BREATHE

Methodological Guide

BREATHE: Balance, resilience, empowerment & awareness for thriving women entrepreneurs

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1. Introduction

BREATHE (Balance, resilience, empowerment & awareness for thriving women entrepreneurs) is an Erasmus+ KA210-ADU project coordinated by Como una Cabra (Cabras en Red, S. Coop. Mad.) together with its partners Rural Bridge in Spain and Bizrupt in Greece. It is aimed at strengthening the personal competencies—self-knowledge, self-esteem and self-care—of women entrepreneurs or those in professional transition, as an emotional and personal foundation prior to the development of their business projects, so they can overcome internal barriers and have more opportunities for success.

The analysis of interviews conducted in Spain shows that women in rural areas or in professional transition face deeply interconnected economic, emotional and social challenges. Precariousness, loneliness, self-imposed demands and lack of structured support hinder the consolidation of sustainable projects.

The results reinforce the need for a program like BREATHE, which combines the development of personal entrepreneurial skills, especially self-confidence, with well-being, resilience and community building, contributing to a more human and inclusive form of female entrepreneurship, aligned with participants' values.

This methodological guide is one of the project outputs and systematically compiles the methodology co-created and piloted by the teaching team, Ana Ambros, Beatriz de la Banda and María Rodríguez in Spain and Alexandra Karapidaki, Georgia Kostourou, Kelly Psyllaki and Maria Koutrouli in Greece, integrating psychophysical disciplines (music therapy, chi kung, conscious breathing, meditation, mindfulness), facilitation, theater of presence and the Dragon Dreaming methodology, along with coaching and entrepreneurship support tools.

The training program has been structured in two complementary phases: a **20-hour online training (10 workshops)**, focused on individual and group work at a distance, and a **3-day in-person retreat** in a rural environment that deepens and experientially integrates what has been worked on during the online phase. This guide documents both phases, so that the methodology can be replicated by other entities and teaching teams.

2. Objectives of the Methodological Guide

- Provide guidance for the replicability of the methodology and training program.
- Ensure clear and homogeneous structure in the development of the project training, both in its online and in-person phases.
- Provide a practical guide for teachers or facilitators delivering the program, with details of dynamics, times, materials and objectives for each session.

3. Basic Principles

The BREATHE methodology is based on three basic principles:

1. Work on self-knowledge, self-care and self-esteem to prepare women emotionally and personally so they can face the entrepreneurship process with greater opportunities for success. The idea is that internal barriers (lack of confidence, disconnection from one's own intuition or purpose, risk of burnout) should be addressed before or in parallel with external entrepreneurship barriers (feasibility, financing, market, etc.).

2. Base training on practical and experiential learning, working from a ternary principle that focuses on balancing body, mind and emotions. It combines moments of individual reflection, work in small groups, knowledge of tools and immediate practical application through activities and experiential dynamics.

3. Make it possible to adapt to the specific group of participants and facilitators delivering it, allowing adjustment of dynamics, rhythms and specific psychophysical disciplines (music therapy, chi kung or equivalent body practice, etc.) according to context, so that the group's energy and connection between participants is integrated as part of experiential learning.

4. Training Participants

The program is aimed at women entrepreneurs or those in professional transition. In the pilot, the online training was open to a group of approximately 25-30 people on average attending the online workshops. Sessions were not recorded so participants would have more freedom to intervene and share their personal experiences and needs. From these participants, 10 were selected for the in-person retreat. This group size facilitates circle work, dynamics in subgroups of 3-4 people and individualized accompaniment during the in-person retreat.

Selection criteria were:

- ➔ Availability to attend (commitment to full retreat attendance)
- ➔ Interest (at least 80% attendance in prior online sessions)
- ➔ Estimated need/benefit for the person
- ➔ Order of attendance confirmation

5. Approach and Methodology for Training Actions

General Objective:

Strengthen women's self-knowledge, self-esteem, and self-care to improve their chances of professional or entrepreneurial success.

Specific Objectives:

1. Regulate and harmonize energy through the body and breathing on one hand, integrating thought and psyche, taking into account emotions and personal values.
2. Deepen self-knowledge: strengths, potential and current resources. Clarify vision. Analyze what facilitates and what blocks at this moment.
3. Train uncertainty management and decision-making by placing focus as the central reference. Strengthen self-esteem and self-confidence: sustain oneself, validate oneself, prioritize oneself. Help identify each person's own resources. Improve assertiveness: set boundaries, know how to say 'no' and ask for what is needed.
4. Align decisions with values so there is coherence between what we think, feel and do. Practice prioritization and time management: available energy vs. agenda, habits and commitments.
5. Align the person with their project so they can innovate from who they are and find the personal purpose of their work. Know the Dragon Dreaming methodology for project planning.
6. Expose and encourage forms of collaboration and network building.

The methodology combines an expository component with individual reflection dynamics and group dynamics; the goal is for participants to have the opportunity to support each other and acquire knowledge of new tools, as well as their practical application through activities and experiential dynamics.

Entrepreneurship training techniques, coaching and self-care, supported by psychophysical disciplines such as music therapy, breathing, chi kung or conscious movement, meditation and mindfulness are used.

This combination is deployed in two mutually reinforcing planes:

A plane of corporeal and energetic regulation, through conscious movement and breathing (with chi kung, music therapy, self-massage and mindfulness techniques).

A cognitive-emotional plane, through thought, psyche, emotion and personal values (working with methods of personal competency self-evaluation, analysis of internal dialogue, limiting beliefs, assertive communication and time management). In the in-person sessions of the retreat, methods are also used to work with blocks, alignment and personal coherence (such as for example 'theater of presence' or group sessions with the GIM music therapy method created by Helen Bonny).

Regarding personal project design, specific tools are used such as IKIGAI (to connect the project with personal purpose) and the Dragon Dreaming methodology (a project planning system, applied in the 'Action Plan' dynamic of the retreat).

Recommendation

Participants are recommended to wear comfortable clothing and bring a personal notebook to record their reflections throughout the process.

7. Structure and Content

The BREATHE training program is structured in two sequential and complementary phases: a **20-hour online training** and a **3-day in-person retreat**, which deepens and experientially integrates what has been worked on remotely.

7.1 Online Training Programme

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Friday: SEWING · Saturday: WATERING · Sunday: HARVEST

Reading key a) Spain implementation b) Greece implementation

7.1 Online Training Programme

20 hours distributed in 10 workshops of 2 hours each (two weekly sessions during one month) for a group of approximately 25 people. The program is designed as a path of discovery and personal development and has been organized in three blocks related to the three key competencies we want to improve (self-knowledge, self-esteem and self-care), although some dynamics may address several competencies simultaneously.

We start each day by testing the general mood of the group to see how it evolves throughout the training. An 'Animometer' can be used: it is easy to prepare with Zoom polling tools or similar applications used for videoconferences; it involves providing a scale from 1 to 10 in which each participant scores themselves according to their energy level that day. They can also share it directly through chat.

'Animometer'



7.1.1 Self-Knowledge

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7.1.1.1

Workshop 1: Know Yourself. Where Am I Starting From?

a) Spain implementation

Objective: Be aware of the starting point at which we find ourselves on a personal and professional level.

- Can we say we know ourselves? Why is it important to know ourselves?
- Starting point map: conduct, personal competencies (soft skills) or resources, potential and strengths. Work is done first individually and then discussed in small group sessions, where individual reflection is shared with the group.

The first step before starting to work is knowing where we start from and what resources we have. To do this, we begin by learning what personal competencies are—soft skills—using Ana Ambros's Lidera methodology, in which each soft skill is represented by an animal archetype. The objective is to know the most relevant competencies, recognize that entrepreneurs have all those soft skills to different degrees, and with a kind gaze identify those that are more developed and their potential in the development of their project.

b) Greece implementation

The Greek team approached the starting point of self-awareness through the exploration of personal schemas. Drawing on Jeffrey Young's schema framework, participants explored recurring patterns through which they interpret themselves, other people and situations.

The workshop focused particularly on recognising how schemas may become activated and on the three main coping responses explored in the Greek material: surrender, avoidance and overcompensation. Participants were invited to identify patterns in their own experiences and observe them with greater awareness.

This created a personal framework that was subsequently used in the Greek programme as a reference point for understanding regulation, values and behavioural choices.

7.1.1.2

Workshop 2: Tune Yourself.

a) Spain implementation

Objective: Facilitate the beginning of an inner journey with a process of listening and personal perception from physical awareness and movement.

- What are your tools for listening to yourself?
- Central nervous system (CNS) regulation tools
- Self-care techniques: self-massage and conscious breathing

It is essential to pay attention to the physical, mental and emotional processes that affect professional life in order to regulate one's own strength and energy in a balanced way, which allows preventing stress and 'burnout.' If we listen to internal signals and attend to their needs, performance will be optimal, and tools are provided to test our state to take care of physical and mental health.

b) Greece implementation

The Greek implementation placed greater emphasis on understanding the nervous system through Polyvagal Theory and neuroception. Participants explored how the nervous system continuously responds to perceived signals of safety or threat and how different states can influence thoughts, emotions and behaviour.

The session introduced practical approaches to recognising states of activation and supporting regulation, together with the concept of co-regulation. Participants also explored the relationship between regulation and interpersonal boundaries through the experiential exercise "The Dance of Boundaries".

The focus was therefore on developing an earlier awareness of internal states and acquiring practical ways of supporting regulation in everyday situations.

7.1.1.3

Workshop 3: Values: The Foundation.

a) Spain implementation

Objective: Identify and align your personal values and those of your project

- What do we mean by values?
- Types of values
- Value alignment

Using S.L. Dolan's values methodology, entrepreneurs identify their genuine personal values and the values of their businesses and projects. Values are the principles and foundation that will help them make coherent decisions and define clear strategies and an action plan. The objective of this workshop is to recognize that businesses must have values that help their sustainability both socially, ecologically and economically, and that what is relevant is that business values and personal values are aligned (though they don't need to be the same).

b) Greece implementation

The Greek implementation focused specifically on the relationship between personal values and everyday choices. Rather than introducing a separate values framework for the business, participants worked experientially on identifying what is personally important to them and recognising areas of alignment and misalignment.

The main tools used were the "Cave of Values", the "Wheel of Life and Values Gap" and the "Bridge of Values". These exercises supported participants in identifying important values, examining where their current lives were aligned with them and identifying possible steps towards greater alignment.

"Cave of Values"	"Wheel of Life and Values Gap"	"Bridge of Values"

The process concluded with a Personal Values Contract, turning the reflection into a personal commitment that participants could use as a reference point in subsequent decisions.

7.1.1.4

Workshop 4: My Reason for Being. My Purpose.

a) Spain implementation

Objective: Reflect on our personal and professional purpose.

- **What is success for you?**

We start with a reflection on the concept of success. Each participant shares theirs through chat. We present the theory of Saras Sarasvathy's entrepreneurial method on what successful projects have in common, which we will then deepen through personal work proposed at the in-person retreat; during it, participants will develop their 'resource backpack' (i.e., knowledge, experience and contacts).

- **How to connect my project with my person through IKIGAI: Recognize our strengths, interests and connection with our environment and the impact we want to generate.**

We use IKIGAI as a tool to individually reflect on the things that passion us, what we're good at, the things we think the world needs (our activism) and the things we would be paid for. In the center, we can connect them to understand our personal purpose. We invite them to write it in one sentence so it's expressed with clarity.

- **How to Innovate from Who I Am.**

We reflect on how we can integrate into our project those things that represent our strengths and that have appeared reflected in our IKIGAI, both to give personality to our business and to improve how we work professionally (and enjoy it more); it is crucial to recognize that we are unique and stress that this is the first thing that differentiates one project from another. We can use the DAFO and CAME matrix to enhance the value of our strengths and how to maintain them.

7.1.1.4 (cont.) Workshop 4: My Reason for Being. My Purpose.

b) Greece implementation

The Greek workshop did not reproduce the IKIGAI-based approach described above. Instead, it functioned as a bridge between the first three workshops and the transition towards intentional action.

The session brought together the three elements already explored in the Greek programme: schemas as a map of recurring patterns, regulation as a resource for managing internal states, and values as a compass for decision-making.

The central experiential activity was the "Letter from My Future Self". Participants imagined a future version of themselves and wrote a letter addressed to their present self, reflecting on the changes, choices and qualities that had helped them move closer to their values.

7.1.2 Self-Esteem

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Workshop 6: Assertive Communication.

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Workshop 7: Prioritize Yourself.

7.1.2.1

Workshop 5: Think Well and You'll Succeed.

a) Spain implementation

Objective: Foster confidence in one's own resources through intentional and creative thinking in order to favor personal and professional development.

- What is your internal dialogue like?
- How thought works: understanding its mechanisms.
- Limiting beliefs: how to identify and transform them.
- Improve internal dialogue and self-acceptance: harmonization between body and mind.

7.1.2.1 (cont.)

Workshop 5: Think Well and You'll Succeed.

a) Spain implementation

We start from the need to observe our own thought as a first step, then we reflect on how thought and mind habitually work, according to contributions from Robert Cloninger (positive psychology) and others. We then deepen into the automatic mechanisms that make it difficult to reflect more constructively. This allows us to become more aware of our limiting beliefs, preconceived judgments or negative external and internal experiences that condition our mind. Attention to the body helps free ourselves from disruptive thoughts, diminish both internal and external noise and allows us to reflect more objectively and equanimously.

b) Greece implementation

The Greek implementation used a Cognitive Behavioural Therapy (CBT) framework to examine the connection between situations, thoughts, emotions and behavioural responses.

Participants were introduced to the ABC and ABCDE models and worked on identifying automatic thoughts and common cognitive distortions. The focus was on recognising that an interpretation of an event is not necessarily the same as the event itself.

The experiential "ABC Theatre" and the "Disputing the B" exercise enabled participants to practise questioning automatic negative thoughts and developing alternative interpretations. The approach provided a concrete framework for working with internal dialogue and strengthening self-confidence.

7.1.2.2

Workshop 6: Assertive Communication.

a) Spain implementation

Objective: Improve our internal coherence and our communication.

- What difficulties do you encounter when communicating?
- Internal coherence: align what I think, feel and do (without self-deceit).
- Relationship with the external: how I communicate and how I usually face difficult conversations. Nonviolent Communication (NVC. Marshall Rosenberg) - Nonviolent Communication (NVC).
- Practical assertiveness: saying 'no,' asking for what I need and setting limits calmly.

7.1.2.2 (cont.) Workshop 6: Assertive Communication.

a) Spain implementation

Communication is one of the relevant competencies for entrepreneurs, both internal communication and external communication with collaborators, clients, suppliers, family members, etc. Based on Marshall Rosenberg's work with Nonviolent Communication (NVC) / Nonviolent Communication (NVC), we provide tools and examples to entrepreneurs to be more assertive and to be able to say 'no' and set limits both externally and internally.

b) Greece implementation

The Greek programme did not use the Spanish NVC-based structure for this session. Instead, the workshop explored the internal relationship with oneself through the metaphor of the "Inner Roommate".

Participants examined the voice with which they speak to themselves and explored how this internal relationship can affect confidence, behaviour and willingness to take action. The session also introduced the distinction between Fixed Mindset and Growth Mindset, encouraging participants to recognise beliefs that define abilities as fixed and to consider more flexible interpretations.

The workshop further explored the Spotlight Effect and social comparison, helping participants question assumptions about how much other people are observing or judging them. The "10-second challenge" provided a short experiential exercise for testing these assumptions and interrupting automatic self-evaluation.

7.1.2.3

Workshop 7: Prioritize Yourself.

a) Spain implementation

Objective: Obtain resources to foster physical, mental and emotional well-being when life 'tightens.'

- What place do you occupy in your life?
- Music as a mirror of your inner world (explore your different facets).
- Music as a facilitator of creative imagination to connect with your intuition.
- Exploration of tools that facilitate emotional balance.

7.1.2.3 (cont.) Workshop 7: Prioritize Yourself.

a) Spain implementation

Brief musical sessions selected by the music therapist are proposed to intuitively explore how certain facets of our personality are at this moment regarding our project and see what we need to reinforce or attend to. Each musical selection is preceded by a text that sets the scene and alludes to one of the archetypes developed by Carol Pearson (The Warrior, the Caregiver, the Sage, etc.)

b) Greece implementation

The Greek implementation focused on self-confidence and strategic resilience, rather than the music-based exploration used in the Spanish programme.

Participants explored the factors that can act as "brakes" on confidence and worked with the idea that confidence can be strengthened through evidence of personal capability. The concept of micro-wins was introduced as a practical way of recognising small but meaningful examples of competence, persistence and progress.

The workshop also used the Reality Check, ABC-Flash and a cognitive diary to help participants examine challenging situations and identify the thoughts and interpretations that may undermine confidence.

The session concluded with a strategic commitment, translating the reflection into one concrete action through which each participant could strengthen her confidence and resilience.

7.1.3 Self-Care

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Workshop 9: The Dream.

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Workshop 10: Celebrate Yourself.

7.1.3.1

Workshop 8: Planning and Time Management.

a) Spain implementation

Objective: Prioritize and focus on what interests you. Obtain tools to become master of your time and your decisions.

- Who manages your time?
- Investigate the root of the time management problem.
- Commitment to yourself.
- Time management and planning tools. One of the greatest difficulties noted by entrepreneurs is time management and planning.

The difficulty of facing multiple decisions and various tasks, usually alone, causes people to get stuck and not work efficiently. Therefore, in this workshop, from a kind approach, focusing on people, knowing the singularity and particularity of each person and project, we will work on the root of the problem to be able to work based on it. Various tools adjusted to the root of the problem, personality, decision-making, planning, recognition of urgency and importance, recognition of time and resources, as well as digital tools that may be useful are offered.

b) Greece implementation

The Greek implementation placed the emphasis on doing less, better and more sustainably, connecting time management with personal values and priorities.

Participants began with a Brain Dump and then introduced criteria for deciding what deserves their attention. They identified their Top 3 priorities and worked with a Stop Doing List, shifting the focus from adding more tasks to deliberately removing activities that no longer serve their priorities.

The workshop also explored the different roles and identities that compete for the same limited time. Individual reflection was combined with breakout-room work, where participants shared their commitments and acted as witnesses to each other's decisions rather than providing advice.

The session concluded with a concrete commitment around what each participant would stop doing and what she would prioritise instead.

7.1.3.2

Workshop 9: The Dream.

a) Spain implementation

Objective: How to build a meaningful project for you. Learn to make an action plan.

– **How does your project need to be so that tomorrow you think it was the best investment of your time? The dream as a powerful tool.**

Introduction to the 'Dragon Dreaming' methodology created by John Croft and Vivienne Elanta for project management. We start with this powerful question and give time for personal reflection.

– **Learn to set your goals.**

We talk about the importance of focusing, avoiding multitasking and prioritizing those goals that are urgent and important for us. How we can define our goals well with the help of the SMART methodology. Avoid mental overload with 'The Rule of Three' (three daily, monthly, annual goals)

– **Karabirdt: The action plan.**

We explain how to design our action plan with the 'Dragon Dreaming' methodology. Once we have defined our next three goals, we divide the necessary tasks by classifying them into dream, plan, do and celebrate tasks. We emphasize the need to 'dream' first and to 'celebrate' achievements. This dynamic allows training to end focused on action after unblocking.

dream	plan	do	celebrate

7.1.3.2 (cont.) Workshop 9: The Dream.

b) Greece implementation

The Greek implementation also used Dragon Dreaming and the Karabirrdt action-planning tool. As the methodology is already described above in the Spanish implementation, it is not repeated here.

The Greek session was structured explicitly around the first three stages of the methodology: Dreaming, Planning and Doing, while the fourth stage, Celebrating, was intentionally connected with the final workshop.

The Greek adaptation placed particular emphasis on the transition from "what I need to leave behind" to "what I want to create". Participants were invited to identify a meaningful dream without first filtering it through external expectations or assumptions about what is realistic or safe.

The Karabirrdt exercise was then used to translate the dream into concrete steps, identifying needs, resources, people and actions that could support its development. The workshop therefore connected the previous work on priorities and "stopping" with a forward-looking process of creation and action.

7.1.3.3 Workshop 10: Celebrate Yourself.

a) Spain implementation

Objective: Become aware of the resources within our reach to keep the engine of our project running, which is us.

- What does celebration mean to you?
- Resources to trust in your strength and your vulnerability
- Practical self-care tools you can turn into well-being habits
- Recognition of your own achievements and celebration

7.1.3.3 (cont.) Workshop 10: Celebrate Yourself.

a) Spain implementation

Through Chi Kung exercises, we balance energy and enhance a balanced and healthy state. Expansive movement and music help us after to celebrate and give thanks for the work done during the workshops, in a way similar to a harvest festival of resources and personal abilities enriched by the group's contributions. Jam session with instruments.

b) Greece implementation

The Greek implementation followed the final stage of the BREATHE journey through recognition, self-acknowledgement and witnessing.

Participants were invited to look back at their journey and recognise what they had learned, overcome and developed. The session included a personal letter-writing exercise addressed to their earlier selves, creating space to acknowledge their own progress.

Self-care was approached as an ongoing form of support rather than something that needs to be earned. Participants then developed a "New Contract with Myself", identifying what they would allow themselves to do, what they wanted to stop doing, what they wanted to remember and what they committed to protecting.

The closing process placed particular emphasis on recognition by both self and others. Participants shared what they recognised in themselves and what they wanted to carry forward, concluding the online journey with a collective reflection and a sense of continuity rather than a simple ending.

7.2 In-Person Retreat

7.2.1 Retreat Programme in Spain

3 days: Friday to Sunday.

From 2:00 PM Friday to 4:00 PM Sunday. (Lunch on Friday and Sunday is recommended).

Location: Rural accommodation that invites calm. Individual rooms are highly recommended if possible (connecting with Virginia Woolf's idea of 'a room of one's own,' a physical and mental space where women can develop with independence).

7.2.1.1 Friday: SEWING

2:00 PM - 2:30 PM	**Welcome and reception**
2:30 PM - 4:00 PM	Lunch
4:00 PM - 4:30 PM	Rest
4:30 PM - 5:30 PM	**Circle and group agreement (60')** The room is arranged with chairs in a circle and in the center a basket or cauldron where we can leave our symbolic objects. It is recommended that the facilitators also bring one. They are the first to introduce themselves through the object, which we leave in the basket, to break the ice. We invite the participants to introduce themselves (name, where they come from, their project in brief or what they do, what the object means to them and how they got here). We give them a name sticker that will help us learn their names.

4:30 PM - 5:30 PM (cont.)

45' introductions (3' per person)

15' group agreement (we write some things beforehand and then they add what they want and everyone signs off on it).

GROUP AGREEMENT PANEL - to be completed by them:

- Listen attentively
- Silence is part of the conversation
- What is said in the circle stays in the circle
- Do not judge
- Speak with intention
- Shared responsibility
- Open mind
- Contribute to the well-being of the group

Materials:

Basket

Name stickers

Group agreement poster/cardboard

17:30 - 18:15

Personal Competencies (45')

Dynamic: "Discover the Ecosystem that Inhabits You." Lidera Methodology by Ana Ambros.

The objective of this dynamic is to make participants more aware of which personal competencies they are stronger in and which ones they need to strengthen at this moment. Each competency is represented by an animal (creativity, vision, uncertainty management...), which we can have asleep, in balance, or wild. Based on a personal competencies test that we sent previously, we give them their results and the state of their animals (personal competencies) which reflects their current situation regarding their skills.

17:30 - 18:15 (cont.)

Once the test is known, knowing the meaning and interpretation in their current situation, they move to capture it on a canvas by placing each animal in the current state with the information from the test. Using a central line in the canvas as a reference, they place the animals above the line (wild), on the line (balanced), or below (asleep). We invite them to reflect on the meaning and result of the state and relationship of their animals and competencies and if, given their current challenge and purpose, they will need to make any change, to know which of their personal competencies they should develop and pay attention to.

wild
balanced
asleep

Materials

Prepare 10 cartons as canvas to place the animals (60')

Materials

10 sets of animals represented on cards or stickers, one set of animals for each participant.

Break 15'

18:30 - 20:30

"The Three Doors." Music Therapy

To connect with our internal state. How do we face this adventure? Guidelines are provided to visualize three moments of deepening through music.

20:30 - 20:45 break

20:45 - 10:00 dinner

7.2.1.2 Saturday: WATERING

9:00 - 10:00 Breakfast

10:00 - 10:30 **Chi Kung (or other body activity such as yoga or tai chi)**

10:30 - 12:00

"A Canoe Journey." Music Therapy.

It allows us to observe how we set off on our journey, if there is excitement or fears, turbulence or calm waters, what our allies are and how we visualize our arrival at the end of the journey.

12:00 - 12:15 break

12:15 - 14:00

Focus (90')

Three blocks of 30-35' each (5' to explain the dynamic + 5' reflection + 20' sharing in groups of 3 or 4 people)

1. Our Resource Backpack (35')

5-10' explanation of the dynamic, first individual reflection. Transfer what they have seen in the online training about themselves and then share it in groups of 3-4 people - 15' individual (Prepare music for the moments of individual reflection) and 15' sharing. Invite the others to add things to the backpacks of the others with post-its.

Strengths:	**Resources:**	**Contacts:**
Who are you?	What is your knowledge? What resources do you have?	Who do you know who can help you with your project?

Materials

Prepare 10 cartons with the backpack drawn and their name.

2. Your Purpose (30')

Review your IKIGAI. What is in the center of your IKIGAI and how does it connect with your project? Write your purpose, your "why" in one sentence and share it. 15' reflection and 15' sharing.

Example: Help women entrepreneurs start more easily, more confidently and less alone.

3.	**Write Your Value Proposition (30')** Connect it with the opportunities you see and the challenges you can solve. 15' reflection and 15' sharing. **What I do - for whom - how I do it - why I do it (purpose)** Write next to the backpack or below the purpose and value proposition
14:00 - 16:00	Lunch
16:00 - 16:30	break
16:30 - 19:00	**Workshops:**
17:30 - 19:00	**Overcoming Current Blocks** **Group Dynamic: Social Presencing Theater (SPT) - Presencing Institute.** The objective is to work on a current challenge with the real blocks that the entrepreneur is experiencing. It is done by introducing the body and the group field as a source of information.
(5')	We walk to feel our body and the intention of each movement.
(50')	We work in two groups. Each group will work on the case of a volunteer entrepreneur who presents their challenge. The other entrepreneurs, after listening carefully to the presentation, begin to express what they perceive and feel with metaphors and positions of their body, each one does their own presentation individually. Subsequently, group work is done where each participant in the group seeks their position in a group figure that demonstrates the situation. After holding that figure, each person begins to move to find a new joint figure. The entrepreneur who has presented her challenge observes the situation. At the end, each participant exposes their experience and contribution, and the entrepreneur who has observed asks and shares her interpretation—what holds her back, what moves her, what possibilities and actions has she discovered.
(10')	Closing. The two groups come together into a single group to share the experience

16:30 - 17:30	**The Future We Want** 5' to explain the dynamic, 5' each person (50') and closing. Individual dynamic. We put a line on the floor with duct tape about 4-5 meters long. We ask them to write their dream or project on a piece of paper. Those who want to volunteer step out. They stand at the far end and leave it on the ground. We ask them to visualize that 5 years have passed and they have already achieved their objective, they have success with their project and they are receiving recognition. What has happened? What have you achieved? Where are you? How do you feel? Take a step backward. What happened a year before? What are you doing? What have you achieved? And so on, one step per year until today. This will help them see the steps they have had to take to achieve it and the achievements or milestones that will happen along the way.
19:00 - 20:30	**Local Activity. (Ej. In Spain we realize an activity of Wool Washing and Carding)**
20:30 - 20:45	break
20:45 - 10:00	dinner

7.2.1.3 Sunday: HARVEST

9:00 - 10:00	Breakfast
10:00 - 10:30	**Chi Kung**
10:30 - 14:00	**Workshops**
10:30 - 11:45	**Ana Ambros and María Rodríguez. "The Karabirdt." Design Your Action Plan.** **Materials** Prepare 10 sheets with an action plan schema for a first objective (that is unblocking and think of unblocking tasks for dreaming, planning, doing and celebrating)

10:30 - 11:45 (cont.)

- We give each person a Karabirdt. Indicate that they first decide the unblocking objective they have decided, that they write it (10'). Let it be simple but relevant (a first step), feasible and with a deadline to achieve it.
- We make groups of 3 or 4 people to help each other define the tasks to achieve it. (15' per person - 45-60')
- Closing. How did it go? How are they going to celebrate it? 5'

11:45 - 12:00 break

12:00 - 12:10 **Meditation**

12:10 - 13:30

The Light We Project (80')

Each person sits in a 'special' chair that acts as a throne. They will harvest everything they have sown in the others during this time. We distribute notepads and shuffle 10 envelopes each with the name of one of the participants. We draw one at random and that will be the first person to sit in the throne. We give 2' for each person to write a note about the light they see in her, what has inspired them, qualities, aptitudes... Those who wish express it out loud and when they finish we collect the notes and give them to keep in their envelope. She randomly chooses another envelope so the next person comes out and so on until everyone has passed through the throne to know the light that is in them. A bath of self-esteem and reinforcement.

Closing

We invite them to collect their objects from the center. These objects have been witnesses to the process and have been charged with the energy of the group.

Invite them to collect their work (backpacks, competencies, action plan, etc.). We give each one a small folder to keep it safe.

Celebration

13:30 - 14:00 **"Jam Session" with Percussion Instruments.**
Free improvisation.

14:00 - 16:00 lunch and goodbye

7.2.2 Retreat Programme in Greece

Participants, Selection and Setting

In the Greek implementation, the in-person retreat was delivered as a three-day residential experience for a group of 10 women who had previously participated in the online BREATHE workshops. All 10 participants had attended at least 8 out of the 10 online workshops. The retreat was attended throughout by the 10 participants, two members of the Bizrupt team and two trainers.

Participants were invited to express their interest in joining the retreat through both oral communication and email. Among those who expressed interest and confirmed their availability for all three days, priority was given to women who had participated in at least 8 of the 10 online workshops. As the number of eligible participants exceeded the available places, the final group of 10 was selected by lottery. Following two early cancellations, the next two eligible participants according to the order established by the lottery were invited to participate.

Once the group had been selected, a dedicated Viber group was created to facilitate direct communication between participants and the organising team. The group proved particularly useful for sharing practical information, coordinating arrangements and maintaining direct communication before and during the retreat. The group remained active after the retreat and continues to provide a space for communication among the participants. The 10 women have continued to meet and participate in other Bizrupt activities, using these opportunities to maintain the connections developed through the BREATHE experience.

The retreat took place at Vasilikata, in the Lasithi Plateau, Crete. The accommodation consists of rural tourism apartments in a natural setting, selected for its suitability for walking and outdoor activities, its distance from the participants' everyday environment and the calm atmosphere it offers for reflection, connection and wellbeing.

(cont.)

The residential format allowed the participants to stay together and experience the retreat as a continuous shared process rather than as a series of separate training sessions. Shared meals, breaks, free time, walks and informal conversations complemented the structured workshops and contributed to the development of group connection.

The Greek retreat followed the three symbolic stages of The Sowing, The Watering and The Harvest, reflecting a movement from establishing the group's starting point, through deeper personal exploration, towards integration and reflection.

The Sowing	The Watering	The Harvest

7.2.2.1 Friday: SEWING

16:00–16:30

Welcome and accommodation

The participants arrived at Vasilikata, were welcomed by the organising team and settled into their accommodation.

16:30–17:30

The Starting Point Circle and Group Connection

The retreat opened with a welcome from the Bizrupt team. At the beginning of the session, participants were introduced to Bizrupt's Code of Conduct, which was presented as a shared framework for the three-day experience. Participants were invited to respect and follow these principles throughout the retreat, in order to create a safe, respectful and supportive environment for everyone.

Particular emphasis was placed on the importance of confidentiality. Participants were reminded that what was shared during the retreat was intended to remain within the retreat, creating a space where everyone could feel safe to express personal thoughts, feelings and experiences without fear of being judged or discussed outside the group.

16:30–17:30 (cont.)

Following this introduction, each participant was invited to share an object that she had brought from home because it carried personal meaning for her. Each woman introduced herself through the object, explaining what she had brought and what it represented for her.

This provided an alternative form of introduction and allowed participants to share something personal from the outset. The activity created a common starting point for the residential experience and established the reflective and relational character of the retreat.

Participants were also introduced to the BREATHE Journey Jar, which would accompany them throughout the retreat as a continuous reflective tool.

Materials

One jar per participant, Post-it notes with reflective prompts and pens.

17:30–18:30

Workshop 1: Welcome Coaching Circle – Georgia Kostourou

The first coaching session, facilitated by Georgia Kostourou, focused on creating a safe space for connection and personal reflection. Participants were invited to write down characteristics and aspects that described them apart from their occupation or professional role, as well as what they expected or hoped to receive from the retreat. They then introduced themselves again to the group without referring to their job status and shared their expectations for the three-day experience.

The exercise encouraged participants to temporarily step away from their everyday professional roles and explore how they defined themselves beyond what they do professionally. It also helped establish the retreat as a space in which personal experience, rather than professional achievement, was placed at the centre.

18:30–18:45	Break

18:45–20:15

Reflective and Creative Work

ADAPTED The original programme included a creative hour with music and painting. During implementation, this time was adapted to allow the introductory reflective work to develop further and to respond to the participants' expressed desire for more time to interact and connect with one another.

20:15–20:30

End-of-Day Ritual

The first group ritual introduced the reflective practice that would accompany the participants during the retreat.

The BREATHE Journey Jar contained Post-it notes with questions and prompts related to the retreat experience, for example "identifying a moment of joy during the retreat". The practice was designed to encourage participants to pause, notice their experiences and give meaning to small moments throughout the residential experience.

20:30–21:00	Break / Transfer

21:00–22:30

Welcome Dinner

The first day concluded with a shared welcome dinner at a local taverna with live music. The meal provided an informal setting for participants to continue getting to know one another and to strengthen the group connection established during the afternoon. Participants were helped to relax and enjoy the company of the rest.

7.2.2.2 Saturday: WATERING

09:30–10:30

Breakfast

The day began with breakfast together at Vasilikata, allowing the group to reconnect before moving into the outdoor activities.

10:30–11:00

Gentle Hike through the Lasithi Landscape

The group began a gentle walk through the surrounding landscape towards the chapel of Agia Pelagia. The outdoor setting provided a natural transition from the previous day's introductory work towards a deeper stage of reflection and exploration.

Participants' essentials for the hike

Comfortable walking shoes, comfortable clothes, hat and sunscreen.

11:00–11:45

Workshop 2: Guided Meditation and Letting Go – Georgia Kostourou

ADAPTED The planned coaching session was adapted during implementation into a guided meditation and sharing process focused on aspects of the past that participants wished to leave behind.

Participants were invited to reflect on experiences, thoughts or elements of their past that they no longer wished to carry with them. The combination of meditation, natural surroundings and group sharing created a space for acknowledging these experiences and symbolically creating space for something new.

11:45–13:30

Gentle Hike and Visit to an Organic Strawberry Farm

The group continued the walk through the landscape and visited a local organic strawberry farm, where participants received a tour and tasted fresh organic strawberries.

The activity offered an opportunity to connect with the local environment and community while also creating a more informal shared experience outside the structured workshop setting.

13:30–14:00	Return to Vasilikata
14:00–14:30	Refreshment and Short Break

14:30–16:00

Shared Traditional Lunch

A traditional meal was shared by the whole group at Vasilikata. The shared meal formed part of the residential experience, providing an informal space for conversation and connection.

16:00–17:00

Rest and Free Time

Participants were given unstructured time to rest, sleep, walk in nature or spend time as they wished. This free time became an important element of the retreat, as participants expressed a strong desire for more opportunities to interact informally with one another. The programme was therefore allowed to breathe and included space for spontaneous conversations and peer connection alongside the formal activities.

17:00–18:00

Workshop 3: Group Coaching and Tree of Life – Georgia Kostourou

The afternoon coaching session, facilitated by Georgia Kostourou, continued the exploration of personal resources and possible next steps.

A central experiential activity was the Tree of Life, following the classic Tree of Life methodology. Participants progressively developed their trees, beginning with the roots, continuing with the trunk and completing the image with the branches and leaves.

roots	trunk	branches and leaves

The activity used the tree as a visual and experiential metaphor to explore different dimensions of participants' personal journeys, connecting their past and present with their personal resources and future direction.

The creative format offered an alternative way of processing personal material and supported the integration of themes explored during the online workshops. Participants could also choose which elements of their personal tree they wished to share with the group.

Materials

Paper/drawing sheets and coloured pencils or markers.

18:00–19:00

Adapted Creative and Experiential Activity: Traditional Pie-Making

ADAPTED The original programme included a creative hour with music and painting. During implementation, this activity was replaced by a hands-on workshop on preparing traditional Greek pies, facilitated by a local woman from the village.

The activity offered participants an opportunity to engage directly with a local tradition while creating a relaxed and informal space for conversation and interaction. It also reinforced the connection between the retreat and its rural setting.

This adaptation illustrates the flexible character of the implementation, allowing the programme to respond to the needs and interests of the group and to make meaningful use of the local context.

19:00–20:00

Relaxation Session – Maria Koutrouli, Inspire

The relaxation session was facilitated by Maria Koutrouli from Inspire. The session included breathing work, guided meditation and Yoga Nidra. During implementation, it was also enriched with story reading and sound healing.

The practice offered participants an opportunity to relax, regulate and process the experiences of the day before moving into the evening ritual.

Materials

Yoga mats, light blankets, material for guided story reading and for participants to wear comfortable clothes.

20:00–20:15

End-of-Day Ritual

The second evening ritual continued the use of the BREATHE Journey Jar. Each participant selected a reflective prompt, considered her response and shared what she had written with the group. This created a regular moment of reflection and helped participants notice and articulate their experiences as the retreat progressed.

20:15–20:30 Break / Transfer

20:30 onwards

Optional Social Evening

Participants were offered the option of going out for raki and meze at a local café or staying together at Vasilikata and spending the evening as a group. Ultimately, all participants chose to stay together in the courtyard, where they shared food and drinks in a relaxed and informal atmosphere.

As food from the shared lunch remained, the host prepared it again for the evening meal. This allowed the group to enjoy another shared meal without additional food being prepared or purchased and, importantly, helped avoid unnecessary food waste.

Although this was an informal activity rather than a formal part of the training programme, the evening contributed to the sense of connection and community that developed during the residential experience.

7.2.2.3 Sunday: HARVEST

09:00–10:00

Gentle Yoga Session – Maria Koutrouli, Inspire

The final day began with a gentle yoga session facilitated by Maria Koutrouli from Inspire.

The session included breathing, light movement, stretching and relaxation. Rather than introducing physically demanding postures or sequences, the aim was to activate and reconnect with the whole body and prepare participants for the final stage of the retreat.

Materials

Yoga mats, light blankets, and for participants to wear comfortable clothes.

10:00-11:00	Breakfast

11:00-12:00

Workshop 4: The Burden of the Traps and the Compass of Values - Kelly Psyllaki

The session, facilitated by Kelly Psyllaki, connected the residential experience with the previous online work on schemas and values. The experiential exercise, "The Burden of the Traps and the Compass of Values", focused on increasing awareness of the amount of energy that the nervous system may consume in carrying and maintaining defensive patterns associated with schemas.

Participants were invited to recognise this burden and symbolically put it down (literally throwing the stone in their own time each one), creating space to move forward with greater freedom. The second part of the exercise connected this process with personal values, approached as an internal compass that could guide future choices and actions.

The exercise therefore extended the cognitive work introduced during the online self-awareness workshops into a symbolic and experiential process.

Materials

Stones (one per participant), permanent markers suitable for writing on stones, alternatively ribbon or thread if stones/markers are not available.

12:00–12:15 Break

12:15–13:15

Workshop 5: The Musical Box of Transformations – Kelly Psyllaki

The second experiential exercise, "The Musical Box of Transformations", also facilitated by Kelly Psyllaki, connected with the previous online work on self-esteem. Through music and bodily movement, participants were invited to experience the transition from self-rejection towards self-acceptance.

The embodied approach complemented the cognitive and reflective work of the online workshops by allowing participants to explore self-acceptance through bodily experience and movement.

12:15–13:15 (cont.)

At the end, we all formed the retreat's tree of life together; a symbolic "statue" that we kept in a photo.

Materials

A music playlist, a music device, comfortable clothes and sufficient space for movement.

13:15–14:15

Closing Ceremony and Reflection

The final activity focused on integration and reflection. Participants reopened their BREATHE Journey Jars and selected additional prompts that they wanted to share with the group. The Journey Jar therefore functioned as a reflective thread running through the entire retreat, from the opening to the final day.

The group then created a collective written reflection, with each participant contributing one thought that she wanted to take with her from the retreat.

The closing process brought together the individual and collective dimensions of the experience and provided participants with an opportunity to identify what they wanted to retain from the three-day journey.

14:15–14:30 Break

14:30–16:00

Shared Traditional Lunch

The final meal provided an informal opportunity for the group to remain together, reflect on the experience and close the residential journey.

16:00

Departure

7.2.2 Continuity Beyond the Retreat

An important outcome of the Greek implementation was the continuation of the peer relationship beyond the formal BREATHE activities.

Continuity Beyond the Retreat (cont.)

The Viber group created during the preparation of the retreat remained active after its completion, providing an ongoing communication channel among the participants. The group of 10 women has continued to meet and participate in other Bizrupt activities, using these opportunities to maintain the relationships developed through the BREATHE experience.

Although this continuation was not established as a separate formal component of the retreat, it demonstrated how the combination of online learning, a small residential group and shared experiential activities can contribute to relationships and peer connections that continue beyond the duration of the programme.

7.2.2

Practical Considerations and Lessons Learned

The Greek implementation highlighted the importance of maintaining flexibility within the retreat schedule. Although the programme provided a clear structure, participants expressed a strong need for more informal interaction, and the timetable was adapted to allow greater space for conversation, shared experiences and peer connection.

A further practical consideration was the weather. Although the retreat took place during the summer and good weather had initially been expected, the mountainous location of Vasilikata in the Lasithi Plateau was considerably colder than anticipated. This highlighted the importance of taking local weather conditions into account when planning a residential retreat and preparing suitable indoor alternatives for outdoor activities in case of rain or unsuitable weather.

The experience also demonstrated the value of selecting a setting that can support both structured and informal activities. The natural environment around Vasilikata provided opportunities for walking, reflection and outdoor experiences, while the shared accommodation enabled participants to remain together and develop connections beyond the formal workshop sessions.

Finally, the continuation of the group after the retreat highlighted the potential of a residential experience to create lasting peer connections. The active Viber group and the participants' continued engagement with one another and with other Bizrupt activities represent an additional dimension of the Greek implementation that extended beyond the formal duration of BREATHE.

8. Resources

Online Training:

Computers, online meeting application like Zoom and tools such as Mentimeter, Miró, or equivalent.

In-Person Training:

- Space for in-person retreats in nature (rural area) with multifunctional rooms and accommodation for participants (preferably individual).

These materials may vary depending on the selected dynamics:

- ☐ Materials for the circle and group agreement: basket or cauldron, name stickers, group agreement poster
- ☐ Markers and color crayons
- ☐ Cardboards and papers in various sizes
- ☐ 10 decks of animal/personal competency cards and large cards with the central line for the animals dynamic
- ☐ 10 large cards with the 'resource backpack' drawn, with each participant's name, and music for individual reflection moments
- ☐ Painter's tape for the 'The future we want' dynamic
- ☐ 10 sheets with the action plan (Karabirdt) scheme
- ☐ Notepaper and 10 envelopes with each participant's name for the 'The Light We Project' dynamic- Individual folders for each participant to collect their material at the end (backpack, competencies, action plan, etc.)
- ☐ Percussion instruments for closing/celebration ('Jam session')
- ☐ Comfortable clothing and personal notebook for each participant
- ☐ Rocks
- ☐ Jars for each participant, post-it notes and pens
- ☐ Mats for yoga activities

9. Evaluation

A self-evaluation questionnaire was designed and sent out before training, and sent again at the end to see their perception of improvement. For those who participated in the in-person retreat, a final questionnaire was sent after the retreat to compare the perception of improvement between those who only participated in online training and those who participated in the in-person retreat.

Self-Evaluation Questionnaire

We are very glad you are here and have enrolled in BREATHE training. This questionnaire is an invitation to stop for a moment and see how you are today, both on a personal level and in your professional or entrepreneurial journey.

Below, you will find a series of statements related to confidence in yourself, recognition of your strengths, decision-making, communication, self-care and your ability to move forward.

Indicate to what extent you agree with each of them at this moment.

1 = Strongly disagree	**10** = Strongly agree

There are no correct or incorrect answers. What is important is that you answer honestly.

Self-Knowledge

1. I recognize my strengths and personal resources to move my goals forward.
2. I feel that my professional life/my project is aligned with myself and my vital purpose
3. I am able to listen to myself and understand my needs. I know how to identify when I need to stop, take care of myself or reorganize in order to keep moving forward.

Self-Esteem

4. I trust in my ability to face new professional or entrepreneurial challenges.
5. I am able to manage my internal dialogue when it is negative and blocks me
6. I am able to communicate my ideas, needs and limits clearly.
7. I am able to prioritize myself and take care of myself.

Self-Care

8. I feel capable of managing my time efficiently and without overloading myself.
9. I feel capable of making important decisions with confidence.
10. I feel capable of defining concrete steps to move forward in my project or professional path.

BREATHE

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