

EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module - Empathy and Resilience

Method – Self-Reflection



Module 6 – Empathy & Resilience

Method 4 – Self-Reflection Exercise

Soft skill focus

This method focuses on developing self-awareness and emotional regulation by encouraging learners to pause, reflect, and evaluate their thoughts, feelings, and behaviours. Through reflection, participants strengthen resilience, improve emotional balance, and prepare for healthier interactions with others.

Learning outcomes

- Identify personal emotional triggers and stress patterns.
- Practise structured self-reflection to improve emotional well-being.
- Recognise how self-awareness influences conflict responses and resilience.
- Apply reflective practices in daily life to support personal growth.

Target group

Age: Adults 20–60

Gender: Mixed

Level of studies: Secondary education and above (adaptable for low-literacy groups with simplified instructions)

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Particularly suitable for adults under stress, migrants adapting to new contexts, or those experiencing anxiety, burnout, or lack of coping strategies.

Many adults act automatically in stressful situations without realising what triggers their reactions. This method empowers learners to pause, reflect, and choose responses more constructively, supporting empathy and resilience.

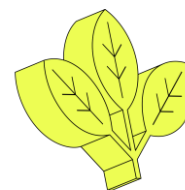
Method description

The Self-Reflection Exercise introduces participants to journaling and guided reflection as tools for developing self-awareness and emotional resilience. By examining thoughts and behaviours in a structured way, learners gain insights into their triggers, strengths, and growth areas.

Implementation instructions

Timeline: 30–45 minutes (can be extended into a daily/weekly practice)

Number of participants: Individual activity (with optional group sharing)



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Necessary materials: Journals or notebooks, pens/pencils, reflection prompts (printed or projected)

Space: Quiet classroom or online session space conducive to introspection

Implementation in 5 steps

Step 1

Facilitator introduces the purpose of self-reflection: *“Reflection helps us understand ourselves better and make intentional choices, rather than reacting on autopilot.”*

Learners discuss times when they acted out of stress without thinking.

Step 2

Facilitator provides reflection prompts, e.g.:

- “What situation caused me stress today?”
- “How did I react, and why?”
- “What could I do differently next time?”

Learners are encouraged to write honestly and without judgment.

Step 3

Participants write responses in their journals individually. Soft background music may be used to create a calming environment. Facilitator reminds them: *“Don’t worry about grammar or style—just capture your thoughts.”*

Step 4

Learners may share reflections with a partner or small group. Sharing is voluntary; emphasis is on listening respectfully and supporting one another.

Step 5

Facilitator leads group discussion:

- *“What did you learn about yourself from this exercise?”*
- *“How might this help you manage stress or conflicts in the future?”*

Learners set one small personal goal (e.g., “Next time I feel stressed, I will pause before responding”).

Practical tips

Tip 1: Provide sentence starters or visuals for low-literacy learners.

Tip 2: Encourage regular short reflections (5–10 minutes daily).

Tip 3: Remind learners that reflection is not about self-criticism but about growth

Debriefing questions

1. How did writing down your thoughts help you see the situation differently?
2. What patterns did you notice in your responses to stress or conflict?
3. How can you use self-reflection to prepare for future challenges?



Practical description sheet

Title: Self-Reflection Exercise

Purpose: To build self-awareness and emotional regulation through structured reflection.

Duration: 30–45 minutes (adaptable for ongoing practice)

Format: Individual journaling + optional group sharing

Core Steps: Introduction → Prompts → Writing → Sharing → Consolidation

Materials: Journal/notebook, pens, prompts

Target Group: Adults 20–60, especially those under stress or with limited coping strategies

Learning Outcomes: Identify triggers, practise reflection, link self-awareness to resilience, apply reflective habits daily

Key Benefits: Improves self-awareness, reduces impulsive reactions, strengthens resilience