









Identifying Flow Activities

	Objective: To develop a personal schedule for flow activities.
	Time Requirements: a. Preparation: 0-5 minutes b. Activity: 5-10 minutes
	Items: a. Identifying Flow Activities Handout
	Learning Outcomes: a. Enhanced ability to plan and engage in flow activities (EI Subskill 2: Managing Own Emotions)
	Key Learning Point: Flow activities can help counter rumination and unpleasant emotions.
Self-Disclosure: *	
Difficulty: Basic-Intermediate	

Instructions

1. Ask participants to list some of the activities they enjoy doing simply for the sake of doing them. Allow participants to list activities such as shopping, cooking or playing video games. Then, get participants to think about their experiences when they are fully engaged and immersed in these activities. At this point, you can introduce the idea of 'flow' to them – these activities are those that occupy their senses, causing them to be so engaged in what they are doing that they lose track of time and their surroundings.
2. Tell participants that such flow activities are very useful in helping overcome ruminative thoughts and the emotions that come with them. Getting into flow also focuses the mind fully on the task at hand, and is deemed to be a pleasant and can even be a re-energizing experience. Ask participants to schedule a timetable for engaging in flow activities through the Identifying Flow Activities Handout.

	Reflection Questions: a. Compare your flow activities with that of your friends'. Were there differences?
	Further Reading and References: a. Csikszentmihalyi, M. (1997). <i>Finding flow: The psychology of engagement with everyday life</i> . Basic Books.
	Note: a. This activity can be conducted as a supplement to the Getting Into Flow Activity.