

WORKSHOP SYLLABUS FOR 3 DAY FACE TO FACE LEARNING

Project

**PEACE: PERSONAL EMPOWERMENT AND CARE
ENHANCEMENT**

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Introduction to the 3-Day Workshop

This 3-day workshop is developed as an integral part of the PEACE: Personal Empowerment and Care Enhancement project under Erasmus+ (KA220-ADU), within Work Package 3: Training Programme for Empowerment. It represents the practical completion of the first activity of this work package – the development of Learning Texts for MOOCs and case-based learning materials.

The learning texts, consisting of 15 thematic units and supported by real-life case studies, provide a comprehensive, research-based foundation for understanding well-being across three interconnected dimensions: personal, workplace, and societal. These materials are grounded in evidence gathered during the project’s research phase and are designed to offer not only theoretical insights but also practical strategies for addressing real-life challenges.

Building on this knowledge base, the workshop translates theory into practice through a face-to-face, interactive learning experience. It is designed within a blended learning approach, where participants first engage with concepts individually through the MOOC content, and then deepen their understanding through group-based activities, discussions, and guided reflection.

The primary aim of the workshop is to support participants in applying well-being principles in real-life contexts, strengthening their ability to respond to challenges, overcome barriers, and implement positive changes in their personal and professional environments. Through experiential learning methods, participants will engage with key topics such as mental resilience, communication, conflict management, problem-solving, and critical thinking—core competencies identified as essential for sustainable well-being.

A distinctive feature of this workshop is its strong emphasis on real-life “difficult situations”, derived from the case studies developed within the project. These scenarios enable participants to explore practical solutions, share experiences, and co-create strategies that are directly applicable to their own contexts.

By combining structured learning content and practice-oriented methods, the workshop creates a dynamic environment where participants can move from awareness to action, ensuring that the

knowledge gained through the MOOC is effectively translated into meaningful behavioural and organisational change.

Each day of the workshop is developed and delivered by a project partner, reflecting the three interconnected dimensions of well-being addressed in the project:

- **Day 1: Personal Well-being** – developed by EPIONE
- **Day 2: Workplace Well-being** – developed by BIT
- **Day 3: Societal Well-being** – developed by DAFNI KEK

Each training day consists of a 6-hour programme structured around clearly defined learning objectives, practical exercises, and reflection tools. A common template is used across all partner contributions to ensure consistency, quality, and coherence throughout the full training programme.

The overall aims of this activity (WP3/A2) are to:

- Complement digital learning with in-person experiential workshops
- Provide participants with practical tools and methods for applying well-being principles in everyday contexts
- Foster active participation, critical reflection, and empowerment through facilitated group learning

Program for day 1

Day 1	Personal Wellbeing Foundations by EPIONE
Theme	Personal wellbeing
10:00 – 10:30	Welcome & Grounding- Opening Circle & Setting Intentions To ease participants into the workshop and establish a shared understanding of wellbeing as a personal journey. Participants get to know each other, exercise a 5 minute meditation and set their intention for the day.
10:30 – 11:30	Workshop 1: The Five Pillars of Psychohygiene Participants learn about the concept of psychohygiene as a foundation for maintaining mental and emotional health. They also recognize daily practices that support their personal wellbeing.
11:30 – 12:30	Workshop 2: Values and Meaning This workshop helps participants reconnect with what truly matters to them and how values shape wellbeing.
12:30 – 13:30	Lunch Break
13:30 – 14:30	Workshop 3: Core Mindfulness Techniques This workshop aims to provide participants with direct experience of mindfulness and encourage integration into personal life.
14:30 - 15:00	Pause to Recharge
15:00 – 16:00	Workshop 4: Work-Life Balance Participants understand balance as intentional boundary-setting and energy management. They recognize challenges to work-life balance, and explore strategies to set boundaries and recharge.
16:00 – 17:00	Workshop 5: Emotional Intelligence The aim is to develop self-awareness and empathy through experiential practice.
17:00 - 17:30	Pause to Recharge
17:30 – 18:30	Closing & Reflection To consolidate learning, anchor insights into personal practice, and leave participants with a sense of empowerment.

Program for day 2

Day 2	Organizational Wellbeing by bit cz Training
Theme	Organizational Wellbeing
10:00 – 10:30	Welcome & Workplace Well-being Check-in Opening of Day 2 with a facilitated check-in focused on workplace experiences. Participants reconnect after the MOOC, share expectations, and reflect briefly on how workplace well-being currently shows up in their professional lives.
10:30 – 12:00	Workshop 1: Understanding Workplace Stress and Burnout An interactive session exploring how stress and burnout develop in everyday work life. Participants identify early warning signs, personal and organizational risk factors, and the connection between stress, workload, recovery, and workplace culture.
12:00 – 13:00	Lunch Break
13:00 – 14:30	Workshop 2: Employee Benefits and Workplace Support Systems Participants explore how employee benefit systems, workplace policies, and support mechanisms can actively contribute to well-being. The session focuses on benefit awareness, equity, trust, and how employees can use available resources proactively rather than reactively.
14:30 - 15:00	Pause to Recharge
15:00 – 16:00	Workshop 3: Team Diversity, Conflict, and Psychological Safety Part 1: This session addresses diversity in teams, everyday tensions, and conflict as a normal workplace phenomenon. Participants practice recognizing different conflict styles, understanding diverse perspectives, and strengthening psychological safety in teams.
16:00 – 17:00	Workshop 4: Assertiveness and Constructive Communication at Work Part 2: A highly practical workshop focused on assertive communication, boundary-setting, and constructive conflict management. Participants practice real-life workplace scenarios and prepare a personal workplace well-being action plan.
17:00 - 17:30	Pause to Recharge
17:30 – 18:30	Reflection & Closing: From Learning to Workplace Action

Program for day 3

Day 3	Societal Wellbeing by DAFNI KEK
Theme	Societal wellbeing
10:00 – 10:30	Welcome & Introduction Thriving Through Relationships Opening session introducing the concept of thriving through social support, building psychological safety and connecting participants through shared relational experiences
10:30 – 12:00	Workshop 1: Conceptual Foundations: Thriving Beyond Stress Exploration of the shift from traditional stress-buffering support to the thriving model, including the five components of thriving and the role of relationships in human flourishing.
12:00 – 13:00	Lunch Break
13:00 – 14:30	Workshop 2: Relational Support Functions: SOS, RC & Pathways to Thriving Understanding Source of Strength (SOS) and Relational Catalyst (RC) support, practicing responsive support behaviours and exploring the pathways through which relationships foster thriving.
14:30 - 15:00	Pause to Recharge
15:00 – 17:00	Workshop 3: From Responsive Support to Thriving Communities: Practicing, Designing & Applying SOS and RC Support Skill-building and applied practice in giving and receiving effective support, mapping personal support networks and co-designing small-scale interventions that promote thriving in workplaces, families and communities.
17:00 - 17:30	Pause to Recharge
17:30 – 18:30	Closing Session & Personal Reflection Committing to Thriving Relationships Personal reflection and group sharing to consolidate learning, set relational intentions and commit to small actions that strengthen societal and community well-being.

DAY 1: Personal Wellbeing Foundations

Facilitating Partner: EPIONE

Well-being Level: Personal

Target Group: NGO professionals, adult learners, educators, HR staff, caregivers

Total Duration: 6 hours (including breaks and lunch)

PURPOSE OF THE DAY

The purpose of Day 1 is to support participants in building a strong foundation of personal well-being by deepening their self-awareness, emotional understanding, and capacity for self-care. Drawing on the concepts introduced in the A1 learning texts at the individual level, this day focuses on translating core principles—such as psychohygiene, emotional regulation, resilience, and self-reflection—into practical, everyday practices.

Through a structured sequence of interactive sessions, participants are guided to explore their own well-being patterns, recognise stressors and personal resources, and develop strategies to maintain balance in their daily lives. The workshops emphasise experiential learning, enabling participants to actively engage with tools and techniques rather than only understanding them conceptually.

A central aim of the day is to empower individuals to take ownership of their well-being, strengthening their ability to respond constructively to challenges, manage emotions effectively, and cultivate sustainable habits that enhance their quality of life. By connecting personal insights with practical application, participants begin a learning journey that serves as the foundation for the subsequent focus on workplace and societal well-being.

10:00 – 10:30 | Welcome & Grounding- Opening Circle & Setting Intentions

Workshop Aim:

To ease participants into the workshop, foster trust, and establish a shared understanding of wellbeing as a personal journey.

Learning Objectives:

- Create a safe and welcoming space.
- Connect participants to the purpose of the day.
- Set personal intentions for learning and self-care.

Session Description:

- **Welcome & introductions** (name, one word to describe how they feel today).
- **Facilitator framing:** Explain that this day builds on the five wellbeing learning units, but with a focus on lived experience and practice.
- **Guided grounding meditation (5 min):** Breath awareness, arriving in the moment.
- **Intention setting:** Participants choose or write 1–2 personal goals for the day on intention cards.

Materials: Intention cards, pens, circle seating, speaker (soft background music).

Handouts: Intention cards (Available as printable pdf file)

Reflection Questions:

- What do I want to take away from today?
- What do I need most for my wellbeing right now?

Facilitator note:

Invite participants to choose 1-2 intentions that resonate or write their own. Place it in front of them as a gentle reminder during the day.

10:30 – 11:30 | Workshop 1: The Five Pillars of Psychohygiene

Workshop Aim:

To introduce psychohygiene as a foundation for maintaining mental and emotional health.

Learning Objectives:

- Understand the concept of psychohygiene.
- Recognize daily practices that support personal wellbeing.
- Identify one area for improvement in their own life.

Session Description:

- **Mini-story:** A young professional constantly multitasks and feels exhausted until small daily routines (like regular sleep, journaling, and movement) restore balance.
- **Facilitator input:** Brief overview of the five pillars (body care, mental clarity, emotional regulation, social connection, sense of purpose).

Materials: Pillars worksheet, pens, flipchart.

Handouts: “Five Pillars of Psychohygiene Self-Check.” (Available as printable pdf file)

Reflection Questions:

- Which pillar feels strongest in my life right now?
- Which pillar could use some attention?

Facilitator note:

Introduce the **Five Pillars** as a simple daily framework:

1. **Body Care** – movement, sleep, nutrition, rest.
2. **Mental Clarity** – managing information, pausing, reflecting.
3. **Emotional Regulation** – recognizing, naming, and processing emotions.
4. **Social Connection** – nurturing supportive relationships.
5. **Sense of Purpose** – aligning actions with values, meaning, and goals.

Tell: “Think of these like the five legs of a chair. If one is weak, the whole balance wobbles. Small habits in each pillar build resilience over time.”

- **Activity – “My Pillars Check-in”:** Participants use a worksheet to rate how strong/weak each pillar feels in their current life.

Ask participants to:

- “Rate how strong each pillar feels for you right now (1–10).”
- “Write one daily habit you already do for this pillar.”
- “Write one small action you could add.”
- **Group sharing in pairs:** One insight or surprise from their check-in.
- **Debrief:** Facilitator highlights how small daily psychohygiene habits accumulate into resilience.

Ask participants: “Which pillar surprised you?”

Tell: Tiny, regular habits matter more than big dramatic changes. Over time, they accumulate into resilience, just like drops filling a bucket.

11:30 – 12:30 | Workshop 2: Values and Meaning

Workshop Aim:

To help participants reconnect with what truly matters to them and how values shape wellbeing.

Learning Objectives:

- Explore personal values and their link to wellbeing.
- Reflect on how values guide decisions and resilience.
- Identify one value to focus on for greater alignment.

Session Description:

- **Mini-story:** A caregiver struggles with burnout until they realize their deepest value (compassion) needs to be balanced with self-care.
- **Values Mapping activity:** Participants use an “Identity Flower” handout to map out values connected to different areas of life (family, work, community, self).

Materials: Identity Flower template, markers, pens.

Handouts: “Identity Flower Template.” (Available as printable pdf file)

Reflection Questions:

- Which of my values feels most alive in my life right now?
- Which value do I want to strengthen?

Facilitator note:

Tell participants:

- Write your core values in the center.
 - In each petal, write a role, quality, or value that matters to you (e.g., family, creativity, honesty, learning).
 - In the outer space around the petals, note small actions that express them. Examples of daily actions that express those values.
- **Small group sharing:** What values came up most strongly?
 - **Facilitator debrief:** Emphasize alignment between daily actions and values as a buffer against stress.

Tell: “Stress often grows when our daily actions clash with our values. Living in alignment—even in small choices—creates energy, motivation, and resilience.”

12:30 - 13:30 | Lunch Break

13:30 – 14:30 | Workshop 3: Core Mindfulness Techniques

Workshop Aim:

To provide participants with direct experience of mindfulness and encourage integration into personal life.

Learning Objectives:

- Practice basic mindfulness tools for presence and calm.
- Explore how mindfulness supports stress regulation.
- Apply techniques to daily routines.

Session Description:

- **Mini-story:** A busy teacher feels constantly distracted but learns to use mindful breathing before class to reset.
- **Short facilitator input:** Core techniques (breathing awareness, body scan, mindful observation).

Materials: Comfortable seating/mats, printed mindfulness scripts, speaker for soft background music.

Handouts: “Mindfulness Moments Guide.” (Available as printable pdf file)

Reflection Questions:

- What difference did mindfulness make to my state of mind just now?
- Where could I introduce a mindful pause in my daily life?

Facilitator note:

Introduce **three core techniques** (keep simple and practical):

1. **Breathing Awareness** – Notice inhale/exhale for 1–2 minutes.
2. **Body Scan** – Brief check-in from head to toe.
3. **Mindful Observation** – Choose an object (pen, leaf, your breath) and notice details without judgment.



Tell: “Mindfulness is not about emptying your mind—it’s about noticing with kindness what is already here.”

- **Practice:** 5-min guided breathing + 10-min body scan.
- **Pair discussion:** What did you notice in the practice?
- **Integration exercise:** Brainstorm daily “mindfulness moments” (e.g., brushing teeth, walking to work).

Handout: *Mindfulness Moments Guide*

Short exercises participants can try daily:

- 1-Minute Breath Pause (before a meeting)
- Body Scan at Bedtime (to relax)
- Mindful Coffee/Tea (notice smell, warmth, first sip)
- Mindful Walking (notice steps, ground under feet)

14:30 - 15:00 | Pause to Recharge

15:00 – 16:00 | Workshop 4: Work-Life Balance

Workshop Aim:

To help participants understand balance as intentional boundary-setting and energy management.

Learning Objectives:

- Recognize challenges to work-life balance in modern settings.
- Explore strategies to set boundaries and recharge.
- Create one personal action plan for balance.

Session Description:

- **Mini-story:** A remote worker feels constantly “at work” until setting small but clear boundaries (workspace separation, digital limits, family rituals).
- **Activity – Work-Life Map:** Participants draw a weekly map of their time and energy.

Materials: A3 paper, markers, coloured pencils.

Handouts: “Work-Life Balance Mapping Sheet.” (Available as printable pdf file)

Reflection Questions:

- What boundaries could I set to protect my wellbeing?
- Where in my week could I insert moments of recovery?

Facilitator note:

Circle divided into 8 wedges: work, family, friends, health, hobbies, learning, rest, community.

Tell participants to:

- Shade wedges to show current energy investment.
- Mark ideal balance.
- Reflect: “Where is there a gap between current and ideal?”

Group reflection: Where are the biggest leaks of energy? Where are the restorative pockets?

Facilitator debrief: Balance is less about equal time, more about alignment with values and recovery.

Tell: “Balance doesn’t mean equal time everywhere. It means aligning energy with what truly matters to you—and making sure you have time to recharge.”

16:00 – 17:00 | Workshop 5: Emotional Intelligence

Workshop Aim:

To develop self-awareness and empathy through experiential practice.

Learning Objectives:

- Understand the role of emotional awareness and empathy in wellbeing.
- Practice active listening and emotional regulation skills.

- Strengthen relational skills for personal and professional life.

Session Description:

- **Mini-story:** A manager notices conflict in her team but transforms it by practicing empathy and active listening.
- **Facilitator input:** The four components of EI (self-awareness, self-regulation, empathy, social skills).

Materials: Emotion cards, pens, role play instructions.

Handouts: “Active Listening Guide” and “Labeling Emotions” sheet (Available as printable pdf file)

Reflection Questions:

- How do I usually respond when someone shares a challenge?
- What small step can I take to listen more deeply in daily life?

Facilitator note:

Briefly explain the **four components of EI**:

1. **Self-awareness** – noticing own emotions.
 2. **Self-regulation** – pausing before reacting.
 3. **Empathy** – sensing others’ emotions.
 4. **Social skills** – communicating effectively, building trust.
- **Pair activity – Active Listening Role Play:** One partner shares a minor challenge, the other only listens with full attention (no advice). Switch roles.
 - **Group debrief:** What was it like to be listened to without interruption?
 - **Mini practice:** Labeling emotions exercise (participants write 3 emotions they felt today).

17:00 - 17:30 | Pause to Recharge

17:30 – 18:30 | Closing & Reflection

Workshop Title: Integration Circle

Workshop Aim:

To consolidate learning, anchor insights into personal practice, and leave participants with a sense of empowerment.

Learning Objectives:

- Reflect on key learnings from the day.
- Create a personal action step for wellbeing.
- Foster group connection and closure.

Session Description:

- **Silent reflection:** Participants revisit their morning intention cards.
- **Facilitator summary:** Highlight integration of the five pillars and the role of daily practice.
 - Revisit the **Five Pillars**.
 - Highlight that wellbeing isn't a destination—it's a daily practice.
 - Emphasize integration: one small action from each pillar → long-term resilience.
- **Sharing circle:** Participants try to fill in the “Personal Action Plan” that you handout to them. Each person shares one insight and one commitment.

Personal Action Plan is designed to help participants *translate what they learned during the workshop into concrete daily practices*.

Tell: “Choose 1 small action for at least 3 pillars. Keep it realistic—tiny steps count.”

Materials: Intention cards (from morning), candle or symbolic object for the circle.

Handouts: “Personal Action Plan Template.” (Available as printable pdf file)



Reflection Questions:

- What am I taking away from today?
- What is one small step I will start this week?
- **Closing ritual:** Simple breathing exercise together, followed by gratitude practice.

Facilitator's quick manual for conducting the workshop:

Prepare the material for all sessions.

Welcome & grounding session, 10-10:30 am

1. Explain the workshop aim, learning objectives, frame the session (what this day is about).
2. Continue with welcome and introductions.
3. Go on with the five minutes guided grounding meditation.
4. Then hand out the “Intention cards” and tell participants what they should do.
5. End with the reflection questions.

Session 1: The Five Pillars of Psychohygiene, 10:30 – 11:30

1. Explain the learning objectives, and the workshop aim.
2. Tell the mini-story.
3. Briefly introduce the five pillars of psychohygiene
4. Handout the “My Pillars Check-in” worksheets to the participants and tell them what to do.
5. Then continue with the “Group sharing in pairs” activity.
6. Go on with debriefing.
7. End with reflective questions.

Session 2: Values and Meaning, 11:30 – 12:30

1. Explain the learning objectives, and the workshop aim.
2. Tell the mini-story.
3. Hand out the “Identity flower” and tell them what to do.

4. Continue with group sharing activity.
5. Go on with debriefing.
6. End with reflective questions.

Session 3: Core Mindfulness Techniques, 13:30 – 14:30

1. Explain the learning objectives, and the workshop aim.
2. Tell the mini-story.
3. Continue with the facilitator input on the core techniques.
4. Go on with the 5-min guided breathing + 10-min body scan.
5. Go on to the pair discussion.
6. Handout the “Mindfulness Moments Guide” for group activity and tell them what to do.
7. End with reflective questions.

Session 4: Work-Life Balance, 15:00 – 16:00

1. Explain the learning objectives, and the workshop aim.
2. Tell the mini-story.
3. Handout the “Work-Life Balance Mapping Sheet” and tell them what to do.
4. Go on to group reflection.
5. Continue with facilitator debrief.
6. End with reflective questions.

Session 5: Emotional Intelligence, 16:00 – 17:00

1. Explain the learning objectives, and the workshop aim.
2. Tell the mini-story.
3. Give the facilitator input on the four components of EI
4. Go to the Pair activity – “Active Listening Role Play”, and hand out the “Active listening guide” to the participants, tell them what to do and start the activity.
5. Continue to group debriefing questions.
6. Go on to the mini practice and handout the “Labeling Emotions” sheet. Tell them what to do.

7. End with reflective questions.

Closing & Reflection, 17:30 – 18:30

1. Explain the learning objectives, and the workshop aim.
2. Conduct the Silent Reflection with the “Intention cards” from morning.
3. Give the facilitator input/summary of the five pillars.
4. Sharing Circle: Handout the “Personal Action Plan” and tell them what to do. After they have filled in the plan, ask them to share one insight and one commitment.
5. Go on to the reflective questions.
6. End with the closing ritual (Simple breathing exercise followed by gratitude practice).

Day 2: ORGANIZATIONAL WELLBEING - From Awareness to Action

Facilitating Partner: bit cz Training

Wellbeing Level: Workplace

Target Group: The primary target group of this workshop consists of adult learners and professionals from diverse sectors (e.g., NGO staff, educators, HR professionals, caregivers, and other employees) who are interested in improving their workplace well-being and applying practical tools in their daily work environment. The workshop is designed to be inclusive and relevant regardless of professional background, focusing on real-life workplace experiences and challenges.

The secondary target group includes adult educators, trainers, and facilitators working in the field of well-being, who can use this syllabus as a practical guide for delivering similar workshops. The structure, activities, and facilitation approach are designed to support replication, adaptation, and further use in adult education and training contexts.

Total Duration: 6 hours (including breaks and lunch)

PURPOSE OF THE DAY:

Creating Healthy, Inclusive, and Sustainable Workplaces

Day 2 focuses on workplace well-being as a shared responsibility between individuals, teams, and organizations. Building on the completed MOOC units, participants will explore how stress, burnout, conflict, diversity, and employee support systems influence everyday work life.

Through interactive exercises, reflection, and practical tools, participants will strengthen their ability to recognize psychosocial risks, communicate assertively, manage conflict constructively, and actively use workplace resources to support well-being. The day emphasizes practical application, peer learning, and translating digital learning into real-life workplace action.

10:00 – 10:30 | Welcome & Workplace Well-being Check-in

Session Description:

Opening of Day 2 with a facilitated check-in focused on workplace experiences. Participants reconnect after the MOOC, share expectations, and reflect briefly on how workplace well-being currently shows up in their professional lives.

Workshop Aim

- Create a safe, participatory learning climate
- Help participants transition from MOOC to face-to-face learning
- Activate prior knowledge from digital units
- Surface expectations, needs, and workplace realities
- Gently introduce the workplace well-being lens

1. Welcome & Framing the Day (5 minutes)

Facilitator input (short):

- **Welcome participants and introduce Day 2 focus:**
 - *“Today we move from individual well-being to workplace well-being — how work structures, relationships, communication, and systems influence how we feel, function, and perform.”*
- **Emphasize:**
 - This is not a lecture day
 - Focus on practice, reflection, and real workplace situations
 - No obligation to share personal details

2. Ice-breaker: “One Word from My Workplace” (5 minutes)

Format: Plenary, round or popcorn style

Materials: None (optional flipchart)



Instruction to participants:

“Think about your current workplace. What is one word that best describes how it feels for you these days?”

Examples (participants choose freely):

- supportive
- demanding
- chaotic
- motivating
- exhausting
- collaborative
- tense

Facilitator role:

Ø Note a few words on flipchart

Ø Do not interpret or judge

Close with:

“These words show how diverse workplace experiences are — and why workplace well-being matters.”

Well-being skill activated:

Emotional awareness, normalization, group safety

3. Individual Reflection: Expectations & Needs (7 minutes)

Format: Individual writing (silent)

Provide participants with 3 reflection questions (slide or handout):

1. What motivated me to join this workplace well-being workshop?

2. What is one workplace challenge I hope to better understand or handle?
3. What would make today practically useful for me?

Participants write for themselves (no obligation to share).

Well-being skill activated:

Self-awareness, intentional learning

4. Pair Exchange: From Expectation to Reality (8 minutes)

Format: Pair work

Instructions:

Participants share with a partner:

- One expectation they wrote
- One workplace situation they often find stressful, difficult, or unclear

Guiding prompts for pairs:

- Is this challenge individual, relational, or organizational?
- Is it something you feel you *should* cope with alone?

5. Plenary Harvest: Connecting Expectations to the Day (5 minutes)

Format: Facilitated group discussion

Questions to the group:

- What themes are repeating?
- What feels hardest to address in everyday work life?
- Where do you feel least supported at work?

Facilitator links responses to the programme:

- Stress & burnout → Workshop 1

- Support systems & benefits → Workshop 2
- Teams, diversity, conflict → Workshop 3
- Communication & boundaries → Workshop 4

10:30–12:00 | Workshop 1: Understanding Workplace Stress and Burnout

Duration: 90 minutes

Well-being focus: Workplace (individual + organizational perspective)

Workshop Aim:

This workshop helps participants translate MOOC knowledge into lived experience by recognizing how stress and burnout develop in real workplace contexts. The focus is on early recognition, prevention, and shared responsibility, not diagnosis or treatment.

Learning Objectives

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

- Identify early warning signs of stress and burnout in themselves and others
- Distinguish healthy stress from harmful, chronic stress
- Understand burnout as a gradual process, not personal failure
- Practice early preventive actions applicable in everyday work life

Materials Needed: Flipcharts / markers, Scenario cards or printed slides, Pens / sticky notes

1. Individual Exercise: “My Workplace Stress Signals”

Time: 10 minutes

Format: Individual reflection

Instructions:

Participants reflect silently and write down short notes in response to:

- What situations at work currently create the most pressure for me?
- How does stress usually show up for me first?
 - ☐ physical
 - ☐ emotional
 - ☐ cognitive
 - ☐ behavioral
- Which signals do I tend to ignore or normalize?

Key message:

Stress signals are information, not weakness.

2. Pair Work: Normalization of Stress

Time: 15 minutes

Format: Pair exchange

Instructions:

Participants share with a partner:

- *One early stress signal they often overlook*
- *One reason why early action feels difficult at work*

Guiding questions for pairs:

- *What stops people from acting early?*
- *What messages do workplaces send about stress?*

Facilitator note:

Emphasize common patterns, not personal shortcomings.

Well-being skill practiced:

Peer reflection, de-stigmatization

3. Interactive Input: Stress vs. Burnout (Short Theory Block)

Time: 15 minutes

Format: Facilitated input with questions

Core points (interactive, not lecture):

- Stress = response to demands
- Burnout = result of chronic imbalance between demands and resources
- Difference between:
 - healthy stress (time-limited, meaningful, recoverable)
 - harmful stress (persistent, uncontrollable, unsupported)
- Burnout as a process, not a sudden collapse

Participants are invited to connect concepts to what they just discussed.

Well-being skill practiced:

Cognitive clarity, reframing

4. Small Group Work: Workplace Stress Scenarios

Time: 25 minutes

Format: Groups of 3–4

Activity:

Each group receives a short realistic workplace scenario, for example:

- constant time pressure
- unclear roles
- digital overload
- team tension
- lack of recovery

Group task:

- Identify visible stress signals
- Decide: healthy or harmful stress?
- Suggest early preventive actions:
 - individual level
 - team or organizational level

Groups write key points on flipchart or cards.

Well-being skill practiced:

Analysis, shared responsibility, prevention mindset

5. Plenary Reflection: Why Early Prevention Is Difficult

Time: 15 minutes

Format: Facilitated discussion

Questions:

- Why do workplaces react late to stress?
- What gets normalized?
- Where does responsibility usually get shifted to individuals?

Facilitator links discussion to:

- psychological safety
- leadership role
- team culture
- recovery as part of performance

6. Individual Action Step: “One Small Preventive Change”

Time: 10 minutes

Format: Individual commitment

Instruction:

Participants complete the sentence:

“One small action I can take to reduce harmful stress at work is...”

Examples:

- setting a boundary
- taking real breaks
- asking for clarity
- speaking up earlier

Participants keep this note for the final reflection.

Well-being skill practiced:

Action orientation, sustainability

Facilitation Notes:

- Avoid medical or diagnostic language
- Normalize stress as systemic, not personal failure
- Reinforce that early action is a strength
- Keep the pace dynamic and participatory

Closing sentence:

“Now that we understand how stress and burnout develop, we will look at how workplaces can actively support well-being through benefit systems and organizational resources.”

Transition to Lunch / Next Workshop

13:00–14:30 | Workshop 2: Employee Benefits and Workplace Support Systems

Duration: 90 minutes

MOOC alignment: Unit 6 – Employee Benefit Systems and Well-being

Well-being focus: Workplace (organizational + individual agency)

Workshop Aim

This workshop supports participants in actively using workplace support systems and employee benefits to improve well-being. Rather than viewing benefits as passive or “HR-owned,” participants learn to see them as resources for prevention, recovery, and equity, and to identify barriers that prevent their effective use.

The workshop emphasizes employee perspective, trust, accessibility, and life-stage relevance.

Learning Objectives

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

- Recognize how employee benefit systems support workplace well-being, not only compensation
- Reflect on their own use (or non-use) of available benefits
- Identify barriers to benefit access and trust
- Understand benefit systems as a shared responsibility (organization + employee)
- Plan one practical step to use or promote benefits more effectively

Materials Needed

- Flipcharts and markers
- Sticky notes

- Optional: printed benefit self-evaluation worksheet (Unit 6)

1. Individual Reflection: “What Support Do I Actually Use?”

Time: 10 minutes

Format: Individual work

Instructions:

Participants reflect silently on the following questions:

What workplace benefits or support systems are available to me?

- Which ones do I actually use?
- Which ones support my well-being most?
- Which ones do I ignore or avoid?

Participants write privately (no sharing required).

Well-being skill practiced:

Awareness, ownership, self-evaluation

2. Small Group Exchange: Benefit Experiences

Time: 15 minutes

Format: Groups of 3

Instructions:

In small groups, participants share:

- One benefit they found genuinely helpful
- One benefit they never use (and why)

Guiding prompts:

- Is the barrier informational, cultural, emotional, or practical?
- Is there fear of stigma or judgment?

Facilitator note: Encourage honesty; normalize mixed experiences.

Well-being skill practiced:

Peer learning, normalization, trust-building

3. Facilitated Input: Benefits as Well-being Resources

Time: 15 minutes

Format: Interactive input

Key messages (short, discussion-based):

Benefits are preventive tools, not crisis solutions only

Well-being benefits work best when:

- understood
- trusted
- flexible
- equitable

Difference between:

- formal benefits
- informal workplace support

Role of transparency and communication

Link explicitly to MOOC Unit 6 concepts.

Well-being skill practiced:

Reframing, systems thinking

4. Group Activity: Mapping Workplace Support Systems

Time: 25 minutes

Format: Groups of 4–5

Activity description:

Each group maps a typical workplace support ecosystem (real or fictional):

- Benefits (health, flexibility, learning, financial, digital)
- Informal supports (team support, leadership, flexibility)
- Gaps and blind spots

Group tasks:

1. Identify which supports prevent stress and burnout
2. Identify who benefits most — and who is left out
3. Propose one improvement to increase accessibility or trust

Groups visualize results on flipchart.

Well-being skill practiced:

Equity awareness, systems analysis, prevention thinking

5. Plenary Discussion: Barriers and Trust

Time: 15 minutes

Format: Facilitated discussion

Guiding questions:

Why do people avoid benefits of well-being?

How do power, culture, or stigma influence use?

What role do managers and peers play?

Facilitator links discussion to:

Ø psychological safety

Ø leadership responsibility

Ø equity vs. equality

6. Individual Action Step: “One Benefit I Will Use or Promote”

Time: 10 minutes

Format: Individual commitment

Instruction:

Participants complete:

“One workplace support or benefit I will use, explore, or actively promote is...”

Optional:

Who could support this action?

What might block it?

Participants keep this note for the final reflection.

Well-being skill practiced:

Agency, action planning

Facilitation Notes – Summary of the session

- Avoid HR jargon; keep employee perspective
- Emphasize choice and autonomy, not obligation

- Normalize skepticism and mistrust
- Reinforce that benefits are part of well-being culture, not perks

Transition to Pause to Recharge

Closing sentence:

“Support systems matter only if people feel safe and able to use them. Let’s take a short break to model recovery in practice.”

15:00–16:00 | Workshop 3: Team Diversity, Conflict, and Psychological Safety

Duration: 60 minutes

MOOC alignment: Unit 8 (Team Diversity) & Unit 10 (Conflict & Assertiveness)

Well-being focus: Team & relational well-being

Workshop Aim

This workshop helps participants understand how diversity, everyday tensions, and conflict influence workplace well-being. The focus is on awareness, inclusion, and psychological safety, rather than conflict resolution techniques (which are addressed in Workshop 4).

Participants explore how differences in perspectives, roles, communication styles, and working modes can be both a resource and a source of stress in teams.

Learning Objectives

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

- Recognize diversity as a normal feature of workplace teams
- Identify how misunderstandings and tension arise in everyday collaboration
- Understand the concept of psychological safety
- Reflect on behaviors that strengthen or weaken inclusion and trust

Materials Needed: Flipchart or whiteboard, Markers, Optional scenario cards

1. Ice-breaker: “Different Perspectives”

Time: 10 minutes

Format: Individual → plenary

Instructions:

Participants reflect silently and complete the sentence:

“In team situations, I usually prefer to...”

Examples (participants choose freely):

- speak quickly and openly
- think first and speak later
- work independently
- collaborate closely
- avoid conflict
- address issues directly

Plenary reflection:

- Notice diversity in preferences
- Emphasize: *“Different does not mean wrong.”*

Well-being skill practiced:

Perspective awareness, normalization of diversity

2. Small Group Work: Everyday Team Tensions

Time: 20 minutes

Format: Groups of 3–4

Activity description:

Each group discusses a common team situation, such as:

- remote vs. on-site work
- different communication styles
- generational expectations
- unequal participation in meetings

Group questions:

1. Where could tension arise?
2. What might each side *need*?
3. What behaviors could reduce misunderstanding?

Groups note 2–3 key insights.

Well-being skill practiced:

Empathy, perspective-taking, relational awareness

3. Facilitated Input: Psychological Safety (Short)

Time: 10 minutes

Format: Interactive input

Key messages:

- Psychological safety = feeling safe to speak up, ask, disagree
- It reduces stress and prevents conflict escalation
- It is created through everyday behaviors, not policies

Invite participants to give examples of:

- behaviors that increase safety
- behaviors that silence people



Well-being skill practiced:

Awareness of relational climate

4. Plenary Reflection: Inclusion in Practice

Time: 15 minutes

Format: Facilitated discussion

Guiding questions:

- What makes people withdraw in teams?
- When do differences become stressful?
- What small behaviors increase inclusion?

Facilitator links insights to:

- shared responsibility
- leadership influence
- everyday communication

5. Individual Takeaway: “One Inclusive Action”

Time: 5 minutes

Format: Individual reflection

Instruction:

Participants complete:

“One small action I can take to strengthen psychological safety in my team is...”

Examples:

- inviting quieter voices
- clarifying expectations



- documenting decisions
- checking assumptions

Participants keep this for final reflection.

Well-being skill practiced:

Action orientation, inclusion

Facilitation Notes

- Keep examples concrete and non-sensitive
- Avoid turning this into conflict-solving
- Emphasize everyday behaviors over personality
- Normalize tension as part of collaboration

Transition to Break / Workshop 4

Closing sentence:

“Differences and tensions are normal in teams. What matters is how we communicate and set boundaries — which is exactly what we’ll practice next.”

16:00–17:00 | Workshop 4: Assertiveness and Constructive Communication at Work

Duration: 60 minutes

MOOC alignment: Unit 10 – Conflict Management and Assertiveness

Well-being focus: Communication, boundaries, conflict prevention

Workshop Aim

This workshop supports participants in practicing assertive communication as a workplace well-being skill. The focus is on everyday situations where people struggle to speak up, set boundaries, or address tension early.

Rather than role-playing extreme conflicts, participants work with realistic, low-threshold scenarios they are likely to encounter at work.

Learning Objectives

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

- Distinguish assertive communication from passive or aggressive responses
- Practice expressing needs and boundaries respectfully
- Use simple assertive language (“I” statements) in everyday work situations
- Increase confidence in addressing tension early rather than avoiding it

Materials Needed: Flipchart / markers, Printed assertiveness template (optional), Pens

1. Warm-up Reflection: “When Is It Hard to Speak Up?”

Time: 10 minutes

Format: Individual → plenary

Instructions:

Participants reflect silently and choose one situation where assertiveness feels difficult:

- saying no to extra work
- giving feedback
- asking for clarity
- addressing unfair behavior
- speaking up in meetings

Plenary prompt (voluntary sharing):

- What makes these situations difficult?

- What do people fear losing?

Well-being skill practiced:

Self-awareness, emotional insight

2. Short Input: Assertiveness Basics

Time: 10 minutes

Format: Facilitated input with examples

Key points (brief, practical):

- Passive vs. aggressive vs. assertive communication
- Assertiveness = respect for self and others
- Link between lack of assertiveness and stress/burnout
- Assertiveness as prevention, not confrontation

Use 1–2 concrete examples.

Well-being skill practiced:

Conceptual clarity, reframing

3. Pair Practice: Assertive “I” Statements

Time: 20 minutes

Format: Pair work

Activity description:

Each participant chooses a realistic workplace situation (not too sensitive).

They practice using the structure:



I feel ____ when ____ because ____ . I need / request ____ .

Partners:

- listen
- reflect back
- help adjust tone (clear, calm, respectful)

Participants switch roles.

Well-being skill practiced:

Clear expression, boundary-setting, emotional regulation

4. Group Reflection: What Changed?

Time: 10 minutes

Format: Plenary discussion

Guiding questions:

- How did assertive wording feel?
- What was difficult?
- What felt empowering?

Facilitator links reflections to:

- reduced tension
- clarity
- psychological safety
- prevention of conflict escalation

5. Individual Commitment: “One Assertive Action”

Time: 10 minutes

Format: Individual reflection

Instruction:

Participants complete:

“One situation where I will practice assertiveness at work is...”

“One sentence I could use is...”

This commitment connects directly to:

- Workshop 1 (stress prevention)
- Workshop 3 (team dynamics)
- Final closing reflection

Well-being skill practiced:

Action planning, confidence building

Facilitation Notes

- Keep scenarios everyday and non-confrontational
- Encourage experimentation, not perfection
- Normalize discomfort when practicing assertiveness
- Avoid therapy-style processing

Transition to Pause to Recharge 17:00 – 17:30

Closing sentence:

“Assertiveness is not about winning or confronting — it’s about protecting well-being through clarity and respect. Let’s now bring the whole day together.”

17:30–18:30 | Reflection & Closing: From Learning to Workplace Action

Duration: 60 minutes

Focus: Integration, reflection, commitment, transfer to practice

Purpose of the Closing Session

This session helps participants:

- Integrate insights from the full day
- Reflect on personal, team, and organizational well-being
- Translate learning into concrete workplace actions
- Leave with a sense of closure, motivation, and shared responsibility

Learning Outcomes

By the end of this session, participants will:

- Identify key workplace well-being skills they practiced today
- Reflect on how stress, benefits, diversity, and communication are connected
- Formulate one realistic action to apply in their workplace
- Recognize workplace well-being as a shared and ongoing process

Materials Needed: Reflection sheets or blank paper, Pens, Flipchart / markers

1. Guided Reflection: “What Stayed With Me?”

Time: 10 minutes

Format: Individual reflection (silent)

Instructions:

Participants reflect and write short notes in response to:

- One insight from today that surprised me
- One moment that felt relevant to my own workplace
- One skill I want to strengthen further

Participants keep notes for themselves.

Well-being skills activated:

Reflection, meaning-making

2. Small Group Exchange: Connecting the Dots

Time: 15 minutes

Format: Groups of 3–4

Instructions:

In small groups, participants discuss:

- How are stress, burnout, benefits, diversity, and communication connected?
- Where do small changes have the biggest impact?
- What feels within our influence — and what doesn't?

Facilitator note:

Encourage systems thinking, not individual blame.

Well-being skills activated:

Systems awareness, peer learning

3. Plenary Harvest: Workplace Well-being Is...

Time: 10 minutes

Format: Plenary discussion

Prompt:

“Based on today, workplace well-being is...”

Participants complete the sentence aloud (one phrase each).

Examples:

- shared responsibility
- early action
- clear communication
- trust and safety
- practical, not perfect

The facilitator captures key words on flipchart.

Well-being skills activated:

Shared meaning, collective reflection

4. Individual Action Planning: “One Workplace Commitment”

Time: 15 minutes

Format: Individual work

Instructions:

Participants write a short personal commitment:

- One workplace situation I want to handle differently
- One well-being skill I will practice (e.g. early stress action, using benefits, inclusive behavior, assertiveness)
- One small, realistic step I will take in the next 2–4 weeks

Optional prompt:

- Who or what could support this action?

Participants are encouraged to keep this as a reminder.

Well-being skills activated:

Agency, sustainability, responsibility

5. Closing Circle: Final Takeaway

Time: 10 minutes

Format: Plenary circle (voluntary sharing)

Prompt:

“One word or sentence I’m taking from today into my workplace is...”

The facilitator thanks participants and acknowledges the work done during the day.

Final Framing & Goodbye (Last 5 minutes)

Facilitator closing message:

- Reinforce that:
 - workplace well-being is not about perfection
 - small actions matter
 - early action prevents escalation
- Link Day 2 to:
 - Day 1 (personal well-being)
 - Day 3 (societal well-being)

Thank participants for openness and engagement

Facilitator's quick manual for conducting the workshop

1. Role of the Facilitator

The facilitator's role is not to teach in a traditional sense, but to guide reflection, enable dialogue, and support practical learning. This workshop is designed as an experiential, participant-centered process, where learning emerges from real workplace experiences.

You are responsible for:

- Creating a safe, respectful, and inclusive environment
- Encouraging participation without pressure
- Keeping the focus on practical application
- Managing time and group dynamics
- Linking discussions to workplace realities and actions

2. Preparing for the Workshop

Before the session:

- Review all session flows and timing carefully
- Prepare materials (flipcharts, markers, handouts, scenario cards, reflection sheets)
- Arrange the room to support interaction (circles, small groups)
- Familiarize yourself with key concepts: stress vs. burnout, psychological safety, assertiveness, workplace systems

Important:

Participants have completed MOOC learning. Your role is to activate and apply that knowledge, not repeat theory.

3. Setting the Tone (Opening Session)

Start by clearly framing the day:

- Emphasize that this is a practical, interactive space

- Normalize that workplace challenges are shared and systemic
- Clarify that sharing is voluntary

Create psychological safety by:

- Using neutral, non-judgmental language
- Acknowledging diverse workplace realities
- Avoiding personal interpretation of participants' experiences

4. Facilitating the Sessions

a) Encourage Active Participation

- Use open questions rather than giving answers
- Allow thinking time before responses
- Balance participation (invite quieter voices, manage dominant ones)

b) Keep Discussions Grounded

- Bring conversations back to real-life workplace situations
- Ask: *"How does this show up in your work?"*
- Focus on what participants can influence

c) Manage Group Dynamics

- Normalize differences in opinions and experiences
- Avoid letting discussions become complaint-focused or overly personal
- Redirect gently if conversations become too sensitive or off-topic

d) Use Reflection as a Core Tool

Reflection is central to this workshop.

Encourage participants to:

- Connect content to their own experience
- Identify patterns (stress, communication, team dynamics)

- Translate insights into small, realistic actions

5. Handling Sensitive Topics

Some topics (stress, burnout, conflict) may trigger strong reactions.

Facilitator guidelines:

- Do not provide therapy or diagnosis
- Keep discussions at a general, workplace level
- Acknowledge emotions without deep processing
- Offer participants the option to step back if needed

Key message to reinforce:

Workplace well-being is a shared responsibility, not an individual weakness.

6. Time Management

The day is tightly structured. To stay on track:

- Clearly explain instructions before each activity
- Monitor time and give gentle reminders
- Prioritize reflection and discussion over content delivery
- If needed, shorten discussions rather than skipping activities

7. Linking the Workshops Together

Throughout the day, help participants see connections:

- Stress & burnout → early recognition and prevention
- Benefits & support systems → organizational responsibility
- Diversity & teams → relational dynamics
- Assertiveness → practical communication tool

Reinforce that:

Workplace well-being emerges from the interaction of individual, team, and organizational factors.

8. Supporting Action and Transfer

A key goal is application beyond the workshop.

Encourage participants to:

- Focus on small, realistic changes
- Identify one concrete action per session
- Reflect on what is within their control

Avoid:

- Overly ambitious or unrealistic plans
- Abstract or theoretical conclusions

9. Closing the Day

The final session is essential for integration.

Facilitator responsibilities:

- Guide participants to summarize key insights
- Support them in defining one actionable commitment
- Reinforce key messages:
 - Small actions matter
 - Early action prevents escalation
 - Well-being is ongoing and shared

Day 3: SOCIETAL WELLBEING

Facilitating Partner: DAFNI KEK

Well-being Level: Societal

Target Group: NGO professionals, adult learners, educators, counselors, community leaders HR staff, caregivers

Total Duration: 6 hours (including breaks and lunch)

PURPOSE OF THE DAY

The purpose of Day 3 is to support participants in understanding well-being as a collective and relational process shaped by social environments, relationships and broader societal conditions. Building on the concepts introduced in the MOOC units at the societal level, this day focuses on how individuals both influence and are influenced by the communities, the systems and the networks in which they participate, live and work.

Through a structured sequence of interactive sessions, participants explore the role of social support, communication, environmental factors and collective resilience in promoting well-being. The workshops combine theoretical insights with experiential learning, enabling participants to recognise patterns of support and disconnection and to develop practical skills for fostering more inclusive, supportive and resilient communities.

A central aim of the day is to empower participants to move from individual awareness to collective action, strengthening their ability to contribute to positive social change. By applying relational and community-based approaches, participants are encouraged to understand well-being not only as a personal responsibility but also as a shared process that can be cultivated through everyday interactions, collaboration and engagement within society.

10:00 - 10:30 | Welcome & Introduction (30 minutes)

Workshop Title: Thriving Through Relationships¹

¹ Inspired and based on: "New Look at Social Support: A Theoretical Perspective on Thriving through Relationships" by Brooke C. Feeney and Nancy L. Collins

Workshop Aim:

To introduce participants to the workshop theme, create psychological safety within the group and set the foundation for understanding thriving oriented social support.

Learning Objectives

- Describe the purpose and structure of the “Thriving Through Relationships” workshop.
- Identify the difference between "surviving" and “thriving” as a thematic anchor for the day.
- Connect with peers through a positive relational experience.
- Recognise that social support contributes to flourishing, not only stress reduction, based on Feeney & Collin’s model.

Session Description:

- **Introduction (10 minutes):** Facilitator welcomes participants, introduces the workshop focus (thriving, relationships, societal well-being) and a brief overview of the day’s structure.
- **Activity (15 minutes):** Icebreaker “Thriving Moments”: Participants share a recent personal or professional experience where someone’s support helped them grow, improve and flourish, not just cope.
- **Mini-lecture (5 minutes):** Display anchor quote “*My mission in life is not merely to survive, but to thrive*” by Maya Angelou. Explain the shift from traditional social support (stress buffering) to the Feeney and Collins thriving model. Introduce the two types of support, the SOS (Source of Strength during adversity) and the RC (Relational Catalyst during opportunity and growth).

Materials Needed: Slide with Maya Angelou quote and with Infographic comparing Traditional view vs. new Thriving Social Support model, flipchart or whiteboard, markers

Handouts Used: 1. Comparison chart - Traditional vs Thriving Model

Reflection Questions:

- What did you notice about how people described their thriving moments vs their coping moments?
- What role did relationships play in helping you grow rather than just recover/cope?
- In your current work or community environment, do people receive more survival support or thriving support?

10.30-12.00 | Workshop 1: Conceptual Foundations: Thriving Beyond Stress (90 min)

Workshop Aim:

To provide the scientific foundations of the THriving Model, help participants understand its core principles and guide them through a personal self-assessment that connects theory to lived experience.

Learning objectives

- Explain the difference between the traditional stress buffering model of social support and the Thriving model.
- Describe how thriving occurs across multiple domains and is not just about emotional coping.
- Identify the five components of thriving (hedonic, eudaimonic, psychological, social, physical).
- Evaluate their own thriving profile through a self-assessment tool.
- Recognise how relationships contribute to flourishing beyond adversity.

Session Description:

PART A | Traditional vs Thriving Support (45 minutes)

- **Presentation (15 minutes):** Traditional buffering model vs. thriving (based on Feeney & Collins' model), thriving occurs both during adversity (SOS) and opportunity (RC).
- **Handout (5 minutes):** Side-by-side comparison chart (Buffering vs thriving).

- **Activity (15 minutes):** Group brainstorm: “What does “thriving” look like emotionally, socially, physically, professionally?”. Map onto flipchart paper.
- **Examples (10 minutes):** Facilitator gives real-life examples (e.g., athletes, students, patients) to illustrate thriving vs. just “getting through.”

PART B | Components of Thriving (45 minutes)

- **Mini lecture (15 minutes):** Five domains of thriving (Hedonic, Eudaimonic, Psychological, Social, Physical well-being).
- **Activity (20 minutes):** Wheel of Thriving Self-Assessment. Each participant rates themselves on 5 domains (1–5 scale). Small group discussion and debrief.
- **Group reflection (10 minutes):** Whole group discussion on the way relationships influence each domain of thriving.

Materials Needed: PowerPoint slides: (Traditional buffering model vs. thriving, Five domains of thriving), flipchart or whiteboard, markers, pens

Handouts Used: 1. Comparison chart - Traditional vs Thriving Model, 2. Wheel of Thriving Self-Assessment

Reflection Questions:

- Which domain of thriving feels most supported in your current relationships?
- Which domain is least supported and what kind of relational support might help strengthen it?
- How does understanding your thriving profile help you set personal or professional goals?

12.00 - 13.00 | Lunch Break (60 min)

13.00 - 14.30 | Workshop 2: Relational Support Functions: SOS, RC & Pathways to Thriving (90 min)

Workshop Aim:

To deepen participants' understanding of the two core relational functions that promote thriving, to provide structured practice in recognising and offering effective and sensitive support, and to help participants understand how support translates into tangible thriving outcomes across emotional, cognitive, motivational, behavioral, relational and physiological domains.

Learning objectives

- Distinguish between Source of Strength (SOS) support and Relational Catalyst (RC) support.
- Identify real life examples of SOS and RC behaviors in personal and professional contexts.
- Practice offering responsive support in both adversity related and opportunity related situations.
- Map the connection between SOS or RC behaviors and pathways to thriving.
- Identify the eight pathways through which social support fosters thriving.
- Connect SOS and RC supportive behaviors to specific psychological and physiological outcomes.
- Describe examples of how support has influenced participants' well-being across pathways.
- Recognise the societal level significance of thriving pathways in communities and workplaces.

Session Description:

PART A | Relational Support Functions: SOS & RC (60 minutes)

- **Mini-presentation (10 minutes):** Explanation of SOS (during adversity) and RC (during opportunities & growth).
- **Media (10 minutes):** Brené Brown — Empathy vs. Sympathy (RSA Animate):
 Brené Brown on Empathy
- **Case Study Activity (20 minutes):** Provide 2 scenarios (adversity & opportunity). Small groups discussions:
 - Which type of support is needed, SOS or RC?

- What specific behaviors would be helpful?
- Which pathways to thriving are activated?
- **Role-Play Practice: Support Provider/Receiver (20 minutes):** In pairs, practice being a support provider in SOS vs. RC situations (rotate roles).
- **Debrief (5 minutes):** Whole group discussion on how SOS feel different from RC in practice.

PART B | Pathways to Thriving (30 minutes)

- **Mini lecture (10 minutes):** Overview of the 8 Pathways (emotions, self-perceptions, motivation, appraisals, behaviors, relationships, physiology, lifestyle).
- **Gallery Walk Activity (15 minutes):** Posters around the room, each labeled with one thriving pathway. Participants receive sticky notes and move around the stations, adding sticky notes with examples from their own life or work of how support shaped them in that domain.
- **Debrief (5 minutes):** Group reflection on which pathways resonate most and which are essential for inclusive, resilient communities.

Materials Needed: PowerPoint slides Explanation of SOS and RC, PowerPoint slides Overview of the 8 pathways, [YouTube video](#), printed scenario cards (2 scenarios), 8 printed posters (one for each pathway), sticky notes, flipchart or whiteboard, markers, pens

Handouts Used: 3. SOS & RC Quick Reference Guide (behaviors, goals, outcomes), Pathways to Thriving (Simplified) and 5. Checklist for Responsive & Sensitive Support

Reflection Questions:

- When you think about your own relationships, do you receive more SOS or RC support?
- Which type of support do you find easier to give? Why?
- What is one RC behavior you could practice in the coming week?
- How can shifting toward RC support strengthen your community or workplace?
- Which pathway resonated most with your personal experience of thriving?
- Which pathway do you believe is underdeveloped in your community or workplace?

- How can you intentionally support someone in at least one new pathway this week?

14.30 - 15.00 | Pause to Recharge (30 min)

15.00 - 17.00 | Workshop 3: From Responsive Support to Thriving Communities: Practicing, Designing & Applying SOS and RC Support (120 min)

Workshop Aim:

To guide participants from practicing effective support skills (responsive communication, SOS/RC behaviors) to applying the thriving model in real contexts, by designing meaningful, practical micro-interventions that promote relational and societal well-being.

The session blends skill-building and applied design thinking, enabling participants to understand, practice and implement thriving oriented support in their own networks, organisations and communities.

Learning objectives

- Identify the skills and mindsets required for responsive and sensitive support..
- Distinguish between helpful vs unhelpful support behaviors when offering relational support.
- Evaluate their own social support networks using a structured Support Audit tool.
- Practice offering support that aligns with SOS (Source of Strength) and RC (Relational Catalyst) principles.
- Reflect on their roles as both support providers and support recipients.
- Apply the SOS and RC support functions to real-world social, educational, workplace, family and community contexts.
- Co-design a practical, small scale intervention or relational strategy that enhances thriving in a chosen environment.
- Strengthen understanding of how relational support contributes to societal well-being.

- Identify barriers and opportunities for implementing the thriving framework in daily professional practice.

Session Description:

PART A | Practicing Effective Support (60 minutes)

- **Mini-presentation (10 minutes):** Principles of Effective Support: Prerequisites for Support Providers (skills, resources, motivation) and responsibilities of Support Recipients (expressing needs, gratitude, reciprocity).
- **Activity (15 minutes):** Support Audit Worksheet: Each participant reflects on their network:
 - Who provides SOS? Who provides RC?
 - Where are the gaps? Who do I over/under-rely? Where could reciprocity be strengthened?
- **Practice (25 minutes):** Triad practice Sensitive Support. Participants work in triads, one shares a real situation, one offers supportive responses and one observes. They rotate roles so everyone practices being the speaker, the supporter and the observer.
- **Debrief (10 minutes):** Whole group discussion questions about the challenges faced and verbal and non verbal support.

PART B | Integrating & Applying the Thriving Model (60 minutes)

- **Small Group Task (35 minutes):** Participants working in groups apply SOS/RC model to real contexts (workplace, family, education, health/caregiving, community) and design a short intervention (e.g., mentor program, workplace initiative, parenting tip sheet) that uses both SOS and RC Support.
- **Report & Feedback (15 minutes):** Each group presents their intervention and facilitator and peers offer supportive feedback.
- **Group Discussion (10 minutes):** Whole group discussion led by the facilitator on how relational support contributes to societal well being, not just personal.

Materials Needed: PowerPoint slides summarising principles Effective Support, printed Support Audit Worksheets, printed Responsive & Sensitive Support Checklists, SOS/RC handouts, pens, timer (for triad practice Sensitive Support), flipchart paper, markers, sticky notes,

Handouts Used: Checklist for Responsive & Sensitive Support, Support Audit Worksheet, SOS & RC Quick Reference Guide, Pathways to Thriving (Simplified)

Reflection Questions:

- Which support behaviors felt easiest for you to use?
- Which behaviors would you like to strengthen?
- What surprised you about your Support Audit?
- How can you enhance mutual support within your workplace, family and community?
- What type of support (SOS or RC) is most missing in your organisation/community?
- What small change can you implement next week to strengthen thriving?
- How can you invite others to participate in creating a more supportive environment?
- Which of the eight pathways do you feel most confident promoting?

17.00 - 17.30 | Pause to Recharge (30 minutes)

17.30 - 18.30 | Closing Session & Personal Reflection (60 minutes)

Workshop Title: Committing to Thriving Relationships

Workshop Aim:

To conclude the workshop with meaningful reflection, personal intention-setting and shared commitment, helping participants connect the day's content to their own lives and communities.

Learning Objectives

- Reflect on their personal learning about SOS and RC support functions.
- Identify specific relational behaviors they want to practice in their personal or professional life.
- Commit to a small, actionable change that fosters thriving within their networks.

- Share insights with the group and consolidate a sense of community and connection.
- Explore resources for continued learning and development.

Session Description:

- **Reflective Writing Activity (15 minutes):** “Letter to Myself”. Participants write a short letter to themselves with one action (behavior they want to practice, why it matters, who might benefit, etc.) they will take to foster thriving relationships as giver or receiver.
- **Sharing Circle (20 minutes):** Participants gather in a circle and volunteers share their commitments, something they learned about support, a new insight, etc.
- **Workshop Takeaways (10 minutes):** Facilitator summarizes the day’s main insights.
- **Resource List & Closing (15 minutes):** Participants receive a resource list handout (articles and short readings, videos/talks, podcasts). Final acknowledgements.

Materials Needed: Reflection sheets, pens, resource list handout, closing slide

Handouts Used: Resource list, Letter to Self Template

Reflection Questions:

- Which concept from today resonates most with you personally?
- What is one specific relationship you want to support more intentionally?
- How can you integrate both SOS and RC support in your everyday interactions?
- How will you keep yourself accountable to your commitment?

Facilitator’s quick manual for conducting the workshop

General Preparation

- Print all materials and handouts (comparison charts, worksheets, SOS/RC guides, pathway posters).
- Prepare slides with the Maya Angelou quote and models (traditional vs thriving support, SOS/RC diagrams, pathways visuals).
- Check the projector, audio and YouTube link for the Brené Brown empathy video.

- Arrange the room with space for group work, triads and a circle for the closing sessions.
- Place posters around the room for the Gallery Walk activity.

Welcome & Introduction, 10:00-10:30 am

- Welcome participants and briefly present the theme: social support as a mechanism not only for coping but for thriving.
- Explain the workshop's structure and learning objectives.
- Start the group with the “Thriving Moments” icebreaker. Invite participants to share a recent moment where support helped them flourish. Encourage warmth and openness and normalize the idea that support can be uncomfortable to talk about.
 - Prompt: “Think of a moment (personal or professional) when someone’s support helped you not only survive a challenge, but move forward, learn, or thrive. What happened? How did it feel?”
 - Group brief sharing: 2–3 volunteers summarise in plenary.
 - Facilitator Note: Highlight common themes, such as encouragement, validation, opportunities, support during success.
- Present the Maya Angelou quote and introduce the shift from “surviving” to “thriving”. Help participants understand that thriving involves growth, not just stress reduction.
- Show the infographic comparing traditional buffering vs thriving support. Show the first handout item: 1. Comparison Chart: Traditional vs. Thriving Model. Use simple, relatable examples to contrast “surviving” vs “thriving.”

Session 1: Conceptual Foundations: Thriving Beyond Stress, 10:30 – 12:00

PART A | Traditional vs Thriving Support

- Present the difference between traditional stress buffering models and thriving models (SOS and RC). Facilitator explains:
 - Traditional view: Social support buffers stress, helps us return to baseline during adversity.
 - Feeney & Collins’ model: Relationships also help people grow, expand, take opportunities, and flourish.

- Thriving occurs during both adversity (SOS) and opportunity (RC).
- Display Handout #1 and guide participants through each row of the chart.
- Facilitate a brainstorm: “What does thriving look like?”.
 - Participants split into groups of 4–5. Each group brainstorms examples of thriving in 4 areas: Emotionally, Socially, Physically, Professionally. Groups record ideas on flipchart paper.
 - Debrief: Facilitator organizes examples into two categories: “Surviving” indicators and “Thriving” indicators. Emphasize how thriving extends beyond the absence of illness.
- Offer 2-3 real life examples (athletes, students, patients, teams), aligned with the Feeney & Collins model:
 - “How does a student thrive when given mentoring, not just crisis support?”, “How do employees flourish when encouraged to pursue growth?”, “How do communities recover stronger after collective adversity?”
 - Optional question to group: “Think of one time when someone helped you advance rather than just recover. What was different about it?”

PART B | Components of Thriving

- Present the five domains of thriving from the Feeney & Collins framework: hedonic well-being, eudaimonic well-being, psychological well-being, social well-being, physical well-being. Explain how thriving is multi-dimensional, not a single feeling.
- Guide participants to complete the Wheel of Thriving Self-assessment. Participants use Handout #2 to rate themselves 1–5 in each domain. They connect the points to create a visual “thriving wheel.”
 - Small-group debrief: “Which domains feel strong?”, “Which require more attention or nurturing?”, “Did any scores surprise you? Why?”.
 - Facilitator normalises variability: “Thriving profiles change across the lifespan, contexts, and relationships”.
- Lead small group discussions and a whole group reflection.
 - How do relationships influence each area of the wheel?
 - Which domains are most affected by strong support networks?

- How might SOS and RC support look different across the domains?

Session 2: SOS, RC & Pathways to Thriving, 13:00 - 14:30

PART A | Relational Support Functions: SOS & RC

- Facilitator introduces Feeney & Collins' two major mechanisms through which relationships promote thriving:
 - SOS: Source of Strength (during adversity). Functions include: Providing a safe haven, Encouraging resilience, Helping with reconstruction, Strengthening coping abilities, Reframing challenges
 - RC: Relational Catalyst (during opportunities & growth). Functions include: Encouraging exploration, Providing perceptual assistance, Helping set goals, Preparing and launching toward opportunities, Celebrating successes.
 - Participants view Handout 3: SOS & RC Quick Reference Guide.
- Play the Brene Brown Empathy vs Sympathy video (RSA Animate).
- For the Case Study activity participants break into small groups (3-4 people). Each group receives two scenarios:
 - Adversity scenario (e.g. job loss, conflict, personal setback)
 - Opportunity scenario (e.g. new project, skill development, leadership chance)
 - Guide small groups to identify: “Is the needed support SOS or RC?”, “Which specific behaviors help?”, “Which thriving pathways are engaged?”.
 - Facilitator guidance: Encourage groups to be specific (e.g. “Help reframe the setback” vs “be supportive”).
 - Short whole-group reporting.
- Conduct pair role plays. Participants pair up and choose the SOS practice scenario or the RC practice scenario.
 - Round 1: Person A = Support provider and Person B = Support receiver
 - Round 2: Switch roles.
 - Goal: Practice sensitive, responsive helping behaviors without fixing, minimizing and giving unsolicited advice.

- If there are groups of three, the Observers take notes using the Checklist for Responsive & Sensitive Support (Handout 5).
- During debrief, have a whole group discussion: “What felt easy during the role-play?”, “What was challenging?”, “How does SOS feel different from RC in practice?”, “In which contexts (workplace, family, community) do you see RC being neglected?”.
 - Connect back to societal well-being. Communities need both adversity support and growth oriented support.

PART B | Pathways to Thriving

- Facilitator introduces the eight pathways from Feeney & Collins. Using Handout 4: Pathways to Thriving (Simplified), explain:
 - Emotions: more hope, joy, security
 - Self-perceptions: resilience, confidence, self-esteem
 - Appraisals: reframing challenges, optimism, agency
 - Motivation: willingness to stretch, intrinsic drive
 - Behaviors: exploration, coping, learning
 - Relationships: closeness, trust, satisfaction
 - Physiology: reduced stress, better health outcomes
 - Lifestyle: healthier routines, more engagement

Key message: Thriving is *multi-systemic*. It affects the mind, body, behavior and social functioning. Illustrate with 1 or 2 concrete examples: e.g. “A mentor’s encouragement increases confidence → motivation → skill-building → better health habits”.

- Run a Gallery Walk activity.
 - Setup: Place eight posters around the room, each labeled with one thriving pathway.
 - Participants receive sticky notes and move around the stations.
 - Task: At each poster, they add an example from their own life or work: “How someone’s support contributed to that pathway or how they supported someone else in a way that shaped that pathway.”

- Examples: “A friend helped me reframe a setback → Appraisals”, “A coworker celebrated my success → Motivation”, “A supervisor provided autonomy → Self-perceptions + Behavior”, “My partner encouraged healthy routines → Physiology + Lifestyle”
- Facilitate a short debrief on the collective insights. Facilitator guides discussion: “Which pathways received the most examples?”, “Which pathways were harder to think of?”, “What does this say about the types of support we give or receive most often?”, “At a societal level, which pathways are essential for inclusive, resilient communities?”
- Link back to the concept that **thriving is relational and communal**, not only individual.

Session 3: Giving and Receiving Effective Support to Thriving Communities: Practicing, Designing & Applying SOS and RC Support, 15:00 - 17:00

PART A | Practicing Effective Support

- Present principles of effective support (skills for providers and responsibilities for recipients). Facilitator introduces the evidence-based elements of responsive & sensitive support:
 - As a Support Provider, effective support includes: listening with full attention, matching support to expressed needs, validating emotions, avoiding minimizing or unsolicited advice, respecting autonomy (choices, agency), celebrating progress, asking supportive questions (“What would be most helpful right now?”).
 - As a Support Recipient: expressing needs clearly, being receptive, balancing asking and giving, expressing gratitude, maintaining a diverse support network

Participants receive Handout 5: Checklist for Responsive & Sensitive Support.

- Give participants the Support Audit Worksheet and guide them through reflection. Participants individually complete Handout 6: Support Audit Worksheet, with these steps:
 - Step 1: Relationship Mapping: Draw circles representing close, medium, and outer-circle relationships.

- Step 2: Identify Functions. Mark: “Who provides SOS?”, “Who provides RC?”, “Where are the gaps?”, “Who do you over-rely on?”, “Where could reciprocity be strengthened?”.
- Step 3: Reflection. Prompts: “Do I rely too much on one person?”, “Where can I diversify my support?”, “How can I strengthen the support I offer others?”
- Optional Sharing: If comfortable, participants discuss 1–2 insights in pairs.
- Facilitator emphasis: The goal is NOT to judge, but to understand patterns and increase intentionality in relationships.
- Move into triad practice where each person rotates roles: speaker, supporter, observer. Participants form groups of three (triads): Person A: shares a real, current goal, challenge, or opportunity, person B: provides support (SOS or RC, depending on scenario) and person C: observes, using Handout 5 checklist.
 - Round 1: A = Speaker, B = Support provider, C = Observer
 - Round 2: Rotate roles.
 - Round 3: Rotate again so all three roles are practiced.
 - Focus behaviors for Support Provider: use validating statements, ask clarifying questions, offer autonomy-supportive choices, avoid fixing or rescuing, tailor support to SOS or RC needs.
 - Focus behaviors for Observer: give feedback using the checklist, comment on positive behaviors first, highlight moments of attunement, suggest alternatives if needed.
 - Facilitator Reminders: normalize discomfort (“This is practice, not performance”), encourage authenticity, not role-play exaggeration, invite compassion: “Be gentle with yourselves and each other.”.
- Lead a group debrief on challenges and observations.
 - Whole-group discussion questions: “What felt natural? What felt challenging?”, “Were SOS and RC easy to distinguish in real conversations?”, “What did you notice about verbal vs. non-verbal support?”, “As a society, do we teach RC support enough? Why/why not?”.

- Facilitator links skills practice back to societal well-being: “When communities cultivate sensitive, responsive support, thriving becomes a collective process, not an individual effort.”

PART B | Integrating & Applying the Thriving Model

- Divide participants into small groups. Assign each a context (workplace, family, community, education, health). Participants form 4–5 small groups. Each group selects one context: Workplace (e.g. staff wellbeing, mentoring, team culture), Family (e.g. parenting, intergenerational support), Education (e.g. student success, peer mentoring), Community (e.g. volunteering networks, support groups), Health / Caregiving (e.g. patient support, caregiver wellbeing)
 - Task Instructions: Each group designs a short intervention, program or initiative that uses both: SOS (Source of Strength) Support for coping with stress, setbacks, adversity and RC (Relational Catalyst) Support for pursuing goals, growth, development, and opportunities.
 - They must include: the population served, key SOS & RC behaviors included, expected pathways to thriving (from Handout 4), implementation steps, potential barriers, how success will be measured.
 - Examples: A peer-mentoring system at an NGO, A “growth conversations” protocol in HR, A community “support circle” for caregivers, A classroom model encouraging curiosity (RC) and emotional safety (SOS).
 - Handouts to use: 4. Pathways to Thriving diagram, 3. SOS & RC Quick Reference Guide, 5. Responsive Support Checklist

Groups write ideas on flipchart paper.

- Facilitate group presentations and supportive peer feedback. Each group briefly presents: their context, key components of the intervention, how SOS & RC appear in their design and expected thriving outcomes.
 - The facilitator and peers offer supportive, growth-oriented feedback. Facilitator prompts: “Which thriving pathways does this intervention strengthen?”, “Is the

support balanced both adversity support AND growth support?”, “How could it be made more inclusive or sustainable?”

- Lead a discussion on how relational support fosters societal well-being. Whole-group discussion led by facilitator.
 - Prompts: “How does relational support contribute to societal well-being, not just personal?”, “What changes when communities develop both SOS and RC norms?”, “Which systemic structures (policy, education, workplace culture) would improve if supportive behaviors were embedded?”, “What barriers might prevent RC support (celebrating success, encouraging opportunity) in your community or workplace?”
 - Facilitator links to Feeney & Collins: “Thriving is not only an individual outcome but a relational and social one. Communities flourish when they foster both resilience and growth.”.

Session 4: Closing Session & Personal Reflection, 17:30 - 18:30

- “Letter to Myself” reflective activity. Participants receive a blank sheet or reflection template.
 - Prompt: “Think about everything we explored today — SOS support, RC support, thriving pathways, sensitive communication, and your Support Audit.
What is one concrete action you will take in the next week to foster thriving, either as a giver or receiver of support?”.
 - Examples: “I will practice empathy before giving advice.”, “I will celebrate a colleague’s achievement.”, “I will express a need clearly instead of waiting for someone to guess it.”, “I will strengthen one relationship that matters to me.”
 - Participants write a short letter to themselves, including: the behavior they want to practice, why it matters, how they will remind themselves, who might benefit
- Invite participants into a Sharing Circle to share insights or commitments. Participants gather in a circle.
 - Volunteers share: their commitment, what stood out most during the workshop, something they learned about support, a new insight from the group work.

- The facilitator helps create an atmosphere of safety and appreciation. Facilitator prompts: “What was an ‘aha moment’ for you today?”, “How do you see yourself applying the SOS/RC framework in your role?”, “What changed in the way you understand support?”. Encourage brief responses to allow everyone interested to share.
- Summarise the day’s core takeaways. Thriving requires: SOS (Source of Strength) during adversity, RC (Relational Catalyst) during opportunity, Multi-dimensional thriving pathways, Responsive, sensitive support, Intentional relational design in communities.
 - Key message: “We thrive through each other. Small acts of care can have a profound impact.” Reinforce that support is a skill that improves with practice.
- Distribute the Resource List for continued learning.
 - Articles & short readings:
 - Feeney, B. C., & Collins, N. L. (2015). A new look at social support: A theoretical perspective on thriving through relationships. *Personality and social psychology review*, 19(2), 113-147.
<https://doi.org/10.1177/1088868314544222>
 - Greater Good Science Center (GGSC): [How Small Moments of Empathy Affect Your Life](#)
 - GGSC: [In a Divided World, We Need to Choose Empathy](#)
 - GGSC: [Do We Need to Love Ourselves Before We Love Others?](#)
 - Podcasts:
 - GGSC: [The Science of Happiness](#)
 - Brené Brown: [Unlocking Us with Brené Brown](#)
 - Shankar Vedantam: [Hidden Brain](#)
 - Videos:
 - [Brené Brown – Empathy vs Sympathy](#)
 - [Nicholas Christakis – The Hidden Influence of Social Networks](#)
 - [Harvard University - Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives](#)
- Close with a simple grounding or gratitude practice. The facilitator thanks participants for their openness, engagement, and contributions.

- Closing slide text: “Thriving is a collective journey. Thank you for being part of this community.”

[i] (inspired and based on: "New Look at Social Support: A Theoretical Perspective on Thriving through Relationships" by Brooke C. Feeney and Nancy L. Collins.)