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Activity 2

Digital toolkit for innovative curriculum and methodological development

Module – Empathy and Resilience

Method - Mindfulness for Stress Management

Class activities

Module 6 – Empathy & Resilience

Class activity 1 - Mindful Body Scan

Related method

Mindfulness for Stress Management

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 introduces learners to the body scan meditation, a mindfulness technique that helps identify and release stress stored in the body. It promotes relaxation, focus, and emotional regulation.

Learning outcomes

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

- Practise a guided body scan meditation.
- Recognise physical sensations related to stress.
- Apply relaxation techniques to manage tension.

Duration: 45 minutes

Materials and resources

Mats or comfortable chairs, Timer, Mindfulness script (for facilitator), Quiet space with minimal distractions

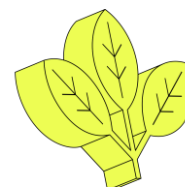
Activity description

Learners practise a guided head-to-toe body scan, noticing sensations without judgment and releasing tension with each exhale. This builds awareness of stress signals and supports calm responses in daily life.

Detailed Implementation Steps

Introduction

Facilitator introduces the activity: *“Stress often shows up in our bodies—tight shoulders, tense jaws, heavy chests. Today we’ll learn a way to notice and release these signals.”*



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Quick group check-in: *“Where do you usually feel stress in your body?”* Learners share examples (headaches, stomach tension, etc.).

Main Activity

Participants sit or lie down comfortably, eyes closed or softly focused. Facilitator asks them to take three slow, deep breaths to prepare.

Facilitator guides learners step-by-step:

- *“Focus on your forehead. Is it relaxed or tense? Just notice.”*
- *“Bring awareness to your shoulders. Are they lifted? On your next breath out, imagine letting them drop.”*
- The scan continues gradually through arms, chest, abdomen, legs, and feet.
- At each stage, participants are encouraged to **notice sensations** (warmth, tightness, tingling) without judgment.

Learners are invited to breathe out tension: *“With every exhale, imagine sending away stress from that body part.”*

A short quiet moment allows learners to rest in awareness, integrating the practice.

Conclusion

Facilitator gently brings learners back: *“Wiggle your fingers and toes. When you’re ready, open your eyes.”*

Each learner shares one thing they noticed about their body and how they feel now compared to before.

Learners reflect on the following questions: *“What tension did I notice? How did my body change?”*

Assessment / Evaluation Method

Self-reflection journals (before/after feelings).

Group discussion on stress awareness.

Facilitator observation of engagement in practice.

Adaptation Tips

Shorten practice (10 minutes) for beginners.

Use audio recordings for online or home practice.

For low-literacy learners, provide visual body diagrams.



Module 6 – Empathy & Resilience

Class activity 2 - Five Senses Awareness Walk

Related method

Mindfulness for Stress Management

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 introduces learners to mindful walking using the five senses (sight, sound, touch, smell, taste) to anchor attention in the present moment and reduce stress.

Learning outcomes

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

- Practise mindfulness through walking and sensory awareness.
- Use the five senses to stay grounded and reduce stress.
- Apply mindfulness techniques during everyday routines.

Duration: 45-60 minutes

Materials and resources

Outdoor or indoor walking space, Reflection sheets or journals, Pens/pencils, Optional: digital timer, flipchart for group sharing

Activity description

Learners practise a Five Senses Awareness Walk, focusing attention sequentially on sight, sound, touch, smell, and taste. This builds resilience by grounding them in the present and shifting focus away from stress.

Detailed Implementation Steps

Introduction

Facilitator explains: *“Most of us walk on autopilot, lost in thoughts. Today we’ll use our five senses to notice the world around us and reduce stress.”*

“What do you usually miss while walking? (e.g., smells, sounds, textures).” Facilitator writes ideas on flipchart.



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Safety reminder if outdoors: stay together, silence during walk, phones off.

Main Activity

Group begins slowly in silence, focusing first on breath and pace. Facilitator cues:

“Notice your feet touching the ground.”

Every few minutes, facilitator invites focus on one sense:

- **Sight:** *“Notice shapes, colours, and light around you. Look as if you’re seeing them for the first time.”*
- **Sound:** *“Shift your attention to sounds near and far—footsteps, birds, traffic.”*
- **Touch:** *“Feel the air on your skin, the ground beneath your feet.”*
- **Smell:** *“Notice scents in the air—fresh, strong, or subtle.”*
- **Taste:** *“Notice any taste in your mouth, or simply the sensation of your breath.”*

Learners jot quick notes or mental observations after each sense.

Group walks quietly one last time, integrating all senses together.

Conclusion and Reflection

Group regathers in circle. Facilitator asks:

- *“What did you notice that you usually overlook?”*
- *“How do you feel now compared to when we started?”*

Learners complete reflection sheets with short notes (e.g., “I felt calmer when I noticed sounds”).

Facilitator closes: *“Mindfulness can be practised anywhere—even a bus stop or a walk to work.”*

Assessment / Evaluation Method

Reflection sheets (observations and feelings).

Group discussion of sensory awareness.

Facilitator observation of engagement during the walk.

Adaptation Tips

For low-mobility learners, replace walking with mindful sitting using senses.

For online learners, encourage them to practise individually and share reflections virtually.

In urban settings, adapt to short mindful pauses (at bus stops, during breaks).



Module 6 – Empathy & Resilience

Class activity 3 – Stress Mapping with Mindful Pause

Related method

Mindfulness for Stress Management

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 identify personal stress triggers and practise using a short mindful pause to regulate their response. By mapping stress points and rehearsing calming strategies, participants strengthen resilience and emotional balance.

Learning outcomes

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

- Identify common stress triggers in their daily lives.
- Practise the mindful pause technique as an immediate stress response.
- Reflect on how awareness of triggers can improve resilience.
- Commit to applying mindfulness techniques in real-life stressful situations.

Duration: 60 minutes

Materials and resources

Stress mapping worksheets, Pens or markers, Quiet space for mindfulness practice, Optional: projector/flipchart for facilitator guidance

Activity description

Learners create a stress map of situations and physical/emotional reactions, then practise the mindful pause: stop, breathe, observe, and proceed. This links awareness of stressors to practical self-regulation strategies.

Detailed Implementation Steps

Introduction



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Facilitator introduces the idea: *“Stress is part of life, but how we respond can make a difference. Today we will map our stress triggers and practise a mindful pause to manage them.”* Learners brainstorm common stressors (e.g., deadlines, family conflicts).

Main Activity

Learners complete stress mapping worksheets, identifying triggers, physical reactions, and typical responses.

Facilitator guides discussion in pairs or small groups: *“What patterns do you notice in your stress map?”*

Facilitator introduces the mindful pause technique: Stop → Breathe → Observe → Proceed.

Learners practise the mindful pause with guided breathing, focusing on applying it to a real stressor they identified.

Groups share strategies on how they might use mindful pause in future stress situations.

Conclusion and Reflection

Facilitator leads group reflection:

- *“What did you learn about your personal stress triggers?”*
- *“How can mindful pause help you respond differently?”*
- *“Which real-life moment will you try this in during the coming week?”*

Learners record one personal action commitment on their worksheet.

Assessment / Evaluation Method

Review of stress mapping worksheets (voluntary sharing).

Observation of learner engagement in practising mindful pause.

Group reflections showing awareness of stress triggers and self-regulation strategies.

Adaptation Tips

For low-literacy learners, use pictorial stress maps with emojis or body outlines.

For advanced groups, combine stress mapping with journaling or longer meditation practice.

For online sessions, use digital stress maps (shared documents, diagrams).