Move & Play the Stress Away

Trainer Resource Guide

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Introduction

Welcome to the "Move and Play the Stress Away" Trainer's Resource Guide.

You are holding the manual for a transformative journey designed to support teachers, school leaders, and educators in reclaiming their well-being. Professional burnout is often treated as an individual failure, but we recognize it as a systemic depletion of energy and resources. This training offers a different path: one that leads back to the body, to playfulness, and to connection with nature and community.

As a trainer, your role is pivotal. You are not just delivering information; you are creating a "safe container" where stressed professionals can drop their defenses, reconnect with their innate resilience, and learn to regulate their nervous systems.

The Move and Play Ecosystem

This Resource Guide is part of a larger, interconnected suite of tools. To deliver this training effectively, you must utilize the full ecosystem. This guide is designed to be used side-by-side with:

1. **The Training Curriculum:** This provides the structural "skeleton" of the course—the learning objectives, the blended 6-6-6-6-6 timetable, and the accreditation requirements. While the Curriculum tells you what to teach and when, this Resource Guide tells you how to facilitate it.

2. **The Massive Open Online Course** (MOOC): This is the theoretical "brain" of the project. Participants engage with the MOOC independently during the online phases to learn about the neurobiology of stress, somatic theory, and nature connection. You will use this Guide to debrief and integrate that online learning during the face-to-face sessions.

3. **The Move and Play Cardset:** This is the practical "pocket-tool" of the project. You will use these physical cards throughout the training for warm-ups, brain breaks, and resource mapping. The Cardset ensures that participants leave the training with a tangible resource they can use immediately in their classrooms.

Together, these four elements—Curriculum, Guide, MOOC, and Cards—form a holistic support system for teacher well-being.

Important Safety Disclaimer

Please read this carefully before facilitating the training.

This course utilizes somatic (body-based) practices, guided visualization, and movement. While these are powerful tools for stress relief, they can impact participants deeply. As a facilitator, you must adhere to the following safety boundaries:

1. **This is Not Therapy:** While the exercises are therapeutic, this training is not a substitute for professional mental health treatment or psychotherapy. You are a facilitator, not a therapist. If a participant experiences a crisis or deep trauma response that exceeds your capacity to support, you must refer them to appropriate professional help.

2. **Physical Responsibility:** All movement exercises are invitations, not commands. Participants should always listen to their own bodies. If an exercise causes pain or discomfort, they should modify it or visualize it instead. Ensure the physical space is free of hazards.

3. **Emotional Choice (Opt-Out):** Trauma-informed facilitation means honoring agency. Explicitly state at the beginning of the course that participation is voluntary. Participants have the right to "pass," sit out, or leave the room at any time without needing to explain themselves.

4. **Touch Protocols:** Some exercises (like the Self-Massage) involve touch. Never assume touch is welcome. Always instruct participants to perform touch on themselves, or if working in pairs, to ask for explicit verbal consent before making contact.

By respecting these boundaries, you ensure that the training environment remains a sanctuary for growth and safety.

Chapter I: Methodology and Approach

1. The Person-Centred Approach to Learning

The core philosophy of the "Move and Play" curriculum is rooted in the Person-Centred Approach (PCA) developed by Carl Rogers. This perspective fundamentally shifts the role of the trainer from an instructor who transmits knowledge to a facilitator who creates the conditions for learning. According to the systems theory of learning, we recognize that the learner is not a passive vessel to be filled, but a complex, self-organizing (autopoietic) system capable of its own growth and regulation.

In the context of teacher training, this approach is radical. Teachers are often subjected to top-down instruction regarding their professional development. In contrast, PCA posits that the individual has within themselves vast resources for self-understanding and for altering their self-concept, attitudes, and self-directed behavior. These resources can be tapped if a definable climate of facilitative psychological attitudes is provided.

For the facilitator, this means adhering to three core conditions:

1. **Congruence (Genuineness):** The facilitator must be real, integrated, and authentic during the training. They are not presenting a "front" or a professional mask but are present as a human being. This invites the participants to drop their own professional masks.

2. **Unconditional Positive Regard:** This involves an acceptance of the participant as they are, without judgment. In a course dealing with burnout, participants may bring cynicism, exhaustion, or resistance. The facilitator accepts these expressions as valid parts of the learner's current reality, creating a safety net where change becomes possible.

3. **Empathic Understanding:** The ability to sense the participant's private world as if it were your own, but without ever losing the "as if" quality.

By applying these principles, we acknowledge that learning is an internal process of the learner. As stated in the underlying research, "we cannot teach another person directly; we can only facilitate his learning". The curriculum provides the tools (cards, MOOC), but the Person-Centred climate provides the soil in which these tools can take root.

2. Embodied and Experiential Learning

Traditional education often operates on a Car-

tesian split, treating the mind as separate from the body. However, stress and burnout are physiological events—they live in the nervous system, the fascia, and the breath. Therefore, a curriculum aiming to alleviate stress cannot be solely cognitive; it must be embodied.

From a systems theory perspective, the human organism interacts with its environment as a whole entity. Cognition is not just a brain process but an enacted process involving the entire body and its interaction with the world (Enaction theory). In this training, "Embodied Learning" means that the body is both the site of learning and the instrument of learning.

We utilize the concept of the "Felt Sense" (Eugene Gendlin). This is a bodily awareness of a situation or problem—a murky, unclear physical sensation that carries implicit meaning. When we ask participants to "scan their bodies" or "notice where the tension is," we are asking them to access this felt sense. By staying with this bodily sensation, the implicit meaning can unfold, leading to a shift in how the person relates to their stress.

Experiential learning here follows the cycle of:

- **Concrete Experience:** Performing a movement, a game, or a grounding exercise.
- **Reflective Observation:** Noticing what happened in the body and mind during the experience.
- **Abstract Conceptualization:** Connecting that feeling to the theory of stress regulation (e.g., "Oh, that shaking movement released my tension because it completed the stress cycle").
- **Active Experimentation:** Trying the tool in a new context (e.g., in the classroom).

The dissertation emphasizes that for a system (the learner) to change its structure adaptively, it must undergo a perturbation that triggers an internal reorganization. Somatic exercises act as these positive perturbations, interrupting the habitual loops of stress response and offering the nervous system a new possibility for regulation.

3. Trauma-Informed Facilitation

Professional burnout shares many physiological and psychological markers with trauma. Teachers suffering from burnout often experience a dysregulated nervous system, hypervigilance, dissociation (checking out), or emotional volatility. Therefore, this training must be delivered with a trauma-informed lens.

Trauma-informed facilitation rests on the understanding that a system under threat closes down to protect itself. Learning—which requires openness and vulnerability—cannot happen if the system detects a threat. Safety is not just a "nice to have"; it is the neurological prerequisite for the neocortex to function.

Key principles for the facilitator include:

- **Choice and Agency:** Trauma is often characterized by a loss of control. We restore control by using invitational language. We never command ("Close your eyes!"); we invite ("I invite you to close your eyes if that feels comfortable").
- **Predictability:** We reduce anxiety by being clear about the structure of the course (the 6-6-6-6-6 model). The brain craves predictability to feel safe.
- **Titration:** We approach somatic work slowly. We do not dive into deep catharsis immediately. We "titrate" the experience, introducing small doses of body awareness and ensuring participants can return to a stable baseline before moving deeper.
- **Non-judgmental Observation:** We teach participants to observe their internal states (Traffic Light check) without trying to "fix" them immediately. This reduces the shame often associated with being "not okay."

4. The Role of the Facilitator in Agency Development

A primary goal of "Move and Play" is to restore Agency—the sense that one can take action to influence one's own well-being. Burnout is often described as a sense of helplessness.

In systems theory terms, living systems are autopoietic—they are self-creating and self-maintaining. The facilitator cannot "install" agency into a participant. Instead, the facilitator acts as a perturbation that invites the system to reorganize itself towards greater autonomy.

The facilitator's role is to:

- **Scaffold Autonomy:** By providing the Cardset and MOOC, we give participants tools they can use independently. The training is not about dependency on the trainer; it is about mastering the tools for self-regulation.

- **Validate Competence:** We explicitly acknowledge the wisdom already present in the room (e.g., the "Antistress Suitcase" exercise). We remind teachers that they are experts on their own lives.

- **Model Self-Agency:** The facilitator models boundary setting, self-care, and playfulness. By seeing the trainer care for their own needs (e.g., drinking water, taking a breath), participants are given permission to do the same.

The dissertation notes that a system determines its own changes based on its structure. Therefore, the facilitator respects that each teacher's path to recovery will look different. We offer a buffet of options (play, nature, somatics), and the learner exercises agency by choosing what nourishes them.

5. Creating Safe Space (The Container)

The concept of the "Holding Environment" (Winnicott) is central to our methodology. For adults to play, move, and be vulnerable, they must feel "held." This psychological safety allows the autopoietic system to lower its defenses and engage in the restructuring necessary for learning.

Creating this space involves:

- **The Physical Container:** The room must be private. The layout (circle) creates equality.

- **The Psychological Container:** Establishing ground rules (confidentiality, the right to pass) at the very beginning creates a boundary within which freedom can occur.

- **Attunement:** The facilitator must be attuned to the group's energy. If the energy is frantic, the facilitator helps ground it. If it is lethargic, the facilitator helps energize it. This co-regulation allows participants to "borrow" the facilitator's nervous system until they can regulate their own.

- **Acceptance of "Shadow" Emotions:** In a course on stress, negative emotions will arise. The safe space is one where tears, anger, or numbness are welcomed, not silenced. As Rogers suggests, when a person feels fully heard and accepted, they are free to change.

6. The Blended-Sandwich Structure

The course utilizes a specific Offline – Online – Offline – Online – Offline structure. This is not arbitrary; it is designed to optimize the learning integration process.

- **Offline 1 (The Setup):** We begin face-to-face to establish the "safe container" and trust. This social bonding is required before participants can engage deeply with solitary work.

- **Online 1 & 2 (The Deep Dive):** Complex cognitive inputs (like neurobiology) are best absorbed at the learner's own pace. This respects different learning speeds and allows for privacy during self-reflection exercises (like the Balance Wheel).

- **Offline 2 & 3 (The Laboratory):** We return to the group not to listen to lectures, but to practice. The offline sessions function as laboratories where the self-paced learning is tested, shared, and embodied.

This structure prevents cognitive overload. It separates the "what" (theory/online) from the "how" (practice/offline). It also mirrors the reality of a teacher's life: balancing solitary preparation with social performance.

7. Learning with a MOOC and Self-Learning

The inclusion of the MOOC (Massive Open Online Course) is a direct exercise in self-directed learning. It requires the learner to take responsibility for their engagement—a key component of reclaiming agency.

However, self-learning can be isolating. The methodology addresses this by:

- **Socializing the Self-Learning:** In the offline sessions, we actively debrief the online work (e.g., "Who tried the nature walk? How was it?"). This creates accountability and shared meaning.

- **Resource Mapping:** We treat the MOOC and Cardset not as textbooks to be memorized, but as a "library of resources." We encourage participants to act as researchers, testing which modules serve their system best.

- **Systemic Integration:** Learning is an interaction between the organism and its environment. The MOOC is a digital environment; the Cardset is a physical environment. By engaging with both, the learner diversifies the sources of support available to them, reducing reliance on any single coping mechanism.

8. Setting Up the Space

The physical environment exerts a constant, implicit influence on the learning process. Just as an organism adapts to its niche, the learners will adapt to the room.

- **Size and Flow:** The room must allow for movement. A cramped space induces containment anxiety. There should be distinct zones: a "Circle" for sharing, an "Open Space" for movement, and perhaps a "Quiet Corner" for retreat.

- **Sensory Input:** Lighting should be adjustable (soft for visualization, bright for games). Acoustics must allow for clear hearing without shouting. The "Move and Play" aesthetic involves natural materials—ensure the cards are displayed beautifully, perhaps with elements of nature (flowers, stones) to ground the space.

- **Privacy:** The space must be free from interruptions. Teachers are often on high alert for bells or interruptions; the training room must be a sanctuary where those signals are suspended.

9. Facilitator Checklist (Pre-Course)

This checklist is based on the JOY criteria (Attunement, Resonance, Safety) and the systems theory requirement for establishing a functional learning coupling.

I. Self-Preparation (The Instrument)

☐ **Somatic Check:** Have I scanned my own body? Am I carrying tension that belongs to me? (If so, acknowledge it so I don't project it onto the group).

☐ **Regulation:** Have I engaged in my own grounding practice today? (I cannot co-regulate the group if I am dysregulated).

☐ **Intention:** Am I prepared to offer Unconditional Positive Regard, even to difficult participants?

II. Environmental Preparation (The Niche)

- [ ] **Safety Scan:** Is the room private? Are there tripping hazards? Is the temperature comfortable?
- [ ] **Resource Layout:** Are the Cardsets arranged invitingly? Is the projector ready (to avoid technical stress)?
- [ ] **Sensory Welcome:** Is there music playing softly for arrival? Is the lighting welcoming?

III. Methodological Readiness (The Structure)

- [ ] **The Bridge:** Do I have a clear plan for how to debrief the Online/MOOC work immediately upon starting the offline session?
- [ ] **Adaptability:** Am I prepared to drop the agenda if the group's needs (the system's feedback) require a different direction?
- [ ] **Trauma Awareness:** Have I identified the "exit strategies" for participants who might get overwhelmed (e.g., pointing out the restrooms, water, and quiet zones)?

Chapter II: Visual Timetable

Color/Icon Legend:

- **Foundations & Reflection:** Debriefing, Theory, Safety Building.
- **Active Lab:** Movement, Play, Somatic Practice, Nature work.
- **Restorative:** Breaks and Lunch (Crucial for trauma-informed pacing).
- **Creativity & Planning:** Art, Design, Future Action.

Overview: The 30-Hour Blended Flow

PHASE	CONTENT	LOCATION
PART 1	**Day 1: Foundations** (6 Training Hours)	**OFFLINE**
PART 2	*Modules 1-3 (Stress, Play, Nature)*	*ONLINE (Self-Paced)*
PART 3	**Day 2: Play & Nature** (6 Training Hours)	**OFFLINE**
PART 4	*Modules 4-6 (Self-Care, Body, Art)*	ONLINE (Self-Paced)
PART 5	**Day 3: Body & Action** (6 Training Hours)	**OFFLINE**

Detailed Offline Schedule

TIME	DAY 1: FOUNDATIONS	DAY 2: PLAY & NATURE	DAY 3: BODY & ACTION
09:00	**ARRIVAL & WARM-UP** **Goal:** Build Safety & Group Culture. • *Exercise:* **Embodied Names** (Gesture + Name). • *Exercise:* **Intro to Ecosystem** (Mapping resources).	**REFLECTION & DEBRIEF** **Goal:** Integrate Online Learning. • *Discussion:* Balance Wheel insights. • *Exercise:* **Antistress Suitcase** (Gallery Walk of tools).	**REFLECTION & CELEBRATION** **Goal:** Positive Psychology & Bias Shift. • *Exercise:* **Self-Celebration** (Win Cards). • Discussion: Sharing Gratitude & Photos.
10:30	COFFEE BREAK	COFFEE BREAK	COFFEE BREAK
10:45	**THE FACILITATOR'S ROLE** **Goal:** Diagnostic & Methodology. • *Exercise:* **My Stressors / My Sources** (The Battery). • *Theory:* **Creating a "Safe Container" & Invitational Language.**	**MODULE 2 LAB: PLAY** **Goal:** Breaking Resistance to Joy. • *Exercise:* **Party Games for Adults** ("Zip Zap Boing"). • *Discussion:* **Managing resistance to "silliness."**	**MODULE 5 LAB: SOMATICS** **Goal:** Facilitation Practice. • *Exercise:* **Grounding (5-4-3-2-1)** (Pair practice). • *Exercise:* **Mental Hygiene Check** (Traffic Light System).
12:15	LUNCH	LUNCH	LUNCH
13:15	**MODULE 1: STRESS** **Goal:** Boundaries & Visualization. • *Exercise:* **The 2 Curtain Method (**Guided Visualization). • *Closing:* **Day 1 Checkout.**	**MODULE 3 LAB: NATURE** **Goal:** Environment & Non-Verbal. • *Exercise:* **Nature Mandala** (Impermanence). • *Exercise:* **Critical Cartography** (Mapping Hot Zones).	**MODULE 6 LAB: CREATIVITY** **Goal:** Expression & Future Planning. • *Exercise:* **Collage Creator** (Art Therapy). • *Exercise:* **Action Planning** (Workshop Design). • *Ritual:* **Self-Massage & Closing.**
14:45	END OF DAY 1	END OF DAY 2	END OF TRAINING
HOMEWORK	*Start Online Modules 1-3*	*Start Online Modules 4-6*	*Go forth and facilitate!*

Trainer Note:

- **Training Hour:** 45 minutes.
- **Block Duration:** 90 minutes (2 Training Hours).
- **Total Daily Contact**: 4.5 Clock Hours (plus breaks).

Chapter III: Exercises Used in the Training Programme

This chapter details the specific exercises used during the Offline (Face-to-Face) sessions. Each activity is designed not just to teach a technique, but to model the Move and Play approach: embodied, experiential, and trauma-informed.

Part 1: Offline (Day 1) – Foundations & Facilitation
Module 0 / Exercise: Getting to Know Each Other (Embodied)

- **Goal:** To establish a group culture of movement and non-judgment, moving beyond standard verbal introductions.
- **Target Audience:** Teachers, adult educators, mixed groups of strangers.
- **Duration:** 20–30 minutes.
- **Tools Needed:** A large open space where participants can stand in a circle. No props required.
- **Detailed Description of Tasks:**
  The session begins with the group standing in a circle. The trainer explains that in this course, we do not just rely on words, but also on body language and energy. The task is for each participant to introduce themselves by saying their name and simultaneously performing a gesture or movement that represents their current state (e.g., a slow stretch if tired, a hop if excited, a hand over the heart if nervous).
  Crucially, after the person performs their gesture, the entire group must mirror it back to them while repeating their name in chorus. This continues around the circle until everyone has been "seen" and "mirrored" by the group.
- **Trainer's Notes & Methodology:**
  This exercise immediately establishes the Embodied Learning methodology. By asking the group to mirror the individual, we practice "active witnessing" and validation without words. It breaks the social norm of "talking heads" and gives permission for the body to be present.
  - *Facilitation Tip:* If a participant is shy and makes a tiny movement (like lifting a finger), mirror it exactly with respect. Do not ask them to be "louder." This models Trauma-Informed Practice by accepting the participant's boundaries and safety levels.

Module 0 / Exercise: Mapping Resources (Cardset Intro)

- **Goal:** To demystify the project tools (Cardset & MOOC) and bridge the physical and digital learning environments.
- **Target Audience:** Teachers engaging with self-directed learning tools.
- **Duration:** 30 minutes.
- **Tools Needed:** Move & Play Cardsets (1 deck per 3–4 participants), tables or floor space.
- **Detailed Description of Tasks:**
  Participants divide into small groups, and each group receives a deck of cards. The trainer invites them to spread the cards face down (or face up for a "consciously chosen" variant) on the floor/table.
  Step 1: Each person draws one card.
  Step 2: They read the title and the instruction silently.
  Step 3: In their small groups, they answer the prompt: "How does this card resonate with my current stress level? Is it a challenge I need or a comfort I crave?"
  Step 4: Groups briefly discuss how they might use this specific card in a staff meeting or classroom.
- **Trainer's Notes & Methodology:**
  This exercise aligns with the Blended Learning approach by bridging the physical tool

(cards) with social learning. It empowers teachers to see the cards not as a curriculum they must obey, but as a flexible resource they can adapt. It emphasizes agency—the participant chooses how deep to go with the resonance.

Module 1 / Exercise: My Stressors / My Sources (The Battery)

- **Goal:** To visualize energy balance and identify specific burnout risks by connecting energy drains with energy sources.
- **Target Audience:** Professionals experiencing fatigue or burnout.
- **Duration:** 45 minutes.
- **Tools Needed:** "Battery" Handout (A4 paper with a battery icon, left column "Drains," right column "Sources"), pens.
- **Detailed Description of Tasks:**
  Participants work individually first. On the left side ("Drains"), they list concrete stressors from their daily professional life (e.g., noise, administrative deadlines, conflict with parents). On the right side ("Sources"), they list things that actively recharge them (e.g., silence, nature, a specific hobby, sleep).
  The Analysis: Participants draw lines connecting a "Source" to a "Drain" if that source specifically counteracts that drain.
  The Insight: They identify which "Drains" have no matching line. These are the "Burnout Risks."
  Finally, in pairs, they discuss one strategy to introduce a new source for an unmatched drain.
- **Trainer's Notes & Methodology:**
  This diagnostic tool moves away from abstract complaints about "stress" to a concrete energy management analysis. It reflects the Cognitive-Somatic connection—burnout is often a depletion of physical resources. By visualizing the "unmatched drains," participants can see where their system is overwhelmed. The peer discussion builds a supportive community, moving away from isolation.

Module 1 / Exercise: The 2 Curtain Method (Visualization)

- **Goal:** To create a psychological and somatic boundary between work life and private life to prevent emotional contagion.
- **Target Audience:** Teachers who struggle to separate work life from home life.
- **Duration:** 20–30 minutes.
- **Tools Needed:** Comfortable chairs or mats, soft instrumental music (optional), calm lighting.
- **Detailed Description of Tasks:**
  The trainer invites participants to find a comfortable position and lower their gaze or close their eyes. The trainer reads a slow, paced script:
  "Visualize yourself leaving your workplace. Walk to the exit. As you step out, visualize passing through a heavy, thick velvet curtain. This is Curtain 1. It is soundproof and opaque. It blocks the visual chaos and noise of the school. You walk towards your home. Before you enter your front door, visualize a second curtain. This one is light, made of silk or mist. As you pass through it, it acts as a filter, catching any remaining emotional residue. You enter your home clean."
  Participants then practice guiding a partner through this script.
- **Trainer's Notes & Methodology:**
  This exercise uses guided imagery, a key tool in stress management. It addresses the psychological need for boundary rituals. By practicing the script in pairs, we turn participants into facilitators immediately.
  - *Safety Note:* Always use Invitational Language ("I invite you to close your eyes") rather than commands, ensuring those with trauma histories feel in control.

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

Module 1 Debrief / Exercise: Antistress Suitcase

- **Goal:** To consolidate coping strategies and recognize the existing resilience within the participant and the group.

- **Target Audience:** Groups needing to recognize their own resilience.
- **Duration:** 45 minutes.
- **Tools Needed:** A large drawing of a suitcase or a physical box, sticky notes, markers.
- **Detailed Description of Tasks:**
  After reflecting on their online learning, participants are asked to identify coping mechanisms they already possess (e.g., "Deep breathing," "Calling a friend," "Walking the dog").
  Step 1: Write one tool per sticky note.
  Step 2: Place the notes on the "Suitcase" poster or in the box.
  Step 3: Conduct a "Gallery Walk" where participants silently circulate and read the collective wisdom. They are encouraged to write down any new ideas they want to "steal" for their own suitcase.
- **Trainer's Notes & Methodology:**
  This exercise combats the helplessness often associated with burnout by highlighting resourcefulness. It validates that the group already holds much of the wisdom they need. It creates a visual representation of collective resilience, reinforcing the community support aspect of the project.

Module 2 Lab / Exercise: Party Games for Adults (Zip Zap Boing)

- **Goal:** To break the barrier of "seriousness," practice accepting failure playfully, and raise group energy.
- **Target Audience:** Adults who feel self-conscious about playing or looking silly.
- **Duration:** 30 minutes.
- **Tools Needed:** None.
- **Detailed Description of Tasks:**
  The group stands in a circle. The goal is to pass energy quickly using three sounds/movements:
  - *"Zip"*: Clap hands and point to a neighbor (passes energy).
  - *"Zap"*: Clap hands and point to someone across the circle.
  - *"Boing"*: Raise hands and block the energy (the sender must redirect).

  The pace must be fast. If someone hesitates or uses the wrong word, the group celebrates the "failure" with a cheer, and the game restarts.
- **Trainer's Notes & Methodology:**
  This exercise directly confronts the barrier to playfulness in adulthood. By celebrating mistakes instead of punishing them, we rewire the brain's response to failure (a key stressor for teachers). It promotes connection through joy and high energy, contrasting with the slower somatic work.

Module 3 Lab / Exercise: Nature Mandala

- **Goal:** To connect with the environment, practice non-verbal collaboration, and experience the somatic lesson of impermanence.
- **Target Audience:** Groups needing grounding or non-verbal collaboration practice.
- **Duration:** 45 minutes.
- **Tools Needed:** Natural loose parts (leaves, stones, sticks, flowers) collected from the environment.
- **Detailed Description of Tasks:**
  Participants move to the floor or an outdoor space. In complete silence, they must collaborate to build a circular mandala pattern using the natural materials. They start from a center point and expand outwards. They cannot speak to plan; they must negotiate space and aesthetics through movement and placement.
  Once the mandala is complete, the group admires it.
  - *Crucial Ending:* The group collectively destroys the mandala (sweeps it away or returns items to nature) to practice letting go.
- **Trainer's Notes & Methodology:**
  This exercise combines Nature Connection with Mindfulness. The silence forces participants to tune into non-verbal cues and group dynamics. The destruction of the art

is a somatic lesson in impermanence, helping teachers practice letting go of perfectionism—a common driver of burnout.

Module 3 Lab / Exercise: Critical Cartography

- **Goal:** To map the emotional geography of the workplace and reclaim agency over physical space.
- **Target Audience:** Staff teams analyzing their work environment.
- **Duration:** 45 minutes.
- **Tools Needed:** Large A3 paper, Red markers, Green markers.
- **Detailed Description of Tasks:**
  Participants work in small groups (preferably with colleagues from similar institutions) to draw a rough map of their school/workplace layout.
  Step 1: Using Red markers, they identify "Hot Zones"—areas of high stress, noise, conflict, or lack of privacy (e.g., the cafeteria, the principal's office).
  Step 2: Using Green markers, they identify "Sanctuaries"—areas of safety, quiet, and rest.
  Step 3: The group discusses the ratio. If there are no green zones, they brainstorm where they could create a "pocket sanctuary" (even a specific chair or corner).
- **Trainer's Notes & Methodology:**
  This exercise grounds stress management in the physical environment. It empowers teachers to reclaim agency over their space. It moves the conversation from "I am stressed" (internal) to "This environment is stressful" (external), which can be de-shaming.

Part 5: Offline (Day 3) – Body, Creativity & Action
Module 6 / Exercise: Self-Celebration

- **Goal:** To practice positive psychology and counteract the "negativity bias" often present in high-stress professions.
- **Target Audience:** Teachers who are used to giving praise but struggle to receive it.
- **Duration:** 20 minutes.
- **Tools Needed:** "Win Cards" (small slips of paper).
- **Detailed Description of Tasks:**
  Each participant writes down one "win" or success from the past week on a card. It can be small (e.g., "I drank water today") or large.
  The group stands in a circle. One by one, participants step into the center and read their win aloud.
  The Task: The group must respond with "wild, exaggerated applause and cheering." The person in the center must stay there and receive it for a few seconds before stepping back.
- **Trainer's Notes & Methodology:**
  Teachers often suffer from a Negativity Bias, focusing only on what went wrong. This exercise actively rewires that bias using Positive Psychology. It is often uncomfortable; as a trainer, acknowledge the awkwardness but insist on the practice. It builds a culture of support and celebration.

Module 5 Lab / Exercise: Grounding (5-4-3-2-1) & Facilitation

- **Goal:** To learn a somatic tool for managing acute anxiety and to practice the vocal modulation required to facilitate it.
- **Target Audience:** Future facilitators learning to manage anxiety in others.
- **Duration:** 30 minutes.
- **Tools Needed:** None.
- **Detailed Description of Tasks:**
  Step 1 (Demo): The trainer guides the group through the 5-4-3-2-1 technique (Name 5 things you see, 4 you feel, 3 you hear, 2 you smell, 1 you taste).
  Step 2 (Practice): Participants pair up. Person A acts as the "anxious participant," and Person B acts as the facilitator. Person B guides A through the exercise, focusing on voice modulation (slow, low, calm).
  Step 3: They switch roles and then debrief on what tone of voice felt most stabilizing.

- **Trainer's Notes & Methodology:**
  This is a core Somatic Tool for acute stress. By practicing it in pairs, participants transition from "user" to "facilitator." The focus on voice and pacing highlights that how we guide an exercise is as important as the exercise itself.

Module 5 Lab / Exercise: Mental Hygiene Check (Traffic Light)

- **Goal:** To provide a quick, accessible diagnostic tool for somatic awareness and interoception.
- **Target Audience:** Anyone needing a quick self-check-in tool.
- **Duration:** 20 minutes.
- **Tools Needed:** None.
- **Detailed Description of Tasks:**
  The trainer invites participants to close their eyes and visualize a traffic light. They scan their body from head to toe.
  Red Light: Where is there pain, stoppage, or acute tension?
  Yellow Light: Where is there waiting, hesitation, or mild tightness?
  Green Light: Where is there flow, ease, and relaxation?
  Participants do not try to "fix" the red lights; they simply acknowledge them. They are encouraged to focus on a "Green" area to resource themselves.
- **Trainer's Notes & Methodology:**
  This exercise promotes Interoception (sensing the internal state of the body). It teaches the skill of "noticing without fixing," which is crucial for mindfulness. It provides a simple, visual metaphor that teachers can easily recall during a busy day.

Module 6 Lab / Exercise: Collage / Montage Creator

- **Goal:** To express emotional states non-verbally using symbolic representation (Art Therapy).
- **Target Audience:** Participants who struggle to articulate feelings verbally.
- **Duration:** 45 minutes.
- **Tools Needed:** Old magazines, scissors, glue, plain A4/A3 paper.
- **Detailed Description of Tasks:**
  The trainer provides the prompt: "Create an image that represents 'My Professional Well-being'—how it feels now, or how you want it to feel."
  Participants browse magazines, cutting out images, colors, and words that resonate instinctively. They glue them onto paper to create a collage.
  Sharing: In pairs, they explain their collage to a partner. The partner listens actively without analyzing or interpreting the art.
- **Trainer's Notes & Methodology:**
  This is an Art Therapy technique. It accesses the non-verbal, creative side of the brain, bypassing the analytical mind that might rationalize stress. It allows for the expression of complex or contradictory emotions that words cannot capture. The focus is on the process and the symbols, not artistic skill.

Module 6 & Closing / Exercise: Self-Massage Ritual

- **Goal:** To provide a physical closing ritual that reinforces self-care as a tangible, bodily act.
- **Target Audience:** All participants, as a closing self-care act.
- **Duration:** 15 minutes.
- **Tools Needed:** None.
- **Detailed Description of Tasks:**
  As a closing ritual, the trainer guides a self-massage sequence.
  1. Rub hands together to create heat.
  2. Cup palms over eyes (palming) to rest the optic nerve.
  3. Massage the jaw connection (temporomandibular joint), asking participants to let the jaw hang loose.
  4. Squeeze the back of the neck and shoulders.
  5. "Shake out" the hands and arms to release energy.

6. Take three collective deep breaths to close the circle.

- **Trainer's Notes & Methodology:**
  This provides a physical anchor for the end of the training. It reinforces that Self-Care is a physical act we can do for ourselves at any moment. It targets the jaw and eyes—areas where teachers specifically hold tension due to speaking and reading/screen time.

Chapter IV: MOOC Content Cheat Sheet

How to use this Cheat Sheet:

This document summarizes the online (self-paced) content that participants engage with between offline sessions. As a trainer, you do not need to watch every video again, but you must know what the participants have learned to debrief it effectively during the "Bridge" sessions.

MODULE 1: Stress & Burnout

- **Core Theme:** Understanding the physiology of stress and assessing personal burnout risk.
- **Key Learning Objectives:**
  - Differentiate between "Eustress" (positive) and "Distress" (negative).
  - Recognize the biological signs of the "Threat State" vs. "Safety State."
  - Map personal energy drains using the Balance Wheel.

Content Type	Key Titles / Topics
Videos	• **"The Neurobiology of Play":** Explains how play signals safety to the nervous system. • **"The 2 Curtain Method":** A guided visualization for boundary setting (also practiced fline). • **"Phases of Burnout":** A lecture by Dr. Julie Wittmanova on the progression from enthusiasm to apathy.
Articles	• **"What is Stress?":** Defining the physiological stress cycle. • **"Positive Stress":** How to harness stress for performance without burning out.
Exercises	• **The Balance Wheel:** A self-assessment tool to rate satisfaction in different life areas (Work, Health, Relationships). • **Antistress Suitcase:** Identifying existing coping mechanisms.

Trainer's Debrief Questions (Day 2 Morning):

- *"When you filled out the Balance Wheel, which area surprised you the most?"*
- *"Did anyone try the '2 Curtain' visualization when arriving home? How did it feel?"*

MODULE 2: Playful Connections

- **Core Theme:** Reconnecting with the innate drive to play and overcoming the "seriousness" of adulthood.
- **Key Learning Objectives:**
  - Understand play as a biological necessity, not a luxury.
  - Identify "Playful Moments" in everyday life.
  - Overcome the guilt associated with rest and fun.

Content Type	Key Titles / Topics
Videos	• **"The Universal Power of Play":** Why humans (and animals) play. • **"Play in the Workplace":** Examples of micro-play in professional settings. • **"Partygames for Adults":** Demonstrations of simple group games (like Zip Zap Boing).
Articles	• **"How to Play as an Adult?"**: Practical tips for re-engaging with hobbies. • **"Rethinking Work"**: Why play is the missing piece of productivity.
Exercises	• **Play Memory:** Recalling a vivid childhood memory of joy (to be shared offline). • **Party Games:** Instructions for facilitating simple energizers.

Trainer's Debrief Questions (Day 2 Morning):

- *"What was the 'Play Memory' you recalled? How did your body feel when thinking about it?"*
- *"What resistance came up for you when watching the 'Partygames' video? Did it feel 'silly'?"*

MODULE 3: Connecting with Nature & Space

- **Core Theme:** Using the physical environment (nature and architecture) as a regulation tool.
- **Key Learning Objectives:**
  - Understand "Affordances" (what the environment offers us).
  - Practice sensory shifts (zooming in/out) to calm the mind.
  - Map safe and stressful zones in the workplace.

Content Type	Key Titles / Topics
Videos	• **"How Nature Releases Stress":** The science of biophilia and fractals. • **"Arriving to Space":** A guide on how to enter a room mindfully.
Articles	• **"Affordances & Sensory Connection":** How colors, smells, and textures impact the nervous system. • **"Observation & Perception Switch":** Techniques for changing focus.
Exercises	• **Mindful Nature Walk:** Going outside without a destination, focusing on senses. • **Critical Cartography:** Mapping the "Hot Zones" (Stress) and "Sanctuaries" (Safety) in the school.

Trainer's Debrief Questions (Day 2 Afternoon):

- *"During your nature walk, what is one tiny detail you noticed that you usually ignore?"*
- *"Does your workplace have a 'Sanctuary'? If not, where could you create one?"*

MODULE 4: Caring for Yourself

- **Core Theme:** Boundaries, habits, and physical nourishment.
- **Key Learning Objectives:**
  - Establish digital boundaries (Screen time).
  - Understand the link between nutrition and stress.
  - Practice active gratitude.

Content Type	Key Titles / Topics
Videos	• **"Mindful Eating":** A guided exercise (e.g., eating an orange slowly). • **"Caring About Feet":** Simple self-care for teachers who stand all day.
Articles	• **"Healthy Eating as a Tool":** Nutrition for the nervous system. • **"Boundaries & Screen Time":** Protecting rest from digital intrusion.
Exercises	• **Gratitude Jar:** Writing down 3 things daily. • **Self-Love Routine:** Designing a 5-minute morning or evening ritual.

Trainer's Debrief Questions (Day 3 Morning):

- *"How difficult was it to eat mindfully? Did you feel the urge to rush?"*
- *"Who managed to set a digital boundary this week?"*

MODULE 5: Connecting with Our Body

- **Core Theme:** Somatic awareness and bottom-up regulation.
- **Key Learning Objectives:**
  - Differentiate between "Thinking about the body" and "Feeling the body" (Interoception).
  - Learn quick grounding tools for acute stress.
  - Experience the "Felt Sense."

Content Type	Key Titles / Topics
Videos	• **"Grounding Techniques":** Demonstrations of the 5-4-3-2-1 method. • **"Exercises on Your Office Chair":** Somatic movements for the classroom. • **"Small Dance":** Micro-movements to release tension.
Articles	• **"The Healing Touch":** The science of self-touch (oxytocin). • **"Moving from Within":** Introduction to somatic movement.
Exercises	• **The Bodyscan:** Audio-guided relaxation (20 mins). • **Self-Massage:** Jaw and neck release techniques.

Trainer's Debrief Questions (Day 3 Morning):

- *"During the Bodyscan, did you find any areas of tension you weren't aware of?"*
- *"Which 'Office Chair' movement could you imagine doing between classes?"*

MODULE 6: Creativity

- **Core Theme:** Expressing emotion through non-verbal channels.
- Key Learning Objectives:
  - Shift perspective to spark creativity.
  - Use art as a container for difficult emotions (Art Therapy).
  - Celebrate the self.

Content Type	Key Titles / Topics
Videos	• "Art Therapy & Playfulness": Using collage and drawing for release. • "Portrait on Your Head": A silly drawing game to bypass perfectionism.
Articles	• **"Creativity & Art":** Why the brain needs novelty. • **"Redesign Yourself":** Using creativity to shift professional identity.
Exercises	• **Photo of Strange Things:** Taking a picture of a mundane object from a new angle. • **Collage/Montage:** Creating a visual representation of well-being. • **Self-Celebration:** Acknowledging wins.

Trainer's Debrief Questions (Day 3 Afternoon):

- *"Show us your 'Strange Photo'—what did you see differently?"*
- *"How did it feel to create art without worrying about it being 'good'?"*

Chapter V: How to Use the Cardset

The Move and Play Cardset is the "pocket knife" of the project ecosystem. While the MOOC provides the deep theoretical background and the Training Course provides the experiential immersion, the Cardset offers immediate, tangible intervention. It is designed to be a low-barrier tool: it requires no electricity, no internet connection, and no setup time. It is a portable "sanctuary" that fits in a pocket or a desk drawer.

The deck consists of 36 cards, beautifully illustrated to engage the visual senses. Each card contains a specific instruction designed to shift the user's physiological or psychological state. They are not merely "tips"; they are micro-interventions based on the somatic and person-centred methodologies of the project.

1. The Anatomy of the Deck: What Types of Exercises are Included?

The cards are categorized into four distinct streams, mirroring the modules of the training curriculum. Understanding these categories helps the user select the right tool for the right moment.

- **Somatic & Body Awareness Cards (Red/Earth Tones):**
  These cards focus on the "felt sense" and the nervous system. They include exercises like "The Bodyscan," "Grounding (5-4-3-2-1)," and "Self-Massage." They are designed to bring the user out of their head and into their body, effectively interrupting anxiety loops or dissociation. They are "bottom-up" interventions: calming the mind by settling the body.
- **Play & Connection Cards (Yellow/Bright Tones):**
  These cards focus on joy, social connection, and breaking seriousness. They include micro-games like "Zip Zap Boing" (adapted for small groups), "The Shake Out," or "Silly Walks." Their purpose is to activate the ventral vagal system (the social engagement system), fostering safety through laughter and shared rhythm.
- **Nature & Environment Cards (Green/Blue Tones):**
  These cards invite interaction with the physical environment. Exercises include "The Window Gaze," "Natural Loose Parts," or "Sensory Hunt." They encourage the user to look outward, engaging with affordances in their immediate surroundings to gain perspective and ground themselves in the present reality.
- **Reflection & Mindset Cards (Purple/Indigo Tones):**
  These are cognitive-emotional prompts based on positive psychology. They include "The 2 Curtain Method" (visualization), "The Gratitude Stop," and "Re-framing." They help in setting boundaries, acknowledging resources, and shifting narrative perspectives.

2. Using the Cards in Personal Settings (Self-Care)

In the privacy of one's personal life, the Cardset acts as an external regulator. When a person is stressed, their prefrontal cortex (the planning part of the brain) often goes offline, making it difficult to "think" of a coping strategy. The cards do the thinking for you.

- **The "Crisis Breaker" Protocol:**
  Burnout often manifests as decision fatigue. When you feel overwhelmed, stuck, or on the verge of panic, do not try to decide what to do. Simply draw a card. Commit to doing whatever the card says for just 60 seconds. This removes the burden of choice and provides an immediate somatic interruption to the stress response.
- **The Daily Intention Ritual:**
  Instead of checking a phone first thing in the morning—which floods the brain with cor-

tisol—draw one card. Place it on your bathroom mirror or laptop keyboard. Let that card dictate the "flavor" of your day. If you draw a Nature card, your intention is to notice the sky or trees during your commute. If you draw a Body card, your intention is to unclench your jaw whenever you remember. This builds a habit of mindfulness.

- **The Transition Rite:**
  Use specific visualization cards, like "The 2 Curtain Method," as a ritual to separate work from home. Perform the exercise in your car, on the bus, or at your front door to ensure you do not carry the emotional residue of the classroom into your family life.

3. Using the Cards in Professional Settings (Staff & Peers)

Teachers' lounges and staff meetings can often become echo chambers for stress and complaint. The Cardset introduces a "third element" into professional relationships, allowing colleagues to support each other without needing to be therapists.

- **The "Third Thing" in Peer Support:**
  When a colleague is venting or clearly distressed, it is often hard to know what to say. Advice can feel patronizing; silence can feel cold. Offering the deck saying, "I'm feeling stressed too, want to pull a card with me?" shifts the dynamic. It externalizes the intervention—it is not you telling them to breathe; it is the card. This preserves professional dignity while offering support.
- **Meeting Check-Ins:**
  Begin staff meetings by spreading the cards on the table. Ask each staff member to pick a card that represents how they want to feel by the end of the meeting, or a resource they need today. This acts as a somatic icebreaker, acknowledging the humanity of the staff before diving into logistics.
- **The "Brain Break" for Adults:**
  During long professional development days or exhausting grading sessions, use the Play & Connection cards. A 2-minute "Shake Out" or a quick round of a rhythm game can reset the collective energy of the room, increasing focus and reducing irritability.

4. Using the Cards in the Classroom (With Students)

While the project primarily targets teachers, the ultimate beneficiaries are the students. A regulated teacher can co-regulate a class. Furthermore, many of these exercises are perfectly adapted for children and adolescents. Using them in class models healthy stress management for students.

- **The "Traffic Light" Check-in (Conflict Resolution):**
  Before resolving a conflict between students (or when the class is rowdy), use the "Mental Hygiene Check" card. Ask students to close their eyes and visualize their internal traffic light.
  - Red: "I am hot, angry, ready to explode."
  - Yellow: "I am frustrated, wiggly, hard to listen."
  - Green: "I am cool, ready to learn/talk."

  This gives students a non-verbal vocabulary for their emotions and pauses the reaction cycle, allowing for a calmer resolution.
- **"Grounding 5-4-3-2-1" (Test Anxiety):**
  Before a test or a high-stakes presentation, the collective anxiety in a room can be palpable. Use the "Grounding" card. Guide the class through naming 5 things they see, 4 they feel, etc. This pulls their focus from catastrophic future thinking ("I will fail") back to the sensory present safety of the room, lowering cortisol and improving cognitive access.
- **"The Shake Out" (Transitions):**
  After recess or a lunch break, students often return with chaotic physical energy. Instead of shouting for quiet, use a Movement card. Lead a guided "Shake Out" (shaking hands, legs, and torso vigorously for 30 seconds, then freezing). This discharges the excess kinetic energy and signals a clear bodily transition back to focus time.

- **"Nature Window" (Attention Reset):** When the class looks lethargic or "glazed over," use a Nature card. Ask everyone to move to the window (or look at a plant) and find one tiny detail they never noticed before. This shifts their visual focus from close-up work (screens/books) to distance vision, resting the eyes and resetting attention spans.

5. Guidelines for Safety and Adaptation

- **Choice is Paramount:** Never force a colleague or student to perform a card exercise. In a classroom, always offer the option to "pass" or to sit quietly while others participate. Forced relaxation is not relaxing; it is stressful.
- **Modification:** The cards are prompts, not rigid rules. If a card suggests "Jumping" but a user has mobility issues, encourage them to "bounce" in their imagination or tap their fingers. The goal is the shift in state, not the perfect execution of the movement.
- **The "Safe Container":** When using cards in a group, remind everyone that laughter, awkwardness, and mistakes are welcome. Playfulness requires safety. If an exercise feels "silly," acknowledge it: "This feels silly, and that's the point. Let's be silly for one minute so we can be serious for the next hour."

Chapter VI: Troubleshooting and Adaptation

No training goes exactly according to plan. As a facilitator working with somatic tools and stressed professionals, you will encounter resistance, emotional release, and logistical hurdles. This chapter provides "emergency protocols" and adaptation strategies to help you navigate these moments with confidence.

1. Troubleshooting Common Challenges

A. Managing Resistance and Skepticism

Teachers are often overworked and may be skeptical of "play" or "self-care," viewing it as frivolous or "just another thing to do."

- **The "Silliness" Barrier:**
  - **The Symptom:** Participants crossing arms, rolling eyes, or refusing to participate in games like "Zip Zap Boing."
  - **The Strategy:** Name the Elephant. Acknowledge the awkwardness before they do.
  - **Script:** "I know this feels ridiculous. We are serious professionals, and I'm asking you to make strange noises. The awkwardness you feel is actually the brain resisting a state shift. I invite you to be 'professionally silly' for just 3 minutes to see what happens to your nervous system."
- **The "I Don't Have Time" Barrier:**
  - **The Symptom:** Teachers dismissing self-care tools because their workload is too high.
  - **The Strategy:** Focus on Micro-Interventions. Emphasize that "Move and Play" is not about adding an hour of yoga to their day; it is about 60-second resets.
  - **Action:** Reframe the exercises as "efficiency tools." Explain that a regulated nervous system grades papers faster than a dysregulated one.

B. Handling Emotional Release (Abreaction)

Somatic work (like the 2 Curtain Method or Grounding) can sometimes release pent-up emotion.

A participant might suddenly cry, shake, or feel overwhelmed.

- **The Protocol: "Pause, Ground, Contain."**
  1. **Normalize it:** If someone cries, do not rush to "fix" it. Simply say, "Whatever emotion is here is welcome. You are safe."
  2. **Titrate:** If a participant is overwhelmed, invite them to open their eyes and look at a specific object in the room (e.g., a chair). This engages the neocortex and pulls them out of the emotional flood.
  3. **The "Parking Lot":** If an emotion is too big for the group setting, acknowledge it and suggest parking it for later. "This seems like a deep feeling. Let's take a breath together, and if you'd like, we can check in during the break."
  4. **Refer Out:** Remember, this is not therapy. If a participant is in crisis, your role is to stabilize them in the moment and refer them to professional mental health resources, not to treat their trauma.

C. Physical Limitations and Inclusivity

"Move and Play" implies movement, but your group may include participants with injuries, disabilities, or chronic pain.

- **The Principle of Micro-Movement:**
  Explain that the sensation is more important than the shape. If an exercise requires jumping, a participant can simply bounce their heels while seated. The nervous system still registers the rhythm.
- **Visualization as Action:**
  Neuroscience shows that visualizing a movement activates the same neural pathways as performing it. Invite participants with limited mobility to vividly imagine the movement if they cannot perform it physically.
- **Touch Adjustments:**
  Never assume touch is okay. In exercises like the "Self-Massage," always keep the agency with the participant. "If touching your face feels uncomfortable today, you can hover your hands over your skin or massage your own arm instead."

2. Localization and Accreditation

The "Move and Play" curriculum is a European framework designed to be adapted to local realities. As a trainer, you are responsible for bridging the gap between this core curriculum and your national context.

A. Accreditation Pathways

This 30-hour course is designed to meet professional development standards in Hungary, Poland, and the Czech Republic.

- **Hungary & Poland** (CPD Model):
  In these contexts, the training is often linked to the formal teacher accreditation system. Ensure that you adhere strictly to the attendance logs and the "Action Plan" assessment, as these are often the legal basis for awarding credit points.
  - Action: Check with your local partner organization (Rogers Foundation or GratoSfera) for the specific registration forms required by the Ministry of Education.
- **Czech Republic** (University Model):
  For the UPOL context, this curriculum may be adapted as a university module for pre-service teachers. In this setting, the "Action Plan" may be replaced by a graded reflection paper or a lesson plan assignment aligned with ECTS grading standards.

B. Cultural Adaptations

While stress is universal, the expression of it is cultural.

- **Touch and Space:**
  In some cultures, physical proximity (like in the "Mirroring" exercise) is natural; in others, it requires more distance.
  - Adaptation: Always set a rule: "Find a distance from your partner that feels safe. If you need to take a step back, please do."
- **Expressiveness:**
  The "Self-Celebration" exercise (cheering for oneself) can be culturally jarring in societies that value modesty.

- Adaptation: Frame it as a "scientific experiment" in overcoming the brain's negativity bias, rather than an ego trip. This intellectual framing often gives permission for the behavior.

- **Language:**
  The Cardset and MOOC are available in English, Hungarian, Polish, and Czech. Always prioritize the participant's native language for somatic work. Processing emotion in a second language adds cognitive load, which is counter-productive to stress relief. Use the localized materials whenever possible.

3. Trainer's "Go-Bag" Checklist

Before you enter the room, ensure you have these "emergency" items:

- [ ] **List of Local Helplines:** A printed list of mental health support numbers to hand quietly to a participant if needed.
- [ ] **Extra Snacks/Water:** Burnout often dysregulates hunger signals. A drop in blood sugar can look like an emotional crisis.
- [ ] **The "Plan B" Exercise:** If the energy is dead and "Zip Zap Boing" fails, have a low-stakes backup (e.g., a simple breathing count) ready to go.

Chapter VII: Training Evaluation

Evaluation in the "Move and Play" curriculum is not just about measuring satisfaction; it is the final phase of the learning cycle. From a systems theory perspective, evaluation provides the feedback loop necessary for both the learner to integrate their experience and for the training system (you, the facilitator) to adapt and improve.

Because this course is somatic and experiential, the evaluation methods must be consistent with the training style. A cold, purely statistical survey can jar participants out of the "safe container" you have built. Therefore, we use a mix of Embodied (Circle), Symbolic, Qualitative (Post-its), and Formal (Questionnaire) methods.

1. The Closing Circle (Verbal & Somatic)

The Closing Circle is the primary integration tool. It serves as a ritual to transition participants from the "training bubble" back to their professional lives. This circle should be structured around three specific levels of reflection to ensure holistic processing.

The Protocol: Sit in a circle. Place a centerpiece (e.g., flowers, the Cardsets, or a candle) in the middle. Use a "Talking Piece" (a stone or soft object) to ensure deep listening. Invite participants to share on one or all of the following dimensions:

A. Level 1: Personal Experience (Somatic/Emotional)

- Focus: The "Felt Sense" and emotional journey.
- Prompt: "How do you feel in your body right now compared to Day 1? What was a moment of joy or release for you?"

B. Level 2: Personal Learning (Cognitive)

- Focus: Intellectual insights and shifts in perspective.
- Prompt: "What is one key insight about stress, play, or the body that you are taking away? What surprised you about yourself?"

C. Level 3: Adaptability in Professional Work (Practical)

- Focus: Application and agency.

- Prompt: “What is one specific tool (a card, a breathing technique, a game) you will try in your classroom or staff room next week? How will you adapt it to fit your reality?”

2. Symbolic Evaluation

For participants who struggle to articulate their experience verbally, symbols offer a powerful, non-linear way to provide feedback.

Option A: The Cardset Resonance

- Spread all the Move and Play cards on the floor.
- Ask participants to choose one card that summarizes their journey or represents their “Key Takeaway.”
- Do a quick round where they show the card and say one sentence. This reinforces the utility of the project tools one last time.

Option B: Nature Objects

- If you have access to the outdoors (or the loose parts from the Mandala exercise), ask participants to choose an object that represents how they are leaving the training (e.g., a smooth stone for “grounding,” a leaf for “new growth”).

3. “Flash” Evaluation (Collecting Post-its)

This method collects quick, anonymous qualitative data that captures the immediate impression of the group. It is visually engaging and allows for honesty.

The “Suitcase and The Trash Can” Prepare two flipchart papers by the door.

1. Poster 1 (Draw a Suitcase): “What are you packing to take home?” (Highlights).
2. Poster 2 (Draw a Trash Can): “What are you leaving behind? / What didn’t work?” (Constructive feedback or letting go of stress).

Give participants pink and green post-its. Ask them to stick their feedback on the respective posters as they leave the room for the final break. This provides instant visual feedback for the trainer on what resonated most.

4. Formal Evaluation (The Questionnaire)

While somatic and symbolic feedback is vital for the group process, Erasmus+ and organizational reporting require structured data. To maintain the flow of the training, keep the formal questionnaire short, simple, and printed on paper (avoid digital screens if possible to keep the offline focus).

- Timing: Administer this before the final emotional closing ritual (Self-Massage), so the administrative task doesn’t interrupt the final feeling of relaxation.
- Focus: Assess the quality of the MOOC, the Facilitation, and the applicability of the tools.

Closing

Final Words to the Trainer

Thank you for undertaking this work. Facilitating well-being for teachers is an act of profound service. By helping one teacher regulate their nervous system, you indirectly support the hundreds of students they interact with every day.

Remember that you, too, are part of this ecosystem. You cannot pour from an empty cup. As you guide this group, we invite you to practice what you teach. Use the Cardset for your own grounding before sessions. Pace yourself during the offline days. Allow yourself to be imperfect and playful.

The goal of “Move and Play the Stress Away” is not to create “perfectly calm” teachers, but to build a

community of educators who have the tools to navigate stress with agency and compassion. You have equipped them with the map; now trust them to walk the path.

We wish you a joyful, grounded, and transformative training experience.

The Move and Play Project Team

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Appendix 1 – Handout: My Stressors / My Sources (The Battery)

Instructions:

Burnout is often a result of energy depletion. This exercise helps you visualize your energy balance.

Part 1: On the left side (The Drains), list the specific things in your professional life that drain your energy (e.g., grading, noise, specific conflicts).

Part 2: On the right side (The Sources), list the things that actively recharge you (e.g., silence, nature, a hobby, sleep).

Part 3: Draw a line connecting a Source to a Drain if that specific source helps you recover from that specific drain.

Part 4: Circle any "Drain" that has no matching "Source." These are your burnout risks.

THE DRAINS (-) *(List energy thieves here)*	**THE SOURCES (+)** *(List energy givers here)*

Reflection:

- Which drain is the heaviest right now?
- What is one micro-source (taking less than 5 minutes) you could add to the right column today?

Appendix 2 - Handout: The 2 Curtain Method (Facilitator Script)

Instructions for the Facilitator:

Read this script slowly and calmly to your partner. Use a low, soothing voice. Pause where you see "..." to allow time for visualization.

The Script:

"I invite you to find a comfortable position. You may close your eyes, or simply lower your gaze to the floor... whatever feels safe for you right now.

Take a gentle breath... and bring your attention to your imagination.

Visualize yourself at your workplace. You have finished your tasks for the day. You pack your bag... you put on your coat... and you walk towards the exit.

As you step out of the building door, visualize a heavy, thick velvet curtain hanging right in front of you. This is Curtain Number One. It is heavy, soundproof, and opaque.

Visualize yourself parting this curtain and walking through it. As it closes behind you, it blocks out the visual chaos of the school... it muffles the noise of the hallways... it creates a heavy barrier between you and your professional duties. You are now outside of the work zone.

Now, visualize yourself traveling towards your home. You arrive at your front door.

Before you enter your private sanctuary, visualize a second curtain. This is Curtain Number Two. It is light... made of silk, or mist, or light. It is gentle.

As you walk through this second curtain, imagine it acting like a filter. It catches any remaining emotional residue from the day... any frustration... any worry. It gently lifts it off your shoulders.

You step through it, feeling lighter. You enter your home clean. You are fully present for yourself and your loved ones.

Take a moment to enjoy this feeling...

And when you are ready, gently wiggle your fingers and toes, and return to this room."

Appendix 3 – Handout: The Antistress Suitcase

Instructions:

We often forget that we are resilient. This "suitcase" is for packing the tools you already have.

Task:

Identify 4–6 coping strategies you currently use that work for you. These can be small ("Taking a deep breath") or large ("Calling my sister"). Write them in the spaces below.

MY ANTISTRESS SUITCASE

Tool 1: _____

Tool 2: _____

Tool 3: _____

Tool 4: _____

Tool 5: _____

Tool 6: _____

Remember: You carry this resilience with you everywhere.

New Ideas I Stole from the Group:

- _____
- _____

Appendix 4 - Handout: Critical Cartography

Instructions:

Stress is often environmental. By mapping our space, we can reclaim agency over it.

Step 1: In the box below, draw a rough floor plan of your school or workplace.

Step 2: Use a RED pen/marker (or shading) to mark the "Hot Zones"—places of high stress, noise, conflict, or lack of privacy.

Step 3: Use a GREEN pen/marker (or circles) to mark the "Sanctuaries"—places of safety, quiet, and rest.

[DRAW YOUR MAP HERE]

Analysis:

- Do you have any Green Zones? _____

- If not, where could you create a "Pocket Sanctuary"? (e.g., a specific chair in the library, a spot in the garden, a corner of your classroom).

_____

Appendix 5 - Handout: Mental Hygiene Check (Traffic Light)

Instructions:

Use this visualization whenever you feel overwhelmed. Scan your body from head to toe. Do not try to "fix" what you find immediately; just name it.

RED LIGHT (Stop)

- **Sensation:** Pain, blockage, acute tension, heat.
- **Where do I feel it?** _____
- **What does it need?** (e.g., Rest, Water, Silence) _____

YELLOW LIGHT (Caution)

- **Sensation:** Waiting, hesitation, buzzing, mild tightness.
- **Where do I feel it?** _____
- **What does it need?** (e.g., Movement, Breath, A Change) _____

GREEN LIGHT (Go)

- **Sensation:** Flow, ease, relaxation, coolness.
- **Where do I feel it?** _____
- **Action:** Focus your attention here to resource yourself.

Appendix 6 – Handout: Workshop Action Plan

Goal: Design a 90-minute "Move and Play" session for your colleagues or for your pupils.

Target Group: _____

Topic/Theme: _____

TIMING	PHASE	ACTIVITY / EXERCISE	TOOLS NEEDED
00:00 – 00:15	**Arrival & Safety** *(How will you welcome them? How will you set the safe container?)*		
00:15 – 00:30	**Warm-Up / Play** *(Choose a Play Card or Game to shift energy)*		
00:30 – 01:15	**Core Experience** *(Somatic work, Nature, or Creativity exercise)*		
01:15 – 01:30	**Closing / Integration** *(Reflection and Closing Ritual)*		

Resources I will use:

- ☐ Move and Play Cardset
- ☐ MOOC Videos
- ☐ Other: _____

Appendix 7 - Handout: Course Evaluation Form

Training Title: Move and Play the Stress Away

Date: _____

Trainer(s): _____

Your feedback helps us improve. Please circle the number that reflects your experience.
(1 = Strongly Disagree, 5 = Strongly Agree)

CONTENT & METHODOLOGY	1	2	3	4	5
The balance between Online (theory) and Offline (practice) worked well for me.	1	2	3	4	5
The exercises (Play, Nature, Somatics) were relevant to my needs.	1	2	3	4	5
I feel confident using the Cardset and tools independently.	1	2	3	4	5
The training environment felt safe and supportive.	1	2	3	4	5

IMPACT & APPLICABILITY	1	2	3	4	5
I have gained new strategies to manage my own professional stress.	1	2	3	4	5
I plan to use at least one exercise/tool with my students or colleagues.	1	2	3	4	5
I would recommend this training to other teachers/educators.	1	2	3	4	5

OPEN QUESTIONS

1. What was the most valuable part of the training for you? (The “Gold”)
2. What could be improved? (The “Mud”)
3. Any message for the trainer?

Thank you for your participation and honesty!