Move & Play the Stress Away

Train-the-Trainer Curriculum

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Target group and Learning Objectives

Target Group:

Teachers, school leaders, adult educators, and trainers interested in facilitating well-being and stress management workshops for educational staff.

Learning Objectives:

By the end of this course, participants will be able to:

- Understand the theoretical and practical foundations of stress, burnout, and somatic stress release.
- Utilize the "Move and Play" ecosystem (MOOC, Cardset, Resource Guide) for their own well-being and as teaching tools.
- Facilitate specific exercises related to play, nature connection, body awareness, and creativity.
- Design and deliver well-being sessions for colleagues (teaching teachers).

Course Structure:

Course Structure Overview

The curriculum follows a blended learning model designed around a 6-6-6-6-6 structure, totaling 30 hours. This sequence alternates between 6 training hours of Offline (Face-to-Face) sessions and 6 training hours of Online (Self-Paced) study.

- Part 1: Offline (6 training hours) – Foundations, Ecosystem, & Facilitation
- Part 2: Online (6 training hours) – Modules 1, 2, & 3 (Stress, Play, Nature)
- Part 3: Offline (6 training hours) – Reflection & Facilitating Play/Nature
- Part 4: Online (6 training hours) – Modules 4, 5, & 6 (Self-Care, Body, Creativity)
- Part 5: Offline (6 training hours) – Facilitating Body/Creativity & Action Planning

Why This Structure is Useful

This structure supports the blended learning objectives by balancing theoretical acquisition with practical application. Separating the theory (online) from practice (offline) allows participants to digest complex background information—such as the neurobiology of stress—at their own pace. The offline sessions then function as laboratories where participants practice facilitation skills and receive immediate feedback, ensuring they can effectively instruct the exercises to others.

Methodology

The "Move and Play the Stress Away" course utilizes a specific pedagogical approach designed to address professional burnout and stress through a blend of cognitive understanding and somatic experience.

- **Blended "Sandwich" Model:** The course employs a cyclical structure (Offline-Online-Offline). This methodology ensures that valuable face-to-face time is not spent on passive listening but on active experimentation. The online phases allow participants to digest theoretical content (e.g., neurobiology, stress theory) at their own pace, while offline sessions are reserved for deep processing, peer exchange, and skill practice.
- **Embodied and Experiential Learning:** The training relies on the principle that stress management cannot be learned solely through intellect; it must be felt. Participants engage in "learning by doing," experiencing somatic exercises (like grounding or body scans) personally before learning how to facilitate them for others.

- **Trauma-Informed Facilitation:** Given the sensitive nature of burnout, the methodology emphasizes creating a "safe container." Trainers use invitational language (offering choices rather than commands) and prioritize the physical and emotional safety of the group.

- **Peer-to-Peer Learning:** A significant portion of the offline sessions involves participants facilitating exercises for each other (Module Labs). This shifts the dynamic from passive reception to active ownership of the material.

Detailed Content & Relevance

Part 1: Offline (Day 1) – Foundations & Facilitation (6 training hours)

Content: The first day establishes the psychological safety required for deep work. It begins with "Getting to Know Each Other" using embodied gestures, immediately setting a norm that movement is welcome. Participants then physically handle the "Move and Play" tools during "Mapping Resources," drawing cards blindly to demystify the materials. The core facilitation work begins with the "My Stressors / My Sources" diagnostic tool, where participants visualize their energy balance. The day closes with "The 2 Curtain Method" visualization, offering a practical tool for boundary setting.

Relevance: Establishing a "safe container" is the primary task of any trauma-informed facilitator. By validating all movement levels in the intro and using "invitational language," the trainer models how to lead without commanding. The "Stressors/Sources" exercise shifts the focus from complaining about stress to analyzing energy management, providing a diagnostic framework participants can use with their own future students or colleagues.

Part 2: Online (Self-Paced) – Deep Dive: Stress, Play, & Nature (6 training hours)

Content: Participants independently engage with the theoretical underpinnings of the course. Module 1 covers the "Neurobiology of Play," explaining the physiological difference between safety and threat states. Module 2 invites participants to watch "The Universal Power of Play" and recall personal play memories to reconnect with their innate playfulness. Module 3 directs them to explore sensory affordances in their local environment through a "Mindful Nature Walk."

Relevance: This self-paced block ensures that face-to-face time isn't wasted on lectures. It allows participants to digest complex biological concepts (like the nervous system's response to stress) privately. By recalling personal memories and conducting solitary nature walks, participants build a reservoir of personal experience that will serve as the "raw material" for the group exercises on Day 2.

Part 3: Offline (Day 2) – Reflection & Facilitating Play/Nature (6 training hours)

Content: Day two bridges theory and practice. It begins by consolidating coping tools into the "Antistress Suitcase," a tangible resource for difficult moments. The group then moves into high-energy facilitation practice with "Zip Zap Boing," explicitly addressing the resistance adults often feel toward "silliness". The afternoon focuses on the environment: creating a collaborative "Nature Mandala" to practice non-verbal negotiation and "Critical Cartography" to map safety and stress zones in the workplace.

Relevance: This session confronts the biggest barrier to this work: the fear of looking foolish. By playing high-energy games, future trainers desensitize themselves to embarrassment. The nature and mapping exercises provide quieter, structural tools for regulation, ensuring trainers have options for both high-energy and low-energy groups. The "Mandala" exercise teaches the somatic lesson of "letting go" through the impermanence of the art.

Part 4: Online (Self-Paced) – Deep Dive: Self-Care, Body, & Creativity (6 training hours)

Content: This block tackles internal somatic awareness. Module 4 focuses on boundaries and "Healthy Eating." Module 5 guides participants through a recorded "Bodyscan" and grounding techniques, allowing them to experience the "felt body" in privacy. Module 6 prepares for creative expression by watching "Art Therapy & Playfulness" and completing a perspective-shifting photography task ("Photo of Strange Things").

Relevance: Somatic work can be triggering if introduced too abruptly in a group. This online block allows participants to experiment with body awareness (e.g., the Bodyscan) in the safety of their own homes. This "pre-work" ensures they arrive on Day 3 with a baseline comfort level, making the group somatic exercises less intimidating.

Part 5: Offline (Day 3) – Body, Creativity & Action (6 training hours)

Content: The final day focuses on advanced facilitation. It starts with "Self-Celebration" to counteract negativity bias. Participants then practice leading somatic tools like "Grounding (5-4-3-2-1)" and the "Mental Hygiene Check" (Traffic Light system). Creative integration happens through the "Collage/Montage" exercise. The course culminates in "Action Planning," where participants design their own workshop agendas, and closes with a "Self-Massage Ritual".

Relevance: This final step solidifies the participant's identity as a trainer. By practicing the vocal pacing required for grounding and the active listening required for art therapy, they gain the specific soft skills needed for well-being facilitation. The action plan ensures sustainability, bridging the gap between the training room and their real-world professional context.

Timetable:

Part 1: Offline (Day 1) – Foundations & Facilitation
Focus: Building safety, introducing the ecosystem, and understanding the facilitator's role.

Timing	Training Hours	Module/Topic	Exercises & Activities (Source: Resource Guide)	Tools Needed
09:00 - 10:30	2	**Introduction & Ecosystem**	1. **Getting to Know Each Other (Embodied):** Introduction with a gesture representing current state. Group mirrors the gesture. 2. **Mapping Resources:** Intro to Cardset/MOOC. Participants draw a card blindly and share resonance.	Flipchart, Cardsets.
10:30 - 10:45		*Break*		
10:45 - 12:15	2	**The Facilitator's Role**	3. **My Stressors / My Sources:** Diagnostic mapping of "Drains" vs. "Sources." Identifying burnout risks where drains have no matching source. **Discussion:** Creating a "Safe Container" and using invitational language.	"Battery" Handout, pens.
12:15 - 13:15		*Lunch*		
13:15 - 14:45	2	**Module 1: Stress & Burnout**	4. **The 2 Curtain Method (Visualization):** Guided visualization to creating a boundary between work and home. Participants practice the script in pairs. **Closing:** Brief check-out.	Comfortable seating.

Part 2: Online (Self-Paced) – Modules 1-3
Focus: Theoretical foundations and individual practice (Equivalent to 6 training hours / 4.5 clock hours).

Duration	Module	Specific Tasks & Content
1.5 Hours	**1. Stress & Burnout**	• **Watch:** "The Neurobiology of Play" (Safety vs. Threat). • **Do:** "Balance Wheel" assessment (Self-evaluation).
1.5 Hours	**2. Playful Connections**	• **Watch:** "The Universal Power of Play." • **Do:** "Play Memory Exercise" (Recall a childhood play memory).
1.5 Hours	**3. Nature & Space**	• **Read:** "Affordances & Sensory Connection." • **Do:** "Mindful Nature Walk" (Documenting sensory experiences).

Part 3: Offline (Day 2) – Reflection & Facilitating Play/Nature
Focus: Processing online learning and practicing facilitation of playful/nature-based interventions.

Timing	Training Hours	Module/Topic	Exercises & Activities (Source: Resource Guide)	Tools Needed
09:00 - 10:30	2	**Reflection: Stress & Coping**	1. **Antistress Suitcase:** Participants identify existing coping tools, write on sticky notes, place on "Suitcase" template. Gallery walk to share resources.	Suitcase template, sticky notes.
10:30 - 10:45		*Break*		
10:45 - 12:15	2	**Module 2 Lab: Facilitating Play**	2. **Party Games for Adults (Zip Zap Boing):** High-energy circle game to practice passing energy and accepting mistakes. Addressing resistance to "silliness".	"Battery" Handout, pens.
12:15 - 13:15		*Lunch*		
13:15 - 14:45	2	**Module 3 Lab: Nature & Space**	3. **Nature Mandala:** Collaborative creation of a circular pattern using loose parts. Focus on non-verbal negotiation and impermanence. 4. **Critical Cartography:** Mapping "Hot Zones" (Red) and "Sanctuaries" (Green) in the school environment.	Natural materials, A3 paper, markers.

Part 4: Online (Self-Paced) – Modules 4-6
Focus: Somatic awareness, self-care, and creative expression (Equivalent to 6 training hours / 4.5 clock hours).

Duration	Module	Specific Tasks & Content
1.5 Hours	**4. Caring for Yourself**	• **Watch:** "Healthy eating as a tool for stress management." • **Do:** Start a "Gratitude Jar" (3 daily gratitudes).
1.5 Hours	**5. Connecting with Body**	• **Do:** "Bodyscan" (Audio guided practice). • **Watch:** "Grounding techniques" videos.
1.5 Hours	**6. Creativity**	• **Watch:** "Art Therapy & Playfulness." • **Do:** "Photo of Strange Things" (Shift perspective).

Part 5: Offline (Day 3) – Body, Creativity & Action
Focus: Advanced facilitation (somatic/creative) and action planning.

Timing	Training Hours	Module/Topic	Exercises & Activities (Source: Resource Guide)	Tools Needed
09:00 - 10:30	2	**Reflection & Somatics**	1. **Self-Celebration:** Counteracting negativity bias. Sharing a "win" in the center; group applauds wildly. 2. **Grounding (Facilitation Practice):** Pairs practice leading the "5-4-3-2-1" technique.	"Win" cards.
10:30 - 10:45		*Break*		
10:45 - 12:15	2	**Module 5 & 6 Lab: Body & Art**	3. **Mental Hygiene Check:** Quick somatic scan (Traffic Light: Red/Yellow/Green). 4. **Collage / Montage Creator:** Using magazines to express "Professional Wellbeing" visually.	Magazines, glue, scissors.
12:15 - 13:15		*Lunch*		
13:15 - 14:45	2	**Action & Closing**	5. **Action Planning:** Designing a 90-minute workshop agenda for colleagues using the Move and Play tools. 6. **Self-Massage Ritual:** Guided self-massage (hands, jaw, neck) to close.	Agenda templates.

Assessment and Certification

To ensure the quality of the training and the competence of future facilitators, successful completion is based on the following criteria:

- **Attendance Requirements:** Participants must attend 100% of the contact (offline) hours (18 training hours). In exceptional cases, missing up to 10% is permissible if covered by additional individual work.

- **Completion of Self-Paced Modules:** Participants must complete the 12 hours of online learning (Modules 1–6), evidenced by progress tracking on the MOOC platform or a learning journal.

- **Summative Assessment (Action Plan):** On the final day, each participant must design and present a "Workshop Agenda." This document outlines how they intend to implement a 90-minute well-being session in their own institution using the Move and Play ecosystem (Cards/MOOC).

- **Certification:** Upon meeting these requirements, participants receive a certificate stating they are trained facilitators of the "Move and Play the Stress Away" methodology.

Trainer Profile

The course must be delivered by trainers who meet specific professional and personal criteria to handle the complexity of somatic work with stressed adults.

- **Professional Background:** Experience in adult education, teacher training, or group facilitation.

- **Subject Matter Expertise:**
  - Familiarity with the "Move and Play" ecosystem, including the specific content of the MOOC and Cardset.
  - Basic understanding of somatic practices (mindfulness, body awareness) and stress management theory.

- **Facilitation Skills:** High level of empathy and the ability to manage group dynamics involving vulnerability. The trainer must be able to hold space for emotional release without acting as a therapist.

Logistics and Infrastructure Requirements

To support the physical and somatic nature of the training, the following environmental conditions are necessary:

- **Venue:** A spacious room (min. 50–60 m^2) that allows for movement exercises (walking, sculpting, circle work). The room should be cleared of tables or allow for flexible furniture arrangements.

- **Privacy:** The space should be private and quiet to ensure psychological safety during relaxation and visualization exercises.

- **Technical Equipment:**
  - Projector and computer (for presenting MOOC videos).
  - Sound system/Speakers (essential for playing audio guides during the "Body-scan" or music for movement activities).
  - Flipcharts and markers for group work and mapping exercises.

- **Props and Materials:**
  - Yoga mats, blankets, or cushions (enough

for all participants for floor work).
- Move & Play Cardsets (minimum 1 set per 3–4 participants).
- Art supplies for the Creativity module (old magazines, glue, scissors, large paper).

Recommended Reading & Resources

Core Project Resources:

- **The Move and Play MOOC:** Modules 1–6 (available on the project portal/Udemy).
- **The Move and Play Cardset:** 30–40 cards detailing exercises for home, school, and nature.
- **The Trainer Resource Guide:** A manual containing detailed exercise scripts, safety notes, and theoretical background.