

EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module – Empathy and resilience

Method – Meditation and mindfulness

Class activities



Module 6 – Empathy & Resilience

Class activity 1. - Mindful Breathing Practice

Related method

Meditation & Mindfulness

Target group

Age: Adults 20–60

Gender: Mixed

Level of studies: Secondary and above (adaptable to lower literacy with simplified instructions)

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Especially useful for learners under high stress, migrants adapting to new environments, or those with limited coping strategies.

This activity helps learners practise **simple breathing techniques** to manage stress and regain focus. It is especially useful before interviews, public speaking, or in conflict situations.

Learning outcomes

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

- Apply mindful breathing as a stress-reduction tool.
- Recognise physical and emotional signals of stress.
- Practise refocusing attention to the present moment.

Duration: 30 minutes

Materials and resources

Quiet room, Comfortable chairs or mats, Optional: soft background music, timer, mindfulness bell

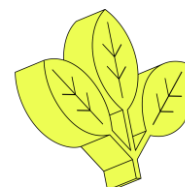
Activity description

Learners practise guided mindful breathing, focusing on slow, deep breaths and observing sensations. This helps reduce stress and promotes calmness, resilience, and emotional regulation.

Detailed Implementation Steps

Introduction

Facilitator welcomes the group and explains: *“Breathing is something we all do, but by paying attention to it, we can calm our body and mind.”*



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A short discussion is encouraged: *“When you feel stressed, how does your breathing change?”* Participants share quick examples (e.g., fast, shallow breathing).

Facilitator introduces the idea that slow, mindful breathing is a powerful tool to manage stress and increase resilience.

Main Activity

Participants sit comfortably with feet flat on the floor, hands resting on laps. Eyes may be closed or softly focused.

Facilitator guides learners through a cycle: inhale through the nose for 4 seconds, hold for 2 seconds, exhale slowly through the mouth for 6 seconds. Group repeats together for several rounds.

Learners are asked to notice where in their body they hold tension (shoulders, jaw, chest). With each exhale, they consciously release tension.

Facilitator introduces counting breaths (inhale “one,” exhale “two,” up to “ten,” then restart). This anchors attention and reduces mind wandering.

If minds wander, facilitator gently reminds: *“Notice the thought, let it go, and come back to the breath.”*

Conclusion and Reflection

Learners open their eyes and stretch gently.

Facilitator asks: *“How do you feel now compared to before?”*

Group brainstorms everyday situations where mindful breathing could be useful (e.g., job interviews, arguments, before sleep).

Assessment / Evaluation Method

Group reflection on emotional and physical changes.

Quick self-rating: “How stressed/calm do you feel on a scale of 1–5 before and after?”

Observation of engagement in the breathing practice.

Adaptation Tips

For low-literacy learners, keep instructions verbal and simple.

For online delivery, use short guided audio or video.

For advanced groups, extend practice with visualisation (imagining calm light, positive imagery).



Module 6 – Empathy & Resilience

Class activity 2. - Everyday Mindfulness Challenge

Related method

Meditation & Mindfulness

Target group

Age: Adults 20–60

Gender: Mixed

Level of studies: Secondary and above (adaptable to lower literacy with simplified instructions)

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Especially useful for learners under high stress, migrants adapting to new environments, or those with limited coping strategies.

This activity encourages learners to integrate **mindfulness into everyday tasks**. Instead of setting aside special time, they practise awareness during routine activities (walking, eating, waiting, commuting).

Learning outcomes

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

- Apply mindfulness techniques in daily life.
- Recognise how small moments of awareness reduce stress.
- Develop personal resilience routines.

Duration: 45 minutes

Materials and resources

Everyday task cards (walking, eating, brushing teeth, etc.), Reflection sheets or journals, Pens/pencils

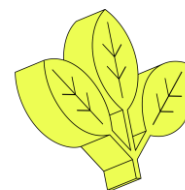
Activity description

Learners practise mindfulness during ordinary tasks, paying close attention to sensations, movements, and emotions. They later share experiences, discovering how mindfulness fits naturally into daily life.

Detailed Implementation Steps

Introduction

Facilitator introduces the idea: “*Mindfulness doesn’t only happen when we sit quietly—it can be part of everyday tasks.*”



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Group brainstorms daily routines (walking, eating, waiting, cooking). Facilitator notes answers on flipchart.

Facilitator explains the challenge: to take an ordinary activity and turn it into a moment of **awareness, calm, and focus**.

Main Activity

Facilitator distributes a small snack (e.g., raisin, piece of fruit). Together, the group practises mindful eating—observing its look, smell, texture, chewing slowly, and noticing taste.

Learners receive task cards (e.g., *mindful walking*, *washing hands mindfully*). They either practise immediately if possible (walking around the room slowly, noticing steps) or visualise how they will practise at home.

Learners discuss in pairs: *“What did you notice when paying attention to something simple?”*

Each participant chooses one daily activity they will turn into a mindful practice for the coming week. They write it down on a reflection sheet (e.g., “I will practise mindful walking on my way to work”).

Conclusion and Reflection

Facilitator asks volunteers to share their chosen practice.

Group reflects: *“How can these small mindful moments reduce stress and build resilience?”*

Learners commit to trying the challenge for one week and recording their experiences in a short journal.

Assessment / Evaluation Method

Reflection sheets describing one insight or benefit.

Group sharing of chosen mindfulness practices.

Facilitator notes level of engagement and creativity in applications.

Adaptation Tips

For low-literacy groups, use images of daily tasks instead of text cards.

For busy learners, suggest practices under 2 minutes.

For advanced groups, expand into mindful walking outdoors or short home meditation practices.



Module 6 – Empathy & Resilience

Class activity 3 – Breathing with Colours

Related method

Meditation & Mindfulness

Target group

Age: Adults 20–60

Gender: Mixed

Level of studies: Secondary and above (adaptable to lower literacy with simplified instructions)

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Especially useful for learners under high stress, migrants adapting to new environments, or those with limited coping strategies.

This guided meditation uses visualisation and breathing techniques to help learners connect emotions with calming imagery. By associating colours with relaxation or stress release, participants improve their ability to regulate emotions and reduce anxiety.

Learning outcomes

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

- Practise mindful breathing with visualisation techniques.
- Recognise how sensory imagination can reduce stress.
- Apply a simple colour-breathing method in daily stressful situations.
- Strengthen focus and emotional self-regulation.

Duration: 45 minutes

Materials and resources

Quiet room with chairs or mats

Optional: soothing background music or dim lighting

Prompt cards describing colour-emotion associations (e.g., blue = calm, green = balance, yellow = energy)

Activity description

Learners practise a guided meditation where they inhale calming colours and exhale stress colours, combining mindfulness and creative imagination. This strengthens emotional regulation and reduces stress.

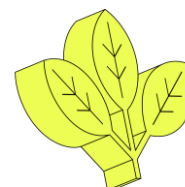
Detailed Implementation Steps

Introduction



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The facilitator explains that colours can be used as powerful mental symbols. Learners brainstorm which colours they associate with calmness and which with stress.

Main Activity

1. Learners sit comfortably, close their eyes, and begin with a few deep breaths.
2. The facilitator guides them: *"Imagine breathing in a calming colour, filling your body with it. As you exhale, imagine releasing a colour that represents stress or tension."*
3. Learners repeat this cycle several times, focusing on sensations of relaxation and release.
4. After practice, participants journal or share briefly about which colours felt most powerful for them.

Conclusion and Reflection

The facilitator leads a group discussion:

- *"How did visualising colours change your experience of breathing?"*
 - *"Which colour will you use as your anchor in stressful situations?"*
- Learners commit to practising the technique once during the coming week.

Assessment / Evaluation Method

Observation of learner engagement during the meditation.

Self-reflection journals on emotional awareness before and after practice.

Group sharing of personal colour associations and relaxation outcomes.

Adaptation Tips

For online sessions, provide a recorded guided meditation.

For low-literacy groups, use colour cards or visual aids rather than written prompts.

For sensitive groups, allow participants to stop or adjust the imagery if needed.