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# Resource List

* [Lesson Plan](#_Lesson_Plan) (if you have a printer, you might want to print a copy to keep by your computer during the session)
* Customized Facilitator Deck
* Digital Handout (save to your desktop so that it's easy to upload to the Zoom chat)
* Technology Resources:
  + A quiet space
  + Computer with power cord
  + Strong Wi-Fi
  + Zoom, webcam and audio
  + A timer (e.g. on your phone)
  + A second monitor, or an extra-wide monitor (not required but makes it easier to manage all the components)

# Preparation

## Customize Your Deck

*You need to make some minor customizations - sharing your personal story will encourage attendees to engage!*

Slide 1:

1. Add your name to the slide
2. Prepare a couple bullets about yourself, such as:
   * Why you wanted to facilitate this workshop
   * What you do for your “day job”
3. Replace the photo with one showing you in your WFH environment (points for funny/cute)

Slide 10:

* Replace the example to reflect your own signs of stress and the stress reducers that help you achieve balance

Slide 12:

* Replace the example to reflect your personal wellness goals

Slide 17:

* Replace the sample with your personal care instructions

## Monitor/Screen

There are a couple different options that I recommend, depending on your equipment

Option 1: If you have multiple monitors, you can use the traditional set-up of one monitor for the slide show, and the other for the PowerPoint presenter view and Zoom controls. Note - this isn't a great option for Mac users since you can't resize the presenter view.

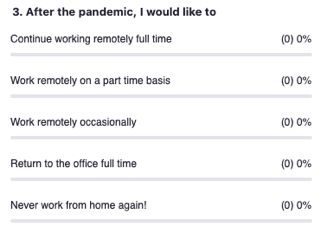
Option 2: If you are going to use one monitor or are a Mac user, then you should change the PowerPoint slide show view so that it's a window on your screen (rather than taking over the full screen). To do this, click the Slide Show ribbon, locate the Set Up Slide Show button, and change the Show Type to Browsed by an individual (window). You won't be able to see the presenter view with facilitator notes, so you’ll need to use the Lesson Plan. Then you can arrange your windows however is convenient.

## Zoom Polls Set Up

*If you're unfamiliar with Zoom Polling, watch this* [*short video*](https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-meetings)*.*

**A screenshot of a cell phone

Description automatically generated**This workshop uses 4 polls, which you will need to set up in advance:



* Poll 1: Mood Meter check in #1
* Poll 2: Mood Meter check in #2
* Poll 3: Remote Work
* Poll 4: Mood Meter check in #3

**Mood Meter Polls (same for all three):**

Right now I am feeling…

* BLUE feelings: low in energy and low in pleasantness (e.g. sad, depressed, lonely)
* GREEN feelings: low in energy and high in pleasantness (e.g. calm, tranquil, relaxed)
* RED feelings: high in energy and low in pleasantness (e.g. angry, scared, anxious)
* YELLOW feelings: high in energy and high in pleasantness (e.g. happy, excited, pumped)

**Remote Work Poll:**

1. Have you ever been a 100% remote worker before now? (Yes/No)
2. Compared with before the pandemic, my productivity is (About the same/Better!/Worse!)
3. After the pandemic, I would like to:

* Continue working fully remotely
* Work remotely on a part time basis
* Work remotely occasionally
* Return to the office full time
* Never work from home again!

## Zoom Breakout Rooms

If you're unfamiliar with Zoom Polling, watch this [short video](https://support.zoom.us/hc/en-us/articles/206476093-Enabling-breakout-rooms).

As host, you'll have a "Breakout Rooms" button on your Zoom toolbar. I recommend:

* Set the rooms to contain 3-4 people per room
* Let Zoom assign people randomly
* Reuse the exact same breakout room set up for both breakout sessions.

**Q:** If people want more time in their breakout rooms, should I give them more time?

**A:** No! Don't give them more time for the following reasons:

* The workshop timing is tight, and if you give them more time it will take away time from other sections.
* While some people might want more time, there will be those who are done with their conversations and will feel their time is wasted.
* Wanting to talk more is a great sign that the attendees are bonding! Encourage them to continue their conversations after the workshop.

**Q:** What do I do with non-participants during the breakouts?

**A:** Depending on how you set up Zoom, you have two options:

* Preferred: Put all non-participants in the same breakout room
* Alternate: Tell them not to accept the invitation to move to a breakout, and they can stay in the main room (not recommended, as they might not follow your instructions)

# Lesson Plan

**Launch Zoom 5-10 minutes before the start of your session and:**

* Make sure you have all the materials – be sure to save the Digital Workbook to your desktop so that it’s easy to attach to the chat
* Review this guide
* Open your customized copy of the Facilitator Deck
* Have fun!

**Workshop Flow:**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| [Introduction/Impact of Stress](#_Introduction/Impact_of_Stress) | 25 minutes |
| [Outcome 1: Increase Your Wellness](#_Outcome_1:_Increase) | 20 minutes |
| [Outcome 2: Support Each Other](#_Outcome_2:_Support) | 40 minutes |
| Buffer | 15 minutes |
| **Total Time** | **90 minutes** |

**Facilitator Instruction Key**

* **DO:** indicates you need to hit those points in your dialog, but the exact phrasing isn’t important
* **SAY:** indicates you should try to use the suggested phrasing
* **CLICK:** indicates you should click to trigger an animation on the slide

## Introduction/Impact of Stress (00:00 – 00:25)

| Slide Number/Duration | Facilitator Dialog |
| --- | --- |
| **Slide 1: 5 minutes** | **DO:**   * Turn on your webcam * Welcome participants * About 5 minutes past the scheduled meeting start time: Introduce yourself, what you do for your “day job” and why you wanted to facilitate this workshop. * Acknowledge that we’re all going through stressful events, including the pandemic, inequality and police brutality. I’m not a trained expert in racial trauma, and while I hope this session will help, it’s not a replacement for that type of support.   **SAY:**   * Welcome! * You can come off mute at any time to talk to me, or others in the session. This workshop will be more fun and effective if we treat it less like a classroom and more like a community. |
| **Slide 2: less than 1 minute** | **DO**   * Share the workshop outcomes * A process for improving your personal wellness. * Support each other in a “human first” way. |
| **Slide 3: 5 minutes** | **SAY:**   * We are going to start with a self-awareness exercise. Has anyone used the Mood Meter before? * The Mood Meter is a mindfulness and self-awareness tool developed by Yale. It’s used in schools to help children develop an awareness of their emotions and how those emotions impact their behavior. * To use the mood meter, you rate how you’re feeling on an X,Y axis. * The Y axis indicates how much energy you have, from low to high, while the X axis indicates how pleasant you’re feeling. * It’s important to understand that there is no right or wrong place to be on the Mood Meter, and in fact there are advantages to be found with each quadrant. * BLUE feelings: low in energy and low in pleasantness (e.g., sad, depressed, lonely) * GREEN feelings: low in energy and high in pleasantness (e.g., calm, tranquil, relaxed) * RED feelings: high in energy and low in pleasantness (e.g., angry, scared, anxious) * YELLOW feelings: high in energy and high in pleasantness (e.g., happy, excited, pumped)   **DO:**   * Launch Poll 1 * Display Results and remind people that wherever they are, that’s ok. * We will do this exercise two more times during the workshop. |
| **Slide 4: less than 1 minute** | **DO:**   * Explain why stress is a normal and essential part of human biology   **SAY:**   * Stress is a state of physical, mental, or emotional strain experienced when you encounter a threat. * Stress is our body’s way of telling us that there is a threat, which from an evolutionary perspective is a good thing because it’s kept the human race alive. * Stressors can range from exciting events, like getting a new job or getting married, to negative pressures like relationship problems or a death of a loved one * One stressor that is universal is the stress brought on by *uncertainty*. |
| **Slide 5: 3 minutes** | **DO:**   * Facilitate a brief conversation on why uncertainty is a major stressor for humans.   **SAY:**   * Why do you think uncertainty is a big stressor? Feel free to unmute or use the Zoom chat. * When things are uncertain, our brains have a hard time making decisions. * Predictability offers a perceived control over our environment. * The future is inherently uncertain, but right now, we’re arguably in one of the most uncertain points in human history. * The things we’re uncertain about relate back to some of our most basic needs: security and family. * Not knowing when we can start safely going out in public, or when we can visit loved ones, or when our kids can go back to school. These things are all outside our control and that uncertainty wears on us every day. |
| **Slide 6: 1 minute** | **SAY:**   * The NeuroLeadership Institute, which specializes in brain-based research applied to everyday life, recognizes three levels of threat. Our threat levels reflect the stress we’re experiencing. * Level 1 threats are in your broader environment. You’re aware of the threat, but your fight or flight response hasn’t kicked in. You can still do your job, maintain your relationships, and go about your life. Think of this threat as the hurricane that your local weather person says is moving toward your region.   **CLICK** (Level 2 animation)  **SAY:**   * Level 2 threats are those in your neighborhood, when your brain starts signaling to your body to prepare for a fight or flight response. You may become hyper-alert and feel a bit alarmed. You lose productivity and the ability to communicate well. This is when the hurricane makes landfall close by.   **CLICK** (Level 3 animation)  **SAY:**   * Level 3 threats happen when you feel like a danger is right upon you. You experience intense panic. Your body actively recruits every resource to fight or flee. Minimal complex thought takes place in the brain. In our hurricane example, this is the hurricane storming through your town. |
| **Slide 7: up to 5 minutes** | **DO:**   * Facilitate a conversation on threat levels   **SAY:**   * Where do you think your stress level would be on a regular workday before the pandemic? * You can use the chat to indicate the level, or you can use the Zoom annotation option to mark the chart.   **CLICK** (Before COVID-19 animation)  **SAY:**   * Most people have a baseline below Level 1. * As a result of the pandemic and Black Lives Matter movement, where do you think most people are now? Again, use the chat or annotate.   **CLICK** (During COVID-19)   * NeuroLeadership Institute research indicates that over 50% of people are at a constant level 2 or higher. * What do you think are the consequences of being at a sustained high threat level? |
| **Slide 8: less than 1 minute** | **DO:**   * Summarize the consequences of being at Levels 2 and 3   **SAY:**   * Levels 2 and 3 are extremely helpful for accomplishing life-or-death physical tasks, like running or jumping. * When we’re in these states, we default to self-protective behaviors. We withdraw from others, stop collaborating, and essentially shut down. * Only by reducing threat to Level 1 will we see an improvement in our ability to think deeply and connect to one another. * Managers can help their teams by being empathetic, celebrating wins and progress, being clear about priorities and timelines, and giving us autonomy and flexibility. * The good news, there’s also a lot that we can do for ourselves and each other if we decide to be intentional. I’m going to share a simple process for making increasing your wellness. |

## Outcome 1: Increase your Wellness (00:25 – 0:45)

| Slide Number/Duration | Facilitator Dialog |
| --- | --- |
| **Slide 9: 5 minutes** | **SAY:**   * I am going to introduce you to a simple 3-part process for improving your wellness. * First, you will recognize your unique signs of stress (review the signs – sourced from CDC and NLI) * Next, you will identify stress reducers that work for you – especially those that might alleviate specific signs of stress   **DO:**   * Use the Zoom chat to send the worksheet     **CLICK** (instructions animation)  **SAY:**   * I am going to set a timer for 2 minutes, and then I’ll check in on how you’re doing. Please do only Page 1.   **DO:**   * Set a timer for 2 minutes. * While waiting, set up the breakout rooms so that each room has 3-4 people. Pull out anyone who indicated they don’t want to participate. * **At end of 2 minutes:** Ask anyone who has completed the worksheet to type 1 in the chat. Depending on the responses, give more time or move to the next slide. |
| **Slide 10: 1 minute** | **SAY:**   * In just a moment, I’m going to have you use the work you’ve done to set personal wellness goals. * First I want to review some components to successful goal setting   **DO:**   * Review the list * Add any personal examples of what has helped you be successful in achieving goals * Emphasize that wellness goals don’t need to be stretch goals; when you’re trying to improve your wellness it is better to set some small, attainable goals so that you can generate some momentum before trying something more challenging. |
| **Slide 11: 12 minutes** | **SAY:**   * On the Page 2 of your digital handout, you will find a simple worksheet for setting your goals. * These are some sample goals that happen to be my personal wellness goals.   **CLICK** (breakout instructions)  **SAY:**   * I am going to put you in breakout groups of 3-4 people. * I would like you to share what you’re comfortable sharing from Page 1, and then brainstorm together on your wellness goals. You’ll have 10 minutes to work together. * If you’ve never used the Zoom breakout room functionality, here’s what to expect:   + You’ll move into a separate digital space where no one else in the meeting can see or hear your group conversations.   + I can communicate with you through broadcasting messages, but they’re subtle and tend to get missed.   + I’ll close the breakout rooms after the allotted time, and you’ll have the option to immediately return to the main room, or take up to 60 seconds to wrap up your conversations.   **DO:**   * Start breakout rooms and set a timer for 9 minutes. * When it goes off, broadcast the message “1 minute left” and set a new timer for 1 minute. * When it goes off, close the breakout rooms. Greet people as they return. |
| **Slide 12: 2 minutes** | **SAY:**   * We’re halfway through this session, and it’s time to see how you are feeling. * Again, I’m going to put up an anonymous Zoom poll.   **DO:**   * Launch the poll. When complete, display the results. * Likely there has been a shift in moods. Ask for people to unmute or chat their theories on why it’s changed. |

## Outcome 2: Support Each Other (00:45 – 01:30)

| Slide Number/Duration | Facilitator Dialog |
| --- | --- |
| **Slide 13: 5 minutes** | **SAY:**   * Now we’re going to transition to the second half of the workshop, where we’ll talk about how to support each other as remote workers during a pandemic. * Under normal circumstances, remote work can be just as, if not more productive, than office-based work. It has great benefits towards worker satisfaction, employee retention, and overall productivity. * But forced remote work coupled with a stay-at-home order is different. In order to be effective, we need to be intentional about supporting each other and having reasonable expectations of what everyone can accomplish. * I think for most people, remote work is new. I’d like to do a quick poll to see how you’re feeling about it.   **DO:**   * Launch the 3-question poll. When complete, display the results. * Ask people to volunteer to talk about their experiences with remote work. |
| **Slide 14: 8 minutes** | **SAY:**   * Now that we’re a few months into being a 100% remote team, it’s a good time to reflect on how it’s been working. * Let’s first think about some positive outcomes – both for you and for your team. * Please unmute or use the chat to list the positive outcomes of being a team of remote workers   **DO:**   * Facilitate conversation, looking for themes.   **CLICK** (thumbs down animation)  **SAY:**   * Next, what are some negative outcomes, or things you miss about going to an office? * Again, unmute or use the chat to share your experiences. |
| **Slide 15: 2 minutes** | **SAY:**   * I’m going to go way off topic and talk to you about plants. * Every plant is a little different. They have different needs when it comes to light, water, temperature, humidity, food. * You might be able to get away with neglecting one or two needs, but chances are also good that the plant will become susceptible to diseases and bugs. * Plant parents do a lot of research on what each plant baby needs to thrive, and they treat each one accordingly. * **Ask:** Tell me, Why am I talking about plants? * Because people are just as diverse, and if we don’t know what they need, we can’t take care of each other. |
| **Slide 16: 18 minutes** | **SAY:**   * Unlike plants, we don’t have care tags. It’s up to us to voice our needs. * To help you do that, we have another simple exercise. * First, you’ll write something you wish your team knew about you that would explain a unique situation or stress you’re experiencing. In my situation (*read sentence*). * Next, write what you can offer to your team. This might be about your availability, or it could be a talent you have or a way you can help. * Finally, *what do you need to protect?* to cope and thrive? * I’ll give you 5 minutes to work on this on your own, and then put you back in your breakout groups.   **DO:**   * Set timer for 4 minutes. At the end, tell people to type a 1 in the chat if they’re done. (As before, evaluate how many people are still working vs are ready)   **CLICK (**breakout animation)  **SAY:**   * I’m going to put you back in your breakout rooms, where you’ll share what your comfortable sharing.   **DO:**   * Start breakout rooms and set a timer for 9 minutes. When it goes off, broadcast the message “1 minute left”. * Set a timer for 1 minute. When it goes off, close the breakout rooms and advance to the next slide. |
| **Slide 17: 3 minutes** | **SAY:**   * I hope you had some great conversations. * It can be really inspiring and freeing to share your care instructions here in the workshop. * If you’re comfortable, paste part of your care instructions in the chat, or unmute and we can talk about it. * You can also share what you learned through this process.   **DO:**   * Facilitate conversation on what people share/learned. |
| **Slide 18: 2 minutes** | **SAY:**   * Now that we’re nearing the end of our time together, I want to know how you’re feeling. * Again, I’m going to put up an anonymous Zoom poll   D**O:**   * Launch poll, then display results. * Likely there has been a shift in moods. Ask for people to unmute or chat their theories on why it’s changed. |
| **Slide 19: 1 minute** | **SAY:**   * Thank you everyone for your time and engagement today * Before we close, I want to encourage you to be kind to yourselves * We’re going through unprecedented stress and uncertainty, and you’ll have both good and bad days   You might not master your new habits immediately, but don’t give up! |