





About the READY Project

The **READY Project** (**R**esilience, **E**mpathy and **A**wareness for **D**eveloping Youth) was created to help young people build emotional awareness, body-mind connection, and positive relationships through creative and embodied learning.

Funded by the **European Union Erasmus+ Programme**, **READY** brings together partners from across Europe to share effective practices in youth work, mental-health literacy, and inclusive education. The project combines evidence-based approaches from Restorative Practice, psychology, yoga, movement, and mindfulness to create tools that strengthen resilience, trust, and social connection among young people aged 11-20.

The **READY Programme** empowers youth workers and educators with practical techniques to help young people recognise their emotions, regulate stress, and rebuild trust in themselves and others. By integrating movement, breath, dialogue, and reflection, **READY** supports young people to grow into confident, compassionate, and grounded adults – ready to engage fully with life, learning, and community.

Authored by

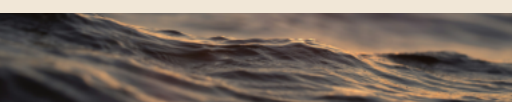
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- Nexus, Dublin, Ireland
- Ad Astra, Ljubljana, Slovenia
- Young Souls, Karlskrona, Sweden
- Thörnströmska gymnasiet, Karlskrona, Sweden

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How to Use This Toolkit

The **READY Programme Practitioner Toolkit** is designed as a practical resource for youth workers, educators, and facilitators who wish to support young people's emotional regulation, resilience, and relationship skills through embodied learning.

Each section contains a menu of ideas, scripts, and short practices that can be mixed and matched to suit the needs of your group. The content is organised in nine stages, from **opening questions** to **relaxation** and **reflection**, to help you plan sessions with a natural flow – from arrival and engagement to grounding, exploration, and closure.

You are invited to **adapt the language and timing** of each activity to your setting and age group. Some sessions may last 15 minutes; others may unfold over an hour. The activities are flexible: they can be used individually, combined into themes (e.g. calm and focus, trust and teamwork), or embedded into wider youth programmes.

This toolkit follows **trauma-informed principles**, meaning all activities are optional, choice-based, and designed to support a sense of safety and empowerment. Please read the Trauma-Informed Practice section before delivery.

Encourage curiosity, creativity, and kindness – and remember that the facilitator's calm presence is the most powerful teaching tool of all.

Opening Questions

Inviting reflection and connection at the start of each session

Prompt/Question

"If your day were a song, what would it sound like?"

"What's one word that describes how you feel right now?"

"What's one thing you've learned about yourself this week?"

"If your mood were a colour, what would it be?"

"What's one thing you're grateful for today?"

"Where in your body do you feel the most energy?"

"What's one thing that helps you feel calm?"

"Who or what helped you smile recently?"

"If your mood were weather, what would it be?"

"What would you like to leave outside before we begin?"

"What are you curious about today?"

Purpose/ Use

Creative emotional expression

Quick mood check-in

Builds self-awareness

Visual association

Promotes positivity

Links body and emotion

Encourages coping-skills sharing

Opens empathy and gratitude

Emotional literacy

Transition into session

Stimulates engagement

Notes for Teachers

Encourages imagination and playfulness.

Good ice-breaker; allow one-word answers.

Use in ongoing programmes.

Offer colour cards for younger groups.

Good for group morale.

Connects to grounding practice later.

Record ideas on flipchart.

Short sharing circle.

Helps describe complexity.

Use symbolic gestures (e.g., place a stone).

Great for learning-focused sessions.

Section 1/ Opening Questions

Prompt/Question

"What's your favourite way to rest or recharge?"

"What word would describe the kind of space you'd like to create here?"

"If you could send one message to yourself from last week, what would it be?"

"What animal best matches your energy right now?"

Purpose/ Use

Normalises self-care

Group-values setting

Reflection and growth

Playful self-awareness

Notes for Teachers

Link to later relaxation work.

Co-creates atmosphere.

Good mid-programme question

Encourage gestures or sounds if appropriate.

Describing Mood and Energy

Creative tools to help young people name and share inner states

Method / Metaphor	Description/ Instructions	Notes for Teachers
Weather Map	"Are you sunny, cloudy, stormy, foggy, or clear today?"	Visual; good warm-up.
Thermometer	Rate energy 1-10.	Use as repeat measure across sessions.
Battery Level	"How full is your internal battery?"	Links to rest and stress awareness.
Traffic Light	"Are you green (go), amber (steady), or red (pause)?"	Simple regulation cue.
Animal Energy	"Are you a slow tortoise or leaping kangaroo?"	Playful; supports movement check-ins.
Ocean State	"Is your sea calm, choppy, or stormy?"	Works for visual thinkers.
Emoji Cards	Choose or draw an emoji to match feeling.	Great for mixed-language groups.
Body Map	Point to or name where you feel tense / calm.	Develops somatic awareness.
Tree Metaphor	"Are your roots strong or blown by the wind?"	Link to grounding.
Sound Check	Make a sound that represents your energy.	Engages auditory learners.
Movement Check	Show your mood with a gesture.	Builds group cohesion.

Chair or Floor Yoga

Gentle, accessible movement for classrooms, halls, or outdoor spaces. (Remind participants to listen to their bodies and stop if uncomfortable).

Pose/Sequence	Short Script/ Instructions	Notes for Teachers
Seated Mountain	Sit tall, feet grounded, spine long. Inhale lift crown; exhale soften shoulders.	Builds posture and calm focus.
Neck Rolls	Gently roll head side to side, releasing tension.	Move slowly; avoid full circles if neck issues.
Shoulder Circles	Inhale up, exhale down and back.	Good at desks; relieves study tension.
Seated Twist	Hold chair side, twist gently from waist.	Improves flexibility; promotes circulation.
Cat-Cow Stretch	Inhale open chest; exhale round spine.	Coordinates breath + movement.
Side Stretch	One arm up, lean gently sideways.	Expand rib breathing.
Forward Fold	Fold over thighs, rest head down.	Restorative; calm nerves.
Chair Warrior	One foot forward, one back, arms wide like wings.	Boosts confidence and balance.
Tree Pose	Foot to ankle or calf, arms up, find balance.	Use wall for support; focus on steady gaze.
Butterfly Pose	Feet together, knees out, gentle flutter.	Opens hips; playful relaxation.

Section 3/ Chair or Floor Yoga

Pose/ Sequence

Shoulder Release Hug

Ankle Circles

Seated Sun Salutation

Grounded Breath Pose

Mini Flow (Full Script)

Short Script/ Instructions

Feet together, knees out, gentle flutter.

Cross arms, hold shoulders, deep breath.

Rotate ankles; switch directions.

Reach up → fold → open chest → return.

Hands on thighs, feel feet pressing down.

"Sit tall. Inhale, lift your arms to the sky. Exhale, lower slowly.
Inhale, open chest; exhale, round spine. Inhale, reach up like
the sun rising; exhale, fold forward like a bowing tree. Come
back to centre—feet grounded, heart steady, mind calm."

Notes for Teachers

Self-soothing; good group visual.

Improves grounding after sitting.

Short energiser flow.

Use before reflection or discussion.

Great closing sequence (2 - 3 min).

Trust & Relationship Repair Topics

Guided discussions to strengthen empathy, communication, and repair

Prompt/Topic

"What does trust mean to you?"

"When was a time you helped someone feel safe?"

"How do you know when someone really listens?"

"What helps you repair after conflict?"

"How do we show respect in this group?"

"Why is it hard to apologise sometimes?"

"What does it mean to have someone's back?"

"How can we rebuild trust once it's broken?"

"What makes you feel understood?"

"How can we give feedback without hurting?"

Purpose/ Discussion Goal

Opens reflection on trust and honesty.

Encourages empathy and pro-social awareness.

Promotes active listening awareness.

Identifies healthy coping strategies.

Builds shared agreements and norms.

Encourages vulnerability and honesty.

Explores loyalty and care.

Reflects on forgiveness and consistency.

Builds communication insight.

Teaches constructive communication.

Notes for Teachers

Write shared definitions on board.

Builds recognition of helpful behaviour.

Demonstrate attentive body language.

Link to self-regulation practices.

Document group co-created rules.

Model with personal example.

Related to teamwork and safety.

Guide toward patience and small steps.

Encourage deep listening.

Practice "I feel... when..." format.

Section 4/ Trust & Relationship Repair Topics

Prompt/Topic

"What helps you calm down before speaking in anger?"

"What kind of group do we want to be?"

"How can we support someone who feels left out?"

"What's something kind you've seen someone do recently?"

"What could forgiveness look like – without forgetting?"

Purpose/ Discussion

Reinforces emotional self-awareness.

Invites co-ownership of culture.

Develops inclusion and empathy.

Strengthens positive noticing.

Invites maturity and reflection.

Notes for Teachers

Link to breathing section.

Record outcomes visually.

Roleplay responses.

Quick gratitude circle.

Useful in restorative practices.

Section 5

Grounding Techniques

Sensory and mindfulness tools for stability, calm, and presence

Technique	Short Script/ Instructions	Notes for Teachers
5-4-3-2-1 Senses Game	"Name 5 things you see, 4 you touch, 3 you hear, 2 you smell, 1 you taste."	Quick full-body grounding.
Feet Roots	"Feel your feet on the floor. Imagine roots growing into the earth, holding you steady."	Use standing or seated.
Stone Focus	Pass around a smooth stone; each person holds and breathes slowly.	Tactile and calming.
Wall or Chair Support	Lean gently against support and feel its stability.	Physical reassurance.
Temperature Reset	Hold cool object or splash water on wrists.	Re-engages body awareness.
Counting Breath	"Inhale 4, exhale 6."	Extends exhale to activate calm response.
Hand Tracing Breath	Trace one hand with the other: inhale up each finger, exhale down.	Works well with young teens.
Grounding Walk	Slow walk, notice feet touching floor.	Use to reset group energy.

Breathing Techniques for Different Outcomes

Short breathwork tools for calm, focus, confidence, and connection.

Technique	Script / Description	Notes for Teachers
Box Breath	"Inhale 4, hold 4, exhale 4, hold 4 – picture a square."	Grounding for anxiety.
Lengthened Exhale	"Inhale 3, exhale 6 – body learns safety."	Extends relaxation.
Sighing Breath	"Inhale deeply, exhale with a sigh."	Releases tension.
Ocean Breath (Ujjayi)	Gentle ocean sound at back of throat.	Focused calm; older youth only.
Counting Cloud Breath	"Inhale, imagine cloud rising. Exhale, drifting away."	Visual calm for younger teens.
Sun Breath	"Inhale arms up, exhale down with a smile."	Energises low-mood groups.
Power Breath	"Three short inhales, one long exhale."	Quick energiser; fun in groups.
Alternate Nostril (Nadi Shodhana)	"Inhale left, exhale right; inhale right, exhale left."	Deep balance; use quietly.
Bellows Breath (Bhastrika)	Short rhythmic breaths through nose (10–20 sec).	Energising; avoid if dizzy.
Focus Breath	"Inhale: 'I'm focused.' Exhale: 'I'm here.'"	Builds mental clarity.
Heart Breath	"Hand on chest, inhale warmth, exhale softness."	Self-soothing, emotional regulation.

Section 6/ Breathing Techniques for Different Outcomes

Technique	Script/ Description	Notes for Teachers
Compassion Breath	"Inhale kindness for self, exhale for others."	Fosters empathy.
Ground-to-Heart Breath	"Breathe up from feet to heart, down again."	Connects body and mind.
Gratitude Breath	"Inhale gratitude, exhale release."	Encourages optimism.
Circle Breath (Group)	Group inhales and exhales together in rhythm.	Builds connection and group trust.

Visualisation Scripts

Guided imagination for calm, focus, and confidence. (Speak slowly and softly; invite participants to keep eyes open or closed as they prefer.)

Title	Script/ Description	Notes for Teachers
Safe Place	"Close your eyes. Imagine a place where you feel completely safe – a beach, a forest, your room, anywhere. Notice what you can see, hear, smell. Let yourself relax there."	Use early in the programme to create a sense of safety.
Inner Sun	"Imagine a warm light in your chest. Each breath makes it grow brighter, spreading calm through your body."	Builds self-soothing capacity; use before challenges.
Rainbow Breath	"Breathe in colours of the rainbow – red for strength, orange for joy, yellow for confidence, green for balance, blue for calm, violet for peace."	Ideal for creative groups; can use coloured props.
Ocean Calm	"You're by the sea. Waves come in bringing peace; waves go out taking tension."	Great transition after group discussion.
Mountain Strength	"Picture a mountain – tall, steady, unshaken by storms. You are that mountain."	Promotes resilience and grounding.
Heart Connection	"Imagine breathing into your heart. Feel warmth and compassion expanding outward."	Builds empathy; use for group harmony. Deepens focus and sensory presence.

Section 7/ Visualisation Scripts

Title	Script/ Description	Notes for Teachers
Forest Grounding	"Walk through a quiet forest, each step connecting you with the earth."	Deepens focus and presence.
Star Focus	"Visualise a small star above your head. With each breath it shines brighter, helping you focus."	Excellent for attention and clarity.
Candle Flame	"See a candle flame – steady, bright, calm. Let your breath match its rhythm."	For mindfulness and steady focus.
Letting Go Balloon	"Imagine placing your worries inside a balloon and letting it float away."	Supports release at session's end.
Garden of Gratitude	"Each flower in your garden represents something good in your life."	Use before closing reflections.
Moonlight Calm	"Soft moonlight shines down, cooling and soothing your body and mind."	Ideal for evening or rest sessions.
Feather Float	"A feather drifts gently through the air. With each breath, your body feels lighter."	Helpful for anxiety and stress relief.
Inner Shield	"A gentle light surrounds you like a bubble, keeping calm in and tension out."	Use with groups needing extra safety or confidence.
Future Self	"See yourself one year from now – calm, wise, strong. Ask what advice they'd give you."	Promotes hope and forward vision.

Section 7/ Visualisation Scripts

Title	Script/ Description	Notes for Teachers
Transformation Cocoon	"You rest in a warm cocoon, growing stronger until you're ready to spread your wings."	Symbolic for change and recovery.
Healing Light Stream	"A soft stream of light flows through you, washing away heaviness and restoring energy."	For post-discussion grounding.
Compassion Circle	"Imagine sitting in a circle of kind people; each breath fills the circle with calm."	Fosters belonging and connection.

Relaxation Techniques

Short and longer ways to rest, integrate, and reset the nervous system

Title	Script/ Description	Notes for Teachers
Full Body Scan	"Notice your toes... feet... legs... hips... shoulders... jaw. Relax each area."	Classic technique; use soft voice and pacing.
Progressive Muscle Release	"Tense fists, hold, release; lift shoulders, hold, release."	Helps distinguish tension and relaxation.
Weighted Blanket Imagery	"Imagine a warm, heavy blanket resting over you – safe, steady, secure."	Reassuring for anxious participants.
Music Rest	Play gentle instrumental music; invite slow breathing.	Ask group to share sensations after.
Body Gratitude	"Thank your body for what it's done today."	Encourages self-compassion.
Countdown to Calm	"Breathe in for 5... out for 5... down to 1."	Simple for quick regulation.
Gentle Movement Rest	Invite small sways or rocking during rest.	Useful for youth who struggle with stillness.
Silent Minute	One minute of total quiet.	Builds tolerance for stillness.
Guided Imagery Rest	"Imagine lying in warm sunlight, earth supporting you."	Combine with music for deeper calm.

End Questions & Check-ins

Closing prompts for integration and calm exit

Question	Purpose / Use	Notes for Teachers
"What's one word for how you feel right now?"	Emotional check-out	Simple, non-verbal options fine.
"What did you notice about yourself today?"	Encourages reflection	Link to earlier practices.
"What helped you feel calm or strong?"	Builds self-awareness	Reinforces learning.
"What will you take away from this session?"	Integration	Optional written reflection.
"What colour matches your mood now?"	Visual check-out	Fun and light ending.
"What do you want to remember about today?"	Encourages meaning	Journaling prompt.
"Who are you thankful for today?"	Gratitude	Build positive closure.
"What kind thing will you do for yourself?"	Encourages self-care	Great end-of-week prompt.
"What surprised you today?"	Reflection	Use before group feedback.
"If your mind had weather now, what would it be?"	Creative emotional literacy	Connect to earlier metaphors.
"How's your body feeling now?"	Somatic awareness	Helps transition after rest.

Section 9/ End Questions & Check-Ins

Question

"What do you want to leave behind today?"

"What did you appreciate about someone else?"

"What do you want to do differently next time?"

"What was peaceful about today?"

Purpose(s)/ Use

Symbolic closure

Group bonding

Growth and agency

Anchors calmness

Notes for Teachers

Optional drawing or token.

Quick positive round.

Prepares for future sessions.

Ideal final closing.

Quotes

"At first, I found the sessions really hard because I felt so self-conscious. I didn't want to speak up or do some of the activities in case I looked silly. But after a few weeks, I started to relax more.

The youth workers were really supportive

and made it feel okay to just be myself. I actually began to enjoy the sessions, especially the group discussions and breathing exercises.

Honestly, I didn't know what to expect at the start. It felt awkward and uncomfortable, especially when we had to talk about feelings or do the yoga parts. I was really aware of what everyone might be thinking. But once I got used to it and realised everyone else felt the same, it got easier. Now I see how the Ready stuff and the breathing help when I'm stressed or angry.

I've learned a lot about myself

and how to handle things better, which I didn't think I'd get from something like this."

Sean (15)

Ireland

From Youth Workers

Dean, who is a youth worker, provided positive feedback on the combined Ready Programme, Yoga, and Restorative Practice (RP) sessions. He noted that integrating RP principles with the mindfulness and grounding elements of yoga created a calm and reflective space for young people to engage meaningfully. The Ready Programme's focus on emotional awareness and communication complemented the restorative approach, helping participants express themselves more openly and build stronger peer connections.

Although new to yoga, Dean expressed genuine appreciation for the breathing exercises and relaxation techniques introduced during the sessions. He observed that these practices supported both staff and participants in managing stress and staying present, which enhanced the effectiveness of RP discussions. Overall, he felt that combining these approaches offered a holistic way to promote wellbeing, accountability, and emotional resilience among young people.

Brandon, who is new to youth work and the Ready Programme, shared that the experience has been eye-opening and personally rewarding. As he becomes more familiar with the principles of the programme, he is beginning to understand the importance of creating safe and supportive spaces where young people can express themselves honestly. He recognises how the Ready framework encourages both participants and facilitators to develop greater self-awareness, empathy, and communication skills.

He also reflected on his own journey of overcoming vulnerabilities through the process. Stepping into youth work has challenged him to confront his own insecurities, but he feels that the principles of Ready—particularly around reflection and emotional understanding—have helped him grow in confidence. Brandon believes that continuing to engage with the programme will strengthen both his professional skills and his personal resilience.

Quotes

"Yoga means a lot to me. It helps me become a better version of myself."

I enjoy breathing exercises very much. My favorite is Box Breathing as it absorbs me completely. Many times it also helps me relax before sleeping as my mind is full of different stories and emotions. Even though I joined the Teenyoga class only two months ago, I have noticed many changes since then. For example I notice how in uncomfortable situations, when I am angry or sad, I automatically think of yoga and breathing which helps me a lot. I also notice that with practicing my flexibility increases. Many exercises are quite easy but many more are harder and quite a challenge for me. I like that because in those harder poses I feel more of a stretch and the activity of my muscles. I always enjoy the Sun Salutation and when we all together chant OM. Yoga is very dear to me and I would like to practice all my life. The girls in the group are very kind and friendly. After all the exercises and wellbeing techniques we practice I also enjoy chatting with them while sipping tea."

Špela (13)

"I do yoga every monday and it really helps to calm my mind and collect my thoughts before I start my week."

My favourite part is the breathing exercises

because I sometimes can't fall asleep in the evening if I have a big event or an important test the next day. My favourite exercise is probably the one where you breathe and think of the sides of a rectangle. Sometimes life is just too exhausting and I need a minute to calm down. Doing yoga also helps me to relax my muscles, which are always stiff after a whole day of just sitting down."

Olana (14)

From Youth Workers

Zan a youth worker from Cona Fužina said: "READY workshops were an excellent experience for me as we got to know different tools and techniques which can help us calm down our children and youth in the day center. Also these techniques are very useful in the form of self care for youth workers as our work is often very strenuous. Apart from that I noticed improvements both at work and in my private life in the way I react in difficult situations. Instead of immediate reaction I try to calm down and reflect before reacting."

Nadja (Cona Fužina) "I found READY workshops great and I have always been looking forward to the next session. Above all I see many benefits for calming ourselves as our work as youth workers is stressful and full of conflict situations. As the biggest challenge for introducing the READY tools in our groups I see lack of time as we have a lot of different regular activities already and it is sometimes hard to add new things in our busy programme. Still we try to use any free moment to make small steps and introduce short READY breaks before

the activities or in the form of workshops during summer camps when we have more time. Surely I see the READY tools very useful towards developing a calmer atmosphere in general, among children, youth and the employees. These techniques are definitely most welcome and helpful in our work."

Nina and Tatjana (Cona Cent'r) "For us the most useful READY techniques are exercises in pairs, as children find them very interesting and are always happy to practice them. While practicing in pairs young people get to know each other better, connect with each other and relax. We also noticed how relaxation and breathing techniques practiced before the planned activities have increased focus and presence in the present moment. Children have shown more patience, involvement and cooperation after the READY practice. We will continue using the techniques. This also depends on the situation, during the summer camps it is more easily done as the groups are smaller".

Youth Workers Quotes

"I found really good for helping the students to get to know each other better.

I have a group that doesn't know each other from before. Also when you do the check you make sure that you have seen every one. I noticed that they got down in energy with some of the exercises so I tried the exercises for more energy instead and that worked much better for this group".

Nellea (Törnströmska gymnasiet)

"Over the past few months, I have been working intensively with various breathing exercises with my students, always at the beginning of the lesson. It has become a habit for us to start our lessons with a breathing exercise.

The exercises help my students to calm down, find focus and are very much appreciated".

Monika (Fischerströmska gymnasiet)

Notes for Facilitators

- Keep voice **slow, warm, and steady** during calming practices.
- Always offer **choice**: "You may close your eyes or keep them open."
- Maintain **predictability** – open and close each session with the same rhythm.
- Allow **transitions** after deep rest: gentle stretches, water, grounding.
- Avoid physical touch unless explicitly invited or pre-agreed.
- If emotional release occurs, acknowledge it calmly and ground the group.
- Reinforce **self-agency**: participants can opt out, modify, or take breaks anytime.
- Encourage **creative reflection** (drawing, journaling, or quiet talk).
- Model calm behaviour – your presence regulates the space more than technique.



Trauma-Informed Practice

Trauma-informed practice recognises that many young people carry hidden experiences of stress, loss, or disruption that shape how they respond to others and to learning. Our aim is not to diagnose or treat trauma, but to create safety, choice, and empowerment in every activity.

Core Principles

Principles

Safety

Trust & Transparency

Choice

Collaboration

Empowerment

Cultural Awareness

In Practice

Predictable routines, calm tone, clear structure.

Explain what, why, and how long each activity will last.

Offer options in position, pace, and participation.

Involve youth in shaping agreements and feedback.

Emphasise strengths and celebrate small successes.

Use inclusive language, respect diverse experiences.

Practical Tips

Pause or slow down if a participant shows distress.

Validate all reactions: "It's okay to feel emotional."

Use invitational language: "If you'd like, you can..."

Avoid deep closed-eye work until safety is established.

End every session with grounding or movement.

Know your limits – you facilitate, not treat.

Example Phrases

"You're always in control of how far you go."

"Let's notice our feet on the floor – we're safe here."

"All feelings are welcome; just notice them."

Acknowledgements

The READY Programme was developed through the shared vision and dedication of educators, youth workers, and partner organisations across Europe.

Our heartfelt thanks go to the young people who participated – for their creativity, honesty, and courage to explore new ways of learning and being.

We gratefully acknowledge the support of the European Union Erasmus+ Programme (2023-2025) and extend appreciation to all partners for their commitment to creating trauma-informed, inclusive, and empowering youth practices.

Erasmus+ Disclaimer

This project has been co-funded by the Erasmus+ Programme of the European Union. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

