

# THE WAY OF NATURE

## SESSION OUTLINES AND SAMPLE GROUP PROGRAMS

*“THE WAY OF NATURE – addressing mental health and sustainable well-being of youth through nature-based practices”. Funded by the European Erasmus + Programme under Key Action 2 (SMALL-SCALE PARTNERSHIPS IN YOUTH - KA210-YOU).*

*The project is coordinated by Learning for Change (Bulgaria), in partnership with RELEARN SUDERBYN (Sweden).*



LEARNING FOR CHANGE

SUDERBYN

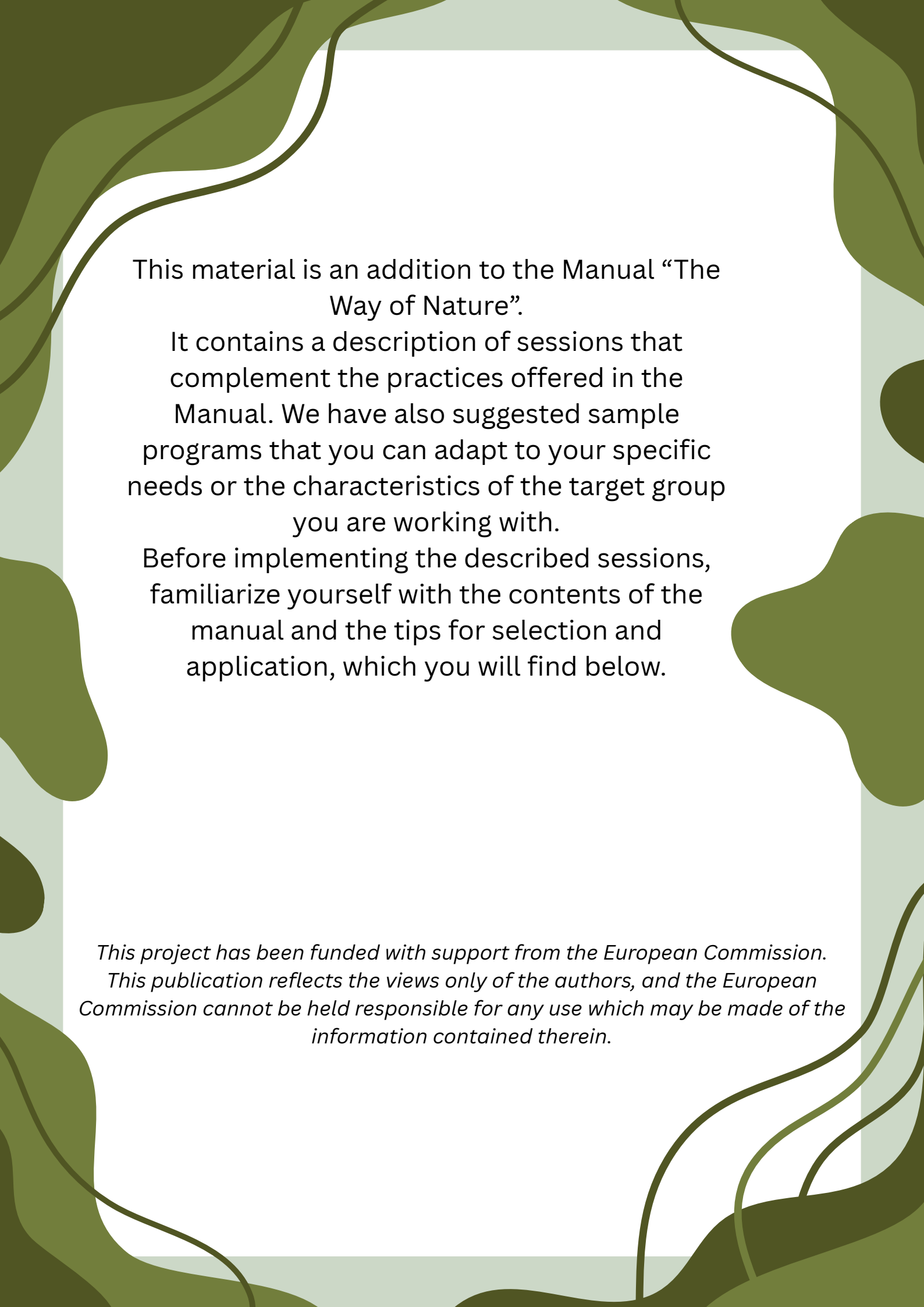


PERMACULTURE  
ECOVILLAGE



Co-funded by  
the European Union





This material is an addition to the Manual “The Way of Nature”.

It contains a description of sessions that complement the practices offered in the Manual. We have also suggested sample programs that you can adapt to your specific needs or the characteristics of the target group you are working with.

Before implementing the described sessions, familiarize yourself with the contents of the manual and the tips for selection and application, which you will find below.

*This project has been funded with support from the European Commission.  
This publication reflects the views only of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.*

# TABLE OF CONTENTS

|                                      |    |
|--------------------------------------|----|
| SESSION OUTLINES INTRODUCTION        | 2  |
| PRACTICES FOR CULTIVATING NORTH      | 6  |
| PRACTICES FOR CULTIVATING SOUTH      | 19 |
| PRACTICES FOR CULTIVATING NEAST      | 32 |
| PRACTICES FOR CULTIVATING WEST       | 47 |
| PRACTICES FOR CULTIVATING ALL FACETS | 57 |
| SAMPLE GROUP PROGRAMS                | 76 |

The page is framed by a decorative border of stylized green foliage and leaves, rendered in various shades of olive and forest green. The central area is a plain white background.

# SESSION OUTLINES

# Introduction

## General framework and recommendations

In the following session outline, we refrain from giving very specific step by step instructions or exact timing, in order to allow for adaptation to the specific circumstances. Should you not be familiar with the basic principles and frameworks of non-formal education and facilitation, please consider taking training in these areas before leading one of the practices described in this handbook. Please be aware that working in the area of personal growth often leads to strong emotional activation in participants, and make sure that you as the facilitator have the capacity and competence to hold the individual/group in that process.

Here, we share some general advice and instructions that may be used in the implementation of the sessions and practices described below.

# How to use the session outlines

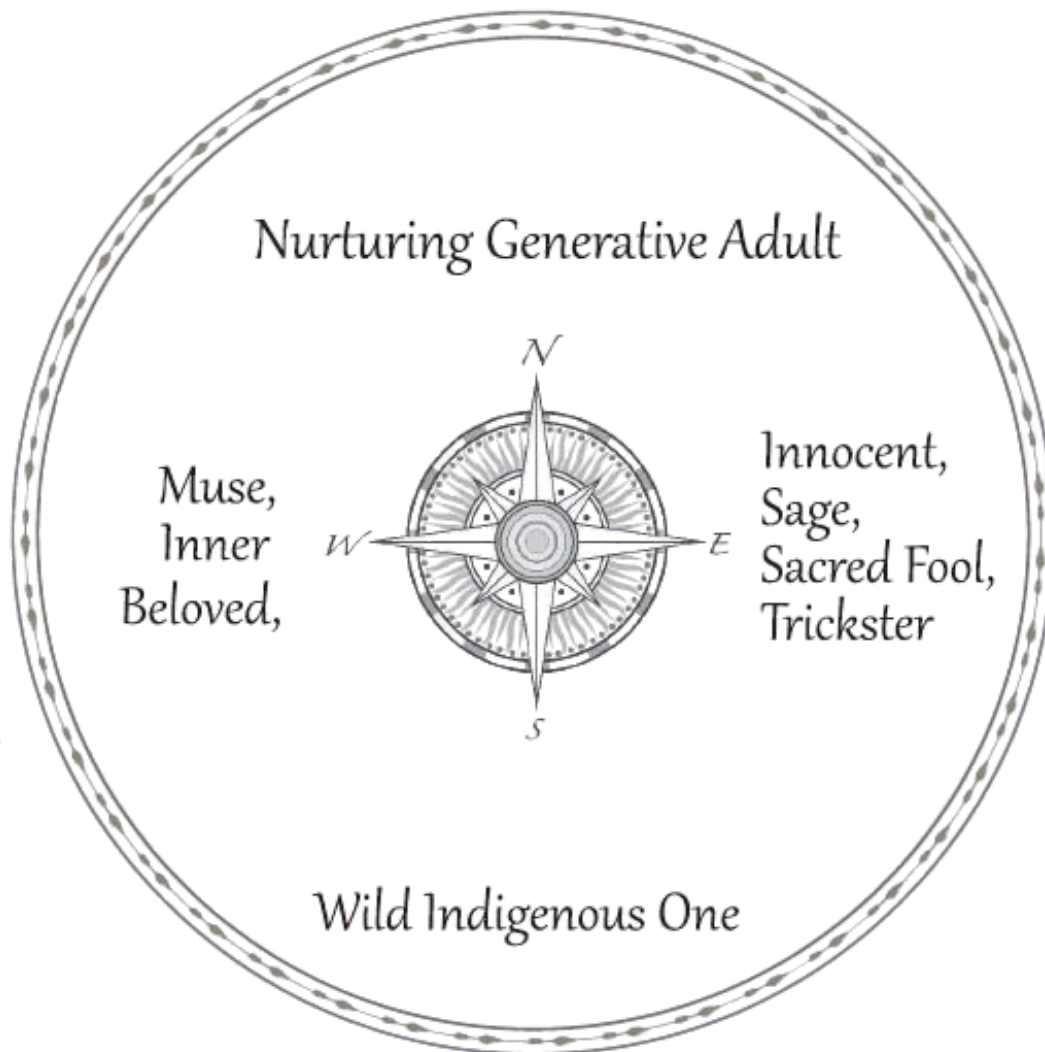
1. Choose and prepare an activity for your target group. If you are unsure which session would serve your people best, please refer to the part “METHODOLOGY: ASSESSING AND ADDRESSING DEVELOPMENTAL NEEDS OF YOUTH” of this publication.
2. Introducing the activity
  - a. Gather the group (preferably in a circle, or other constellation if available space/size of the group doesn't allow for that - the most important is that everyone can hear you, and - ideally - see each other).
  - b. Share name, objectives, timeframe and instructions of the activity.
  - c. Give space for questions by participants.
  - d. Repeat the instructions one more time, in a concise way.
3. Implement the activity
4. Reflection and Harvesting:

In order to benefit fully from an activity, learning integration is crucial. This can be supported by asking reflective questions. We encourage aiming at learning holistically - with all four windows of knowing (heart-centered thinking, sensing, feeling, imagining) even during this part. Here are some examples of questions that call upon different windows of knowing:

- What did you discover about yourself through the activity?
- What surprised you?
- What have you learned about yourself?
- What would you like to take with you?
- How did you feel during the activity? Which comfortable or uncomfortable feelings were present for you?
- What did you notice in your body?
- If you would describe the activity with an image/color/metaphor, what would it be and why?
- Was there an element in the activity that worked well/not so well for you? Why?
- If you were to describe your process in one word/one movement/one sound, what would it be?

Depending on time, group size and nature of the activity, participants may share with the big group, or in small groups of 2-4 participants.

# THE NATURE-BASED MAP OF THE HUMAN WHOLENESS



*Adapted from Plotkin, B. (2013), "Wild Mind: A Field Guide to the Human Psyche", New World Library*



PRACTICES FOR CULTIVATION

**NORTH**

FACET OF WHOLENESS

## NORTH WANDER - PART 1

|                               |                                   |
|-------------------------------|-----------------------------------|
| TIMING                        | 1-3 h                             |
| FACET OF WHOLENESS CULTIVATED | North                             |
| DEVELOPMENTAL NEEDS ADDRESSED | Well-being, Belonging, Confidence |
| (OTHER) OBJECTIVES            | -                                 |
| ENVIRONMENT/SPACE             | Outdoors                          |

### DESCRIPTION/METHODOLOGY

Share the general guidelines for wandering (see session outline "Wander in nature / Solo time in nature"). Invite participants to go for an North Wander:

- Using your imagination to access the qualities of the North in yourself, discover how you already know this archetype in yourself: in relationship with yourself; with other humans and with other-than humans. Once you have a sense of who this one of you is, go on a wander with the intention of embodying your North. Observe carefully how you sense the world, what feelings arise as you move through and relate with the world and how you perceive what is happening in the others around you with your heart . Notice how you are called into relationship with the world, for example, what opportunities for care and service open up for you in this situation? Do them, if it feels right for you and the beings consent to your offer of an expression of care. Note how it was to move through and interact with the wild world from your North facet of Wholeness, especially any insights, emotions or imaginings in your journal.
- A variation of this invitation is to go on a wander "accompanied" by your North facet of Wholeness. In your imagination, enter into a conversation with them and immerse yourself in the communication. What are the questions you would like to ask? What answers do you receive? You might engage in the practice of *"Writing a love letter" from this one to you with the words you have always longed to hear* (see below).
- Wander until you are drawn to a natural place or being of nature that embodies or resonates with the North (Nurturing Generative Other). Stay and spend some time with this creature or place. Open your senses to this place and share with the beings out loud what it is you see, smell, taste, touch, hear. Register with all your senses the care, nurturing and generativity that fills this place. Greet them and tell them what qualities you see in them that make them the personification of the North. Give yourself over completely to your feelings while you share with them. Enter into communication with them. Ask them the burning questions that may arise in you in this place. And "listen" by opening your senses, emotions and imagination, but do not be attached to the desire to receive an answer. If you wish, try to merge with this place or creature in your imagination and perceive the world through their way of being, of loving, of creating beauty and nourishing life. In your journal, get to know what attracted you to this place, what do you see in them that you wish you had or were? Then, you can describe which northern qualities you manifest in life and which situations require them from you. Ask yourself the question, are there qualities that I would like to develop more? Are there situations in which I could embody my northern qualities more? How so?
- Wander until you are drawn to a natural place that embodies the north. Ask for permission and, if granted, surrender yourself completely to being nurtured and cared for by that place. Let Nature take care of you with all its love. What are you experiencing at this moment? What are you feeling?
- While wandering, ask questions to places and beings like: Is there anything I can offer to you? What can I do for you? What do you need?

Let the group know at what time they should be back for sharing and reflection and send them off.

## NORTH WANDER - PART 2

### TIMING

1-3 h

### FACET OF WHOLENESS CULTIVATED

**North**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Confidence

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Outdoors

### SAFETY INSTRUCTIONS

To be found in session outline "Wander in nature / Solo time in nature"

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## ENACT NORTH (Community care)

### TIMING

15 min to 3 h

### FACET OF WHOLENESS CULTIVATED

**North**

### DEVELOPMENTAL NEEDS ADDRESSED

Belonging, Confidence, Authenticity

### (OTHER) OBJECTIVES

Cleaning, Environmental protection, Creating a nourishing space

### ENVIRONMENT/SPACE

Any

### DESCRIPTION/METHODOLOGY

As a group dedicate time to care for your environment and each other. Here are some ideas:

- Go to Nature and collect trash.
- Clean your community space. Water the plants.
- Community dinner - divide in teams: one team cooks for all while others create a beautiful eating space, set the table, decorate the room.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

- Instead/additionally to a dedicated community care session, you may divide the groups in teams during a project (e.g. timekeepers, space tenders, kitchen team, heart keepers,...), or let them sign up for different tasks throughout the project.
- "Do a good deed" - invite the group to do 3 three small things for someone else during the day, without the other one knowing. An example could be to give a hug, or wash someone else's plate.

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

Materials depend on the chosen activity.

## ROLE MODEL IMAGERY

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**North**

### DEVELOPMENTAL NEEDS ADDRESSED

Belonging, Confidence, Authenticity

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

- Call up a memory of a person you know, a person who you think best embodies the qualities of the North. It could be a parent, relative, beloved teacher, mentor or friend. Think and define what qualities in this person you associate with the Nurturing Generative Adult, and recall how they have manifested these qualities towards or around you.
- Having their image in your mind, use your imagination to sense this person standing with you in the way that feels most supportive for you. Imagine how they support you with all their trust and love for you.
- If it feels right to you, you may enter a conversation, or ask their imaginary presence for advice.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

You may write a list with the North qualities of that person and make an action plan for expressing and embodying them consciously during the days of the week.

### MATERIALS

Materials depend on the chosen activity.

## WRITING A LOVE LETTER

### TIMING

15 - 45 min

### FACET OF WHOLENESS CULTIVATED

**North**

### DEVELOPMENTAL NEEDS ADDRESSED

Meaningful connection, Confidence, Authenticity, Purpose

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

Give out the following instructions to the group:

- Start with consciously calling upon and entering the consciousness and perspective of the Nurturing, Generative Adult (NGA).
- Allow yourself to fully experience the love of the compassionate and fully accepting ideal parent, the caring adult, the protector, the leader.
- From this place of consciousness, you can choose to write a letter to yourself, to another human or other-than-human being, such as Mountain, River, Earth, Sun, Milky Way or Universe.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

The practice is suitable for developing any of the three dimensions of manifestation of the North (intrapersonal, interpersonal and transpersonal), depending on the choice of the letter recipient.

### FOLLOW UP SUGGESTIONS

Have a sharing circle / harvest afterwards if you want to encourage the participants to share their personal experiences.

### MATERIALS

Pen and paper for each participant

## ACTIVE LISTENING AND MIRRORING - PART 1

### TIMING

15 - 45 min

### FACET OF WHOLENESS CULTIVATED

**North**

### DEVELOPMENTAL NEEDS ADDRESSED

Belonging, Meaningful connection, Confidence

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

#### Warm-up:

- Invite participants to form pairs. Then share the following instructions: "In a moment, I will invite you to make slow movements with your bodies. One of you will be the leader. You might take some steps, move different parts of your body, or draw shapers into the air with your hands. The other person will be the mirror of the leader. Try to imitate the movements made by your partner as precisely as possible. After two minutes, we will switch: the mirror becomes the leader, and the leader becomes the mirror. "Tell the pairs which person starts to lead (e.g. the one with the darker hair) and give the pair time for the activity. Let them know when to switch roles. Then, invite everyone into a circle and hear a few voices to the questions: How did it feel to lead/to mirror/to be mirrored?

- Share the following description of active listening and mirroring in your own words:

"The goal in active listening is to experience the speaker's world from the inside, stepping into their shoes. Mirroring trains us to put our mind's reactions aside long enough to hear the true message and communication of people.

After being fully present to the other and listening deeply to what they said you can mirror at three levels:

- The word level – often this is sufficient to make a communicator feel heard. Offer back the exact words another person just said;

- The essence level – reflects some understanding of the essence of what the other person has said. Here we use our own words to sum up what we think we heard the other saying. Often, when another uses many words, we can mirror back with a few words that cover the essence of what was shared.

- The being level – tunes into the voice, the body language, and the general vibration of the person who is sharing. On this level we listen with our heart and open intuition. We become adept at listening to the space in between the words to the being that is using them. This is the level of feeling and sensing the core of the others being as you listen.

#### Exercise: Mirroring on the word level:

- Divide the group in pairs.

- Person A will have 5 minutes to tell a story of their life, e.g. what they did the previous day or a precious childhood memory.

- Then, person B has 5 minutes to reflect back what they heard. They should use the phrases: "What I heard you say was..." Encourage them to be as precise in their mirroring as possible. In the mirror, person B could ask "Did I hear you correctly?" and "Is there anything important that I missed?"

- Repeat the process with the roles inversed.

## ACTIVE LISTENING AND MIRRORING - PART 2

### TIMING

15 - 45 min

### FACET OF WHOLENESS CULTIVATED

**North**

### DEVELOPMENTAL NEEDS ADDRESSED

Belonging, Meaningful connection, Confidence

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

#### **Reflection:**

In groups of 4 people, invite participants to share their thoughts around the following questions. "What did it feel like to be mirrored?", "What was it like to mirror?", "What was challenging?", "What is important when mirroring?", and "In what situations is mirroring most useful?"

Close the session by gathering the most important learnings in the big circle.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## FASTING

### TIMING

From a few hours up to 3 - 4 days

### FACET OF WHOLENESS CULTIVATED

**North**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Confidence

### (OTHER) OBJECTIVES

Improving health

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

Fasting can be partial or complete. In partial fasting, the amount or type of food can be limited for a certain period of time. An example of such a fast is the "Wheat Regime"

(<https://sunrisinglife.com/10-day-wheat-regime-of-deunov/> )

A complete fast is performed by completely stopping food.

You can begin fasting in a progressive manner, slowly increasing the intensity and duration of fasting.

### SAFETY INSTRUCTIONS

When deciding to fast, be very conscious of your health conditions. If necessary, consult with a health specialist or nutritionist before starting. Moreover, please be aware that your decision to fast comes from a place of wholeness and love, not as a way to restrict or punish yourself. We invite people who struggle with body image, and/or have a history of eating disorders, to be very mindful about their decision, and to contact a health professional before beginning a fast.

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## VOLUNTEERING

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**North**

### DEVELOPMENTAL NEEDS ADDRESSED

Belonging, Meaningful connection, Confidence, Learning, Mastery, Purpose

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Indoors/Outdoors

### DESCRIPTION/METHODOLOGY

If one wants to be a volunteer they can start by little things and then go to the bigger ones. Here are a **few steps about how to do it:**

- Choose your target: select who you are going to help - a person, organization, cause or other.
- Assess their needs: ask about what your target needs at this moment. Maybe their needs are materialistic (food, water, clothes, furniture, money etc); maybe the need is help in some activities.
- Plan your offering: choose what you are going to offer to your target based on their needs. Always remember that what you are going to offer has to be within your capacities (financial, physical, emotional, mental, spiritual, etc)
- Make your offering! Before you offer your gift though, you need to make sure that the recipient wants to accept your offering and does not find it offensive. Volunteering must be fun for both parties!
- Observe carefully the impact your offering had on the recipient! Later on, take a journal and write a few words about it

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## BREAD BAKING

### TIMING

60 - 120 min

### FACET OF WHOLENESS CULTIVATED

**North**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Confidence, Learning, Mastery

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Indoors

### DESCRIPTION/METHODOLOGY

There are many ways and recipes to make bread. We recommend first to find and learn your traditional bread making coming from your culture and family. Find a recipe and experiment with it. If you facilitate a group you can invite a professional chef or experienced elder to introduce you to the art of bread making.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## GARDENING

### TIMING

No time limit

### FACET OF WHOLENESS CULTIVATED

**North**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Learning, Mastery, Purpose

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Indoors/Outdoors

### DESCRIPTION/METHODOLOGY

Firstly, identify the place you have for gardening. Is it some indoor or outdoor place? Is it some public space or shared gardening? Then get an idea. What kind of garden would you like to have? Do you want to plant trees and take their fruits, or some vegetables to eat, or some beautiful flowers to decorate your garden? It's up to you...and the place you have! Then pick a nice spot so you can plant some plants and make sure that it will not be hidden from the sun. Clear the soil of the area you want to plant, dig and boost the soil with some organic compost. After that, go to a florist and choose the right kind of plants. Ask your florist what are the best plants for this season and the climate you live in. Return to your garden and start planting! Enjoy the process and observe the benefits! Once you finish water them and keep it up on a regular basis!

If it is the first time you will ever garden, you don't go too far. Take it easy for the first time. For example, pick some plants, which can endure all the seasons. And of course you don't have to fill up your garden immediately. Step by step, you will create a beautiful garden to take care of and you can occasionally add more plants, so it can get bigger.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

Gardening tools, seeds, pots, organic compost etc.

## SKILL SHARING (formal learning and training)

### TIMING

1 h - 1 day

### FACET OF WHOLENESS CULTIVATED

**North** (and more, depending on content)

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Meaningful connection, Confidence, Authenticity, Learning, Mastery

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Indoors/Outdoors

### DESCRIPTION/METHODOLOGY

Create space for Youth to learn from each other. The young people may propose workshops about a topic they have competence in ahead of time and step into the role of the Teacher/Trainer/Facilitator for their peer group. Others participate and learn or deepen a new skill.

### SAFETY INSTRUCTIONS

Depending on the teaching/facilitating skills of the leading participant, and the chosen topic and idea, you may need to provide practical, methodological or emotional support.

### VARIATIONS/ADAPTATIONS

This could be just one workshop at a time, or a full day (or more) with several workshops running in parallel.

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

Gardening tools, seeds, pots, organic compost etc.

The background of the page is a light beige color. It is framed by abstract, wavy, organic shapes in shades of orange and yellow, which appear to be flowing in from the top, bottom, and sides, creating a sense of movement and warmth. The text is centered within this frame.

PRACTICES FOR CULTIVATION

**SOUTH**

FACET OF WHOLENESS

## SOUTH WANDER

### TIMING

1 - 3 h

### FACET OF WHOLENESS CULTIVATED

**South**

### DEVELOPMENTAL NEEDS ADDRESSED

Belonging, Confidence, Authenticity

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Outdoors

### DESCRIPTION/METHODOLOGY

Share the general guidelines for wandering (see session outline "Wander in nature / Solo time in nature").  
Share the following invitations for a South Wander:

While wandering in nature, experiment and connect with your Southern facet of wholeness.

You might begin with wandering without aim, sharing your intention and presenting yourself to the land. Then, connect with the different elements of the South facet:

- **Wild emotions:** You might begin with noticing what emotions are present for you in this moment, and how could you express them? Allow yourself to feel and explore the full range of emotions, both comfortable ones (joy, love) and uncomfortable ones (fear, anger, sadness). Remember that your emotions are a window of knowing, and that when you suppress some of them, you are suppressing parts of yourself. Laugh, scream, weep, let it all flow through you.
- **Wild body:** Connect with your body. How does your body want to move? Unleash your inner animal. Explore, embody and allow yourself to be wild. Make yourself visible to the wild others, move, crawl, roll and howl. Play "What if...". Jump, skip and leap. Again! Do things in a way you never did before. Experiment. Play like a child. Scream, roar, call and shout. Let your body lead.
- **Wild belonging:** Communicate with the wild others in their own language. Be open and curious, serve and share stories. Be in an embodied relationship with the things and creatures you encounter. How do they feel? How do they provoke or inspire you? Let yourself be stirred and moved by your surroundings and touch like you haven't touched before - sing, drum, dance for or with the wild others. Listen, feel and communicate with them and play with your capacity to be immersed in all your sensory fields simultaneously. What does all that arouse in you? Can you feel yourself belonging among the wild others just as much as they belong with each other? Let yourself feel what it is like to be part of this ecosystem, or ask the wild others around you if they could tell you about their way of belonging to the world.
- **Wild Eros:** You might awake your Eros, your life-bringing energy, and share it with the wild others. If it feels right, and you can sense the consent of a wild other, you might ask them how they would like to be touched, what would give them pleasure, in which way you could make sensuous love to them.

Announce the time when all should gather back together, and send participants for they wander.  
After the wander, give space to share the experience.

### SAFETY INSTRUCTIONS

To be found in session outline "Wander in nature / Solo time in nature"

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## MOVEMENT AND DANCING PRACTICES - PART 1

### TIMING

30 - 60 min (or more)

### FACET OF WHOLENESS CULTIVATED

#### South

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Meaningful connection, Confidence, Authenticity

### (OTHER) OBJECTIVES

- Expressing emotions, anxieties, edges and ecstasies;
- Facilitating deep exploration beyond self-imposed limitations into new depths of creativity and connection;
- Developing the relationship with the physical dimension of the self.

### ENVIRONMENT/SPACE

A room/space large enough for all the participants. A place where people can move comfortably on the floor or on the ground. The participants should be wearing comfortable clothes. Being barefoot is recommended.

### DESCRIPTION/METHODOLOGY

Invite people to wear comfortable clothes; to dance barefoot and to relax.

#### Guidelines for the practice:

- Follow your bodily impulses and intelligence. Let your body lead - move however you wish;
- It is an individual process - no talking and interaction;
- Be aware of other people in the space (if you practice in a group);
- Invite in your movement a particular emotion, [dream] character, archetype, image, natural force or being or quality and let them move you. Observe how you feel, what arises in you, how your body reacts.

Before starting, remind people to warm up their bodies and give time for that.

At the end, you can invite for a moment of silence, of relaxation or meditation, in order to let the experience settle.

## MOVEMENT AND DANCING PRACTICES - PART 2

### TIMING

30 - 60 min (or more)

### FACET OF WHOLENESS CULTIVATED

#### South

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Meaningful connection, Confidence, Authenticity

### (OTHER) OBJECTIVES

- Expressing emotions, anxieties, edges and ecstasies;
  - Facilitating deep exploration beyond self-imposed limitations into new depths of creativity and connection;
  - Developing the relationship with the physical dimension of the self.
- A room/space large enough for all the participants. A place where people can move comfortably on the floor or on the ground. The participants should be wearing comfortable clothes. Being barefoot is recommended.

### ENVIRONMENT/SPACE

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

**Dancing** - put on a song, listen and feel it with your whole body, with your skin and all your senses.

What wants to move you and be danced through you? Allow your body to move to the rhythm and the music, expressing whatever comes up, without thinking.

**Intuitive movement** - drop into your body, gaze inwards and start to feel and pay attention to what it wants to express. Allow your body the movements and sounds it wants to produce, surrendering to your primal animal body. Often one can be surprised by the movements the body makes and longs for, which can be a positive sign that the mind is not planning the movements ahead, but rather following the impulses.

**Authentic Movement Practice** - a discipline developed by Mary Whitehouse and Janet Adler, where two persons, a "mover" and a "witness" engage in a movement and witnessing practice similar to the intuitive movement mentioned above, but with a certain framework.

([https://en.wikipedia.org/wiki/Authentic\\_Movement](https://en.wikipedia.org/wiki/Authentic_Movement))

**Spontaneous Earth dance** - in a place with lots of natural sounds, close your eyes and listen to the music of the Earth. Once you feel it deep within yourself, catch the rhythm and let your body follow it.

**Five Rhythms** - It is a movement meditation practice devised by Gabrielle Roth in the late 1970s.

Fundamental to the practice is the idea that everything is energy, and moves in waves, patterns and rhythms. (<https://en.wikipedia.org/wiki/5Rhythms>)

### FOLLOW UP SUGGESTIONS

After the practice participants can gather in a circle and have a sharing moment about the experience.

You can use the following questions:

- How did you feel while dancing?
- Did you feel authentic / yourself? If yes, how was it? If no, why not?
- What did you learn and discover through this activity?

### MATERIALS

Music, large speaker (when music is needed)

## BAREFOOT WALKING

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**South**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Confidence, Authenticity

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Outdoors

### DESCRIPTION/METHODOLOGY

Walking outside barefoot is the way to practice. Allow your skin to be in direct contact with rock, soil or water.

If you are close to an ocean or swimmable natural body of water, this is another great way to get into direct contact with other elements.

### SAFETY INSTRUCTIONS

If you haven't walked barefoot for a long time, start with easy terrain and give time to the skin of your soles to harden. Choose a clear ground without human waste (glass, metal, plastic) that can injure your feet.

### VARIATIONS/ADAPTATIONS

You might set up a sensory path: several squares of about 50 x 50 cm of different textures (e.g. cloth, water, stones, grass, leaves, sand) that participants can slowly walk through and explore.

### FOLLOW UP SUGGESTIONS

When you feel confident and fit you may experiment with different weather conditions and seasons - walking in the rain, stepping in a freezing creek in the winter, walking in snow etc.

### MATERIALS

-

## EMOTIONAL AWARENESS PRACTICE: DAILY CHECK-INS

### TIMING

2 min - 15 min

### FACET OF WHOLENESS CULTIVATED

**South**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Confidence, Learning

### (OTHER) OBJECTIVES

Learning to identify and name one's emotions

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

Invite participants to do daily check-ins in the following way:

- Take a moment several times during the day to check in with yourself, especially when feeling unbalanced: What emotion am I feeling right now? What is the met/unmet need behind it? How does this emotion feel in my body?
- Invite participants to take time to be present with whatever arises.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

Can be done with a pair or a small group 3-5 min each, where participants are sharing their emotions, needs, bodily sensations by tracking them each moment and sharing whatever rises when the other is witnessing. Done in this way, the practice can be a good way to start the day or a session.

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## DEEP RELATING

### TIMING

15 min

### FACET OF WHOLENESS CULTIVATED

**South**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Meaningful connection, Authenticity

### (OTHER) OBJECTIVES

Cultivation of full-body and emotional presence

### ENVIRONMENT/SPACE

Indoors/Outdoors

### DESCRIPTION/METHODOLOGY

Divide the group into pairs and share the instructions for Deep Relating:

- 5 core principles of Authentic Relating (Circling):

- Commitment to connection
- Staying with the level of sensations
- Welcoming any energy
- Owning our experience
- Being with the other in their world

- Pairs should sit in front of each other. They will have about 10 min to be with each other and to loop the sentences:

- "Being here with you, I notice... (a feeling or sensation)"
- "Hearing you say that, I notice... (a feeling or sensation)"

- Silence is welcome.

Source: Deep Adaptation Guidance [online-deep-relating-circles-for-deep-adaptation](#)

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## SHARING YOUR GRIEF

### TIMING

30 min - 2 h

### FACET OF WHOLENESS CULTIVATED

**South**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Meaningful connection, Authenticity, Purpose

### (OTHER) OBJECTIVES

Cultivating courage and freedom to express emotions that most likely have been suppressed or ignored

### ENVIRONMENT/SPACE

A quiet space indoors/outdoors

### DESCRIPTION/METHODOLOGY

Instructions for participants:

- Divide into pairs and invite participants to share grief with another person by asking questions out loud to help the participants access their grief.

- Taking turns, the first one starts by:

1. Asking the other to simply be present for them and there to listen, without pushing it away or “comforting” phrases such as “Look at the bright side”. The person holding space is non-verbal, but showing their contact and presence.

2. The person sharing their grief will now with the help of the questions/invitations that you read out loud tell the other about their grief by finishing the sentences. Some other questions that can help with accessing their grief:

*Where does grief sit in your body? How does it feel? Why do you feel this way, thoughts and sensations?*

- Give 2 minutes/person/question and then switch.

Questions and invitations to use like open sentences (from *Coming Back to Life* by Joanna Macy):

- *What concerns me most about the world today is ...*
- *When I see what's happening to the natural world, what breaks my heart is ...*
- *When I see what's happening to our society, what breaks my heart is ...*
- *When I think of the world we will leave our children, it looks like ...*
- *Feelings about all this, that I carry around with me, are ...*
- *Ways I avoid these feelings are ...*
- *Ways I use feelings are ...*

After sharing: Ask participants to notice how they feel after sharing this intimate moment, and do something to care for themselves when needed and ask for support if needed.

### SAFETY INSTRUCTIONS

It is important to create time and space for participants to care for themselves after meeting their grief. Create a calm space with soft music and options of draw, journal, continue talking with someone about the experience, to be in physical contact with oneself or others, have some tea and fruit,...

### VARIATIONS/ADAPTATIONS

There are several practices developed by Joanna Macy that are made to do alone or in a group setting. Practices such as Bowl of Tears and Truth Mandala can be found in the book *Coming Back To Life - the guide to The Work That Reconnects* by Joanna Macy and Molly Brown.

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## COUNCIL OF ALL BEINGS

### TIMING

90 min - 1 day

### FACET OF WHOLENESS CULTIVATED

**South**

### DEVELOPMENTAL NEEDS ADDRESSED

Belonging, Meaningful connection, Learning, Purpose

### (OTHER) OBJECTIVES

Cultivating empathy and imagination

### ENVIRONMENT/SPACE

Indoors/Outdoors

### DESCRIPTION/METHODOLOGY

The Council of all Beings is a beautiful theatrical practice of Council:

- Guide the participants through a meditation where they encounter a non-human being, such as a plant, an animal or a natural element. In meditation, give some time for participants to observe and get to know the being.

- Invite participants to embody their being and to gather in a circle.

If someone hasn't met any being, they may come as a human, in order to listen and observe, or to share the human perspective.

- Also embody a being yourself. Introduce yourself ("I am stone") and announce that all of you are meeting here today for the "Council of all Beings", where all Beings meet to exchange about the state of the world and their species. *For the general guidelines for Council, please refer to the session outline "The Way of Council (deep sharing circles)"*.

- Invite for several rounds of sharing:

- Round of introduction "I am (name of the Being) and I am here to speak for (name relatives of the being, such as species, variations, etc.)"
- "How are you these days? What is your story?" - time to tell the about the individual experiences of each Being
- "If you could share a message with humanity, what would it be? What advice would you give? What wish do you have?"
- "What are your gifts and talents? How can you support our Earth community in these times?"

- Thank all the Beings for coming today, and close the Council. Invite participants to thank their being and release them back into Nature. Symbolically step back into your human forms.

*This practice is a variation from the practice described in the book "Coming Back To Life - the guide to The Work That Reconnects" by Joanna Macy and Molly Brown. The book also provides more detailed instructions and examples.*

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

If you have the time, the practices can be deepened and enriched through:

- Meeting a Being on a West Wander
- Embodiment: give time (15 min -1 h) for participants to move and perceive the world through their being;
- Mask-making: provide art material and clothes to create costumes;
- Instead of, or additionally to, speech, you may invite movement and sounds during sharing.

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

## FORAGING AND COLLECTING MEDICINAL HERBS

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**South**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Learning, Mastery

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Outdoors

### DESCRIPTION/METHODOLOGY

Foraging and collecting medicinal herbs can be a very useful nature exploration and learning practice. You can do this activity alone or with a group of people. Each climate area and region has its own indigenous plants. *Talk to the locals in order to get to know the plants.*

### Suggestions

- Find a mentor/expert to teach you.
- Get a good field guidebook.
- Learn about the dangerous species in the area before venturing into the wild to forage.
- Don't rely on common names.
- Use all of your senses.
- Learn about the habitat of the plants you are collecting.

### SAFETY INSTRUCTIONS

Before eating any wild plant, make 100% sure it's not poisonous.

When collecting food from nature be aware of all the external [human] influences that the plants and mushrooms experience. If you collect herbs by a river, check if the water is clear of pollution by chemicals or waste from a nearby factory or farm. Do not pick mushrooms or plants near a large industrial agriculture field where pesticides and other chemicals are used. Do not collect plants in the areas of mining, near electric plants (nuclear or fossil fuel powered) or factories.

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## FIRE MAKING

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**South**

### DEVELOPMENTAL NEEDS ADDRESSED

Confidence, Learning, Mastery

### (OTHER) OBJECTIVES

Cooking food outdoors

### ENVIRONMENT/SPACE

In a protected and secured fireplace - indoors or outdoors

### DESCRIPTION/METHODOLOGY

#### **The basic steps of fire making are:**

- Choose a wide clear spot, there should be no overhanging branches. Clear the space for your fire. Make sure you have a large enough flat space free of anything flammable.
- Dig a small pit and create a fire-ring – arrange rocks around the space you will build an active fire.
- Gather three types of wood: tinder, kindling, and logs/large wood.
- Remind participants that the only thing that goes into a fire is wood (organic materials).
- Have a working water hose or a vessel filled with water near your fire ring.
- Fill the centre with tinder.
- Stack the kindling in a teepee shape over the tinder. ...
- Stack a few pieces of wood around the kindling in a teepee shape. ...
- Ignite the tinder.

### SAFETY INSTRUCTIONS

Whenever you deal with fire, follow the safety instructions and regulations. Do not allow underage people to make fire unsupervised. Ensure presence of materials for fire fighting.

Do not make fire on a windy day/place. Make sure that fire making is allowed where you are/in the current season. Fire making may be prohibited due to the risk of forest or root fires.

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

After making a fire, you may cook food on it, tell stories, sing around or practice a fire ceremony.

### MATERIALS

Woods for burning, safe fireplace, equipment and materials for fire fighting

## TRACKING/WILD(LIFE) EXPLORATION

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**South**

### DEVELOPMENTAL NEEDS ADDRESSED

Confidence, Learning, Mastery

### (OTHER) OBJECTIVES

Deeper understanding of the systems and patterns that make up the environment around

### ENVIRONMENT/SPACE

Outdoors

### DESCRIPTION/METHODOLOGY

Tracking is the ability to recognize and follow animals through their tracks, signs, and trails. Signs may include tracks, scat, feathers, kills, scratching posts, trails, drag marks, sounds, scents, marking posts, the behavior of other animals, habitat cues, and any other clues about the identity and whereabouts of the quarry.

Tracking in a wider sense may also include following “mysterious” signs in the wilderness (e.g. following the dead stumps, orange colour or the voice of the raven) and be curious where it will take you.

#### When at the spot:

- *Center in all your senses – observe, listen, smell and feel what is present there;*
- *Open your curiosity and notice what will appear for you at this moment;*
- *Wander until you find (or be found) by a sign of presence physical or nonphysical and start following the track/sign;*
- *Continue by focus in your awareness at the track but also remain open of what this activity brings to you;*
- *At the end you may spend some time journaling about what you learn about the creature you followed or the outcome of your tracking.*

### SAFETY INSTRUCTIONS

Tracking gives you the ability to come into the center of the lives and homes of animals. You must respect this gift by being non-intrusive. Getting too close to animals can cause serious disturbances including: abandoning young, disturbing nesting grounds, damaging foraging areas, and may even cause the animal's death.

Always remember that you are only a visitor into their habitat.

Choose the environment in line with the level of outdoor preparation/fitness of the participants.

According to that, implement the session in a park, nearby forest or wilderness.

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## DRUM CIRCLE/DRUMMING

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**South**

### DEVELOPMENTAL NEEDS ADDRESSED

Belonging, Meaningful connection, Confidence, Authenticity

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

A drum circle is a fun, exciting and powerful way to bring individuals together through music. Drum circles have no beginning or end, no top or bottom. Such a construction makes every participant equally important. Drum circles may be facilitated, meaning that they are, to some degree, guided by a facilitator who encourages or guides the participants. A facilitated drum circle promotes a safe, stress free and entertaining environment to empower participants. As the participants relax, enjoy and explore the music, their natural creativity and curiosity emerges and the rhythms grow and change.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

- You may facilitate a rhythm circle where the only instruments used are different body parts and voice.
- You may invite participants to find natural materials and objects to be used as percussion instruments.

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

The page is framed by a decorative border of wavy, organic shapes in various shades of green, ranging from light lime to dark forest green. The shapes overlap and flow around the central white area.

PRACTICES FOR CULTIVATION

EAST

FACET OF WHOLENESS

## EAST WANDER

|                               |                                                    |
|-------------------------------|----------------------------------------------------|
| TIMING                        | 1 - 3 h                                            |
| FACET OF WHOLENESS CULTIVATED | <b>East</b>                                        |
| DEVELOPMENTAL NEEDS ADDRESSED | Well-being, Belonging                              |
| (OTHER) OBJECTIVES            | Cultivating mindfulness, playfulness and curiosity |
| ENVIRONMENT/SPACE             | Outdoors, a wildish place                          |

### DESCRIPTION/METHODOLOGY

- Share the general guidelines for wandering (see session outline "Wander in nature / Solo time in nature"). Invite participants to go for an East Wander by embodying the archetypes of the East facet. Participants may choose individually from any of the following invitations:
  - The Sage: Meditate, be still and observe, find a Being that seems wise to you and engage in conversation,
  - The Innocent: Be as if you were perceiving all that is around you for the very first time, be a child and let yourself be fascinated and in awe at the magnificence of nature, play. Engage all your senses: smell, taste, see, touch and listen.
  - The Tricksters and the Fool: Do something that you usually wouldn't dare doing, take a social risk (e.g. singing loudly or wearing your clothes inside out), do what would be the most dangerous to you (while being physically safe!)
- Announce the time when all should gather back together, and send participants for they wander.
- After the wander, give space to share the experience.

### SAFETY INSTRUCTIONS

To be found in session outline "Wander in nature / Solo time in nature"

### VARIATIONS/ADAPTATIONS

- This wander may be practiced in small groups of 2-3. Participants may share what they discover with each other, guide each other while blindfolded, give exciting things to smell/touch/taste.
- Another invitation is to go for a "Praise Walk" (see below).

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## EMBODYING THE TRICKSTER / FOOL

### TIMING

30 min - 2 h

### FACET OF WHOLENESS CULTIVATED

**East**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Meaningful connection, Confidence, Authenticity

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Indoors/Outdoors

### DESCRIPTION/METHODOLOGY

Participants can do this practice alone in nature or in a group setting (the first one might be more comfortable and the second more challenging - see variations/adaptations below). *For participants who experience great resistance or difficulty with this practice, start with small steps by trying things while alone in nature. Gradually, they will gain courage and dare to try them among people.*

Instructions for embodying the Trickster/Fool:

- Explain that this embodiment can happen in various ways - by wearing one's clothes backwards, coming up with a funny walk, doing a strange face paint, stealing one's own backpack, shouting "I am a fool" and doing other things one can find humiliating (especially if having been worried all life about one's looks and others judgement).
- Invite participants to go out for a wander (see East Wander section) where they practice the things mentioned above in solitude (with Nature and the wild others as their witnesses and company)
- Give a time for participants to be back and send them out to be Tricksters and Fools

Gather in a circle to share the harvest of the experience.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

If you want to challenge participants in their embodiment of the Trickster/Fool, ask them to do what would be most humiliating for them in front of people:

- Divide participants into small groups of 2-3 people where one is doing and two are witnessing
- 5 minutes each to show the others their embodiment and expression
- Gather for a circle to share afterwards

Adaptation for more challenge:

- Do the exercise above but in a big group setting, for example 2 min /person in the center of the circle or in front of the rest of the group
- Share afterwards

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

You can offer different fancy or funny clothing, facial paint etc, if available.

## PRAISE WALK

### TIMING

1 - 2 h

### FACET OF WHOLENESS CULTIVATED

**East**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Meaningful connection, Authenticity, Learning

### (OTHER) OBJECTIVES

Cultivating presence, curiosity, vulnerability and creativity

### ENVIRONMENT/SPACE

Outdoors, a wildish place

### DESCRIPTION/METHODOLOGY

Invite the participants to go on a praise walk and share the following instructions:

- Go for a wander in a wildish place.
- Greet the beings (plants, animals, natural elements,...) that you meet and tell each and everyone of them what's beautiful about them. *What do you see in them? How do they enrich the world? Share your gratitude for their presence.*
- Gift them something of yours, it might be a song, a dance, a poem, a loving touch, some food...
- Repeat these practices with every single being that you meet and notice which emotions and sensations arise in you when doing so.

Announce the time when all should gather back together, and send participants for their praise walk.

After the walk, give space to share the experience.

### SAFETY INSTRUCTIONS

To be found in session outline "Wander in nature / Solo time in nature"

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## OBSERVING THE SUNRISE

### TIMING

5 - 10 min

### FACET OF WHOLENESS CULTIVATED

**East**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Meaningful connection

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Outdoors, a place facing east, where you can clearly see the horizon

### DESCRIPTION/METHODOLOGY

Choose the spot from which you are going to watch the sunrise. You may choose to watch the sunrise from the top of a mountain or the shore of the sea. Put your alarm early in the morning, to wake up, according to the time the sun shows up in your country. If you don't know it, you can search it on Google. Then get dressed and reach your place. Wait patiently until the sun's birth and when that happens, watch as the sun slowly peeks out over the horizon. Find the edge and see the sky change from blood-red to orange to pink and purple and blue as the sun goes up and pay attention to the rays breaking through the clouds. But mostly, feel the air beginning to warm around you and enjoy the experience.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

This practice can be combined with a **Praise Walk**.

### MATERIALS

-

## STANDING IN AWE

### TIMING

1 - 3 h

### FACET OF WHOLENESS CULTIVATED

**East**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Meaningful connection

### (OTHER) OBJECTIVES

To feel connected with nature and its greatness and to reconnect with oneself.

### ENVIRONMENT/SPACE

Outdoors

### DESCRIPTION/METHODOLOGY

Open yourself to experience the feeling of awe while wandering in natural places. Awe emerges when people encounter goodness on a grand scale. You can feel awe, for instance, when overwhelmed by something beautiful or powerful - living or non-living being - tree, rock, lake, thunder or other natural wonder. When you find a being or condition that provokes a feeling of awe in you just stand there and let the feeling flow through your body. Take enough time to experience it fully.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

Take a hike to a high peak that will reveal a great view. Alternatively, you can do star-gazing at night, watch the moonrise or the moonset or visit a natural phenomenon in the nearby area.

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## BLINDFOLDED EATING

### TIMING

45 min - 2 h

### FACET OF WHOLENESS CULTIVATED

**East**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Meaningful connection, Authenticity

### (OTHER) OBJECTIVES

Cultivating presence, sensuality and use of all the senses

### ENVIRONMENT/SPACE

A calm space indoors/outdoors

### DESCRIPTION/METHODOLOGY

- For Blindfolded Eating, prepare some delicious food and prepare a calm atmosphere supported by meditative music, if indoors. If outdoors, make sure the space is relaxing and keep in mind that the senses might be activated differently outside. Prepare blindfolds for the participants.
- Give out the following instructions for participants:
  - Before entering the space: The space is non-verbal, but sounds are welcome.
  - In the space: Blindfold yourself and start discovering your food: first through your sense of touch and smell, then start eating slowly, and notice every little detail, using tongue, teeth, lips, skin..
- Invite participants to leave the space in silence and to stay in their own space and journal about their experience before seeing other participants.

### SAFETY INSTRUCTIONS

Food can be a trigger for some people, especially those who have an experience with eating disorders. Announce the practice ahead of time, and give the option not to participate, or to participate in another way, e.g. by helping to serve the food, eating on their own, without blindfold. Announce that participants can leave the space if they are triggered or feeling overwhelmed (and cannot self-soothe) - in that case they can just take the blindfold off and leave. Ask participants kindly to not stay and watch others eating to avoid anyone feeling observed. In case a participant leaves, make sure to check in with them in case they are in need of support.

### VARIATIONS/ADAPTATIONS

This practice can also be done as an exercise with a small object such as a raisin.

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

Blindfolds for each participant, music, a calm space, food

## SOUND MAP

### TIMING

15 - 30 min

### FACET OF WHOLENESS CULTIVATED

**East**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging

### (OTHER) OBJECTIVES

Cultivating mindfulness, training the sense of hearing

### ENVIRONMENT/SPACE

Any space is possible, a wildish outdoor space is best

### DESCRIPTION/METHODOLOGY

- Share the following instructions with the group:

*Individually, find a place close by, sit down and close your eyes. Listen to the sounds around you. Then open your eyes and start drawing a soundmap. Mark yourself with an x at the center of the map, then start filling the map with the sounds, close and far, that you are hearing.*

- Bring the group back together for sharing and reflection.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

Pen and paper for each participant

## SENSORY SHOWER

### TIMING

40 - 60 min

### FACET OF WHOLENESS CULTIVATED

**East**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Meaningful connection

### (OTHER) OBJECTIVES

Building trust among participants

### ENVIRONMENT/SPACE

Ideally outdoors, indoors is possible

### DESCRIPTION/METHODOLOGY

- Divide participants into groups of 2-4
- Share the following instructions:
  - In your group, find a spot where you feel comfortable and won't be disturbed.
  - One person lies down and closes their eyes.
  - The others now care for this person by giving them a sensory shower: gift them a beautiful experience by awakening all their senses by offering different sounds (such as soft sounds or singing), things to touch (a leaf, a hand,...), smells (e.g. a flower) and tastes (e.g. a fruit), or touching them in a variety of ways (soft, strong, with something cold or warm,...). Every person should both receive and give a shower. Share how much time there is available for everyone and instruct the group to keep time on their own.
  - Share the safety instructions below.
- Send the groups off.
- At the end of the activity gather the group for sharing and reflection.

### SAFETY INSTRUCTIONS

Being with closed eyes and receiving sensual input through others is a vulnerable place to be in. Before starting a shower, the receiving person has a moment to share if there is something they don't want (e.g. not to be touched in certain places, or eating something). If at any moment, the receiving person feels uncomfortable or overwhelmed, they can raise their hand as a sign to pause or stop completely. Those who are given the shower are in a position of care and service and should do their best to give the receiving person a beautiful experience.

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

Anything you can find in nature, optional: blindfolds, bells, musical instruments, fruit

## OPEN SENTENCES ON GRATITUDE

### TIMING

15 - 30 min

### FACET OF WHOLENESS CULTIVATED

**East**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Meaningful connection, Authenticity

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

- Divide the group in pairs, and decide which person of each couple is person A and person B.
- Share the general instructions: You will share a prompt of a sentence. Person A will have 2 minutes to answer while person B listens, then they will switch roles. This may be repeated in as many sentences as you like and have time for.
- Share a prompt with the group, and announce the beginning and ending of each sharing time with a bell.
- Some possible prompts are:
  - Some things I love about being alive on Earth are ...
  - A place that was magical (or wonderful) to me as a child was ...
  - A person who helped me believe in myself is or was ...
  - Some things I enjoy doing and making are ...
  - Some things I appreciate about myself are ...

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## MEDITATION

### TIMING

15 - 60 min

### FACET OF WHOLENESS CULTIVATED

**East**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Meaningful connection, Confidence, Learning, Mastery

### (OTHER) OBJECTIVES

To develop mindfulness, present centeredness, focus and attention;  
To release stress, enhance self-awareness and encourage self-control and perseverance.

### ENVIRONMENT/SPACE

Preferably indoors, but possible outdoors

### DESCRIPTION/METHODOLOGY

Recommendations for using a meditation script:

- Pause frequently. It is very common to read too quickly - what seems to be a very slow pace when reading, is not nearly as slow when listening! Take at least two or three breaths between each phrase. Pausing in the middle of a phrase can be effective as well;
- Concentrate on saying each word clearly and slowly, but not so slow as to be distracting (a bit of practice will help you adjust your reading style to your own preferences);
- Read the script with background music, if you wish. Choose music without lyrics that you find relaxing;
- Read the script at a low volume, adjusted so it is loud enough to hear without straining, but quiet enough to be calm and relaxing;
  1. Introduce the participants to what will follow. Give them an overview of what meditation is, what the benefits are and invite them to try it with open hearts and minds;
  2. Invite them to get in a relaxed position and start reading the script: You  
can find some meditation scripts on this link - [MEDITATION SCRIPTS](#)
  3. After the meditation, invite the participants to share feelings, observations and insights.

### SAFETY INSTRUCTIONS

Things To Avoid When Guiding Meditation:

- Rushing the guidance
- Using directive language
- Complicated guidance
- Distractions
- Using inappropriate music

### VARIATIONS/ADAPTATIONS

When the group is experienced enough, you can use more complex techniques that include body parts relaxation, visualizations and imagery.

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

No special materials needed. Small pillows can be used for sitting. Relaxing music may help to reduce the tension. Printed meditation script for the facilitator.

Meditation scripts - <https://learningforchange.net/wp-content/uploads/2025/03/EN-Meditation-Scripts.pdf>

## YOGA

|                               |                                                                                |
|-------------------------------|--------------------------------------------------------------------------------|
| TIMING                        | 15 - 90 min                                                                    |
| FACET OF WHOLENESS CULTIVATED | <b>East</b>                                                                    |
| DEVELOPMENTAL NEEDS ADDRESSED | Well-being, Meaningful connection, Confidence, Authenticity, Learning, Mastery |
| (OTHER) OBJECTIVES            | Physical health, mindfulness, body awareness                                   |
| ENVIRONMENT/SPACE             | Flat surface (indoors or outdoors)                                             |

### DESCRIPTION/METHODOLOGY

Yoga is a complex activity and we cannot describe here how to implement it with your participants. If you have experience as a yoga teacher, you already know what to do. And if not, it is a good idea to invite a certified instructor or suggest that your young people attend yoga classes at a studio.

### SAFETY INSTRUCTIONS

Before starting with practicing please learn more about basic principles of exercising Yoga (alone or in group). We recommend that if you do not have previous experience to try it first with a certified teacher and follow their advice.

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## DO SOMETHING NEW

### TIMING

From few minutes to few days or more

### FACET OF WHOLENESS CULTIVATED

**East**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Meaningful connection, Confidence, Authenticity, Learning, Mastery

### (OTHER) OBJECTIVES

Stretching one's comfort zone, challenging oneself

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

Trying something new has transformative power. It enhances personal growth, expands horizons, and embraces life's endless possibilities. Main benefits of doing new things are – building courage and confidence, facilitating personal growth, expanding the worldview, breaking the monotony of routine open space for self-discovery etc.

When you choose to do something new, it can be small (like trying a food you've always avoided) or big (learning a new language). When you make your choice, be aware that if what you're doing isn't challenging for you, it won't have the power to transform or lead to growth. The power of experiencing new things is in challenging yourself to do something that you consider difficult, off-putting, overwhelming, or too far away.

By engaging in such challenges, you expand your comfort zone, develop new skills, and strengthen your confidence and coping skills in all situations.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## GO TO A CHILDREN'S MUSEUM

### TIMING

1 - 3 h

### FACET OF WHOLENESS CULTIVATED

**East**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Authenticity, Learning

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Indoors/Outdoors

### DESCRIPTION/METHODOLOGY

Find the children's museums around you and visit them. If you are an adult and you visit a children's museum act as if you are a child. Be curious, innocent and explore it with the eyes of a child. Ask and follow your own rhythm and needs.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

If you have kids, you may consider asking them to be your guide in this adventure.

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## SMILES AND LAUGHTER

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**East**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Meaningful connection, Confidence, Authenticity

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

Connect with joy through activities of your choice. You may consider reading jokes, practicing laughter yoga, watching comedy, playing with kids or other activities that make you laugh. One beautiful way to share laughter in a group are improvisational theater games. We do not recommend specific games here, but you can find many by researching online. Just give it a try!

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-



PRACTICES FOR CULTIVATION

**WEST**

FACET OF WHOLENESS

## WEST WANDER

### TIMING

1 - 3 h

### FACET OF WHOLENESS CULTIVATED

**West**

### DEVELOPMENTAL NEEDS ADDRESSED

Belonging, Meaningful connection, Authenticity, Confidence

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Outdoors

### DESCRIPTION/METHODOLOGY

- Time: The best time for a West Wander is late afternoon or early evening, especially in the autumn.
- Share the general guidelines for wandering (see session outline "Wander in nature / Solo time in nature").
- Invite participants to go for a West Wander by embodying the archetype of the West facet: the Muse
- Beloved. Participants may enact any of the following invitations that feel right during the wander:
  - Wander without aim and direction, guided by your intuition through nature, until you come across a place or being that is both alluring and slightly frightening. A place that you would not imagine would be the goal of your normal excursion, but one that is surprising to you, slightly dark and mysterious, a place where you feel that the veil between the visible and invisible worlds is thin.
  - When you are there:
    - Tell the place or the being what you're experiencing, what qualities you feel or sense or imagine there, and how it resonates with your west facet. You may write and recite a love poem to this place or being. You may perform a dance or simply move in a way that this place seems to invite or that embodies how you're feeling. While there express your deepest longings. Open yourself to the possibility of being changed there — not just passively but by what you find yourself doing there, what is drawn out of you, what you overhear yourself saying or singing.
    - Allow yourself to feel the place's/being's presence fully, by observing it with all your senses, by paying attention to the feelings and emotions that this place/being is awaking in you, by observing your thoughts and the images that come to your awareness. Take it slowly and deeply feel the place/being. Introduce yourself and say who you are and what made you stop there, tell what have you seen in this place, what you feel about it and how you experience it.
    - You can ask the place/being to tell you something about itself, its life. Get to know it and understand it. Don't expect or insist on an answer, but fill the space with these questions. Then just observe what is happening around and inside you, without looking for specific answers.
    - You can tell the place/being how you are at this moment of your life, about your dreams, worries, fears, questions, intentions and longings. Speak about them aloud, with authenticity and honesty.
- Announce the time when all should gather back together, and send participants for they wander.
- After the wander, give space to share the experience.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

### MATERIALS

## BEFRIENDING THE DARKNESS

|                               |                                                         |
|-------------------------------|---------------------------------------------------------|
| TIMING                        | 15 min - 3 h                                            |
| FACET OF WHOLENESS CULTIVATED | <b>West</b>                                             |
| DEVELOPMENTAL NEEDS ADDRESSED | Confidence, Learning, Purpose                           |
| (OTHER) OBJECTIVES            | -                                                       |
| ENVIRONMENT/SPACE             | Outdoors, preferably in a natural setting/wildish place |

### DESCRIPTION/METHODOLOGY

Invite the participants to go for a dark evening or night wander:

- *In the darkness of the night when one is alone in nature and when the senses are not clouded by the countless stimuli of the day, we are able to hear the quiet inner voices that remain silenced at other times. This practice is an invitation to deep inner exploration.*
- Explore how your body reacts to the dark. Be present with all your senses, feelings and imagination.
- This practice is not a challenge to prove yourself to yourself or others.
- Remember that the most important thing is not how far you will get on the land, but how deep you will enter into yourself.
- Take care of your safety. Prepare with clothing and a source of light.
- Give out a time for the group to be back and ask them to return in silence.

Gather the next morning to give space for group harvest and sharing.

### SAFETY INSTRUCTIONS

- Warm clothing, source of light + to be found in the general instructions for wandering.
- The best ally for this practice is one's inner Nurturing Generative Adult. It is important to point out to participants not to push themselves further than they can hold themselves.

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

See safety instructions

## WILD CONVERSATIONS - PART 1

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**West**

### DEVELOPMENTAL NEEDS ADDRESSED

Belonging, Meaningful connection, Confidence, Authenticity

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Outdoors

### DESCRIPTION/METHODOLOGY

- Wander around the area, until a place or natural being (it can be anything from tree, stone, flower, river, cloud etc.) catches your attention and you feel called to this place. Don't think analytically but follow your intuition until you find, or you are found by the right place or being.
- Once you are in the place, or near the being, allow yourself to feel its presence fully, by observing it with all your senses, by paying attention to the feelings and emotions that this place/being is awaking in you, by observing your thoughts and the images that come to your awareness. Take it slow and deeply feel the place/being.
- Once you have done this, you can speak aloud to the place/being about yourself. Introduce yourself and say who you are and what made you stop there. Speak aloud to the place/being about what you have seen in it, what you feel about it and how you experience it. Then let your words reach the place/being. Take it slow.
- Then you can ask the place/being to tell you something about itself, its life. Get to know and understand it.
- After a while, you can tell the place/being about how you are at this moment of your life, about your dreams, your worries, fears, questions, intentions, longings etc. Speak about them aloud, with authenticity and honesty.
- Then you can ask the place/being if there is something that you can do for it or if there is something that it wants to tell you, or give you? Don't expect or insist on an answer but fill the space with these questions. Then just observe what is happening around you and inside you, without looking for specific answers.
- You can write or draw in your journal the things you want to capture.
- After this moment, you can slowly prepare for the return. Express your gratitude to the place/being, by offering something (a gesture, a song, a gift, some words etc.). Then you can return to the departure place.

## WILD CONVERSATIONS - PART 2

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**West**

### DEVELOPMENTAL NEEDS ADDRESSED

Belonging, Meaningful connection, Confidence, Authenticity

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Outdoors

### SAFETY INSTRUCTIONS

If the activity is done in large wild areas, there is a risk of getting lost. Thus, it is important as a facilitator to know the area well, to explain to the participants elements of orientation and what they should do in case they get lost. Having an emergency whistle for each participant is helpful in such situations.

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

If you are spending more time in that area (several days), you can invite the participants to revisit the place/being every day and to continue the connection and conversations.

### MATERIALS

A journal and a pen

## MUSE ART

### TIMING

30 min - 2 h

### FACET OF WHOLENESS CULTIVATED

**West**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Confidence, Authenticity, Learning, Mastery

### (OTHER) OBJECTIVES

Supporting intuition and artistic self-expression

### ENVIRONMENT/SPACE

Indoors/Outdoors

### DESCRIPTION/METHODOLOGY

- Prepare a wide range of art material, such as paper, pens, crayons, watercolors, old nature magazines, scissors, glue,...
- Invite the participants to let their muse create art through them; alternatively guide them into a meditation in which they meet their Muse.
- Invite for the creative process: "With the help of your imagination, call upon your Muse and offer the leadership of your inner process. Embody your creativity and let it guide you in the process of creation of an artwork. Trust your intuition and imagination. Let your mind completely rest and let your Muse guide your hands. Stay immersed in the art. Let yourself be surprised by the creation that will emerge through you."
- End the session with sharing time about the created artworks.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

Instead of providing art material, you can invite and challenge the participants to find all they need in Nature. They might use berries to make colors, build sculptures with snow, create mandalas with flowers and sticks,...

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

Art Material (e.g. paper, pens, crayons, watercolors, old nature magazines, scissors, glue,...)

## STORYTELLING

### TIMING

30 min - 2 h

### FACET OF WHOLENESS CULTIVATED

**West**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Meaningful connection, Authenticity

### (OTHER) OBJECTIVES

Learning about each other and our (cultural) histories

### ENVIRONMENT/SPACE

Indoors/Outdoors

### DESCRIPTION/METHODOLOGY

- Create a cozy space with pillows, candles, soft music, or around a fire. Create a special spot: the chair of the storyteller. You may decorate it with a special cloth, flowers, branches,...
- Invite participants to either sit/lay where they are comfortable, or to gather in a circle.
- Tell a story of your life, or of your ancestors, yourself, or invite participants to come forward and tell stories of their cultural heritage.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

Participants may draw what they hear, their emotions and associations while listening.

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

Optional: candles, decorations, speaker for music, firewood.

## SOUL POETRY

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**West**

### DEVELOPMENTAL NEEDS ADDRESSED

Confidence, Authenticity, Mastery, Purpose

### (OTHER) OBJECTIVES

Boost creativity and stimulate deep imagination

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

Soul poems are very diverse. It is not necessary to have rhyme or rhythm in your poems. Read soul poems, get used to the profound style of each author, and then begin writing. Read your poems to other people and see how your poems land in them.

#### Workshop:

- Prepare the participants with soft music, meditative process, visualization or intuitive movement practice;
- Invite them for 5-6 min of free intuitive writing - no thinking, just letting the hand be extension of your feelings, imagination;
- Then ask them to read what they write and underline 8 key words that resonate the most in this moment;
- Invite them to create a poem using these 8 words;
- You may set a theme or topic of the poem - e.g. Who am I..., What is in my heart? My deepest longing... etc.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

Journal and pen

## SYNCHRONICITIES, SIGNS AND OMENS

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**West**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Meaningful connection, Confidence, Authenticity, Purpose

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

Synchronicities, signs and omens cannot be willingly created. However, you can invite participants for openness to receive them, either as a general invitation at the beginning of a program, or in a dedicated wander (see instructions for "Wander in Nature"). You might invite participants to go for a wander with full openness, to let themselves be guided by signs along the path, to surrender all cognitive approaches, to even roll a dice and let mystery decide on which path to take... who knows what might happen?

When you speak about signs, it could be along these lines:

How do you go about understanding a sign, or even knowing you've received one? First, if the sign is going to be valid, you will have asked about something deeply meaningful to you, a question both significant and difficult for you to answer. Asking for a sign to a trivial or mundane question is a sign of disrespect toward the sacred.

You recognize a sign by the fact that your request is followed by an event that has power for you. It strongly attracts your attention, generates a significant emotional response, and gets your imagination rolling. It nurtures your aliveness.

If you receive a sign, begin by giving thanks in a meaningful way and then by remembering what inspired you to ask for a sign in the first place. Sit with the sign you received with the same emotions and reverence with which you requested it. Take a deep breath and fully take in the sign with your body, senses, emotions, and imagination. Spend a good deal of time with the sign in this way before you begin.

*"The sign shows us how to proceed, like a consultation with an oracle. The key to something being a sign is that help is first requested or at least we recognize we have a question. An omen, in contrast, is not requested. It is an event both rare and out of keeping with the typical ways of nature. Omens are weird, outlandish, even bizarre. Often, they are also wondrous, conspicuous, and astounding. Sometimes they are subtle, shadowy, or vague. Always they are mysterious." (Plotkin, 2003)*

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## COURTSHIP AND ROMANCE

|                               |                                                 |
|-------------------------------|-------------------------------------------------|
| TIMING                        | 1h                                              |
| FACET OF WHOLENESS CULTIVATED | <b>West</b>                                     |
| DEVELOPMENTAL NEEDS ADDRESSED | Well-being, Meaningful connection, Authenticity |
| (OTHER) OBJECTIVES            | Artistic expression                             |
| ENVIRONMENT/SPACE             | No specific requirements                        |

### DESCRIPTION/METHODOLOGY

- Set up a calm, cosy, romantic space. You could use soft music, blankets, candles, the time of sunset...
- Invite participants to mentally and emotionally connect with a being (plant, animal, region, food,...) they admire, love or feel fascinated by, something or someone that feels almost dangerously alluring. This could be done through guided meditation and visualisation. In this case, we recommend not choosing a human being.
- Invite participants to create an offering or representation of and for that being through art. This could be a drawing, sculpture, altar, dance, poem, or song.
- Give around 30-40 minutes for participants to work on their piece of art.
- Invite participants to share about their creation in pairs. What did you create and why? If you are comfortable sharing, to whom is it dedicated? How did you feel during the process? What are the qualities that you see in the being that you would like to adopt or grow yourself?

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

Could be done outside, with natural materials, during a wander

### FOLLOW UP SUGGESTIONS

Invite participants to get back to their creation over the days to come and feel the emotions that came up during the process. What do they see in their creation? How does it feel? If it is made from natural materials, they might bring it into the wild and offer it as a gift to their being. They might also establish an ongoing conversation and relationship with their being, visiting it, journaling about it, telling it why it is so extraordinary for them, and what they hope to learn from it.

### MATERIALS

Art material, and whatever you need to create a warm and cozy space



PRACTICES FOR CULTIVATING  
ALL  
FACETS OF WHOLENESS

## WANDER IN NATURE / SOLO TIME IN NATURE - PART 1

|                               |                                                                                |
|-------------------------------|--------------------------------------------------------------------------------|
| TIMING                        | 1 - 3 h (up to 24 h)                                                           |
| FACET OF WHOLENESS CULTIVATED | All                                                                            |
| DEVELOPMENTAL NEEDS ADDRESSED | Well-being, Belonging, Confidence, Learning                                    |
| (OTHER) OBJECTIVES            | To spend time alone in nature as a ceremony of connection to the land and soul |
| ENVIRONMENT/SPACE             | Outdoors                                                                       |

### DESCRIPTION/METHODOLOGY

Wander/Solo time is spending time alone in wild or semi-wild places, where one is not disturbed by the human/social environment and structures. It is personal time with FULL PRESENCE - physical, sensual, emotional and imaginary. Time to "listen" with all your senses. It is a time to wander WITH NO AIM AND DIRECTION. While wandering, follow your intuition or let Mystery guide you.

While on the land treat Wild Others as if they are aware of you. (They are!)

To make your wander a ceremony you may consider opening it by crossing a threshold (a rock, a stick, a creek or an imaginary line in front of you) and setting an intention for the wander.

While crossing the threshold imagine yourself crossing from the middle world of the ordinary into the mysterious world of extraordinary.

During the wander you may consider following three pancultural taboos:

- Do not eat.
- Do not speak (with other human beings).
- Do not enter human made structures.

At the closing of the ceremony/wander you can offer a gift and express your gratitude to the land and Wild Others, and cross back the Threshold.

During the main part of the Wander you may follow any of the invitations for a wander you can find in the four direction sections or just follow your Intuition and the calling of the Mystery.

When you wander for the first time in a new place you may consider following these invitations:

- Introduce yourself to the land. Share who you are and why you are here.
- Tell the land/place what are the big questions for you at this moment of your life.
- Share what is your deepest longing.
- Listen!

*When sending participants for a wander you may consider creating a ceremonial atmosphere by gathering in a circle in a special place, using drums, and reading an inspirational poem or story.*

## WANDER IN NATURE / SOLO TIME IN NATURE - PART 2

### SAFETY INSTRUCTIONS

- **Orientation** - when giving instructions to the participants for a wander make sure they are well oriented in the terrain. Make sure no one who feels insecure with the orientation, and everyone has landmarks to follow on their way back. Recommend not going far if the terrain is complex ("It is not important how far you go but how deep you will reach.")
- **Timing** - when setting a deadline for coming back, inform participants about the deadline and set a safety time (usually 30 min after the deadline) after which anyone who is not back will be a target for search and rescue missions. Clarify the options if people are late after the deadline but not in need to be saved (e.g. If you know where you are and just coming late, make a call to the guide's number. )
- **Time peace** - make sure everyone has their time peace and are aware of how much time is left until the deadline for coming back.
- **Emergency whistle** - make sure every participant has a whistle with them. It is used to signal in case of injury or being lost. Instruct participants in case they hear whistling NOT TO whistle back in order not to create confusion. If someone close to the place of the sound feels confident, they may go and evaluate the situation. Otherwise they go back to the base and call the guides.
- **Wildlife** - when inviting participants for a wander be sure you know the area and the wild animals and plants present there. In case of dangerous wildlife (predators, parasites, poisonous animals or plants) you need to instruct participants carefully and to answer all their questions. In the best case scenario, the base needs to be equipped with antivenom serum, dexamethasone and the guides have a first aid certification.
- **Injuries** - there should be a procedure for offering first aid in case of injuries and participants need to know the protocol for action.
- **Cell Phones** - if there is cell phone coverage in the area you are wandering, invite participants to have their cell phones with them - fully charged and turned on airplane mode. Invite them to use phones only in case of emergency.
- **Equipment/clothing** - make sure your participants are equipped adequate for the certain weather conditions and therein - shoes, clothes, raingear, flashlights etc.
- **Dangerous behaviours** - invite participants to check with their North Facet of Wholeness before making decisions for doing something potentially dangerous (climbing a tree or a boulder, jumping from a cliff or swimming in a lake): Is what they want safe and do they have the resources to manage the consequences of their action?

## WANDER IN NATURE / SOLO TIME IN NATURE - PART 3

### VARIATIONS/ADAPTATIONS

You can find specific invitations and variations of Wanders in each cardinal direction - please refer to the specific section in the session outlines.

### FOLLOW UP SUGGESTIONS

- When guiding a long (few days) program outdoors, make wandering a daily practice.
- After the group returns, create a space (sharing circle) and offer the possibility for people to share their stories. At this moment you may offer reflection/mirroring or give this possibility to the group members.
- When inviting people to speak, you may ask them to do it in a present tense as if the wander is happening right now. Sharing with closed eyes is also an option.
- You may invite people to share the essence of their wander, focusing on the most emotional, mysterious or unexpected moment of the wander.

### MATERIALS

Whistles, journals and pens, appropriate clothing, first aid kit.

## NATURE OBSERVATION/SIT SPOT

### TIMING

1 - 3 h

### FACET OF WHOLENESS CULTIVATED

All

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Confidence, Learning

### (OTHER) OBJECTIVES

Develop deep nature connection

### ENVIRONMENT/SPACE

Outdoors

### DESCRIPTION/METHODOLOGY

- Share the general guidelines for wandering (see session outline "Wander in nature / Solo time in nature").

- Once the group feels connected with the activity and eager to get involved you can present the following invitations/suggestions:

- Go out and explore the surroundings led by your curiosity. Go to the places and natural beings that attract you and observe them from distance or closely.
- You can close your eyes and focus on the different sounds that you hear. Try to differentiate all the sounds that you hear.
- Get close to one natural being or place and spend more time there. Observe as many elements and characteristics as possible. Look for connections and relations between these elements. See who else is part of this place/being. Try to observe anything that attracts your attention. Do all these things in a slow rhythm. Allow all the stimulus and information to come to your awareness. Open your senses: Smell different things, touch them, listen to the sounds, taste different objects, look at as many details as possible. Nature observation means observing through all your senses.
- Try to be aware of yourself in this process. Be aware of your emotions, thoughts, imagination, senses and follow your intuition or inner calling towards any destination.
- When the time is nearly up, come back to the departure place. After we gather, we will have a discussion, based on several questions.

### SAFETY INSTRUCTIONS

To be found in session outline "Wander in nature / Solo time in nature"

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

You can use the following questions to process the experiences.

Reflection questions:

- *How did you feel during the process of nature observation?*
- *Where did you go? How was the process?*
- *What did you observe (see, smell, touch, taste, hear)?*
- *What caught your attention? What surprised you?*
- *What did you discover about nature and/or about yourself? What did you learn?*
- *How can the connection with nature support your personal growth?*

### MATERIALS

Art material, and whatever you need to create a warm and cozy space

## APPRENTICING (TEACHERS TO FOLLOW)

|                               |                                                            |
|-------------------------------|------------------------------------------------------------|
| TIMING                        | 30 min - 1 day - a lifetime                                |
| FACET OF WHOLENESS CULTIVATED | All                                                        |
| DEVELOPMENTAL NEEDS ADDRESSED | Well-being, Belonging, Meaningful connection, Authenticity |
| (OTHER) OBJECTIVES            | -                                                          |
| ENVIRONMENT/SPACE             | No specific requirements                                   |

### DESCRIPTION/METHODOLOGY

Invite participants to engage in apprenticeship in their daily life:

- A big part of the most exquisite and deep knowing comes from teachers who use no words we understand with our head, teachers like the babies, the birds, the soul, the cells, the bones, the darkness, the death, the period, the feelings, the songs, the vibes, the colours, the spirit... Do not neglect these.

Instructions:

- When apprenticing with something (see above for examples), you may choose to give a vow affirming your intention to do so.
- Engage your thinking, sensing, feeling and imagination to learn as much as possible from this teacher. Get into conversation with it, and get to know it deeply.
- Journal about your experience if you want.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

Pen and paper if journaling

## FOUR-DIRECTIONS CIRCLE

### TIMING

1 - 2 h

### FACET OF WHOLENESS CULTIVATED

All

### DEVELOPMENTAL NEEDS ADDRESSED

Belonging, Confidence, Authenticity, Learning

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Outdoors

### DESCRIPTION/METHODOLOGY

This is a practice that can be offered as a separate invitation during a wander.

- Move on the land until you find a place that is calling you.
- Once you have found a suitable place, symbolically mark your Circle of Wholeness: draw a circle with branches or leaves, or mark the four cardinal directions representing the four facets of the map and the center with natural objects. Your cardinal directions do not need to be precisely geographically oriented in space. It is more important that they bring to you the feeling of the corresponding facet of human wholeness. It is quite possible that once you find the right place, there will already be 4 natural beings there to symbolize the four directions. Ask permission from them or from the objects you will use to participate in your practice.
- Once you are ready with the circle, symbolically stand in the place of each direction, embodying its qualities and images. From this position, you can speak to the center of your wholeness or to any of the other directions. You can step into the center of your wholeness and speak to any of the directions.
- When engaged in this practice, be aware of the response of the land to your process - sounds, animals and birds, falling leaves etc.
- You can work with the following questions: *What did you learn about your wholeness? What guidance can each direction give you?*
- When you are finished, return the natural objects to where you took them. Follow the rule "Leave no trace."

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## INDIVIDUAL MAP OF WHOLENESS

|                               |                                                        |
|-------------------------------|--------------------------------------------------------|
| TIMING                        | 1 - 3 h                                                |
| FACET OF WHOLENESS CULTIVATED | All                                                    |
| DEVELOPMENTAL NEEDS ADDRESSED | Well-being, Confidence, Authenticity, Mastery          |
| (OTHER) OBJECTIVES            | Gaining self-knowledge, practicing artistic expression |
| ENVIRONMENT/SPACE             | Indoors                                                |

### DESCRIPTION/METHODOLOGY

- The aim of this activity is to create an image of oneself, represented by the four facets of wholeness on a large sheet of paper (min. A3).
- Divide the paper into four sections, one assigned to each facet of wholeness.
- Fill each section with words, symbols and images that represent how you know this facet within yourself.
- Look at your Map of your inner Self. What do you notice in your body? How do you feel towards the different sections? Which facets were easy for you to connect with and which are you maybe struggling with?

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

The map can also be created outdoors, using items found in Nature.

### FOLLOW UP SUGGESTIONS

Follow up with cultivating the facets that you felt less strong in while developing your Map.

### MATERIALS

A3 paper (or bigger), art materials such as crayons, scissors, pencils, glue, old nature magazines (for making collage), colored paper, objects from nature,...

## DREAMWORK

### TIMING

15 min - 1 h

### FACET OF WHOLENESS CULTIVATED

All

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Authenticity, Confidence, Learning

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Indoors/Outdoors

### DESCRIPTION/METHODOLOGY

While we do not recommend working on others' dreams without proper training, creating space and offering invitations to work with our own dreams can be beneficial. Note that it is not about interpreting the dream and assigning it meaning, but about re-entering it, letting it work on us, and opening ourselves to feeling the emotions and sensations that arise from it.

Here are some ways of working one's dream:

- Repeating it several times in your head
- Writing it down - keeping a Dream journal
- Telling the dream to someone else, ideally in present tense, as if it was happening right now. ("I am standing in a dark forest. A bird comes and lands on my hand. ...")
- Creating art representing a scene or a feeling from a dream
- Reenacting the dream through movement, or with Wild Others representing dream characters
- Going for a wander with a dream character, being in conversations with a dream character

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## JOURNALING

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

All

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Authenticity, Learning, Mastery, Purpose

### (OTHER) OBJECTIVES

Tracking individual process of self-discovery and transformation

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

Your journaling will already be effective if you do it daily for about 20 minutes. Begin anywhere, and forget spelling and punctuation. Privacy is key if you are to write without censoring yourself. Write quickly, as this frees your brain from “shoulds” and other blocks to successful journaling. Try writing with a pen in a special notebook instead of using any electronic device. The most important rule of all is that there are no rules and no editing is required!

Regarding guidelines for journaling related specifically to the process of cultivating wholeness and addressing the eight developmental needs you can use the reflection questions from the ASSESSMENT TOOLS and APPENDICES sections of the Manual **THE WAY OF NATURE**

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

- **3 things you are grateful for:** Each day write down three things you are grateful for. The items can be repeated over the days, but it is important to do the exercise with honesty and from your heart. Make this exercise part of your daily routine.
- **1 meaningful experience:** Each day write down one meaningful experience you had during the last 24 hours. The experience should have some meaning for you, and it doesn't always have to be a huge thing (for example becoming a parent). Finding meaning in small things and details is the essence. Write at least a paragraph explaining the reasons why this experience had a meaning for you. You may also go deeper reflecting on the emotions it awakened in you, your values that are connected with it, etc.
- **Expressive Writing:** express yourself through writing. It is the process of putting your thoughts, feelings and experiences into words. Expressive Writing is what you are doing when you write in a journal or a diary, although don't let that limit you. Here you can write down and elaborate on anything you wish on a daily basis!
- **Intuitive/automatic writing early in the morning:** This is the first thing to do after opening your eyes from your night's sleep! Before going to bed get next to your bed a pen and a notebook. Once you wake up, grab them and start writing without purpose for the next 20-30 minutes! Follow your hands, not your thoughts! You do not need to capture a topic or have any sense in what you put down. Just let the words be written by your hand!

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

## SYMBOLIC ART WORK - PART 1

|                               |                                             |
|-------------------------------|---------------------------------------------|
| TIMING                        | No time limits                              |
| FACET OF WHOLENESS CULTIVATED | All                                         |
| DEVELOPMENTAL NEEDS ADDRESSED | Confidence, Authenticity, Learning, Purpose |
| (OTHER) OBJECTIVES            | -                                           |
| ENVIRONMENT/SPACE             | No specific requirements                    |

### DESCRIPTION/METHODOLOGY

Below are several structured yet flexible methods you can introduce in group or individual sessions. Each activity encourages self-reflection, emotional literacy, and creative expression. Feel free to adapt them to your participants' needs and context.

#### 1. Drawing or Painting Emotions

*Purpose:* To help participants externalize and visualize emotions.

##### How to guide:

- Invite participants to choose colors that represent their current emotional state.
- Encourage free, intuitive movement — no focus on artistic skill.
- Facilitate a short reflection on the artwork: *What emotions appeared? What surprised you?*

#### 2. Emotion Wheel Creation

*Purpose:* To develop awareness of emotional complexity and intensity.

##### How to guide:

- Provide a circle template divided into segments.
- Ask participants to label and color-code emotions they commonly experience.
- Use the completed wheel to discuss emotional patterns or triggers.

#### 3. Meditative Painting

*Purpose:* To introduce mindfulness through creative flow.

##### How to guide:

- Begin with a short grounding or breathing exercise.
- Invite participants to paint slowly and attentively, focusing on movement and color rather than outcome.
- End with a group sharing about sensations or insights experienced during the process.

#### 4. Vision Collage – “My Perfect Day”

*Purpose:* To support self-reflection and goal setting.

##### How to guide:

- Provide magazines, images, and materials for collage-making.
- Ask participants to visualize and represent their ideal day.
- Facilitate a reflection: *Which elements could they realistically integrate into daily life?*

## SYMBOLIC ART WORK - PART 2

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**All**

### DEVELOPMENTAL NEEDS ADDRESSED

Confidence, Authenticity, Learning, Purpose

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

#### 5. Mandala Creation

*Purpose:* To cultivate concentration, balance, and inner calm.

#### **How to guide:**

- Demonstrate starting from the center and expanding outward in patterns.
- Encourage focus on repetition, rhythm, and breathing.
- Close the session with a discussion on the symbolic meanings that emerged.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

Be careful not to analyze the symbolic messages received too quickly, however, because the rational mind is used to perceiving in a limited way and may distort the message. Take your time and don't rush to verbalize and interpret what has come to you in the form of symbols, energies, and sensations.

### MATERIALS

-

## CEREMONIES AND RITUALS

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**All**

### DEVELOPMENTAL NEEDS ADDRESSED

Belonging, Confidence, Authenticity

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

No specific requirements (Outdoors for the Fire ceremony)

### DESCRIPTION/METHODOLOGY

You can see a more general description of the practicing Ceremonies and Rituals in the content part of the Manual **THE WAY OF NATURE** . Here we are giving an example for a ceremony you can perform with your participants:

#### *The Fire Ceremony*

During this ceremony, you sacrifice an object to fire. The object — there can be more than one — must be combustible without creating toxic fumes. More importantly, it is something that represents, symbolically and personally, the identity and way of belonging to the world that you are leaving behind. In sacrificing your item to the fire, you'll be relinquishing attachment to your old story. The intent is not at all to say "good riddance" to what you don't like about your life. Rather, you'll be honoring the chapter of your life that has miraculously ushered you to your current jumping-off place. Consider carefully what your sacrificial object(s) will be. Choose wisely and deeply. This choice is by far the most important part of the fire ceremony.

### SAFETY INSTRUCTIONS

Check the Safety instructions in Session outline "Fire Making"

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

Woods for burning, safe fireplace, equipment and materials for fire fighting

## THE WAY OF COUNCIL (DEEP SHARING CIRCLES)

### TIMING

1 - 3 h

### FACET OF WHOLENESS CULTIVATED

All

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Meaningful connection, Confidence, Authenticity

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Indoors/Outdoors

### DESCRIPTION/METHODOLOGY

The Way of Council is a space for intentional deep listening and sharing.

- **The Council keeper** - each Council is facilitated by a person, who is leading the process. This person presents the principles and elements of the Council to the participants. This person opens and closes the Council, they do the timing and signal when the individual time for sharing is ended. The Council keeper will be the only one allowed to speak, besides the speaker holding the talking object.

- **The intentions of Council are:**

- When listening, to listen from the heart, without the need to analyze, agree or disagree – “Listening from the heart”;
- When speaking, to speak from the heart, naming what is alive right now – “Speaking from the heart”;
- To be lean of expression, going to the essence of what needs to be spoken – “Speaking the essence”;
- To be spontaneous, trusting what comes, rather than what one has rehearsed or what one thinks should be said – “Spontaneity”;
- To keep and not to share outside of the Council what is shared during the process – “Confidentiality”.

- **Talking object** - is the object that allows one to speak in the Council. Only the person who holds the Talking object is allowed to speak at a time. Others are invited to be silent witnesses and to hold the space for the one sharing by actively listening and empathizing. While rotating the Talking object people are not forced to speak. Each one can pass the object without speaking. After making a full circle, the object can be given back to the ones that didn't speak the first round but now want to speak. The Talking object is circling the Council until the last person shares and no one has more to speak.

- **Council question** - traditionally the guiding question of the Council is “What is in your heart?”. The Guides may craft a different question or announce just a topic for the Council. When opening the Council you may consider opening it by reading an inspirational story or poem and lighting the candle at the altar in the center.

### SAFETY INSTRUCTIONS

Before opening the Council be aware how much time it will take. Announce how much time each participant will have for sharing. Give a signal before the time is up (usually the first signal is 30 sek before the end of time) and one when the one sharing needs to pass the Talking object.

### VARIATIONS/ADAPTATIONS

### FOLLOW UP SUGGESTIONS

### MATERIALS

Talking object, candles, ceremonial objects, mats and blankets for sitting, time peace

## DEEP CONVERSATIONS

### TIMING

20 - 90 min

### FACET OF WHOLENESS CULTIVATED

All

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Belonging, Meaningful Connection, Confidence, Authenticity, Purpose

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

Indoors/Outdoors

### DESCRIPTION/METHODOLOGY

- Create time and space that is consciously dedicated for deep conversations. Invite participants to engage in discussions about things and topics that have real meaning to them and move them at their core.
- These topics could include: feelings, the meaning of life, life, death and the future of human civilization, the Soul, Universe and Nature, ecological crisis and education.
- You can support the conversation by:
  - Inviting Sacred Speech and Sacred Silence - only speak if you feel a strong need and importance to do so.
  - Offering questions such as:
    - What moves you these days?
    - What do you long for?
    - What do you grieve about?
    - What is an edge you are walking on these days, or a challenge that you are facing?
    - How do you feel when witnessing what happens in the world these days?
    - What do you live for? What energises and motivates you? What brings you joy?
    - How do you relate to other-than-humans?
    - What is your relationship with death? With life?

### SAFETY INSTRUCTIONS

Don't prevent participants from feeling their feelings, from engaging in deep processes. Trust that they can hold themselves. AND: Make sure to be present and available to provide emotional support if needed. Make it clear that no one is obliged to speak.

### VARIATIONS/ADAPTATIONS

You might offer the questions while timing the conversation, or create an open space: Write questions on papers around which participants can gather and in conversation, leave them at the dinner table as an invitation,... This setup can be a nice and simple way to get to know each other in the beginning of the course, and setting the tone, while allowing participants to move around freely, and meet each other in an unstructured way. Further questions can be found in the Appendix of the THE WAY OF NATURE.

### FOLLOW UP SUGGESTIONS

While it is possible to have a dedicated session to converse deeply, it is really a practices that we encourage to implement in daily life. Invite participants for Sacred Speech around meals and during breaks, to tell the stories that move them, and to ask the questions that really matter.

### MATERIALS

## SILENCE

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**All**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Meaningful connection, Confidence, Authenticity

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

Choose a proper time in a group program and invite people for a Sacred Silence. It can be a daily moment (e.g. silent breakfast or dinner), a short moment when opening or closing a session, or a long period (starting before dinner and remaining silent until first gathering the next morning).

While silent, invite participants to turn their attention inwards and to notice what is happening inside their bodies, what feelings emerge and what insights appear.

### SAFETY INSTRUCTIONS

Instruct participants that in case of emergency - if someone is physically or emotionally endangered - they can break the silence and speak what is needed.

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

After a long period of silence, invite people for a sharing circle to express their experience with the practice.

### MATERIALS

-

## EMBODIMENT IN MOVEMENT

### TIMING

30 - 60 min

### FACET OF WHOLENESS CULTIVATED

All

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being, Confidence, Authenticity, Learning

### (OTHER) OBJECTIVES

- Expressing emotions, anxieties, edges and ecstasies;
- Facilitating deep exploration beyond self-imposed limitations into new depths of creativity and connection;
- Developing the relationship with the physical dimension of the self.

### ENVIRONMENT/SPACE

A space large enough for all the participants. A place where people can move comfortably on the floor or on the ground. The participants should be wearing comfortable clothes. Being barefoot is recommended.

### DESCRIPTION/METHODOLOGY

When inviting participants for this practice you may use specific music that provokes particular mood or emotions. You can also do it without music or using “tuning” with the natural sounds. Invite participants to let go of their strategic mind. To let their bodies guide them and to follow the impulses from within.

Ask them to move freely “Like no one is watching you”.

Invite them to “be moved” by an energy, natural element/force, archetype or dream character.

After the end invite for a sharing circle

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

See “Movement and dancing practices” in the South section of the session outlines.

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

Music, large speaker (when music is needed)

## EMBRACE DISCOMFORT (TO CHALLENGE ONESELF)

|                               |                                                                                         |
|-------------------------------|-----------------------------------------------------------------------------------------|
| TIMING                        | 1 - 2 h up to few days                                                                  |
| FACET OF WHOLENESS CULTIVATED | <b>All</b>                                                                              |
| DEVELOPMENTAL NEEDS ADDRESSED | Well-being, Meaningful connection, Confidence, Authenticity, Learning, Mastery, Purpose |
| (OTHER) OBJECTIVES            | -                                                                                       |
| ENVIRONMENT/SPACE             | No specific requirements                                                                |

### DESCRIPTION/METHODOLOGY

Anyone who's ever pushed themselves to get to the next level or accomplish something knows that when you really challenge yourself, you can turn up amazing results. Optimal anxiety is that place where your mental productivity and performance reach their peak. Once you start stepping out of your comfort zone, it gets easier over time.

Get out and do something strange—something you wouldn't normally do.

- Choose an activity/task to be performed in next few days;
- Choose an activity that you want to do before but something stops you (fear, obstacle etc.);
- Choose an activity that will be developmental to you personally and achieving it will give you a feeling of success;
- Choose an activity that is realistic to perform at the given time;

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

Participants can work in pairs (or groups) in order for each one of them to be empowered and supported by a buddy or a group. Partners can also help in creating (and following) the action plan for the activity/task.

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

## SLOWING DOWN

### TIMING

No time limits

### FACET OF WHOLENESS CULTIVATED

**All**

### DEVELOPMENTAL NEEDS ADDRESSED

Well-being

### (OTHER) OBJECTIVES

-

### ENVIRONMENT/SPACE

No specific requirements

### DESCRIPTION/METHODOLOGY

**SLOW DOWN THE PACE.** Consciously set an intention to stop running in the “hamster wheel” and look around you. Take a deep breath, slow down your pace, listen to a song, eat slowly, speak slowly, let go of your daily agenda, relax and rest. Do all of this consciously, centered in the present moment. Listen to your inner voice and the needs of your body and soul. Practice mindfulness in your daily life.

### SAFETY INSTRUCTIONS

-

### VARIATIONS/ADAPTATIONS

-

### FOLLOW UP SUGGESTIONS

-

### MATERIALS

-

# SAMPLE GROUP PROGRAMS

# Introduction

These sample programs offer sequences of activities and sessions for 3, 5, and 7 day long programs aiming at addressing developmental deficits in young people, supporting their transition from youth to adulthood, and social inclusion and education. The programs incorporate practices and tools illustrated in previous sections of the manual. They are suitable both for Youth workers and for young people. They are organized in 4 sessions per day, each one of them having its own theme. The sessions follow a progressive sequence with each of them building on what was done before.

# PROGRAM AGENDA AND ACTIVITIES 3 DAYS

## Day 0

- Arrival of the group
- Welcoming the participants and settling down
- Evening activity: Welcoming words from the trainers' team, Group sharing, Practical information
- Opening ceremony – setting an intention for the program

## Day 1

### *Session 1 - Morning routines – repeat every day*

- Physical activity (practices to choose from – movement and dancing, yoga, embodiment in movement)
- Connection/sharing circle (expressing gratitude, sharing thoughts and emotions)
- Inspirational poem or story
- Presentation of the daily flow

### *Session 2 – Connecting activities and group building*

- Personal practice: letter to myself
- Introduction to the program and aims
- Getting to know each other (name circle, open sentences on gratitude, deep relating, sensory shower)
- The Way of Council

*Session 3 – Need for **WELL-BEING** (inner peace, mindfulness, joy, happiness, balance)*

- Wander in nature (North wander, East wander, Praise walk)
- Sharing circle/s – participants express their experience during the wander and receive some reflection/mirroring from the guides

*Session 4 - Need **BELONGING** (to be included, to be accepted, to be appreciated, to be respected, to be supported, to be trusted)*

- Creating sense of community (bread baking, gardening, fire making, storytelling)
- Drum circle

*Evening activity*

- Gathering around a fire, star gazing, storytelling, communal singing

## **Day 2**

*Session 1 - Morning routines – same as day 1*

*Session 2 – Need for **MEANINGFUL CONNECTION** (to communicate, to offer compassion, to receive empathy, to enjoy closeness and intimacy)*

- Deep conversations
- Deep relating

*Session 3 – Need for **CONFIDENCE** (to feel that you are worthwhile, to feel pride, to show self-love, self-acceptance, to be courageous)*

- Wander in nature (South wander, Wild conversations, Tracking/Wild(life) exploration, Barefoot walking)
- Sharing circle/s – participants express their experience during the wander and receive some reflection/mirroring from the guides
- Do something new

*Session 4 - Need for **AUTHENTICITY** (integrity, to be true to oneself, to live a life based on your values, to express oneself in a genuine way, to choose freely one's own dreams and ways to realize them, to make independent choices that reflect oneself)*

- Muse Art
- Sharing circle/s

*Evening activity*

- Movement and dancing practice (Dancing, Intuitive movement, Authentic Movement, Spontaneous Earth dance, Five Rhythms)

## **Day 3**

- Observing the sunrise

*Session 1 - Morning routines – same as day 1*

*Session 2 – Need for **LEARNING AND MASTERY***

- Formal learning/training (Skill sharing)
- Sharing circle/s

*Session 3 – Need for **PURPOSE** (to have a meaning, to be motivated, to create, to offer, to rise spirituality)*

- Soul poetry
- Journaling

*Session 4 - Closing the processes and follow-up actions*

- Individual reflection on the achievement of the personal goals, needs, intentions
- Making a personal transformation plan, through which the participants will continue implement/use the practices and tools experienced during the training
- Closing council

*Evening activity*

Closing ceremony – symbolically step into the world as a grown-up

# PROGRAM AGENDA AND ACTIVITIES 5 DAYS

## Day 0

- Arrival of the group
- Welcoming the participants and settling down
- Evening activity: Welcoming words from the trainers' team, Group sharing, Practical information
- Opening ceremony – setting an intention for the program

## Day 1 - INTRODUCTION

### *Session 1 - Morning routines – repeat every day*

- Community service (e.g. helping in the kitchen, tidying up, collecting wood etc.)
- Physical activity (practices to choose from – movement and dancing, yoga, embodiment in movement)
- Connection/sharing circle (expressing gratitude, sharing thoughts and emotions)
- Inspirational poem or story
- Presentation of the daily flow

### *Session 2 – Get to know the location and the program*

- Tour of the location and facilities
- Information about the training (objectives, daily schedule etc.)
- Participant's expectations (Journaling expectations/needs/motivations/Intentions)
- Community service – roles and schedule distribution

### *Session 3 – Get to know each other and building the group*

- Get to know each-other activity (name circle, open sentences on gratitude, deep relating)
- Group building activities
- The Way of Council

### *Session 4 – Daily reflection*

- Reflection groups:
  - Personal: (Solo reflection) for 30 min
  - Group: (Group sharing) for 30 min

### *Evening activity*

- Sharing and connecting activity in small groups (My path until now; What transformation do I want to achieve?)

## **Day 2 – SOUTH WHOLENESS, NEEDS FOR CONFIDENCE AND BELONGING**

### *Session 1 - Morning routines – same as day 1*

### *Session 2*

- Deep Relating
- Council of all beings

### *Session 3*

- South Wander

### *Session 4*

- Emotional awareness practice: daily check-ins
- Reflection groups - same as day 1

### *Evening activity*

- Movement and dancing practice (Dancing, Intuitive movement, Authentic Movement, Spontaneous Earth dance, Five Rhythms)

## Day 3 - NORTH WHOLENESS, NEEDS FOR LEARNING AND MASTERY

*Session 1 - Morning routines – same as day 1*

*Session 2*

- Volunteering/Community service/involvement in a local (environmental) project

*Session 3*

- North Wander

*Session 4*

- Reflection groups:
  - Personal: (Solo reflection) for 30 min
  - Group: (Group sharing) for 30 min

*Evening activity*

- Formal learning/training

## Day 4 – EAST WHOLENESS, NEEDS FOR WELL-BEING AND MEANINGFUL CONNECTION

*Session 1 - Morning routines – same as day 1*

*Session 2*

- Embodying Trickster/Fool

*Session 3*

- East Wander

#### *Session 4*

- Reflection groups:
  - Personal: (Solo reflection) for 30 min
  - Group: (Group sharing) for 30 min

#### *Evening activity*

- Smiles and Laughter

### **Day 5 - WEST WHOLENESS, NEEDS FOR AUTHENTICITY AND PURPOSE**

#### *Session 1 - Morning routines – same as day 1*

#### *Session 2*

- Muse art

#### *Session 3*

- West wander

#### *Session 4*

- Individual reflection on the achievement of the personal goals, needs, intentions
- Making a personal transformation plan, through which the participants will continue implement/use the practices and tools experienced during the training
- Closing council

#### *Evening activity*

- Closing ceremony – symbolically step into the world as a grown-up

# PROGRAM AGENDA AND ACTIVITIES 7 DAYS

## Day 1 - INTRODUCTION

### *Session 1 - Morning routines – repeat every day*

- Community service (e.g. helping in the kitchen, tidying up, collecting wood etc.)
- Physical activity (practices to choose from – movement and dancing, yoga, embodiment)
- Connection/sharing circle (expressing gratitude, sharing thoughts and emotions)
- Inspirational poem or story
- Presentation of the daily flow

### *Session 2 – Get to know the location and the program*

- Tour of the location and facilities
- Information about the training (objectives, daily schedule etc.)
- Participant's expectations (Journaling expectations/needs/motivations/Intentions)
- Community service – roles and schedule distribution

### *Session 3 – Get to know each other and building the group*

- Get to know each-other activity (name circle, open sentences on gratitude, deep relating)
- Group building activities

### *Session 4 – Daily reflection*

Reflection groups:

Personal: (Solo reflection) for 30 min and Group: (Group sharing) for 30 min

### *Evening activity*

- Sharing and connecting activity in small groups (My path until now; What transformation do I want to achieve?)

## Day 2 – NORTH WHOLENESS

*Session 1 - Morning routines – same as day 1*

*Session 2*

- The Way of Council

*Session 3*

- North Wander

*Session 4*

- Reflection groups:
  - Personal: (Solo reflection) for 30 min
  - Group: (Group sharing) for 30 min

*Evening activity*

- Movement and dancing practice (Dancing, Intuitive movement, Authentic Movement, Spontaneous Earth dance, Five Rhythms)

## Day 3 – SOUTH WHOLENESS

*Session 1 - Morning routines – same as day 1*

*Session 2*

- Barefoot walking
- Deep Relating

*Session 3*

- South Wander
- Sharing circle/s – participants express their experience during the wander and receive some reflection/mirroring from the guides

#### *Session 4*

- Sharing your grief

#### *Evening activity*

- Gathering around a fire, star gazing, storytelling, communal singing

### **Day 4 – EAST WHOLENESS**

- Observing the Sunrise

#### *Session 1 - Morning routines – same as day 1*

#### *Session 2*

- Symbolic art work

#### *Session 3*

- East Wander

#### *Session 4*

- Reflection groups:
  - Personal: (Solo reflection) for 30 min
  - Group: (Group sharing) for 30 min

#### *Evening activity*

- Free evening

## Day 5 – WEST WHOLENESS

*Session 1 - Morning routines – same as day 1*

*Session 2*

- Muse art

*Session 3*

- West Wander
- Sharing circle/s – participants express their experience during the wander and receive some reflection/mirroring from the guides

*Session 4*

- Soul poetry

*Evening activity*

- Befriending the Darkness

## Day 6 – DEEP NATURE CONNECTION

*Session 1 - Morning routines – same as day 1*

*Session 2*

- Instructions and preparation for solo time in nature
- Hike to a suitable natural place

*Session 3 and 4*

- Letter of intention (e.g. what changes you want to make, what are your longings, dreams, cravings, deep wishes?)
- Solo time – 3 - 6 h
- Sharing circle

## Day 7 - INTEGRATION

*Session 1 - Morning routines – same as day 1*

*Session 2 – Action planning*

- Personal transformation plan
- What are the results I want to achieve?
- What are the practices/types of behavior that will help?
- How am I going to implement them in my life?
- Reflection groups: to continue supporting each other later on.

*Session 3 – Final evaluation*

- Final wander

*Session 4 – Closing ceremony*

- Closing council
- Closing ceremony

# This publication is **NOT FOR COMMERCIAL USE**

## Contacts

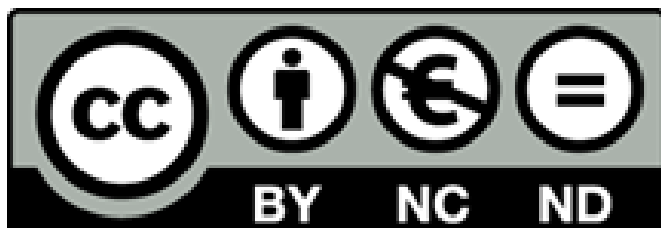
Ognian Gadoularov, Bulgaria – [ogi@learningforchange.net](mailto:ogi@learningforchange.net)

Toni Mallach, Sweden – [toni.mallach@gmail.com](mailto:toni.mallach@gmail.com)

Sara Floman, Finland – [sara.floman@gmail.com](mailto:sara.floman@gmail.com)

*This project has been funded with support from  
the European Commission.*

*This publication reflects the views only of the  
author, and the European Commission cannot be  
held responsible for any use which may be made  
of the information contained therein.*



This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.