

## SELF REGULATION

### Activity 2: Crossroads

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Crossroads
LifeComp Skill approached	<input checked="" type="checkbox"/> Self-regulation <input type="checkbox"/> Flexibility <input type="checkbox"/> Well-being <input type="checkbox"/> Empathy <input type="checkbox"/> Communication <input type="checkbox"/> Collaboration <input type="checkbox"/> Growth mindset <input type="checkbox"/> Critical thinking <input type="checkbox"/> Managing learning
Duration <sup>1</sup>	30 min
Type of activity	Group activity
Short description	This activity helps participants to understand that setting priorities and being organised helps us to deal with difficult situations and become self-regulated, particularly in stressful situations or in situations where we feel overloaded.
Objectives	<ul style="list-style-type: none"> <li>Promote stress management</li> </ul>
Setting <sup>2</sup>	<ul style="list-style-type: none"> <li>1 facilitator</li> <li>1 small room with chairs displayed in a circle</li> <li>Pen, paper, post-it, flipchart</li> </ul>
Facilitators' Tips <sup>3</sup>	<p>The facilitator can decide if the exercise can be performed in pairs or in groups. For example, for online formats, it can be easier to perform the activity in pairs, by creating separate rooms for the first part of the exercise and then promoting the discussion with the whole group.</p> <p>It is important to encourage the discussion about setting priorities. You can use post-it and flipchart to take note about the discussion</p>
Step by step	<ol style="list-style-type: none"> <li>The facilitator asks the participants to write down their to-do list of the day.</li> </ol>

<sup>1</sup> It can be continuously.

<sup>2</sup> Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

<sup>3</sup> What a person needs to know to implement the activity.

	<ol style="list-style-type: none"> <li>2. The facilitator randomly exchanges the to-do lists between the participants (or asks the participants to exchange with their colleague in case of the activity is performed in pairs)</li> <li>3. Participants are asked to order the to-do list they were assigned in terms of priorities</li> <li>4. When everyone has finished, the facilitator sends back the to-do list (now ordered in terms of priorities) to the original participants and asks them to analyse it</li> <li>5. The facilitator asks the participants: Would you have arranged it in the same way? From the outside perspective, do the priorities differ from yours?</li> </ol>
<b>Debriefing</b>	<ul style="list-style-type: none"> <li>• Why is setting priorities important in your daily life?</li> <li>• How can setting priorities help you in difficult situations (e.g., when feeling overwhelmed)?</li> <li>• How can our emotions, thoughts and values act in setting priorities?</li> </ul>
<b>References</b>	

