



Erasmus+



sofia

STRENGTHEN
EXECUTIVE FUNCTIONS

HANDBOOK

“O3: Program with specific techniques based on mindfulness and meditation”



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INTRODUCTION

The SOFIA Guide is an assisting tool that will further help you to improve your Executive Functions. It is consisted of 3 parts and the appendices.

The first part of this Handbook includes the symptoms of the Executive Function Disorders and 10 useful tips that you could help you in your daily life.

The second and third parts consist of specific exercises for practicing Mindfulness and Executive Functions.

More specifically, the second part includes a set of Mindfulness Exercises which ideally should be practiced before doing the Specific Executive Function Enhancing Exercises. Nevertheless, Mindfulness Exercises could be practiced anytime you wish, although it is suggested to be practiced regularly and for as longer period of time as possible.

The third part of the Handbook includes a set of Specific Executive Function Enhancing Exercises some of which can be done individually and some others should be done in groups.

Some exercises on part 2 and 3 are included on the online platform of SOFIA and could be implemented through it, but in case you need to practice further without the use of a computer/ mobile phone or electronic device, the Guide will be your assistant.

The fourth part of this Handbook, are the Appendices which contain useful material for the execution of some exercises of the third part.

Part 1

a. EXECUTIVE FUNCTIONS DISORDERS' SYMPTOMS

Emotional control – Working Memory - Planning

Do you think you have difficulties in controlling your emotions, memorizing or planning your activities?

Check the list below and see which difficulties facing persons with the above mentioned difficulties. The more you recognize as yours, the higher your difficulties are.

Persons with difficulties in **emotional regulation** usually tend to:

- respond before the question is formulated
- react impulsively when others act inappropriately
- get impulsive decisions and then want to revise the decision taken
- postpone decision making, needing the opinion of others.
- have difficulties in controlling the reactions while driving
- speak all the time and interrupt others
- have a difficulty respecting turn-taking during a conversation
- display: stress, nervousness, worries and negative emotions when being assessed
- being unable to hide their behavioural manifestations of emotion
- have difficulty in focusing on solving problems or tasks when having a negative emotion
- go easily and without reason from one emotion to another
- have sudden outbursts of anger
- exaggerate crying fits
- use accusatory statements
- show impulsive and/or risky behavior
- exaggerate emotional manifestations

People with **memory deficit**:

- often forget what they have to say if they cannot say it immediately
- forget to bring home the things they need to complete an activity or work

- have difficulties in remembering people's names, even if they had met them several times.
- are always looking around for their items they use in daily rate, like their keys.
- are often late at work, and also at other activities they are involved in.
- find it difficult to mobilize for a complex task which involves several stages of work
- have difficulty in keeping the instructions in memory
- when a task seems boring or not interesting, do not get involved
- need someone to motivate / control / direct them to complete their professional tasks
- cannot remember instructions and learning common sequences like directions, assignments and deadlines.
- have visual learning difficulties (including learning numbers and letters, finding their way around new environments as well as manipulating visual information like shape, colour and space).
- find it difficult to manage more complex problem-solving tasks like mental arithmetic

Persons with difficulties in **planning**:

- tend to procrastinate.
- even if they are planning their time, they fail to follow the planning.
- they cannot accurately anticipate the time needed to carry out an activity, and they need a longer time to start a task when it is more difficult.
- have difficulty in managing large projects.
- face difficulties in setting priorities.
- fail to meet the deadlines for accomplishing tasks.
- organizational / planning difficulties
- are usually lost in the in the process and cannot follow the planned steps
- lack time management skills
- have difficulty in starting a new task
- have problems organizing, planning or finalizing on time the tasks
- delay decision-making
- usually lose their personal items or have difficulty in finding them
- in the end of the day they find out that they haven't finished all their daily tasks.

For better evaluation of your executive functions you can use the assessment tools, you will find on SOFIA's platform.

b. 10 USEFUL TIPS

Be yourself, but always your better self.

– Karl Maeser

Here are 10 simple tips you could have in mind on your everyday life, so as to improve your executive functions.

1. **Turn negative situations into positives** – Every time things are difficult, ask yourself, “What can I learn from this?” Is there anything that you can take away and introduce so the situation doesn't happen again? Write down your learning points.
2. **Get enough sleep.** You will be more positive and less reactive when you've gotten enough shut-eye.
3. **Manage your time well:** Try to estimate how long each activity will take and expect some problems along the way. Rather than planning just enough time to get everything done, you'll want to take into account potential problems. Thinking ahead and managing your time well are great ways to help improve your executive functions.
4. **Exercise regularly.** Physical activity is a great stress reliever. It doesn't matter how you exercise, as long as you do it regularly. Even going for a quick walk around the block can clear your head and put things in perspective. Additionally, personal skills and focused attention increase when you play sports, which will help you make decisions when you're on the move and relate to others, as well as improve anticipation and cognitive flexibility.
5. **Teach yourself something new:** When you teach yourself things, you're less impulsive, planning deficits decrease, and you improve your cognitive flexibility. Teach yourself something by talking out loud- repeat the directions to yourself and congratulate yourself when you've done something well.
6. **Find time for yourself.** It's important to set some time aside for you to do something for your own pleasure. If you don't recharge the batteries, you will burn out.

7. **Take a break.** If your two choices are to blow up or walk away, it's better to walk away. Even five seconds may be enough to help you calm down and gather yourself.
8. Remind yourself that, **no matter how strong the emotion you are feeling, it will fade.** This could be a positive feeling, like being excited over a potential purchase, or a negative feeling, like a date that went badly. You will still have the feeling, but know that you will feel differently.
9. **Music is your friend:** Music can help you develop your ability to improvise, your working memory, cognitive flexibility, and inhibition. It can also help reduce stress by reducing the levels of cortisol, the stress hormone, circulating through your body. This can help you relax, bring down blood pressure, and relieve muscle tension. So, try to sing, dance or play an instrument any time you need it!
10. **Playing video games** is a great way to improve and exercise executive functions. If you have the time to spare, and as long as you're doing other things as well, video games can help you improve your response time, selective attention, and inhibition. Also, going from reality to another "world" helps train your working memory.

Part 2

MINDFULNESS EXERCISES

Mindfulness is a psychological process which involves bringing our attention to the present moment. Specifically, it is resting in the here and now and being fully engaged with whatever we are doing in the moment. It is an Inherent, natural human ability that can be developed and enhanced through the practice of meditation and other training.

Meditation is a state of thoughtless awareness, which eventually encourages a heightened state of awareness and focused attention. Meditation is both a skill and an experience. As such, it can be improved with regular practice.

In order to experience the benefits of Mindfulness it is necessary to practice it for at least **15 minutes per day, 5 days a week for around 4 weeks.**



PRACTICE 1 (approx. 2 min and 40 sec)

| | |
|-------------------|---|
| WHEN | Every day in the morning after waking up (maybe before getting up from bed) or anytime of the day |
| ESSENTIALS | Calm/ quiet environment |
| POSITION | Lying down or sitting |

“Gratitude reflection”

1. Find a comfortable position and gently close your eyes.
2. Take a few slow (pause) deep breaths, so that you relax as much as possible (pause 40 seconds)
3. Let your awareness move to your immediate environment: all the things you can smell, (pause 2 seconds) taste, (pause 2 seconds) touch, (pause 2 seconds) see, (pause 2 seconds) hear. (pause 2 seconds)
4. Say to yourself: “For this, (pause) I am grateful.” (pause 3 seconds)
5. Now, bring to mind those people in your life to whom you are close: your friends, (pause) family, (pause) partner (pause)... Say to yourself, “For this, (pause) I am grateful.”
6. Next, turn your attention onto yourself: (pause) you are a unique individual, blessed with imagination, (pause) the ability to communicate, (pause) to learn from the past and plan for the future, (pause) to overcome any pain you may be experiencing. (pause)
7. Say to yourself: “For this, (pause) I am grateful.”



8. Finally, rest in the realization that life is a precious gift. That you have been born into a period of immense prosperity, (pause) that you have the gift of health, culture, and access to spiritual teachings. (pause)
9. Say to yourself: "For this, (pause) I am grateful."
10. Now, you can start or continue with your day as you wish, with this feeling of immense gratitude in your heart.



PRACTICE 2a (approx. 1 min and 15 sec)

| | |
|-------------------|---|
| WHEN | 1st day of practice (Monday) and every Monday |
| ESSENTIALS | A fixed mirror / being alone |
| POSITION | Standing |

“Myself in the mirror 1”

Before leaving home in the morning, stand in front of a mirror.

1. Take a deep breath (pause 2 seconds) exhale slowly and look at your face in the mirror (pause 3 seconds)
2. Observe your facial characteristics, (pause 2 seconds) your expression (pause 3 seconds)
3. Bring in mind a person you love (pause 2 seconds)
4. Think that you have that person in front of you and that he or she is looking at you lovingly through the mirror (pause 5 seconds)
5. Now, observe your face again.
6. Pay attention to your eyes, how they have lightened up or how a smile probably, is formed on your lips (pause 3 seconds)
7. Observe the changes (pause 3 seconds)
8. Keep the emotion caused by the image of your beloved person, and start your day with the thought that you have as much love as you need to deal with everything and everyone you meet on your way... with a smile.



PRACTICE 2b (approx. 1 min and 10 sec)

| | |
|-------------------|---|
| WHEN | Every Tuesday, Wednesday, Thursday and Friday |
| ESSENTIALS | A fixed mirror / being alone |
| POSITION | Standing |

“Myself in the mirror 2”

Before leaving home in the morning, stand in front of a mirror.



1. Take a deep breath, (pause 2 seconds) exhale slowly and look at your face in the mirror. (pause 2 seconds)
2. Observe your facial characteristics (pause 2 seconds) your expression (pause 3 seconds)
3. Look at yourself with love. You have your best friend in front of you. If necessary, change your gaze so as to reflect the affinity you feel for the person you have in front of you. (pause 2 seconds)

4. Say calmly and with a full heart "I love you" to your reflection in the mirror.
(pause 2 seconds)
 5. With the same calmness and peace, say "I love you" as many times as you wish and notice how your face and your emotional condition change. (pause 5 seconds)
 6. Start your day by keeping the memory of these moments and this mood as much as you can.
-

PRACTICE 3 (approx. 3 minute and 30 seconds on the 1st week)

(+ 1 minute each week)

| | |
|-------------------|---|
| WHEN | Monday to Friday just before starting work / lessons etc. Saturday and Sunday before leaving home or any time of the day |
| ESSENTIALS | Calm/ quiet environment |
| POSITION | Sitting in an upright position with the back held up straight and the soles of your feet placed firmly on the floor / crossed legged on the floor / in a lotus position |

“Mindful Breathing”

1. Sit comfortably in a relaxed manner with your legs parallel and the soles of your feet firmly on the floor. (pause 2 seconds)
2. Keep your back straight but not stiff and put your hands gently in front of you, on your lap. (pause 2 seconds)
3. Gently close your eyes and focus on your breath (pause 3 seconds)
4. Notice how you inhale and exhale without trying to change anything. Just watch how the air enters and goes out of your body. (pause 4 seconds)
5. Bring your full attention to noticing each in-breath as it enters your nostrils, travels down to your lungs and causes your belly to expand. And notice each out-breath as your belly contracts and air moves up through the lungs back up through the mouth.
6. Follow with your attention the course of your breathing. Feel the subtle cool sensation in your nostrils as you inhale. (pause 3 seconds) and observe the warmer sensation of the air in your mouth as you exhale. (pause 3 seconds)



7. Allow your breath to find its own natural rhythm. Don't think. Don't judge. For a few seconds keep breathing just like you did anyway... and observe. (pause 15 seconds)



8. Now, exhale making a whoosh sound. (pause 4 seconds) Close your mouth and inhale quietly on a mental count of four (4). ...1, 2, 3, 4 Hold your breath for a count of seven (7) ...2, 3, 4, 5, 6, 7 and exhale completely through your mouth making a whoosh sound to a count of eight (8). 2, 3, 4, 5, 6, 7, 8. This is one (1) breath. Let's do three (3) more cycles.
9. Inhale through your nose 1, 2, 3, 4. Hold 1, 2, 3, 4, 5, 6, 7. Exhale making a whoosh noise through your mouth 3, 4, 5, 6, 7, 8.
10. Once again, Inhale through your nose 1, 2, 3, 4. Hold 1, 2, 3, 4, 5, 6, 7. Exhale making a whoosh noise through your mouth 3, 4, 5, 6, 7, 8.
11. And one last time: Inhale through your nose 1, 2, 3, 4. Hold 1, 2, 3, 4, 5, 6, 7. Exhale making a whoosh noise 2, 3, 4, 5, 6, 7, 8.

12. When you are ready, take your time to open your eyes slowly (pause 2 seconds) and carry on with the rest of your day as usual.

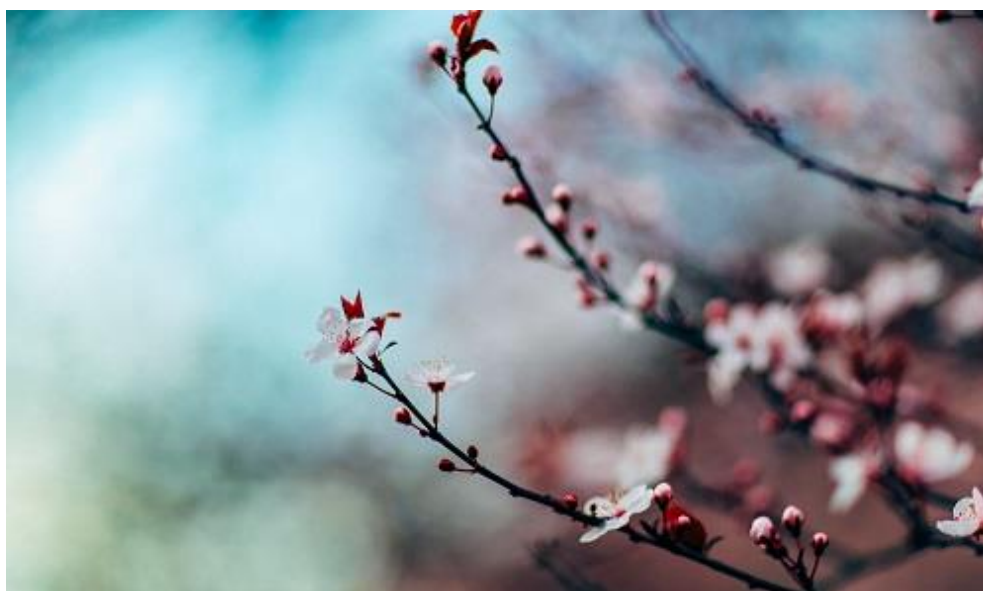


PRACTICE 4 (3 minutes)

| | |
|-------------------|-------------------------------|
| WHEN | Anytime at least twice a week |
| ESSENTIALS | Being outdoors / timer |
| POSITION | Any position |

“Mindful observation”

1. Choose a natural object from within your immediate environment. This could be a flower or an insect, or even the clouds or the moon.



2. When you are ready start the timer. Focus on watching it for a few minutes. Don't do anything except notice the thing you are looking at. Simply relax into watching for as long as your concentration allows.
3. Look at this object as if you are seeing it for the first time.
4. Visually explore every aspect of its formation, and allow yourself to be consumed by its presence.
5. Allow yourself to connect with its energy and its purpose within the natural world.

PRACTICE 5 (approx. 5 min and 10 sec)

| | |
|-------------------|--|
| WHEN | 5 times a week / At night before sleep |
| ESSENTIALS | Calm/ quiet environment |
| POSITION | Lying in bed |

“Body scan Relaxation”



1. Lie down on your bed and find a comfortable position laying on your back with your arms put loosely on the sides and your legs put parallel without touching each other. (pause 2 seconds)
2. Gently close your eyes and relax (pause 2 seconds)
3. You have nowhere to go. Leave behind the day that has just passed and don't bring tomorrow in mind. Stay in the “now” (pause) In this moment you offer yourself the gift of relaxation. You deserve it. (pause 2 seconds)

4. Let's begin with taking a deep breath filling your belly with air as you inhale (pause) and emptying it completely as you exhale. (pause)
5. As I count from 1 to 4, start inhaling slowly. When I reach 4 you should have filled your belly completely with air. Next, start exhaling, as I count from 1 to 6 and emptying your belly completely by the time I reach 6.
6. Let's begin: Inhale: 1, 2, 3, 4. Exhale: 2, 3, 4, 5, 6.



7. Again: Inhale 2, 3, 4.... exhale 2, 3, 4, 5, 6
8. One last time. Inhale 2, 3, 4 ... exhale 2, 3, 4, 5, 6.
9. Now, give yourself some time to observe the sensations on your body. (pause 4 seconds)
10. Check if you feel some discomfort anywhere. Adjust your posture appropriately ...if it helps. Compare the sensation you feel at the point of the discomfort, with the sensation in another point where there is no disturbance. (pause 4 seconds)
11. Pay attention to the places where your body touches the mattress and see how this sensation differs compared to the sensations in the rest of your body. (pause 4 seconds)

12. Now, turn your attention to your toes and wiggle them a little. (pause 3 seconds)
13. Feel a relaxing energy moving slowly through them and towards your soles, covering your feet completely and moving on towards your ankles relaxing completely every part (pause 2 seconds)



14. Feel the energy moving up through your shins and calves relaxing them (pause 2 seconds) Now your shins and calves are completely relaxed. (pause 2 seconds)
15. Turn your attention to your thighs. Feel the energy penetrating them and relaxing them fully. (pause 2 seconds)
16. Now, feel the energy moving up to your waist (pause 2 seconds) and pelvis. Feel them relaxing. (pause 2 seconds)
17. Relax your belly and feel the internal organs inside the stomach area relaxing completely. (pause 5 seconds)

18. Feel the energy moving up towards your chest. Feel your chest relaxing fully
(pause 2 seconds) Relax your lungs and feel your heart beating rhythmically.
(pause 2 seconds)
19. Relax your shoulders. (pause) Feel your shoulders sinking down (pause 3 seconds)
20. Feel the energy moving gradually from your shoulders to your fingertips penetrating and relaxing completely your arms, forearms and hands.
(pause 2 seconds)
21. Focus on your throat. Feel your throat muscles relaxing. (pause 2 seconds)
22. Relax your jaw and your tongue in your mouth. (pause 2 seconds) Relax the muscles around your mouth, letting your lips half- open. (pause 2 seconds)
23. Relax your nose, (pause) your cheeks (pause) and your ears (pause 2 seconds)
24. Relax the area around your eyes (pause). Feel your eyelids heavy and your eyes completely relaxed.
25. Turn your attention to your forehead. (pause 2 seconds) Feel the subtle relaxing energy penetrating it, smoothing out every wrinkle and allowing a feeling of complete relaxation in the area. (pause 2 seconds)
26. Feel the energy moving up to the top of your head. (pause) Pay attention to a subtle vibration that you can feel there maybe. Feel the top of your head completely relaxed. (pause 2 seconds)



- 27.** Now your whole body is completely relaxed. You are so relaxed that you feel like laying on a cloud or maybe so light ... like not having a body (pause 2 seconds) Enjoy this feeling of absolute relaxation for a while. (pause 5 seconds)
- 28.** Now you can allow yourself enjoy a restful and calm sleep.



Part 3

SPECIFIC EXECUTIVE FUNCTIONS' EXERCISES

For better results, practice mindfulness meditations before doing the exercises of this section.

Emotional Management

1. First Aid Breathing

Breath determines our existence. This is obvious but not appreciated. We perform thousands of breaths every day without thinking that proper breathing affects our health and mood. Breath is not only a source of energy - it is also a remedy for troubled nerves and a key to understanding yourself.



| | |
|--------------------|---|
| WHEN | Whenever you feel the need to control unwanted emotions (e.g. anger, stress etc.) or anytime |
| ESSENTIALS | Timer/ no distractions / internet access /pc -laptop- tablet – smartphone – or no device |
| TIME NEEDED | Start with 3 minutes. If condition persists, repeat the exercise for another 3 minutes and so on. |

Choose one of the moving images (GIF) in the links below and breathe with the shape. Set the timer for 3 minutes. When the time is up, check how you feel and repeat the exercise if necessary.



GIF 1: Inhale 4 - exhale 4

<https://i.gifer.com/Ho6A.gif>

GIF 2: Inhale 6 - exhale 6

<https://media.giphy.com/media/krP2NRkLqnKEg/giphy.gif>

GIF 3: Inhale 4 – pause 7- exhale 8

<https://www.duffthepsych.com/anxietygif/478breathe500x500c129revised>

In case you do not have an appropriate device or access to the internet, you can do this exercise following the instructions below:

INSTRUCTIONS

1: Inhale 4 - exhale 4

On an **inhale**, mentally **count** to **4** as you breathe in; then exhale to the **count of 4**. Repeat this pattern, **inhaling** 1, 2, 3, 4, and then **exhaling** 1, 2, 3, 4. and so on for 3 minutes. When the time is up, check how you feel and repeat the exercise if necessary.



2: Inhale 6 – exhale 6

On an **inhale**, mentally **count** to **6** as you breathe in; then **exhale** to the **count of 6**. Repeat this pattern, **inhaling** 1, 2, 3, 4, 5, 6 and then **exhaling** 1, 2, 3, 4, 5, 6 .and so on for 3 minutes. When the time is up, check how you feel and repeat the exercise if necessary.

3: Inhale 4 – pause 7- exhale 8

On an **inhale**, mentally **count** to **4** as you breathe in; then **pause** to the **count of 7** and **exhale** to the **count of 8**. Repeat this pattern, **inhaling** 1, 2, 3, 4, **pause** 1, 2, 3, 4, 5, 6, 7 and then **exhaling** 1, 2, 3, 4, 5, 6, 7, 8 .and so on for 3 minutes. When the time is up, check how you feel and repeat the exercise if necessary.

2. Reflection

The exercise focuses on some of the most common **emotional triggers**, meaning you react when you feel as though you aren't getting or will not get one of these things that are very important to you.



Through the scenarios (situation descriptions) provided in this exercise, you will practice on:

- understanding and labeling your emotions
- reflecting on the reasons behind them
- analyzing the factors influencing your response (reaction) to certain situations
- thinking of ways to improve your emotional condition (deal with unwanted emotions)
- taking responsibility for your emotions and reactions

| | |
|-------------------|--|
| ESSENTIALS | A set of 10 cards that you can print on both sides and laminate. (Appendix 1) |
|-------------------|--|

INSTRUCTIONS

Choose randomly any card and read the situation description on it.

Try to understand it and put yourself into it. Suppose it is true and happening **right now at this moment**.

Then answer to yourself, one by one the following questions about your feelings and reactions to the situation.

Questions

1. How do you feel?
2. Why do you feel this way?
3. How would you react to the situation?



4. Is this the most suitable reaction in your opinion?
5. Why?
6. Would you prefer to have different feelings about the situation?
7. Why?
8. (If you would prefer to have different feelings)
What do you believe **you should do** in order to change the way you feel?
9. Would you be willing to do it?
10. (If not) why?

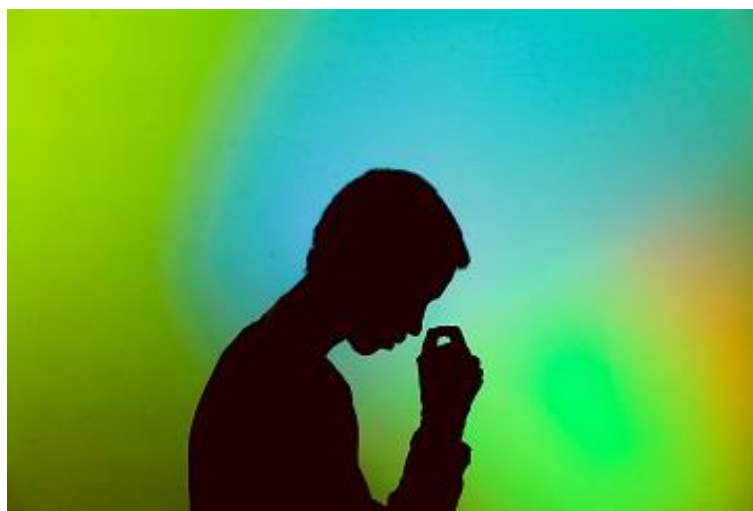
3. Emotion Recognition

This exercise focuses on some **basic emotions**. It aims at helping you recognize and have a better understanding of these emotions as you associate and connect them to certain emotional messages, situations, behaviours and physical sensations.

| | |
|-------------------|---|
| ESSENTIALS | <p>A set of 42 cards that you can print on both sides and laminate. (Appendix 2a)</p> <p>Table with correct answers (Appendix 2b)</p> |
|-------------------|---|

INSTRUCTIONS

Shuffle the cards and place them in a flat surface in front of you, with the category side facing upwards. Place them in 5 columns according to their category as shown below:



| BASIC EMOTION | EMOTION MESSAGE | SITUATION | PHYSICAL SENSATION | BEHAVIOUR (urge/action) |
|------------------|--------------------|-----------|-----------------------|----------------------------|
|------------------|--------------------|-----------|-----------------------|----------------------------|

Turn over all cards one by one and then, change their positions so as to match them according to content in a same row. When finished, check the table in [Appendix 2b](#) to check correctness.

GROUP EXERCISES

The “right shoes” role-play technique

This exercise, helps enhancing communication skills and problem-solving ability. You can try out several behaviours and methods of communication in simulated environment and figure out which solution is effective or not

You will also become more familiar with several aspects and perspectives improving your problem-solving ability.

Additionally, engaging in self-observation and observation of others: will increase your ability to reflect on your own behavior and on the behaviour of others.



ESSENTIALS

According to demand: desk, chairs, information material, role cards, ...

INSTRUCTIONS

You can differentiate between “spontaneous” and “instructed” role-play.

Both approaches are portrayed in the table below:

| ROLE-PLAY | | | |
|-------------|--|--|--|
| SPONTANEOUS | Pick up everyday situations and problems, e.g. a conflict in the classroom. | | |
| | A background story should be given, the game process and role-design should be flexible. | | |
| ROLE-PLAY | | | |
| INSTRUCTED | Defined situations and problems become processed, e.g. a job interview, discussion with a customer, etc. | | |
| | Preparation | Playing | Evaluation |
| | The coordinator prepares the role-play (information, material and needed equipment, defines various roles etc.) Participants get information about the starting situation (e.g. job interview) and different roles (e.g. job interviewer, applicant). | When selected participants perform, other participants observe the role-play and take note about the actors' behaviour. The coordinator should not take corrective action. If a video camera is available, role-play can be recorded, so actors can also observe their performance afterwards. | Actors have the opportunity to talk about the performance, their role and their emotions. Participants who observed the role-play, are invited to provide feedback. Suggestions of improvement can be developed as a further and closing step. |
| | | | |

Working Memory

1. Tratak – Focus on a candle flame

Through this exercise you will learn to focus your attention on a single object, clear your mind of thoughts and prevent distracting thoughts from arising. You will be inserted into a relaxing state where the mind settles, allowing it therefore, to become still and quiet which results in inner voice/intuition enhancement.

With regular practice, you will be able to take control of your emotional state, create a lasting state of inner peace, improve concentration ability and create more space in your mind to store new information.



| | |
|--------------------|--|
| ESSENTIALS | Timer/ quiet room/ no distractions / a lit candle, gif or video of a lit candle |
| TIME NEEDED | 3 minutes (focus on the candle flame) + 2 minutes (keeping the flame on the mind's eye) 5 minutes in total. You can add time if necessary) |

You'll need to train both your body and your mind to meditate, therefore it is better to start with short sessions, 3-5 minutes in length. You can repeat these short sessions throughout the day. Gradually you can increase the duration of the exercise to longer intervals of time. After several weeks of 3-minutes meditations for example, increase the time by 3 more minutes, then 5 minutes, etc

INSTRUCTIONS

Choose a quiet room. Find a place where you won't be disturbed during the exercise.

Dim the lights and remove any distractions by turning your phone on flight mode and turning off any other devices that may interrupt the exercise.

Sit comfortably in a posture that is most convenient for you.

Place a lit candle or the animated image ([GIF](#) or [video](#)) of a lit candle at eye level.

Start by taking a few long, deep breaths to relax. Bring your attention to the candle. Study the candle's form. Gaze at the candle (or the image of it) and let the flame occupy your mind. Let yourself become absorbed by the light.

You may notice that your thoughts naturally begin to wander. Each time you catch your mind drifting, just redirect your attention to the flame.



NOTE

A great way to deepen a candle meditation is to imagine that you are breathing the light of the candle in and out of yourself. Just keep your eyes fixed on the candle flame, and allow your natural breathing rhythm to fill your awareness. In such a situation, your brain receives no new information to process. It is the nerves of your eyes that send signals to your brain. But in this case, no signal is sent. As a result, images beside the candle begin to fade away from your vision. During the experience, while your eyes are open, you only see the flame and nothing else as long as you watch only the flame. To achieve this, requires both mental stillness and the physical stillness of your eyes. As soon as you move your eyes around, your brain is flooded with new sensory input and you will instantly be able to see the room around you again. Remain still and focused on the candle, and you will slip back into this state of profoundly deep meditation quite quickly.



After 3 minutes:

Close your eyes and try to hold the image of the candle in your mind's eye for 2 more minutes. If you lose the image at any time, open your eyes, look at the candle again and repeat. Do that for 3-5 more minutes.

RESOURCES

YouTube videos:

1. https://www.youtube.com/watch?v=xNQ-xH_FOc0
2. <https://www.youtube.com/watch?v=nGdbA0LylpE>

GIF (you can add a caption such as “focus on the flame” and download them.

1. <https://tenor.com/view/candle-light-dance-gif-12174285>
2. <https://tenor.com/es/ver/candlelight-gif-9866186>

2. Matching Pairs

This exercise helps enhancing the power of concentration (focusing longer on a specific task), improving visual perception and retentiveness (remembering learning material quicker and for a longer term)

| | |
|-------------------|--|
| ESSENTIALS | Timer / 7 sets of 20 cards (10 duplicate images on each set of cards) that you can print and laminate. (Appendix 3) Table of time recording (Appendix 4) |
|-------------------|--|

INSTRUCTIONS

Take a set of cards, shuffle them and place them with the image facing down in a flat surface in front of you. When you are ready, start the timer.



Try to find all matching pairs as quickly as possible, by turning the cards over in pairs. Each time the selected cards form a matching pair, leave them turned over, otherwise turn both of them facing down again. The exercise is finished when all matching pairs are found. Then stop the timer and write down the time you needed to complete the exercise in the table of [Appendix 4](#).



NOTE

You are advised to use a different set of cards each time you do this exercise and use each set only once in a 7time practice cycle. After doing this exercise several times and familiarizing with it, you can mix 2 or 3 sets of cards together and increase difficulty of the exercise.

3. Flash Cards

This exercise will help you learn new information effectively, in a creative way. It promotes autonomous learning, it improves engagement and “active recall”. Flashcards also facilitate repetition, and foster self-reflection and metacognitive capabilities as you will be comparing and assessing the correctness of your own answer during the exercise.



The exercise also engages visual memory, Improves the ability to identify correlations between facts. It helps to discover associations between two pieces of information if they might have been missed before.

| | |
|-------------------|--|
| ESSENTIALS | <p>Timer / 3 sets of 20 cards (10 cards with an image and 10 cards with a word on each set of cards) that you can print and laminate. (Appendix 5)</p> <p>Table of time recording (Appendix 4)</p> |
|-------------------|--|

Take a set of cards, shuffle them and place them with the image and words facing down in a flat surface in front of you. When you are ready, turn them over and set the timer to 30 seconds. **Look at the cards for 30 seconds** and when the time is up, turn them facing down again. Start the timer again and begin the exercise with turning the cards over **in pairs** in order to match each card with an image with a card with a word.

Each time the selected cards form a matching pair, leave them turned over, otherwise turn both of them facing down again. The exercise is finished when all matching pairs are found. Then stop the timer and write down the time you needed to complete the exercise in the table of [Appendix 4](#).

NOTE

You are advised to use a different set of cards each time you do this exercise and use each set only once in a 3time practice cycle. After doing this exercise several times and familiarizing with it, you can mix all sets of cards together and increase its difficulty.

Time Management



1. Prioritize

| | |
|--------------------|---|
| ESSENTIALS | <p>Timer / 3 sets of 8 cards that you can print, cut and laminate. (Appendix 6a)</p> <p>Importance and urgency Matrix that you can print, cut and laminate. (Appendix 6b)</p> <p>Table with correct answers (Appendix 6c)</p> |
| TIME NEEDED | 2 minutes. |

INSTRUCTIONS

Take a set of cards, shuffle them and place them in a flat surface in front of you with the text facing down. When you are ready, turn them over and set the timer to 2 minutes.



You have 2 minutes to evaluate in terms of importance and urgency the words and phrases written on the cards and sort them accordingly, in the correct quadrants in the matrix. (Appendix 6b) When the 2 minutes are over, check the correctness of your answers in the table of Appendix 6c.

NOTE

You are advised to use a different set of cards each time you do this exercise and use each set only once in a 3time practice cycle. After doing this exercise several times and familiarizing with it, you can increase its difficulty by mixing all sets of cards together and set the timer for 6 minutes.

2. Plan

The aim of this exercise is to enhance planning skills by setting priorities and being able to organize our time while fixing personal and professional appointments. Also, it helps improving planning skills by completing several types of tasks at the same time or within a short notice (e.g. remind us of a meeting, a payment, a birthday, important professional or personal deadline, take medicine



ESSENTIALS

Planners / calendars archives ([Appendix 7](#))
and/or downloading the apps and software mentioned below

INSTRUCTIONS

Print the planners / calendars and use them regularly, to organise your daily, weekly, monthly and yearly tasks and appointments accordingly. Alternatively, you can use one of the following online and offline calendars:

- **Google Calendar** - <https://calendar.google.com/calendar/r>

Simple to use and synchronized with all the devices where you can access your Google account (PC, smart phone, tablet), it allows you to easily organize all your activities.

You can enter appointments, different activities and assign each one a specific colour, so as to categorize them visually and recognize them immediately. Additionally, you can memorize an event that is repeated continuously and for a long time.



- **Microsoft Office** - <https://office.live.com/start/Calendar.aspx>

Free daily, monthly or annual calendar templates, which allow you to track and organize all your activities, depending on the frequency with which you do them. It offers you many free templates, which you can customize as you wish. You can also create agendas of different types and with different objectives: agenda for conferences, agenda for business meetings, the automatic meeting agenda, which allows you to schedule agenda items whose duration is automatically adjusted according to the adding or editing other items.

- **Mozilla Thunderbird** - <https://www.thunderbird.net/en-US/calendar/>

Free open source software that allows you to simultaneously manage different mailboxes, to store sent and received emails on your PC, to organize your schedule. It is compatible with all major operating systems (Linux, Windows, MacOS) and provides you with a series of free extensions that allow you to better customize your experience, depending on your needs.

- **Reservio** - <https://www.reservio.com/features/calendar/>

With Reservio you can access many functions and organize both your work and your daily activities with efficiency and simplicity.

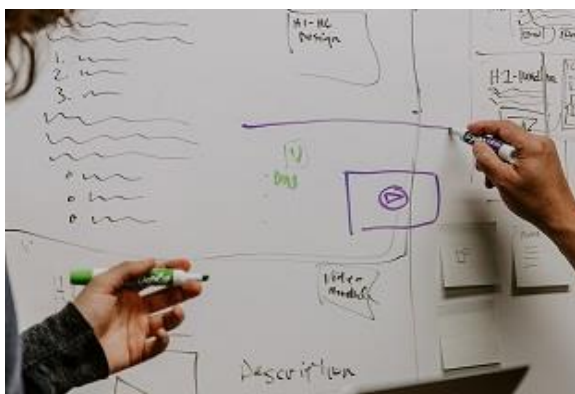
It allows you to schedule group meetings and appointments online for free, to remind your customers of set appointments by sending a notification via email or text message.

It also allows you to schedule online bookings 24 hours a day, 7 days a week, to get reports about activities, appointments, customers, and to integrate other communication tools you use, such as Google Calendar and your website.



- **Rainlendar** - <https://www.reservio.com/features/calendar/>

Rainlendar is a free online programme for calendars. You can view, customize and organize activities and / or appointments on your desktop. It offers you an easily customizable interface and a very useful and simple reminder system to set up.



3. Delegate

Delegation is an important skill for Time Management. By assigning responsibility or authority to another person (normally from a manager to a subordinate) to carry out specific activities, we can save time, money and also build skills and motivate people.

3a Delegation Steps

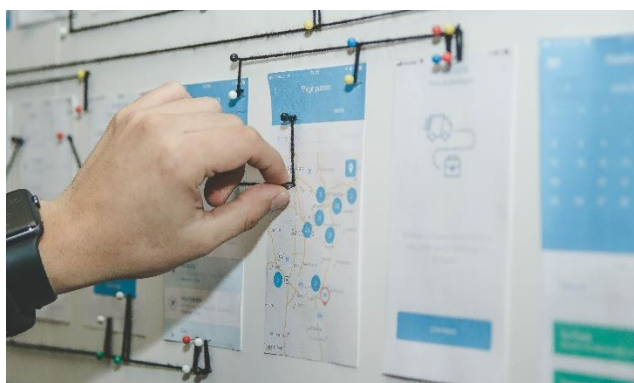
In this exercise, you can learn the 9 steps of delegation, comprehend their sequence and develop the ability to efficiently implement them in your projects.

| | |
|--------------------|--|
| ESSENTIALS | A set of 9 cards –“Delegation Steps)and another set of 9 cards -“Hints” "(Appendix 8b) to print, cut and laminate. Table with correct answers (Appendix 8b) Timer |
| TIME NEEDED | 5 minutes |

INSTRUCTIONS

Shuffle the first set of cards “Delegation Steps” (Appendix 8a) and spread them in a flat surface in front of you with the text facing down. Then, take the second set of cards “Hints” put them in a numerical order (No1 on top) and put the stack aside.

When you are ready, **set the timer to 5 minutes** and try to put the delegation Steps in the right order. If you need help at any step, you can take the corresponding hint from the stack of “hint cards”, read it and continue with the exercise. You can review and change the order of the steps as many times as you wish within 5 minutes When the time is up, turn all hint cards over, place them next to the corresponding steps and see if you would make any changes to



the order of steps. Finally check the table (Appendix 8b) to confirm the correctness of your answers.

3b The Effective Delegator

In this exercise you will learn the main attributes of an effective delegator so that you can recognize and cultivate these characteristics for your benefit.

| | |
|-------------------|---|
| ESSENTIALS | A set of 24 cards (Appendix 9a) to print, cut and laminate. Table with correct answers (Appendix 9b) |
|-------------------|---|

INSTRUCTIONS

Shuffle the cards (Appendix 9a) and spread them in a flat surface in front of you with the phrases facing up. When you are ready, start the exercise by selecting only 8 of those who describe attributes of an effective delegator. When you are finished check the table (Appendix 9b) to confirm the correctness of your answers.

GROUP EXERCISES

The Pomodoro technique

This exercise helps enhance concentration, intellectual mobility and improve personal time management through learning to set priorities and cope with multiple tasks.

| | |
|-------------------|--|
| ESSENTIALS | Timer Various written tasks (paper & pencil, a computer...) |
|-------------------|--|

INSTRUCTIONS

The technique can be used for extensive tasks. It is based on the idea, that frequent breaks enhance mental agility.

The technique consists of five steps:

- 1) Have a list of written tasks.
- 2) Set the timer to 25 minutes.
- 3) Work focused on your defined tasks until the alarm rings.
- 4) Make a mark (X) on a piece of paper and then make a 5-minute break.
- 5) Carry on with the same (if unfinished) or another task for the next 25 minutes until the alarm rings again, make a break, work focused, And so on.



If you have fewer than four checkmarks, take a short break (3–5 minutes)

After four pomodoros / reruns take a longer break (15-20 minutes).

It is useful to sort the task list by priority. After completing each task, cross it out. This gives a sense of accomplishment.

The project technique

This exercise enhances independence in making decisions, and increases the ability to communicate effectively, make choices, analytically consider issues and problems and to build a benefit and risk map. It also improves the ability to work in a group, delegate and perform the tasks received.



NOTE

The Project Technique can be used in any organization where groups of people can work together in groups for the completion of projects (schools, corporations etc.)

A clear division of roles into the project is important. It is vital to be clearly determined who holds the role of supervisor and which persons comprise the project groups.

Project supervisor's tasks

- Defining the thematic scope of the project / the duration of the project / the composition of groups.
- Teams should be comprised of 4 to 6 people, and their members can be selected either at the discretion of the supervisor or the decision of the participants themselves or even randomly.
- Explaining or reminding the principles of work used in the project method.
- Presenting of project evaluation criteria.
- Helping groups to set goals and use work tools.
- Caring for the fair division of tasks and their adaptation to the skills of the participants of the project.
- Deciding on the form of consultative meetings and running them.
- Accompanying groups during project implementation and helping in finding answers to questions that will emerge.
- Motivating participants of the project.
- Helping in resolving conflicts within the group.

Project groups' tasks

- Creating a plan and schedule activities in line with the objectives of the project.
- Diligent and independent performance of tasks in accordance with the schedule adopted by the group.
- Staying in touch with the project supervisor, informing him during the consultation meetings on the progress of work and on possible problems.
- Systematic filling in of work sheets.
- Preparing project documentation that can help in creating the final presentation of work results.
- Preparation of an attractive presentation of their work results.

Common tasks

- Setting convenient dates for consultation meetings.
- Supporting the contact between supervisor and project groups both at consultation meetings and electronically.
- Conscientiousness in the performance of tasks.
- Caring for a good working atmosphere.
- Maintaining the attitude of openness to new experiences and ideas of other people.
- Discussing and evaluating the effects of work.

A good and motivating idea is to present the effects of group work to a wider audience. You can do it in the framework of an exhibition, festival or post them on the website.

Part 4

APPENDICES

Appendix 1

Reflection exercise cards

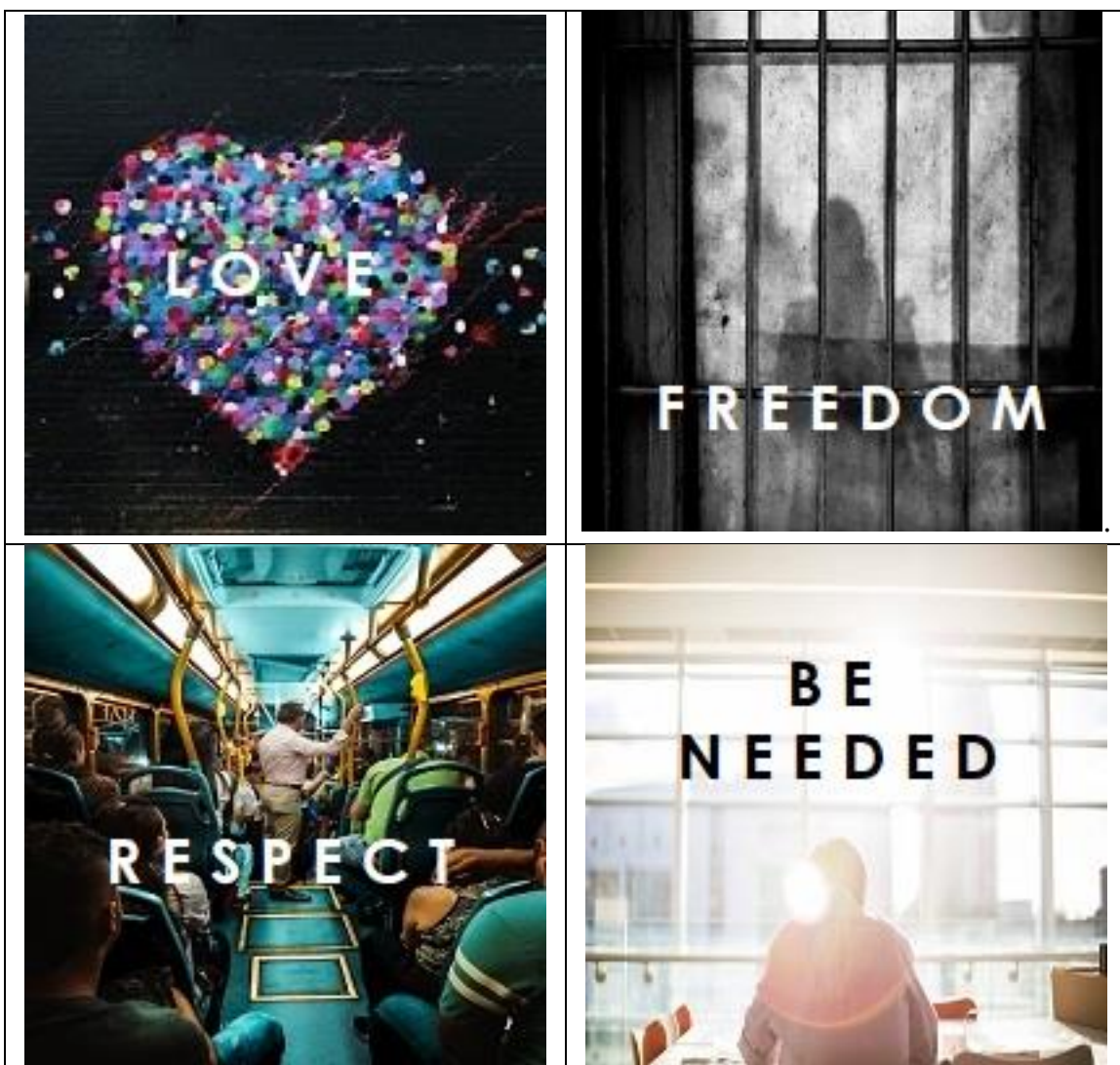
(10 cards)

First, print set of cards marked as “side 1” and then turn the printed pages over to print the cards marked as “side 2” on the other side.

The first page with “side 1” cards correspond to the first page with “side 2” cards, the second page with “side 1” cards correspond to the second page with “side 2” cards etc...

After printing all cards on both sides you can laminate and cut them.

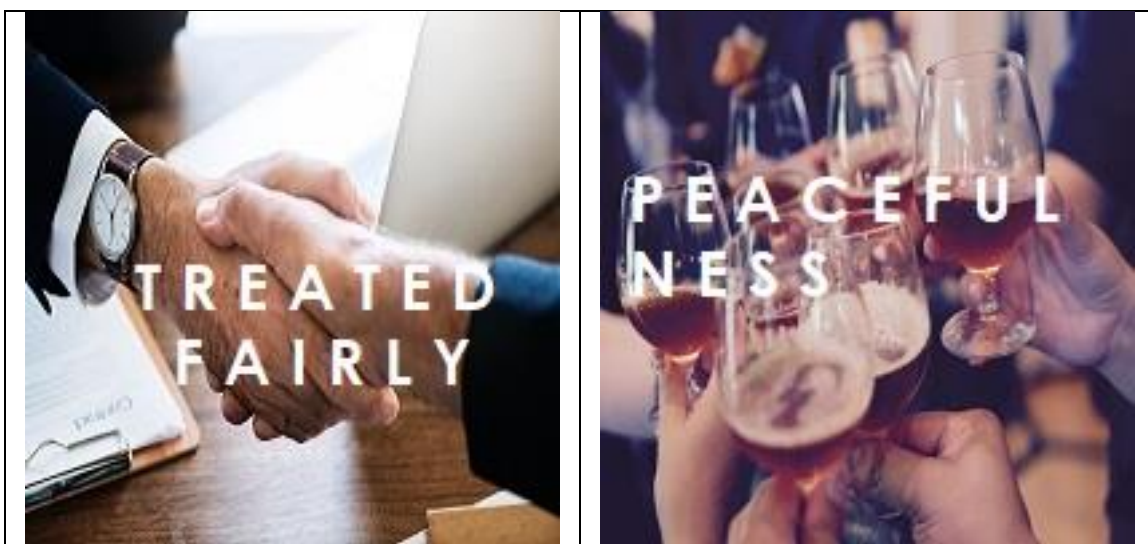
Side1



Side 1



Side1



Side 2

| | |
|---|---|
| <p style="text-align: center;">LOVE</p> <p>You are in a happy relationship with your partner for 10 years. However, they are now confessing to you that they don't love you anymore and that they are leaving you to move in with the person they are having an affair with for the last 6 months.</p> | <p style="text-align: center;">FREEDOM</p> <p>The court has ruled against you and you have to go in prison. Nobody can bail you out and you will have to stay imprisoned for at least 1 year.</p> |
| <p style="text-align: center;">RESPECT</p> <p>You have a broken arm and someone on the bus demands that you give up your seat for them because they noticed that you've been "occupying your seat for too long" and there are no other seats available.</p> | <p style="text-align: center;">BE NEEDED</p> <p>So far you have completed several demanding projects at work and the project manager is very satisfied with your performance. Nevertheless, they proposed your dismissal because they believe that your expertise will not be needed in the future projects that the company will undertake.</p> |

Side 2

| | |
|---|---|
| <p style="text-align: center;">BE INCLUDED</p> <p>You find out that your work colleagues have arranged to meet after work on Friday for some drinks and they have not asked you to join them.</p> | <p style="text-align: center;">AUTONOMY</p> <p>Your boss insists that you contact the customer to apologize for not delivering products on time and take responsibility, although it was another department's fault. You suggested a solution that would both protect your professional image and the company's credibility but he does not want to listen. He even implied that if you don't do as told, your position is at stake.</p> |
| <p style="text-align: center;">SAFETY</p> <p>The building is on fire and you are trapped in the elevator. The fire brigade has finally arrived but it takes too long for them to get you out and you can hardly breathe.</p> | <p style="text-align: center;">CONTROL</p> <p>You are in the car and your friend is driving dangerously. You ask her to stop the car but she ignores your requests.</p> |

Side 2

TREATED FAIRLY

You are certain that you are next for promotion at work, because you are a valuable employee who has proved their efficiency for over 7 years. When the time comes though, it is announced that your assistant who has very little experience on the job is getting the position.

PEACEFULNESS

It is late in the evening and you have just come home. It was a stressful day at work and all you need is to relax and take some rest. Your next-door neighbours are having a party. The music is loud and the noise is unbearable.

Appendix 2a

Emotion Recognition cards

(42 cards)

First, print set of cards marked as “side 1” and then turn the printed pages over to print cards marked as “side 2” on the other side.

The first page with “side 1” cards corresponds to the first page with “side 2” cards, the second page with “side 1” cards correspond to the second page with “side 2” cards etc...

After printing all cards on both sides, you can laminate and cut them.

Side 1

| | | |
|----------------------------------|--|--|
| Fear | Anger | Sadness |
| Guilt | Joy/ Happiness | Contentment |
| "You are in danger!" | "You are being treated unfairly!" | "You have lost/missed something important" |
| "You have done something wrong!" | "You have found something important to you!" | "Everything is alright!" |

Side 1

| | | |
|---|---|--|
| Heart starts racing | Hot and tense | Without energy/ tired |
| Agitated | Motivated | Calm |
| Urge to avoid the situation | Urge to confront | Urge to be alone |
| self- criticism | Urge to make plans | Satisfied to stay where you are for a while longer |
| Walking through a dark park in the middle of the night. | Someone jumps the queue in front of you at the supermarket. | Failed a test. |
| Shouted at someone when you were angry. | Make a new friend that you have a lot in common with. | Lying in a sunny garden. |

Side 1

| | | |
|---|--|---|
| Having to undergo a risky surgery | Someone accuses you of something you didn't do. | Leaving the flat where you had so many happy memories |
| Started smoking again after quitting for 10 years | Landed a dream job. | Having a walk at the beach |
| Being approached by a drunk while walking in the subway at night. | Someone is being rude to you and treating you disrespectfully. | Your son/daughter is leaving home for the first time to go for studies to another city. |
| Leaving your 2year old child | Passing the exams. | Watching the sunset |

Side 2

| | | |
|------------------------|------------------------|------------------------|
| BASIC EMOTION | BASIC EMOTION | BASIC EMOTION |
| BASIC EMOTION | BASIC EMOTION | BASIC EMOTION |
| EMOTION MESSAGE | EMOTION MESSAGE | EMOTION MESSAGE |
| EMOTION MESSAGE | EMOTION MESSAGE | EMOTION MESSAGE |

Side 2

| | | |
|--------------------------------|--------------------------------|--------------------------------|
| PHYSICAL SENSATIONS | PHYSICAL SENSATIONS | PHYSICAL SENSATIONS |
| PHYSICAL SENSATIONS | PHYSICAL SENSATIONS | PHYSICAL SENSATIONS |
| BEHAVIOUR | BEHAVIOUR | BEHAVIOUR |
| BEHAVIOUR | BEHAVIOUR | BEHAVIOUR |
| SITUATION | SITUATION | SITUATION |
| SITUATION | SITUATION | SITUATION |

Side 2

| | | |
|------------------|------------------|------------------|
| SITUATION | SITUATION | SITUATION |
| SITUATION | SITUATION | SITUATION |
| SITUATION | SITUATION | SITUATION |
| SITUATION | SITUATION | SITUATION |

Appendix 2b

“Emotion Recognition” - Table of correct answers

| BASIC EMOTION | EMOTION MESSAGE | SITUATION | PHYSICAL SENSATION | BEHAVIOUR (urge/action) |
|---------------|-----------------------------------|---|---------------------|-----------------------------|
| Fear | “You are in danger!” | Walking through a dark park in the middle of the night. | Heart starts racing | Urge to avoid the situation |
| | | Having to undergo a risky surgery. | | |
| | | Being approached by a drunk while walking in the subway at night. | | |
| Anger | “You are being treated unfairly!” | Someone jumps the queue in front of you at the supermarket. | Hot and tense | Urge to confront |
| | | Someone accuses you of something you didn't do. | | |
| | | Someone is being rude to you and treating you disrespectfully. | | |



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| BASIC EMOTION | EMOTION MESSAGE | SITUATION | PHYSICAL SENSATION | BEHAVIOUR (urge/action) |
|-----------------------|--|---|-----------------------|-------------------------|
| Sadness | "You have lost/missed something important" | Failed a test. | Without energy, tired | Urge to be alone |
| | | Leaving the flat where you had so many happy memories. | | |
| | | Your son/daughter is leaving home for the first time to go for studies to another city. | | |
| Guilt | "You have done something wrong!" | Shouted at someone when you were angry. | Agitated | self- criticism |
| | | Started smoking again after quitting for 10 years. | | |
| | | Leaving your 2year old child | | |
| Joy /Happiness | "You have found something important to you!" | Make a new friend that you have a lot in common with. | Motivated | Urge to make plans. |
| | | Landed a dream job. | | |
| | | Passing the exams. | | |

| BASIC EMOTION | EMOTION MESSAGE | SITUATION | PHYSICAL SENSATION | BEHAVIOUR (urge/action) |
|--------------------|--------------------------|-----------------------------|--------------------|--|
| Contentment | "Everything is alright!" | Lying in a sunny garden. | Calm | Satisfied to stay where you are for a while longer |
| | | Having a walk at the beach. | | |
| | | Watching the sunset | | |

Appendix 3

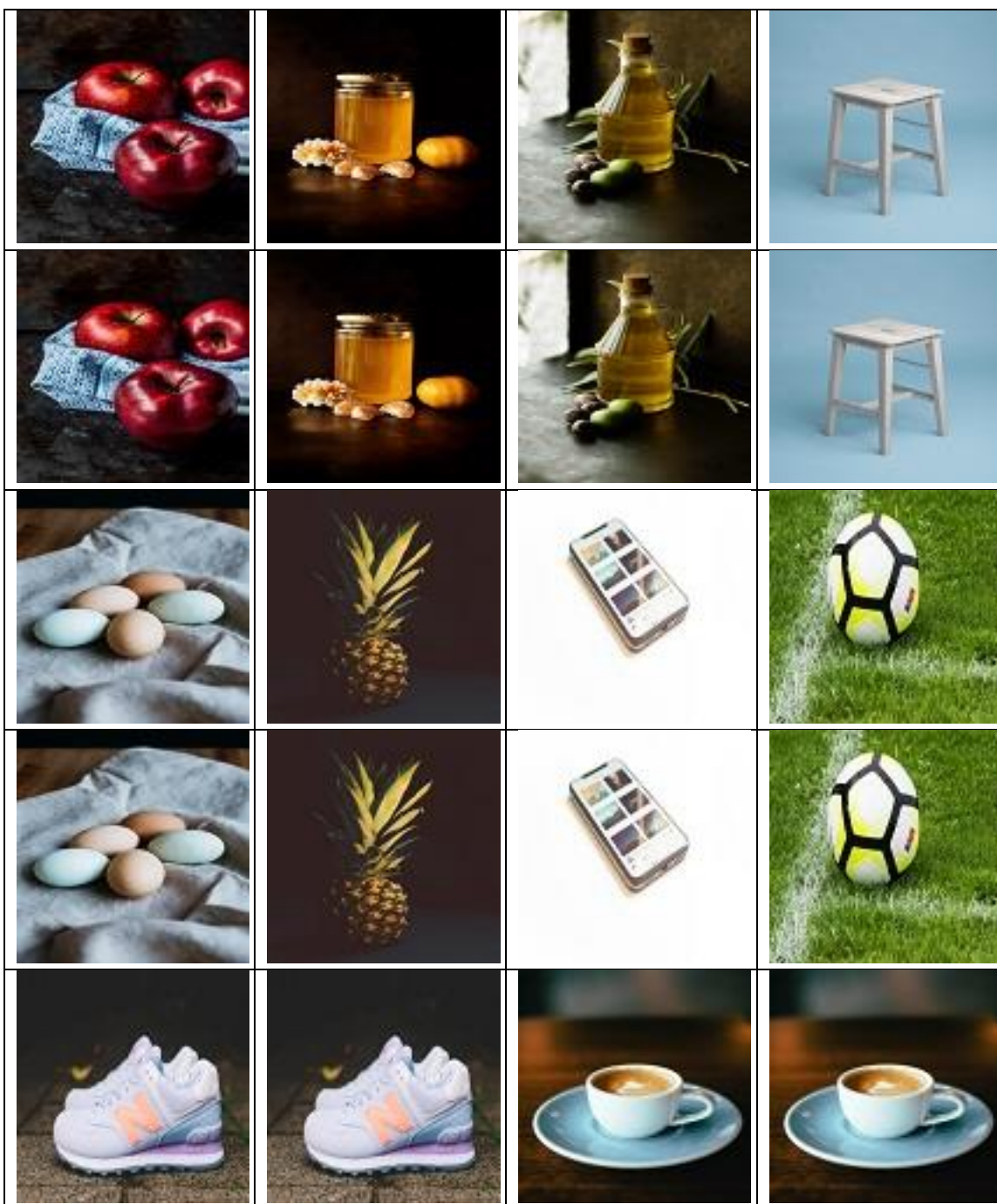
Reflection exercise cards

(7 sets of 20 cards)

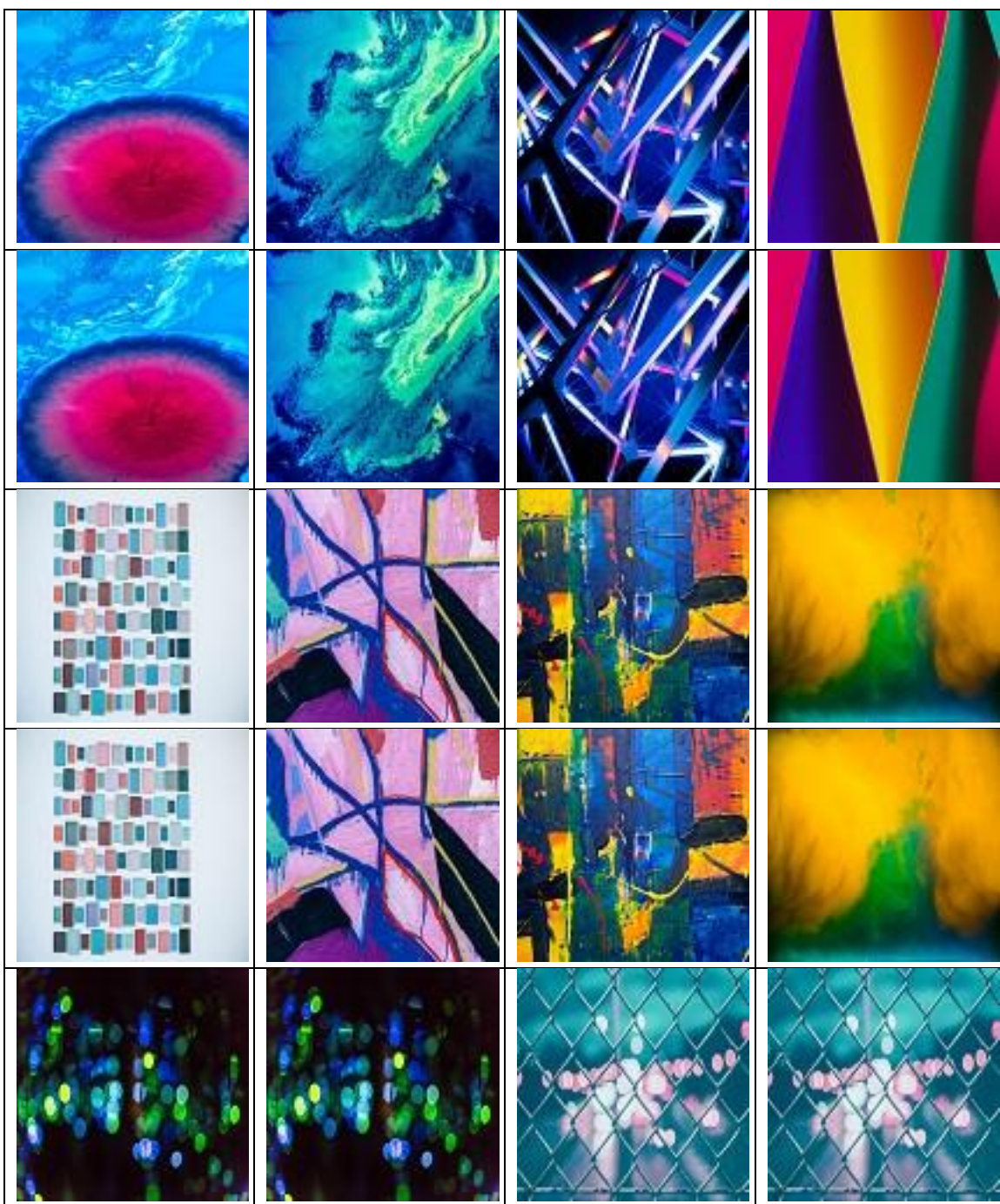
You can either select one, two or more sets to print or print all pages (sets) at once. After printing the cards, you can laminate and cut them.

You can also mix the sets if you wish to increase the difficulty of the exercise.

SET 1



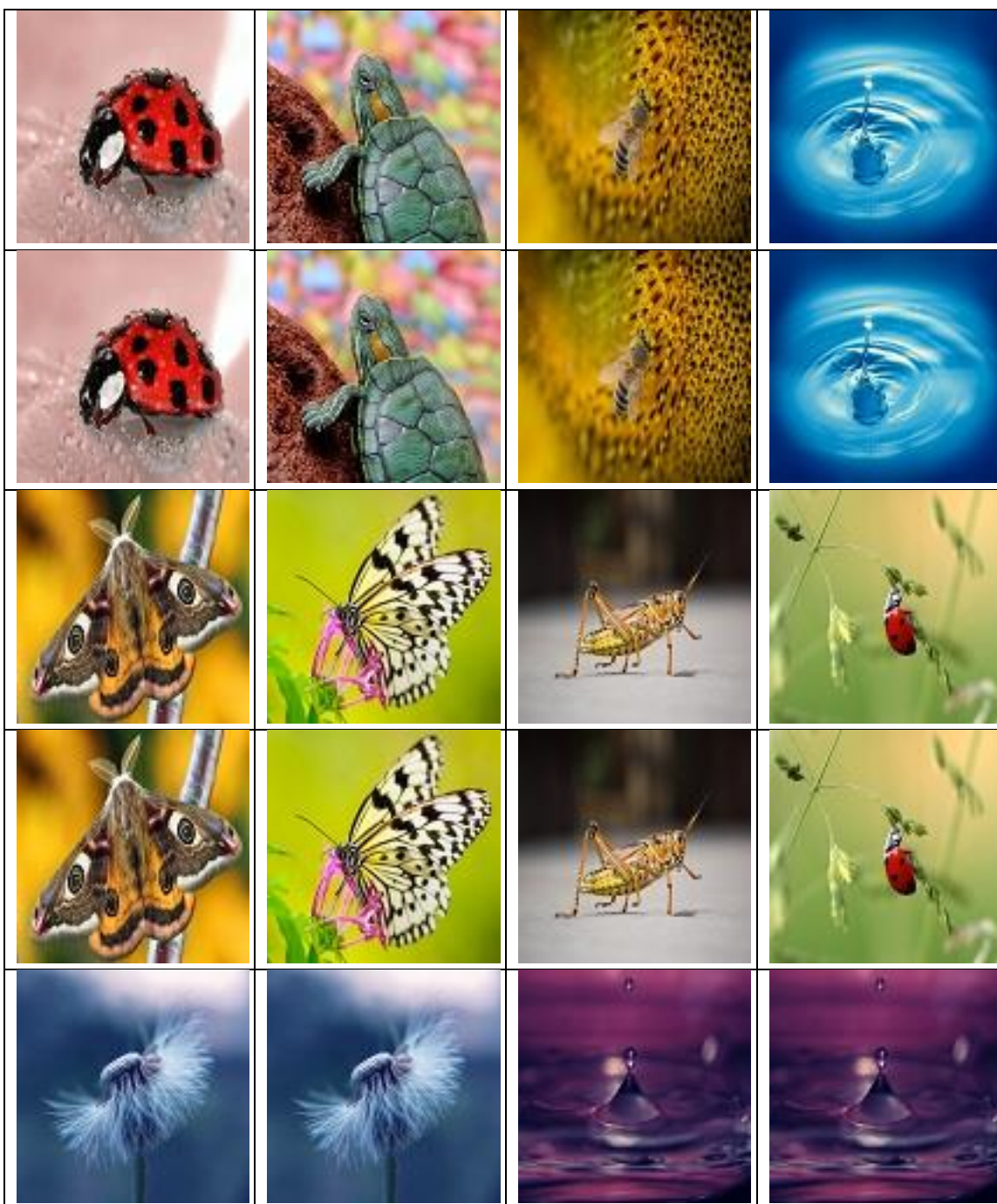
SET 2



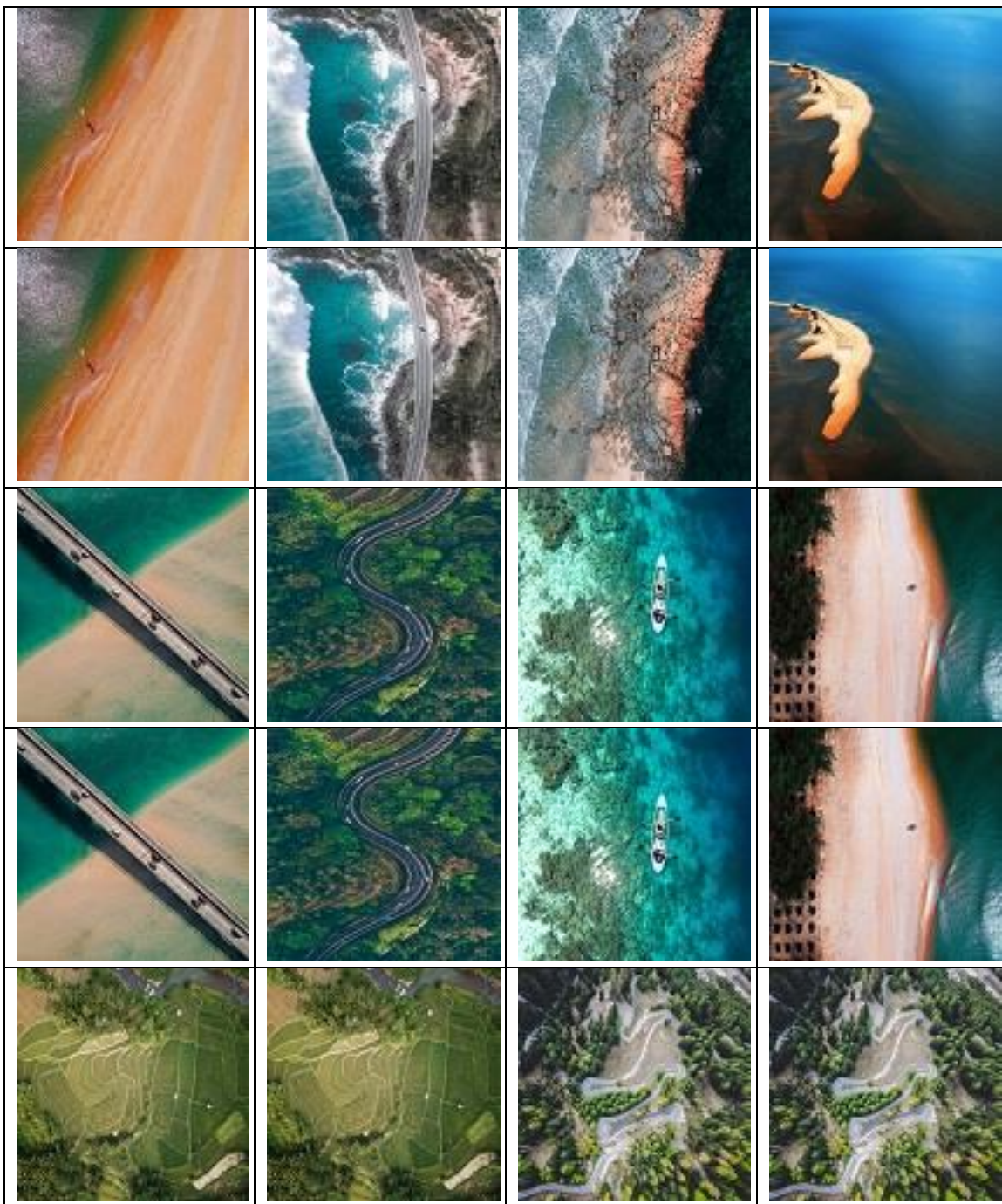
SET 3



SET 4



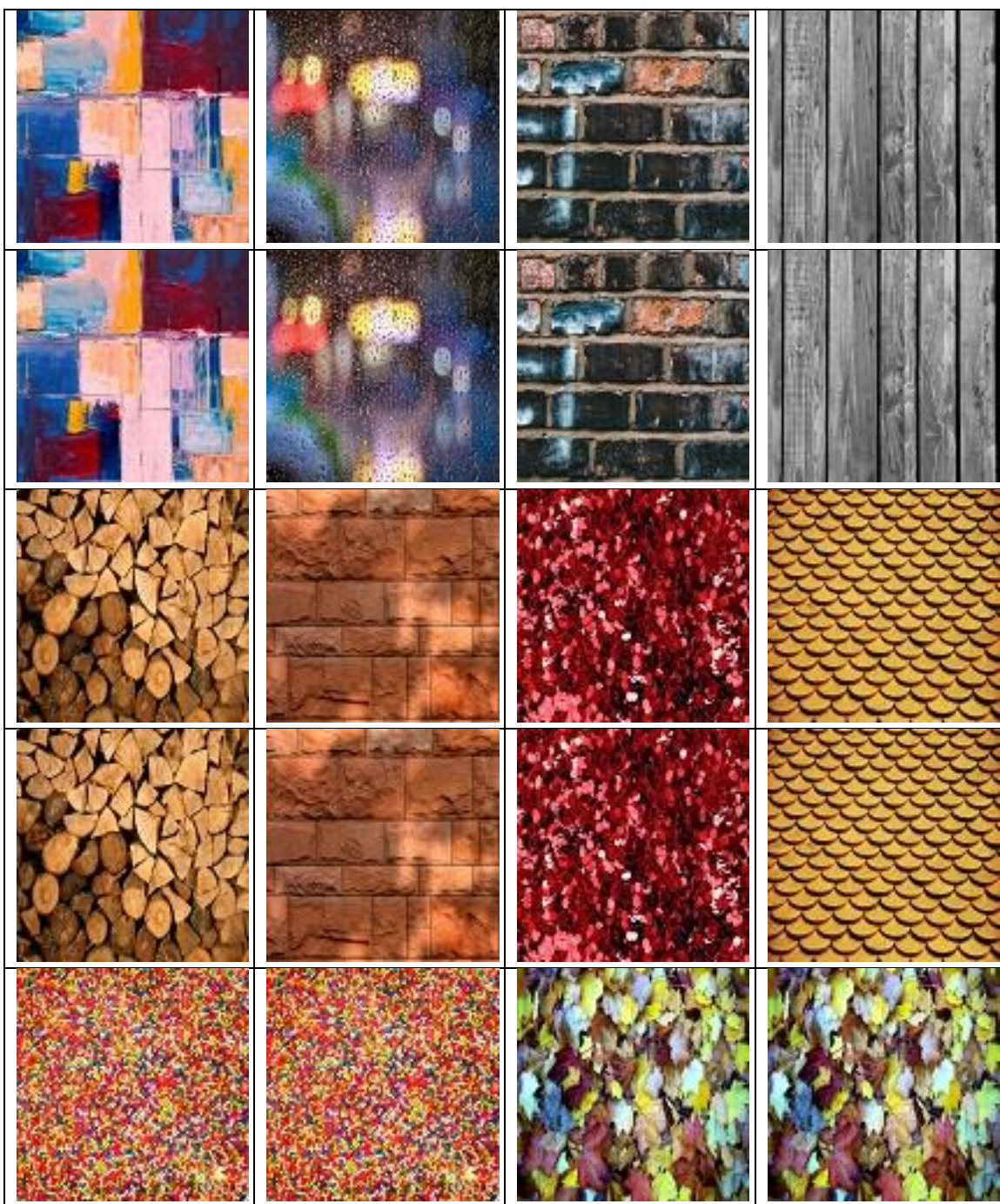
SET 5



SET 6



SET 7



Appendix 4

Table of Time Recording

Print the table below and use a pen or pencil to fill it in every time you do the Matching Pairs or the Flash Cards Exercise. In the first column of the table, write down whether it is your first, second, third... etc. attempt to complete the exercise. In the second column, write which exercise you did (Matching Pairs or Flash Cards) and in the third column write how much time you needed to complete the exercise successfully.

[illegible]



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Erasmus+

| Attempt | Exercise | Time needed |
|---------|----------|-------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
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| | | |
| | | |
| | | |

Appendix 5










Flash Cards Exercise

(3 sets of 20 cards)

You can either select one, two or more sets to print or print all pages (sets) at once. After printing the cards, you can laminate and cut them.

You can also mix the sets if you wish to increase the difficulty of the exercise.


SET 1

| | | |
|---|---|---|
|  |  |  |
| Glasses | Cup | Pen |
|  |  |  |
| Notes | Keyboard | Books |
|  |  |  |
| Umbrella | Clock | Cactus |

SET 1

| | |
|---|--------|
|  | Laptop |
|---|--------|




SET 2

| | | |
|---|---|---|
|  |  |  |
| Girl | Boy | Baby |
|  |  |  |
| Father | Family | Friends |

SET 2

| | | |
|--|---|---|
|  |  |  |
| Couple | Coworkers | Team |
|  | Mother | |

SET 3

| | | |
|---|---|---|
|  |  |  |
| Photographer | Dancer | Musician |

| | | |
|---|---|---|
|  |  |  |
| Doctor | Teacher | Hairdresser |
|  |  |  |
| Farmer | Architect | Pilot |
|  | Chef | |

Appendix 6a

“Prioritize” exercise cards

(3 sets of 8 cards)

Print all sets of cards, laminate and cut them in order to do the exercise

Set 1

| | | |
|------------------------------------|--------------------|--|
| Cybersecurity breach and hacks | Budgeting | Hand in the weekly report |
| Unnecessary meetings | Natural disasters | Organizing summer holidays in February |
| Reply to emails marked as "urgent" | Superfluous emails | |

Set 2

| | | |
|----------------------|-----------------|---|
| Product recalls | Buy a new house | Answer phone calls while working on something important |
| Social media posting | Heart attack | New areas of investment research |

| | | |
|--|-------------|--|
| Being asked to see an unexpected visitor | Watching TV | |
|--|-------------|--|

Set 3

| | | |
|---|-----------------------------------|---|
| Project deadline expires today | Meeting with friends | Being interrupted by a colleague asking for help. |
| Gossiping | Pick up your children from school | Plan a medical check up |
| Friend asking for your help with an unplanned chore | Playing video games | |

Appendix 6b

“Prioritize” -Importance & Urgency Matrix

Print laminate and cut the matrix in order to do the exercise.

| Importance & Urgency Matrix | |
|--|---|
| MANAGE | FOCUS |
| Important and Urgent crises pressing problems deadline driven projects | Important and not Urgent long range planning recreation relationship building |
| Place cards | Place cards |
| MINIMIZE | AVOID |
| Not Important but Urgent interruptions meetings reports | Not Important or Urgent trivia distractions time wasters |
| Place cards | Place cards |

Appendix 6c

“Prioritize” - Correct Answers Table

Use the Table below to check the correctness of your answers in the Prioritize Exercise. If you wish you can print and laminate the table to have it available at all times.

Prioritize - Correct Answers Table

| MANAGE | FOCUS |
|---|---|
| Important and Urgent crises pressing problems deadline driven projects | Important and not Urgent long range planning recreation relationship building |
| <ul style="list-style-type: none"> • Cybersecurity breach and hacks • Natural disasters • Product recalls • Heart attack • Project deadline expires today • Pick up your children from school | <ul style="list-style-type: none"> • Budgeting • Organizing summer holidays in February • Buy a new house • New areas of investment research • Meeting with friends • Plan a medical check up |
| MINIMIZE | AVOID |
| Not Important but Urgent interruptions meetings reports | Not Important or Urgent trivia distractions time wasters |
| <ul style="list-style-type: none"> • Hand in the weekly report • Reply to emails marked as "urgent" • Answer phone calls while working on something important • Being asked to see an unexpected visitor | <ul style="list-style-type: none"> • Unnecessary meetings • Superfluous emails • Social media posting • Watching Tv • Gossiping • Playing video games |

Appendix 7

“Planning” – Planners & Calendars

Print the calendars / planners below and use them regularly to organize your daily, weekly, monthly activities and appointments.

DATE:

DAILY PLANNER

7:00^{AM}

8:00

9:00

10:00

11:00

12:00^{PM}

1:00

2:00

3:00

4:00

5:00

6:00

7:00

8:00

9:00

10:00

GOALS

TO DO

breakfast

lunch

dinner

NOTES

water



exercise

Month at a Glance

Month _____

Year_____

[illegible]

~ 2019 ~

JANUARY

| M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

FEBRUARY

| M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | | | |

MARCH

| M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

APRIL

| M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

MAY

| M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

JUNE

| M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

JULY

| M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

AUGUST

| M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

SEPTEMBER

| M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

OCTOBER

| M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

NOVEMBER

| M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

DECEMBER

| M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

Week.

WEEKLY
TASKS
PLANNER

MONTH:

WEEK:

MON

TUE

WED

THU

FRI

SAT

SUN

Week.

WEEKLY
REVIEW
PAGE

MONTH:

WEEK:

WEEKLY WINS

*

*

*

*

*

*

*

NOT YET COMPLETED

*

*

*

*

*

*

*

REVIEW THIS WEEK

ME

WORK

FAMILY
+ PEOPLE

NEW MINDSET, NEW FOCUS, NEW RESULTS.

Appendix 8a

“Delegation Steps” - exercise cards

(2 sets of 9 cards)

Print all sets of cards, laminate and cut them in order to do the exercise

Set 1 – Delegation Steps

| | | |
|---------------------|-------------------------------|-----------------------------------|
| Define the task | Select the individual or team | Assess ability and training needs |
| Explain the reasons | State required results | Consider resources required |
| Agree deadlines | Support and communicate | Feedback on results |

Set 2 - Hints

| | | |
|---|---|--|
| <p>1.</p> <p>Firstly, you have to consider whether the particular task is suitable for delegation. Confirm that in your mind.</p> | <p>2.</p> <p>After deciding that the task can be delegated, you have to consider the reasons for delegating to this particular person or team. Think what is everyone going to gain from it.</p> | <p>3.</p> <p>Review if the person or team you chose is capable of doing the task. Ensure they understand what needs to be done.</p> |
| <p>4.</p> <p>Explain the reasons for delegating the job or responsibility and why you selected them. State its importance and relevance.</p> | <p>5.</p> <p>What must be achieved? Clarify understanding by getting feedback from the delegatee(s). How will the task success be measured?</p> | <p>6.</p> <p>What is required to complete the task? Consider people, location, premises, equipment, money, materials, other related activities and services.</p> |
| <p>7.</p> <p>When must the job be finished? Or if an ongoing duty, when are the review dates? When are the reports due? And if the task is complex and has parts or stages, what are the priorities?</p> | <p>8.</p> <p>Who else needs to know about the job? Involve delegatee(s) in considering so they can see beyond the issue at hand.</p> | <p>9.</p> <p>Finally, it is essential to let delegatee(s) know how they are doing, and whether they have achieved their aims. If they have not, you must review with them why things did not go to plan and deal with the problems. Absorb the consequences of failure, and pass on the credit for success.</p> |

Appendix 8b

“Delegation Steps” - Correct Answers Table

Check the correctness of your answers on the table below. If you wish you can print and laminate the table to have it available at all times.

Correct Answers

| | |
|---|--|
| 1 | <p>Define the task</p> <p>Firstly, you have to consider whether the particular task is suitable for delegation. Confirm that in your mind.</p> |
| 2 | <p>Select the individual or team</p> <p>After deciding that the task can be delegated, you have to consider the reasons for delegating to this particular person or team. Think what is everyone going to gain from it.</p> |
| 3 | <p>Assess ability and training needs</p> <p>Review if the person or team you chose is capable of doing the task. Ensure they understand what needs to be done.</p> |
| 4 | <p>Explain the reasons</p> <p>Explain the reasons for delegating the job or responsibility and why you selected them. State its importance and relevance.</p> |
| 5 | <p>State required results</p> <p>What must be achieved? Clarify understanding by getting feedback from the delegatee(s). How will the task success be measured?</p> |
| 6 | <p>Consider resources required</p> <p>What is required to complete the task? Consider people, location, premises, equipment, money, materials, other related activities and services.</p> |

| | |
|---|--|
| 7 | Agree deadlines |
| | When must the job be finished? Or if an ongoing duty, when are the review dates? When are the reports due? And if the task is complex and has parts or stages, what are the priorities? |
| 8 | Support and communicate |
| | Who else needs to know about the job? Involve delegatee(s) in considering so they can see beyond the issue at hand. |
| 9 | Feedback on results |
| | Finally, it is essential to let delegatee(s) know how they are doing, and whether they have achieved their aims. If they have not, you must review with them why things did not go to plan and deal with the problems. Absorb the consequences of failure, and pass on the credit for success. |

Appendix 8a

“The Effective Delegator” - exercise cards (24 cards)

Print all cards, laminate and cut them in order to do the exercise.

| | | |
|---|--|---|
| communicates all facts about the task | communicates all information about him/her | communicates all skills that make them a good delegator |
| knows skills, talents and experience levels of people | knows ideas, philosophy and religious beliefs of people | knows private data, goals and personal aspirations of people. |
| is comfortable sharing and assigning authority | is comfortable sharing personal information with delegates | is comfortable sharing his /her opinion about the delegatee. |

| | | |
|---|---|---|
| allows delegates to work independently | allows delegates to work inadequately | allows delegates to work closely with them |
| sets achievable expectations and provide the necessary resources for the delegatee to succeed | sets hourly breaks and provide the necessary recreational activities for the delegatee to succeed | sets high expectations and provide the necessary criticism for the delegatee to succeed |
| encourages delegates to use their initiative when completing a task | encourages delegates to use their imagination when completing a task | encourages delegates to use their friends' support when completing a task. |

| | | |
|---|--|--|
| provides positive feedback on a regular basis | provides psychological support on a regular basis. | provides new set of instructions on a regular basis. |
| gives full recognition to the delegates for their performance | gives no feedback to the delegates for their performance | gives written reprimand to the delegates for their performance |

Appendix 9b

“The Effective Delegator” - Correct answers Table

Check the correctness of your answers on the table below. If you wish you can print and laminate it to have it available at all times

Correct answers

The Effective Delegator:

| | |
|---|---|
| 1 | communicates all facts about the task |
| 2 | knows skills, talents and experience levels of people |
| 3 | is comfortable sharing and assigning authority |
| 4 | allows delegates to work independently |
| 5 | sets achievable expectations and provide the necessary resources for the delegatee to succeed |
| 6 | encourages delegates to use their initiative when completing a task |
| 7 | provides positive feedback on a regular basis |
| 8 | gives full recognition to the delegates for their performance |