4. Budget Plan (15–20 min):

Create simple plan: income > allocate to needs first > then set limit for wants (e.g. 70/20/10 or similar).

5. Cost Reduction (10–15 min):

Identify 2–3 wants to reduce or remove.

6. Control Strategy (10–15 min):

Define rules (e.g. spending limit, 24h rule, cash use, tracking).

7. Sharing (optional 10 min):

Exchange tips in pairs/groups.

Reflection questions

- Which expenses are actually needs?
- Where do you overspend?
- What can you reduce immediately?
- What rule will help you stay within budget?

RELATIONSHIPS

Relationships are a key part of our well-being, sense of belonging, and overall life satisfaction. The quality of our personal and professional relationships affects our emotional health, confidence, communication, and ability to cope with challenges. Investing in relationships means developing skills such as active listening, clear communication, setting boundaries, and resolving conflicts. Strong, supportive relationships provide stability, trust, and a sense of connection, which are essential for a balanced and fulfilling life.

This life area is closely connected to other areas of the content. Healthy relationships support mental and physical health, influence our work environment, and contribute to personal growth and self-development. In this project, relationships are explored through practical tools such as communication exercises, conflict resolution, boundary-setting, and mapping support networks. The focus is on helping participants better understand their relational patterns and take small, concrete steps toward building more respectful, balanced, and supportive relationships in their everyday lives.

1. Relationship Circle – Mapping Support Networks

Purpose

Map personal and professional relationships; identify strengths and gaps in support networks.

Learning outcomes

- Awareness: Recognize the people and types of support in personal and professional networks.
- Skills: Map relationships, identify strengths and gaps, and plan small actions to strengthen connections.
- Attitude/Knowledge: Value supportive relationships, understand the role of social connections in wellbeing, and appreciate proactive engagement in networks.

Duration

60 - 75 minutes.

Step-by-step implementation

1. Intro (5–10 min):

Moderator explains the importance of support networks. Support networks are the people and connections we rely on for help, advice, and encouragement in life. Strong relationships improve wellbeing, reduce stress, and help us reach personal and professional goals. Not all support is the same—some people provide emotional support, others practical help, and others guidance or advice. Mapping your network helps you see who you can rely on, where support may be missing, and where you could build stronger connections. Even small actions, like reconnecting or asking for help, can strengthen your network and make a meaningful difference in your life.

2. Draw Circle (10 min):

Give each participant a blank sheet. Everybody draws three concentric circles: inner (closest relationships, family), middle (moderate closeness, close friends, coworkers), outer (less close/acquaintances, neighbours). Encourage participants to ask clarifying questions before starting.

3. Mapping (15–20 min):

Write names of people in your life in the zones based on closeness. Include family, friends, colleagues, mentors, and anyone else you interact with regularly. Encourage participants to think broadly, not just about daily contacts.

4. Identify Support (10 min):

Next to each name, mark the type of support they provide: emotional (listening, encouragement), practical (help with tasks, resources), or advice (guidance, mentoring). Use different colors or symbols for clarity. In pairs or small groups, discuss examples of support they receive and how it helps them. Moderator highlights that support can be situational and may change over time.

5. Analysis (10 min):

Look at the circles and ask: Where is my support strong? Where is it missing? Are there areas (inner/middle/outer) that need attention? Note any surprises or gaps. Facilitate discussion about patterns, such as dependence on a few people or missing professional/mentoring support.

6. Action (5–10 min):

Choose one small, realistic action: strengthen an existing connection, reconnect with someone, or expand your network (e.g., join a professional group, call a friend). Write it down with a simple plan: what, when, how. Share your chosen action in pairs or small groups. Encourage participants to offer supportive suggestions or ideas for maintaining connections. Optional follow-up: participants reflect after 1–2 weeks on progress.

Reflection questions

- Who do you rely on most?
- Where do you lack support?
- Which relationship needs attention?
- Who could you reconnect with?

2. Conflict Solving – Win-Win Approach

Purpose

Develop skills to resolve conflicts through mutual understanding and win-win solutions.

Learning outcomes

- Awareness: Recognize that conflict is normal and that win-win solutions are possible when both sides' needs are understood.
- Skills: Practice active listening, identify underlying needs versus stated positions, and develop collaborative solutions.
- Attitude/Knowledge: Value empathy, mutual respect, and constructive communication to resolve disagreements effectively.

Duration

90 minutes

Step-by-step implementation

1. Intro (10 min):

Conflict is a natural part of human interaction and happens whenever people have different needs, priorities, or perspectives. It is not something to fear or avoid, but an opportunity to understand each other better and find solutions that work for everyone. In this session, the goal is to approach conflicts with a win-win mindset, where both sides feel heard, respected, and understood. By focusing on the underlying needs rather than positions, we can turn disagreements into constructive outcomes and strengthen relationships.

2. Conflict Model (10 min):

Present steps: listen > understand needs > express own needs > find solution.

- Listen > Give full attention, avoid interrupting, notice both verbal and non-verbal cues.
- Understand needs > Ask yourself: What does the other person really need or want? Distinguish between positions ("I want this") and needs ("I need respect/clarity/time").

Step-by-step implementation

- Express own needs > Clearly state your needs without blaming or criticizing. Use “I” statements: I feel... because I need...
- Find solution > Brainstorm together. Focus on options that satisfy both sides. Ask: How can we meet both our needs?

3. Exercise 1 – Active Listening (15 min):

In pairs: A speaks (2 min), B listens without interrupting, then summarizes.

- Pair participants (A & B). Explain that the goal is to listen fully without interrupting or judging. Topic is decided together.
- Participant A speaks for 2 minutes about a small, real-life situation or feeling. B listens silently, making mental or brief notes.
- After 2 minutes, B summarizes what they heard, using phrases like: “What I hear you saying is...” or “I understand you feel... because...”
- Emphasize clarifying questions if B isn’t sure: “Do I understand correctly that...?”
- Switch roles, allowing each participant to practice both speaking and active listening.
- Optional reflection: Ask participants how it felt to be fully listened to, and what challenges they faced listening without interrupting.

4. Exercise 2 – Needs vs Positions (15 min):

Participants rewrite statements from “position” (what I want) to “need” (why I want it).

- Give participants 2–3 example statements (e.g., “You never help with chores.”).
- Ask participants to rewrite each statement, converting it from a position (“what I want”) to a need (“why I want it”). Example: Position: “You never help with chores.”
- Need: “I need support to keep our home organized and feel less stressed.”
- Participants can work individually or in pairs.
- Encourage them to identify the emotion and value behind the position (e.g., respect, safety, clarity, fairness).
- Discuss as a group: Ask for examples, highlight patterns, and emphasize that focusing on needs opens the path to collaborative solutions.

5. Case Study (20 min):

Groups solve real-life conflict (see examples below). Define needs of both sides + propose win-win solution.

Case 1 – Work conflict

Two colleagues argue:

A: “You never finish tasks on time.”

B: “You give me too much work.”

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**Step-by-step
implementation**

Goal:

- Identify needs: (A = reliability, B = realistic workload)
- Find solution: agree on deadlines + clearer task planning

Case 2 – Family conflict

Parent vs teenager:

Parent: "You spend too much time on your phone."

Teen: "You don't trust me."

Goal:

- Needs: (parent = safety, teen = autonomy)
- Solution: agree on time limits + freedom within rules

Case 3 – Shared living

Flatmates conflict:

A: "You never clean."

B: "You are too strict."

Goal:

- Needs: (A = order, B = flexibility)
- Solution: simple cleaning schedule + shared rules

Case 4 – Friends conflict

Two friends plan a weekend:

A: "I want to go out and be active."

B: "I just want to rest."

Goal:

- Needs: (A = fun/activity, B = rest/relaxation)
- Solution: combine both (e.g. short activity + relaxed evening)

Case 5 – Workplace communication

Manager vs employee:

Manager: "You are not proactive enough."

Employee: "I don't know what you expect from me."

Goal:

- Needs: (manager = initiative, employee = clarity)
- Solution: define clear expectations + regular check-ins

6. Role-play (10–15 min):

Act out the solution in pairs.

7. Debrief (10 min):

What worked? What was difficult?

**Reflection
questions**

- How do you usually react in conflict?
- Do you listen or defend first?
- What is the real need behind your position?
- What makes a solution fair for both sides?

3. Boundaries Role-play – Setting Healthy Boundaries

Purpose Learn why boundaries matter and practice clear, respectful boundary-setting.

Learning outcomes

- Awareness: Understand the importance of personal boundaries for wellbeing, energy, and relationships.
- Skills: Practice clear, respectful communication to set and maintain boundaries in everyday situations.
- Attitude/Knowledge: Value self-respect, assertiveness, and the balance between personal needs and others' expectations.

Duration 75–90 minutes

Step-by-step implementation

1. Intro (10 min):

Modeartor explains boundaries = what is OK / not OK for me. Purpose: protect time, energy, wellbeing, respect. Boundaries are the limits we set to define what is acceptable and what is not in our interactions with others. They help us protect our time, energy, and overall wellbeing, while also fostering mutual respect in relationships. Setting healthy boundaries is not about being rude or selfish—it's about being clear with ourselves and others about what we can reasonably give and what we need to prioritize. Today, we will explore why boundaries matter, recognize situations where we struggle to assert them, and practice expressing them in a calm and respectful way.

2. Examples (10 min):

Show clear vs unclear communication (see below).

3. Identify situations (10–15 min):

Participants list 2 real situations where they struggle to say no.

Why boundaries matter

- Protect time and energy
- Reduce stress and overload
- Improve relationships (clear expectations)
- Build self-respect
- Simple boundary structure
- Clear + short + calm

**Step-by-step
implementation**

- Say what you can / cannot do
- Optional short reason
- No over-explaining

Examples of boundary communication

Unclear:

- "Maybe later..."
- "I'll try..."

Clear:

- "I can't help today."
- "I'm not available this weekend."
- "I need time to rest."
- "I can do it tomorrow, not today."

Practice situations for role-play

- Colleague asks for extra work
- Friend asks for time when you are tired
- Family member expects help
- Someone interrupts your time

4. Build sentence (10–15 min):

Practice simple structure: "I can't... / I'm not available... / I need..." + short reason (optional).

5. Role-play (20–25 min):

In pairs: A asks (pressure), B sets boundary. Switch roles.

6. Debrief (10 min):

What felt difficult? What worked?

**Reflection
questions**

- Where do you say yes when you want to say no?
- What are you afraid of when setting boundaries?
- How do you feel after saying no?
- What boundary do you need most right now?

HEALTH

Health is a central aspect of wellbeing, influencing our energy, mood, focus, and ability to engage fully in daily life. It includes physical activity, nutrition, sleep, stress management, and emotional self-care. Paying attention to health enables individuals to feel more resilient, maintain balance, and respond effectively to challenges. Small, consistent habits—like mindful eating, regular movement, and reflection on emotional states—can have a lasting impact on overall wellbeing, providing a foundation for confidence, productivity, and life satisfaction.

In this project, health is connected to all other life areas. Physical and mental wellbeing supports work performance, financial management, and social relationships, while emotional balance enhances decision-making and personal growth. Even minor improvements in health routines can ripple across multiple areas, increasing energy, focus, and quality of life. This handbook addresses health through practical approaches such as daily self-reflection on body and mind, building sustainable health habits, and using creative methods like art to explore emotions, helping participants move from awareness to actionable steps for a healthier lifestyle.

1. Body & Mind Check-in – Daily Awareness

Purpose Build awareness of physical and emotional state (sleep, food, movement, mood).

Learning outcomes

- Awareness: Recognize the connection between daily habits, energy, and mood.
- Skills: Track and reflect on sleep, nutrition, movement, and emotional state; identify patterns and small improvements.
- Attitude/Knowledge: Value self-awareness and gradual, practical steps for enhancing wellbeing.

Duration 45 minutes.

Step-by-step implementation

1. Intro (10 min):

Moderator explains link: habits > energy > mood.

Our daily habits—what we eat, how we move, how much we sleep, and how we respond to stress—have a direct impact on our energy, focus, and mood. Today we'll explore these four areas to help you become more aware of how your habits affect your physical and emotional wellbeing. This exercise is about noticing patterns, not judging yourself, and identifying one small change you can try tomorrow to feel a bit better.

2. Model (10 min):

4 areas: sleep, food, movement, emotions.

Explain the connection between habits, energy, and mood.

Give concrete examples:

- Poor sleep > feeling sluggish, difficulty concentrating
- Skipping meals > low energy and irritability
- Lack of movement > tension or low motivation
- Stress > impacts both physical and emotional state

Encourage participants to observe these connections in their own life.

3. Self-check (10–15 min):

Participants reflect on the last 24 hours and rate each area on a scale of 1–5 (1 = poor, 5 = excellent).

Encourage honesty, remind them there are no right or wrong answers. They can use a journal, worksheet, or digital tool.

4. Pattern (5–10 min):

Identify 1 connection. Ask participants to look at their ratings and identify at least one pattern or connection:

- Example: low sleep > low energy
- Example: skipped breakfast > irritability

Invite them to share a pattern with a partner or small group if comfortable.

5. Action (5 min):

Choose 1 small improvement for next day.

- Drink 1 glass of water after waking up
- Walk 5–10 minutes daily
- Stretch for 3 minutes
- Go to sleep 15 minutes earlier
- Eat 1 healthy meal per day
- Take 3 deep breaths before stress
- Reduce screen time before sleep
- Stand up every hour

Reflection questions

- How is your energy today?
- What affects your mood most?
- What pattern do you notice?
- What small change can you try tomorrow?

2. Emotional River – Visualising Feelings Through Art

Purpose Increase awareness of daily emotions and understand their meaning/messages.

Learning outcomes

- Awareness: Recognize daily emotions and understand them as signals, not good or bad.
- Skills: Identify key emotional moments, interpret their causes, and reflect on their meaning.
- Attitude/Knowledge: Value emotions as informative guides for self-awareness and personal wellbeing.

Duration 60 - 75 minutes.

Step-by-step implementation

1. Intro (10 min):

Moderator explains emotions = signals/messages (not good/bad). Introduce metaphor: day = river (calm, fast, blocked...). Emotions are not good or bad—they are signals, messages from our mind and body about what matters to us and what we need. Today, we will explore our emotions as if they were a river flowing through the day: sometimes calm, sometimes fast, sometimes blocked. This metaphor helps us see patterns and understand what our emotions are telling us. The goal is to become more aware of your feelings, recognize triggers, and reflect on what messages your emotions carry about your needs, boundaries, and wellbeing.

How to understand emotions (used in activity)

Emotions = information (not problems)

Example:

- Stress > “Something is too much”
- Anger > “A boundary is crossed”
- Sadness > “Something matters to me”
- Joy > “This is good for me”

Introduce the “river of the day” metaphor: calm flow = peaceful moments; rapid flow = high energy or stress; blocked sections = difficult emotions or obstacles.

2. Drawing the Emotional River (20–25 min):

Each participant draws a river representing their (last) day. Use colors, shapes, symbols, and line styles to show the type, intensity, and flow of emotions.

**Step-by-step
implementation**

Encourage creativity: flowing lines for calm, jagged or wavy lines for tension, circles or blocks for obstacles.

3. Identify Emotions (10–15 min):

Participants mark key emotional moments along their river (e.g., stress, calm, joy, anger).

Use a simple legend or color code if helpful (e.g., red = stress, yellow = joy).

Participants can briefly annotate each moment with a short description (e.g., “argument with colleague,” “walk in nature”).

4. Reflect on Meaning (10–15 min):

For each key emotion, participants answer:

- What caused this emotion?
- What is it telling me about my needs, boundaries, or wellbeing?

Encourage participants to focus on patterns and messages rather than judging the emotions as positive or negative.

Optional: note 1–2 small actions they could take tomorrow to support positive emotions or reduce triggers of stress/anger.

5. Sharing (10–15 min):

Optional sharing in pairs/small groups.

**Reflection
questions**

- What emotions appeared during your day?
- Where was your river calm or intense?
- What triggered strong emotions?
- What message do these emotions bring?

3. Coping with Fear and Anxiety – Awareness & Regulation

Purpose

Help participants recognise fear/anxiety and apply simple coping strategies.

**Learning
outcomes**

- Awareness: Recognize personal fear and anxiety triggers and notice physical/emotional responses.
- Skills: Apply simple coping strategies (breathing, grounding, breaking tasks, seeking support).
- Attitude/Knowledge: Value self-awareness and proactive management of fear/anxiety as part of personal wellbeing.

Duration

60 - 75 minutes.

Step-by-step implementation**1. Intro (5 min):**

The moderator explains that fear and anxiety are normal human responses to uncertainty or situations we perceive as threatening. Everyone experiences them in different ways. The goal of this activity is not to eliminate these feelings, but to notice them, understand what they are telling us, and learn simple ways to manage them. By recognizing triggers and responses, participants can take small, practical steps to feel more in control.

2. Identify a Fear/Anxiety Situation (10 min):

Participants think of one current situation that causes them fear or anxiety and write it down briefly. The facilitator encourages honesty and reminds them there are no right or wrong answers—only personal experiences.

3. Body Awareness (5–7 min):

Participants focus on how this fear shows up in their body (e.g. tension, breathing, heart rate, stomach). They note these sensations. The facilitator may guide 1–2 slow breaths to help participants observe any small changes.

4. Anxiety Externalisation – Name & Distance (10 min):

The facilitator introduces the idea that anxiety feels stronger when we fully identify with it (“I am anxious”) and becomes more manageable when we create distance (“I notice anxiety”).

Participants:

Write: “I am worried about...”

Rephrase: “I notice that I am having the thought that...” or “A part of me feels...”

Then they give their anxiety a simple name or character (e.g. “the critic,” “the alarm”).

Short reflection:

How does the wording change how you feel?

Does naming the feeling create more distance?

The moderator emphasizes that this is about understanding anxiety, not ignoring it.

5. Explore the Meaning (5–7 min):

Participants reflect on what their fear might be communicating. The facilitator explains that emotions often carry useful information.

Participants write a short note:

- What is this fear warning me about?
- What do I need? (e.g. support, preparation, clarity, rest)

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**Step-by-step
implementation**

6. Practice Coping Tools (5–7 min):

Participants try 1–2 simple techniques:

- Breathing: inhale 4 sec, exhale 6 sec
- Grounding: 5 things you see, 4 feel, 3 hear...
- Small steps: break the situation into manageable actions
- Talk: imagine or plan sharing with someone

The moderator encourages noticing any small shift in body or thoughts.

7. Action Step (3–5 min):

Each participant defines one small, realistic step they will take in relation to their situation (e.g. start with one task, ask for support, prepare in advance). The focus is on simple, achievable action.

**Reflection
questions**

- What triggers your fear/anxiety?
- How does your body react?
- What message does this feeling bring?
- What helps you calm down?

FAMILY

Family relationships have a profound impact on our emotional stability, sense of belonging, and overall wellbeing. Investing time and care in family connections helps individuals feel supported, reduces stress, and fosters resilience during challenges. A strong family network provides emotional support, practical help, and a foundation for shared values and traditions.

The approach highlights family as a central life area, encouraging participants to map connections, reflect on the quality of relationships, and take small steps to strengthen bonds. Even minor improvements in communication or shared time can enhance life satisfaction across other areas, including health, work, and personal growth.

1. Time & Energy Balance

Purpose Help participants assess how their time and energy are distributed between family and other life areas, and identify opportunities for balance and realistic prioritization.

Learning outcomes

- Awareness: Recognize current patterns of time and energy allocation.
- Skills: Analyze schedules and identify imbalances.
- Attitude/Knowledge: Value conscious planning to improve wellbeing and family engagement.

Duration 60–90 minutes

Step-by-step implementation

1. Intro Discussion (10 min):
Moderator explains time and energy as resources, links energy levels to wellbeing, productivity, and relationships. Time and energy are our most valuable resources. How we allocate them affects our wellbeing, relationships, and productivity. Today, we will explore how you spend your time and energy across different areas of life, especially family, and identify ways to achieve a more balanced and sustainable rhythm. The goal is not to judge, but to become aware and take small, realistic steps for improvement.

**Step-by-step
implementation**

Ask participants to share a typical day in pairs.

2. Mapping Exercise (15–20 min, individual):

Each participant lists weekly activities, estimates time and energy spent, and categorizes them by life areas: family, work, leisure, household, other. **Working sheet**

3. Group Reflection (10–15 min, pairs/small groups):

Compare patterns with others, discuss surprising insights or energy drains.

4. Assessment (10 min, individual):

Identify areas that are over- or under-resourced. Circle areas needing change.

5. Action Planning (15 min, small groups):

Choose 1–2 areas to adjust. Define concrete, realistic steps (e.g., schedule 30 min daily family time or 10-min self-break).

6. Sharing & Wrap-up (10–15 min):

Share insights and commitments in pairs or triads.

**Reflection
questions**

- Where do I spend most of my time and energy?
- Which areas feel neglected or drained?
- How does this impact my wellbeing and family relationships?
- What small change could improve my balance?

2. The 4 Love Languages

Purpose

Introduce participants to the concept of love languages and help them understand how different people give and receive love.

**Learning
outcomes**

- Awareness: Identify personal primary love language and recognize those of others.
- Skills: Apply love languages to express appreciation and support.
- Attitude/Knowledge: Value different expressions of love and emotional needs.

Duration

60–75 minutes

Step-by-step implementation

1. Intro (10 min):

Present the languages of love: Words of Affirmation, Quality Time, Acts of Service, Gifts, Physical Touch. Ask participants for examples of each in their life.

Each of us gives and receives love differently. Understanding our own love language and the love languages of those close to us helps us communicate care more effectively and strengthen relationships. Today, we will explore the languages of love and practice simple ways to express love in ways that are meaningful to others.

2. Self-Assessment (10–15 min, individual):

Complete a short questionnaire to identify primary love language: **Love language questionnaire**. Reflect in writing on how they feel most loved.

3. Pair Exercise (10 min, pairs):

Share results in pairs and find patterns.

4. Mapping Others (15 min, individual/small groups):

Identify 1–2 close people and guess their primary love language. Discuss in pairs how adapting your behavior could improve the relationship.

5. Role-Play / Application (15–20 min, pairs):

Practice expressing care in the partner's love language using real-life scenarios (e.g., planning a small gesture, giving words of affirmation).

6. Sharing & Debrief (10 min, small groups):

Discuss insights, challenges, and commitments to try expressing love differently.

Reflection questions

- What is my primary love language?
- How do I usually show care to others?
- How can I adapt my actions to meet the needs of others?
- Which relationship could benefit most from this understanding?

3. The 4 Ears Listening Model

Purpose

Increase awareness of how people perceive messages differently and strengthen active listening and communication skills.

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Learning outcomes

- Awareness: Recognize the 4 ways of listening: factual, self-revealing, relational, and appeal.
- Skills: Apply the model to listen actively, clarify meaning, and respond constructively.
- Attitude/Knowledge: Value empathy and reflective listening to reduce misunderstandings.

Duration

60–90 minutes

Step-by-step implementation

1. Intro Explanation (10 min):

Moderator describes the 4 ways of listening concept and gives examples of statements and show how each can be interpreted differently.

Communication is more than just words; it is how we listen and interpret messages.

The model explains that every message can be interpreted in four different ways, depending on what we focus on:

Factual (Content Ear) – Focuses on the objective information. What is being said?

A person listening with this ear pays attention to facts, data, and clarity.

Example: Someone says, "The meeting starts at 9."

> The listener understands: "The meeting time is 9:00."

Self-revealing (Self-disclosure Ear) – Focuses on what the speaker reveals about themselves.

What does this say about the speaker?

The listener tries to understand the speaker's feelings, intentions, or state.

Example: Someone says, "The meeting starts at 9."

> The listener thinks: "They are organized and want things to run on time" or "They might be stressed about punctuality."

Relational (Relationship Ear) – Focuses on how the speaker sees the listener.

What do they think about me?

The listener interprets tone, respect, or attitude.

Example: Someone says, "The meeting starts at 9."

> The listener feels: "They think I might be late" or "They don't trust me to be on time."

Appeal (Call-to-action Ear) – Focuses on what the speaker wants.

What do they want me to do?

The listener looks for requests or expectations.

Example: Someone says, "The meeting starts at 9."

> The listener understands: "I should arrive on time (or earlier)."

Because people tend to “listen” more through certain ears, the same message can be understood very differently. This is why misunderstandings happen—and why being aware of these four perspectives can significantly improve communication. Today, we will practice listening intentionally to reduce misunderstandings and improve our relationships both at work and at home.

2. Example Analysis (10–15 min, small groups):

In triads, discuss short statements and identify which ear is being heard. Compare interpretations.

Examples for discussion:

“You’re late again.”

- Factual: You arrived late.
- Self-revealing: The speaker is frustrated or values punctuality.
- Relational: The speaker thinks I am unreliable.
- Appeal: Be on time next time.

“This report is not finished.”

- Factual: The report is incomplete.
- Self-revealing: The speaker is concerned about deadlines or quality.
- Relational: The speaker doubts my competence.
- Appeal: Finish the report soon.

“It’s quite noisy here.”

- Factual: There is noise in the environment.
- Self-revealing: The speaker feels distracted or uncomfortable.
- Relational: The speaker thinks I am making too much noise.
- Appeal: Lower the noise or change the environment.

“You didn’t call me.”

- Factual: No call was made.
- Self-revealing: The speaker may feel hurt or disappointed.
- Relational: The speaker feels unimportant to me.
- Appeal: Call me next time or stay in touch.

“Can you check this?”

- Factual: A task needs reviewing.
- Self-revealing: The speaker may feel unsure or need support.
- Relational: The speaker trusts my opinion (or doubts their own).
- Appeal: Review and give feedback.

3. Paired Practice (15–20 min, pairs):

Partner A shares a short story or concern; Partner B identifies which ear they used and summarizes the message. Switch roles.

**Step-by-step
implementation**

4. Group Reflection (10–15 min):

Discuss situations where listening with the “wrong ear” caused misunderstandings.

5. Action Planning (10–15 min, individual):

Identify one real-life situation to apply the 4 ears consciously in the coming week.

6. Sharing & Debrief (10–15 min, small groups):

Share experiences, challenges, and strategies for listening more effectively.

**Reflection
questions**

- Which listening ear do I tend to use most?
- How does my interpretation differ from the speaker’s intention?
- When have misunderstandings happened due to different ears?
- What can I do to listen more effectively in my relationships?

WORK

Work influences financial security, personal fulfillment, and social engagement. A balanced and purposeful approach to work allows individuals to experience achievement, recognition, and growth while preventing burnout and stress.

This methodology supports participants in evaluating work satisfaction, setting realistic goals, and identifying areas for improvement or career development. By reflecting on work-life balance and aligning professional activity with personal values, participants can increase motivation, efficiency, and overall life satisfaction, creating positive spillover effects on health, relationships, and self-development.

1. Skills Transfer Exercise – Recognising and Transferring Skill

Purpose Help participants recognize existing skills and apply them across different life and work contexts.

Learning outcomes

- Awareness: Identify personal skills from different life areas.
- Skills: Transfer skills to new contexts (work, learning, personal life).
- Attitude/Knowledge: Value existing competencies and build confidence in using them.

Duration 60–90 minutes

Step-by-step implementation

1. Intro & Examples (10 min):

Moderator explains skill transfer (e.g., parenting > time management, sports > discipline). Many of the skills we use in daily life—at home, in hobbies, or in past experiences—are highly valuable in work and other contexts. However, we often don't recognize or use them consciously. Today, we will explore how to identify your existing skills and learn how to transfer them across different areas of life. This helps build confidence, flexibility, and new opportunities.

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2. Skill Mapping (15–20 min, individual):

Participants list skills from 3 areas: work, personal life, hobbies. Suggested areas:

- Communication (clear speaking, listening, giving feedback)
- Organization (planning tasks, managing time, prioritizing)
- Problem-solving (finding solutions, thinking creatively)
- Teamwork (collaborating, supporting others, sharing responsibilities)
- Leadership (taking initiative, guiding others, decision-making)
- Adaptability (handling change, learning new things quickly)
- Responsibility (reliability, meeting deadlines, accountability)
- Conflict resolution (managing disagreements, finding compromises)
- Emotional intelligence (understanding own and others' emotions)
- Critical thinking (analyzing situations, making informed decisions)
- Creativity (generating ideas, thinking outside the box)
- Technical/digital skills (using tools, platforms, software)
- Planning and budgeting (managing money, resources, schedules)
- Self-discipline (staying focused, following through)
- Customer/service orientation (helping others, understanding needs)
- Negotiation (finding agreements, balancing interests)
- Learning skills (self-learning, curiosity, improving knowledge)
- Stress management (staying calm under pressure)
- Attention to detail (accuracy, precision)
- Practical skills (cooking, repairing, organizing home tasks)

3. Pair Exchange (10–15 min, pairs):

Partners review each other's lists and add missing skills (external perspective).

4. Transfer Exercise (15–20 min, small groups):

Choose 3–5 skills and define how they apply in another context (e.g., teamwork at home > teamwork at work).

5. Action Planning (10–15 min):

Each participant defines 1 situation where they will apply a transferred skill.

6. Sharing (10 min):

Participants share insights and examples in small groups or in a whole group.

Reflection questions

- Which skills do I already have but don't use enough?
- Where could I apply them in a new context?
- What surprised me about my abilities?
- What is one skill I will use differently from now on?

2. Passion vs. Flow

Purpose

Help participants understand the difference between passion and flow and identify activities that bring engagement and meaning.

Learning outcomes

- Awareness: Recognize personal passions and flow experiences.
- Skills: Identify conditions that create focus and engagement.
- Attitude/Knowledge: Value both enjoyment and engagement in decision-making.

Duration

60–75 minutes

Step-by-step implementation

1. Intro & Concepts (10 min):

Moderator explains:

Passion = what you like

Flow = deep focus, losing track of time

Ask for quick examples from participants.

We often hear that we should “follow our passion,” meaning doing what we enjoy or feel excited about. However, passion alone does not always lead to satisfaction or long-term engagement—it can be inconsistent, change over time, or remain only an idea without action. In contrast, flow is a psychological state in which we are fully focused, immersed, and energized by what we are doing, often losing track of time. Flow usually happens when there is a balance between challenge and skill, clear goals, and minimal distractions. Understanding the difference is important: passion is about what we like, while flow is about how we experience an activity. We may feel passionate about something but not experience flow if it is too easy, too difficult, or not structured. On the other hand, we can experience flow even in activities we did not initially see as our passion. By exploring both concepts together, we can make more informed choices—focusing not only on what attracts us, but also on what truly engages and sustains our energy over time.

2. Reflection Exercise (10–15 min, individual):

Participants write:

- 3 activities they enjoy (passion) – things they like, feel excited about, or are naturally drawn to.
- 3 activities where they lose track of time (flow) – moments when they feel fully focused, engaged, and absorbed in what they are doing.

Step-by-step implementation

Encourage participants to think of real, recent situations (not only ideal or “dream” activities) and to be specific (e.g., “working on a project,” “cooking a new recipe,” “solving a problem at work”). They can also reflect on how they feel during and after each activity (energized, tired, motivated), as this helps them better distinguish between passion and flow.

3. Pair Discussion (10–15 min):

Compare lists: where do passion and flow overlap? Where do they differ?

Follow-up questions to deepen reflection:

- Are there activities that appear in both lists? What makes them both enjoyable and engaging?
- Which activities are only “passion” but not “flow” — and why might they not fully engage you?
- Which activities create flow even if they are not your strongest passion?
- What conditions (environment, difficulty, focus, time) help you move from passion into flow?
- What does this tell you about how you might design your work or daily routine differently?

4. Flow Analysis (15 min, small groups):

Discuss conditions for flow: challenge, focus, clear goals, no distractions.

Guiding questions:

- Which of these conditions is most often present in your daily life, and which is missing?
- When do you feel most focused and free from distractions, and what helps create that state?
- How could you adjust your environment or tasks to better match your skills with the right level of challenge?

5. Application (10–15 min, individual):

Participants choose 1 activity and define how to increase flow (reduce distractions, set challenge, schedule time).

6. Sharing (10 min):

Exchange ideas and insights in small groups or in a whole group.

Reflection questions

- What activities give me energy vs drain me?
- What are the insights from today’s workshop?
- How can I create more flow in daily life?
- How can I align passion and flow in my choices?

3. Time Management

Purpose

Help participants prioritize tasks effectively and reduce overload.

Learning outcomes

- Awareness: Distinguish between urgent and important tasks.
- Skills: Organize tasks and priorities.
- Attitude/Knowledge: Value prioritization and focus over constant busyness.

Duration

60–90 minutes

Step-by-step implementation

1. Intro & Model (10 min):

Moderator explains: Many people feel overwhelmed not because they have too much to do, but because they struggle to prioritize effectively. The matrix is a simple tool that helps distinguish between what is urgent and what is important. Today, we will use this tool to organize tasks, reduce stress, and focus on what really matters.

Explain 4 quadrants:

- Urgent + Important (do now)
- Important + Not urgent (plan)
- Urgent + Not important (delegate)
- Not urgent + Not important (eliminate)

	URGENT	NOT URGENT
IMPORTANT	DO FIRST • Crisis situations • Deadlines • Pressing problems • Immediate issues	SCHEDULE • Planning & preparation • Personal development • Long-term goals • Relationship building
NOT IMPORTANT	DELEGATE • Interruptions • Some meetings • Low-priority tasks • Routine tasks others can do	ELIMINATE • Time wasters • Excessive social media • Unnecessary activities • Distractions

Step-by-step
implementation

2. Task Listing (10–15 min, individual):

Participants write down all current tasks from both work and personal life. The Moderator emphasizes that this should be a complete “brain dump” without filtering, prioritizing, or judging the tasks at this stage.

3. Matrix Sorting (15–20 min, individual):

Participants place each task into the 4 quadrants using the provided template: [Matrix](#). The moderator reminds them to focus on importance vs. urgency, not on personal preference or habit, and to move tasks between quadrants if needed during reflection.

4. Pair Review (10–15 min, in pairs):

Participants discuss their matrix with a partner and explain their choices. The moderator encourages them to check for inconsistencies, question assumptions (“Is this really urgent?”), and notice any surprising placements or patterns.

5. Prioritization (10–15 min, individual):

Participants review their matrix and select key priorities: 2 tasks to do immediately, 2 tasks to schedule for later, and 1 task to delegate or eliminate. The moderator highlights the importance of realism and focus on what truly creates value.

6. Action Planning (10–15 min, small groups):

In small groups, participants share their selected priorities and define concrete next steps, including deadlines and first actions. The moderator supports discussion on practical strategies for staying focused and avoiding overload or distraction.

**Reflection
questions**

- Which tasks take most of my time but are not important?
- What do I tend to postpone?
- How can I focus more on important (not urgent) tasks?
- What can I eliminate or delegate?

RELAX

Relaxation is essential for mental, emotional, and physical recovery. Prioritizing rest, leisure, and mindful activities helps reduce stress, recharge energy, and improve focus and creativity.

The approach emphasizes the importance of planning relaxation into daily life and exploring meaningful leisure activities, helping participants recognize the role of downtime in overall wellbeing. Even short, consistent periods of relaxation can strengthen resilience, improve emotional regulation, and support productivity and healthy relationships across all life areas.

1. Stress vs. Stressor

Purpose Help participants distinguish between stress and stressors and develop simple strategies to manage stress responses.

Learning outcomes

- Awareness: Understand the difference between stress (internal reaction) and stressor (external trigger).
- Skills: Identify personal stress triggers and responses.
- Attitude/Knowledge: Value self-regulation and proactive stress management.

Duration 60–75 minutes

Step-by-step implementation

1. Intro & Concept (10 min):

Moderator explains: Stress is a natural part of life, but not all stress comes from the same place. Often, we confuse the external situation (the stressor) with our internal reaction (stress). Today, we will explore this difference, so you can better understand what triggers stress and how to respond more effectively. The goal is not to eliminate stress, but to manage it with more awareness and control.

Examples of stressors vs stress responses (for discussion):

Deadline at work

- Stressor: A task must be finished by tomorrow
- Stress: Feeling pressure, tension, difficulty concentrating

**Step-by-step
implementation**

Conflict with a colleague or family member

- Stressor: Disagreement or argument
- Stress: Anxiety, emotional overload, irritation

Loud or distracting environment

- Stressor: Noise in office or home
- Stress: Fatigue, reduced focus, mental overload

Financial uncertainty

- Stressor: Unexpected expense or low income
- Stress: Worry, insecurity, sleep difficulties

Too many tasks at once

- Stressor: Multiple competing responsibilities
- Stress: Feeling overwhelmed, stress, procrastination

Pair discussion task:

Participants work in pairs and identify real-life examples from their own experience, distinguishing between what was the stressor and what was their stress reaction.

2. Identify Stressors (10–15 min, individual):

Participants identify and write down 3 current stressors from different areas of life (work, family, daily responsibilities, or environment). The moderator clarifies that stressors are external situations or demands, not feelings, and encourages participants to focus on real and recent examples.

3. Stress Response Mapping (10–15 min, individual):

For each stressor, participants describe their personal stress response in three dimensions: physical (what happens in the body, e.g., tension, headache), emotional (feelings, e.g., anxiety, frustration), and behavioral (actions, e.g., avoidance, rushing, silence). The moderator highlights that responses can differ greatly between individuals, even for the same stressor.

4. Pair Discussion (10–15 min):

Participants share one selected example with a partner and compare how they experience and respond to stress differently. The moderator encourages active listening and reflection on similarities and differences in stress reactions, without judgment or problem-solving at this stage.

5. Reframing & Control (15–20 min, small groups):

In small groups, participants discuss each stressor and identify what is within their control (e.g., reactions, communication, planning) and what is not (external events, others' behaviour). They then define at least one simple coping strategy per stressor, such as pausing before reacting, using breathing techniques, or breaking tasks into smaller steps.

Step-by-step implementation

6. Action Step (5–10 min):

Each participant chooses one upcoming stressful situation and defines a concrete, realistic action they will try next time. The moderator emphasizes small, practical steps that can be easily applied in real-life situations.

Reflection questions

- What are my most common stressors?
- How does my body react to stress?
- What can I control in stressful situations?
- What small strategy can I apply next time?

2. Joy List – Identifying Personal Sources of Joy

Purpose

Help participants identify personal sources of joy and integrate small, meaningful activities into daily routines.

Learning outcomes

- Awareness: Recognize personal sources of joy and relaxation.
- Skills: Create a practical “joy list” and plan small positive activities.
- Attitude/Knowledge: Value small moments as important for wellbeing and balance.

Duration

60–75 minutes

Step-by-step implementation

1. Intro & Discussion (10 min):

Moderator explains: In everyday life, we often focus on tasks, responsibilities, and problems, while small sources of joy are easily overlooked or taken for granted. However, noticing and experiencing small positive moments is essential for maintaining psychological wellbeing, emotional balance, and resilience, especially in stressful periods. These small moments act as “micro-resources” that help restore energy, improve mood, and support a more positive outlook on daily life. When we become more aware of them, we also strengthen our ability to cope with challenges in a healthier way. Today, we will explore what brings you joy and how you can intentionally include more of it in your daily life.

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Ask: What brings you joy? Why do we often forget or overlook small joys in everyday life?
Short pair sharing.

2. Joy Brainstorm (15–20 min, individual):

Participants write their personal “Joy List” (10–20 items). The moderator emphasizes that these do not need to be big or special activities—small, everyday moments are equally important and often more realistic to integrate into daily life. The focus is on noticing what already brings a sense of ease, pleasure, or calm.

3. Inspiration List (10 min):

Provide examples to expand ideas and support participants who may struggle to think of their own. The moderator highlights that inspiration is not a checklist to copy, but a prompt to help broaden awareness of possible sources of joy.

List of Small Joy Ideas (examples):

Nature & Movement

- Short walk outside
- Sitting in the sun
- Watching the sky or sunset
- Light stretching
- Listening to nature sounds
- Hugging trees

Simple Daily Pleasures

- Drinking coffee/tea slowly
- Reading a few pages of a book
- Listening to music
- Cooking a favorite meal
- Taking a warm shower

Social & Connection

- Calling a friend
- Sharing a meal
- Giving a compliment
- Spending time with family
- Playing with children or pets

Creativity & Relaxation

- Drawing or doodling
- Writing thoughts or journaling
- Watching a movie
- Crafting or DIY
- Taking photos

Mind & Calm

- Deep breathing
- Short meditation
- Sitting in silence
- Gratitude reflection
- Reducing screen time

Step-by-step implementation

4. Pair Exchange (10–15 min):

Participants share their joy lists in pairs and listen for new ideas. The moderator encourages participants to actively note down at least one new idea from their partner that they would like to try themselves.

5. Prioritization (10–15 min):

Participants select 3 simple and realistic activities from their list that they can easily include in the coming week. The moderator emphasizes feasibility—choosing actions that require little time, resources, or planning.

6. Action Planning (10 min):

Participants define when and how they will integrate these activities into their routine (e.g., morning, breaks, evening). The moderator highlights the importance of consistency over intensity, encouraging small but regular moments of joy.

Reflection questions

- What small things bring me joy?
- How often do I allow time for them?
- What prevents me from doing them more often?
- Which 3 activities can I start this week?

3. Fractal Drawing

Purpose

Use Intuition drawing to support relaxation, focus, and emotional expression.

Learning outcomes

- Awareness: Experience the calming effect of creative expression.
- Skills: Use simple drawing techniques for relaxation and focus.
- Attitude/Knowledge: Value creative activities as tools for wellbeing.

Duration

60–75 minutes

Step-by-step implementation

1. Intro & Example (10 min):

Intuition drawing is a simple and calming creative method that helps us relax, focus, and express emotions without needing artistic skills.

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Step-by-step implementation

It is based on intuitive drawing and repetition, which can support concentration, reduce stress, and increase self-awareness. Today, we will use Intuition drawing as a tool for relaxation and reflection.

Show simple Intuition drawings. Emphasize: no artistic skills needed.

2. Drawing Base (10–15 min, individual):

Participants draw a continuous line on paper (eyes closed or open), allowing the hand to move freely and creating spontaneous, non-planned shapes. The moderator emphasizes that there is no “right” or “wrong” way to draw and that the focus is on releasing control and allowing natural expression.

3. Coloring (20–25 min, individual):

Participants fill the created shapes with colors, patterns, or repetition. The moderator encourages them to work intuitively, choosing colors based on feeling rather than logic, and to focus fully on the process rather than the final product or aesthetic quality.

4. Reflection (10–15 min):

Participants observe their completed drawing and reflect on colors, shapes, and overall impression. The moderator guides reflection with questions such as: What emotions or states do you notice in your drawing? What feels calm, intense, or balanced?

5. Pair Sharing (10–15 min):

Participants share their experience in pairs, focusing on how they felt during the process rather than interpreting or judging the artwork. The moderator reminds them that the goal is expression and awareness, not artistic evaluation.

6. Closing (5–10 min):

Participants briefly discuss how this simple drawing method could be used in everyday life as a tool for relaxation, stress release, or emotional expression. The moderator highlights that even a few minutes of creative activity can support mental wellbeing.

Reflection questions

- How did I feel during the drawing process?
- Did my focus or mood change?
- What do I notice in my drawing?
- How can I use this activity to relax in daily life?

SELF-DEVELOPMENT

Investing in self-development nurtures skills, knowledge, and personal growth, contributing to confidence and long-term life satisfaction. This includes learning new abilities, reflecting on experiences, and pursuing meaningful goals.

The approach encourages participants to identify opportunities for growth, set realistic objectives, and track progress, linking personal development with other life areas like work, health, and relationships. Continuous self-development empowers individuals to adapt to change, make informed decisions, and enhance their autonomy and sense of purpose.

1. River of success

Purpose Help participants reflect on their life journey, recognize achievements, and identify strengths and learning experiences.

Learning outcomes

- Awareness: Recognize personal achievements, challenges, and turning points.
- Skills: Reflect on experiences and extract key lessons and strengths.
- Attitude/Knowledge: Value personal growth and build confidence from past successes.

Duration 60–75 minutes

Step-by-step implementation

1. Intro & Metaphor (10 min):
Success is not a straight line—it is a journey with ups, downs, obstacles, and achievements. Often, we focus only on outcomes and forget the path that brought us there. Today, we will explore your personal ‘river of success’ to reflect on key moments, strengths, and lessons. This helps build confidence and recognize your own progress over time. The facilitator emphasizes that every experience, including difficulties and mistakes, can be part of growth and learning, not only final achievements.

Step-by-step
implementation

2. Create the River (30–45 min, in trios):

Each person in the group creates a river. They choose distinct objects—blocks, stones, figurines—that you have prepared. If you don't have these, they can mark individual milestones with different pieces of paper. They lay a string on the ground and shape it into a river, then mark significant achievements in their lives at their discretion—achievements that aren't limited to obtaining a diploma or a first job, but rather milestones that have influenced the course of their lives. As they do so, they explain why these achievements are important to them. It is also important that the other two in the pair follow the walk along the river and listen to the story of the person creating the river. When the person finishes, they look back together at the path they have walked, and the other two ask the person questions if they wish. Every person in trios creates his/her river of success.

You can also draw the activity on paper, but if possible, we recommend doing it in person.

3. Reflection (10–15 min):

The person who created the river is first invited to briefly reflect on their own experience:

- How did it feel to select and place the milestones?
- What did you notice about your life path while telling your story?
- Which moments felt most significant or emotional for you?

Then the two observers actively share their perspective. Their role is not to judge or evaluate, but to reflect what they heard and saw:

- Which moments stood out to you in their story?
- What strengths, values, or resources did you notice in their journey?
- What patterns or turning points did you observe along the river?

Reflection questions

- What are my key achievements?
- What challenges shaped me the most?
- What strengths helped me move forward?
- What have I learned about myself?

2. Dream Map

Purpose

Help participants visualize personal goals and create a motivating vision for the future.

Learning outcomes

- Awareness: Identify personal dreams and long-term goals.
- Skills: Translate ideas into a visual and structured plan.
- Attitude/Knowledge: Value vision-setting as a tool for motivation and direction.

Duration

60–90 minutes

Step-by-step implementation

1. Intro & Examples (10 min):

Having a clear vision of what we want in life helps us stay motivated, make more intentional decisions, and stay focused on what matters most. However, many people rarely take time to consciously reflect on their goals and long-term aspirations. Today, we will create a “dream map” as a visual representation of your intuition connected with personal goals and direction in life. The moderator explains that a dream map is not about realism or limitations, but about clarity, imagination, and personal meaning.

Explain what a dream map is: a visual collage of dreams, goals, and intentions using images, words, symbols, or drawings. It can include concrete goals (e.g. job, travel) and personal states (e.g. balance, happiness, confidence).

2. Dig in - Creating the Map (30-45 min, individual):

Participants create their dream map using paper, drawings, keywords, symbols, or magazine cutouts. The moderator emphasizes creativity and personal expression rather than artistic quality. Participants are encouraged to organize their map in a way that visually makes sense to them (by areas, themes, or free structure) and to include both short-term and long-term goals.

3. Group Sharing (20-30min):

Participants present their dream maps in small groups/in group. They explain what they included and why certain goals are important to them. The moderator encourages active listening and curiosity, not evaluation, and suggests asking clarifying questions such as: “What does this goal mean to you?” or “Why is this important in your life?”

4. Closing (5–10 min):

Participants reflect briefly on what motivates them most in their dream map and which elements feel most meaningful or energizing. The moderator highlights that motivation often comes from clarity and personal meaning rather than scale or complexity of goals.

Reflection questions

- What do I really want in my life?
- Which goals are most important to me?
- What motivates me to achieve them?
- What small step can I take next?

3. Goal – Reality – Options – Will

Purpose

Help participants structure goal-setting and decision-making.

Learning outcomes

- Awareness: Clarify personal goals and current reality.
- Skills: Problem-solving and planning.
- Attitude/Knowledge: Value structured thinking and action-oriented planning.

Duration

60–90 minutes

Step-by-step implementation

1. Intro & Model Explanation (10 min):

This model is a simple and practical coaching tool that helps transform goals into concrete and achievable action steps. It supports structured thinking by moving from intention to implementation. The facilitator explains that the model helps clarify what a person wants, understand their current situation, explore possible ways forward, and define commitment to action. It is widely used in coaching, personal development, and goal-setting because it turns reflection into practical planning.

Explain the four steps clearly:

- G (Goal): What do I want to achieve?
- R (Reality): What is my current situation? What challenges or resources do I have?
- O (Options): What are possible ways I can move forward?
- W (Will): What will I actually do? What is my commitment and first step?

The facilitator emphasizes that there are no “wrong” answers—only exploration and clarity.

2. Individual Work (15–20 min):

Participants choose one personal or professional goal they want to work on. They then answer the questions in writing,

Step-by-step implementation

step by step. The facilitator encourages honest reflection, especially when describing the current reality, as this helps create realistic and achievable plans.

3. Coaching in Pairs (20–25 min):

Participants work in pairs and take turns in two roles: Person A shares their goal while Person B acts as a coach, asking structured questions and encouraging deeper reflection.

Then they switch roles.

The facilitator highlights the importance of active listening, asking open questions, and avoiding giving direct advice. The focus is on helping the other person think, not solving their problem for them.

4. Options Exploration (10–15 min, small groups):

In small groups, participants share their goals and brainstorm additional ideas and possible solutions together. The moderator encourages creative thinking and reminds participants that exploring multiple options increases flexibility and motivation.

5. Action Plan (10–15 min):

Participants define a clear action plan based on their chosen goal, including specific next steps, a realistic timeline, and a personal commitment. The facilitator emphasizes that even small, concrete actions are valuable if they are clear and doable.

6. Sharing & Closing (10 min):

Participants briefly share one key action they will take after the session. The facilitator reinforces accountability and highlights the importance of turning insight into action.

Reflection questions

- What is my goal and why is it important?
- What is my current situation?
- What options do I have?
- What action will I take next?

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CONCLUSION OF THE HANDBOOK

The Balance in Practice Handbook provides a practical and flexible framework for supporting adults in reflecting on their lives, strengthening key competencies, and making realistic, meaningful changes across key life areas such as environment, finances, relationships, health, work, family, relaxation, and self-development. It promotes a holistic approach to wellbeing by guiding participants from awareness to action through simple, structured, and applicable activities that focus on small, achievable steps rather than complex theory.

As a result, it helps build confidence, motivation, and a sense of control, while serving as an adaptable tool for educators, trainers, and coaches working in various learning environments with a strong focus on real-life application and sustainable personal growth.



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