



EXIT burnout

TOOLKIT

COLLECTION OF ADVENTURE THERAPY, COACHING AND
GAMIFICATION TOOLS FOR PREVENTION AND DECREASING
YOUTH WORKERS BURNOUT





EXIT burnout

ABOUT THE PROJECT


This TOOLKIT is created in Erasmus+ project "EXIT BURNOUT" that is implemented by 4 partners from 4 countries - Association of Educational Games and Methods from Latvia, Asociación Experientia from Spain, ASD APS Kamaleonte from Italy, Arbeitskreis Noah. Verein für Sozialpädagogik und Jugendtherapie from Austria.


Project "EXIT BURNOUT" general objectives:


 to develop innovative solutions, using gamification, coaching and adventure therapy methods in order to prevent and decrease youth workers burnout, employee turnover in youth work and increase their wellbeing.

 to improve the quality of youth work in general by promoting youth workers wellbeing, work and life satisfaction, and more active involvement and participation of young people in organization.

Project "EXIT BURNOUT" results:

 MAPPING REPORT - information about youth workers' wellbeing, the burnout reasons and needs.

 WELLBEING TRAINING PROGRAM, using gamification, coaching and adventure therapy methods, offering solution for burnout reasons.

 PROGRAM'S IMPLEMENTATION GUIDELINES on how to adapt materials, create customized wellbeing training program for specific organization's needs.

The project's main target group is youth workers and organizations in which youth workers are employed.



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INTRODUCTION

Burnout can have significant negative consequences for an individual's mental health. It is often accompanied by emotional exhaustion, cynicism, and a decreased sense of personal accomplishment, which can lead to negative emotions such as anger, frustration, and hopelessness. These negative emotions can, in turn, lead to mental health problems such as depression, anxiety, and other mood disorders. For more information read Mapping report.

Mapping report is available in English, Latvian, Spanish and Italian languages and can found here:
www.metozuasociacija.lv/en-exit-burnout

One of the Erasmus+ project "EXIT BURNOUT" Wellbeing Program elements is the Toolkit with tools - a practical resource that offers information about available coaching and adventure therapy methods dealing with concrete reasons for youth workers' stress and burnout. The Toolkit is designed for leaders who will run the Wellbeing Training Program or will build their own program.

The Toolkit includes tools that were carefully selected by the partners due to their many years of experience in the fields of wellbeing, youth work, adventure therapy, coaching and gamification. This is a recommendation for tools as it is recommended to be adapted depending on the participants, the stressors to be solved, the resources available, etc. More customization on recommendations you will find in the Program's Implementation Guidelines.

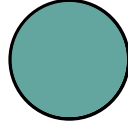
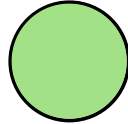
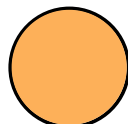
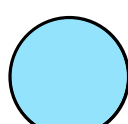
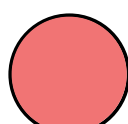
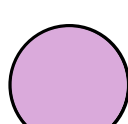
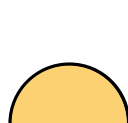


EXIT burnout







ABOUT THE TOOLKIT

This toolkit combines tools that can be used for different needs in order to deal with stressors and prevent burnout of youth workers.

Needs

-  Awareness of stressors
-  Expressing and satisfying needs
-  Setting clear boundaries
-  Having social support
-  Work-life balance
-  Internal communication
-  Adapting to changes

Symbols

-  Tools for individual use
-  Tools for groups
-  Tools suitable for indoors
-  Tools suitable for outdoors
-  Time needed
-  Resources needed



EXIT **burnout**

PREPARATION

Find a quiet place.

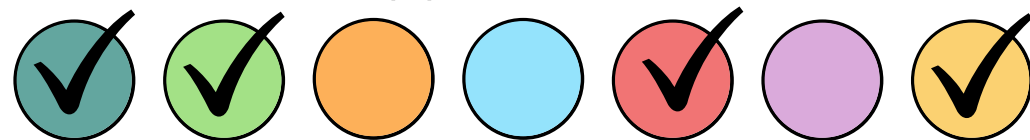
PURPOSE

Awareness of body and signs of the stress in the body.

COMMENTS

Progressive Muscle Relaxation (PMR) is a technique that involves tensing and relaxing all the major muscle groups, from the toes to the head to promote overall body relaxation focusing on tension and stress relief when muscle tension is released.

Can be also applied for:



15- 20 min

STEPS

- 1 Ask participants to move up through the body, from the toes to the head, tensing and releasing each muscle group.
- 2 Participants must follow along and pay attention to their body sensations, noticing areas of tension or discomfort and focusing on releasing that tension.
- 3 Encourage participants to reflect on how their body feels after the exercise and discuss how PMR can be used to manage stress and promote relaxation in everyday life.

REFLECTION

- What physical sensations did you notice during the exercise?
- How might you incorporate PMR or other relaxation techniques into your daily routine to manage stress and promote overall wellbeing?



EXIT **burnout**

PREPARATION

Have the questionnaires or tests ready.

PURPOSE

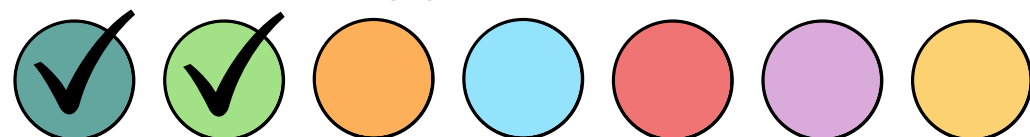
To identify symptoms that are indicators of too much pressure.

COMMENTS

One example of a stress questionnaire is available from the International Stress Management Association (ISMA).



Can be also applied for:



10 - 30 min

Stress questionnaire

STEPS

- 1 Administrate stress questionnaires and tests to individuals to help identify symptoms that may be indicators of excessive pressure. These symptoms can include psychological, emotional, physical, and behavioural signs of stress.
- 2 When identifying symptoms, individuals can take steps to manage their stress levels and prevent negative consequences.

REFLECTION

- Are you willing to be honest and authentic when filling out these questionnaires and tests?
- What kind of actions are you taking to deal with those symptoms?



EXIT **burnout**

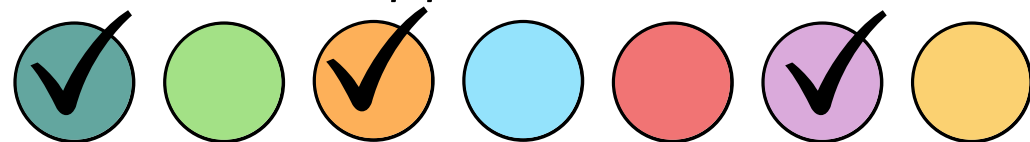
PURPOSE

To identify factors that cause stress within work dynamics and the working group.

COMMENTS

To combine this method with indoor instead of nature elements, the participants have to draw / write things that make them feel good and bad.

Can be also applied for:



PREPARATION

A natural place where participant can dive deep.



30 - 45 min

AWARENESS OF STRESSORS

STEPS

- 1 Ask participants to take time to walk around and find a clear spot.
- 2 Ask participants to build a circle that represents themselves with natural elements.
- 3 Ask them to insert those elements that make them feel good within the circle.
- 4 Then ask to place the elements that cause them stress and discontent as far from the circle as bad it makes them feel.
- 5 Share without creating debate.

REFLECTION

- What your circle tells about you?
- How it makes you feel?



EXIT **burnout**

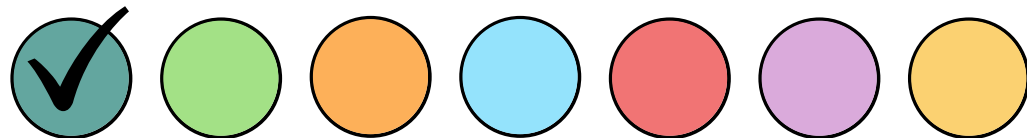
PURPOSE

Acknowledging resources, reflecting on work-engagement and feeling more energetic.

COMMENTS

During the walk, you can also give some hints, like taking a few deep breaths or making some steps blind. You can play some relaxing music.

Can be also applied for:



PREPARATION

Have one cup for each participant and a source of water.



30 - 60 min

AWARENESS OF STRESSORS

STEPS

- 1 Give participants a glass filled up with water to the top. They have a 10-minute walk with the glass, walking carefully without spilling the water and coming back. They must return, fill it, and walk further whenever it is spilled. They have to focus on the water's movement.
- 2 Ask them to observe their movements, thoughts, and emotions during the walk and how their focus changes.
- 3 In the last 3 minutes, the glasses are not filled up again even if some water was spilled.

REFLECTION

- How did your movement, thoughts, emotions, change during the activity?
- How much are you satisfied with the amount of water in your glass?



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PREPARATION

Background music, a cozy place for everyone to hide time needed.

AWARENESS OF STRESSORS

PURPOSE

To gain knowledge about the burnout process, acknowledge where participants are in this process and introduce the topic of burnout on a cognitive level.

COMMENTS

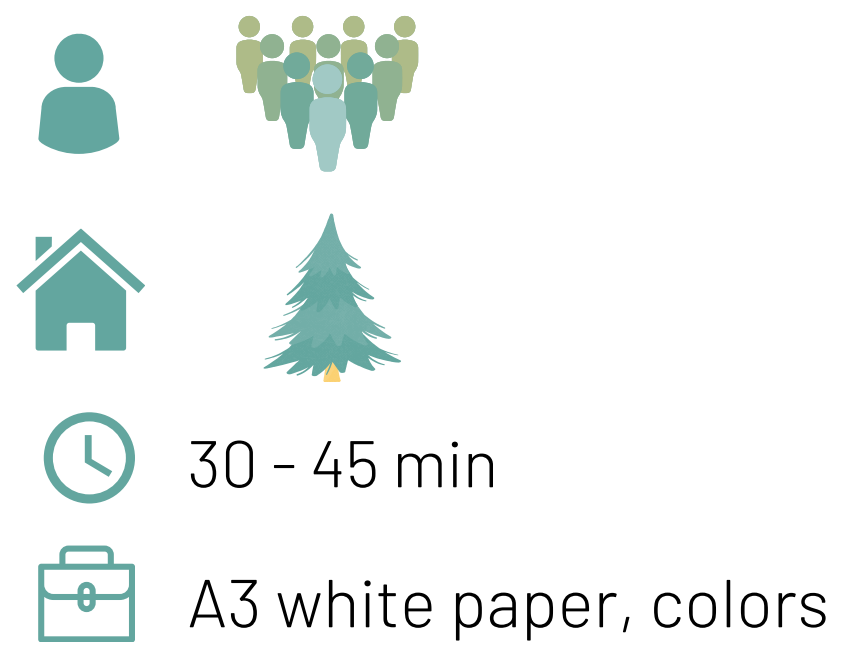
Initially, the facilitator recommends using symbols, colors, and meaningful shapes but not words first.

This drawing can stir up strong feelings. To prevent this, the facilitator can invite participants to include the resources they have to overcome them.

Can be also applied for:



THE BURNOUT PROCESS



30 - 45 min

A3 white paper, colors

STEPS

- 1 Invite participants to collect some colorful pens, crayons and pencils, plus prepare an A3 sheet and to find a place in the room or nearby where they can be alone.
- 2 Ask participants to make a picture of the STRESSORS in their life, either as a diagram, flowchart, or by drawing map.
- 3 When everyone is ready, encourage them to come back and show their drawings to others.

REFLECTION

- How can your knowledge about stressors be helpful in your everyday life and work life now?
- How do you think this activity can contribute to facing those stressors?



EXIT **burnout**

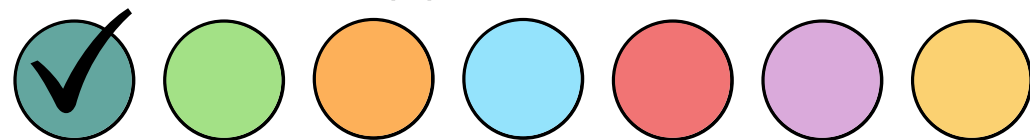
PURPOSE

Use the senses (VAKOG - Visual, Auditory, Kinesthetic, Olfactory, Gustatory) in a specific setting to create awareness and mindfulness of surroundings and identify any stressors.

COMMENTS

The idea is to create situations (e.g. arriving together in the forest) for yourself or a group you are leading. This is an attempt to use submodalities to ask questions adapted to the situation.

Can be also applied for:



PREPARATION

Choose a specific setting, either a real location such as a forest, or an imagined one.



AWARENESS OF STRESSORS

STEPS

- 1 Ask participants to focus on their five senses and observe their surroundings in the chosen setting.
- 2 Use specific questions related to the senses and what they observe to guide participants in their exploration of the environment. Encourage them to take their time and fully immerse themselves in their surroundings.
- 3 Ask participants to reflect on their experience and share what they observed or discovered.

REFLECTION

- How mindful of our surroundings can help reduce stress and promote well-being?



EXIT **burnout**

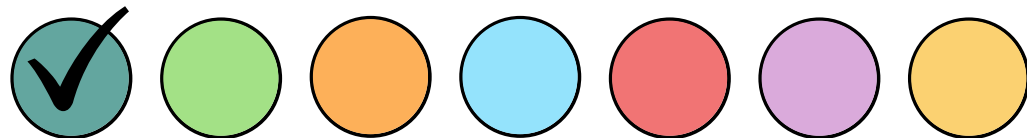
PURPOSE

Connection, recovery and rebuilding identity. Forest bathing connects with nature, promotes relaxation and stress reduction, and fosters a sense of connection and identity with the natural world.

COMMENTS

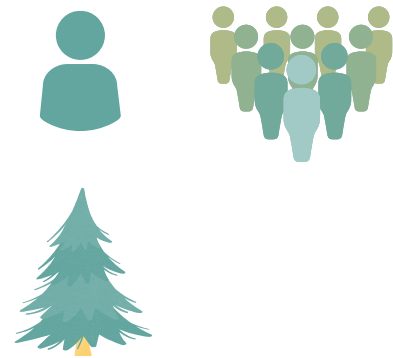
Forest bathing, also known as shinrin-yoku, is spending time in a forest or other natural environment to improve overall well-being.

Can be also applied for:



PREPARATION

A forest location or a natural place where participants can dive deep.



No pressure

AWARENESS OF STRESSORS

STEPS

- 1 Ask participants to focus on the natural environment around them, taking in the sights, sounds, and smells.
- 2 With continued practice, connection get deeper to nature and become more aware of the natural rhythms and cycles around. This can help to gain perspective on life and challenges and cultivate a sense of gratitude and wonder.
- 3 Invite participants to listen their inner voice, so they can tap into a deeper understanding of themselves and the world around.

REFLECTION

- What happened to you when focused on the natural environment around you?
- What did you notice from your inner voice?



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PREPARATION

Give each participant a sheet of paper with a silhouette with head, heart, hand and foot drawn on it.

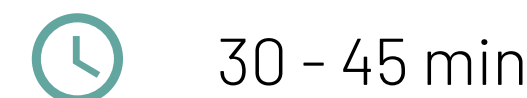
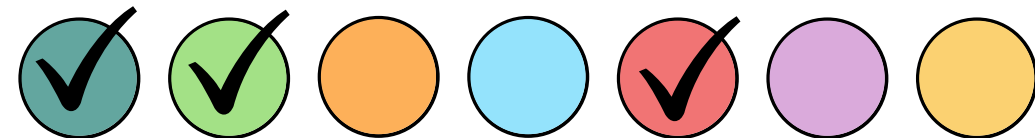
PURPOSE

To increase the knowledge about oneself.

COMMENTS

The main idea behind is that you cannot love people if you don't feel love for yourself. You cannot help people if you cannot do things for yourself.

Can be also applied for:



STEPS

- 1 By pointing to the head, ask participants "What do you think about yourself/ your personality, your qualities, your defaults?"
- 2 By pointing to the heart ask: "What do you feel about yourself?"
- 3 By pointing to the hand: "What do you do for yourself?"
- 4 By pointing to the foot: "Where do you want to go? Where do you want your steps to take you?"

REFLECTION

- What kind of words did you write about and for yourself? (positive, negative, a mix of both)



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PREPARATION

Find a quiet place, free of distractions. Invite participants to sit or lie down in a comfortable position. Ask to close eyes or let gaze soften. Invite to start taking slow, deep breaths.

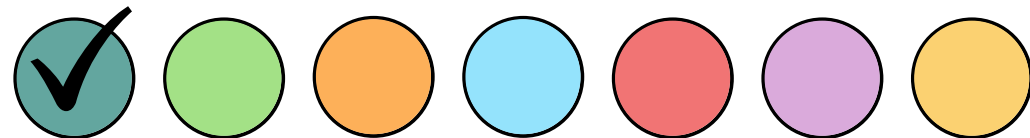
PURPOSE

The exercise aims to develop the ability to let go of problematic thoughts through practicing cognitive defusion.

COMMENTS

If patterns of thinking or negative self-talk tends to cause significant emotional distress, begin to ask how participants are willing to try to consider those thoughts differently.

Can be also applied for:



LEAVES ON A STREAM MEDITATION



20 min

STEPS

1 Guide participants to focus on:

Visualize - Imagine you are resting by the side of a stream. This scene can look however you like.

Focus - Follow the stream. When distractions enter your mind, take a moment to notice them without judgment.

Manage Your Thoughts - Place your thought upon a leaf. You might imagine writing the thought on the leaf or attaching it another way. Place the leaf in the water and watch it float down until it disappears.

Continue - Visualize the stream, simply observing and releasing any thoughts that enter your mind.

REFLECTION

- How did you feel at the beginning of the exercise?
- How do you feel now?



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PREPARATION

A slack-line that is stretched between two trees.

PURPOSE

To focus on the stressors participants face more often, and make the group aware.

COMMENTS

It's crucial to share the feelings in order to help the group to define a strategy to support the individuality.

Can be also applied for:



30 - 60 min

STEPS

- 1 Invite participants to walk on slack one by one.
- 2 The walking participant holds one end of the supporting cord while the rest of group members hold the other end of the cord, keeping it taut.
- 3 While walking on the slack-line, ask the participant to think about the factors in a particular context that metaphorically make their legs tremble as he strives to achieve a goal.

REFLECTION

- Which factors metaphorically make your legs tremble as you strive to achieve a goal?



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PREPARATION

Print out a backpack for each participant with their name on a handle. Ideally, use different colors for each backpack. Cut each backpack into 10 pieces like a puzzle and mix the pieces in different envelopes.

PURPOSE

It aims to provide participants with a symbolic tool to express their needs, fears, and expectations.

COMMENTS

Find more details:
www.salto-youth.net



Can be also applied for:



BACKPACK OF
NEEDS AND
EXPECTATIONS



45 - 60 min



Printed backpack,
pen, colors

STEPS

- 1 Give each participant an envelope with their puzzle pieces and wait for them to start exchanging.
- 2 When participants start putting their puzzles together, provide glue-sticks, scissors, and white A4 paper for them to stick their backpacks to.
- 3 Ask participants to write down on their backpacks, with the upper part for expectations, the middle for needs/contributions, and the lower for fears.

REFLECTION

- What does your backpack makes you feel?
- Would you like to rearrange something?
- How can others help you?



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PREPARATION

Have a Jenga set and a marker to play this hands-on game.

PURPOSE

To help participants learn about different emotions.

COMMENTS

It's effortless to implement it, so can be a first-aid activity for the office.

Can be also applied for:



No pressure



Jenga, marker

STEPS

- 1 Write different emotions (anger, happiness, worry, bored, jealousy) you want your participants to learn about on random blocks.
- 2 Invite participants to pull an emotion Jenga blocks out. Then ask them to tell what that emotion means and what makes them feel it.

REFLECTION

- How easy or difficult was to describe every block you took?
- How did you feel when doing so?
- How did you feel listening to other's block description?



EXIT **burnout**

PREPARATION

Have associative and metaphoric cards and questions.

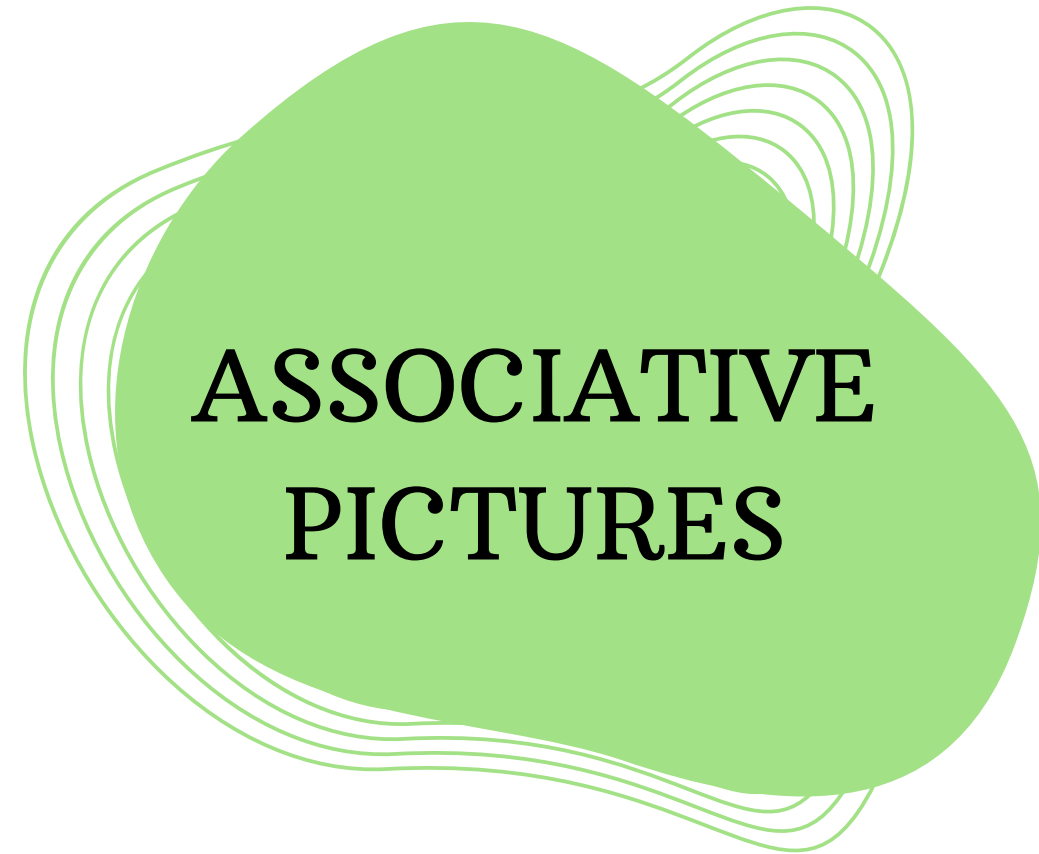
PURPOSE

To help participants talk about themselves and get to know themselves better.

COMMENTS

You can use a deck of cards with images on them, such as pictures from magazines or postcards, or specific game cards like Lilluu, Dixit, etc.

Can be also applied for:



20 - 60 min



Cards

STEPS

- 1 Shuffle the deck of cards and lay them out face down.
- 2 Ask participants to take a turn picking a card and describing what the image on the card makes them think of.
- 3 Invite other participants to ask follow-up questions to get more details.
- 4 To add an extra layer to the activity, you can also prepare a list of questions related to the images on the cards. These questions can help participants go deeper into their thoughts and feelings about the images they see.

REFLECTION

- What does this image make you think about when it comes to overcoming challenges in your life?



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PREPARATION

Find a quiet space where the participants can be comfortable.

PURPOSE

To help participants learn the basic formula for assertive communication and practice using it in a safe and supportive environment.

COMMENTS

You might learn to address feelings of inadequacy and anxiety that fuel your drive to avoid confrontation. You should learn practical skills like having more confident body language engaging in positive self-talk, using "I..." statements to assert your wants and needs pausing before reacting to others.

Can be also applied for:



ASSERTIVENESS TRAINING



30 min

EXPRESSING AND SATISFYING NEEDS

STEPS

- 1 Present the basic assertiveness formula to the group: (1) the situation, (2) the feeling, (3) the explanation, and (4) the request.
- 2 Give examples of situations where assertive communication could be helpful.
- 3 Instruct each participant to share a personal situation where they struggled to express themselves assertively, using the formula. They should describe the situation, their feelings about it, why they felt that way, and the request they wanted to make.
- 4 Encourage listeners in the group to offer supportive feedback and suggestions for how the speaker could have been more assertive.

REFLECTION

- How was it to share your story based on assertiveness formula?
- How was it to perceive other's stories?



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PREPARATION

Find a quiet space where the participants can be comfortable.

EXPRESSING AND SATISFYING NEEDS

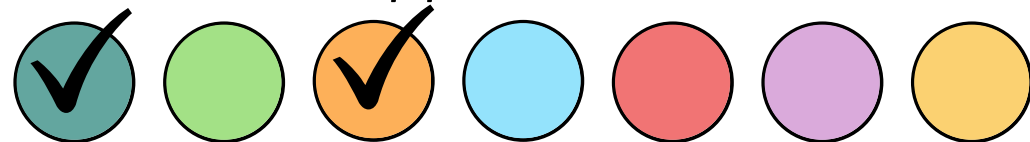
PURPOSE

The raisin exercise was developed as a simple way to help people slow down and pay attention to the present moment.

COMMENTS

This exercise has a long history, first being integrated into mindfulness programs in 1979 as a part of the research-backed Mindfulness-Based Stress Reduction program.

Can be also applied for:



15 min



One raisin per participant

STEPS

- 1 Invite participants to follow directions: Holding - Pick up a raisin and rest it in your hand.
- 2 Sight - Pay attention to the raisin. Look at it.
- 3 Smell - Bring the raisin up to your nose. Gently smell and focus.
- 4 Touch - Close your eyes.
- 5 Taste - Place the raisin on your tongue. Bite, then chew slowly.
- 6 Follow - Feel the raisin passing down your throat.

REFLECTION

- What have you experienced?



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PURPOSE

To raise an awareness and knowledge of yourself.
To gain mind-body balance.

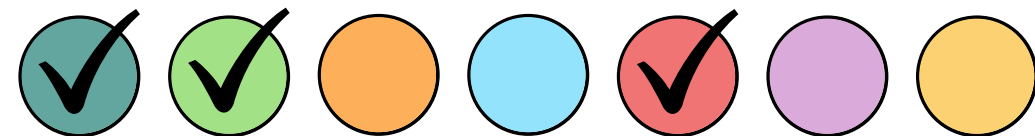
COMMENTS

Recognize your body sensations increase your level of self awareness.

REFLECTION

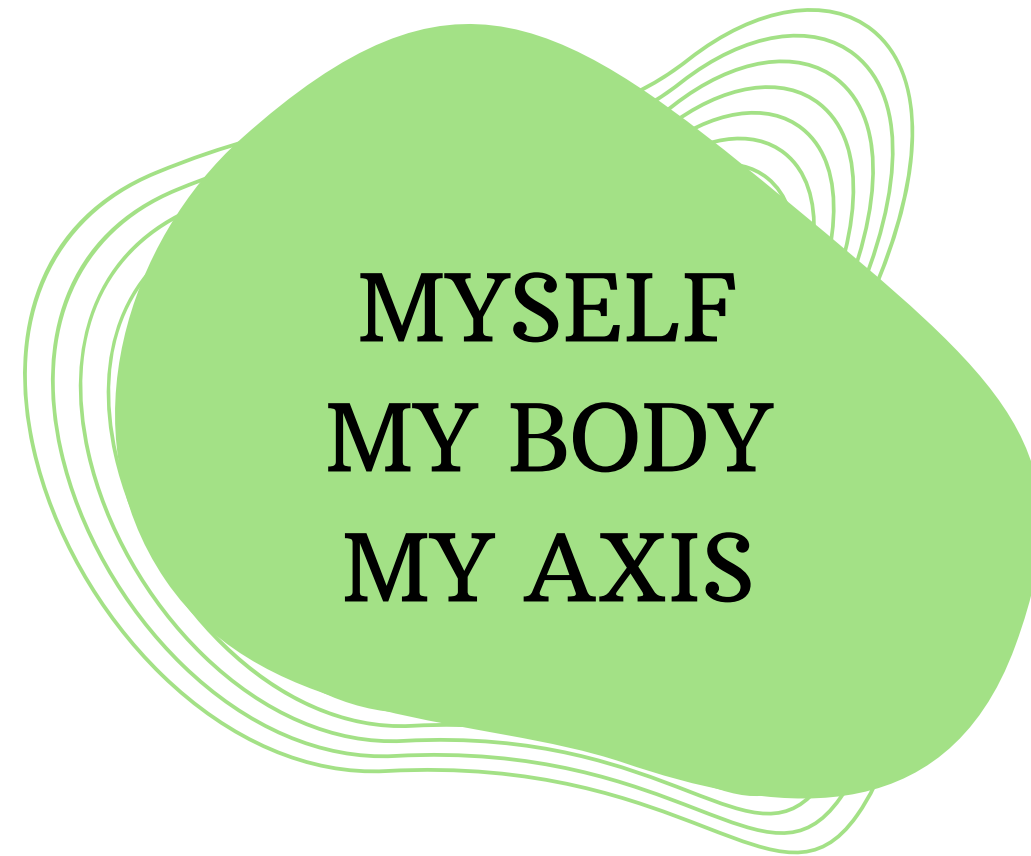
- How did you feel during the activity?
- What feelings did you have when you pictured your axis?
- For what can you use this exercise?

Can be also applied for:



PREPARATION

Find a quiet space where the participants can be comfortable.



2- 20



30 min



Relaxing music

EXPRESSING AND SATISFYING NEEDS

STEPS

- 1 Guide the participants with a soft, warm voice to close their eyes and take deep breaths while imagining a color slowly coloring their body from head to toe.
- 2 Ask the participants to imagine calmness and peace entering their bodies with every inhale and releasing tension and tiredness with every exhale.
- 3 Guide the participants to imagine an inner line starting from the top of their head, passing through their body, and reaching the ground between their feet. This line is flexible and doesn't lose its shape. It is their axis.
- 4 Instruct the participants to take deep breaths and feel the support of their axis. They are encouraged to focus on their axis and notice how it connects their body to the ground, providing stability and balance.
- 5 Invite the participants to open their eyes and take a moment to slowly feel the effects of the exercise on their mind and body.



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PURPOSE

To raise an awareness on what need is important at current moment of the life.

EXPRESSING AND SATISFYING NEEDS

STEPS

- 1 Ask participants to think about current period of life and to identify which needs are the most and least important? Invite to put the needs in order!
- 2 Invite to circle the lack of needs in participants work. Ask to think about or write down why they think this is so.

PREPARATION

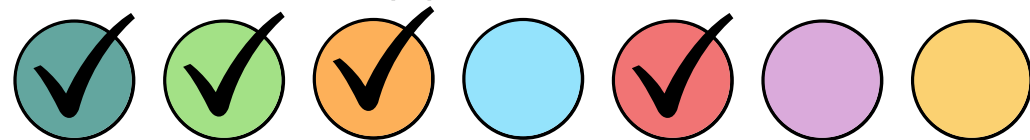
Explain the six human needs for a fulfilled life.

The need for:

- closeness with others, connections, love, intimacy,
- being significant, important, special
- certainty and safety,
- freedom, challenges, uncertainty (unknown),
- growth in an intellectual and spiritual way,
- contribution, giving, "self-sacrificing.

Have them visible on a big poster.

Can be also applied for:



6 HUMAN NEEDS



30 min



Paper, pencils, pens

COMMENTS

These needs are not necessarily conscious.

REFLECTION

- It's a reflective activity, so the reflection is already in the question the facilitator gives processing the steps.



EXIT **burnout**

PREPARATION

Have a blank paper and a pen for each participant.

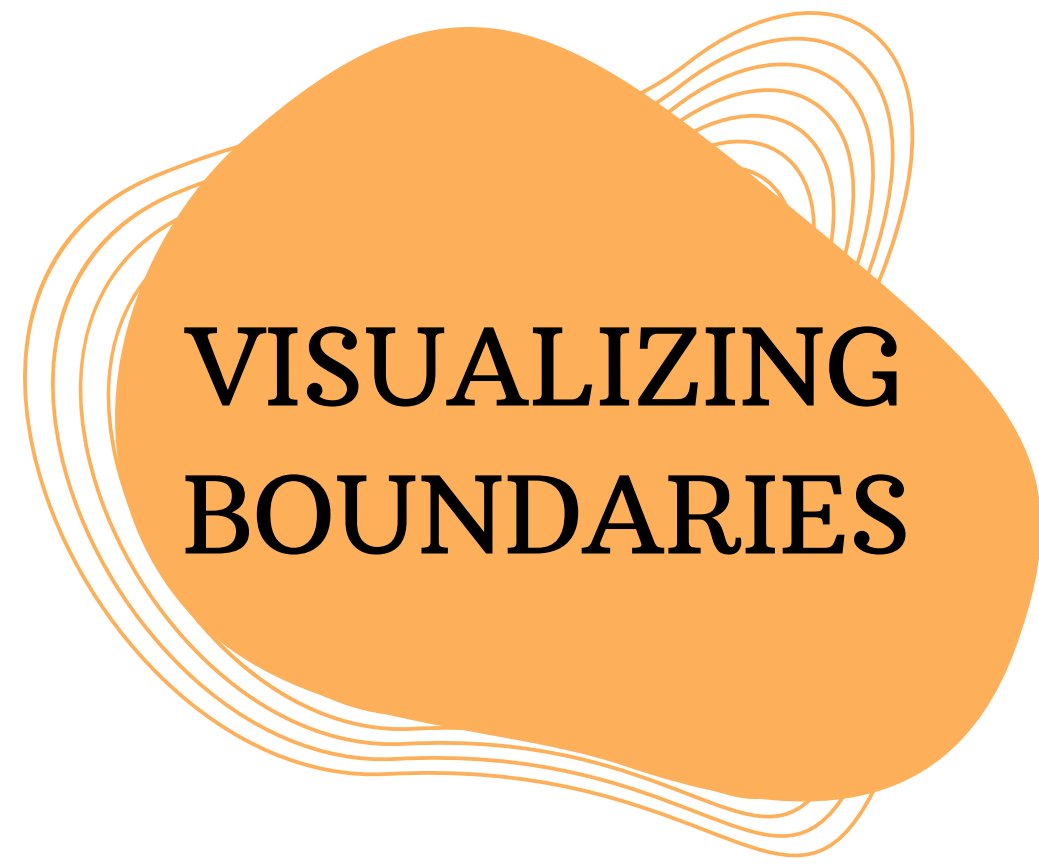
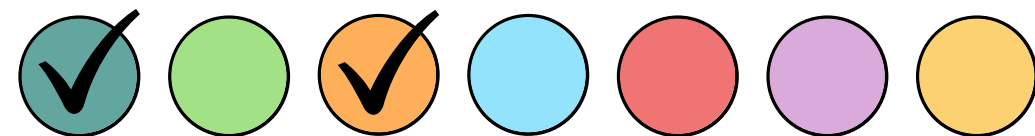
PURPOSE

To define boundaries and make them concrete.

COMMENTS

It can be done in five circles - separately for each type of boundary - physical, sexual, intellectual, emotional, and financial.

Can be also applied for:



30 min

Paper, pen

STEPS

- 1 Invite to draw a large circle on a blank piece of paper.
- 2 Inside the circle, ask to write everything that makes you feel safe and stress-free.
- 3 On the outside of the circle, ask to write down anything that causes discomfort, pain, annoyance, or emotional exhaustion.

REFLECTION

- What do you feel looking to the inside and outside of the circle?
- What can you change to feel better?



EXIT **burnout**

PREPARATION

Have statements ready for all the participants.

PURPOSE

To be aware of ones boundaries.

COMMENTS

You can come up with your own statements or take these as examples:

- I can say "no" without guilt.
- I can ask for what I want or need.
- I can take care of myself.
- I behave according to my values and beliefs.
- I feel safe to express difficult emotions.

Can be also applied for:



EXPLORING BOUNDARIES



30 min



Questionnaires, pen

STEPS

- 1 Invite participants to evaluate statements from 1 to 10 on how much they agree.
- 2 The statements can be adapted to focus on different types of boundaries, such as physical, sexual, intellectual, emotional, or financial boundaries.

REFLECTION

- What did you discover about your personal boundaries?



EXIT **burnout**

PREPARATION

Each participant is instructed to pick a spot on the floor in front of them that they do not want the other person to cross. This spot represents their personal boundary.

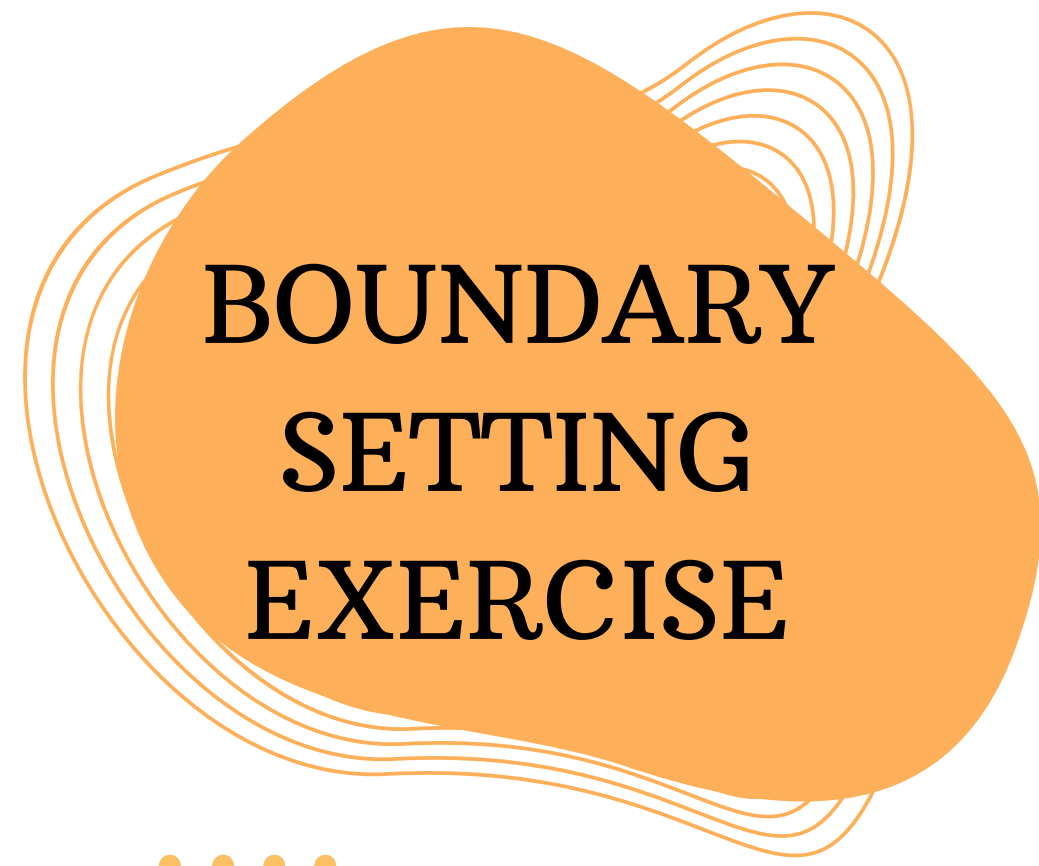
PURPOSE

Practise setting boundaries.
Knowledge of different boundaries.

COMMENTS

The facilitator can encourage participants to reflect on their boundaries and practice setting and communicating them daily.

Can be also applied for:



2 - 20



15 - 45 min



Rope

SETTING CLEAR BOUNDARIES

STEPS

- 1 Invite each participant to pick a spot on the floor they do not want the other person to cross.
- 2 Ask the person to approach the spot, the participant uses body language and/or voice to indicate that they do not want the other person to cross that boundary.
- 3 The other must then respect that boundary and stop before crossing it.

REFLECTION

- How did it feel to set and respect boundaries? (Participants can share their observations and any insights they gained from the exercise.)



EXIT **burnout**

PREPARATION

Lead the group a guided walk in nature. Along the way, encourage to take in the natural environment's beauty and wonder and collect items they find to present their strength.

PURPOSE

To develop resources for setting boundaries; to connect with nature; to enliven shared resources for resilience.

COMMENTS

Change the view and negative connotations of setting a shield/boundaries. Look in nature for natural examples.

Can be also applied for:



2 - 20



1 - 3 h



Material to build the shields

SETTING CLEAR BOUNDARIES

STEPS

- 1 Shield-building: Once the group has returned to the starting point, distribute materials for building a resilience shield. Invite each participant to create their shield, incorporating the items they collected and any symbols or designs that represent strength and resilience to them.
- 2 Create groups of 2 to 4 and invite to describe their shield.

REFLECTION

- How do you use this strength in your daily work?
- Is it recognised by the others?



EXIT **burnout**

PREPARATION

Find a comfortable meditation position, sitting on a cushion on the floor or a chair. Let your hands rest in your lap, and gently close your eyes. Let's take a deep, slow breath to begin.

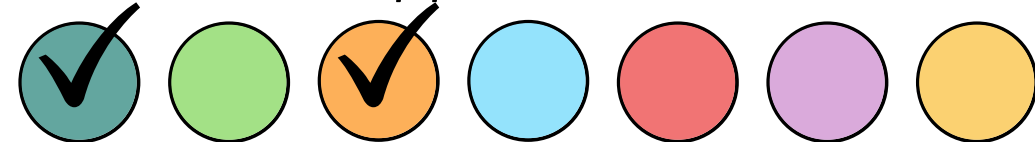
PURPOSE

To connect to a place of inner peace and calm.

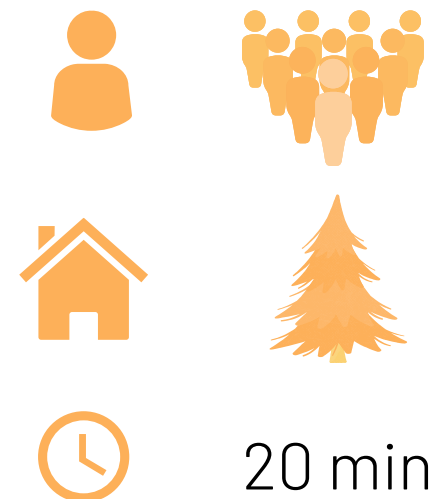
COMMENTS

Use the metaphor of a hurricane to guide participants to a state where they become an observer who can notice what is happening from moment to moment with a sense of calm and clarity.

Can be also applied for:



EYE OF THE HURRICANE MEDITATION



20 min

SETTING CLEAR BOUNDARIES

STEPS

- 1 Guide the participants through those steps: Take a deep breath in and exhale slowly. Repeat this two more times.
- 2 Imagine that you are standing in the middle of a hurricane. There is chaos and destruction all around you, but you are standing in the eye of the storm, where it is calm and peaceful.
- 3 As you focus on the calmness of the eye of the storm, let your breathing become slow and steady.
- 4 Notice the thoughts, feelings, and physical sensations that arise, just as you would notice the wind and rain in the hurricane.
- 5 When you're ready to end the meditation, take a few deep breaths and open your eyes.

REFLECTION

- What was it like to connect to the observing self?
- How do you feel now?
- Did you resonate with the metaphor of the eye of the hurricane in thinking about boundaries?



EXIT **burnout**

PREPARATION

Prepare a poster with four quadrants and a list of tasks to do.

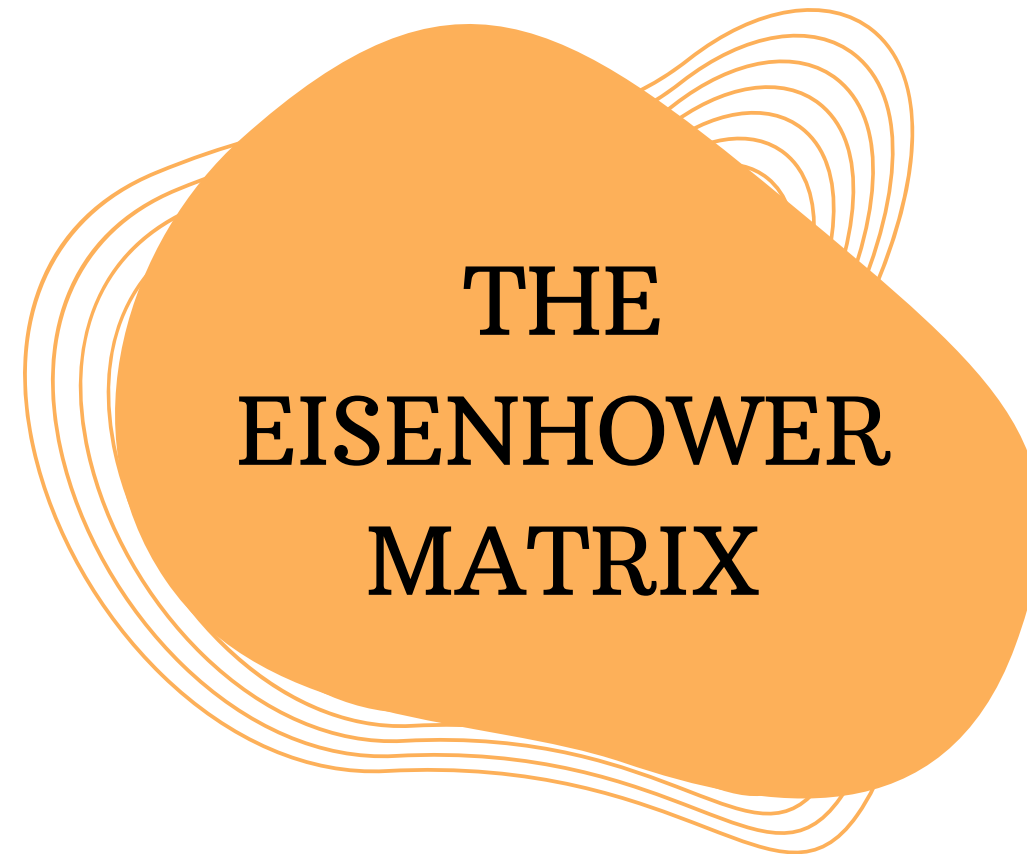
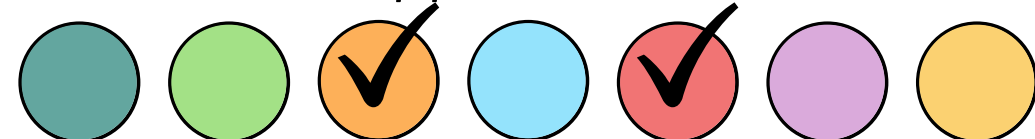
PURPOSE

To help organizing and prioritizing tasks by urgency and importance.

COMMENTS

The Eisenhower Matrix is a time management tool that helps to organize and prioritize tasks by urgency and importance.

Can be also applied for:



Up to 30



20 min



Poster, markers

STEPS

- 1 Guide the participants through the Matrix: Quadrant 1: Do - participants will list urgent and essential tasks.
- 2 Quadrant 2: Schedule - participants will list important but not urgent tasks.
- 3 Quadrant 3: Delegate - participants will list urgent but unimportant tasks.
- 4 Quadrant 4: Delete - participants will list tasks that are neither urgent nor important.

REFLECTION

- How can it help you to reduce the stress?
- How can you adapt this to your team?



EXIT **burnout**

PREPARATION

Divide the group into "blind participants" and "guides".

PURPOSE

To build trust among the participants with the aim of creating an interesting experience that takes everyone out of their comfort zone.

COMMENTS

You can add some challenges, such as shouting, singing, or touching different things.

Can be also applied for:



30 min



Blindfolds

STEPS

- 1 Cover some participants' eyes and give them a partner "guide."
- 2 Ask the "blinded participants" to go and have a walk around the venue with the partner who is guided by the voice.
- 3 In the middle of the activity, participants can switch their roles.
- 4 Come back all together and have a debriefing time to share reflections.

REFLECTION

- How did you feel at the beginning of the activity, experiencing the lack of sight sense?
- What was supportive for you, and what was not?
- How do you think trust can help in the activity and your daily life?



EXIT **burnout**

PREPARATION

Divide the group as one participant will be "the surfer", and the rest will be "the sea"

PURPOSE

To work on trust, concentration and group development while having plenty of fun.

COMMENTS

Make sure that is voluntary to be the surfer.

Can be also applied for:



30 min

STEPS

- 1 Place the group of participants "the sea" raising one of its members "the surfer" above their heads in horizontal position facing upwards.
- 2 Ask the group "the sea" to carry "the surfer" across a field.
- 3 Go back to the starting point and choose another participant as "the surfer" and repeat.

REFLECTION

- How did you feel when asked to be "the surfer" or "the sea"?
- What can you carry from this experience to your daily life?



EXIT **burnout**

PREPARATION

Line the group up into two parallel lines facing each other, standing close together.

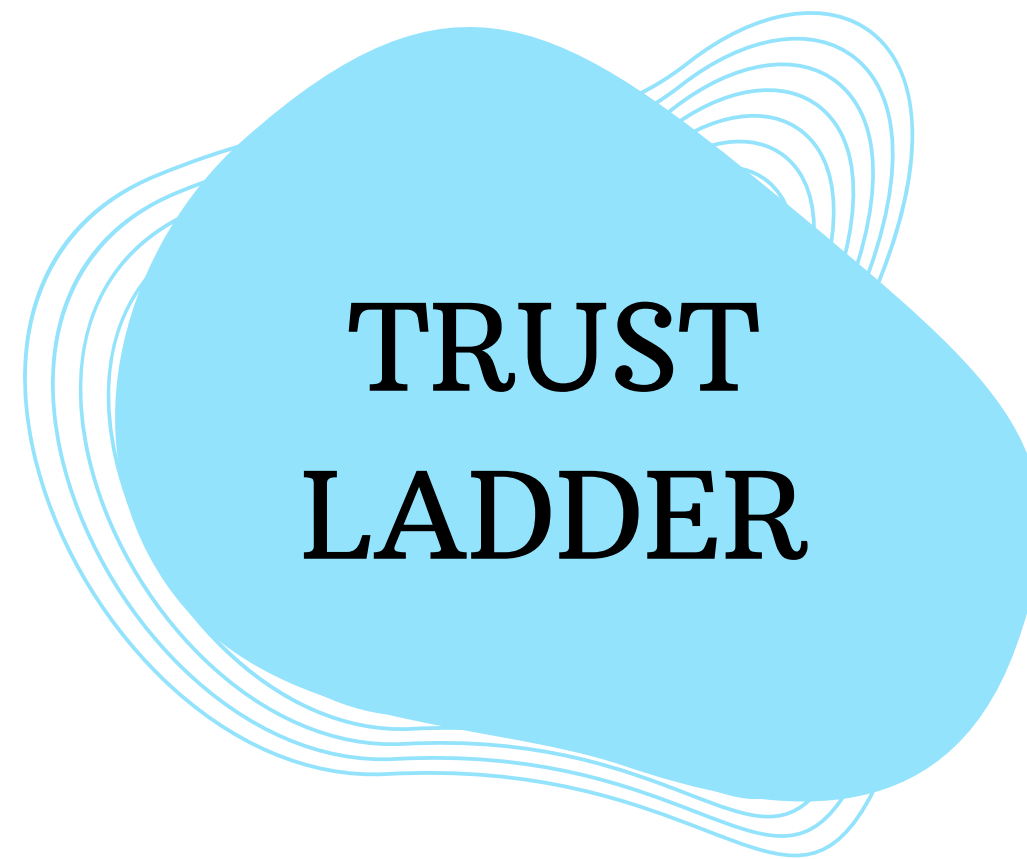
PURPOSE

to identify what support means for the participants when they are out of their comfort zone..

COMMENTS

Although all participants can do it, be sure they can be lifted and agree to be.

Can be also applied for:



TRUST LADDER



10 to 16



20 min



A space large enough for the group

STEPS

- 1 Ask one person to volunteer to go first, stand at one end of the parallel lines and fall forward (crowd surfing style).
- 2 The group lifts the participant and passes him down the double line, gently depositing him at the end.
- 3 They then take their place in the ladder and the next person has a go.

REFLECTION

- How did you feel when asked to be lifted or part of the ladder?
- What should you need in your life to feel supported?



EXIT **burnout**

PREPARATION

Set groups of 6-10 people.

PURPOSE

To help participants find personal resources giving and receiving positive feedback. It may help in strengthening own self-esteem and empowerment.

COMMENTS

For emotional safety, there should already be group cohesion, and harmony among the participants, so it is easy for them to give each other compliments.

Can be also applied for:



6 to 50



30 min



A timepiece and an object for smooth sound effect

HAVING SOCIAL SUPPORT

STEPS

- 1 Ask one group member in each group to turn their back on their group mates. "This listener" will get 2 minutes of positive feedback from the rest of the group. The gossipers will then speak as much as they can in 2 minutes. Gossiping can only be positive things.
- 2 When time is up, a new person has a turn, and a new gossip round starts. The signal is repeated to start and to stop every 2 minutes until everybody receives their gossip round.
- 3 Gather the group in a circle to share and reflect on the activity experience.

REFLECTION

- How did you feel both receiving and giving positive feedback?
- What could you integrate from this activity into your everyday life and work?



EXIT **burnout**

PREPARATION

Set up the strip. Most slacklines attach easily to trees with no additional tools or rigging needed.

PURPOSE

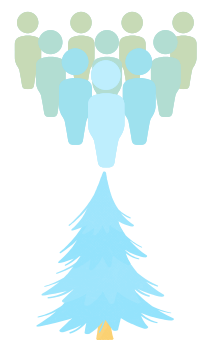
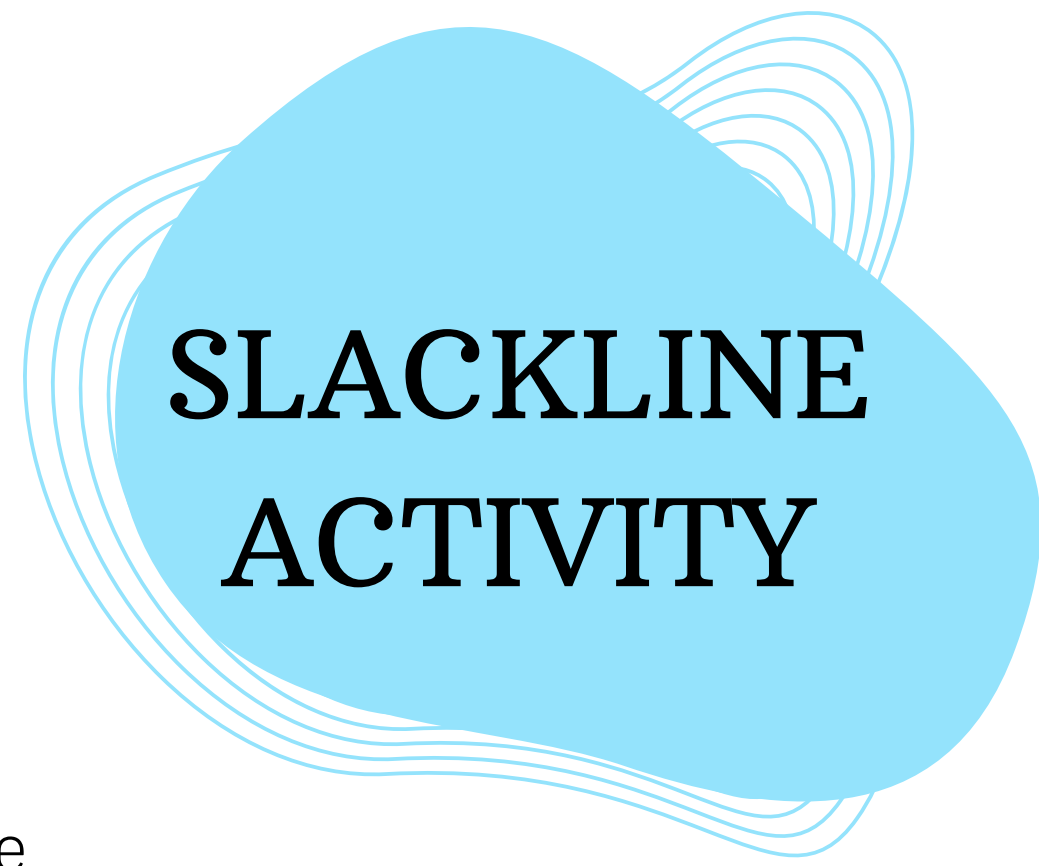
To encourage seeking for help, asking other people what does one needs and how can others effectively help him.

Also to help develop the ability to concentrate.

COMMENTS

While the discipline will contribute to the development of coordination and focus, the practice of Slacklining provides many benefits for all ages.

Can be also applied for:



15 to 20



60 min



A two-inch-wide nylon webbing strip with a ratchet tensioning system.

STEPS

- 1 Ask one participant to begin by walking and moving on the slackline while using their hands for support
- 2 Focus on managing to hold their position for at least 20 to 30 seconds before making their next steps on the slackline and seek the kind of help they feel now may need or feel more comfortable with.
- 3 Then progressively slide your foot to take another step. Repeat and find the best kind of help you can get.

REFLECTION

- What do you notice about your balance?
- How did you feel when you had to ask other for help?
- How you could integrate this tool into your everyday life and work?



EXIT **burnout**

PREPARATION

Have a blank paper and a pen for each participant.

PURPOSE

To raise awareness of each team members investment and needs, while increasing internal communication.

COMMENTS

Associative cards can be used to let express more freely.

Can be also applied for:



30 min



Associative cards if wanted

STEPS

- 1 Ask everyone two questions:
What do I give to this team?
What do I get from this team?
- 2 Questions for the second round:
What would I like to get from this team?
What could I offer more to the team?

REFLECTION

- What did you notice about your needs and the needs of others?
- How can you help other members get what they need from the team?



EXIT **burnout**

PREPARATION

Have a blank paper and a pen for each participant.

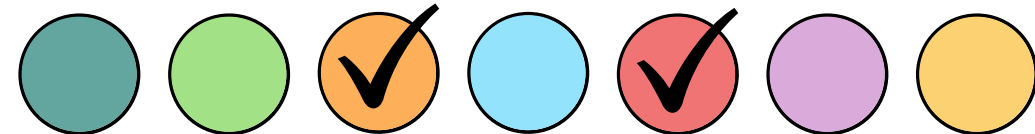
PURPOSE

To look at different life categories, identify which areas are doing well and which areas need to be improved in order to live more balanced life.

COMMENTS

You can draw another wheel that represents you six months ago and compare it with present

Can be also applied for:



30 min



Paper, pen

STEPS

- 1 Invite participants to:
Draw balance wheel with 8 areas of life.
- 2 Name each area, e.g., personal growth, finance, family, friends, career, health, free time, environment.
- 3 Evaluate each area from 1 to 10 (how satisfied you are currently).
- 4 Draw conclusions.

REFLECTION

- What do you notice about your balance wheel?
- Which areas do you want to improve?
- What do you need to change to have more balance in your life?



EXIT **burnout**

PREPARATION

Pieces of paper to write the values.

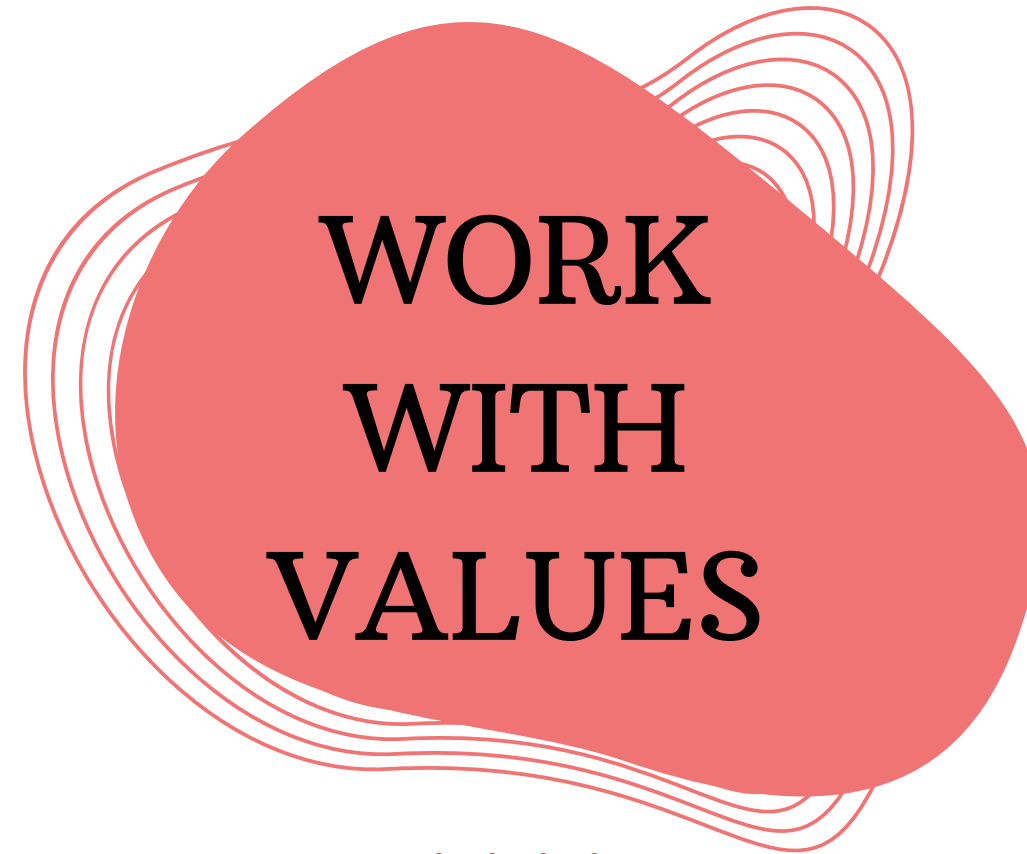
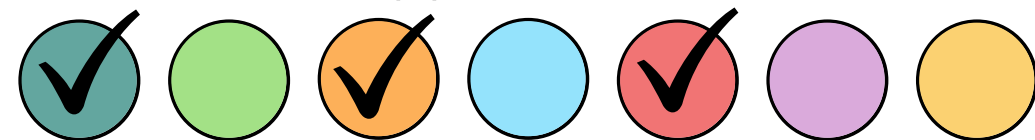
PURPOSE

To define values in order to understand priorities and create more balanced everyday life in accordance with values.

COMMENTS

You can bring cards that inspire values. You can also prepare the papers with values before.

Can be also applied for:



**WORK
WITH
VALUES**



30-45 min



Paper, pen

STEPS

- 1 Invite participants to brainstorm and write all the values they have in mind.
- 2 Ask each participant to choose ten values that resonate the most.
- 3 Then to choose the five most important ones.
- 4 And reduce the list to 3.

REFLECTION

- How do you see in your life examples of these values?
- How would you live to cultivate these values?
- Do you feel any discrepancy between these values and your work life?



EXIT **burnout**

PREPARATION

Scatter the Dixit cards in a defined area and prepare the guide phrase.

PURPOSE

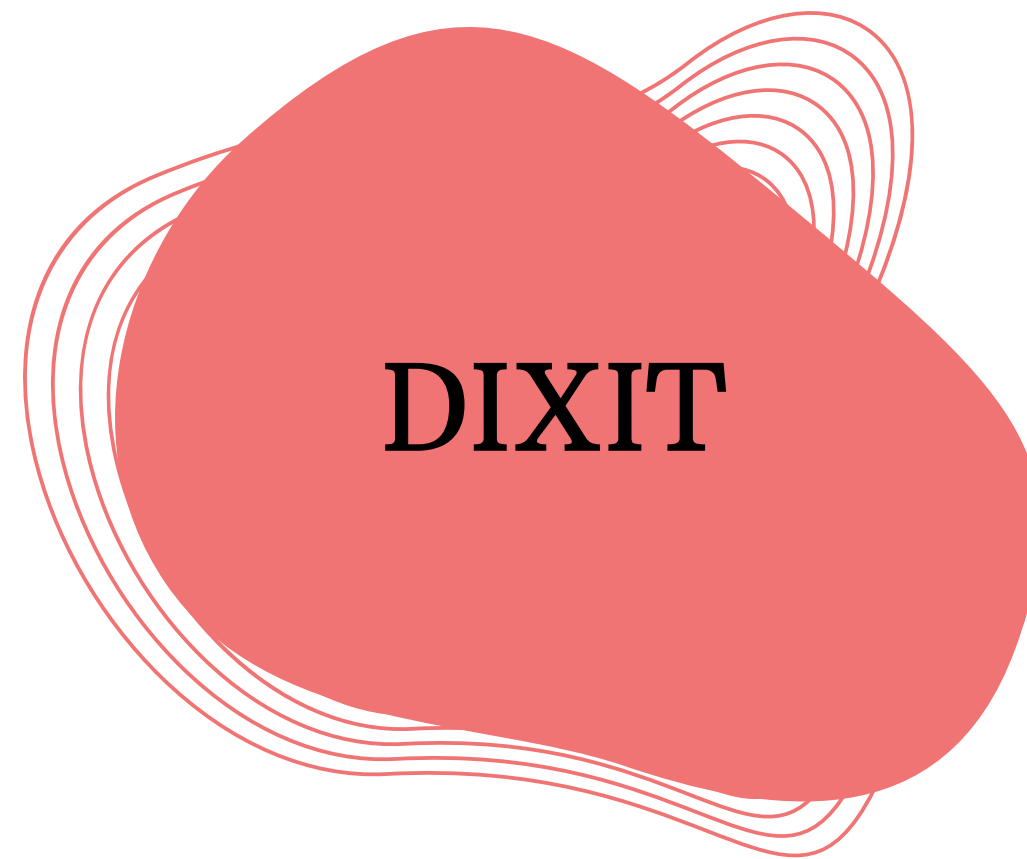
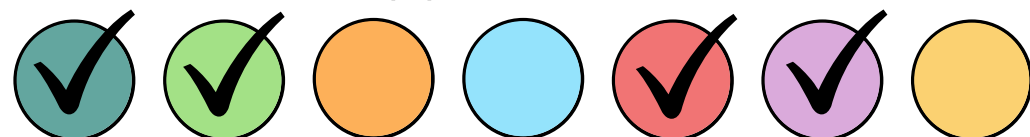
To share how I see myself now. To enhance self-awareness through projection.

COMMENTS

The word Dixit means the one who has been initiated.

Example of guiding phrase:
"My life and work right now..."

Can be also applied for:



20-45 min



Dixit cards / with images

STEPS

- 1 In silence, invite the participants enter the area. At the entrance, there is a written guide phrase.
- 2 Invite participants to walk among the cards trying to find one that represents their mood.
- 3 When everyone has a card, you stand in a circle, and each participant turns their card among the others.
- 4 They can share if they want.

REFLECTION

- What caught your attention from the card?
- What emotions would you attach to this card?
- What was it like to hear from others?



EXIT **burnout**

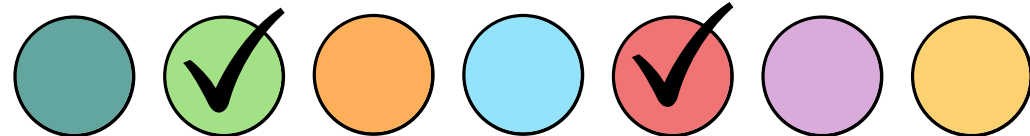
PURPOSE

To find a better picture of your purpose in life/work.
To find your own IKIGAI.

COMMENTS

The word Ikigai has Japanese origins and means "reason for being."
("IKI"=Life "GAI"= Value or Worth).
Remember to be honest and not judgmental of yourself! Finding your Ikigai is a process, so don't get frustrated if you don't find one immediately. Take your time! Repeat as many times as needed. Your IKIGAI might change.

Can be also applied for:



PREPARATION

Prepare the table template.



45 - 60 min



Paper, pen, template

STEPS

- 1 Ask participants:
What do you really love?
What you're good at?
What does the world need?
What can you be paid for?
- 2 Ask the participants to write down answers on the template.
- 3 Find common grounds by analyzing your answers.
- 4 The things that are common to all four sections will be your IKIGAI.



REFLECTION

- How do you feel while looking at your IKIGAI?
- Is your life aligned with your IKIGAI? In which specific way it is or is not?
- What came up in the process that surprised you about yourself?



EXIT **burnout**

PREPARATION

Have the group sit in a circle.

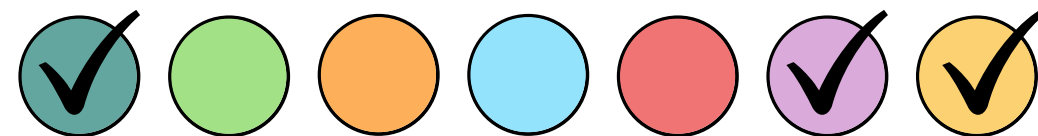
PURPOSE

To improve listening skills,
to foster creativity,
to promote acceptance.

COMMENTS

Creativity is encouraged. You are not allowed to correct or changed what have been said before. You may select a topic or make it free topic

Can be also applied for:



POPCORN
STORY
TELLING



15 - 30 min

STEPS

- 1 Give the group a starting sentence. For instance, "Once upon a time, a tiny gray elephant..."
- 2 Have each participant add to the story based on what the previous participant has added to the story.
Suggestion: Everyone must participate.

REFLECTION

- How was for you to think about what to say next?
- Where you listening or thinking about what to say?
- Did you feel that the story changed from the original idea you presented? How was that for you?
- Any metaphor you can extract from the story?



EXIT **burnout**

PREPARATION

Ask participants to stand in a circle.

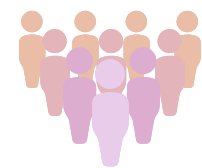
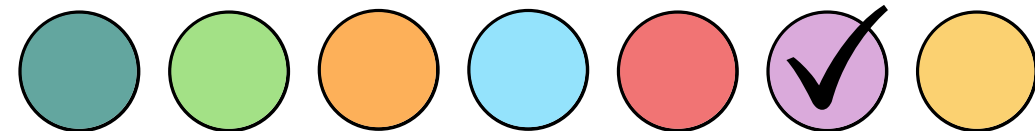
PURPOSE

To improve nonverbal communication.

COMMENTS

Eye contact is one of the basic principles of communication and trusting others.

Can be also applied for:



10 - 15 min

STEPS

- 1 Ask each participant to answer the same question only with eye contact (ie: whose favorite ice cream flavor is chocolate; who has a dog).
- 2 Participants who can answer "yes" on the question, must find mutual eye contact with someone across the circle.
- 3 Once this eye contact is made, the participant must call out their partner's name and slowly switch places with them, while maintaining that eye contact.

REFLECTION

- How was it to stay in eye contact?
- What was the main challenge?



EXIT **burnout**

PREPARATION

Prepare "tell your story" cards.

PURPOSE

To involve people to talk about their experiences and share ideas, thoughts and personal views. Train different skills like active listening, non verbal communication and promoting personal connection.

COMMENTS

Promote self-exploration, playing cards in pairs or groups can promote discussions and dialogue to build a stronger team and to get to know each other better. You can buy the cards here: www.stastustastiem.lv



Can be also applied for:



15 - 30 min



Tell your story cards

STEPS

- 1 Ask participants to answer the questions from the cards, either in groups or pairs.
- 2 Invite participants to exchange with each other and then to switch pairs and to continue interacting with other participants with different questions

REFLECTION

- In terms of safety, how did you feel answering the question?
- What did you appreciate from the non verbal communication?
- Did you manage to do active listening or did you intervene?
- Do you feel there was a personal connection while sharing the stories?



EXIT **burnout**

PREPARATION

Define 2 spaces: 1 for each team to construct, away from each other - they cannot see each other, 1 for the meeting of team representatives and for the presentation.

Divide the group into at least 3 smaller groups of 3 - 5 members. Each group must have identical set of materials.

PURPOSE

To promote group work development:

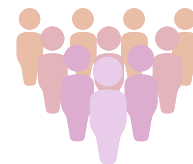
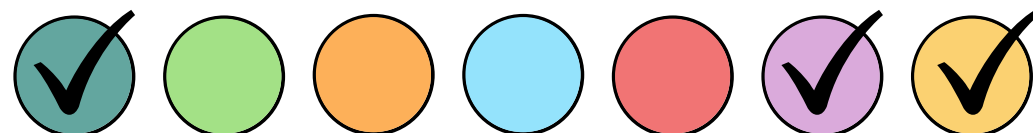
- communication,
- problem solving,
- resilience building.

COMMENTS

Materials can be varied and chosen by facilitator.

Vehicle can be replace for other ideas (house, boat, etc.)

Can be also applied for:



60 min

Crates, wheels, plates, ropes, sticks, etc.

VEHICLE BUILDING

INTERNAL COMMUNICATION

STEPS

- 1 (45 min) Hand out each small group a pile with materials and ask to go to the construction place. The group has the following tasks: to build totally identical vehicles, to draw the exact plan of the vehicle, to name the prototype and to write an advertisement for it.
- 2 During the task the teams are not allowed to communicate directly. Each group selects a representative, who will meet with the other groups' representatives in a neutral area, at the meeting place. They can meet several times but have altogether no more than 15 min.
- 3 (5 min each) After the 45 min allowed for the tasks, invite all groups come back with their vehicles and present them one by one.

REFLECTION

- How was the teamwork in the small group?
- Were all participants able to contribute with all their capacities?
- What helped and what hindered the contribution?
- How can this activity contribute to resilience building?



EXIT **burnout**

PREPARATION

Divide the group into smaller groups of 3.
There are 3 roles in each trio:
1 blindfolded, 1 cannot speak, 1 cannot hear.

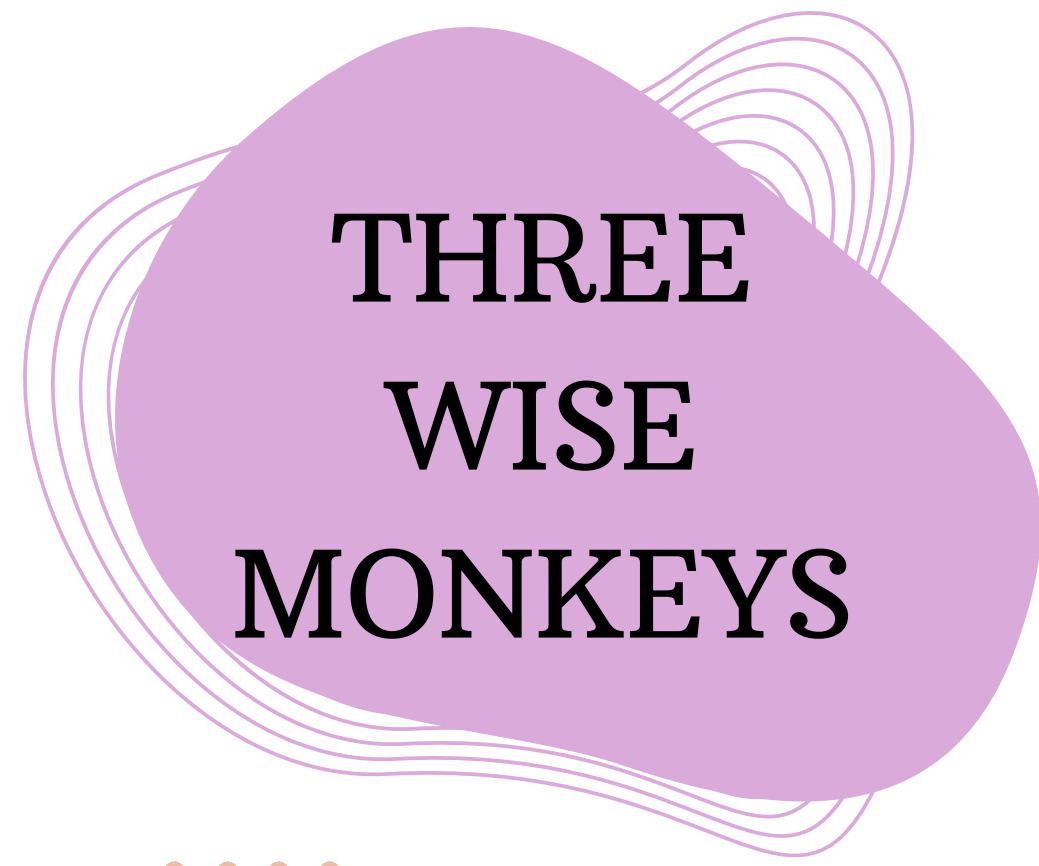
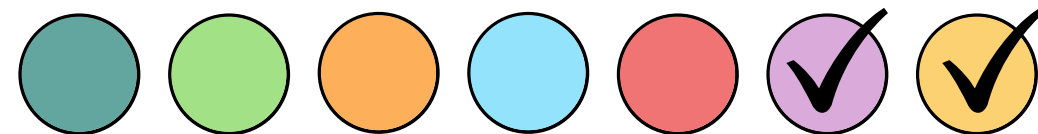
PURPOSE

To explore communication patterns, to change roles and experiment communication in different roles.

COMMENTS

Participants can choose their role before or after explaining activity (recommended before knowing). You can suggestion them to organize themselves or not. You can repeat changing roles. You can put other people as observers and/or protecters of the blindfolded.

Can be also applied for:



THREE WISE MONKEYS



60 - 90 min



Blindfolds

STEPS

- 1 invite blindfolded people to find an object that is "hidden". The silent person can see where the objects are but cannot speak. The silent person will give instructions by signs to the deaf person, who can talk to the blind person (however a deaf person cannot see the scene).
- 2 For the setting: Silent faces deaf at 2 meters of distance. The Deaf cannot turn back not to see blind people or objects.
- 3 Once the setting is ready, they must start searching.

REFLECTION

- How was it to be in the different roles?
- How did the communication went on?
- Define the real challenges



EXIT burnout

PREPARATION

Prepare papers with 4 part NVC process and basic feelings and needs

STEPS

- 1 Give intro to the Non Violent Communication concept by Marshall Rosenberg, include Giraffe and Jackal styles.
- 2 Distribute printed sheets.
- 3 Provide some life examples from the participants on the application of this process. Personal work on the conflict situation that you had in your work environment and wasn't resolved using 4 steps process.
- 4 Gather in small groups to share the outcomes of the personal work and give each other feedback. Debriefing on the application of it in their daily work.

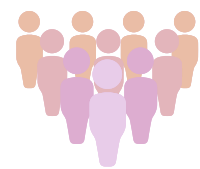
PURPOSE

To learn using Non-Violent Communication for communicating ones needs in a healthy way.

NON-VIOLENT COMMUNICATION (NVC)

COMMENTS

Check information of 4 parts of NVC process.



Basic Needs and Feelings

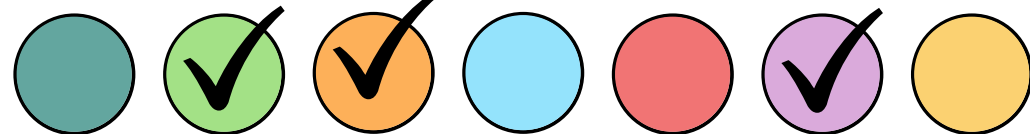


30 - 60 min



Sheets with Basic N&F
Sheets 4 steps process

Can be also applied for:



REFLECTION

- When and how do you recognize the giraffe and jackal in your communication?
- How can you use NVC in the future? Provide example.
- What triggers you that prevents you from using NVC?



EXIT **burnout**

PURPOSE

To create group challenge and practice strategy making, coordination and trustbuilding.

COMMENTS

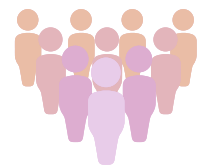
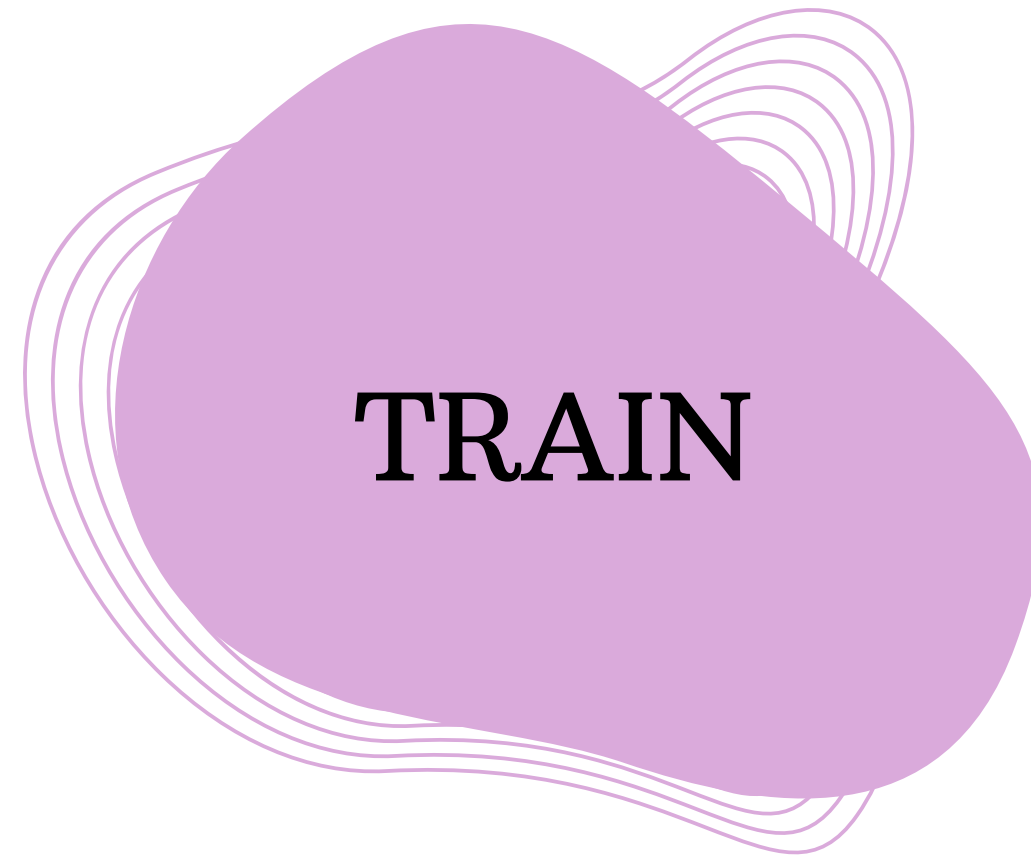
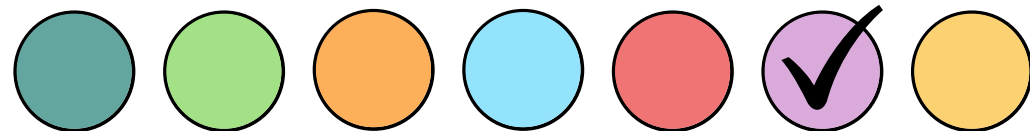
After the group tried once, offer to get additional 3-5 minutes for discussion of the strategy and to fulfil the task again.

This group building method is also a good way to start discussion of group rules.

REFLECTION

- What was frustrating or enjoyable?
- How was the group interaction?
- How did you feel being blindfolded?
- How can you transfer this experience into real life?

Can be also applied for:



20 -40 min



Blindfolds

INTERNAL COMMUNICATION

STEPS

- 1 Give the following instructions to the group: You will stand in a straight line, with your hands on the shoulders of the person in front of you. All of you will be blindfolded except from one in the end of the line. You as a group have to get from point A to point B. You decide in the group in what time you're going to perform this task. You cannot communicate verbally while performing the task. You decide yourselves who is taking which place in line.
- 2 The group can now discuss how they will perform the task (5 min).
- 3 When the time for strategy is finished ask participants to put blindfolds on (except the one person who will stand in the end of the "train") and start the activity as explained above. From this moment the group should keep silence, and communicate only non-verbally.
- 4 Monitor that participants are keeping to the rules, and ensure their safety. Interrupt and pause the process in case it's not safe.



EXIT **burnout**

PREPARATION

Divide the group into pairs.

PURPOSE

To promote active listening by listening and responding to another person that improves mutual understanding

COMMENTS

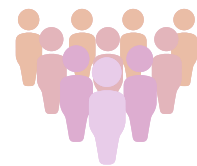
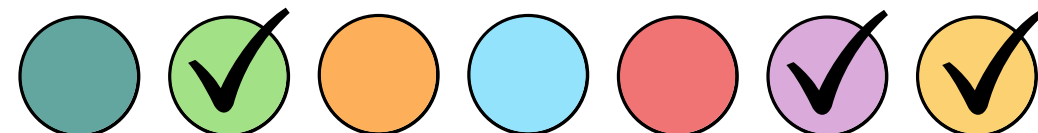
Ways you can express active listening:

- Non-verbal communication,
- Verbal communication.

Visible listening signs such as:

- Gesture expression,
- Reactions Eyes,
- Reassuring words,
- Asking questions at the end,
- Summarize, explain, say in other words or feedback.

Can be also applied for:



20 - 40 min

STEPS

- 1 Give task to participants: one person speaks for 3 minutes, and the other actively listens without interruption.
- 2 Invite to change the roles and debrief how it was for each person to be in different roles.

REFLECTION

- How was it to be in the different roles?
- What did you appreciate besides words (non-verbal)?
- After this experience, would you change something in your daily communication? if yes, what?



EXIT **burnout**

PREPARATION

Have a blank paper and a pen for each participant.

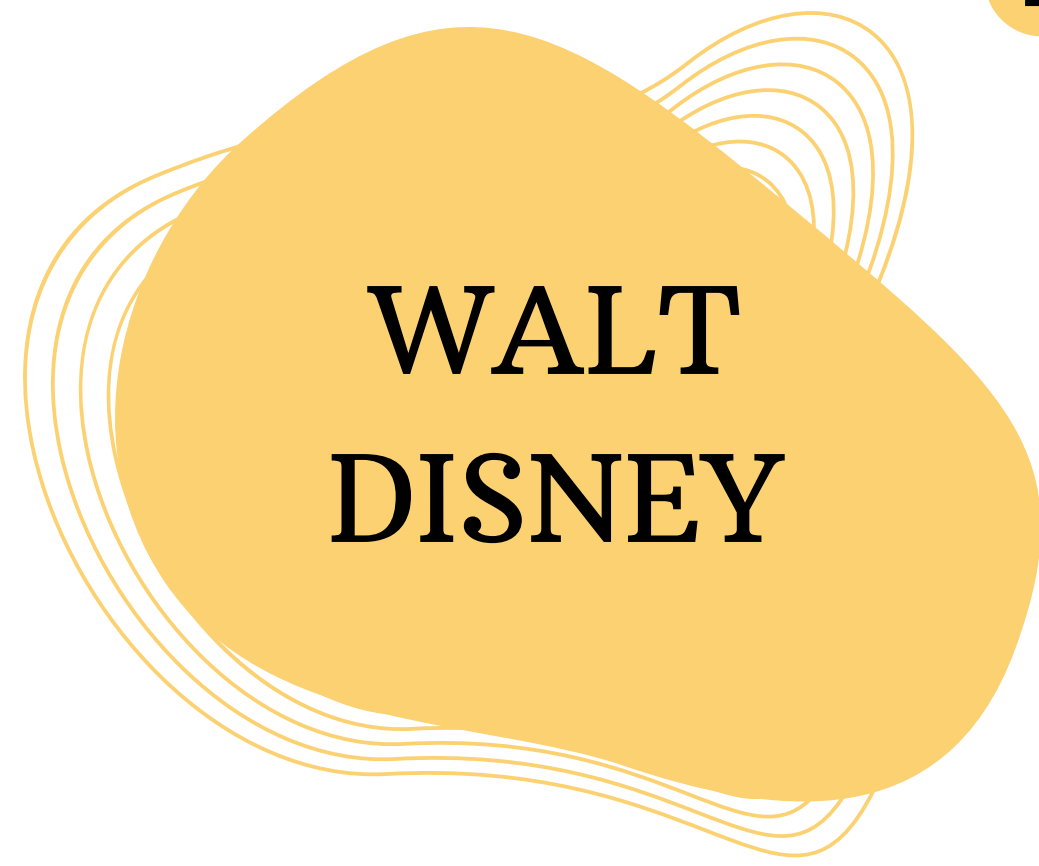
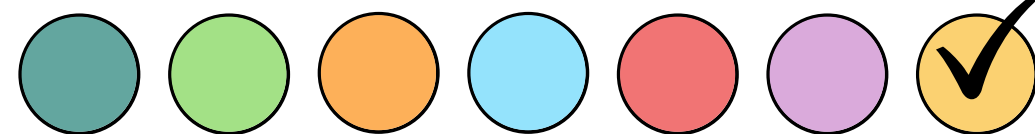
PURPOSE

To find new solutions for a problem or challenging situation, to generate new ideas and create a plan of action.

COMMENTS

To achieve maximum effect, it is recommended to do each step in a different place.

Can be also applied for:



40 min



Paper, pen

STEPS

- 1 Ask participants to define the situation to be addressed and the goal to be achieved.
- 2 Invite participants to look on the situation from perspective of:
 - Dreamer - dream, visualize, see a solution if there were no restrictions.
 - Realist - how dreams should be transformed so that they become feasible in today's situation? What resources are needed, what actions should be taken?
 - Critic - finding imperfections, weaknesses, expressing criticism, but in a positive way for the realization of the goal.
- 3 Ask participants to look back from realist's perspective and define steps to take.

REFLECTION

- How do you feel about the solution you found?
- What's your daily perspective? Why?
- How was to look from other perspective?



EXIT **burnout**

PREPARATION

Divide the group into pairs. Line up in front of each other.

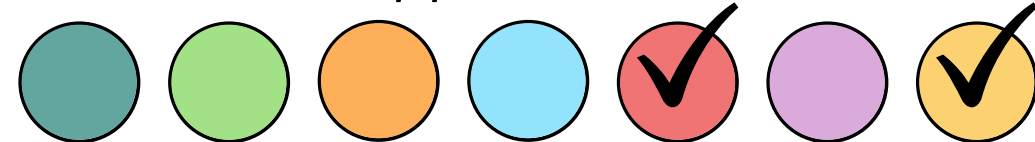
PURPOSE

To be able to make little changes in your life and to observe that at the end, the difference is huge comparing with the beginning.

COMMENTS

Conclusion: If you were to asked to do 16 changes... you wouldn't be able... but little by little you can.

Can be also applied for:



20 - 40 min

STEPS

- 1 Ask one person to turn around. The other has to make 3 changes in themselves. Both participants can change if desired.
- 2 Invite the other person to identify the changes.
- 3 Invite to switch and repeat the process again and again, and again.

REFLECTION

- How was it to make the changes?
- Did it get harder or easier to keep changing?
- How do you think you would have reacted if you were asked to do 16 changes at first?
- How was observing and detecting changes?



EXIT **burnout**

PREPARATION

Divide the group into pairs.

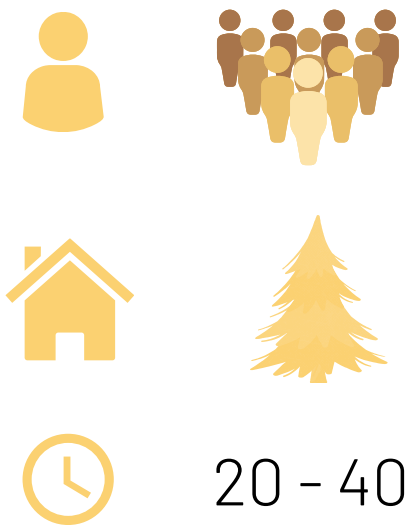
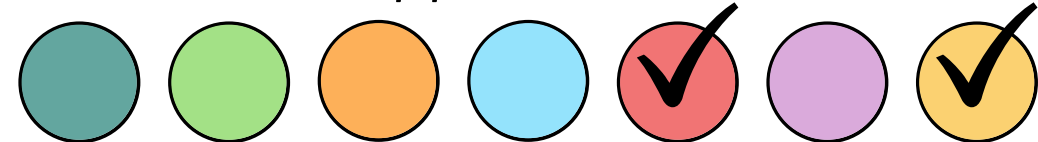
PURPOSE

To improve creativity and adaptivity to the changes.

COMMENTS

Can be done individually:
Try to do everyday activities in another way - clean teeth with other hand, go to work or home using another way, another transport etc.
(Creat micro-adventures)

Can be also applied for:



20 - 40 min

STEPS

- 1 Invite participants to follow the process: One participant shows something that we do in everyday life (open the bottle, drink coffee, etc).
- 2 The other says: "Good, now find another way".
- 3 First person needs to find another way to do it.
- 4 Change the roles after some time.

REFLECTION

- Have you tried any of the other options you have mentioned?
- What would happen if you do it?
- How do you feel doing things in a different way as usual? Why would you do it differently? What are the benefits and cons?



EXIT **burnout**

PURPOSE

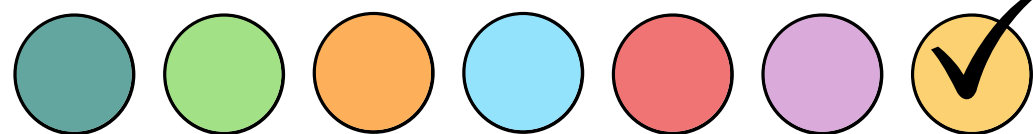
To improve creativity and energize the group.

COMMENTS

Variations Instead of passing the sound/gesture to your neighbor, players can pass it to any player in the circle. Try the game without imitating the sound/gesture received; just have players turn around and throw a new gesture/sound to their neighbors as fast as possible.

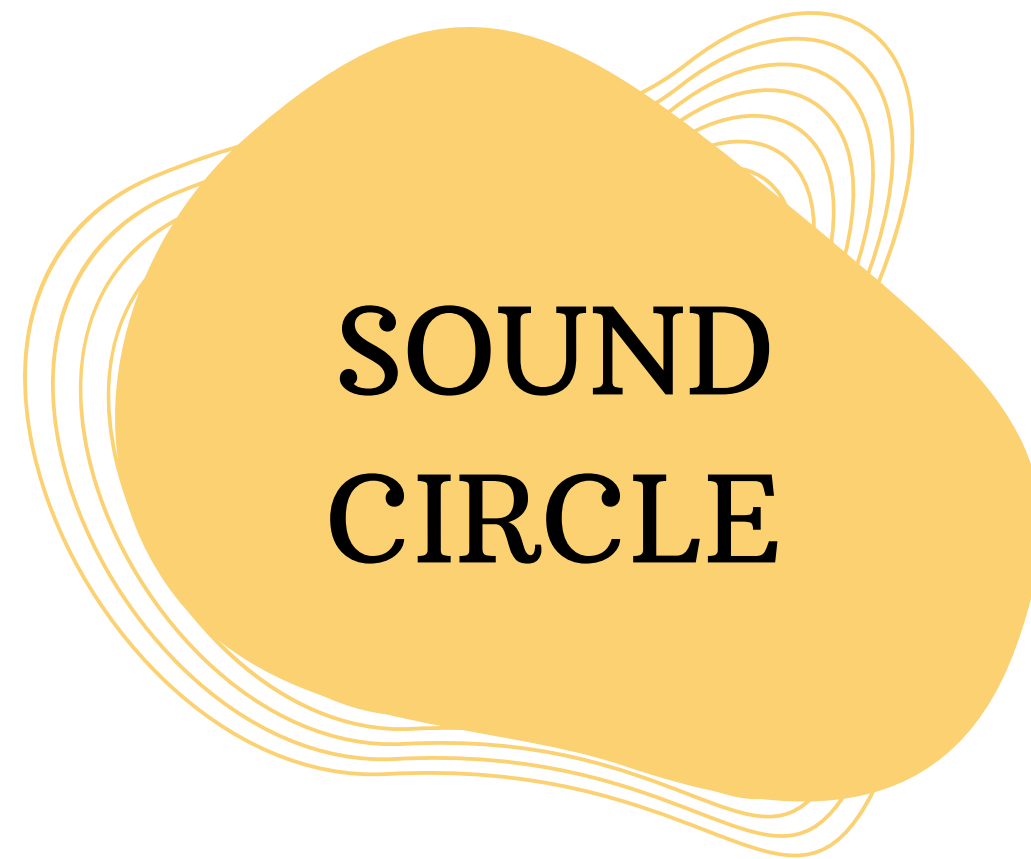
Also known as Pass Catch.

Can be also applied for:



PREPARATION

Ask the group to stand/sit in a big circle.



10 min

STEPS

- 1 Invite one player to start the game by making a gesture and a sound to his right neighbor. The neighbor immediately imitates gesture and sound, then turns to his right neighbor and makes a totally different gesture and sound.
- 2 Tell players not to preconceive, ask them to throw themselves into this exercise.

REFLECTION

- What you experienced?
- How it is for you to change sound and gesture?
- Did you plan your changes before?
- Did you notice any patterns?












GAMIFICATION

The project includes Gamification, Coaching and Adventure therapy methods and in previous pages were presented concrete tools that directly can be applied in the training but here is more information about Gamification and its elements. Examples, how to use Gamification elements are described in the Wellbeing program and Program's Implementation Guidelines.

Gamification in learning is a technique based on the application of didactic methodologies in the professional educational field which helps to obtain better results when it comes to achieving the established objectives. This facilitates the internalization of knowledge in a more fun way, generating a positive user experience. In short, gamification means adding game elements to a non-game situation. A good example is business reward programmes. Users, workers, or clients are rewarded for certain behaviors. In youth work, gamification is often integrated in an authentic manner. Young people develop a character, play part of a team, and earn experience points, badges, and rewards based on the associated behavior. Young people are rewarded for accomplishing tasks, working together, volunteering, providing support to others, implementing projects, and taking specific roles etc.






KEY ELEMENTS OF GAMIFICATION

-  Challenges: map to the learning goals.
-  Badges: provide recognition for significant achievements.
-  Scores: provide accomplishment and gratification to the learners.
-  Competition: helps learners assess where they stand against others.
-  Levels: map to the learning path and help learners with proficiency gain.
-  Leaderboards: provide analytics and help learners focus on terminal objectives.
-  Instant feedback: helps learners understand where they stand and help them in stepping up their learning.
-  Collaboration: encourages team building and leveraging on peers or experts to meet the goals.
-  Story and narrative is also considered as a gamification element. When players build a character and become a hero in the designed game story they have an epic meaning and calling that affects curiosity and helps to motivate them to finish their tasks and resolve the story.



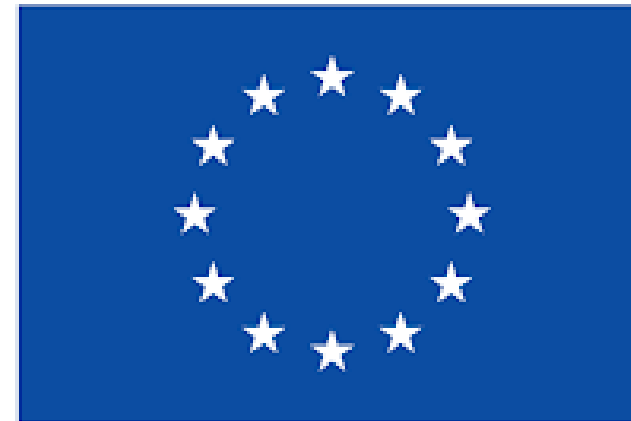
ADDITIONAL RESOURCES

Here are some resources that can help to include Gamification elements in your activities:

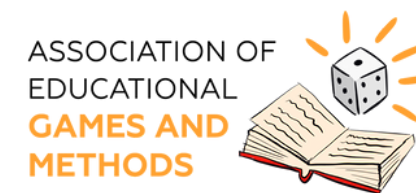
-  **Open badges** - wherever you see Open Badges offered online or as part of a learning program, you can be sure that you are earning a credential you can keep, manage, collect, and share along with others to tell the full story of your achievements.
<https://openbadges.org/about/faq>
-  **Badge craft** - digital recognition of skills and achievements - Create, manage and show recognition with digital Open Badges.
<https://www.badgecraft.eu>
-  **Achievement board** - board can be prepared with the specific tasks/ questions and then individually to set goals and to follow progression. For example - each day 15 min meditate, each week walk 50 000 steps etc.

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