

Appendix A: Detailed Workshop Agenda

1.) Introduction Session: Meaning and Purpose

Learning goals:

- Understand general themes of the workshop
- Apply emotional disclosure and written reflection as reflection tools

Time	Activity	Description
9:00	Brief welcoming/introduction to workshop series + Energizer: This or That?	The participants will be asked to stand up and the workshop leader will read several statements aloud. The participants must then go and stand on the side of the room with the statement they agree most with. (The content will differ from general questions like “cats or dogs?” and gradually go towards more personal, mental-wellbeing related statements “I have recently engaged in a self-care activity”.)
9:20	Reflective writing exercise 1: Who Am I?	First, the participants will make a list of their traits, values and beliefs. Then, they will choose some of the following statements to fill out: a. I am... b. I believe... c. I want... d. I know... e. I think... f. I wish... g. I hope... h. I understand... i. I wonder... j. I imagine... k. I’m surprised that... l. My dream is...
9:30	Open Discussion Exercise 1+ What does education mean to you? What is the best advice you have ever gotten about teaching?	The participants share their responses to the first reflective writing exercise and will have the chance to share insights with one another, guided by several discussion questions.
10:15	<i>Break</i>	-
10:30	Self-efficacy exercise	Participants write to themselves about a situation that created a sense of success/accomplishment in them. What they write down should be structured

		according to: What happened, what that means to them, and how that made them feel. After that they get together in groups in which they present their “successful situation” in the same structure to their teammates. After this, attendees are asked to write down how they feel after this exercise and why they feel like that. Lastly, they are encouraged to repeat this exercise with their students and colleagues as well as on their own.
11:15	Self-efficacy realization	Participants write to themselves possible situations that they would like to happen (within their work environment), but haven’t encountered yet. For example, something that happened to someone else, but not to them. They then go to the same partner they were with in the self-efficacy exercise and discuss what is necessary to facilitate such a situation. Do they need to change something? What can they do? How? They do this for every situation they have come up with within the group.
12:00	Conclusion + Check-in	The session content will be briefly recapped and participants will have the chance to share anything that is still on their chest.

2.) Positive Psychology: Advocating for Human Flourishing

Learning goals:

- Understand the pillars of positive psychology
- Apply the pillars of positive psychology to advocate for one’s own flourishing
- Apply empathetic understanding and compassion to interpersonal situations (and towards oneself)

Time	Activity	Description
9:00	Brief recap of previous session + Energizer: The Line Up	Content from the previous session is revisited and participants have the chance to ask any questions they may have. Agenda for the day is presented. Then, without making a sound, participants should line up according to

		shoe-size. (From largest to smallest).
9:15	Reflective writing exercise 1: Questioning	Participants will choose a particular aspect of their work and will respond to the following questions: a. What do I do? b. Why do I do it? c. How do I do it best? d. For whom do I do it?
9:30	Open discussion exercise 1 + tell the story of a teacher/important figure in your life and describe their characteristics	The participants share their responses to the first reflective writing exercise and will have the chance to share insights with one another, guided by several discussion questions.
10:15	<i>Break</i>	-
10:30	Reflection + Roleplay	Participants will think of a pupil/colleague/family member that they have had difficulties with and will have a chance to write down what they would like to say to them. In pairs, one participant will play as themselves and express what they would like to share with the other person. This will be done twice, each time the roles will be switched.
10:50	<i>Break</i>	-
11:00	“Case-Study”	The participants will be split into groups and they will be presented with several cases of teachers (and other educational professionals) experiencing struggles related to their mental wellbeing. The task will be to identify the possible underlying issues in their situation, as well as thinking of potential advice they would give them.
11:40	Feedback round	The participants will be asked to state the main takeaways from this session and they will discuss how this can be applied to their lives.
11:50	Cool-down: Guided Metta Meditation	There will be a guided loving- kindness meditation.
12:00	Conclusion + Check-in	The session content will be briefly recapped and participants will have the chance to share anything that is still on their chest.

3.) Coping with Exclusion - a Diversity and Inclusion Approach

Learning goals:

- Understand how change towards a more inclusive educational system can be brought about
- Apply methods to create a greater sense of self-efficacy and validation individually and in groups
- Apply methods to regulate and communicate emotions within the workplace

Time	Activity	Description
9:00	Brief recap of the previous workshops and a short introduction of this workshop and why it matters	-
9:15	Opening up the conversation	Attendees form small groups of approx. four people in which they introduce themselves briefly. In those groups, they are asked to talk about how they are feeling, as well what happened that made them feel this way. We specifically encourage attendees to include something that gives them happiness and they are grateful for.
9:40	Emotional validation exercise	This exercise is about attendees validating each other's feelings and thereby feeling empowered and feeling like they have a community. Attendees are asked to find a partner. Each participant then thinks of, writes down a situation for themselves in which they felt excluded/discriminated/prejudiced. They do that again using the structure from above: What happened, what that meant, and how that made the participants feel. After each presentation the other side is encouraged to validate the experiences of the presenting participant.
10:15	<i>Break</i>	-
10:30	Building self-esteem and self-value through strength affirmation	Participants are asked to form groups of approx. four people - preferable colleagues they have already known before the workshop. Otherwise, we encourage participants to introduce themselves with what they do, specialise in as well to talk about some of their recent projects. After that,

		<p>participants are asked to tell each other what they value about each other and the strengths they perceive in each other. After that, participants are asked to write down their own strengths that were attributed to them. For the future, they are encouraged to think about their strengths again in their everyday lives.</p>
11:00	Inclusive teaching - Syllabus based	<p>Here, participants are encouraged to bring one of their course syllabi. Firstly, they are asked to revise their own Syllabi and write down for themselves what causes stress for them in that course, what causes stress for students, and what in their course might feel problematic for marginalised groups - including ethnic minorities, the queer community, students of low SES and neurodivergent students. After that, they are encouraged to exchange their syllabus with another participant teaching in the same discipline. Lastly, they are asked to exchange their Syllabi with another participant from their group who is not from the same discipline who also revises the syllabus according to the above-described scheme. Each participant is encouraged to write their thoughts down.</p> <p>Afterwards, each Syllabus is talked about in the group along those three points and feedback is given following the scheme from above: strict content, implications, and how that makes students and instructors feel. Attendees are encouraged to practice this critical reading of all their syllabi also in their regular teaching with their students.</p>
11:30	Self-efficacy through sense of accomplishment	<p>Participants here are asked to think about and write down a situation that filled them with a sense of accomplishment or success. They are again asked to write down what happened, what implications that had for themselves and their community, and how that made them feel. After that they get together in groups, where they present “their” situation. They are encouraged to commend each other during this exercise. At the end, each participant is asked to write down how they are feeling. They are encouraged to</p>

		repeat this exercise in various other contexts to increase the sense of self-efficacy in their communities and in themselves.
12:00	Debriefing and check out + feedback + teaser final workshop	-

4.) Wellbeing and how it influences teaching motivation

Learning goals:

- Understand impacts that struggles with mental wellbeing have on teaching motivation
- Able to apply tools to improve teaching motivation

Time	Activity	Description
9:00	Recap of previous sessions + introductory exercise: the past	The participants are asked to think back to the time they were students (either in University or High School). They are asked to write down what made them feel valued as students and what their teachers did that made them feel good/proud of themselves.
9:20	Realizing the problem exercise: the present	Participants are asked to write down what significant stressors are in their job. (A bit like in the survey). They follow their answers up with the reason they think these stressors affect their teaching and if that is the case, why and how. A little later, the participants should form small groups (max. 4) and discuss what they have written down. It is explicitly stated they should NOT think of solutions to these problems yet. Just acknowledging the problem and finding comfort in the fact that they are not alone, will suffice for this exercise.
10:00	<i>Break/socializing</i>	-
10:20	Solution exercise: the future	I have two versions of this exercise: 1) The entire class sits in a whole group and addresses some common problems classically. Then we try to find potential solutions to each other's problems or potential relieving factors as a whole group with each other. (Vulnerable, slower approach)

		<p>2) The participants go back to the group they formed in the previous exercises and address their problems in their groups. This is more efficient, since more problems will be tackled, but lacks the vulnerability aspect of the first approach.</p>
11:20	<i>Break/socializing</i>	-
11:40	Short finishing exercise: summary of the entire workshop	<p>The participants get 5 minutes to discuss their thoughts on the entire workshop. Then some professors are asked to share one of their points with the entire group. Participants are asked what they really liked about the workshop and if they want to indicate points of improvement.</p>
12:00	Conclusions and check out	<p>This session is summarized classically and the participants are thanked for their attendance and interest in the workshop.</p>

(All dates and times are hypothetical and are meant to be indicative of the actual final product rather than concrete.)