



NoT
STRESSED

CURRICULUM

“What?! I'm not stressed!”

TITLE:

Curriculum “What?! I'm not stressed!”

PROJECT:

“What?! I'm not stressed!” funded by the JUGEND für Europa, the German National Agency for the Erasmus+ Youth programme.

Project partners are:

- JUGEND, BILDUNG UND KULTUR EV, Germany
- Association for improvement of modern living skills “Realization”, Croatia
- Centre for Non-formal education and Lifelong learning, Serbia
- LINK DMT SRL, Italy
- Out of the Box International, Belgium
- Learning Wizard d.o.o., Croatia

PUBLISHER:

LINK DMT s.r.l., Italy

EDITOR:

Danijela Matorcevic

AUTHORS:

Danijela Matorcevic;
Natalia Seriakova;
Marija Bumbak;
Jelena Ilić;
Danijela Matorcevic;
Marko Paunović;
Maja Katinić Vidović

GRAPHIC DESIGN:

Sonja Badjura

Italy,2023



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Table of Contents

SUMMARY OF THE PROJECT	1
BACKGROUND OF THIS CURRICULUM.....	3
Programme of the training course.....	5
RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES	6
DEVELOPED SESSIONS OF THE TRAINING COURSE: “WHAT?! I'M NOT STRESSED!”8	
Introduction to the training course & Group Building.....	8
Sharing own experiences and realities with stress management & prevention among youth	11
Target group of youngsters with fewer opportunities dealing with stress and anxiety	14
Understanding the stress and the stressors.....	17
Youth work and Non-formal education (NFE) in dealing with stress management.....	20
Using creative/artistic methodology in stress management youth work: Music therapy	25
Using creative/artistic methodology in stress management youth work: Photography	28
Cooperation of youth workers, artists and psychologists for a multidisciplinary approach to stress management among youth with fewer opportunities.....	32
Role of peer educators/leaders in prevention and management of stress among youth and recommended peer interventions	35
Ensuring quality setting for stress management multidisciplinary workshops.....	38
Individual mentorship and follow-up with beneficiaries, youngsters with fewer opportunities dealing with stress/anxiety.....	41
Evaluation and closure of the training course.....	44

SUMMARY OF THE PROJECT

Young people nowadays are dealing with stress way more than previously young generations did. When searching about general statistics worldwide, it shows that there is a higher rate of stress issues with young people comparing to adults. That is due to different issues such as peer conflict, bullying at education institutions, financial situations, career orientation that determine their future and income, and so on. With the Covid-19 pandemic being present in our lives for quite a significant period, mental health concerns increased even more.

“The psychosocial effects of COVID-19 disproportionately affect young people. Both immediate and long-term factors through which young people are affected include social isolation, changes to the delivery of therapeutic services and almost complete loss of all structured occupations (school, work and training) within this population group¹.”

“Because of the COVID-19 related school closures and social distancing measures, millions of children have been confined at home. Although families, communities, and schools have attempted to adapt, at times successfully, many children and youth have been deprived of structured support, trapped in dysfunctional family settings, and are relying largely on peer relations through the unsupervised use of social media².”

Living in an era where social networks highlight the importance of socialising and posting content for others to see the activity and surroundings, makes youngsters feel even more the need to belong and being included. Also, the amount of time spent on social networks enables them to see more of each other's lives and unconsciously compare with their own lives and achievements.

Our concerns are relevant for different level of youth work and respective stress elements - both for youngsters, as well as for youth workers on all levels of youth work - local, national, European and international - as pandemic influences significantly the way youth work and approaches to youngsters are organised nowadays.

Therefore, there is an urgent need to tackle this issue and mobilise youth workers in Europe to contribute to supporting young people's mental health. This can be done through empowerment of both young people who are dealing with stress and youth workers who tackle these topics and target groups. This project aims to work on the mentioned issues through empowerment of youngsters with fewer opportunities and youth workers by producing relevant educational materials and developing quality strategic partnership among European countries.

Project objectives:

- Empower youth workers for prevention and management of stress among marginalised youngsters, through development of inspiring and innovative Curriculum, LTTA and the Online course for youth workers' training.

¹ Power, E., Hughes, S., Cotter, D., & Cannon, M. (2020). Youth mental health in the time of COVID-19. *Irish Journal of Psychological Medicine*, 37(4), 301-305. <https://www.cambridge.org/core/journals/irish-journal-of-psychological-medicine/article/youth-mental-health-in-the-time-of-covid19/7174278848C172FB81E367523B1F7C7D>)

² Rousseau, C., & Miconi, D. (2020). Protecting youth mental health during the COVID-19 pandemic: A challenging engagement and learning process. *J Am Acad Child Adolesc Psychiatry*, 59(11), 1203-7. <https://www.researchgate.net/publication/344942775>

- Empower youngsters with fewer opportunities in coping mechanisms and dealing with stress and anxiety, through innovative Toolkit with multidisciplinary approach workshops for beneficiaries.
- Exchange good practices and further develop quality strategic partnership among partners from 5 European countries with different realities regarding youth stress management and prevention.

Project activities are:

- A1 – Project Management
- M1 – Kick-off project meeting
- O1 Toolkit “What?! I'm not stressed!” - Toolkit for youth workers to implement different workshops with their beneficiaries of youngsters with fewer opportunities on stress prevention and management; with the multidisciplinary approach to the topic.
- M2 – Second project meeting
- O2 Curriculum “What?! I'm not stressed!” - Curriculum for empowering youth workers current and future ones to further educate, mentor and support youngsters with fewer opportunities in stress prevention and management, as well as to deal with their own stress in youth work they perform.
- M3 – Third project meeting
- O3 E-learning course “What?! I'm not stressed!” - an innovative and up-to-date digital tool / online course for relevant topics and with tools for prevention and management of stress that is happening in every day face-to-face and online situations amongst youth and in youth work nowadays.
- C1 - LTTA - Training of trainers in youth work for stress management among youth with fewer opportunities
- E1, E2, E3, E4, E5 – Open conferences in RS, IT, HR, DE, BE
- M4 – Final Evaluation meeting

Partners:

- JUGEND, BILDUNG UND KULTUR e.V., Germany
- Association for improvement of modern living skills “Realization”, Croatia
- Centre for Non-formal education and Lifelong learning, Serbia
- LINK DMT s.r.l., Italy
- Out of the Box International, Belgium
- Learning Wizard d.o.o., Croatia



BACKGROUND OF THIS CURRICULUM

“What?! I'm not stressed!” - Curriculum for empowering youth workers current and future ones to further educate, mentor and support youngsters with fewer opportunities in stress prevention and management, as well as to deal with their own stress in youth work they perform. The curriculum is envisioned as a resource material for youth trainers to organise a 7-day long training course on empowering youth workers to develop alternative competences and methods of prevention and managing stress that is happening in everyday face-to-face and online situations amongst youth and in youth work nowadays. The curriculum is comprised of a multidisciplinary approach and perspectives from different respective sectors. It consists of detailed session designs, as well as suggested background documents, additional reading and other recommendations for easier multiplication purposes.

While the O1 Toolkit of this project consists of theoretical concepts, explanations and descriptions of the concepts and specific individual workshops to multiply in direct youth work with youngsters in our communities, this O2 Curriculum is comprised of methodical instructions on how to organise a 7-day-long comprehensive education of youth workers in the project topics, in order for them to further mentor, coach, educate youngsters in our communities for prevention and management of stress amongst them and for development of new methods when working with direct beneficiaries in communities.

It is known that the fluctuation of youth workers through youth (work) organisations is high and depends on personal progress and prospects of organisations to bring more challenges to them. The higher possibility of personal development for youth workers influences higher level of satisfaction of theirs and they then choose to stay longer in the respective youth (work) organisation. This curriculum is envisioned to serve as a basis for quality knowledge management and future capacity building in partner organisations, as well as other interested youth (work) organisations.

The specific objectives of the training course of this curriculum are:

- To set the base for the quality group learning process on this training course and provide participants with useful information on the project and the programme;
- To explore and share information and good practices from different countries/realities related to young people and stress management;
- To understand the target group of youngsters with fewer opportunities, the obstacles that they face and discuss the sources of stress and anxiety;
- To develop understanding of stress and stressors that affect youngsters (with fewer opportunities) nowadays;
- To explore the role that youth work and NFE can play in supporting young people to manage stress through interactive activities and practical stress management techniques;
- To explore the music as a tool for self-expression in youth work and for dealing with the stress of young people with fewer opportunities;
- To explore the methodology of taking photographs for stress management of young people and develop photography skills;
- To create space for discovering new multidisciplinary approaches to stress management among youth with fewer opportunities through the cooperation of artists, youth workers and psychologists;
- To create space for discussing the role of peer educators/leaders in prevention and management of stress among youth and work on ideating recommended peer interventions;

- To develop better understanding on the importance and different aspects of the quality setting when developing stress management multidisciplinary workshops;
- To discuss about the concept of mentorship and create space for developing specific mentorship plans for youngsters with fewer opportunities dealing with stress/anxiety;
- To create space for participants to evaluate the training course through different evaluation methods.

This Intellectual Output is comprised of the training curricula for educators and youth trainers, consisting of following elements/topics and respective session outlines with useful resources:

- Introduction to the training course & group building;
- Sharing own experiences and realities with stress management & prevention among youth;
- Target group of youngsters with fewer opportunities dealing with stress and anxiety;
- Understanding the stress and the stressors;
- Youth work and Non-formal education (NFE) in dealing with stress management;
- Using creative / artistic methodology in stress management youth work: Music therapy;
- Using creative / artistic methodology in stress management youth work: Photography;
- Cooperation of youth workers, artists and psychologists for multidisciplinary approach to stress management among youth with fewer opportunities;
- Role of peer educators/leaders in prevention and management of stress among youth and recommended peer interventions;
- Ensuring quality setting for stress management multidisciplinary workshops;
- Individual mentorship and follow-up with beneficiaries, youngsters with fewer opportunities dealing with stress / anxiety;
- Evaluation and closure of the training course.

Programme of the training course

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction to the training course and Group Building
PM	Sharing own experiences and realities with stress management & prevention among youth
PM	Reflection and Evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Target group of youngsters with fewer opportunities dealing with stress and anxiety
PM	Understanding the stress and the stressors – I
PM	Reflection and Evaluation of the day
Day 4	
AM	Understanding the stress and the stressors – II
PM	Youth work and Non-formal education (NFE) in dealing with stress management
PM	Reflection and Evaluation of the day
Day 5	
AM	Using creative/artistic methodology in stress management youth work: Music therapy
PM	FREE AFTERNOON!
Day 6	
AM	Using creative/artistic methodology in stress management youth work: Photography
PM	Cooperation of youth workers, artists and psychologists for a multidisciplinary approach to stress management among youth with fewer opportunities
PM	Reflection and Evaluation of the day
Day 7	
AM	Role of peer educators/leaders in prevention and management of stress among youth and recommended peer interventions
PM	Ensuring quality setting for stress management multidisciplinary workshops
PM	Reflection and Evaluation of the day
Day 8	
AM	Individual mentorship and follow-up with beneficiaries, youngsters with fewer opportunities dealing with stress/anxiety
AM	Evaluation and Closure of the training course
PM	"See you again" party
Day 9	
AM	Departure of participants

RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

The curriculum “What?! I'm not stressed!” is created to empower youth workers, both current and future ones, to further educate, mentor and support youngsters with fewer opportunities in stress prevention and management, as well as to deal with their own stress in youth work they perform. While doing so the results of the project will be further disseminated to organisations working in the youth sector as well as other beneficiaries through the multiplication of the developed sessions and activities. The curriculum is a resource material for educators on how to organise a 7-day long training course and develop alternative competencies and methods of prevention and managing stress that is happening in everyday face-to-face and online situations amongst youth and in youth work nowadays.

While organising a training course by using this curriculum, the aim is to develop the following competences among our youth workers, participants of the training courses based on this curriculum:

- Knowledge on the concept of stress and stressors;
- Knowledge and up-to-date information on the causes of stress among youth;
- Competences on stress management techniques and prevention of stress among youth;
- Competences on creative and artistic methodologies in stress management youth work;
- Knowledge and skills in ensuring quality setting for stress management multidisciplinary workshops;
- In depth knowledge on the ways how to apply the relevant activities / workshops with young people with fewer opportunities in the local level.

In each session of curriculum, we present additional relevant recommendations to the session's elements presented that might be useful for youth trainers who are to organise and lead the training courses based on this curriculum. In addition, we present here some stages and common recommendations that should be considered for quality organisation of the training courses based on this curriculum:

Stage 1: Before the training course

- Participants should receive related information to their involvement and contribution through the info pack. This involves logistics, travel, arrangements and relevant information connected to the local context where the training course is being organised.
- Sending organisation should inform participants about the importance of embracing diversity and tolerance when working with people from different societies and cultures. Participants should also be prepared to actively contribute to the intercultural evening and to present their own culture, as well as they should get ready for intercultural interactions with participants from other cultures.
- Sending organisations should inform and prepare participants for the research and pre-tasks that they need to do before their arrival. The organisation team and the trainers should be in regular communication about this with the sending organisations, as well as directly with participating youth workers, where possible.
- Participants should be prepared and conduct research on the realities of their countries on stress management among youth and the causes. They should also prepare a presentation of their existing programmes on this topic and the challenges they face when working on this. Furthermore, participants should include in their research information about the target group of youngsters with fewer opportunities and their realities. They should inform organisers in case

they could not complete this step as it can affect the development of the first sessions, especially timewise.

Stage 2: During the training course

- An intercultural evening should be organised where every culture/country presents interesting facts and characteristics of their culture. This can include different demographic information, habits of the population, some common jokes, bringing food and drinks, playing music or performing dances, and so on. It is best if this event should be organised already on the first or second day of the training course, so that it contributes to the faster and more quality getting to know each other.
- Timing of the activities can depend on the group energy, participants' knowledge and understanding, as well as productivity and needs. The trainer should be flexible when it comes to timing and adapt accordingly to achieve the set goals and objectives.
- A short session on reflection and evaluation of the working day should take place after each working day. This session should consist on the evaluation of activities, methods of work, trainers' performance and recommendations for the next days to adapt the programme to the needs of participants.
- Besides daily evaluation/reflection there should be a session on final evaluation, after the completion of all programme sessions. This is of high importance and should be designed with different activities that answer to the needs of all participants and respect their anonymity.
- All sessions and activities should be designed using inclusive approaches so that participants do not experience any sort of exclusion while attending the programme.

Stage 3: After the training course

- After the completion of the training course, participants should be contacted by the organisers and the trainers regarding the follow-up activities they designed (workshops). They should be consulted for the plans on developing them and for the support needed. In the end, participants should provide feedback and report on their developed actions.

DEVELOPED SESSIONS OF THE TRAINING COURSE: “WHAT?! I'M NOT STRESSED!”

Introduction to the training course & Group Building

Session Title: Introduction to the training course & Group Building

Duration: 180 minutes

Background:

The training course starts with welcoming everybody and introducing the main aspect of the course and its organisation. This is the first official meeting of the participants and organisations. This is the part where the trainer shares all important information related to the programme, logistical aspects and practical information. The introductory sessions should have a relaxed atmosphere and should include some short games and group-building activities. As participants are coming from different cultures and realities, this will set the base of their sharing and further group work during the rest of the training course.

Aim of the session: To set the base for the quality group learning process on this training course and provide participants with useful information on the project and the programme.

Objectives:

- To introduce the project, topics, training course and the team;
- To present a detailed programme of the training course;
- To get to know each other and create safe space for participants and trainers;
- To reflect on participants' expectations, contributions and feelings;
- To create a solid ground for active participation.

Competences addressed:

- Personal, social and learning to learn competence;
- Citizenship competence;
- Multilingual competence;
- Teamwork;
- Communication;
- Time management;
- Digital competence;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods: Input; Name games; Interactive exercises related to the programme; Interactive exercises for group building – Walk and Talk; Discussion.

Session flow:

I. Welcoming and introduction (10 minutes)

The trainer opens the session by introducing himself/herself and sharing welcoming words with the participants. Then he/she shares the background of the training course, the organisation they are coming from, and his/her personal background and experience related to the training course topic. Other members of the team working on the training course will follow with the same information sharing. They will also mention what their role will be during the training course.

II. What is your name? (30 minutes)

Everyone is sitting in the circle (participants and team members). After the project team is done with the introduction, the trainer will invite participants to shortly share their names, countries they come from and what they are currently doing in youth work. Once it's done, the trainer will split the participants in four groups, and they will have up to 5 minutes to learn each other's names. Once it's done, the trainer will merge two small groups into one with the same task, to learn each other's names now in the bigger group. They will have 5-10 minutes for that. Finally, all participants will come back to the big circle and the trainer will ask for a volunteer to try to introduce all participants by their names.

III. The training course programme (20 minutes)

The trainer presents the programme of the training course in detail, with all sessions outlined so that the participants are well informed, and in a way to leave no space for misunderstandings. For this purpose, it would be good to prepare coloured papers with session titles that could be put on the wall later, as well as to organise this part interactively, to make sure that the participants have understood in more details what is envisioned in each session of the course programme.

IV. Expectations, contributions and fears (30 minutes)

Before starting this part of the session, the trainer will put on the wall 3 flipcharts: expectations, personal contribution and fears and make sure participants have the necessary materials available (pens and post-its in different sizes and colours). When the programme has been presented and any questions that may have arisen have been answered, the trainer will now ask participants to share what they expect from the programme, from the trainers and from the group. They will also share what they think that they can contribute during the training course, what experience they have and their relevant personal background. The trainer should emphasise to participants they can share any fear that they possibly have. Participants have 20 minutes to think and write down their thoughts on post-its, which they will later stick on the respective flipcharts. When participants are done, the trainer will present the summary of participants' answers and go over each one together with them, one flipchart at a time.

V. Walk and Talk (65 minutes)

If weather allows, this activity should be implemented outdoors. Each participant receives a question (from the list of the questions trainer considers important). Then, each participant finds a partner and the group leaves the building and starts walking around the city/town guided by the trainer. As they walk, each pair discusses their question and both persons share their impressions/thoughts. After a few minutes of chatting, they find a new partner and get a new question from the trainer. Potential questions for this activity can be the following:

- What is your occupation or profession?
- What do you like and dislike about your occupation or profession?
- What could your best friend say about the strength of your character?
- What could your best friend say about the weakness of your character?

- Please describe two or three events from your past that had the biggest influence on who you are today.
- What is/are your biggest fear/fears in life?
- What is/are your biggest desire/desires in life?
- What does your perfect morning, afternoon or evening look like?
- Why did you choose your studies?
- What makes you happy in your life? Why?
- What makes you sad in your life? Why?
- What did you leave at home to come here?
- If you could change something about yourself, what would it be?
- The craziest thing you did in your life.
- What annoys you in life?
- Which city would you like to live in? Why?
- What music or song makes you feel most home/understood? Why?

After they are done, the trainer leads participants back to the plenary room where he/she asks participants for a short discussion on their impression of the activity and asks them what they have learned from each other during this activity.

VI. Group rules (25 minutes)

After the sharing part of the session is done, the trainer puts up a flipchart “Group rules” and instructs the participants to write down on post-its what they would want to have as a rule, in workwise and in general, during the training course. Trainers can also use Menti for this purpose. The trainer will go through the rules together with the participants and establish the rules of conduct to be respected during the training course. The trainer will either write on a new flipchart or print the results and put them in a visible place where everyone can see them during the training course.

Materials needed: Flipchart papers; different colour post-it papers; pens; markers; A4 papers; laptop; projector; internet access.

Recommendations for future trainers multiplying this session:

- It is important to note that sometimes the handwriting of participants (on post-its) will not be fully legible to the trainer. However, when asking for an explanation of a post-it note, a participant might not feel comfortable to share verbally at that moment. If that happens, the trainer should be prepared for it, and he/she should address that post-it shortly from his/her personal experience and move on to the next post-it note. This part of the session should bring out short discussions and sharing moments between participants on the posted notes.
- For the group rules, the trainer can ask participants to come to the flipchart and sign the group rules as a ‘learning agreement’ amongst them.

Sharing own experiences and realities with stress management & prevention among youth

Session Title: Sharing own experiences and realities with stress management & prevention among youth

Duration: 180 minutes

Background:

As it is well known, the stress level among young people has risen during and after the Covid-19 pandemic. Unfortunately, the pandemic has affected young people and their personal environment in all aspects, work environment, social life, education, employability, etc. Because of that, many initiatives and programmes were established for young people to deal with the stress that the new reality, mentioned mostly as the new normal, has brought upon them. In this session, participants will research and discover how young people were affected in different countries and what mechanisms were created to help them. In the end, they will brainstorm other possible solutions to be implemented.

Aim of the session: To explore and share information and good practices from different countries/realities related to young people and stress management.

Objectives:

- To explore definition of stress;
- To provide space for participants to research and find information on stress and its prevention in different communities/countries;
- To raise awareness on stress management and find similarities and differences in different communities/countries.

Competences addressed:

- Research;
- Multilingual competence;
- Teamwork;
- Communication;
- Presentation;
- Digital competence;
- Personal, social and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods: Input; Group work; Exhibition; Discussion.

Session flow:

I. What is stress? – Input (15 minutes)

The trainer provides some input on the topic of stress that covers following aspects of the topic:

- Definition of stress
- Events that can trigger stress
- Impact of stress – physical and psychological symptoms
- Benefits of having a dose of stress in challenging situations

During the input, the trainer regularly connects the given information with personalised experience and regularly asks participants how they perceive the parts of the input.

II. Small group work – Headlines: Youth under stress (65 minutes)

The trainer divides participants into their country groups. In case there is a low number of participants coming from one county, the trainer can make mixed groups and fine tune the task accordingly. The division will be done in agreement with the participants. Each group will get a flipchart and materials (newspapers, magazines etc.) to create a front page of a newspaper. Tasks for the group work are:

- Research your country's statistics related to young people and stress.
- Find out the main stressors (causes).
- How would you describe a “typical” young person and their environment (problems he/she is dealing with) from your county?
- What are the challenges that health, education or other institutions are facing when addressing this issue?

III. Exhibition and presentations (60 minutes)

After the group work is done, each group will present their findings on the flipcharts in a form of new headlines, front pages. Participants shall go around and take the notes about different countries. After the exhibition, each group shortly presents their front pages.

IV. Discussion (40 minutes)

The trainer asks questions on the tasks done during the previous activity. Some of the questions for the discussion are as following:

- Was it hard to find information during your research?
- What sources of information did you use to obtain the statistics and information about realities in your countries?
- What are the similarities and differences that you found when hearing the presentations of realities in different communities/countries?
- What can be the role and impact of institutions on stress prevention among young people?
- Were there any good practices from different countries that could be implemented also in your community?

Materials needed: Flipchart papers; different colour post-it papers; pens; markers; magazines; scissors; glue; A4 papers; laptops (number depending on the number of groups); projector; internet access.

Background documents and further reading:

- Global wellness institute; stress-related articles and information <https://globalwellnessinstitute.org/wellnessevidence/stress-management/>
- Defining Work Stress in Young People; research paper; https://www.researchgate.net/publication/325566150_Defining_Work_Stress_in_Young_People

- Study "Young Europe" published by the TUI Foundation; https://www.tui-stiftung.de/wp-content/uploads/2022/07/2022_07_06_JungesEuropa2022_Report.pdf
- Articles and information on outside factors and their effect on young people <https://www.greens-efa.eu/opinions/youth-mental-health/>

Recommendations for future trainers multiplying this session:

- This session is connected to the research task that was required from participants to do before the arrival to the training course. The trainer should make sure that participants have updated him/her on the research found to better arrange the timing given for the group task.

Target group of youngsters with fewer opportunities dealing with stress and anxiety

Session Title: Target group of youngsters with fewer opportunities dealing with stress and anxiety

Duration: 180 minutes

Background:

Young people with fewer opportunities are facing more obstacles in life due to the limitations they face on daily basis and thus dealing with stress and anxiety on a higher level. Non-Formal Education could be one of the mechanisms to cope with stress and anxiety. This can initially be done by supporting young people to understand the importance of recognising and addressing stress and anxiety, and continuing with developing specific youth work programmes that address these issues, as well as connect them with existing professionals/opportunities that address stress and anxiety professionally.

Within this training course, this session is focused on understanding our target group of youngsters with fewer opportunities and discussing about their realities and challenges they face that lead to stress and anxiety. This will set a good basis for all the following sessions of the training course, so that the participating youth workers will increase their competences to support this target group (and their dealing with stress and anxiety) in a quality way.

Aim of the session: To understand the target group of youngsters with fewer opportunities, the obstacles that they face and discuss the potential sources of their stress and anxiety.

Objectives:

- To define and understand the term young people with fewer opportunities;
- To highlight the importance of segmentation of target group of youngsters with fewer opportunities when addressing their specific needs for the inclusion in the community and dealing with stress;
- To enhance better understanding of the obstacles and causes of stress that youngsters with fewer opportunities face.

Competences addressed:

- Citizenship competence;
- Analytical;
- Critical thinking;
- Communication and collaboration;
- Personal, social and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods: Input; Group work; Brainstorming; Presentations.

Session flow:

I. Who are the young people with fewer opportunities (45 minutes)

The trainer has prepared a detailed presentation with the theoretical input on the target group - Young People with Fewer Opportunities. The presentation consists of the following agenda:

- Definition of term Young people with fewer opportunities
- Who are people with fewer opportunities in Europe
- Their involvement in Non-formal education (NFE)
- Social inclusion and exclusion of young people with fewer opportunities
- Practical and personal obstacles

After the presentation, the trainer asks participants what comes first to their mind when being asked about the obstacles this target group faces in everyday life in their communities. Once the list of potential obstacles is created. They use 10-15 minutes to give their input on this. Then, a plenary discussion should take place to examine what are the most common situations in which these young people are at most risk for the higher stress level. These situations will be clustered in groups (e.g. educational obstacles, social obstacles, health obstacles, etc.).

II. Brainstorming – Target groups and segmentation (25 minutes)

The trainer explains that besides having a target group defined, there should be more specific segmentation of groups and communities to know the challenges they face and better address them for support. Then a short brainstorming session takes place where the trainer gathers from the participants the information about the target group, including demographic information, socio-economic background, previous education, interests, and passions, to create a detailed profile of the target group. Main characteristics of the groups in general are written on the flipchart.

III. Small group work (60 minutes)

Trainers divide participants into small groups. Each group has a task to discuss a specific cohort of obstacles from the previous part of the session (e.g. educational obstacles, social obstacles, health obstacles, etc.). In addition, they need to think about causes and consequences of these obstacles in producing higher levels of stress amongst young people with fewer opportunities. Furthermore, they are also given the following questions to include in their tasks for better segmentation and understanding of the target groups they work with:

Who: Are they teens, millennials, or baby boomers? Are they males or females? Where do they go and what do they do?

What: Do they participate in youth work? What type of youth work do they participate/work on? What are the sources of their problems and why do they need support? What is the source of their stress?

Where: Where do they live, what is their environment like? Where do they use youth work?

Why: Why are they important for our topic?

They have 60 minutes to work on this task and prepare for a short presentation.

IV. Presentations (50 minutes)

All groups come back to the plenary to present their findings. Once a group finishes their presentation, the trainer opens the floor for discussion and contributions. When all groups present their findings, the trainer will make key points related to the listed obstacles young people with fewer opportunities face and what are the most important causes and consequences of the listed stressors.

Materials needed: Flipchart papers; different colour post-it papers; pens; markers; A4 papers; laptop; projector; internet access; stickers; tape or pins to attach the flipchart paper to the wall.

Background documents and further reading:

- **T-Kit 8: Social Inclusion (Published by the Council of Europe and the European Commission.)**
<https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion>
- **T-Kit 6: Training Essentials (Published by the Council of Europe and the European Commission.)**
<https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-6-training-essentials>
- Young people with fewer opportunities <https://youthcoop.pt/fewer-opportunities/>

Recommendations for future trainers multiplying this session:

- When doing the small group work on discussing the specific cohort of obstacles and the causes and consequences of these obstacles in producing higher levels of stress amongst young people with fewer opportunities, it is recommended that the trainers/organisers organise a living library with the youngsters belonging to these target groups, if anyhow possible. If face-to-face meeting with the respective youngsters is not possible, then it would be good to try to arrange some online interviews with them, in plenary.



Understanding the stress and the stressors

Session Title: Understanding the stress and the stressors

Duration: 180 + 180 minutes

Background:

Being able to successfully cope with any factor that influences one's life demands a deeper understanding of it. Young people are, sadly, nowadays dealing with a large amount of stress. To be able to deal with it and manage it, they need to understand where it comes from and to have mechanisms to know how to. This session is designed with several activities and tasks for participants to learn about the concept of stress, the stressors, its causes and how it affects young people in a community nowadays.

Aim of the session: To develop understanding of stress and stressors that affect youngsters (with fewer opportunities) nowadays.

Objectives:

- To learn about the concept of stress and stressors as well as relevant aspects;
- To reflect on causes of stress among youth;
- To explore different aspects of stress management and its relation to physical and mental health;
- To stimulate critical and analytical thinking of youth workers towards stress and stressors affecting youngsters (with fewer opportunities) nowadays.

Competences addressed:

- Teamwork;
- Analytical;
- Critical thinking;
- Creative thinking;
- Communication;
- Personal, social and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods: Group challenge – several interactive activities and tasks; Forum theatre; Debriefing; Quiz; Group work and discussion.

Session flow:

I. Introduction to the topic and session (20 minutes)

The trainer starts the session by introducing participants to the session's activities. Then, he/she gives input on the topic by covering the following concepts and aspects of stress:

- Stress
- Stressors
- Causes of stress

- Understanding stress and its impact.

II. Balloon Pop (15 minutes)

The trainer gives each participant a balloon and have them write a cause of stress in their life on a piece of paper and place it inside the balloon. They have approximately 5-7 minutes to do this. When everyone is done, the trainer invites participants to pop their balloons and share the cause of stress written on their piece of paper with the group.

III. Mind Mapping (25 minutes)

The trainer creates a mind map on a whiteboard or a large piece of paper, and have participants contribute to the map by adding causes of stress they have shared or causes they can relate to. They are encouraged to share their thoughts and experiences with each cause of stress. Then, altogether, discuss how common these causes are and possible solutions to manage stress. This activity allows the participating youth workers to understand how to express their stressors and see that others may face similar challenges, promoting empathy and a sense of community. It also provides a visual representation of the causes of stress and can serve as a starting point for further discussions and problem-solving.

IV. Small group work (60 minutes)

The trainer divides participants into small groups. Participants in groups are asked to analyse different aspects of stress management. The topics divided between groups are:

- Forms of stress and their manifestations.
- Usual stress environments.
- Most common stressors with examples.
- Impact of stress on one's physical health.
- Impact of stress on one's mental health.

V. Presentations (60 minutes)

All groups come back to the plenary to present their findings. Each group has approximately 5-7 minutes to present. Once a group finishes their presentation, the trainer opens the floor for discussion and contributions.

VI. Interactive Exercise in groups – Forum theatre I (100 minutes)

Introduction about the forum theatre: Forum Theatre is a type of theatre that provides a platform for exploring different social issues and encourages audience participation. Here we use it for exploring stressors that young people can face. The trainers form smaller groups of 4-5 participating youth workers and ask each person to think about a time when they experienced stress as youngsters. Each group should write a brief script about one common situation focusing on what caused the stress and how the person responded.

VII. Interactive Exercise in groups – Forum theatre II (50 minutes)

The trainer invites each group to perform their script in front of the group. After the first performance, the trainers ask the audience to discuss on possible changes within the script and to suggest alternative responses of different characters involved. Then, for the second performance, the trainers encourage audience members to interact with the performers, step in and take the place of one performer, and try out different solutions. For example, one audience member could act out a different response to the stressor, while the original performer and other audience members react. They repeat this process for each script, exploring different stressors and responses.

VIII. Discussion (30 minutes)

After the performances, the trainer invites participants for a short discussion session on what they learned about the topic and how they might respond in similar situations. The following questions are used for discussion:

- How do you feel during the activity?
- Did you learn something new that will help you better understand stressors and manage the stress?
- How can you use this exercise when working with young people with fewer opportunities?

Materials needed: Flipchart papers; different colour post-it papers; pens; markers; A4 papers; laptops (for group work); projector; internet access.

Background documents and further reading:

- World Health Organisation: “Doing What Matters in Times of Stress - An Illustrated Guide” https://www.who.int/publications/i/item/9789240003927?gclid=Cj0KCQjw1_SkBhDwARIsANbGpFusWiKyMkvm3uWNbsIZPC_qrmhXEPycXyJT3Q0VuQZC0o-20k6i8JgaArCxEALw_wcB
- How much do you know about mental health, European Youth Forum https://youth.europa.eu/get-involved/your-rights-and-inclusion/how-much-do-you-know-about-mental-health_en
- Mental health in Europe - statistics & facts https://www.statista.com/topics/7916/mental-health-in-europe/#topicHeader_wrapper
- European Youth Forum, The social, economic and mental health impact of COVID-19 on young people in Europe report <https://www.youthforum.org/files/European20Youth20Forum20Report20v1.2.pdf>
- The effects of Covid-19 on young people’s mental health and psychological well-being / An updated literature review <https://pjp-eu.coe.int/documents/42128013/72351197/COVID-19+mental+health.pdf/6f17b66e-019f-1b34-0031-fc3cdda9ef3e?t=1663861381000>

Recommendations for future trainers multiplying this session:

- When preparing the input on concepts and aspects of stress, it is advisable that the trainer refers to the different sources provided in the part “Background documents and further reading”. It is advisable that the input is adapted and tailored based on the relevance for the participating youth workers and their realities.
- In the Balloon Pop activity, if the participants do not feel so keen on sharing their personal causes of stress, the trainer should instruct participants to play a bit with the balloons as a group (so that the balloons are mixed between different participants) before popping them and reading the causes of stress written on the pieces of papers within the balloons.
- In the Forum Theatre performance, the trainers should decide on how many times should one script be performed. It should depend on the complexity of the scripted situation and different possibilities that the group discussed after the first original performance. The trainers should be aware of potential tiresome of a script, as well as of the overall timing of the session available. If participants are very much into this activity, it is recommended to prolong it adequately.

Youth work and Non-formal education (NFE) in dealing with stress management

Session Title: Youth work and Non-formal education (NFE) in dealing with stress management

Duration: 180 minutes

Background:

The issue of stress management among young people, particularly those with fewer opportunities, is becoming increasingly important in today's society. These young people often face a variety of challenges and difficulties that can contribute to high levels of stress, including poverty, lack of access to education and employment, and limited support systems. The impact of stress on young people can be significant, leading to a range of negative outcomes including decreased academic performance, reduced quality of life, and increased risk of mental health problems. Youth work, with a focus on non-formal education (NFE), is well placed to help address these challenges by providing young people with the skills, knowledge, and support they need to effectively manage stress. NFE is designed to be flexible, engaging, and relevant to the needs and interests of young people, and it is increasingly being used as a tool for delivering interventions aimed at promoting positive mental health and well-being. Through a variety of activities and experiences, NFE provides young people with opportunities to explore and understand the causes of stress, to develop coping strategies and techniques for managing stress, and to connect with others who may be facing similar challenges. By building resilience, self-esteem, and confidence, NFE can help young people to better manage stress and to lead healthier, more fulfilling lives. In this session, youth workers have the opportunity to learn about best practices and evidence-based approaches to stress management, to reflect on their own experiences and challenges, and to explore new ways of supporting young people to deal with stress and anxiety through youth work and NFE.

Aim of the session: To explore the role that youth work and NFE can play in supporting young people to manage stress through interactive activities and practical stress management techniques.

Objectives:

- To revisit the understanding of the specificities of terms “youth work” and “NFE”;
- To discuss about the role of youth work and non-formal education (NFE) in addressing stress management among young people;
- To provide participants with practical tools and techniques for dealing with stress and anxiety in the NFE context;
- To encourage participants to explore and share their own experiences and perspectives on stress management in youth work context;
- To support youth workers in creating a supportive and inclusive environment where young people feel comfortable discussing their mental health.

Competences addressed:

- Citizenship competence;
- Problem solving;
- Analytical;

- Critical thinking;
- Communication and collaboration;
- Personal, social and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods: Input by trainers; “Where do you stand?” exercise; “Leading Fantasy” exercise; Small group work; Presentations; Debriefing.

Session flow:

I. What is NFE and youth work (15 minutes)

The session starts by the trainer explaining the workflow and the objectives of the session. The trainer will also establish common understanding of the main concepts of the session:

- Non-formal education
- Youth work

For this purpose, materials provided by the Council of Europe and the European Commission defining these concepts should be used (referenced in the Background documents section).

II. “Where do you stand?” exercise: Youth worker / NFE Educator and their role (30 minutes)

The trainer prepares the working room for the barometer exercise. He/she takes duct tape or any other material that helps to draw the line in the middle of the room, dividing it in half. On one side, he/she places the paper with “I agree” title and on the other side of the room he/she places the paper with the “I disagree” title. Then, the trainer places 2 flipchart papers on the wall; one saying “role of the NFE facilitator/trainer” and another one with “youth worker’s role”. A list of at least 10 statements related to the role of trainers in NFE and youth workers (list of statement examples under explanation) is going to be used for this exercise. The trainer asks participants to stand in the middle and explains to them that they will be asked to step left or right from the line to show where they stand on the issue (they go closer to “I agree” paper or closer to “I disagree”. They should place themselves at the point that best represents their current views.

After the instructions, they start the activity by giving the first statement related to the topic.

- "The primary role of NFE trainers is to create a supportive learning environment and guide the participants through the learning process."

The trainer encourages participants to step left or right from the line as they listen to each other's perspectives. Then, he/she asks ones to the left or right first to share their opinion and then people in the middle. The main things are being noted down / written in the flipchart, by one of the trainers. The session continues until the trainer reads all statements and participants share the impressions every time after positioning themselves in one part of the line or the other. Examples of the statements:

- “NFE trainers should be knowledgeable about various learning styles to ensure all participants are engaged.”
- “NFE trainers should be able to facilitate discussions and encourage the sharing of different perspectives.”
- “NFE trainers should be able to create a safe and inclusive learning environment for participants.”
- “NFE trainers should continuously assess and evaluate their teaching methods to improve the quality of their training.”

- “NFE trainers should strive to empower participants by providing them with the tools and resources to continue learning beyond the training session.”
- “Youth workers should provide a safe and inclusive environment for young people.”
- “The role of youth workers is to empower young people to make their own decisions.”
- “Youth workers should facilitate opportunities for young people to develop new skills and interests.”
- “Youth workers should listen to young people's needs and concerns and support them in finding solutions.”
- “Youth workers should create programmes that reflect the diversity of the young people they serve.”

III. Mental health in the work environment and my experiences? (45 minutes)

The trainer opens this activity by emphasising that sometimes we manage the stress in our daily work without even realising that stress is happening to us or to people around us. Then, he/she mentions that through this session participants will be able to recall this experience by using the “led fantasy” technique. The instructions and the whole process of the activity is as follows:

Step 1: The trainer asks participants to take a comfortable position. If the room allows it, they are asked to lie down and take a comfortable position or relax in their chairs. Then, they close their eyes and are asked to think about themselves in their working environment.

Step 2: The trainer starts the leading fantasy by talking with a calming voice leading them back to their working environment and potential situation of stress (below is the example of a story to use for this part).

Step 3: The trainer asks participants to open their eyes and come back to the training course. He/she starts reflection and discussion about stress management and their personal experience and technique. This is done through the following questions:

- How did you feel during the led fantasy exercise?
- What were the key elements of stress that you recalled while hearing the voice of the trainer and examples mentioned?
- Can someone share how did they overcome these stress situations?
- Can you recall any personal experience related to stress in your work as a youth worker or a trainer in NFE?
- What are some potential challenges you foresee in implementing stress management techniques in your work as a youth worker / a trainer in NFE?
- What role do you see yourself playing in managing stress in NFE training environments?
- How can you support and encourage others in managing stress in NFE training environments?

Example of a story for the led fantasy exercise:

You are the youth worker / the NFE trainer, leading a NFE workshop activity for a group of young participants. You have been planning this workshop for weeks, and you're eager to deliver your content and make a positive impact on the participants.

As you begin the workshop, everything seems to be going well. The participants are engaged, and they're responding well to your activities. However, as the workshop continues, things start to get a bit more challenging. One of the participants is becoming disruptive, and you're having trouble getting them to focus on the content.

At the same time, you're starting to feel the pressure of delivering the workshop and making sure that everyone is engaged and is learning. Participants stop focusing on the workshop and keep only focusing on avoiding stress caused by this individual. Your heart rate starts to increase, and you're starting to feel anxious and stressed.

You are stressed but you are trying to manage the situation and lower the stress for the participants. What do you do now to control your own stress? Which measures did you do to eliminate the causes of stress? How did you deal with the stress consequences? Did you do one thing and it worked or you needed to try several techniques? How has this influenced your work dynamic in the workshop?

IV. Youth work and NFE methods for stress management? – Toolkit “What?! I'm not stressed!” (50 minutes)

The trainer introduces various stress management techniques and mindfulness practices that can help youth workers in working with young people with fewer opportunities to cope with stress and anxiety. For this purpose, PPT will be developed based on the material available in the Toolkit “What?! I'm not stressed!” (link in the Background documents’ section).

After the introduction of the toolkit and relevant techniques, participants are divided into small groups for a maximum of 45 minutes’ work and asked to analyse and choose few techniques they see as more effective and share their impressions on the chosen techniques with each other. They are also instructed to try out some of the techniques in their small groups. Printed explanations of the techniques will be available and the trainers will support them while working in the groups, in case they never practiced these techniques before. Depending on the level of experience, the trainer should select simple or more complicated techniques from the Toolkit “What?! I'm not stressed!”.

V. Discussion: How are these methods applicable in my youth work and NFE environment? (40 minutes)

Participants join the plenary, and the trainer starts with the discussion session by using the following questions:

- Which stress management techniques did you try out in your small group?
- How did you choose the techniques? What made you choose a specific technique for stress management?
- How did you feel while practising the techniques?
- Which of the techniques resonated with you the most and why?
- Can you think of a specific situation in your youth work or NFE environment where you could apply the techniques you learned today?
- How do you plan on integrating these stress management methods in your daily work with young people with fewer opportunities?
- How do you think these techniques can benefit the young people you work with?
- Can you share any concerns or challenges you foresee in implementing these stress management techniques in your work?
- What support do you think you might need to successfully integrate these methods in your daily work?
- How do you plan on continuing to develop your skills in stress management techniques?
- What can you take away from this session to use in your daily work with young people with fewer opportunities?

Materials needed: Duct tape or any other material to draw a line in the middle of the room; a paper with “I agree” written on it; a paper with “I disagree” written on it; 2 Flipchart papers; a list of at least 10 statements related to the role of trainers in NFE and youth workers; pens or markers for writing on the

flipchart papers; story prepared for leading fantasy (have several options); Toolkit “What?! I'm not stressed!”.

Background documents and further reading:

- Toolkit “What?! I'm not stressed!” <https://www.link-dmt.eu/what-im-not-stressed/>
- Youth work essentials <https://www.coe.int/en/web/youth-portfolio/youth-work-essentials>
- Youth work, Council of Europe <https://www.coe.int/en/web/youth/youth-work>
- Non-formal education, Council of Europe <https://www.coe.int/en/web/european-youth-foundation/non-formal-education>
- Manual for facilitators in non-formal education of the Council of Europe: <https://rm.coe.int/16807023d1>

Recommendations for future trainers multiplying this session:

- Before starting the session, the trainer should make sure everyone is comfortable with having to close their eyes as it can be scary for some people.
- Printed version of the stress management techniques (from the Toolkit “What?! I'm not stressed!”) should be provided, to not create any situation where participants cannot access the toolkit/materials for trying out the techniques.



Using creative/artistic methodology in stress management youth work: Music therapy

Session Title: Using creative/artistic methodology in stress management youth work: Music therapy

Duration: 180 minutes

Background:

Music therapy is an approach that uses music to improve the physical, emotional, cognitive, and social well-being of individuals, including young people. In youth work, music therapy can help address various mental health issues, developmental challenges, and social problems faced by young people. By engaging with music in structured and therapeutic activities, young people can express themselves, develop self-awareness, build social skills, reduce stress and anxiety, and improve their overall quality of life. Qualified music therapists are trained to design and facilitate music therapy sessions that are appropriate for the unique needs and goals of each individual youngster. Music, in all forms, helps individuals to express themselves. It can help heal and improve overall emotional well-being. Engaging in the creative process of making music can be a therapeutic and a stress-relieving experience for young people. Overall, creating music can be a positive and enjoyable experience for young people, helping them to grow and develop in multiple aspects of their lives.

Aim of the session: To explore the music as a tool for self-expression in youth work and for dealing with the stress of young people with fewer opportunities.

Objectives:

- To develop deeper understanding of music and its benefits in dealing with the stress;
- To explore basic activities that use music as a method in education on stress management;
- To experience how group integration and collaboration, in the process of creating music, can be important for young people;
- To explore the potential of music in education and youth work as a tool for personal expression, creativity, teamwork and finally connect it with stress management and counselling.

Competences addressed:

- Self-expression;
- Creative and critical thinking;
- Teamwork;
- Decision-making;
- Time management.

Methodology and methods: Energiser – Dancing; Listening exercise; Creating music – group work; Presentations and discussion; Debriefing.

Session flow:

I. Warm-up (20 minutes)

The session begins with a simple and fun warm-up activity that involves music and movement, such as a group dance. A person stands in the middle of the circle and dances, others in the circle repeat the moves, until the person in the middle invites the next person. The activity is finished when all participants take part. This helps to get participants in the right frame of mind and to build a positive and supportive atmosphere.

II. Introduction to the topic (10 minutes)

The trainer starts by explaining the purpose of the session and the benefits of using music to manage stress, especially when working with youth with fewer opportunities.

III. Music listening (10 minutes)

Next, the trainer plays a selection of calming and relaxing music for the participants to listen to. He/she encourages them to close their eyes, focus on their breathing, and allow the music to wash over them.

IV. Guided imagery (20 minutes)

The trainer leads participants through a guided imagery exercise, encouraging them to imagine being in a peaceful and calming place, such as a beach or a forest. He/she uses descriptive language and encourages participants to engage their senses, such as hearing the waves or smelling the fresh air.

V. My favourite songs (20 minutes)

In this part, the trainer puts up 4 flipcharts and instruct the participants to share (write down on a post-it) their choice of a:

- song for relaxing
- song for inspiration
- song for a good mood
- a love song

This activity can be also implemented using smart phones and for example Mentimeter.com application.

VI. Music creation (70 minutes)

The next part is when participants have the chance to practice music. The trainer provides participants with instruments or other tools for making music (e.g. percussion instruments, xylophones, recorders, etc.) and encourages them to experiment and create their own music, either individually or in small groups. This can be a therapeutic and cathartic experience and can help to release tension and stress.

The step-by-step process for creating music with instruments is:

- 1) **Choose an instrument:** Decide on the instrument you want to play and practice regularly to improve your skills. (5 minutes)
- 2) **Create a melody and chord progression.** Create a simple melody on the instrument you have chosen. A melody is the main tune of a song, usually played on a piano or a guitar. The group can use their smartphones, if needed. Chords are groups of notes played together and can add depth to the melody. Experiment with different chord progressions to find the one that works best with your melody. (20 minutes)
- 3) **Add lyrics:** Write lyrics that complement the melody and chord progression. The lyrics should express a story or message you want to convey. (20 minutes)
- 4) **Practise playing and singing:** Practise playing the instrument and singing the melody and lyrics together. (20 minutes)

5) **Let the music play!** Each group should present what they have prepared.

Additional tasks (optional):

- Record your performance: Use a recording device, such as a smartphone or a digital audio recorder, to capture your performance.
- Edit and refine: Listen to the recording and make any necessary changes or edits. Add additional instruments or sounds if desired.

VII. Debriefing (30 minutes)

After the music-making activity, the trainer invites participants to debrief on how they feel and what emotions they experienced during the activity. The following questions are used for this session:

- How did you feel while making music?
- What did you learn?
- How easy/difficult was for you to complete the 3 steps process in music making?
- Did you feel stressed or relaxed when completing these 3 steps of music making?
- Is there something you learned today that can be used in your professional work?
- How can we use music in our work with young people with fewer opportunities dealing with stress and anxiety? Please, list different recommendations that you can think of.

Materials needed: Flipchart papers; different colour post-it papers; pens; markers; A4 papers; projector; internet access; minimum 3 laptops.

Background documents and further reading:

- 7 Ways Music Can Help Reduce Stress and Anxiety <https://www.ascap.com/help/wellness/7-ways-music-reduces-stress-anxiety>
- The Power of Music to Reduce Stress <https://psychcentral.com/stress/the-power-of-music-to-reduce-stress>
- Some useful links for creating music with young people: Make Beats 101: <https://makebeats101.com/>
- Some useful links for creating music with young people: Little Bits: <https://littlebits.com/music>

Recommendations for future trainers multiplying this session:

- Before starting the session, the trainer should make sure to have a good internet connection and enough laptops for participants.
- For the activity on music creation, the trainer should make sure to have enough instruments or objects that could be used as instruments.

Using creative/artistic methodology in stress management youth work: Photography

Session Title: Using creative/artistic methodology in stress management youth work: Photography

Duration: 180 minutes

Background

Some studies have shown that taking photographs helps reduce stress because at that moment an individual reimagines his surroundings. This also applies to looking at pleasant photographs. Emerged in a photograph, the individual reframes the environment, their thoughts, values and interests. Photography can be referred to as a type of a mental escape in times of high stress level. The modern smartphones have come a long way in terms of their camera capabilities, and many can take solid photos. Generally, high-end smartphones will offer better camera capabilities, but even lower-end models can still produce good results, especially if the photographer knows how to work with the camera's limitations. In this session participants have the chance to learn more about the usage of photography as a stress management technique as well as practice their skills in photography for future work and practice with youngsters through youth work.

Aim of the session: To explore the methodology of taking photographs for stress management of young people and develop photography skills.

Objectives:

- To explore theoretical concepts on photography as a stress management technique;
- Explore tools that can be used both online and offline for editing purposes of photographs;
- Share good examples and practices of youth work topics using photography;
- Discuss different possibilities of using photography in stress management youth work.

Competences addressed:

- Self-expression;
- Creative and critical thinking;
- Analytical;
- Communication;
- Teamwork;
- Decision-making;
- Time management.

Methodology and methods: Brainstorming; Group work; Input; Photo taking exercises; Presentations; Discussion.

Session flow:

I. Brainstorming (10 minutes)

Participants brainstorm on how photography helps to deal with stress and benefits the overall mental health. The trainer facilitates the brainstorming process and participants are asked to write their ideas on the sticky notes and the trainer groups them afterwards according to similarities.

II. Work in pairs – “Emotions” (15 minutes)

The trainer continues the session with the following instructions for participants: Let’s try it out! In this box, there are 20 different emotions written on the small piece of paper. Each pair needs to pick up two emotions and then using a smartphone to take photos of each other representing the emotion they have in the paper. The whole process lasts about 20 minutes. The list of 20 different emotions consists of the following: Happiness, Sadness, Fear, Anger, Surprise, Disgust, Shame, Guilt, Jealousy, Envy, Love, Contentment, Excitement, Nostalgia, Melancholy, Anxiety, Frustration, Irritation, Embarrassment, Gratitude.

III. Sharing in plenary (20 minutes)

Each pair starts presenting the photos and the rest of the group should try to guess the emotion expressed in the photo. The trainer allows participants to explain their approach and to answer any questions.

IV. Input on Photography and Stress Management (15 minutes)

The trainer provides a short input on photography and stress management. The presentation consists of the following key content related to how photography is connected to stress management:

- Focuses attention on the present moment: Photography requires you to be fully present in the moment and to pay close attention to your surroundings. This can help to shift your focus away from stress and worries, and can allow you to be more mindful and relaxed.
- Encourages creativity: Taking photographs and experimenting with different compositions and perspectives can be a great way to exercise your creative muscles. This can help to reduce stress by providing a healthy outlet for your emotions and energy.
- Connects with nature: Spending time in nature and taking photographs of natural landscapes and wildlife can be a great way to reduce stress. Being in nature has been shown to lower cortisol levels and improve mood, both of which can help to reduce stress.
- Provides a sense of accomplishment: Creating a series of photographs or a photo journal can give you a sense of accomplishment and satisfaction. This can help to boost your self-esteem and reduce stress by providing a positive outlet for your emotions and energy.
- Increases social connections: Sharing your photographs with others, either through social media or in person, can increase your social connections and provide a sense of community. This can help to reduce stress by providing a supportive network of friends and family who can offer encouragement and understanding.

V. Photography time – Small group work (50 minutes)

The trainer divides the group into smaller groups. Each group has a task to make one picture under some topic and then create an updated version using editing software. Some simple and accessible topics for outdoor smartphone photography can be: Flowers and plants, Sunsets and sunrises, Street life, Architecture, Food, Water, Pets and animals, Landscapes, Reflections or Objects and details.

Then, the trainer presents a list of free photo editing software for the smartphones, each group shall choose one software:

- Google Photos
- Instagram

- Snapseed
- Lightroom
- VSCO
- Canva
- PicsArt
- Polarr
- Fotor
- Pixlr

VI. Exhibition, Presentations & Discussion (15 minutes)

Each group joins the working room and shares their photo and technique used to improve it. After presentations, the trainer asks the group to share learning outcomes and how they experienced the process of taking pictures for a particular topic.

VII. World café: Conclusions on using photography in youth work for stress management (55 minutes)

The trainers organise the tables for the World Café method. It is envisioned that 4 or 5 participants are sitting at each table. On each table, there should be one empty flipchart paper.

The trainers warmly welcome all the participants to the “NOT stressed café”, and explain how the process will go and what is the café etiquette.

The process consists of 4 rounds of 10 minutes, in which participants freely brainstorm, discuss and doodle the topics/questions given. After the finish of each round, the participants change tables and go to sit at different other table to discuss the next topic with the other participants in the next 10 minutes’ round. Participants should move freely as individuals, not as a group, from table to table. The important thing is that every participant should be able to contribute to all four topics/questions and to discuss with as many different participants as possible.

For every table, one participant is chosen as a “host” who will stay at that table throughout the activity. He/she will sum up all the discussions that happened so far at that table to every new group/set of participants coming at that table in every round.

The 4 topics/questions for the 4 rounds of discussions are:

1. Share good examples and practices of youth work topics using photography;
2. Benefits of using photography in stress management youth work with youngsters with fewer opportunities;
3. Challenges of using photography in stress management youth work with youngsters with fewer opportunities;
4. Recommendations on organising photography youth work activities with youngsters with fewer opportunities

After the 4 rounds of discussions, the willing participants are invited to share the outcomes of their discussions with the whole group in the plenary. The trainers take note of the key points.

Materials needed: Smartphones; Flipchart papers; cards; different colour post-it papers; pens; markers; A4 papers; projector; internet access.

Background documents and further reading:

Here are some recommended books for amateur photographers:

- "Digital Photography for Dummies" by Julie Adair King <https://www.amazon.com/Digital-Photography-Dummies-Julie-Adair/dp/111960964X>
- "Street Photography Now" by Sophie Howarth and Stephen McLaren <https://www.amazon.com/Street-Photography-Now-Sophie-Howarth/dp/0500289077>

Recommendations for future trainers multiplying this session:

- The trainer should make sure that all participants have smartphones. If some of them do not have a smartphone, the trainer should create smaller groups to share the devices between themselves.
- For the presentation of the photographs in the plenary, it would be good to have an LCD projector for larger visualisation of the photographs in the big group.

Cooperation of youth workers, artists and psychologists for a multidisciplinary approach to stress management among youth with fewer opportunities

Session Title: Cooperation of youth workers, artists and psychologists for a multidisciplinary approach to stress management among youth with fewer opportunities

Duration: 180 minutes

Background:

The cooperation of youth workers, artists and psychologists is becoming increasingly important in the field of stress management among young people with fewer opportunities. These individuals face numerous challenges and difficulties in their daily lives, including poverty, marginalisation, and limited access to different kind of services and opportunities. As a result, they often experience high levels of stress and anxiety, which can have a significant impact on their mental health and well-being. To address these challenges, a multidisciplinary approach to stress management is needed. This involves collaboration between youth workers, artists and psychologists, who bring their unique skills and perspectives to the table. Youth workers provide support and guidance to young people, helping them to identify and address the root causes of their stress. Artists use creative expression to provide a therapeutic outlet for young people, while psychologists use evidence-based techniques to help young people manage their emotions and reduce stress. This approach recognises the importance of a holistic and integrated approach to stress management, considering not only the psychological and emotional aspects, but also the social and cultural context in which young people with fewer opportunities live. By working together, youth workers, artists and psychologists can provide young people with the tools and resources they need to manage stress, improve their mental health and well-being, and ultimately lead more fulfilling and successful lives.

Aim of the session: To create space for discovering new multidisciplinary approaches to stress management among youth with fewer opportunities through the cooperation of artists, youth workers and psychologists.

Objectives:

- To explore the role of youth workers, artists, and psychologists in managing stress among youth with fewer opportunities;
- To identify effective practices and strategies for a multidisciplinary approach to stress management among youth with fewer opportunities;
- To develop new activities based on the cooperation among youth workers, artists, and psychologists in addressing stress among youth with fewer opportunities.

Competences addressed:

- Creative thinking;
- Communication;
- Collaboration;
- Research skills;
- Personal, social and learning to learn competence;
- Civic competences.

Methodology and methods: Theoretical Input; Role playing; Working in teams; Presentations and Debriefing.

Session flow:

I. Introduction to the topic and the task (5 minutes)

The trainer will start the session by explaining the session to participants and the overall goals of the session. Then he/she includes some input on the importance of involving different approaches of artists, youth workers and psychologists for multidisciplinary purposes when working on the stress management among youth with fewer opportunities.

II. Small group work – approaches to stress management (25 minutes)

The trainer invites participants to be divided in 3 groups to work on specific question according to their role – they are asked to be in the role of an artist, a youth worker or a psychologist. They should join a group according to their knowledge, experience, and/or interest. Questions for each group are:

- Artists – how do artists manage stress?
- Youth workers – how do they deal with participants with stress and anxiety?
- Psychologists – how stress management is perceived from psychologists?

They have 30 minutes to work on the questions and prepare for a presentation.

III. Presentations (30 minutes)

All groups join the plenary for a presentation of their work. The trainer gives each group an estimated time of 5 minutes to present, followed by a Q&A session.

IV. Small group work - multidisciplinary approach to stress management among youth with fewer opportunities (90 minutes)

The trainer instructs participants that in this part of the session there will be a combination of groups to work on another task. He/she takes 2-3 members from each group (Artists, Youth Workers, Psychologists) and forms new groups. Their task is to work on developing multidisciplinary approaches to stress management among youth with fewer opportunities by combining their roles as Artists, Youth Workers and Psychologists. more specifically, they should design a workshop/activity that addresses this topic. they are given 90 minutes for this and a template with the following sections:

Name of the session	
Aim and objectives	
Methodology	
Session step by step	
Needed materials and skills	
Resources for facilitators	
Desirable session outcomes	

V. Presentations and Discussion (30 minutes)

After the group work is done, each group will present their work. After each presentation, the trainer and other participants will have a chance to ask questions, share thoughts and feelings and discuss what has been presented.

Materials needed: Flipchart papers; different colour post-it papers; pens; markers; A4 papers; laptop; projector; internet access; template for session outline.

Background documents and further reading:

- Social inclusion-involving young people with fewer opportunities in international projects https://ec.europa.eu/programmes/erasmus-plus/project-result-content/618d310a-ecfd-4dea-aeb0-432a3094d42c/Social_inclusion_involving%20young%20people%20with%20fewer%20opportunities%20in%20international%20projects.pdf
- Salto Inclusion and Diversity: “Who are we talking about?” <https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusionoffenders/InclusionOffendersWho/>
- European research on benefits of international projects for young people with fewer opportunities <https://www.salto-youth.net/downloads/4-17-3230/ImpactOfMobilityOnYPFO.pdf>

Recommendations for future trainers multiplying this session:

- The trainer should make sure groups are equally divided on the first part of the session. It is also important that they are in the groups where they can contribute more to the topic. As usually quite often some youth workers are also more creative and even artistic, we expect quite a few of our participants to think of themselves as creative or artists. Also, it happens often that in the youth work with youngsters with fewer opportunities our youth workers come from the studies / professional background of psychology, pedagogy, and other relevant fields. Thus, we also expect quite a few of our participants to be familiar with psychology and their approach to stress management.
- Initially, in this small groups’ work at the beginning of the session, we envisioned to divide participants in the three small groups (an artist, a youth worker or a psychologist) according to their knowledge, experience, and/or interest. However, it might be also good to mix participants in each group. In this way, we can get a more challenging small group discussions throughout the session. The future trainers multiplying this session should choose their own strategy and approach to this matter, in accordance with the group dynamics and their learning needs (that differ on different training courses).

Role of peer educators/leaders in prevention and management of stress among youth and recommended peer interventions

Session Title: Role of peer educators/leaders in prevention and management of stress among youth and recommended peer interventions

Duration: 180 minutes

Background:

Peer education is an educational process that involves young people being trained and supported to educate their peers on a particular topic. In peer education, the role of the educator is shared between the teacher and the students, making it a collaborative and participatory approach to learning. Emotional support, on the other hand, is a type of support that involves helping individuals to understand and cope with their emotions. This can be done through active listening, validation, and guidance, as well as providing appropriate resources and referrals to professional support when necessary. Providing emotional support to peers is important as it can help to promote mental health and wellbeing, reduce feelings of stress, isolation and loneliness, and increase resilience. In this session, participants will share the key principles and best practices of peer education and emotional support. The session is designed with activities that are interactive, participatory, and allowing participants to understand the importance of peer education in preventing and managing stress among youth.

Aim of the session: To create space for discussing the role of peer educators/leaders in prevention and management of stress among youth; and to work on ideating recommended peer interventions.

Objectives:

- To understand the role of peer educators/leaders in preventing/managing stress among youth;
- To discuss on the role of peer educators/ in preventing/managing stress and providing emotional support among youth;
- To ideate recommended peer interventions in prevention and management of stress among youth.

Competences addressed:

- Creative thinking;
- Communication;
- Collaboration;
- Research skills;
- Personal, social and learning to learn competence;
- Civic competences.

Methodology and methods: Input; Fishbowl methodology; Group work; Presentations.

Session flow:

I. Introduction to the session and the topic (20 minutes)

The trainer introduces participants to the topic of the session and explains the importance of providing emotional support to others, especially within the youth work and the Non-formal education (NFE) setting. The following input is presented by the trainer on this topic:

- Role of peer educators in general;
- Peer emotional support in situations of stress;
- Peer-to-peer support in enhancing communication, interpersonal and leadership skills among peer educators and leaders.

There are different concepts defined about these topics. The trainer should try to use official resources and offer participants different views presented.

II. Fishbowl Methodology: Understanding Emotional Support of peers (60 minutes)

After introducing the main concepts, it is time for the opening debate about emotional support and specificity of peer education in providing emotional support. In this session, we are using the methodology called the “fishbowl”. The Fishbowl is a non-formal education (NFE) method that involves a small group of people participating in a conversation or a discussion, while the rest of the group observes. The participants from the groups of observers are also asked constantly to switch places with the ones participating in the discussion. It is a useful tool for promoting active participation and group dynamics, while allowing all participants to observe and learn from the experience, as well as to take active position in the discussion after observing it a while.

The following is a step-by-step guide on how to facilitate a Fishbowl session:

Step 1: Select the participants: Choose a small group of participants who will take part in the discussion. Ideally, the group should be composed of people who represent different perspectives and experiences. You can ask participants who want to be in the first 4 and let them volunteer.

Step 2: Set up the space: Arrange chairs in a circle, with a smaller group of chairs inside the circle. This inner group of chairs will be occupied by the participants who will be discussing the topic. The remaining participants will sit around the outside of the circle and observe the discussion.

Step 3: Introduce the topic: Explain the purpose of the Fishbowl and the topic that will be discussed. Ensure that all participants understand the rules of the session, such as speaking one at a time, being respectful of others’ opinions, and maintaining a positive and constructive tone.

Step 4: Start the discussion: The participants in the inner circle will start the discussion. Encourage them to share their experiences, opinions, and insights on the topic. The remaining participants should remain quiet and observe the discussion. You can ensure dynamic discussion by providing topics for discussion.

Examples of statements to guide the discussion about this topic:

- “I strongly believe that providing emotional support to peers is an important aspect of building positive relationships and promoting well-being.”
- “I sometimes feel unsure about how to provide emotional support to others, but I am willing to learn and try my best.”
- “I believe that offering emotional support to peers should be a joint effort and not just the responsibility of one person.”
- “I think that providing emotional support to peers is essential, but I also believe that boundaries and self-care should be considered.”
- “I feel that emotional support from peers can have a significant impact on a person's mental health and well-being, and I believe it should be prioritised in any setting.”

Step 5: Switch participants: Explain to participants that if they want to speak they should tap someone from the inner circle on the shoulder. This would mean that a person from the inner circle stands up and

allows one or more participants from the outer circle to move into the inner circle to join the discussion. The participants who have been in the inner circle should now take a seat in the outer circle to observe.

Step 6: Repeat: Continue the process of reading statements and switching participants and allowing different individuals to take part in the discussion.

Step 7: Debrief: While participants are having an open debate, the trainer should note the key points important for the topic addressed that will bust debate in the directions that will help reach objectives of the session. After the Fishbowl session, the trainer conducts a short debriefing session with all participants to reflect on the experience.

III. Small group work (50 minutes)

After the general debate, the trainer splits participants into 4 working groups and gives them the tasks to consider stress management methods and to decide what is applicable in the peer education context. Each group has the same questions to work on, which are the following:

- What is the role of peer educators/leaders in prevention and management of stress among youth?
- What can be some innovative peer interventions in prevention and management of stress among youth?

They have 45 minutes to do their task and prepare for a presentation of their work.

IV. Presentation and discussion (50 minutes)

Participants are invited to join the plenary and to present the results of their work. Each group has 5-7 minutes to present their work and then a short session with questions and comments takes place after each presentation.

Materials needed: Chairs arranged in a circle for the Fishbowl activity; background documents and official resources on emotional support and peer education; a list of key points from the introduction section to be presented and open for debate; handout on Fishbowl method and instructions for facilitation; flipcharts; markers, laptop, projector.

Background documents and further reading:

- Peer education <https://mypeer.org.au/planning/what-are-peer-based-programs/program-types/peer-education/>
- Framework for Youth Peer Education Programmes https://www.ippf.org/sites/default/files/peer_education_framework.pdf
- Salto-youth peer education manual https://www.salto-youth.net/downloads/toolbox_tool_download-file-193/CD%20telling%20it%20like%20it%20is%20peer%20education%20and%20training%20manual.pdf

Recommendations for future trainers multiplying this session:

- It is important to encourage participants to share their observations and insights and consider what they can apply in their own work and personal lives. Note: It is important to adapt the Fishbowl method to suit the needs of the group and the topic being discussed.

Ensuring quality setting for stress management multidisciplinary workshops

Session Title: Ensuring quality setting for stress management multidisciplinary workshops

Duration: 180 minutes

Background:

The space in which one stays and spends time is important. Environment affects the overall mood of a person. Thus, it is important to raise awareness on this matter. A quality environment is especially important when an activity or workshop is dedicated to stress management education and when the target group consists of sensitive groups such as young people with fewer opportunities. In this session, participants have the chance to discuss on different aspects of ensuring a quality setting for stress management multidisciplinary workshops and to explore different case studies for practical learning.

Aim of the session: To develop better understanding on the importance and different aspects of the quality setting when developing stress management multidisciplinary workshops.

Objectives:

- To discuss on the importance of having a quality of a space and of an overall setting on a workshop;
- To explore different aspects of quality setting for stress management multidisciplinary workshops;
- To develop recommendations on what to do and what not to do when thinking of a quality setting of a specific part of the workshop in stress management youth work with young people with fewer opportunities.

Competences addressed:

- Creative thinking;
- Communication;
- Teamwork;
- Research skills;
- Personal, social, and learning to learn competence;
- Citizenship competence;
- Critical thinking.

Methodology and methods: Brainstorming; Small group work; Presentations and Discussion.

Session flow:

- I. Why does the quality of a space and of an overall setting of workshops matter? (20 minutes)

At the beginning of the session, the trainer asks the participants the following questions:

- What is the most important aspect for you in a working setting?
- What do you like to have/see in the room?
- What do you dislike having/seeing in the room?

The trainers then lead this initial sharing of thoughts towards achieving common understanding on what is the quality of a space and of an overall setting of a youth work workshop.

The trainer then asks participants to share their thoughts on the question: Why the quality of a space and of an overall setting of workshops matters? While participants give their input, the trainer writes in the flipchart key words of their impressions/thoughts.

Then, the trainer informs them that this session is designed to highlight the importance of having the quality setting for stress management multidisciplinary workshops and this will be done through practical examples and case study exploration.

II. Quality setting for stress management multidisciplinary workshops – small groups work (90 minutes)

After the short brainstorming, the trainer divides participants into 5 groups which will have to work on designing a quality setting for stress management multidisciplinary workshops. Each group gets a flipchart with a specific part/title to work on. Every group will have to think of different aspects and questions that need to be answered, thought of, prepared, organised and implemented for that specific part of the workshop to be of a high-quality level. They should organise the presentation of their group work in the form of recommendations on what to do and what not to do when thinking of a quality setting of a specific part of the workshop.

The workshop parts / tasks / titles are as follows:

1. Working environment;
2. Participation of youngsters: approaching youngsters, support, invitation, learning, follow-up;
3. Involvement of partners/stakeholders;
4. Team management: process management and division of tasks in developing stress management multidisciplinary workshops;
5. Content: Training approach and materials.

As an inspiration and helpful tools, participants also receive the case studies, examples of youth work workshops prepared before. Participants can analyse them and see what is good about them and what should be improved, to raise their quality setting. The examples of the case studies given can be a good starting point for participants to start raising questions about different aspects of a workshop setting and their quality.

III. Presentations and Discussion (70 minutes)

After the groups have finished with the tasks, they come back together and present their work. Each group has up to 10 minutes to present their work in the form of recommendations on what to do and what not to do when thinking of a quality setting of a specific part of the workshop.

After every presentation, the time for additional questions and further clarifying specific points, is given.

Materials needed: Flipchart papers; different colour post-it papers; pens; markers; A4 papers; laptop; projector; internet access.

Background documents and further reading:

- 5 Advantages of Good Workplace Design <https://humanyze.com/blog-advantages-of-good-workplace-design/#:~:text=The%20design%20and%20structure%20of,and%20ergonomics%20of%20the%20workspace>
- Non-monetary employee benefits <https://www.pacificprime.sg/blog/advantages-of-a-good-workplace-design/>
- CREST project of OTB International: <https://cresteu.org>

Recommendations for future trainers multiplying this session:

- The examples of case studies given to the participants can be related to the youth work on stress management with youngsters with fewer opportunities, or they can be related to general youth work topics. They can be developed in many details or not. It would be good that the participants receive both examples of a good quality workshops, as well as those that are not; directly relevant to the topic, as well as those that are not. It is important that the case studies given are inspiring participants for asking questions, analysing what is of a quality there, as well as what is still missing for a workshop to have a quality setting.



Individual mentorship and follow-up with beneficiaries, youngsters with fewer opportunities dealing with stress/anxiety

Session Title: Individual mentorship and follow-up with beneficiaries, youngsters with fewer opportunities dealing with stress/anxiety

Duration: 180 minutes

Background:

A mentor in youth work plays an important role in supporting and guiding young people in their personal and professional development. This includes offering advice, sharing experiences, and serving as a positive role model. Mentors can help young people build self-esteem, set goals, and guide them in overcoming challenges they may face. Additionally, they can provide guidance on educational and career choices, as well as support in achieving their aspirations. Ultimately, the role of a mentor in youth work is to help young people grow and succeed both personally and professionally. Every youth worker should be available to their beneficiaries (youngsters, with fewer opportunities) also after the NFE workshops and youth work activities, in the form of a mentor. Thus, this session is important to prepare our participating youth workers also for their roles as mentors in the follow-up of the youth work activities with youngsters with fewer opportunities dealing with stress and anxiety.

Aim of the session: To discuss about the concept of mentorship and create space for developing specific mentorship plans for youngsters with fewer opportunities dealing with stress/anxiety.

Objectives:

- To discuss about the concept of mentorship;
- To reflect and discuss on the qualities of a mentor;
- To create specific mentorship action plans for beneficiaries – youngsters with fewer opportunities dealing with stress/anxiety.

Competences addressed:

- Communication;
- Analytical skills;
- Critical thinking;
- Citizenship competence;
- Entrepreneurship competence;
- Teamwork.

Methodology and methods: Input and group discussion; Silent floor brainstorming; Small group work; Presentations and Discussion.

Session flow:

I. Introduction to mentorship and being a mentor (30 minutes)

The trainer starts the session by introducing the concept of mentorship and why it is important. Then, participants are divided into small groups and are instructed to discuss the following questions:

- What qualities do you think are important in a mentor?
- Did you have the chance to exercise the role of a mentor?
- What are the benefits of having a mentor?

After 10 minutes' discussion, each group shares their discussion outcomes and they altogether compile a list of all the qualities (that a whole group can agree) are important for a mentor to young people.

Next, they are instructed to the second task where in the same small groups they should create a collage or poster that represents their ideal mentor. Each poster should include a description of the mentor's knowledge, skills, and attitudes as well as any other qualities they think are important. Groups have 20 minutes to finish this and present their posters to the whole group.

II. Situations of stress and anxiety for youngsters with fewer opportunities (15 minutes)

In the silent floor exercise, the trainer puts 4 flipcharts on the floor with following titles/questions related to our beneficiaries, the youngsters with fewer opportunities:

- Possible situations of stress and anxiety - school related;
- Possible situations of stress and anxiety - family related;
- Possible situations of stress and anxiety - free time related;
- Possible situations of stress and anxiety - youth work community related.

The trainer invites participants to silently contribute by writing different examples of situations that they can think of. This process lasts 15 minutes.

III. Mentorship situations in stress management youth work with youngsters with fewer opportunities (90 minutes)

The trainers divide participants into pairs or trios.

1. Every pair/trio is asked to reflect onto the characteristics of an ideal mentor and onto the different situations of stress and anxiety for youngsters with fewer opportunities.
2. They need to come up with a specific situation, imaginary or from their real life, and explain the situation (who is involved; describe the respective youngster with fewer opportunities and his/her needs; what were the stressors involved; how the stress/anxiety has been expressed; what was the situational context).
3. After defining and explaining the situation, the participants now should develop mentorship action plan on how to approach the youngsters and assist him/her in dealing with the defined stressors, stress and anxiety in the defined situational context. In this process, they should remind themselves of the identified characteristics of an ideal mentor and make sure to use them in the mentorship actions planned. When doing the mentorship action plans, participants are advised to make sure to plan well both the immediate actions, as well as some longer-term mentoring actions needed. If needed to involve a wider community in the process, besides the youngsters themselves, it is good to adapt the mentorship plans accordingly.

IV. Presentations (45 minutes)

All pairs/trios join the plenary for a presentation of their mentorship action plans for beneficiaries. Each pair/trio should present their work to the rest of the participants, explaining the situational context, as well as the qualities and characteristics of their plan and explaining their role as a mentor. After all the

pairs/trios have presented, the trainer opens the space for questions and comments about the similarities and differences between the mentorship plans.

Materials needed: Flipchart papers; different colour post-it papers; pens; markers; A4 papers; laptop; projector; internet access.

Background documents and further reading:

- 11 Roles and Responsibilities for You to Build a Better Mentor and Mentee Relationship: <https://eller.arizona.edu/news/2022/06/11-roles-responsibilities-you-build-better-mentor-mentee-relationship>
- "The Stress Survival Guide for Teens: CBT Skills to Help You Deal with Stress" by Jennifer Shannon: <https://jennifershannon.com/monkey-mind-books/books-for-teens/the-anxiety-survival-guide-for-teens/>
- "The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles" by Karen Reivich and Andrew Shatte: https://www.goodreads.com/book/show/1466276.The_Resilience_Factor

Recommendations for future trainers multiplying this session:

- The trainer should use the first part of the session to clarify the role of the mentor and mentorship process to ease the process of creating the plans and support participants' learning on this topic.
- In the silent floor exercise, the trainers should make sure to allow enough time for participants to really focus and to put different possible ideas to different flipchart papers. Even if at certain moment participants seem to be blocked and do not have any more ideas, the trainers should encourage them with additional sub-questions and inspire participants to think of different additional situations.
- Knowing the specificity of mentorship plans, the trainer should have in mind to regularly check each group during the group work. He/she should also provide them with useful sources that guide them in creating plans and specifying the role of a mentor.

Evaluation and closure of the training course

Session Title: Evaluation and Closure of the training course

Duration: 90 minutes

Background:

The purpose of the evaluation session is to gather feedback from participants on the quality of the training course. This activity provides an opportunity for participants to express their thoughts and opinions on the content, the delivery, and the overall effectiveness of the training program. By doing so, the facilitator can assess the strengths and weaknesses of the training course and make necessary improvements to ensure that future training sessions are of a higher quality. The evaluation session also helps to foster a sense of engagement and participation among the participants, as they have a voice in the quality of the training they receive. The goal of the evaluation session is to continuously improve the quality of the NFE training course and to ensure that it meets the needs and expectations of participants.

Aim of the session: To create space for participants to evaluate the training course through different evaluation methods.

Objectives:

- To provide feedback and evaluate the programme of the training course;
- To evaluate the trainers' performance and the methods chosen;
- To evaluate the logistical aspects of the training course;
- To evaluate the own individual learning from the training course.

Competences addressed:

- Analytical skills;
- Creative expression;
- Communication;
- Literacy competence;
- Personal, social and learning to learn competence.

Methodology and methods:

- Written evaluation;
- Verbal evaluation;
- Visual evaluation.

Session flow:

I. Storytelling (10 minutes)

The trainer starts by telling the story of the training course, starting from the first day and he/she asks participants to close their eyes. He reminds participants of all sessions. Then he/she presents the topics, activities, objectives of the programme and the initial expectations set at the beginning of the training course. It is important to highlight the work done and especially the conclusions of each day. This will help participants to remember all the work they have done and will ease the evaluation process.

II. Written evaluation form (30 minutes)

The trainer has prepared an evaluation form in advance (this can be printed version or digital e.g. Google forms, Menti). The evaluation form should be anonymous and is shared with all participants. They are given 30 minutes to complete it. The evaluation form should be constructed in 5 areas of evaluation:

- Feedback and evaluation of the training course programme;
- Feedback and evaluation of the work of the trainers and facilitators;
- Feedback and evaluation on logistical aspects of the organisation of the training course;
- Self-assessment - personal development;
- Final suggestions, concerns and comments and the general overall evaluation.

III. Pizza – visual evaluation (20 minutes)

The trainer presents in the flipchart a graph in the form of pizza with different aspects of the training course. Each participant individually has a task to mark in the provided “pizza” graph the feedback regarding different aspects of the training course. These can be aspects to be evaluated: Programme, Learning Methods, Trainers, My own contribution, Free time and Networking, Logistic Team, Food and Venue or Group dynamic. By marking with a “dot” or “x” closer to the centre of “pizza” the evaluation aspects are evaluated more positively. After everyone places their marks, the trainer can comment on the result.

IV. Verbal evaluation (30 minutes)

The final activity of the evaluation is the verbal evaluation round in the whole group. The trainer invites everyone in the plenary to briefly share their impressions on the programme and general experience during the training course. After everyone shares their impressions, the trainers are the last ones to add on this and then officially closes the training course.

Materials needed: Post-it papers; evaluation form; laptops; internet access; projector; pens; markers; colours.

Background documents and further reading:

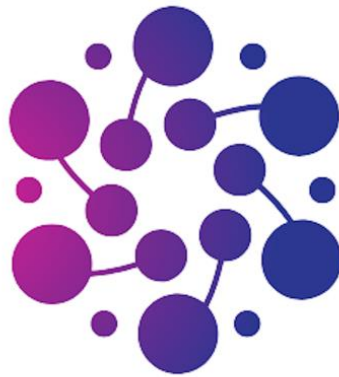
- Further / different techniques and methods for implementation of the session
<https://www.withyou-th.org/handbook/method/pizza/>
<https://www.withyou-th.org/handbook/method/thermometer/>

Recommendations for future trainers multiplying this session:

- Online evaluation form is easier and more user-friendly and environmentally friendly. Before the implementation of the session, the trainer should ask if everyone has a device to access the evaluation form, if not the trainer provides them with one.



PUBLISHER:



LINKDMT^{SRL}