



Stronger

A TOOLKIT FOR
TAKING CARE OF
OUR TIME

carya

How to Use the Stronger Toolkit

Welcome to the Stronger Toolkit! This toolkit has been designed to equip, engage and inspire facilitation and learning in the **Skills for Learning Category** of the Community Adult Learning Program (CALP).

Skills for Learning opportunities are designed to support foundational learners build confidence, develop identities as learners, advocate for themselves, and engage in foundational or other learning.¹ The primary intended learning objective is to help learners build a variety of skills and habits related to increasing their confidence, to setting and achieving their learning goals, and to be successful in further learning. These habits and skills include:

- **Recognizing oneself as a learner.** This is about supporting learners to trust that they already have valuable knowledge and skills that contribute to their learning. It's also about providing relevant learning that can be linked to their knowledge, skills and life context.
- **Taking risks in learning.** Learners grow in their courage by taking risks without fear of shame or judgement. Risk taking is cultivated as learners equip themselves with knowledge and skills while also having their different learning styles and needs understood and met.
- **Actively engaging in the act of learning.** Learners are supported to do this by actively authoring their own learning pathway through clear learning goals. They are also supported to see themselves as having power and responsibility to reach those goals, as they strengthen their abilities to make informed decisions in learning.
- **Developing learning strategies.** Learners gain practical strategies that add to their lives and help them reach their goals. These strategies may include increased organization at home or work; it may also include time management, enhanced memory skills, problem solving, increased self-awareness and self-assessment. This is also about supporting learners to build their confidence and strength to take on challenges and to persevere through setbacks in learning.
- **Building collaboration skills in learning.** Learners are supported to engage and work cooperatively with others in a learning setting. This is also about building and nurturing positive relationships and a sense of belonging in a learning community.
- **Strengthen communication skills in learning.** Both non-verbal and oral communication skills are built upon in a learning setting so that these skills can be applied in a learner's life and everyday tasks.

¹ Community Adult Learning Program Guidelines 2020, Section 5.1.3 Skills for Learning

The Stronger Toolkit invites the exploration of a variety of jumping off points that are designed to support learners to build these skills for learning. The toolkit provides ready to use, **PICK & PULL** sessions that can help you support participants on their journey of self-discovery and learning. The Stronger Toolkit is divided into four main sections:

Taking Care of Our Time



Taking Care of Our Minds



Taking Care of Our Emotions



Taking Care of Our Relationships



Within each of the four sections, you will find many interesting, relevant, and engaging topics that explore different areas within the overall theme. Each session plan has been designed to be completed in 1½ hour time frame.

- You're invited to browse through the BIG IDEAS and **PICK** a topic that you think will be of interest to YOUR participants. We believe YOU know your participants best, and will select session plans that will be most relevant and meaningful to them.
- Each Session Plan has bullet points to help you decide if the topic and session plan is what you are **LOOKING FOR** to support your participants.

- Check out the TAKEAWAY, where you will find what participants will learn and experience during the session.
- Next, **PULL** the SESSION PLAN! Here you will find everything you need to facilitate a session. Questions, videos, activities, resources and modifications are all included for each session plan. READY, SET, FACILITATE!

The session plans can be used exactly as they are or they can be used as jumping off points for your own inspiration and creativity. Use whatever works best for you and your participants! Perhaps it is a little of both. Not a relevant video, question or activity for your participants? Change it up! Find one that fits for you.

Quick Tips to Get You Started!

Each session plan is designed for participants to use a variety of foundational life skills. Prior to the CALP 2020 guidelines, Skills for Learning were defined as Foundational Life Skills. These skills included:

- Oral Communication Skills
- Decision Making and Problem Solving Skills
- Creative Thinking and Critical Thinking
- Self-Awareness and Self-Assessment

These skills are listed in each Session Plan for reference.

Each session plan also incorporates a variety of learning styles. While there are many different learning styles, the Stronger Toolkit uses the following: Auditory, Visual, Read/Write and Kinesthetic.

Session plans were designed to invite participation and engagement through different methods such as large and small group discussion, multimedia, personal reflection and hands-on activities.

Each section also includes a reference and resource list, which includes a variety of resources related to the overall theme. This can be found at the end of the themed section.

At the time of this publication, all video links in the Toolkit Session Plans were active. Over time these may be removed from the internet. We have noted titles of video links as well as noted when websites were last visited.

A Note on the WHY and the HOW

The inspiration for this toolkit has come from our own context of offering Skills for Learning groups in a tight-knit community neighborhood in Calgary for the past several years. Our best teachers in this process have been the learners we have been privileged to grow alongside, learn from and build relationship with. They have inspired the name of this toolkit, which is STRONGER. We have witnessed that strength walks in the door with each learner. Our hope is that they leave stronger because of what we create and uncover together.

As such, the ideas for many of these sessions have been instigated by the experiences of the learners in our learning communities. Their brave sharing of their stories, hopes and challenges gave us the context to bring ideas to page and later, sessions to life. The majority of these sessions have been used in our own Skills for Learning Community over the past year and we are grateful they gave us space to explore, adapt, and create with them!

We are also grateful for Calgary Learns and their support of this project through an initiative grant. They came alongside our vision of not only developing curriculum for our learning communities but believed that we had something to offer to our collective community of CALP.

Last we are grateful for YOU! For the places you will use this information, the ways you will make it your own, the care you will bring to make the sessions relevant for your specific learning community and your steadfast commitment to bringing learning alive and well for others. We are all STRONGER together!

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Better Habits, Better Days



The Big Idea!

The big idea for this session is to give participants an opportunity to explore how creating better habits or routines can help them have better days. Life can be stressful and at times chaotic. It is in these times of stress that we can feel a loss of control in our lives. Creating better habits and routines can lessen the stress when life gets hard. According to Shawn Achor, a Happiness researcher and Positive Psychologist at Harvard, having better habits and routines increases our overall happiness in life.

Choose this session if you are looking for...

- Ways for people to reflect on their own routines and habits.
- Ways for people to understand the connections between routine, habits and the stress response.
- Learn ways to create routines that will turn into habits that will support better, happier days.

The Takeaway

Participants will reflect on their personal habits and routines. Specifically, participants will focus on their morning routine and how adjusting this routine can prime the rest of their day. Through group discussion, paired activity and personal reflection, participants will come away from this session better equipped to create habits and routines that help make their lives more manageable and enjoyable.

Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Problem Solving

Critical Thinking

Creative Thinking

Decision Making

Session Plan: Better Habits, Better Days



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	One way we can take care of our time is to choose certain habits and routines for different times during our day. Today we will be uncovering how better habits create better days.	
Check In & Connection Communication, Self-Awareness AUDITORY	Connecting Question: What is one habit you have? What is something you do every day or very regularly - something you never miss? If you do not have one at this time, did you ever have one? What was it?	10 min
Exploring our Habits and Routines Oral Communication, Critical Thinking, Self-Assessment AUDITORY/VISUAL	When we do something over and over, it can become a habit and form part of our routine. Once something's become a habit or routine for us it's easier and almost automatic. We don't have to spend mental energy figuring out what needs to be done, when we're going to do it, etc. It happens because we've done it often enough for it to become a habit as part of our routine. Group Discussion: We all have different roles and routines that we do throughout our day. Let's list some (list on whiteboard) (Ideas: Bed time, morning, fitness, school pick up/drop off, homework, afterschool activities, etc.) It looks like we have a lot of different routines in our day! Let's pick one to talk about: 'Morning Routine'.	10 min (20 min)
Morning Routines Oral Communication, Creative Thinking, Self-Awareness AUDITORY/READ/WRITE KINESTHETIC	Self-Reflection: Take a few minutes to think about your morning. What did you do? From the time you woke up until you came here to this group, what's happened for you? (provide paper if needed) Group Discussion: <ul style="list-style-type: none"> Do you notice any habits that you listed (usually do every morning?) Would you say this morning was a 'typical' morning routine for you? 	15 min (35 min)

	<ul style="list-style-type: none"> ○ Even if we didn't think we had a 'Morning Routine', we might if we tend to do the same things each morning. If we do, how are they working for us? ○ Are you happy with your 'morning routine' or would you like to tweak some things? 	
Imagine a morning... 2 scenarios Oral Communication, Creative Thinking, Decision Making AUDITORY KINESTHETIC	Activity: (Split the participants into 2 groups) There's been some great discussion and sharing about our mornings and the things we actually do in the mornings. Now imagine, group one...best morning imaginable. Imagine, group two...worst morning. Each group can write/draw/talk about what would make it the best or worst morning. Presentation: Each group will present their ideas. Facilitator could list in columns on whiteboard. Reflection/Discussion: What did we notice? How did it feel doing the activity? Did it feel different for each group...the one thinking about the 'best' morning and the one thinking about the 'worst' morning? How so?	20 min (55 min)
Setting up for success Critical Thinking, Self-Assessment, Self-Awareness AUDITORY	Read Aloud: Recently Time Magazine printed a special feature copy with lots of articles based around habits and routines. Specifically, there's an article that talks about Morning Routine and setting up your day for success. Read Excerpt from Handout: How Better Habits Can Make Your Day Special Edition of TIME Magazine/Annie Murphy Paul) This sounds similar to some of the things that the group doing the 'worst morning' listed on whiteboard. Group Discussion: How does it feel when we have a morning like this? What happens? (Stress Responses in the 4 areas: Body, Mind, Emotions, Social) Whiteboard – 4 columns with what's happening	15 min (1 hr, 10 min)
Personalized Plans Creative Thinking, Self-Awareness, Self-Assessment, Problem Solving, Decision Making VISUAL/ AUDITORY KINESTHETIC	Activity: Make a Plan and Write it Down So, what can we do? What would a better morning look like for you? Using the paper provided, ask participants to make a plan for their morning for the next day (write, draw, etc. a better morning routine). Prompts: Think about how specifically you can prepare and accomplish your tasks. What do you need? When should you start? Do you need to plan or do anything the night before? Group Share – Invite participants to share their plan. Possible questions to ask: <ul style="list-style-type: none"> ○ What have you added or taken away from your morning routine? 	15 min (1 hr, 25 min)

	<ul style="list-style-type: none"> ○ Will creating this new routine have a ‘ripple’ effect for the rest of your day? ○ What will happen when your morning goes ‘sideways’? (<i>life happens!</i>) ○ How can you show yourself self-compassion? <p>Today we have focused on the ‘morning’ part of our day – these strategies can be used to make better routines and habits for any part of your day to make it better 😊</p>	
Closing	What are you taking away from today’s session? What stood out for you?	5 min (1 hr, 30 min)

Resources Needed for Session

- Paper/pens/pencils/markers
- Handout: *How Better Habits Can Make Your Day*

Additional Resources

Article:

Paul, A.N. (2019, November). How Better Habits Can Make Your Day. *Special Edition Time Magazine, The Power of Habits*, p.13 (<http://content.time.com/time/magazine/article/0,9171,2107493,00.html>)

Book:

Charles Duhigg: “The Power of a Habit: Why We Do What We Do in Life and Business” (2012)
<https://charlesduhigg.com/>

Kristin Neff website:

www.self-compassion.org

Modifications

The “Imagine Your Day” Activity can be done individually instead of participants being divided into two groups. If time allows, a deeper discussion could be facilitated around self-compassion, using the work of Kristin Neff.

How Better Habits Can Make Your Day

Written by Annie Murphy Paul

Excerpt from Article:

“...let’s consider a typical weekday morning, when the routine involves jumping up at the alarm’s buzz, diving into the shower and rushing out the door with barely a moment to think. A stressful commute gets your blood pressure climbing. Once at the office, you glance through the newspaper’s array of discouraging stories. With a sigh, you pour yourself a cup of coffee and get down to work, ready to do some creative, original problem-solving.



Good luck with that....

The habits most of us follow each morning, it turns out, run exactly counter to the conditions that neuroscientists and cognitive psychologists tell us promote flexible, open-minded thinking. Our hurried wake-up leads us to miss imaginative insights, which are most likely to come to us when we are groggy and unfocused. The stress of our commute can damage the substance that insulates our brain cells. And reading downbeat news hampers our ability to solve problems creatively.”

Paul, A.N. (2019, November). How Better Habits Can Make Your Day. *Special Edition Time Magazine, The Power of Habits*, p.13

<http://content.time.com/time/magazine/article/0,9171,2107493,00.html>

Capturing Moments in Time



The Big Idea!

The big idea for this session is to give participants an opportunity to explore the concept of capturing moments in time by discovering the benefits and different ways of preserving memories. A time capsule activity will be introduced to practice capturing a current moment in time. This workshop is a meaningful and personal way to introduce organizational strategies.

Choose this session if you are looking for...

- Ways for people to understand why capturing memories can be beneficial.
- Ideas of things people can do to honor important events or mark the passage of time.
- Practical strategies for people to document and preserve events, experiences, and milestones.
- Inspiration to gather and preserve special moments in our lives.
- A hands-on activity for people to practice capturing a specific moment in time.

The Takeaway

Participants will recall their past experiences by collecting and reliving memories. They'll reflect on how memories were gathered and relived during their childhood and how they are gathering memories today, for themselves, for their families. Benefits of gathering and storing memories will be explored through group discussion as well as experientially through a hands-on activity.

Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Problem Solving

Critical Thinking

Creative Thinking

Decision Making

Session Plan: Capturing Moments in Time



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	Today we will be remembering special memories and moments in our lives and exploring ways to record those. We will be looking at the significant milestones in our lives and the big moments in your own life so far. We'll talk about what you want to remember and how can you preserve those special memories.	
Check In & Connection Communication, Self-Awareness AUDITORY	Connecting Question: Do you have a favorite keepsake or a special item that has been passed down to you that tells a story? The story can be anything about your family, your child, or yourself (photo album, baby book, report card, picture, jewelry, baby dress, etc.). What is it and do you use it or enjoy looking at it?	10 min
Marking Moments in time Communication, Critical Thinking, Self-Assessment AUDITORY/VISUAL READ/WRITE	Group Discussion: Do you remember flipping through family photo albums or hearing stories from parents, grandparents about their days... Why do we do this? What does it give us? (Ideas: Seeing old photos and hearing old stories lets us learn about another way of life. It gives us a sense of where we came from, who we are.) What does it say to ourselves, to others when we chose to mark moments in time? How does it make us feel in the moment? Years later? As Dr. Seuss says, <i>"Sometimes you will never know the value of a moment, until it becomes a memory"</i> . So then, how can we save, store, keep our moments? How can we turn our special moments into memories? (list on whiteboard) Possible ideas/answers below: <ul style="list-style-type: none"> ○ Photo albums, scrapbooks, baby books, yearbooks, journals, digital albums, blogs, shadow boxes, memory boxes, etc. ○ School Memory Boxes ○ Make baby clothes into a quilt, a teddy bear ○ Save your child's artwork with an on line platform ○ Make a photo book of your kid's artwork ○ Collect Keepsakes from family trips in jars 	20 min (30 min)

	<ul style="list-style-type: none"> ○ Make a family yearbook ○ Interview your kids after a family trip ○ Ask your kids interesting questions and record their answers (can keep 'conversation starter' questions in a jar, pick one and go around with table with everyone answering) ○ Put a "Magic Moments" or "Joy Jar" on your counter 	
Creating a Time Capsule Oral Communication, Creative Thinking, Self-Awareness VISUAL AUDITORY READ/WRITE KINESTHETIC	Activity: Time Capsule Another way of preserving memories is to create a Time Capsule. Has anyone ever made a time capsule before? You can create one to capture any time period. Today's time capsule is inspired by the recent pandemic occurring in our world: COVID-19. To make our time capsules, we'll use a template that was created by a Canadian mom! Video 1: Canadian Mom Creates Covid-19 Time Capsule (2 min) https://globalnews.ca/news/6846068/canadian-mom-creates-coronavirus-covid-19-time-capsule-workbook/ Handout: COVID-19 Time Capsule Encourage people to add colors and draw pictures or however they wish to add their own personality to the template.	30 min (1 hr)
Sharing Time Capsules Oral Communication, Self-Awareness VISUAL AUDITORY	Group Sharing: Invite each person to share a favorite part of their time capsule. Encourage everyone to make the capsule 'their own', take it home, add to it or change it. Can do together with partner, children, etc. Why might we make a "Time Capsule" of this period in our lives?	20 min (1 hr, 20 min)
Closing	What stood out for you from today's session? What did you learn? What did you enjoy? Do you think you'll be more aware of special moments and more inclined to capture them?	10 min (1 hr, 30 min)

Videos

Video 1: Canadian mom creates COVID-19 Time Capsule workbook (2 min)

<https://globalnews.ca/news/6846068/canadian-mom-creates-coronavirus-covid-19-time-capsule-workbook/>

Resources Needed for Session

- Whiteboard & Markers
- Computer & Projector for video
- Handout: *Time Capsule*
- Paper, pens, markers, scissors, glue, magazines
- Music to play during time capsule creation

Additional Resources

Video: 12 Most Amazing Time Capsules in the World

<https://www.youtube.com/watch?v=2IPGSXxAi8M>

Video: How to Make a Time Capsule – 2 minute video

<https://www.youtube.com/watch?v=n5eL81RXxXE>

Modifications

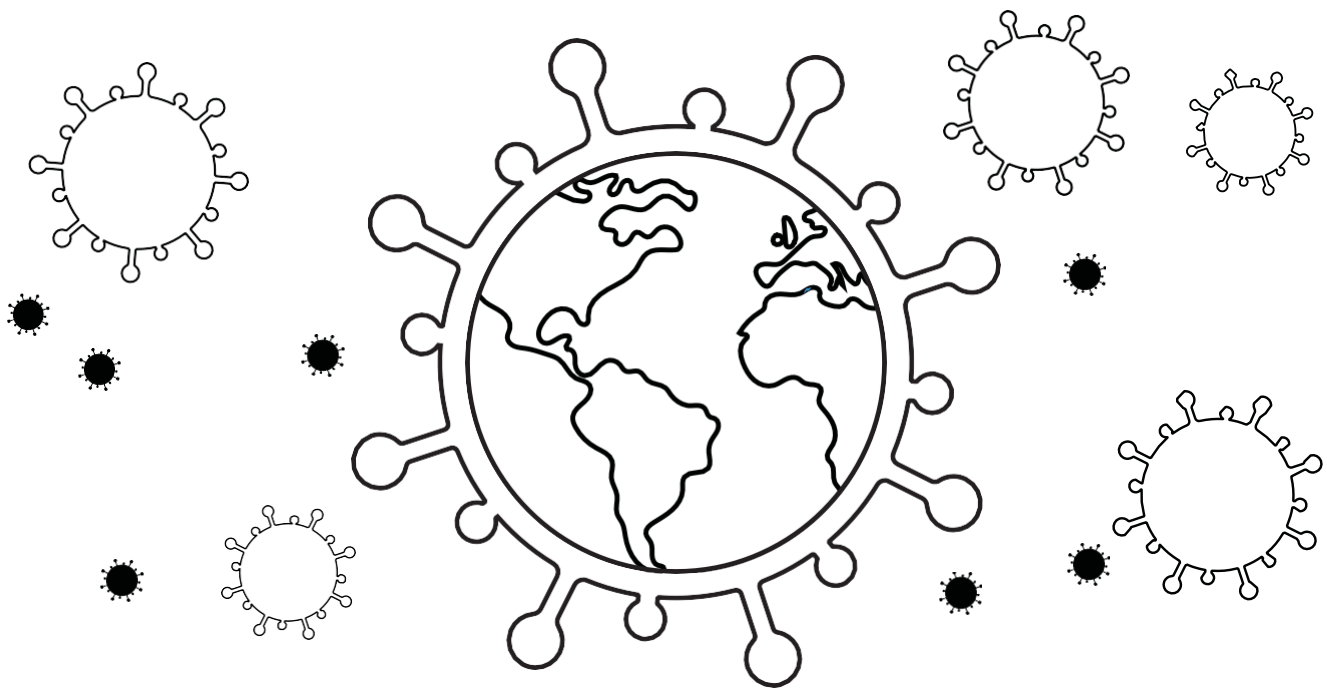
Time capsules can capture a variety of time periods (Graduation, Grade 3, Birthday, First Home, First Job, etc.)

Other methods to capture time can be used for the hands-on activity (journaling, poetry, sketching, collage making, painting, time line drawing, photo albums, etc.)

Make a Time Capsule Together: This can be done as a group where everyone contributes to making one special time capsule. This could be called “Life in {our community/neighborhood/class} in 2020”, “Life as a Mother in 2020”. You can invite participants to bring a variety of things including everyday items (bus tickets, coins, stamps, etc.), items that document current events (neighborhood newsletter, menu from favorite local restaurant, news articles, cost of living, etc.), photos/pictures of typical fashions (maternity wear, toddler clothes, etc.), popular movies, etc. The group works together to create a snapshot of “Life Today” as a community/group member, as a Mother, as a student, or whatever would be meaningful for the group. When the capsule is complete, you can host a celebration to show off the capsule before it is sealed and stored for the next 2, 10 or 20 years.

MY 2020 COVID-19

TIME CAPSULE ADULT EDITION



BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOU (AND YOUR FAMILY) TO LOOK BACK ON. HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

☐ SOME PHOTOS FROM THIS TIME A

☐ LOCAL NEWSPAPER PAGES OR CLIPPING SPECIAL

☐ JOURNAL OF YOUR DAYS

☐ MEMORIES

LAST DAY

THE DATE _____

PLACE A 4X6 PICTURE
HERE OF YOUR FIRST DAY
IN ISOLATION/ SOCIAL
DISTANCING

FIRST DAY

THE DATE _____

PLACE A 4X6 PICTURE
HERE OF YOUR LAST
DAY IN ISOLATION/
SOCIAL DISTANCING

♥ ♥ ALL ABOUT ME ♥ ♥

I AM

YEARS

I STAND

INCHES

I WEIGH

TODAY'S DATE: _____

MY FAVOURITES

COLOUR: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

SONG: _____

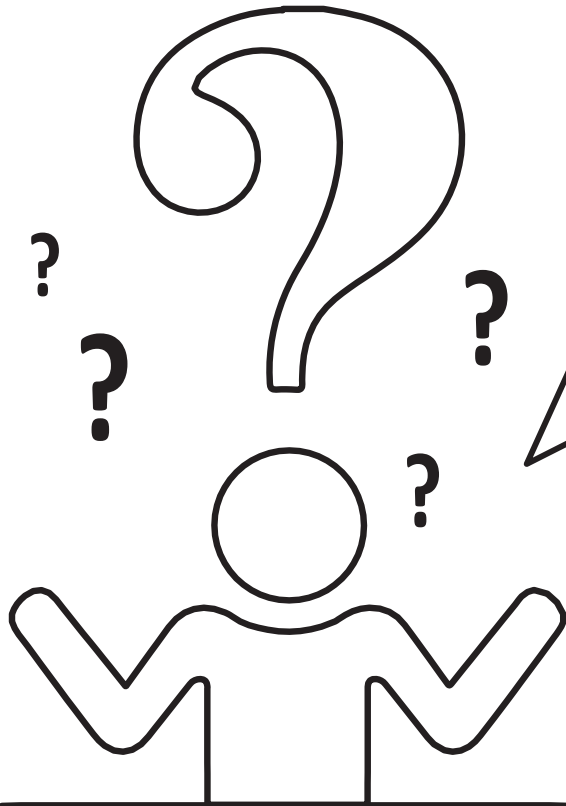
ANIMAL: _____

PERSON: _____

APP: _____

PART ABOUT BEING AT HOME:

HOW I'M FEELING



WORDS TO DESCRIBE HOW I FEEL:

**BIGGEST GOAL FOR LIFE
GOING FORWARD:**

**WHAT I HAVE LEARNED MOST
FROM THIS EXPERIENCE:**

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER ARE:

1

2

3

MY COMMUNITY




THINGS I AM DOING TO HELP FEEL
CONNECTED WITH OTHERS:

MY HOME ADDRESS DURING THIS TIME:

LIST OF ALL THE PEOPLE I CAN'T
WAIT TO SEE AGAIN:

WHAT CHANGES HAVE I SEEN IN MY
COMMUNITY? THE GOOD AND BAD...

**I AM NOT STUCK AT HOME, I
AM SAFE AT HOME!**



**HOW I PASSED
THE TIME:**

FACTS FROM THIS TIME

TRENDING TV SHOWS:

#1 SELLING MOVIE:

NEW MOVIES RELEASED:

#1 SONG IN THE CHARTS:

POPULAR MUSIC ARTISTS:

THE PRIME MINISTER IS:

POPULAR FASHION:

THE AVERAGE PRICE OF:

GAS/PETROL: _____

MILK: _____

EGGS: _____

BREAD: _____

CHOCOLATE: _____

CHIPS: _____

EVENTS I MISSED

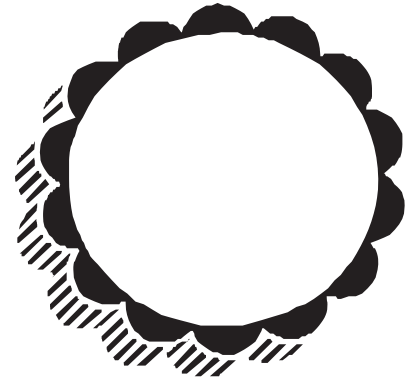
LIST OF THE OCCASIONS I MISSED CELEBRATING DURING THIS TIME
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW I CELEBRATED

THINGS TO REMEMBER....

WHAT HAS BEEN THE
BIGGEST CHANGE?

MY HOPE FOR THE FUTURE:



DAYS SPENT INSIDE

HOW YOU FELT:

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

THINGS I WILL NOT TAKE
FOR GRANTED AFTER THIS:

WHAT I AM MOST THANKFUL FOR?

WRITE ANYTHING HERE YOU HOPE YOU NEVER FORGET ABOUT THIS TIME:

LETTER TO MYSELF

TODAY'S DATE: _____

DEAR ME,

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LOVE, ME

Chunking: Making Time for What Matters to You



The Big Idea!

The big idea for this session is to give participants an opportunity to reflect on the things that are getting in the way of them having time for the things that matter in their lives. Often a long and overwhelming to-do list of tasks and project take center stage in our lives leaving us with little time and no emotional energy or motivation to do the things that bring us joy and happiness. This session will explore strategies for participants to consider incorporating into their toolbox as ways to manage their day-to-day lives.

Choose this session if you are looking for...

- Ways for people to evaluate and reflect on what is taking up their time and energy.
- Strategies for people to learn how they can get done what is before them without feeling stressed or overwhelmed.

The Takeaway

Participants will be invited to reflect on a task, project or to-do list that is currently overwhelming or stressful. They will be introduced to the concepts of chunking and deconstruction as strategies to reimagine the task and get things done. Participants will learn through a variety of methods such as group discussion, personal reflection, and multimedia as well as group and individual activity.

Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Problem Solving

Critical Thinking

Creative Thinking

Decision Making

Session Plan: Chunking: Making Time for What Matters to You



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	Today we will be discussing strategies that will help us find more time for the things that matter the most to us . Our day to day lives are often filled with projects, jobs and to-do lists leaving many of us to feel overwhelmed and under motivated which has great impact our overall happiness and satisfaction with life.	
Check In & Connection Oral Communication, Self-Awareness AUDITORY	Connecting Question: Share with us a time that you felt overwhelmed or overloaded with responsibilities, tasks, jobs and to-do lists? What was going on for you? What were all the things?	10 min
The Overwhelm! Oral Communication, Critical Thinking, Self-Assessment AUDITORY/VISUAL	We are going to get a picture of the Overwhelm! By watching a short video. Video 1: I Love Lucy TV show: Lucy and the Chocolate Factory (3 min) https://www.youtube.com/watch?v=NkQ58I53mjk (Funny example of Lucy and her co-worker totally overwhelmed with a work task) How many of you have seen that clip or the episode before? Have you ever felt that overwhelmed before? Group Discussion: (whiteboard) When you have a big task, project or to-do list how do you get it done? How do you decide what is important to get done in your life? What is the process you go through? What happens when you have too much to do or you get overwhelmed? How does this make you feel? Does this motivate you or defeat you?	10 min (20 min)
CHUNKING explained Oral Communication, Creative Thinking, Self-Awareness AUDITORY KINESTHETIC	The first strategy we are going to discuss is something called CHUNKING. Video 2: The Power of Chunking – Tony Robbins (9 min) https://www.youtube.com/watch?v=A-mcrGveHM4 Group Discussion: What did you think of the video? What do you think of this quote from the video? <i>“Change is never a matter of ability; it is a matter of motivation and drive.”</i> Invite participants to share their thoughts on the quote. How does your motivation and drive impact the things you need to get accomplished?	15 min (35 min)

<p>CHUNKING practice</p> <p>Oral Communication, Creative Thinking, Self-Awareness</p> <p>AUDITORY READ/WRITE</p>	<p>Reflection and Handout: <i>Chunking Questions</i></p> <p>Ask participants to pick a task, project or thing that is currently in their life.</p> <ul style="list-style-type: none"> ○ What is it? How long have you been working on it or wanting to do the thing? ○ What is your reason why you need to get it done? (Motivation) ○ How can you chunk the task down? ○ Have you ‘over chunked’ it? Made the task too complicated? ○ Are you focused on the overwhelm of the task? Can you focus on the chunked down or smaller sized pieces of the task? <p>Group Share:</p> <p>Ask participants to share their personal reflections on chunking.</p>	<p>15 min (50 min)</p>
<p>DESIGN THE LIFE YOU LOVE</p> <p>Oral Communication, Creative Thinking, Self-Awareness, Decision Making, Problem Solving</p> <p>AUDITORY/VISUAL</p>	<p>Group Discussion/Group Activity:</p> <p>We are now going to look at another strategy that may help give you new ways of looking at a task, project or a to-do list.</p> <p>This section is inspired and drawn from the work of Ayse Birsel, a product designer and author of the book “<i>Design the Life You Love</i>” from New York who is famously known for creating the unofficial world’s most comfortable toilet seat!</p> <p>Her design process is broken down into 4 simple steps:</p> <ol style="list-style-type: none"> 1) Deconstruction: Taking the whole apart 2) Point of View: Seeing things differently 3) Reconstruction: Putting it back together in a different way 4) Expression: Giving it form – doing it <p>Birsel has used this same process in designing a life that she loves. Her principles can be used for our purposes today as we find out new ways of looking at the tasks, projects and to-do lists in our lives.</p> <p>How are we going to do this? By making chicken soup!</p> <p>Group Discussion: (whiteboard)</p> <p>What do you need to make chicken soup? What are the ingredients? What is everything you would need to make chicken soup?</p> <p>Step 1 – Deconstruction</p> <p>Break it down or Deconstruct it. Write group brainstorm on the board – they will come up with ingredients like: Chicken, onions, carrots, salt & pepper, water, herbs, celery, noodles, heat source, pot, bowl, spoon</p> <p>Step 2 – Point of View</p> <p>Do you like chicken soup? Would you rather it be vegetarian? Do you like that it is hot? Who says soup has to be hot? Maybe it should be frozen? Served on a stick not in a bowl. (Write down a brainstorm from the group of what you could replace or imagine a new soup to be.)</p> <p>This step shifts what we know, chicken soup, to what we can imagine – this is the heart of creativity!</p>	<p>15 min (1 hr, 5 min)</p>

	<p>Step 3 – Reconstruction Shifting our perspective on soup helped us to create a new concept of soup. For example, if we changed the chicken to tofu the soup is now vegetarian; by changing it from hot to frozen and it being served on a stick we shifted our perspective of traditional soup.</p> <p>Step 4 – Expression Perhaps we express this new soup as an outdoor, summer food that you can eat anywhere because it is easy to eat and it's nutritious.</p>	
<p>Designing Your Own SOUP Recipe!</p> <p>Oral Communication, Creative Thinking Critical Thinking, Decision Making</p> <p>AUDITORY KINESTHETIC</p>	<p>Activity: It's your turn to make soup! Using the paper provided, pick a soup of your choice and work through the process and reinvent your own soup.</p> <p>Group Share: Invite the group to share their newly created soup!</p>	<p>10 min (1 hr, 15 min)</p>
<p>Debrief</p> <p>Critical Thinking, Self-Assessment, Self-Awareness</p> <p>AUDITORY</p>	<p>Group Discussion:</p> <ul style="list-style-type: none"> ○ How might this process of deconstruction help us with getting tasks, projects, and our to-do lists completed? ○ Can you think about deconstructing the big thing that may be hanging over you? ○ Can you use a different point of view to see it differently? ○ Can you reconstruct it to help you get it accomplished or finished? ○ How can you express it or get it done now in its new form? 	<p>10 min (1 hr, 25 min)</p>
<p>Closing</p>	<p>What are you taking away from today's session? What stood out for you?</p>	<p>5 min (1 hr, 30 min)</p>

Videos

Video 1: I Love Lucy Clip: Lucy and the Chocolate Factory (3 min)

<https://www.youtube.com/watch?v=NkQ58I53mjk>

Video 2: Tony Robbins: The Power of Chunking (9 min)

<https://www.youtube.com/watch?v=A-mcrGveHM4>

Resources Needed for Session

- Computer & Projector
- Whiteboard & Markers
- Paper, pen, marker for Creating New Soup
- Handout: *Chunking Questions*

Additional Resources

Book: Ayse Birsal (2015). *Design the Life You Love*. (Inspired from pages 48-55)

Modifications

The facilitator could ask a volunteer from the group to write the deconstruction or reconstruction of the chicken soup activity. An additional activity could be to have the participants use a current personal example from their lives to work through the Deconstruction/Reconstruction process. The participants could then share their new way of approaching their task.

Chunking Questions

***“Change is Never a Matter of Ability,
it is a Matter of Motivation”***

(Tony Robbins)

What is it that you are working on in your life right now? What is the thing or task?

How long have you been working on it or wanting to do it?

What is your reason you need to get it done? (Motivation)

How can you chunk it down? (Break it into smaller tasks)

How would it feel to focus on the chunked down or smaller pieces of the task?

Getting Stuff Done!



The Big Idea!

The big idea for this session is to give participants an opportunity to explore the concept of procrastination and how it may be holding them back from getting things accomplished in their daily lives. Procrastination shows up in our lives in many ways, from small tasks such as finishing the laundry to completing your income taxes on time. This session will draw from the work and video of psychotherapist, Terri Cole.

Choose this session if you are looking for....

- Ways for people to understand procrastination and how it shows up in their lives.
- Understand the myths that surround people who are 'procrastinators'.
- Strategies for people to manage their time and tasks.
- Ways for people to identify gains and rewards related to accomplishing a task.

The Takeaway

Participants will dig into defining procrastination and the myths that sometimes surround people who are 'procrastinators'. They will be given opportunity to reflect on how they saw their parents manage time and tasks. Through group discussion and a personal reflection activity, participants will reflect on areas of procrastination in their own lives as well as explore helpful strategies for time and task management.

Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Problem Solving

Critical Thinking

Creative Thinking

Decision Making

Session Plan: Getting Stuff Done!



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	Today, we will be discussing Procrastination – What it is and what our beliefs and patterns of behavior are when it comes to getting stuff done!	
Check In & Connection Communication, Self-Awareness AUDITORY	Connecting Question: What is something you get 'lost' in that prevents you from doing the things that you need to get done? What are some of the ways that you avoid doing certain things?	10 min
Unpacking Procrastination Oral Communication, Critical Thinking, Self-Assessment AUDITORY/VISUAL	Frontload: Does this sound familiar to you? You are checking Instagram, Facebook or watching Netflix or perhaps you have a sudden thought that today is the day you are going to clean out your fridge instead of doing your income taxes or paying your utility bill. We all do it! But sometimes we are stuck in a procrastination rut that we cannot seem to get out of which prevents us from getting done the things we really need to. Group Brainstorm (whiteboard discussion): <ul style="list-style-type: none"> ○ What is procrastination? ○ What do you think of when you hear the word? ○ What does it look like? ○ How do you feel if you have these tendencies? (guilt, shame, embarrassment) ○ If you have these tendencies, what might you believe about yourself? (lazy, dumb, incompetent) 	10 min (20 min)
Myths of Procrastination Oral Communication, Creative Thinking, Self-Awareness VISUAL/ AUDITORY	For our discussion today, we are using the work of psychotherapist, Terri Cole. She says there are some generalizations about people who procrastinate or beliefs about them that may or may not be true. We may have brainstormed a few of these already (refer to whiteboard). Video 1: Stop Procrastinating (25 min video - chunk sections. Stop and discuss after each myth) https://www.terricole.com/stop-procrastinating/ Group Discussion:	35 min (55 min)

	<p>(Write Myths on whiteboard)</p> <p>Myth #1 - People who procrastinate are lazy. Ask group: Is this true? What could be happening instead?</p> <p>Myth #2 - Only disorganized or unskilled people procrastinate. Ask group: Is this statement true? What could be happening instead?</p> <p>Myth #3 - If you procrastinate, you don't care. Ask group: Is this statement true? What could be happening instead?</p>	
<p>Understanding Our Procrastination</p> <p>Oral Communication, Creative Thinking, Self-Awareness</p> <p>VISUAL/ AUDITORY READ/WRITE</p>	<p>So...What can we do to stop procrastinating? Instead of feeling guilt, shame or embarrassment?</p> <p>Terri Cole suggests four steps to help us understand our own procrastination. See www.terricole.com for download, search title: "Stop Procrastinating and Get Sh*t Done", download Terri Cole's Cheat Sheet and project on screen.</p> <p>Personal Reflection and Group Discussion.</p> <p>Step #1: Raise your Awareness Around Procrastination</p> <p>What is your specific 'type' of procrastination or what is your procrastination Blue Print? How was procrastination modelled to you in your family of origin? What did you learn? What were some of the behaviors?</p> <p>Time to Reflect: Give participants time to reflect on the questions. Group discussion & sharing.</p> <p>Step #2: Take a Procrastination Inventory. See www.terricole.com for download, search title "Procrastination Inventory", download Terri Cole's Cheat Sheet and project on screen.</p> <p>Time to Reflect. Group Discussion & Sharing.</p> <p>Step #3: Time and Task Management. See www.terricole.com for download, search title "Stop Procrastinating and Get Sh*t Done", download Terri Cole's Cheat Sheet and project on screen.</p> <p>Terri Cole says: "Once you have a better understanding of what you've been procrastinating specifically, you can put real solutions that are specific to your unique blocks and lifestyle in place".</p> <p>Group Brainstorm Solutions: What kinds of things can we do to stay on time and on task? What has worked for people in the past? Or what is working for you now? (create schedule, technology apps, etc., timer to chunk things, i.e. what can you get done in 5 min, or 15?)</p>	<p>30 min (1 hr, 25 min)</p>

	<p>Step #4: Identify the Gains and Rewards</p> <p>Terri Says: “It can feel AMAZING to complete the tasks you have been avoiding...so when you feel resistance and procrastination creeping in, try to focus on and visualize how you’re going to FEEL when it’s DONE. A little treat or reward for staying on task is always a good incentive!”</p> <p>Group Brainstorm a list of rewards. (whiteboard)</p>	
Closing	<p>What stood out for you from today’s session? What did you learn? What are you more aware of in your life? If you already identify as a procrastinator, was this session helpful? How? Are you more equipped to understand your procrastination and what to do about it?</p>	<p>5 min (1 hr, 30 min)</p>

Videos

Video 1: Stop Procrastinating (25 min)

<https://www.terricole.com/stop-procrastinating/>

Resources Needed for Session

- Whiteboard & Markers
- Computer & Projector for video
- Terri Cole downloads: www.terricole.com
- Pencils/pens/extra paper

Modifications

For a modification, facilitator may decide to have participants work through the questions about procrastination on their own. Also, if there is a large group, the facilitator may use a less heavy connection question at the beginning of the session to aid in the time management of the session. An example of this could be: Introduce yourself to the group with your name and your favorite desert.

Creating SMART Goals!



The Big Idea!

The big idea for this session is for participants to learn ways to create personal goals that are more effective. By reflecting on past experiences with their own goals and listening to others experiences with goal setting, participants will be reminded that they're not alone – goal setting and goal achievement is a universal challenge! The strategy of SMART goals will be used as a process that can help us create goals that are achievable.

Choose this session if you are looking for....

- An opportunity to learn more about goal setting and ways to simplify a goal.
- Strategies that highlight different aspects of a goal and ways to break down a goal.
- Ways for people to create a goal that has a higher chance of being achieved.
- An opportunity for participants to practice goal setting by using a specific model.

The Takeaway

Participants will increase their self-awareness of goal setting behavior and discover they're not alone in experiencing difficulty with goals. Through discussion and practice using a SMART goal tool, participants will increase their confidence in goal setting.

Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Creative Thinking

Decision Making

Session Plan: Creating SMART Goals!



Activity Life Skills Used Learning Styles	Description	Time
Welcome!	Today's session is all about Goals and how SMART goals can help us focus our energy on what is important to us and also achieve what is important to us.	
Check In & Connection Oral Communication, Critical Thinking, Self-Assessment AUDITORY/VISUAL	Front Load and Group Sharing: (Whiteboard the continuum below) Take a moment to think about our own experience with goals. Goal setting. Goal planning. Goal achieving. When you think about your experiences with Goal Setting / Goal Planning / Goal Achieving, what comes to mind for you. Is it easy for you to set and achieve your goals or is it difficult? Using a mark where you feel you are on the continuum: IMPOSSIBLE ----- 100% ACHIEVEMENT VERY DIFFICULT SO EASY Where did you put yourself on the line, and why? (The facilitator also participates and marks a spot on the line) There's a mix! Some of us feel we're pretty good at setting and achieving our goals and others have expressed greater challenges with that. That's normal. We're all different and we all have different skills and abilities. Our experiences are also unique...perhaps you've had an easier time achieving your goals in the past, but lately you've experienced some challenges that are making it more difficult for you to set goals or focus on the steps you need to do to reach your goals. Whatever your situation is right now, you're welcome in this space to participate and take away whatever is helpful or interesting for you.	20 min
Defining GOALS Oral Communication, Critical Thinking, Self-Assessment, Self-Awareness	Group Discussion: To start, let's define the word GOAL. What is a goal? There are many definitions of the word 'goal'. Dictionary.com defines Goal as <i>"the result or achievement toward which effort is directed; aim; end"</i> .	15 min (35 min)

<p>AUDITORY/VISUAL KINESTHETIC</p>	<p>There are many types of goals. Physical goals. Financial goals. Health goals. Relationship goals. Work goals. School goals. We can have goals for any area in our lives.</p> <p>ASK: Can you to think of a goal that you set for yourself in the past? It can be any goal. If you're having trouble thinking of a past goal, think about something you'd like to achieve now.</p> <p>Invite participants to write the goal down (post-it notes on table). They can write down more than one goal. Use a separate post-it for each goal. As they are writing down some of their past goals, invite them to think about the following questions:</p> <ul style="list-style-type: none"> ○ Was it easy to attain? ○ Did your goal change over time? ○ Perhaps your interest or motivation in achieving your goal fizzled out. Has that ever happened to you? ○ What about New Year's resolutions...ever made one of those? They can be thought of as goals. <p>Once they've written down a couple of goals, ask them to stick them onto a whiteboard or wall. Remind participants that these can be anonymous. They don't have to put their name on it or identify their pieces of paper.</p> <p>Read through the goals. (Facilitator can read them or invite someone else to read aloud). Notice if there are some common goals.</p>	
<p>Achieving Goals</p> <p>Self-Assessment, Self-Awareness, Critical Thinking</p> <p>AUDITORY/VISUAL</p>	<p>Group Discussion: It seems we all have goals we want to achieve. How do we achieve them? Are there things we can do that can help us reach our goals? Make goal attainment possible?</p> <p>Has anyone heard of SMART goals? It's an acronym that, if we use it, can be very helpful in setting a goal that we can actually achieve. Let's break it down on the board.</p> <p>(Use a SMART visual or spell the word 'SMART' on the board vertically and talk about each letter.)</p> <p>S – specific M – measurable A – achievable R – relevant T – time based</p> <p>Creating goals that are 'SMART' means that we'll have a greater chance of actually achieving our goal.</p> <p>Video 1: SMART Goals - Quick Overview (4 min) https://www.youtube.com/watch?v=1-SvuFIQjK8</p>	<p>25 min (1 hr)</p>

<p>Practicing SMART Goals</p> <p>Self-Assessment, Self-Awareness, Critical Thinking, Decision Making, Oral Communication</p> <p>AUDITORY/VISUAL READ/WRITE</p>	<p>Group Debrief: Use one of the goals that was written down on the post its. Work together to turn it into a 'SMART' goal.</p> <p>ASK: How can we make the goal more specific, measurable, achievable, etc. Which goal do you think would be easier to achieve? The original post-it or the 'SMART' version of the post-it? Why or Why not?</p> <p>Practice in pairs: In groups of two, each person is invited to pick a goal (it can be their own current goal, a past goal that didn't work out for them, or one of the sticky note goals). Working together, write down the goal in such a way that it fits the SMART goal criteria. It doesn't matter which goal is chosen. The important part of this exercise is practicing the skill of creating a SMART goal. Once both people in the pair has written a SMART goal, come back together and discuss as a group. (Handout: SMART Goals)</p> <p>Group Discussion: How was that process for people? Was it easy to do? Did anyone end up changing their original goal?</p> <p>Sometimes our first goal is too big and needs to be broken down into a smaller goal...or sometimes when we're trying to turn our original goal into a SMART goal, we realize that we're actually interested in a different goal. Sometimes it's the actual narrowing down and deciding what the goal really is that is the most difficult bit.</p> <p>Example: Original goal might be: I want to get healthier. Is that a SMART goal? Why or why not? How could we turn that goal into a SMART goal?</p>	<p>25 min (1 hr, 25 min)</p>
<p>Closing</p>	<p>How was this experience for you today? What are you walking away with? Do you feel more confident in being able to reach your goals? What will you use going forward in creating your goals?</p>	<p>5 min (1 hr, 30 min)</p>

Videos

Video 1: SMART Goals – Quick Overview (4 min)

<https://www.youtube.com/watch?v=1-SvuFIQjK8>

Resources Needed for Session

- LCD projector/laptop to show videos
- Whiteboard or chalkboard
- Post-it notes, stickers
- SMART visual or create one on whiteboard (there are lots of visuals on Pinterest for SMART goals)
- Handout: *SMART Goals*

Modifications

If your group or class has a specific milestone or goal they want to accomplish, this session could be customized to focus specifically on those goals, taking the conversation and discussion from broad to specific and relevant.

Aspects of this session plan can be modified for less group and more individualized reflection time.

My Goal is...



S	Specific	<ul style="list-style-type: none"> • What do I want to accomplish? • Be Specific <p><i>Example – if goal is “I want to exercise more”, this is not specific. What type of exercise? (biking, swimming, etc.) What does ‘more’ mean?</i></p>	
M	Measurable	<ul style="list-style-type: none"> • How will I measure my goal? • How will I know when my goal is accomplished? <p><i>Example – I will ride my bike for 20 minutes 3x/week.</i></p>	
A	Achievable	<ul style="list-style-type: none"> • How can I achieve the goal? • What steps can I take to reach my goal? • Do I have all the resources I need to achieve the goal? • Is the goal I’ve set realistic? <p><i>Example – Do I have a bike? Is it in riding condition right now? Am I able to ride my bike for 20 minutes?</i></p>	
R	Relevant	<ul style="list-style-type: none"> • Why do I want to achieve this? • Is this goal meaningful to me? <p><i>Example – I want to get in better shape riding my bike so I can go on bike rides with my kids.</i></p>	
T	Time-Bound	<ul style="list-style-type: none"> • How long do I have to reach the goal? <p><i>Example – I will ride my bike for 20 minutes 3x/week until the end of June.</i></p>	

“Goals are dreams with deadlines.” – Diana Scharf

“You are never too old to set a new goal or to dream a new dream.” – C.S. Lewis

“A river cuts through a rock, not because of its power but its persistence.” – Unknown

How Values Light the Way



The Big Idea!

The big idea for this session is to introduce participants to the idea that having a clear understanding of our values matters to our time. When we are unclear of our values we can easily get fooled or trapped into spending too much time on the things that do not matter or are not important to us. By understanding our values we can make better choices in how we spend our time. When the things we do match our values we are free to live happy, content lives full of satisfaction. Conversely, when there is an unbalance or our values to do not align, this can be a source of unhappiness and things feel off in your life.

Choose this session if you are looking for...

- Ways for people to understand the concept of values.
- An opportunity for people to reflect on what their personal values are.
- Ways for people to understand what is important in their own lives and how they want to spend their time.

The Takeaway

Participants will have the opportunity to understand what values are as well as reflect on what their own personal values are. Through the use of videos, group discussion, and writing activities participants will determine what values are important to them so they can determine where they want to spend their time and energy.

Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Critical Thinking

Creative Thinking

Decision Making

Session Plan: How Values Light the Way



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	Today we will spend some time talking about values and how knowing what is important to us matters in how we spend our time.	
Check In & Connection Oral Communication, Self-Awareness, Self-Assessment, Critical Thinking AUDITORY	Connecting Question: What is something that is taking up your time? This could be your actual time or your emotional/mental energy. Are you ok with it taking up your time?	10 min
Unpacking Values Oral Communication, Critical Thinking, Self-Assessment, Self-Awareness AUDITORY/VISUAL	Group Discussion: (Whiteboard) When you hear the question <i>What are your Values?</i> , what comes to your mind? How would you define values? Why are values important? How do they help us in our lives? Video 1: What are Values? (2 min) https://www.youtube.com/watch?v=6Y8d0XwPZTM What did you think about the concept in the video of “making a value decision”? They are referring to how our personal values impact our behavior – a value decision. Ask group: Do you think that your behaviors match your values? Video 2: What are Your Values? (2 min) https://www.youtube.com/watch?v=Kz_qGJmTMY (Video references an article that can be found in the Additional Resources section of this session plan. This session will illustrate this point by using an activity from Brené Brown.)	20 min (30 min)
Discovering Personal Values	Let’s look further into discovering what our personal values are – remembering from the video that everybody’s values are going to be different because we are all different people, coming from different family	10 min (40 min)

<p>Oral Communication, Critical Thinking, Decision Making, Self-Assessment, Self-Awareness</p> <p>VISUAL READ/WRITE</p>	<p>backgrounds, different life experiences....there is no right or wrong value. These are YOUR personal values.</p> <p>Activity: Handout: <i>List of Values</i> (Using the Free Downloadable - link below) https://daretolead.brenebrown.com/workbook-art-pics-glossary/</p> <p>Ask participants to read through each value listed. They will then circle all the values that are important to them.</p> <p>Then ask them to rank the values that they choose from 1-10. Choose their top ten (1 being the most important value to them, 10 being the least important value)</p>	
<p>Values that Light the Way Activity</p> <p>Oral Communication, Critical Thinking, Self-Assessment, Self-Awareness</p> <p>VISUAL/KINESTHETIC</p>	<p>Using the link provided below, put the image of Brené Brown's lantern on the screen. Hand out blank paper, markers, crayons to participants. Have participants draw their own lantern on their paper (it does not have to look exactly like the image on the screen – they can be creative in how they draw their lantern.) http://www.balancingwell.com/uploads/2/2/0/6/22063438/exercise-valueslightwaycolor.pdf</p> <p>Ask the corresponding questions that are on the side of the lantern while giving participants time to reflect and write their answers on their own lantern that they have drawn.</p> <p>Group Share: Once you have finished facilitating the questions to the group and they have had sufficient time for personal reflection, ask participants to share their reflections of their values lantern.</p> <p>Could ask: Why does knowing or being clear on our values matter to how we spend our time or our behavior?</p>	<p>35 min (1 hr, 15 min)</p>
<p>Jar of Life Reflection</p> <p>Oral Communication, Critical Thinking, Self-Assessment, Self-Awareness</p> <p>VISUAL/AUDITORY READ/WRITE</p>	<p>Show Video 3: Jar of Life (3:05) https://www.youtube.com/watch?v=SqGRnIXplx0</p> <p>Ask: What does this video illustrate to you? What are your golf balls?</p> <p>Self-Reflection: What is filling up your time (or jar) that is not leaving room for the things (golf balls) that matter to you?</p> <p>Participants can use the other side of their lantern sheet to write down their reflections.</p> <p>Group Share: Ask the participants to share their reflections.</p>	<p>10 min (1 hr, 25 min)</p>
<p>Closing</p>	<p>What are you taking away from today's session? What stood out for you?</p>	<p>5 min (1 hr, 30 min)</p>

Videos

Video 1: What are Values? (2 min)

<https://www.youtube.com/watch?v=6Y8d0XwPZTM>

Video 2: What are Your Values? (2 min)

https://www.youtube.com/watch?v=Kz_qGJmTMY

Video 3: Jar of Life (3 min)

<https://www.youtube.com/watch?v=SqGRnIXplx0>

Resources Needed for Session

- Computer & Projector
- Whiteboard & Markers
- Paper, pens, markers
- Handout: *List of Values* (Free Download – Brené Brown)
<https://daretolead.brenebrown.com/workbook-art-pics-glossary/>
- Projected Image Link of Lantern & Questions:
<http://www.balancingwell.com/uploads/2/2/0/6/22063438/exercise-valueslightwaycolor.pdf>

Additional Resources

Article: What are Your Values: Deciding What is Most Important in Life

https://www.mindtools.com/pages/article/newTED_85.htm

Modifications

Instead of using the Brené Brown lantern exercises to illustrate personal values, you could use the link suggested in the video and work through the article and questions provided.

Here is the link: https://www.mindtools.com/pages/article/newTED_85.htm

Instead of watching the jar of life video; facilitator could bring materials needed to illustrate this concept.

If time in the session you could end with this inspirational video: The Value of TIME (HESMotivation)

<https://www.youtube.com/watch?v=5e6VriahPsQ>

The Beauty of Slowing Down



The Big Idea!

The big idea for this session is to give participants an opportunity to think about how their lives might be different if they gave themselves permission to slow down and experience being present. When lives become busy, filled with constant activities, stressful events, household responsibilities, workload deadlines, and constant stimuli from our inside and outside worlds, it can be overwhelming! Rather than choosing how we want to live each day, we become reactive and rush through our day on autopilot, not really feeling and missing many of the meaningful moments that happen during the day. We have value in our being and when we allow ourselves to slow down and take a break from all the busyness of doing, it allows us to connect with our self, with others, and with our surroundings in more meaningful ways.

Choose this session if you are looking for....

- Ways for people to slow down and be present in their lives.
- An opportunity for people to experience mindfulness with others.
- Tools for people to use in their everyday lives to increase their well-being and happiness.

The Takeaway

Participants will reflect on their personal experiences of slowing down and explore the mind/body benefits of taking a break from the busyness of life. The session will include a mindfulness activity that will allow participants to experience the value of slowing down. They'll explore many ideas of what slowing down could look like in a person's day to day life, including identifying 3 things they want to try during the next week to encourage mindfulness.

Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Critical Thinking

Creative Thinking

Decision Making

Session Plan: The Beauty of Slowing Down



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	Today we are going to EXPERIENCE slowing down. Have you ever felt overwhelmed? That there was just too much going on and you couldn't keep up? Or that you had too many thoughts and worries continually circling around in your head and things were just moving too fast? We've probably all experienced some of this, and can think of situations when we were just "going through the motions", 'living on autopilot', and re-acting to things rather than choosing how we wanted to do things. Today you are invited to slow down, take a pause from the busy of your week, the rushing of your mind and consider how things might be different if you were able to slow down.	5 min
Check In & Connection Oral Communication, Self- Assessment, Self-Awareness, Decision Making AUDITORY/VISUAL KINESTHETIC	Group Activity: Symbols of our 'State' Pass around a basket that has a bunch of random items in it. Invite participants to pick one that relates to how they're feeling right now or one that relates to how their day has been going so far. After the check in, transition to next bit by acknowledging what's been shared... <i>there's lot of different feelings in the room...different things going on for people, etc. Glad that you've chosen to be here with us today and invite you to take a break from the world outside and give yourself permission to pause, slow down, and take what you need from our time together.</i>	10 min (15 min)
Exploring "SLOW" Oral Communication, Self- Assessment, Self-Awareness, Critical Thinking AUDITORY/VISUAL	Today we're exploring 'SLOW' - what it means, looks like and feels like. Let's start with a short video clip that demonstrates 'slow'. Video 1: Zootopia Clip: Flash the Sloth Laughing Clip (5 min) https://www.youtube.com/watch?v=4aUC1VZQE1E Group Discussion: <ul style="list-style-type: none"> ○ What do you think of when you hear the word 'slow'? (other than the sloth that we just saw 😊) ○ What does it look like? What does it feel like? ○ What about if someone asked you to slow down? ○ Does that appeal to you or not? ○ Is it easier for you to slow down or speed up? ○ Do you think it's important or worthwhile to 'slow down'? ○ Why or why not? 	15 min (30 min)

<p>Increasing Our Awareness and Goals for Slowing Down</p> <p>Oral Communication, Self- Assessment, Self-Awareness, Critical Thinking, Decision Making</p> <p>READ/WRITE AUDITORY/VISUAL</p>	<p>Pass out Handout 1: <i>The 10 Essential Rules for Slowing Down and Enjoying Life More</i></p> <p>Review as a large group. Read out each rule and invite people to put a mark on the number if this is an area where they'd like to 'slow down' in their life.</p> <p>Group Sharing: Does anyone want to share which numbers they put a mark on? Is there an area listed here that you'd like to make changes in so that it can slow down?</p>	<p>15 min (45 min)</p>
<p>Unpacking Mindfulness</p> <p>Oral Communication, Self- Assessment, Self-Awareness, Critical Thinking, Creative Thinking</p> <p>AUDITORY/VISUAL</p>	<p>Frontload and Group Discussion</p> <p>One way of slowing down is practicing Mindfulness. Who's familiar with that term? If someone asked you what it was, what would you say? (Whiteboard: What is Mindfulness?)</p> <p>It has been described in many ways: <i>"Mindfulness is the ability to bring your attention to whatever is happening in the moment. It can be done anywhere and it doesn't require any special equipment. "</i></p> <p><i>"Mindfulness is the psychological process of <u>purposely bringing one's attention to experiences occurring in the present moment without judgment</u>, which one develops through the practice of meditation and through other training."</i> Wikipedia</p> <p>How might practicing mindfulness benefit us?</p> <p>Watch Video 2: Why Mindfulness is a Super Power (3 min) https://www.youtube.com/watch?v=w6T02g5hnT4</p> <p>Do you remember the definition of mindfulness that was used in the animation we just saw? <i>"Mindfulness is the ability to know what's happening in your head at any given moment without getting carried away by it".</i></p> <p>It sounds really easy, but it can be difficult to do sometimes in real life situations. Mindfulness takes practice! There are many different ways to practice mindfulness and things we can try to help us 'slow down' and be present.</p> <p>Group Sharing: What are some things you've tried or heard that others do to practice mindfulness? (Whiteboard list) Examples might be: knitting, playing instrument, yoga, walking in nature/aka 'forest bathing', meditation, reading, colouring, etc.</p> <p>KEY Message: We can bring mindfulness to almost anything...even washing the dishes!</p>	<p>20 min (1 hr, 5 min)</p>

<p>Practicing Mindfulness & Slowing Down</p> <p>Oral Communication, Self- Assessment, Self-Awareness, Critical Thinking, Creative Thinking</p> <p>AUDITORY/VISUAL KINESTHETIC</p>	<p>Sometimes it can be difficult to practice mindfulness. Our minds wander to all sorts of thoughts (“What am I making for dinner? I can’t forget to call the babysitter tonight”,etc.) and that’s normal. It can be frustrating, though, when we’re trying to stay focused on present moment but it happens to everyone. It’s normal to get distracted. With practice, mindfulness gets easier!</p> <p>Handout 2: <i>Mindfulness Activities</i> and Hands-On Activity Hand out Mindfulness Activities worksheet. Invite group to try out a couple of activities that are commonly used to practice mindfulness. Try not to worry about doing it perfectly - the key is to just give it try and see what happens.</p> <ul style="list-style-type: none"> ○ Five Senses Exercise ○ Observe a Leaf ○ Raisin Exercise <p>Paired Discussion: Take a moment to discuss the experience with a partner. Talk about how that went...what you liked...what you didn’t. You can use the handout questions to guide conversation.</p> <p>Provide Handout 3: <i>Paired Discussion Reflection Questions on Mindfulness Activities</i></p> <ol style="list-style-type: none"> 1. Which activity was easiest for you? Why? 2. Was there an activity that you enjoyed? If so, what did you like about it? 3. Which activity might you try again? Why? 4. Was it difficult to stay focused? Why or why not? <p>Large Group Sharing: What did we discover? What did we enjoy? What did we learn?</p> <p>Review Handout with details of the 3 Mindfulness Activities practiced in the session. Encourage people to try again at home. Practice using different objects for the observation and the savoring activity.</p>	<p>20 min (1 hr, 25 min)</p>
<p>Closing</p>	<p>What was interesting or valuable about our time together today? Invitation for you this week to practice slowing down. You can use one of the strategies we tried today or try something else. The key is to bring your mind to the present moment and give your busy mind a rest.</p>	<p>5 min (1 hr, 30 min)</p>

Videos

Video 1: Zootopia Clip: Flash the Sloth Laughing Clip (5 min)

<https://www.youtube.com/watch?v=4aUC1VZQE1E>

Video 2: Why Mindfulness is a Super Power (3 min)

<https://www.youtube.com/watch?v=w6T02g5hnT4>

Resources Needed for Session

- LCD projector/laptop to show videos
- Poster Paper for presentations
- Pens/pencils/markers
- Basket with random items for check in (ruler, eraser, tape measure, gum, earplugs, candy, etc.)
- Materials for mindfulness activities (raisins or any small food to savour, plant/leaf)
- Handout 1: *The 10 Essential Rules for Slowing Down and Enjoying Life More*
- Handout 2: *Mindfulness Activities*
- Handout 3: *Paired Discussion Reflection Questions on Mindfulness Activities*

Additional Resources

Websites:

- The Slow Movement: Making a Connection. www.slowmovement.com
- Emma Scheib (a blogger who writes living simply and slowly). www.SimpleSlowLovely.com
- A website with lots of useful resources on mindfulness. www.mindful.org
- A website that offers weekly inspiration for slowing down. <https://zenhabits.net/archives/>

Books:

- Carl Honoré: "In Praise of Slow: How a Worldwide Movement is Challenging the Cult of Speed" (2004)
- Brooke McAlary: "Slow: Simple Living for a Frantic World" (2018)
- Haemin Sunim: "The Things You Can See Only When You Slow Down: How to Be Calm and Mindful in a Fast-Paced World" (2017)

Articles:

- 30 Grounding Techniques to Quiet Distressing Thoughts (Healthline)
<https://www.healthline.com/health/grounding-techniques#physical-techniques>
- 7 Simple Grounding Techniques for Calming Down Quickly (Dr. Sarah Allan).
<https://drsarahallen.com/7-ways-to-calm/>

Modifications

Different mindfulness techniques could be a modification for this session (i.e. Body Scan, Progressive Muscle Relaxation, etc.)

The 10 Essential Rules for Slowing Down and Enjoying Life More

By [Leo Babauta](#)

SOURCE: <https://zenhabits.net/the-10-essential-rules-for-slowing-down-and-enjoying-life-more/>

“It’s an irony of our modern lives that while technology is continually invented that saves us time, we use that time to do more and more things, and so our lives are more fast-paced and hectic than ever.”

Life moves at such a fast pace that it seems to pass us by before we can really enjoy it.

However, it doesn’t have to be this way. Let’s rebel against a hectic lifestyle and slow down to enjoy life.

A slower-paced life means making time to enjoy your mornings, instead of rushing off to work in a frenzy. It means taking time to enjoy whatever you’re doing, to appreciate the outdoors, to actually focus on whoever you’re talking to or spending time with — instead of always being connected to a Blackberry or iPhone or laptop, instead of always thinking about work tasks and emails. It means single-tasking rather than switching between a multitude of tasks and focusing on none of them.

Slowing down is a conscious choice, and not always an easy one, but it leads to a greater appreciation for life and a greater level of happiness.

Here’s how to do it.

1. Do less. It’s hard to slow down when you are trying to do a million things. Instead, make the conscious choice to do less. Focus on what’s really important, what really needs to be done, and let go of the rest. Put space between tasks and appointments, so you can move through your days at a more leisurely pace. [Read more.](#)

2. Be present. It’s not enough to just slow down — you need to actually be mindful of whatever you’re doing at the moment. That means, when you find yourself thinking about something you need to do, or something that’s already happened, or something that might happen ... gently bring yourself back to the present moment. Focus on what’s going on right now. On your actions, on your environment, on others around you. This takes practice but is essential.

3. Disconnect. Don’t always be connected. If you carry around an iPhone or Blackberry or other mobile device, shut it off. Better yet, learn to leave it behind when possible. If you work on a computer most of the day, have times when you disconnect so you can focus on other things. Being connected all the time means we’re subject to interruptions, we’re constantly stressed about information coming in, we are at the mercy of the demands of others. It’s hard to slow down when you’re always checking new messages coming in.

4. Focus on people. Too often we spend time with friends and family, or meet with colleagues, and we’re not really there with them. We talk to them but are distracted by devices. We are there, but our minds are on things we need to do. We listen, but we’re really thinking about ourselves and what we want to say. None of us are immune to this, but with conscious effort you can shut off the outside world and just be present with the person you’re with. This means that just a little time spent with your family and friends can go a long way — a much more effective use of your time, by the way. It means we really connect with people rather than just meeting with them.

5. Appreciate nature. Many of us are shut in our homes and offices and cars and trains most of the time, and rarely do we get the chance to go outside. And often even when people are outside, they're talking on their cell phones. Instead, take the time to go outside and really observe nature, take a deep breath of fresh air, enjoy the serenity of water and greenery. Exercise outdoors when you can, or find other outdoor activities to enjoy such as nature walks, hiking, swimming, etc. Feel the sensations of water and wind and earth against your skin. Try to do this daily — by yourself or with loved ones.

6. Eat slower. Instead of cramming food down our throats as quickly as possible — leading to overeating and a lack of enjoyment of our food — learn to eat slowly. Be mindful of each bite. Appreciate the flavors and textures. Eating slowly has the double benefit of making you fuller on less food and making the food taste better. I suggest learning to eat more real food as well, with some great spices (instead of fat and salt and sugar and frying for flavor).

7. Drive slower. Speedy driving is a pretty prevalent habit in our fast-paced world, but it's also responsible for a lot of traffic accidents, stress, and wasted fuel. Instead, make it a habit to slow down when you drive. Appreciate your surroundings. Make it a peaceful time to contemplate your life, and the things you're passing. Driving will be more enjoyable, and much safer. You'll use less fuel too.

8. Find pleasure in anything. This is related to being present, but taking it a step farther. Whatever you're doing, be fully present ... and also appreciate every aspect of it, and find the enjoyable aspects. For example, when washing dishes, instead of rushing through it as a boring chore to be finished quickly, really feel the sensations of the water, the suds, the dishes. It can really be an enjoyable task if you learn to see it that way. The same applies to other chores — washing the car, sweeping, dusting, laundry — and anything you do, actually. Life can be so much more enjoyable if you learn this simple habit.

9. Single-task. The opposite of multi-tasking. Focus on one thing at a time. When you feel the urge to switch to other tasks, pause, breathe, and pull yourself back. [Read more.](#)

10. Breathe. When you find yourself speeding up and stressing out, pause, and take a deep breath. Take a couple more. Really feel the air coming into your body, and feel the stress going out. By fully focusing on each breath, you bring yourself back to the present, and slow yourself down. It's also nice to take a deep breath or two — do it now and see what I mean. :)



Mindfulness Activities

Five Senses Exercise

This exercise is called “five senses,” and provides guidelines on practicing mindfulness quickly in nearly any situation. All that is needed is to notice something you are experiencing with each of the five senses.

Follow this order to practice the Five Senses Exercise:

- Notice five things that you can *see*.

Look around you and bring your attention to five things that you can see. Pick something that you don’t normally notice, like a shadow or a small crack in the concrete.

- Notice four things that you can *feel*.

Bring awareness to four things that you are currently feeling, like the texture of your pants, the feeling of the breeze on your skin, or the smooth surface of a table you are resting your hands-on.

- Notice three things you can *hear*.

Take a moment to listen, and note three things that you hear in the background. This can be the chirp of a bird, the hum of the refrigerator, or the faint sounds of traffic from a nearby road.

- Notice two things you can *smell*.

Bring your awareness to smells that you usually filter out, whether they’re pleasant or unpleasant. Perhaps the breeze is carrying a whiff of pine trees if you’re outside, or the smell of a fast food restaurant across the street.

- Notice one thing you can *taste*.

Focus on one thing that you can taste right now, at this moment. You can take a sip of a drink, chew a piece of gum, eat something, notice the current taste in your mouth, or even open your mouth to search the air for a taste.

This is a quick and relatively easy exercise to bring you to a mindful state quickly. If you only have a minute or two, the five senses exercise can help you bring awareness to the current moment in a short amount of time.

Observe a Leaf

Pick up a leaf, hold it in your hand, and give it your full attention for five minutes.

Notice the colors, the shape, the texture, and the patterns.

This will bring you into the present and align your thoughts with your current experience.

The Raisin Exercise

This is a great introductory exercise for beginners to start practicing mindfulness since it can be attempted by anyone with any kind of food (although one with an interesting or unusual texture, smell, or taste is best).

In this exercise, the facilitator provides participants with a few raisins and asks that they pretend they have never seen a raisin before. The facilitator then asks them to pay careful attention to:

- The way the raisin looks;
- How it feels;
- How their skin responds to its manipulation;
- Its smell;
- Its taste.

Focusing on the single object of the raisin is meant to bring the participant's mind to the present, to what is right in front of them. We may be used to raisins, and not used to taking time to actually *notice* them.

"By focusing on the raisin in our hand and making a point to notice everything about it, we are unlikely to be expending energy, time, and attention on worrying or ruminating about other parts of our lives."

When you follow these instructions and take notice, it is much easier to focus on what is in front of you. If your mind does wander, that is natural too. Gently guide it back to the exercise.

**This worksheet was inspired by a variety of sources and ideas from the positive psychology field, specifically "Sensory Grounding". For further inspiration or additional ideas, please visit the following articles:*

1. *30 Grounding Techniques to Quiet Distressing Thoughts (Healthline)*

<https://www.healthline.com/health/grounding-techniques#physical-techniques>

2. *7 Simple Grounding Techniques for Calming Down Quickly (Dr. Sarah Allan).*

<https://drsarahallen.com/7-ways-to-calm/>



Paired Discussion Reflection Questions on Mindfulness Activities

1. Which activity was your favourite and/or the easiest? Why?
2. Which activity might you try again? What did you like about it?
3. Was it difficult to stay focused? Why or why not?
4. What is your favourite way to 'slow down' or what kinds of things help you 'stay present or in the moment'?

Practices for Time and Togetherness



The Big Idea!

The big idea for this session is to expose participants to three concepts from Scandinavian countries that elevate happiness, enhance connection, and build community. Each concept is a little different from each other and span a continuum of how to create environments that enliven us, how to achieve balance in our lives, and how to take time for regular breaks, rest and renewal.

Choose this session if you are looking for...

- An opportunity for stories and community building inside the learning community as participants exchange stories and ideas about environment, travel, community and special places.
- Simple ways for people to create atmospheres, environments, gatherings and memories within their own contexts.
- An entertaining session plan that emphasizes self-care, simplicity, and relationships.

The Takeaway

Participants will learn ways to work with their time and environment to create places that enliven them through simple practices. This session equips them to use their current context and resources in new ways to find balance in their lives while nurturing their needs for relationship and renewal.

Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Decision Making

Creative Thinking

Session Plan: Practices for Time and Togetherness



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	Today: Our theme today is called Practices for Time and Togetherness. Our inspiration is going to come from Denmark, Sweden and Finland. These countries are a lot like Canada! They have long cold winters, short summers, high taxes, excellent health care. They are also repeatedly in the top 10 happiest countries in the world year after year. What can we learn from them about happiness, time and togetherness? We are going to find out!	
Check In & Connection Oral Communication, Self-Awareness, Critical Thinking AUDITORY	Group Sharing and Stories: Do you have a special memory or learning from culture you are connected to or a place you have visited that have influenced how you live? OR What have you learned about people, happiness and lifestyle based on where you live, have lived, or travelled to?	15 min
Introducing HYGGE (Video/Infographic) Oral Communication, Self-Awareness, Self-Assessment, Creative Thinking AUDITORY/VISUAL	We are now going to learn about a concept called HYGGE (hoo-ga). Hygge is a Danish word that loosely translated means 'Coziness, Relaxation and Togetherness'. Let's learn about it! Video 1: Hygge – A Danish Ritual/ Euromaxx (5 min) https://www.youtube.com/watch?v=Kk5ylfxiEbE Handout: <i>Good Life Lessons from Denmark</i> Group Discussion: (you can ask all or some of these questions!) <ul style="list-style-type: none"> • What have we learned about what Hygge is? What are some words or examples we learned about? • How do you Hygge in your life? • How are we as Canadians set up for Hygge? • How do you experience Hygge in your life, your community? • Where are some Hygge places for you in your community? • What does the concept of Hygge teach us about community? About balance? About relationships? • How can we practice Hygge in our learning spaces? • How could you bring more Hygge into your life? What would that do for you? 	20 min (35 min)

<p>The Power of Lagom (Video/Infographic)</p> <p>Oral Communication, Self-Awareness, Self-Assessment, Creative Thinking</p> <p>AUDITORY/VISUAL</p>	<p>From Denmark now, we move to Sweden. To get us in the mood for that... Abba Video</p> <p>Video 2: Dancing Queen Video (you can show 1 minute or more) https://www.youtube.com/watch?v=xFrGuyw1V8s</p> <p>Has anyone heard of the concept of Lagom?</p> <p>Lagom means “not too much, not too little, just right”.</p> <p>Here’s a Video that explains it: Video 3: The Swedish Concept of Lagom (1 min) https://www.youtube.com/watch?v=UhclKSeK_ZY</p> <p>Show infographic on Lagom (up to point #2) https://graphicspedia.net/a-guide-to-living-the-lagom-life/</p> <p>Group Discussion or Small Group Sharing:</p> <ul style="list-style-type: none"> • How do you Lagom in your life already? • What parts of your life feel balanced? What parts of your life feel ‘just right’? • What parts of your life are out of balance? How might practicing a just right approach change things for you? • How might detaching yourself from stuff, adopting a simpler lifestyle and spending more time in nature help you? Is this something you value or could do? What would change for you? • How does the practices of Lagom add to a Good Life? How could these practices add to your experiences in community or family or work? 	<p>20 min (55 min)</p>
<p>The Power of Fika</p> <p>Oral Communication, Self-Awareness, Self-Assessment</p> <p>AUDITORY/VISUAL</p>	<p>Has anyone heard of the word Fika? Who here has a regular coffee break or snack time a couple times a day? (If there is someone who does, ask them what that does for them...)</p> <p>We are going to learn about Fika, which is, as you may have guessed a snack time, but also something much more.</p> <p>Video 4: What is Fika? (2 min) https://www.youtube.com/watch?v=es31YT8Ru24</p> <p>Give Handout: How to FIKA and review together</p>	<p>10 min (1 hr, 5 min)</p>
<p>The Power of a BREAK!</p>	<p>Reflection: Invite participants to share using the following reflection questions in small groups:</p> <ol style="list-style-type: none"> 1. Can you remember a powerful exchange you had over a cup of coffee or tea? What happened for you? 2. What might sitting down together without technology, with a warm drink or sweet do for relationships? What are the things that make this a different way to be together? 	<p>10 min (1 hr, 15 min)</p>

	3. In what ways could FIKA add to your life?	
Closing	<p>A while ago, Tim Hortons did a short campaign called “Have Coffee with Your Neighbor”.</p> <p>Video 5: Meet Your Neighbor: Tim Hortons (3 min) https://www.youtube.com/watch?v=G5N6uLm2oA8</p> <p>Closing Circle <i>Invite people to stand</i> Hoping you are all inspired to grab that cup of coffee, take that time, and find ways to experience togetherness in new ways!</p> <p>Of all the practices we talked about today, which is one you are most drawn to try? Why? What is your first step?</p>	15 min (1 hr, 30 min)

Videos

Video 1: Hygge – A Danish Ritual/ Euromaxx (5 min)

<https://www.youtube.com/watch?v=Kk5ylfxiEbE>

Video 2: Dancing Queen by Abba (1 min or more)

<https://www.youtube.com/watch?v=xFrGuyw1V8s>

Video 3: The Swedish Concept of Lagom (1 min)

https://www.youtube.com/watch?v=UhclKSeK_ZY

Video 4: What is Fika? (2 min)

<https://www.youtube.com/watch?v=es31YT8Ru24>

Video 5: Meet Your Neighbor: Tim Hortons (3 min)

<https://www.youtube.com/watch?v=G5N6uLm2oA8>

Resources Needed for Session

- LCD projector/laptop to show videos
- Whiteboard or chalkboard
- Handout: *Good Life Lessons from Denmark*
- Handout: *What is Fika?*

Additional Resources

Pinterest has a lot of really nice graphics and info graphics on Hygge, Lagom and Fika. Just put those words into the search engine of Pinterest and pick what you like!

Articles:

- [https://en.wikipedia.org/wiki/Fika_\(Sweden\)](https://en.wikipedia.org/wiki/Fika_(Sweden))
- <http://www.sheknows.com/living/articles/1137453/swedish-fika>

Books:

- Brantmark, N. (2017). *Lagom (not too little, not too much: the Swedish art of loving a balanced, happy life)*. (2017). New York: Harper Collins.
- Wiking, M. (2016). *The little book of hygge: the Danish way to live well*. Toronto: Penguin Random House, Canada.
- Wiking, M. (2107). *The little book of lykke: the Danish search for the world's happiest people*. Toronto: Penguin Random House.

TED TALK: Planting Seeds of Happiness the Danish Way

<https://www.youtube.com/watch?v=biQGa89O5O4>

Modifications

This lesson plan can be adapted to give a kinesthetic experience to learners. For example:

- There is a bit of wiggle room towards the end of this session to set up a FIKA experience for participants. To do this, you may want to get some nice sweet pastries and have coffee/tea available for the small group sharing.
- Similarly, you can bring in physical elements of Hygge, like lighting, candles, soft blankets, plants, flowers, etc. to give participants a real-time experience of Hygge.

You could also do a draw for coffee certificates at the end of the class or have different elements of today's sessions as a take away for participants.

"GOOD LIFE "LESSONS FROM DENMARK

HYGGE



Hygge is an intentional experience, an atmosphere and an attitude.

THINK OF THINGS LIKE: COZINESS OF THE SOUL, COMFORT, WELL-BEING, TOGETHERNESS, THE PRESENCE OF SOOTHING THINGS, A FEELING OF HOME.

Dim the lights, light a candle, read a book, put on comfy clothes, eat a good meal with friends, snuggle in!

WITH EVERYONE, IN EVERY SEASON

1. **Atmosphere:** Candles, fires, twinkle lights, music, nice smells, cozy blankets.
2. **Presence:** Be here now. Turn off your phone.
3. **Pleasure:** Yummy food and drink! Savor & Enjoy.
4. **Equality:** "We" over "Me". Share the tasks and airtime.
5. **Gratitude:** Notice and appreciate the good!
6. **Harmony:** No need to compare or brag! We already like you!
7. **Comfort:** Put your feet up and get cozy! It's about relaxation.
8. **Truce:** No drama! Let's leave the hot topics for another day.
9. **Togetherness:** Tell stories, play games, make memories.
10. **Shelter:** This is your tribe. This is your place. Be safe, be warm, be peaceful.

**How do you HYGGE? What are some ways
you bring these things into your life or could
bring them into your life?**

**To learn more, read Meik Wiking's book:
"The Little Book of Hygge".**

What is FIKA?

Direct Excerpt from Article: Why We Need to Embrace Swedish 'FIKA' by SheKnows

<https://www.sheknows.com/living/articles/1137453/swedish-fika/>

“Well, we’ve got a new Scandi concept for you, and that’s “fika.” Literally, *fika* means “coffee,” but to Swedish people, it’s about a lot more. Journalist Almara Abgarian, a Swede who now lives in London, told me fika is “more of a cultural thing. **It’s the essence of taking a break and catching up with friends or family, whichever one you choose, and having a bit of a cake.**”



How to FIKA

Considering that *Fortune* reports between 40 to 45 percent of Americans are lonely (depending on which data you look at), and a Brigham Young University study suggests loneliness has as much adverse affect on our health as alcoholism and smoking, there are plenty of reasons to start incorporating fika into your week. Here are a few recommendations on how to do it.

1. Find a cozy coffee shop in your area

Look for cozy seats, good music and delicious snacks.

2. Embrace your sweet tooth

“You’re there to sit down and have something pleasurable,” Abgarian said. That means cakes, cookies and other delicious treats. The point is to treat yourself.

3. Put away your smartphone

The point of fika is to connect with the people you’re with and fully step away from whatever is weighing on you, so try to be present in the conversation.

4. Start making coffee (or tea) dates with friends, coworkers, family

Fika isn’t a solo activity. You might have a few people reject the idea, but you’ll eventually find people who are happy to chat and relax.

Saving Time with Money and Food



The Big Idea!

The big idea for this session is to give participants an opportunity to learn different ways to save time and money on their food. Food insecurity is a common stressor for many people and even if it's not a stressor for some, food is a topic that everyone can relate to. We all need food and can benefit from learning how to cut down on monthly food costs. This session will allow participants the opportunity to connect with each other over stories of their personal history around food and share ideas about how food plays a role in their lives today.

Choose this session if you are looking for....

- Ways for people to connect with each other through sharing stories of favourite meal time traditions and/or family recipes.
- Strategies for people to improve and gain a better understanding of spending habits related to food.
- Tools for people to use to eat healthy on a budget.

The Takeaway

Participants will reflect on their personal experiences of food related activities such as shopping for food, preparing food, and providing food for themselves and others. This session will allow participants the opportunity to explore what food can provide (nutrition for the body, social connection with others, feelings of nurturance) and what it costs in terms of time and money. Discussion and activities will explore ways to decrease the amount of time and money spent, while still creating healthy meals.

Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Problem Solving

Critical Thinking

Creative Thinking

Decision Making

Session Plan: Saving Time with Money and Food



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	Today we will be talking about food - specifically, how we can save time and money on our food, still enjoy it AND eat healthy. Maybe even healthier! We'll explore these ideas through discussion and some activities.	
Check In & Connection Oral Communication, Self- Awareness AUDITORY	Food is something that we all need to survive. Often there can be feelings and memories tied up with food. These can be related to our mealtime routines, traditions around specific holiday meals, or even family recipes that get passed down to the next generation. Connecting Question: Do you have a mealtime routine/tradition? Is it similar to when you were growing up? What about a favourite meal or family recipe? Is there one you'd like to tell us about?	10 min
The Importance and Meaning of Food Oral Communication, Critical Thinking, Self-Assessment VISUAL/AUDITORY	Sample Discussion Frontload and Questions: Acknowledge that we all have a lot of memories and ideas about food. Food is very important! Point out that you've likely heard clichés like "you are what you eat". Based on the some of the stories we just talked about, it seems we grew up with a lot of messages around food. Perhaps you're giving those same messages to your kids, your grandkids, etc. Why? ASK: Why is food so important? What does it give us? (brainstorm list on whiteboard)	15 min (25 min)
Looking at Food and Resources Oral Communication, Creative Thinking, Self-Awareness VISUAL/AUDITORY READ/WRITE	Hand out Canada Food Guide (CFG) (see Resources for link). General discussion/review of the categories. Point out that the CFG has changed recently (2019) and it now places importance on HOW we eat, in addition to what we eat. Group Discussion (whiteboard ideas): Ask: How can we create opportunities to enjoy food with others? (this can be tricky, especially if we live alone) <ul style="list-style-type: none"> • Community Dinners • Check out local community centre, church • Invite family/friends over for a 'potluck' 	15 min (40 min)

	<ul style="list-style-type: none"> • Make dinner time a priority with your family • Have a picnic at the park, the playground • Right here, right now we are enjoying food together! 	
Tips and Tools for Food Oral Communication, Interpersonal Skills, Creative Thinking, Self-Awareness VISUAL/AUDITORY READ/WRITE	Group Discussion: We've talked a lot about food and how eating good food benefits us. If we know healthy food is good for us, what gets in the way? What makes it hard to eat healthy? (cost, time, etc.) How can we make it easier to eat healthy on a budget? (list ideas on whiteboard) Watch Video 1: How I Eat Healthy for Cheap from But First Coffee (7 min) https://www.youtube.com/watch?v=mxh9dTq6WPw Provide Handout of Tips/Tools that support healthy eating (see Resources for link – this can also be shown on Screen instead of handed out). Review ideas and answer questions. Invite participants to add ideas discussed and their own ideas to their handout.	20 min (1 hr)
Creating Our Own Meals on a Budget Activity Oral Communication, Creative Thinking, Self-Awareness, Problem Solving, Decision Making VISUAL/AUDITORY READ/WRITE KINESTHETIC	Activity: Marvelous Meals on a Budget Let's get creative and use some of the ideas we've been talking about today to create a meal! <ul style="list-style-type: none"> ○ Using the flyers on the table and working in pairs, try and come up with the cheapest meal that is also healthy and delicious. ○ You can draw pictures of your meal, cut out pictures of food from the flyers, and try and figure out roughly the cost of the meal. ○ Think about some of the strategies we talked about today. Can any of them be used to make your meal even cheaper? Oral Presentation: Each pair presents their meal to the larger group.	25 min (1 hr, 25 min)
Closing	What was interesting or valuable about our time together today? Will you consider making changes to your mealtime or try a strategy we talked about today?	5 min (1 hr, 30 min)

Videos

Video 1: How I Eat Healthy for Cheap from But First Coffee (7 min)

<https://www.youtube.com/watch?v=mxh9dTq6WPw>

Resources Needed for Session

- LCD projector/laptop to show videos
- Paper/pens/pencils/markers/scissors/glue
- Copies of Canada Food Guides (<https://food-guide.canada.ca>)
- For Tips and Tools related to Healthy Eating, the session plan could refer to any/all of the following links:
 - <https://food-guide.canada.ca/en/healthy-eating-recommendations/>
 - <https://www.healthline.com/nutrition/22-ways-to-get-healthy#section3>
 - <https://www.happify.com/hd/what-to-eat-for-optimal-mental-health-infographic/>

Additional Resources

Video: Save Money! 10 Ways to Make Your Groceries Last Longer (Clean My Space – You Tube)

<https://www.youtube.com/watch?v=NRQsM3lpdWE>

Article: Top 20 Recipes for Eating Healthy on a Budget

<https://www.budgetbytes.com/top-20-recipes-eating-healthy-budget>

Article: 10 Tips for Eating Healthy on a Budget

<https://www.nia.nih.gov/health/10-tips-eating-healthy-budget>

Modifications

Instead of using flyers to make a meal, bring a few bags with different ingredients and each group creates a meal using whatever they find in their bag (number of bags can be based on size of group, approximately 3 people per bag). Activity can be called “Mystery Meal”. Each group is given 10 minutes to think up their meal and answer questions such as: What types of nutrients would the meal provide? What makes your meal healthy? Does your meal check off all the areas of the Canada Food Guide? What about leftovers? Can they be turned into something new and fresh? Would you want to eat this meal? What about your family? Your kids?

Target “Marvelous Meal” activity for the group of participants. For example, if presenting session to a group of parents of young toddlers, ask them to think of a toddler friendly snack. If session is being used at a sheltered housing facility, perhaps use pictures of items typically found at food banks.

If time and budget allows, invite participants to actually cook a healthy budget friendly meal rather than just talk about it. They could estimate the cost of the meal and calculate how much per person. Meal could be shared together to experience the social connection aspect of sharing food. Reusable containers can be provided for leftovers to be divided and brought home, demonstrating a budget strategy.

Sleep is a Super Power!



The Big Idea!

The big idea for this session is for participants to deepen their understanding of sleep including how sleep benefits how we take care of our time and influences how we spend our time. Questions such as, “What happens when I sleep?” will be answered through discussion and learning about the stages of sleep and the purpose of each stage. The importance and value of sleep will be emphasized.

Choose this session if you are looking for....

- Activities and discussion to emphasize the importance of sleep for mind and body.
- A deeper understanding of what is happening when we sleep – the Sleep Cycle.
- Information and resources to continue learning about sleep to inspire better decision making about how we spend our time.
- Strategies that can help improve sleep so that we can live fuller, more energized lives.

The Takeaway

Participants will learn about the sleep cycle and the purpose of various sleep stages. The benefits of sleep will be emphasized and strategies to improve sleep will be discussed. Participants will be encouraged to reflect on past routine sleep experiences and determine whether there’s a sleep strategy they’ve not yet tried and would like to try. Finally, participants will review how to reframe common negative sleep thoughts into more positive thoughts which can help to alleviate stress and anxiety.

Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Creative Thinking

Decision Making

Session Plan: Sleep is a Super Power!



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	<p>Today's session is all about sleep. We will talk about why sleep is important, learn a bit about our sleep cycle, and explore things we can do to improve the quality of our sleep. Sleep is important to taking care of our time as the lack of it greatly affects how we spend our time! Before we start, let's have a look at some cats who are definitely showcasing their sleep superpowers!</p> <p>Video 1: Sleepy Cats (3 min) https://www.youtube.com/watch?v=6l9Qhbbj-sc</p>	5 min
Check In & Connection Oral Communication, Self-Awareness, Self-Assessment AUDITORY/ VISUAL	<p>GROUP SHARING (whiteboard this if you like): Why is sleep important? What happens or how do we feel when we have a good night's sleep?</p> <p>Thinking back over the past few months, can you remember a time when you had a great sleep? What made it so great? How did you feel during the day? Were you able to do things differently that day? If so, how?</p> <p>Having good quality sleep is important for our bodies and our minds. How can we give ourselves a better sleep?</p>	10 min (15 min)
Understanding the Sleep Cycle Oral Communication, Self-Awareness, Self-Assessment AUDITORY/VISUAL	<p>Group Discussion: First let's look at our 'sleep cycle'. Understanding how we sleep can help us develop or discover strategies to improve our quality of sleep.</p> <p>Has anyone heard of the 'sleep cycle'?</p> <p>During the night we move in and out of different stages of sleep. Some stages are important for letting our bodies rest and recover. And other stages help our brain sort out and store information we learned during the day. The important bit is that our sleep time is long enough for our body to go through the various sleep stages.</p> <p>Here's a video that explains the stages of sleep. If it goes into more detail than you're interested in, don't worry. The important bit to remember is that our sleep time needs to be long enough for our body to go through the various sleep stages.</p>	15 min (30 min)

	<p>Video 2: Stages of Sleep (total video is 4:37 - but stop video after first 3 min) https://www.youtube.com/watch?v=5U5aHp5erZE</p> <p>Thoughts/Comments on the video?</p>	
<p>Improving Sleep</p> <p>Oral Communication, Self-Awareness, Self-Assessment, Critical Thinking, Problem Solving, Creative Thinking</p> <p>AUDITORY/VISUAL KINESTHETIC</p>	<p>So, we've focused mostly on the stages of sleep. Let's dig into that a bit more and focus on what's happening during those stages of sleep and what we can do to help ourselves experience all of those stages.</p> <p>To do that we're going to break into 2 groups - you can talk about the video, about your own experiences with sleep, about things you've heard/read about. Feel free to share stories or examples with each other and then decide how you want to answer the following questions.</p> <p>Small Group Discussion: Group 1: What are the benefits of sleep? We touched on some of these at the start of the session, but let's see if we can think of more benefits. How is sleep good for us?</p> <p>Group 2: How can we improve sleep? What are the things you do or strategies you've heard of that can help improve the quality of sleep?</p> <p>You can use poster paper, markers, etc. to make a list or draw pictures....however your group wishes to answer their question is fine. After about 10 minutes, we'll come back together and share our discoveries.</p> <p>Large Group Presentations: Each group presents. Time for questions and discussion based on each group's findings. Can also add more things to the lists.</p>	<p>30 min (1 hr)</p>
<p>Benefits of Sleep</p> <p>Oral Communication, Self-Awareness, Self-Assessment, Creative Thinking, Decision Making</p> <p>AUDITORY/ VISUAL KINESTHETIC</p>	<p>Let's watch the remainder of the video to see if there are additional benefits of sleep as well as ways to improve our sleep that we've not talked about yet.</p> <p>Video 3: Benefits of Sleep (4 min) https://www.youtube.com/watch?v=5U5aHp5erZE</p> <p>Group Discussion Comments on video? What did you think about the suggested hours of sleep for the various age groups? Do you think you're getting enough sleep? What about your kids? Any surprises when you saw the suggested hours?</p> <p>It's important to remember that what is considered 'enough sleep' is different for everyone. The numbers listed in the video are just guidelines. Some people need more than others. Hopefully the takeaway from today is that sleep is important for both our mind and our body. And if you are having a hard time sleeping there are many techniques you can try to help improve your sleep!</p>	<p>10 min (1 hr, 10 min)</p>

Strategies for Sleeping Oral Communication, Self-Awareness, Self-Assessment AUDITORY/ VISUAL READ/WRITE	Group Sharing: Give Handout: <i>Strategies for Sleep</i> and review as a group. This handout summarizes many of strategies talked about today including examples of reframing negative sleep thoughts. Additional Group Questions/Dialogue: <ul style="list-style-type: none"> • Does anyone have any other tips for reframing negative sleep thoughts? • How might getting better sleep impact the different areas of your lives? (family life, work, community life, etc.) • How is getting better sleep helping you reach goals or plans you have for your life? 	10 min (1 hr, 20 min)
Closing	How was this experience for you today? What are you walking away with? Is there a new strategy you'd like to try to improve your sleep?	10 min (1 hr, 30 min)

Videos

Video 1: Sleepy Cats (3 min)

<https://www.youtube.com/watch?v=6l9Qhbbj-sc>

Video 2: Stages of Sleep (total video is 4:37 – but stop video after first 3min)

<https://www.youtube.com/watch?v=5U5aHp5erZE>

Video 3: Benefits of Sleep (4 min)

<https://www.youtube.com/watch?v=5U5aHp5erZE>

Resources Needed for Session

- LCD projector/laptop to show videos
- Whiteboard or chalkboard
- Poster paper, markers
- Handout: *Strategies for Sleep*

Additional Resources

Further articles on getting better sleep:

- <https://www.sleepfoundation.org/articles/healthy-sleep-tips>
- <https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/sleep/art-20048379>
- <https://www.helpguide.org/articles/sleep/getting-better-sleep.htm>
- <https://www.headspace.com/sleep/how-to-sleep-better>

Modifications

One idea would be to invite participants to create their ideal sleep setting. Some may report not knowing what helps them sleep. If they can't remember a time that they slept well or the details of what has helped them sleep, encourage them to think about how they like to rest. Questions to guide their sleep scenario could include:

Do you prefer a cool or warm room for sleeping? What about noise... absolute quiet? White noise? Soft music? Do you need total darkness or prefer some light to sleep? Do you have special comfort items (certain covers, weighted blanket, comfy pjamas, humidifier, diffuser...)? What about bedtime routines that help you sleep? (warm bath, reading, meditation, etc.)

To create their individual sleep setting, provide a variety of materials to use and encourage creativity. Scenes could be sketched on paper, painted on poster-board, or built using boxes and other recycled materials. Bits of fabric, ribbon, any spare ends of craft supplies could be useful. They can also cut out pictures from magazines to add to make a collage or add to their sleep scene. Playdough and clay are often favorite mediums and it's interesting to notice how thoughts and ideas can sometimes be shared much easier through sculpting than through words.

After creating their 'sleep scene' invite people to share their creations. Emphasize the similarities, note the differences, and highlight the idea that everyone is different and has different sleep needs.

Strategies for Sleep

Ways to Improve Sleep

1. Stick to a sleep schedule – try to go to bed and get out of bed at the same time daily. Helps to set your internal clock.
2. Create a helpful sleep environment – ask yourself, “what makes it easier for me to sleep?” (Total Quiet? White noise? Comfortable pillow? Blankets? Room temperature: 60-67 degrees is recommended by the National Sleep Foundation as the best temperature for sleeping., etc.)
3. Develop a relaxing bedtime ritual – find a routine that’s relaxing for you to prepare you for sleep (warm bath, quiet reading, meditation, etc.)
4. Prepare for sleep by winding down. Chose an activity that helps to calm you. Avoid electronics before bed.
5. Exercise during the day, but not within 90 minutes of bedtime.
6. If you have trouble sleeping, avoid afternoon naps.
7. Use bright light to help manage circadian rhythms. Avoid bright lights/screens right before bedtime and use sunlight to help wake up in the mornings.

Source: <https://www.sleepfoundation.org/articles/healthy-sleep-tips>



8. Can you think of other strategies? If so, write them down here:

Helpful thinking is another strategy we can use, especially if we’re having negative sleep thoughts

If you’re having sleep difficulties, it’s natural to start having negative thoughts towards sleep.

Some examples of this include:

“I am never going to fall asleep tonight.”

“I didn’t sleep at all last night.”

“What’s wrong with me? Why can’t I sleep like other people?”

“What will I do tonight if I can’t fall asleep?”

It can be helpful to recognize these negative sleep thoughts and replace with ones that are more positive such as:

“Sooner or later, I always fall asleep.”

“Although I didn’t sleep much last night, I did get some sleep.”

“It’s common to experience sleep difficulties sometimes.” “My sleep will improve as I learn new techniques.”

“Even if I can’t get to sleep, I can relax and rest.”

The Power of Moments



The Big Idea!

The BIG idea for this session is for participants to build Self-Awareness, creativity and authorship over the moments in their lives. They will learn about the Power of Moments based on the research done by Chip and Dan Heath. By learning about the 4 elements of moments, participants can grow in their feelings of confidence, motivation and hope for their futures and find ways to craft memories and experiences that are meaningful, that connect them to others, elevate their lives, and celebrate moments of pride.

Choose this session if you are looking for...

- Ideas and ways to celebrate a milestone within your particular learning community like graduation or completion of a milestone.
- Specific strategies for participants to use to that help reinforce the notion that life is what we make it, not merely what happens to us.
- Ways for people to gain different approaches to change their experiences into moments of pride, connection, elevation and insight.

The Takeaway

Participants will be exposed to different ways to unpack moments and be invited to see themselves and their power to create meaningful moments in their lives in a new way. They will have opportunities to reflect on specific moments in their lives and proactively and creatively make plans to create moments that matter to them in all areas of their lives: in their families, workplaces, friendships and community.

Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Creative Thinking

Decision Making

Session Plan: The Power of Moments



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	Today's session is about the Power of Moments. We are going to unpack what makes moments meaningful, perhaps beyond what we have typically thought of. Doing so will help us create moments and memories that add to our lives, that we have had a part of designing. It's also about perspective shifting. The Power of Moments is both about our own abilities to create them and the ways that moments can shape our lives, depending on how we see them.	
Check In & Connection Communication, Self-Awareness, Self-Assessment AUDITORY/ VISUAL	<p>A famous writer named E.B. White once said: <i>"I get up every morning determined to both change the world and have one hell of a good time. Sometimes this makes planning my day difficult."</i></p> <p>In many ways, this speaks to what moments are all about – improving something, contributing something, having a great time!</p> <p>GROUP SHARING: What makes a moment to remember? What makes a moment a 'moment'?</p> <p>Why do moments matter to us? How do they shape our lives?</p> <p>Thinking back over the last 6 months, what moments have stood out for you? Can you think of a particular memory that stands out for you? What made it memorable? Or Powerful? (Whiteboard this)</p> <p>Are there themes here about what makes a moment powerful? What do we see so far?</p>	20 min
Unpacking Moments Communication, Self-Awareness, Self-Assessment AUDITORY/VISUAL	<p>Video & Group Discussion: We are going to learn about the Power of Moments from two brothers who researched it and wrote a book about it, called The Power of Moments. (Pull up Chip and Dan Heath's Website) https://heathbrothers.com</p> <p>There are lots of free resources within their website, connected to their books. We're going to watch a video now about key things about moments and how to make the most of our experiences.</p> <p>Video 1: Dan Heath - Build Peaks, Don't Fix Potholes (4 min) https://www.youtube.com/watch?v=syA8FyI6G-4</p>	15 min (35 min)

	<p>What stands out for you in this clip? Were there any surprises? What did you think about his ideas about building peaks, don't fix potholes?</p> <p>Looking back at some of the memories we shared earlier, were some of the memories and themes we pulled out peaks?</p>	
<p>The 4 Elements of Moments</p> <p>Communication, Self-Awareness, Self-Assessment, Creative Thinking, Decision Making</p> <p>AUDITORY, VISUAL, KINESTHETIC</p>	<p>Review and Small Group Breakouts: According to Chip and Dan, we can have more moments that are meaningful to us if we build them on 4 elements: One helpful way to remember these elements are by thinking of the word EPIC. (Give EPIC handout)</p> <p>We are going to get a chance to work in small groups and share some of our own experiences based on these Elements of the Power of Moments. We will work through them one by one, even though all 4 are on the worksheet. (Each element should take about 10 min, including the review of it, small group sharing, and large group debrief.)</p> <p>Review Elevate as a large group. Divide into small groups for the questions and sharing (people can sit or stand for small group work). Bring people back and invite a debrief of their answers (You may whiteboard this.)</p> <p>Review Pride, Insight and Connection in similar format.</p>	<p>45 min (1 hr, 20 min)</p>
<p>Mindfulness in Our Moments & Closing</p>	<p>SUMMARY: Large Group Share How might your next year be different if you put a focus into creating these kinds of moments in your family, friendships, work and community?</p> <p>How does being mindful of your power to create moments that matter change things for you?</p> <p>Is there a moment coming up that you are going to look at differently? How so?</p> <p>How was this experience for you today? What are you walking away with?</p>	<p>10 min (1 hr, 30 min)</p>

Videos

Video 1: Dan Heath - Build Peaks, Don't Fix Potholes (4 min)

<https://www.youtube.com/watch?v=syA8Fyl6G-4>

Additional Video on Mindfulness with Sharon Salzberg (if needed) (3 min)

<https://www.youtube.com/watch?v=iC6AFI4SHWE>

Resources Needed for Session

- LCD projector/laptop to show videos
- Whiteboard or chalkboard
- EPIC Handout

Additional Resources

Chip and Dan Heath

- Website: <https://heathbrothers.com>
- Book: "The Power of Moments" (2017)

Articles Summarizing EPIC elements:

- <https://aplusala.org/best-practices-center/2018/11/01/how-we-can-put-the-power-of-moments-to-work-in-our-lives/>
- <https://blog.12min.com/the-power-of-moments-pdf-summary/>
- <https://www.quietrev.com/power-moments-interview-chip-dan-heath/>

Modifications

The bulk of the learning happens in the small group sharing as participants unpack the EPIC elements of moments. This could be modified by rotating groups for each element, so there are more connections made. All the examples in the handout can also be modified for your particular group.

If you wanted to use this lesson plan as a way to plan a Powerful Moment with your learning group, you can modify the EPIC worksheet to that. For example, you could engage your group in planning your year-end celebration or graduation using these elements.

The Power of Moments:

4 Elements that Make Our Moments EPIC!

E = Elevate. This is about creating experiences that take us out of our normal routine. They raise our joy, our enthusiasm, our motivation, and our engagement. We can create them by engaging our senses more (like the hotel did with the red phone and the popsicle delivery on a silver platter). We can make them new or exciting by changing the way we do things – create surprise! Make it a game! Change the roles, the rules, the script!

In small groups, think of how you can elevate the following moments:

1. Friday night dinner
2. A staff meeting at your work
3. A Wednesday afternoon class
4. A sunny, summer day in July

P = Pride. These are moments that capture something we did or what we became. It's about feeling proud. Maybe we are proud of our achievements or those of others. Maybe it's recognizing someone else or being recognized yourself. Maybe it's about when you showed courage, determination, and stuck with something even when it was hard. Think about ways that you can honor, recognize and celebrate something to be proud of and how you can do that!

In small groups, think of how you can create moments of Pride for the following.

1. Getting your driver's license
2. Becoming a Canadian citizen
3. First day of school/work
4. Accomplishing something you worked hard on...

I = Insight. Moments of Insight can be seen as AHA moments. They are linked to Transformation, Realizations, Risk, and Stretch. They are those moments that changed how we saw the world, saw ourselves, or saw something differently. We can create moments of insight by thinking about the things that changed us – maybe it was a day that you just decided to make a change in your life, or when you met someone who changed your life forever. Activities that you can do to cultivate these kinds of moments would be to keep a journal, write your life like a story, keep a treasure chest of quotes that mean something to you and why.



In small groups, you are invited to choose one, none or all of the following:

1. Share a moment of insight in your life – when you made a change, realized something. Tell it like a story.
2. Share books, movies, quotes or people that have changed how you see things. What was going on in your life at the time?

C = Connection. These are moments that we share with others that have meaning for us.

There are elements of togetherness, bonding, and meaning. We have some of these moments naturally built into our lives through rituals: births, weddings, funerals, and holidays.

These are events, not necessarily moments. What makes a Connection Moment meaningful is just that – there is a connection made between people. It involves planning, being responsive, being present. These are often the life time memories we capture in pictures!



In small groups, you are invited to choose one, none, or all of the following:

1. Think about a photograph or memento you have in your house that you have because of a connection moment. Share about the moment and what it means to you. Why do you have this picture/this memento out?
2. Think about an upcoming event where you will be with friends, family, or people. How can you turn this into a connection moment, given what we know so far about the different elements of moments?

*Adapted from Chip and Dan Heath's book on The Power of Moments (2017)

Following the Path of Curiosity



The Big Idea!

The big idea for this session is to explore what we are curious about and to follow where that takes us. In this session, curiosity is referred to as our 'sparks'. It can be overwhelming to ask ourselves, "What is my purpose?" or "What is my passion?" Instead of asking these questions, we're shifting the language to "What am I curious about?" Using video, group discussion, self-reflection, and some hands-on activities, participants will explore ways to find their 'sparks' and figure out what 'lights them up'.

Choose this session if you are looking for...

- An opportunity for people to explore what might add meaning and 'spark' to their lives.
- Activities and language that invite people to think about passion differently using words such as curiosity, spark, light up and hands-on art such as a curiosity collage.
- Tools for people to use in their everyday lives to increase their well-being and happiness.

The Takeaway

Participants will learn about the benefits of being curious and staying open to different ways of finding their spark or things that light them up. The idea that a person must find one huge, intense passion and stay with that relentlessly (referred to as 'the jackhammer' by author Elizabeth Gilbert) will be set aside for another idea to be explored. This idea uses the metaphor of the 'hummingbird', where we might flight from curiosity to curiosity as our way of experiencing interest and passion and the things that light us up.

Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Problem Solving

Critical Thinking

Creative Thinking

Decision Making

Session Plan: Following the Path of Curiosity



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	Today we are going to explore our curiosity, what 'lights us up' and what helps us find our 'spark'! We will do this by exploring the things we are curious about and what we have been and are drawn to . Finding things that 'light us up' increases our happiness and well-being and can bring purpose to our lives.	
Check In & Connection Self- Awareness, Oral Communication AUDITORY/VISUAL	What was something you loved to do as a child/teen? Was there something that you were really excited about? (Have little pictures in the middle of the table to spark memories of past hobbies, favorite activities, etc.)	10 min
Taking a Closer Look at Finding our Passion! Oral Communication, Self- Assessment, Self-Awareness, Creative Thinking AUDITORY/VISUAL	Watch Video 1: The Middle: Sue and the Westlerettes (3 min) https://www.youtube.com/watch?v=vxd1PJOWZI8&list=RDvxd1PJOWZI8&index=1 Group Discussion: Any thoughts on the video? Did the cheer team look like they'd found their 'spark'? What did you notice about the onlookers, the audience? It was easy to see that those on the cheer team were totally passionate about what they were doing! Even the crowd got into it. It's likely their cheer routine wasn't as 'technical/coordinated' as the other cheer group, BUT they had PASSION! You could see it and feel it. Their routine wasn't 'perfect' but it WAS real, it was authentic. This happens when you're passionate about something and it has purpose because it really connects with you. Not only does it make you feel great, it spreads to those around you as well!	15 min (35 min)
The Pressures of Passion Oral Communication, Self- Assessment, Self-Awareness, Creative Thinking AUDITORY	Group Reflection: We've already talked a bit about some of our passions when we were children...what about now? Is there something you really love to do now? Something you're really passionate about? As adults, that can be a much harder question to answer. If I were to ask you, "What is your passion?" "What is your purpose?" Would it be easy for you to answer? Why/Why not?	10 min (45 min)

	<p>Passion and purpose are pretty huge concepts. Trying to give words to our ‘passion’ or nail down our ‘purpose’ can feel totally overwhelming!</p> <p>Has anyone heard of Elizabeth Gilbert? She wrote a book called “Eat, Pray, Love” and a movie was later made about the book. <i>(If someone has read the book/saw the movie invite them to share a brief summary of the story. She was a woman who ‘woke up’ one day to realize she didn’t feel passion or purpose in her life and decided to leave her marriage, her house, her life behind and go in search of her passion and purpose.)</i></p> <p>When her story spread, she spent years speaking all over the United States and other countries encouraging people to find their true passion & purpose. Then one day, she heard from a ‘fan’/someone who’d been in the audience at one of her ‘talks’ and it made her think differently about ‘passion’ and ‘purpose’.</p> <p>We’re going to watch a short clip from one of her talks where she explains how her thinking about passion and purpose has changed.</p>	
<p>The Hummingbird of Curiosity</p> <p>Oral Communication, Self-Assessment, Creative Thinking, Self-Awareness</p> <p>AUDITORY/VISUAL</p>	<p>Watch Video 2: Elizabeth Gilbert’s super soul session called “The Curiosity Driven Life” (14 minutes (entire video is 28 min)) http://www.oprah.com/own-supersoulsessions/elizabeth-gilbert-the-curiosity-driven-life-video</p> <p>Group Debrief:</p> <ul style="list-style-type: none"> ○ Thoughts on the video? ○ Are you more a ‘jackhammer’ or more of a ‘hummingbird’? ○ How so? ○ She talks about using a sense of curiosity. She suggests we just start by asking ourselves “What am I curious about?” Does that feel different then asking, “What am I passionate about?” ○ Which do you prefer? And why? 	<p>20 min (1 hr, 5 min)</p>
<p>Curiosity Collage</p> <p>Oral Communication, Self-Assessment, Creative Thinking, Self-Awareness</p> <p>READ/WRITE VISUAL KINESTHETIC AUDITORY</p>	<p>Hands-On Activity:</p> <p>To explore this idea of finding out what we’re curious about, let’s do an activity. We’ll spend some time making our own Curiosity Collage – using magazines, drawings, words, etc. create a collage of anything you’re curious about. Flip through pages and be open to whatever appeals to you or sparks interest. You might be surprised at what comes up for you in terms of your own curiosity in certain topics, activities, etc. Just go with it! Let your creativity flow.</p> <p>(Music playing during the collage time). Activity can be done alone and then share with larger group.</p> <p>Group Sharing:</p> <p>Would someone like to share their curiosity collage?</p> <p>How was that activity for you? Any surprises? Did things show up on your collage that you hadn’t considered before?</p>	<p>20 min (1 hr, 25 min)</p>

	<p>Did the activity help to uncover more of your curiosities? Any thoughts on how you could explore one of the curiosities?</p> <p>Sometimes by doing something with our hands, we come up with ideas that we might have missed if we just thought about it in our heads.</p> <p><i>"Often the hands will solve a mystery that the intellect has struggled with in vain." -Carl Jung</i></p>	
Closing	<p>What was interesting or valuable about our time together today? Invitation for you this week to be curious! What would you like to know more about? What would you like to try? Perhaps pick one thing of curiosity from your collage or checklist and see if you can explore it further this week. Inviting curiosity into our lives can 'light us up' and help us find our 'spark'.</p>	<p>5 min (1 hr, 30 min)</p>

Videos

Video 1: The Middle: Sue and the Westlerettes (3 mins)

<https://www.youtube.com/watch?v=vxd1PJOWZI8&list=RDvxd1PJOWZI8&index=1>

Video 2: Elizabeth Gilbert’s super soul session called “The Curiosity Driven Life” (14 minutes - entire video is 28 min)

<http://www.oprah.com/own-supersoulsessions/elizabeth-gilbert-the-curiosity-driven-life-video>

Resources Needed for Session

- LCD projector/laptop to show video
- Pens/pencils/markers/paper for collages
- Magazines, ribbons, stickers, glue, materials for collage
- Mini pictures/visuals of childhood hobbies, activities
- Music for collage time

Additional Resources

Handout: *Sparks* (The Good Life Project – Jonathan Fields)

Happify Infographic: <https://my.happify.com/hd/how-our-hobbies-make-us-happier/>

Books:

- Elizabeth Gilbert: “Big Magic” (2015)
- Jonathan Fields: “How to Live a Good Life” (2016)

Modifications

Curiosity Checklist – instead of having participants explore their ‘spark’ by creating a visual collage, invite them to complete a Curiosity Checklist. It’s basically an Interest Inventory which lists all sorts of hobbies, activities, past-times, etc. All sorts of things are listed and some you may never have heard of...even if you’ve never done it or heard of it, but you’re curious about it check it off! You might just discover something that you really enjoy....something that ‘lights you up’!

Use local newsletters or other community resources to have people create their own Curiosity Checklist. Invite them to flip through the resources, newsletters, magazines, city recreation booklets, local clubs, library guides, summer activity guides, and notice which ideas or pictures ‘light them up’. Invite them to make a list of at least five things they’d be willing to try, explore, etc. in the next month. They don’t have to be huge things....anything that sparks their interest. This is a great way to learn more about local resources and opportunities!

Sparks



1. Curiosity Sparks



“Curiosity sparks often come in the form of a burning question, a deep yearning to discover an answer to a problem that, for some reason you may or may not understand, you feel compelled to solve.” (p. 164) (You can latch onto a question and spend years discovering the answer.)

Ask yourself:

- ★ Are you curious about anything in particular?
- ★ Is there a big question you’d love to answer?
- ★ Is there a problem I feel compelled to solve?

...your thoughts?...

2. Fascination Sparks



“Fascination sparks often happen when you’re exposed to a topic, an idea, or any other thing that triggers an intrinsic desire to learn. It’s not so much about answering a question or solving a problem; there’s just something about the topic or thing that fascinates you.” (p. 165)

Ask yourself:

- ★ Are there things that fascinate you? If so, what?
- ★ Is there a topic or field or thing or pursuit or even a person that I have a deep yearning to know more about?

...your thoughts?...

3. Immersion Sparks



“Immersion sparks are generally triggered by activities that make you want to do more, regardless of the outcome and without any quest beyond the simple desire to enjoy what you’re doing. Crafting is an great example. From the outside looking in, you might assume that someone sitting at a craft table is driven largely to create a ‘finished product’. And sure, that’s part of the reason why people craft. But there’s something bigger going on. The process itself, the very nature of the activity, delivers a big part of the reward.” (p. 166)

Ask yourself:

- ★ Are there activities you get lost in? What are they?
- ★ Are there things I love to do where I lose track of time and would pay to be able to do more?

...your thoughts?...

4. Mastery Sparks



“Mastery sparks are closely related to immersion sparks and often bundled with them. They are about working fiercely at something not only because you love to do it, but because you are drawn to achieve a level of mastery. It’s not just about doing it: it’s about getting good at it.”

Ask yourself:

- ★ Is there something you want to master? Is there an art or field or pursuit you’ve love to be really good at, maybe even world-class great?

...your thoughts?...

5. Service Sparks



“The final spark I’ve come across many, many times is the service spark. This is the fire that is lit when you think about serving or helping or in some way giving yourself to a particular person, group or being. This spark is often bundled with others.”

Ask yourself:

- ★ Is there some person or community or being you feel compelled to help? It doesn’t have to be a human; it can be an animal, a plant, or even a planet.

...your thoughts?...

“Here’s what’s really important to remember:
It’s okay if no single spark ever rises to the level of all-consuming ‘mad passion’ or ‘life purpose’.
More important is just the feeling of being sparked.
Lit up and drawn to invest your energy in something
that calls from a place within to do more.
That mix may stay fairly set for life, or it may evolve
as you move through the different seasons of your time on the planet.
Either way, you still qualify
for a Contribution Bucket-filling, deeply satisfying life.”
(p. 168)

Worksheet Source: Jonathan Fields, *How to Live a Good Life* (Carlsbad, CA: Hay House Inc.), 164-169

Why We Do What We Do: The Power of our Tendencies



The Big Idea!

The big idea for this session is to share with participants that each one of us has personality tendencies that influence the way we respond to expectations. Why this matters is that our tendencies can have impact on our productivity and how we spend our time. Gretchen Rubin, author of the book *The Four Tendencies*, says ***“When we know ourselves and what works for us, we can change our habits and our lives”***. This session will give opportunity to participants to discover more about themselves and how they show up in the world.

Choose this session if you are looking for...

- Opportunities for people to reflect on how they see themselves and how they approach change.
- Information about the Four Tendencies and how to self-identify with a tendency.
- Ways for people to reflect on how their tendency is related to their habits and happiness.

The Takeaway

Participants will be guided through reflective small group and large group discussion on how they see themselves and how they show up in the world. Through the use of multi-media, participants will learn about Gretchen Rubin's Four Tendencies and will be given opportunity to reflect and identify with a specific tendency. This self-awareness will equip them with knowledge that can positively impact their decision making, choices, communication and problem solving in life.

Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Problem Solving

Critical Thinking

Creative Thinking

Decision Making

Session Plan: Why We Do What We Do: The Power of Tendencies



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	Today's session is about why we do what we do . What do we repeat in our lives? What patterns exist? We will take an exploratory look at how we uniquely approach things, how that helps us and what can be adjusted so that our 'tendencies' or patterns are working for us, not against us.	
Check In & Connection Communication, Self-Awareness, Self-Assessment, Critical Thinking AUDITORY/VISUAL	<p>Show Johnny Cash's To Do List: https://www.pinterest.ca/pin/472174342166066953/</p> <p>Who knows who Johnny Cash is? How would you describe him? What does his to do list tell us about his nature or tendencies?</p> <p>Connecting Questions: (Whiteboard Participant's reflections)</p> <p>Think of three words that you would use to describe yourself or how someone who knows you well would describe you. (Ask each participant and write the 3 words of everyone on the whiteboard).</p> <p>Do we notice any patterns? Do these words give us any clues to what makes us happy? Or how we show up in the world? How?</p> <p>Today we are going to look at our tendencies or our nature in relation to how we respond to expectations. Knowing our tendencies can give us more insight into how we can be more productive with our time and energy. (Read Excerpt from Gretchin Rubin's Book - * see resource section)</p> <p><i>*If needed for context, facilitator could describe Gretchin Rubin's work: Happiness Project, Happier at Home, Better than Before, and The Four Tendencies</i></p>	20 min
A Change Will Do You Good? Oral Communication, Critical Thinking, Self-Assessment, Self-Awareness	<p>Small Group Activity: Divide participants into small groups of 2-3 people.</p> <p>Each person in the small group is invited to take a turn and think about a time when you wanted or needed to make a change in your life or accomplish a goal or start a new habit. Maybe it was to move, or to have children, or to go back to school, leave your job, stop smoking, exercise regularly... Does everyone have something?</p>	20 min (40 min)

AUDITORY KINESTHETIC	<p>Now I want you to remember how you approached that change or shift in your life. How did you do it? Were there steps, people, information, spontaneity involved?</p> <p>Large Group Regroup & Share: What did people notice about your group discussion? Were there patterns? Themes? Results?</p>	
<p>4 Ways to Successfully Adopt New Habits</p> <p>Oral Communication, Critical Thinking, Self- Assessment, Self-Awareness</p> <p>AUDITORY/VISUAL</p>	<p>Watch Video 1: Gretchin Rubin: The Four Ways to Successfully Adopt New Habits (20 min) (*you may want to break up the video and do this in segments, asking if people relate to each of the 4 habits as she is presenting them). https://www.youtube.com/watch?v=gBNEVXg2CNU</p> <p>Group Debrief:</p> <ul style="list-style-type: none"> ○ Were you able to identify with a tendency? ○ How does it show up in your life? ○ What surprised you about this talk and information? 	<p>30 min (1 hr, 10 min)</p>
<p>Tendencies in a Nutshell</p> <p>Oral Communication, Critical Thinking, Self- Assessment, Self-Awareness</p> <p>AUDITORY/VISUAL READ/WRITE</p>	<p>Small Groups: Ask participants to break into small groups again (they can be different groups or stay the same).</p> <p>Handout on the Tendencies & Discussion Questions Invite the groups to look over the 4 Tendencies in a Nutshell handout. Then hand out discussion questions. Invite groups to work through the discussion questions with each person being encouraged to share.</p>	<p>15 min (1 hr, 25 min)</p>
Closing	<p>Given what we have learned today about creating habits and our tendencies, how might you take what we've learned today into your family, your work, your community?</p> <p>How might what we learned today be applied to your life?</p>	<p>5 min (1 hr, 30 min)</p>

Videos

Video 1: Gretchen Rubin – 4 Ways to Adopt a New Habit (20 min)

<https://www.youtube.com/watch?v=gBNEVXg2CNU>

Resources Needed for Session

- Computer & LCD Projector
- Whiteboard & markers
- Paper, pens
- Handout: *Four Tendencies in a Nutshell*
- Handout: *Discussion Questions*
- Johnny Cash – To do list link
<https://www.pinterest.ca/pin/472174342166066953/>

Additional Resources

Gretchin Rubin:

- Website: www.gretchenrubin.com
- Books: “The Four Tendencies”, “Better than Before”, “Happier at Home”, “The Happiness Project”

Modifications

If participants have mobile devices or computers available to them Wi-Fi, they could take the free Four Tendencies online quiz from Gretchin Rubin’s website: www.gretchinrubin.com

If participants are uncomfortable working in small groups, the discussion questions can be facilitated in a whole group discussion.

The Four Tendencies in a Nutshell by Gretchin Rubin

Excerpt from Chapter 1: Free Download from her website: www.gretchenrubin.com

I've spent years studying happiness and habits, and it has become obvious to me that there's no magic, one-size-fits-all answer for building a happier, healthier, more productive life. Different strategies work for different people—in fact, what works for one person may be the *very opposite* of what works for someone else. Some people are morning people; some are night people. Some do better when they abstain from a strong temptation; others, when they indulge in moderation. Some people love simplicity; some thrive in abundance.

The simple, decisive question was: “*How do you respond to expectations?*” I'd found it!

I'd discovered the key. I felt the same excitement that Archimedes must have felt when he stepped out of his bath.

I was sitting still, but my mind was racing forward with thoughts about *expectations*. I grasped at that moment that we all face two kinds of expectations:

- outer expectations—expectations others place on us, like meeting a work deadline
- inner expectations—expectations we place on ourselves, like keeping a New Year's resolution

And here was my crucial insight: Depending on a person's response to outer and inner expectations, that person falls into one of four distinct types:

Upholders respond readily to both outer expectations and inner expectations

Questioners question all expectations; they meet an expectation only if they believe it's justified, so in effect they respond only to inner expectations

Obligers respond readily to outer expectations but struggle to meet inner expectations

Rebels resist all expectations, outer and inner alike

The more I've studied the Tendencies, the more I've come to see their tremendous influence.

When we consider the Four Tendencies, we're better able to understand ourselves. This self-knowledge is crucial because we can build a happy life only on the foundation of our own nature, our own interests, and our own values.

Just as important, when we consider the Four Tendencies, we're better able to understand other people. We can live and work more effectively with others when we identify their Tendencies—as coworkers and bosses, teachers and coaches, husbands and wives, parents and children, health-care providers and patients. Understanding the Four Tendencies gives us a richer understanding of the world.

How the Tendencies Weave Throughout Our Characters

Our Tendencies are hardwired: they're not the result of birth order, parenting style, religious upbringing, gender. They're not tied to extroversion or introversion. They don't change depending on whether we're at home, at work, with friends. And they don't change as we age. We bring these Tendencies into the world with us.

But it's important to remember that the Four Tendencies framework is meant to help us understand ourselves more deeply, not to limit our sense of identity or possibility. Some people say, "When you define yourself, you confine yourself." I think systems of self-definition are very helpful—because they serve as a starting point for self-knowledge. The Four Tendencies framework isn't meant to be a box that cramps our growth or a label that determines everything about us, but rather a spotlight that can illuminate hidden aspects of our nature.

When we understand ourselves and how our Tendency shapes our perspective on the world, we can adapt our circumstances to suit our own nature—and when we understand how other people's Tendencies shape *their* perspectives, we can engage with them more effectively. With the Four Tendencies, we see how a subtle shift in vocabulary, or a quick conversation, or a minor change in procedure can be enough to change a person's entire course of action. And that matters.

The Four Tendencies Discussion Questions

1. Think of a habit you'd like to cultivate (exercise; stay current with expense reports; daily prayer; keep your car clean; attend networking events; pack a lunch for work). Taking into account your Tendency, what steps can you take to help yourself form that habit?
2. Would you prefer to be in a different Tendency? If so, can you take measures to help you emulate that Tendency?
3. If you could teach the people around you some aspect of your Tendency, what would you most want them to understand?
4. Does your Tendency make your life easier or harder at work? With family? With friends?
5. What's your favorite aspect of your Tendency? Your least favorite?

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Taking Care of Our Time

References and Resources



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