



# Get Well Together

## TOOLKIT

**Increasing mental wellbeing through self-awareness,  
social connection and stigma reduction**

**\*The project has been financed with support from the European Commission. The project results reflect the views only of the authors and the Commission cannot be held responsible for any use that may be made of the information contained therein.**



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## **Introduction**

*The COVID-19 pandemic, as well as an unsettling political environment in Europe that includes the rise of far-right extremism and the ongoing war in Ukraine, have all contributed to the complex issues that young people are facing in the modern world. The "Toolkit for Inclusion and Well-Being" is a strong response to these issues. The purpose of this toolkit is to promote resilience, empower young individuals, and improve their mental health, regardless of their background.*

*Considering an ongoing state of uncertainty, the motivation behind this toolkit is unwavering. It arises from a profound commitment to creating a more equitable, inclusive, and empowered world. The global health crisis and political unrest have made the challenges young people face even more severe. It is imperative to acknowledge that the mental well-being of every young person, irrespective of their background, is fundamental to their overall well-being.*

*Youth and social workers, in their capacity as frontline advocates, assume a critical role in tackling these challenges. They are entrusted with the responsibility of providing guidance and support to all young individuals, empowering them during times of uncertainty. This toolkit is a vital resource to equip them with the knowledge, skills, and tools needed to effectively foster the mental well-being and inclusion of young individuals facing disadvantages.*

*This toolkit aims to enhance the mental well-being of young people through effective youth work, without discrimination based on their background or opportunities. It serves as a comprehensive resource designed to empower youth workers, social workers, and all individuals dedicated to the welfare of young people. Its reach encompasses everyone who is devoted to addressing the particular difficulties that all young people face and who believes in the power of inclusivity, even in the face of adversity. Inclusivity is not an afterthought; it is a fundamental principle guiding this project.*

*This toolkit is a testament to the belief that we can make a difference, even in the face of the profound challenges posed by the pandemic and the turbulent political climate.*

*It invites all who are committed to creating resilience, hope, empowerment, and inclusivity to explore its contents, adapt its activities, and play a vital role in fostering a more inclusive and brighter future for all young people.*

**Enjoy the toolkit!**





## Project Overview

Within a world filled with uncertainty, challenges, and the constant pursuit of overall well-being, the project "**Get Well Together**" arises as an educational approach to empowerment, resilience, and an alternative approach to inclusion. Youth who are marginalized are confronted with difficulties that require a compassionate and tailored response. This project emerges from this particular environment as it undertakes an important effort to tackle the different needs of disadvantaged youth and enhance their mental wellbeing by means of the committed efforts of youth and social workers.

**Amaro Drom e.V.** from Germany developed and implemented this project together with its partners, **Association Nevo Parudimos** from Romania and **Cor-Biz** from Turkey, under the support of Erasmus+ KA2 Strategic Partnerships, small-scale projects.

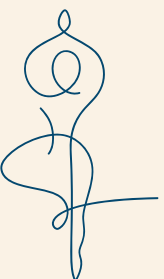
The primary aim of this project is to create a more equitable, inclusive, and empowered world for all young people, especially those who have fewer opportunities.

The objectives of the project are:

- To equip youth and social workers with the knowledge, skills, and tools needed to effectively support and empower young people.
- To raise the participation and involvement of marginalized young people by providing them with a healthy mindset and showing them different opportunities to engage themselves in increasing their self-esteem
- To inspire resilience in both young people and professionals working with them on a daily basis

**The project structure and approach were designed as follows:**

1. **Training of Youth Workers on Wellbeing and Development of the Toolkit**, where each partner organization selected five youth workers and implemented a training course in Romania. The youth workers learned about wellbeing and its elements through non-formal education and developed the first draft of the toolkit.
2. **Valorization of the toolkit:** the partner organizations prepared an evaluation form and organized activities with young people and experts to test the toolkit and get feedback.
3. **Local activities with young people:** the trained youth workers had local activities by using the toolkit tailored or adapted according to the target group they worked with.
4. **A final evaluation meeting** was organized in Berlin to assess and evaluate the project impact of the whole project.
5. **Each partner disseminated the project results** at the local and national level to interested people or to other organizations to increase the interest of civil society on the topic of inclusion and wellbeing.



## Navigating the Toolkit: Workflow, General Considerations, and Recommendations

This section provides you with essential guidance on how to make the most of the toolkit, its workflow, and how to utilize its activities effectively. It aims to ensure that the toolkit becomes a valuable and adaptable resource for enhancing mental well-being, fostering resilience, and promoting empowerment and inclusivity in your work with young people.

### Workflow:

- **Getting started:** Begin by familiarizing yourself with the contents of the toolkit. Take some time to read through the introductory sections to gain a clear understanding of the project's vision, objectives, and the importance of inclusivity.
- **Chapter Selection:** The toolkit is organized into 8 chapters that address different aspects of well-being and empowerment. Select the chapters that align most closely with the needs and goals of your target group or program. Each chapter has its own aim and activities, written purposefully. You can go through them all and select the most suitable.
- **Session Outlines:** Within each chapter, you will find detailed session outlines. These outlines provide step-by-step guidance on how to conduct activities and discussions. Customize these sessions to fit the specific needs and preferences of your audience. In each session outline, you will find the main objectives of the activity, learning outcomes, activity flow and timing that are adaptable, debriefing questions, materials needed, notes for facilitators, and references for the activity.
- **Adapt and Modify:** Every group is unique. Adapt the activities, discussions, and exercises to suit the age, cultural background, and preferences of the participants. Flexibility is the key to success.
- **Engagement and Reflection:** Encourage active participation and open dialogue. Encourage participants to reflect on their experiences and feelings during and after each session.





## General considerations and recommendations:

In the spirit of this toolkit's commitment to inclusivity, consider the following principles:

- Before implementing any activity, carefully assess your readiness to discuss certain topics with participants. Some discussions may be sensitive, challenging, or triggering, and as a facilitator, you need to be prepared to handle them, challenge opinions when necessary, and maintain impartiality. If you think you are not able to hold that space, avoid implementing the activity or seek support from a mental health professional.
- Debriefing, or the post-activity discussion, is an integral part of every activity. It is through these discussions that participants consolidate their learning, share insights, and reflect on their experiences. Don't underestimate the significance of the debriefing phase.
- We've described the activities step by step based on our experiences, but creativity in how you organize and present them is encouraged. Feel free to experiment and find the most impactful way to deliver the activities to your specific group.
- Ensure that the toolkit materials and activities are accessible to all, regardless of physical or cognitive abilities. Provide accommodations as needed.
- Be aware of cultural nuances and sensitivities. Respect and embrace diversity.
- Create a safe and supportive environment for all participants. Encourage open communication, mutual respect, and a sense of belonging.
- Actively seek feedback from participants. Their insights can help shape the toolkit's ongoing evolution.
- There is no order. The activities can address different issues from different angles; they are introduced as independent sessions. But feel free to combine activities if you have time and space and tailor them according to the needs of the group with which you are working.





# Get To Know Each Other

*The "Get to Know Each Other" chapter is designed to establish a strong foundation for the group's dynamics. Through a series of interactive activities, participants will have the opportunity to share their backgrounds, interests, and personal stories. This chapter aims to foster a sense of trust and empathy among participants, setting the stage for a supportive and inclusive learning environment.*



## Title of the Session / Time Needed

### Find Your Twin - 20 min (flexible)

#### Main learning objectives

- 1
  - To break the ice and create a comfortable atmosphere
  - To encourage participants to get to know each other and initiate conversations

#### Learning outcomes

- 2
  - Initiate conversations and establish connections with peers
  - Learning about differences and commonalities among the participants



#### 7 References / Resources

None (This activity is a simple icebreaker and doesn't require external resources.)

## 3 Programme Flow and Timing

#### Introduction - 5min

- Briefly explain the purpose of the activity: to find someone in the group who shares something in common with them.

#### Activity: 10-15 min

- Instruct participants to stand up and find someone who has something in common with them (e.g., the same number of siblings, a second language, birth month, etc.).
- Once they find their "twin," encourage them to engage in a conversation and get to know each other, including their names and details about the commonality they share.
- Allow several rounds, each with a different commonality.
- Participants can take notes if they wish.

#### Debriefing & Closing: - 5-10 min

- Have participants return to their seats.
- Ask each participant to share something they learned about the person they met during the activity. Encourage them to share interesting facts or stories about their "twin."
- Summarize the activity and emphasize the importance of building connections within the group.
- 

## 4 Debriefing Questions

- What did you learn about your 'twin' during the activity?
- Did you discover any surprising or interesting similarities with your "twin"?
- How did the activity make you feel? Did it help you get to know your peers better?

## 5 Materials Needed

None

## 6 Notes and tips for facilitators

- Encourage participants to be open and curious during the activity.
- Emphasize the importance of listening actively and showing interest in their "twin's" story.
- Ensure that the commonalities selected are inclusive and allow for diverse connections within the group.

## Title of the Session / Time Needed

### 1 Fruit Salad - 15 min (flexible)

#### Main learning objectives

- To break the ice and create a comfortable atmosphere
- To encourage participants to get to know each other and initiate conversations

#### 2 Learning outcomes

- Initiate conversations and establish connections with peers
- Learning about differences and commonalities among the participants

#### 4 Debriefing Questions

- What traits or characteristics did you discover that you have in common with others in the group?
- Were there any traits that surprised you or that you found particularly interesting?
- How did the activity promote conversation and interaction within the group?

#### 5 Materials Needed

Chairs for participants

#### 7 References / Resources

None (This activity is a simple icebreaker and doesn't require external resources.)

## 3 Programme Flow and Timing

#### Introduction: 5min

- Briefly explain the purpose of the activity: to discover common traits or characteristics within the group.

#### Activity: 10-15 min

- Have participants sit in a circle
- Have a volunteer participant to stand in the middle
- The participant in the middle must announce a personal trait or characteristic (e.g., "I wear glasses").
- All participants in the circle who share that same trait must quickly stand up and find a different chair (not the one next to them).
- The participant in the middle also tries to find a seat, and one person will be left standing without a chair.
- The person without a chair now announces a new trait about themselves, and the game continues.

#### Debriefing & Closing: 5-10 min

- Discuss the traits and characteristics that were shared during the activity.
- Encourage participants to reflect on any surprising or interesting connections they discover.
- Summarize the activity and highlight the value of recognizing commonalities and differences within the group.



#### 6 Notes and tips for facilitators

- Ensure that the traits announced are inclusive and respectful of diversity.
- If the group is large, you can have multiple rounds of the game.



## Title of the Session / Time Needed

# 3 Programme Flow and Timing

## 3 Truths and A Dream / 30 min

### 1 Main learning objectives

- To encourage participants to share personal insights in a non-intrusive and fun manner.
- To create a more intimate atmosphere while respecting individual boundaries.

### 2 Learning outcomes

- Share personal facts and aspirations.
- Connect with their peers on a deeper level in a lighthearted way.

### 4 Debriefing Questions

- What did you learn about your peers during this activity?
- How did it feel to share personal truths and dreams with different people in this setting?
- How can this type of sharing contribute to building deeper connections within the group?

### 5 Materials Needed

Paper and pens

### 7 References / Resources

None (This activity is a simple icebreaker and doesn't require external resources.)

#### Introduction: 5min

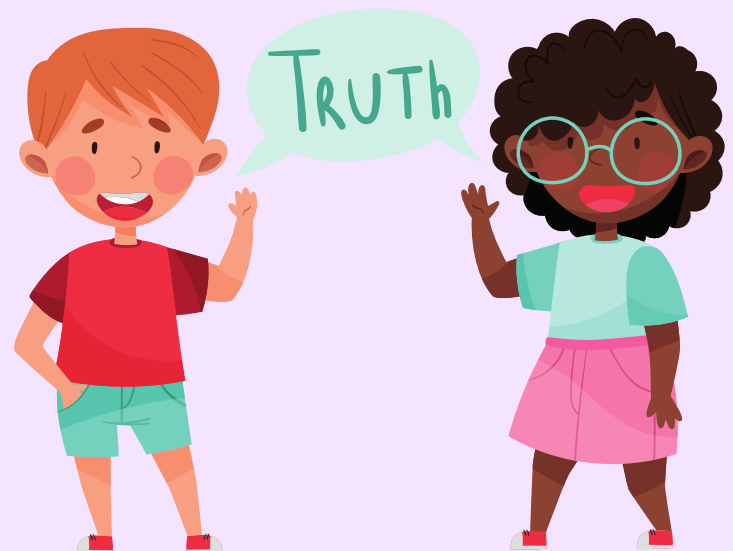
- Explain the purpose of the activity: to get to know each other on a more personal level while respecting individual comfort zones.

#### Activity: 15-20 min

- Have each participant think of three true statements about themselves and one dream or aspiration they have.
- Participants walk around to discover which one is their dream about the other person by asking questions.
- Walking repeats several times while a person speaks with several people.

#### Debriefing & Closing: 5-10 min

- Facilitate a discussion about the experience of sharing personal truths and dreams.
- Encourage participants to reflect on what they learned about each other and the value of this type of sharing.
- Summarize the activity and emphasize the importance of respectful and personal sharing in building connections.



### 6 Notes and tips for facilitators

- Emphasize the importance of respect and sensitivity when asking personal questions.
- Ensure that participants understand that they are not obligated to share any information that makes them uncomfortable.
- Encourage a supportive and non-judgmental atmosphere.



## Title of the Session / Time Needed

# Life's Playlist / 35-40 min

## Main learning objectives

- 1 To promote personal sharing in a creative and non-intrusive way.
- To foster connections among participants by discussing meaningful songs in their lives.

## Learning outcomes

- 2 Share personal experiences and emotions related to music.
- Understand how music can be a powerful tool for self-expression and connection.

## Debriefing Questions

- 4 How did sharing meaningful songs in this dynamic way enhance your understanding of your peers?
- How does music serve as a bridge to connect people and their personal experiences?
- How can we use music as a tool for self-expression and connection in our lives?

## Materials Needed

Playlist with songs  
Music playing devices and speakers



## References / Resources

None (This activity is a simple icebreaker and doesn't require external resources.)

## 3 Programme Flow and Timing

### Introduction: 5min

- Explain the purpose of the activity: to share meaningful songs and the stories or emotions connected to them.

### Activity: 20-25 min

- Prepare a short playlist of songs with diverse themes or emotions, and have a way to play and pause the music. Each song should be approximately 30-45 seconds long.
- Instruct participants to stand in a circle.
- Start playing the music, and have participants walk around the circle while it's playing.
- When the music stops, each participant must quickly select another participant to talk to about a song that is meaningful for them. They should discuss why that song is meaningful to them and where they first heard it.
- After a set time (e.g., 2-3 minutes), restart the music and continue the cycle until everyone has had the chance to share.

### Debriefing & Closing: 5-10 min

- Facilitate a discussion about the experience of sharing meaningful songs and emotions in an interactive setting.
- Encourage participants to reflect on the power of music to connect people.
- Summarize the activity and emphasize the value of sharing personal experiences through music in a dynamic and creative way.



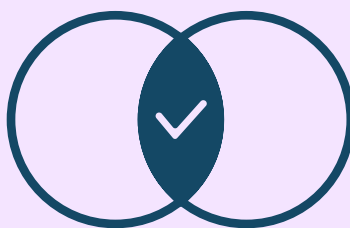
## 6 Notes and tips for facilitators

- Ensure that participants understand that the focus is on the emotional connection with the songs and not prying into personal details.
- Maintain a lively and supportive atmosphere throughout the activity.
- Be mindful of potential triggers, as songs can evoke strong emotions.



## Title of the Session / Time Needed

### Common Ground - 40 min (flexible)



### Main learning objectives

- 1 To promote teamwork and collaboration among participants.
- To encourage creative thinking and the discovery of commonalities within groups.

### 3 Programme Flow and Timing

#### Introduction: 5min

- Explain the purpose of the activity: to identify and appreciate commonalities within the group through teamwork and creative thinking.

#### Activity: 20-25 min

- Divide the participants into four smaller groups.
- Instruct each group to stand in different corners or areas of the room.
- Give each group 10 minutes (adjust for smaller groups) to list as many things as possible that members of their group have in common. Encourage creative thinking.
- After the designated time, call on one group to quickly name one thing all members have in common. They have three seconds to respond.
- Continue rapidly around the room, asking each group to name another common trait.
- A group is "out" if they take longer than three seconds, repeat something another group has already said, or run out of things to say.
- Once all groups have had a turn, ask each group to count and share the number of items they have in common.

#### Debriefing & Closing: 5-10 min

- Facilitate a discussion about the experience of discovering commonalities within each group.
- Encourage participants to reflect on the importance of finding common ground as a team.
- Summarize the activity and emphasize the value of teamwork, collaboration, and recognizing commonalities within a group.

### Learning outcomes

- 2 Identify and appreciate commonalities within their group.
- Enhance their group communication and teamwork skills.

### 4 Debriefing Questions

- What did you learn about your group members through this activity?
- How did creative thinking play a role in finding commonalities?
- How can recognizing common ground strengthen a group's sense of belonging and teamwork?

### 5 Materials Needed

None

### 6 Notes and tips for facilitators

- Encourage groups to think creatively and identify a wide range of commonalities.
- Keep the pace rapid during the activity to make it engaging and fun.
- Be supportive and encouraging of all groups, even if they struggle to find commonalities.

### 7 References / Resources

None (This activity is a simple icebreaker and doesn't require external resources.)

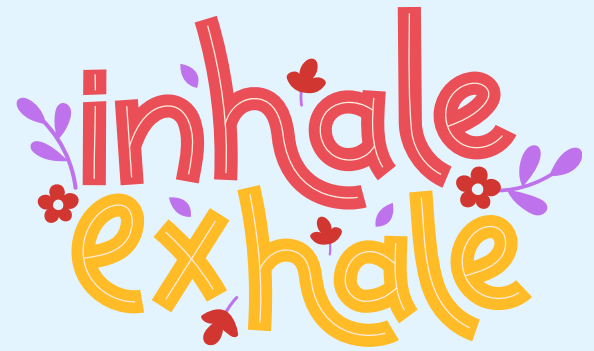


# Breathwork & Yoga

*This chapter focuses on the transformative practices of breathwork and yoga. Participants will learn different breathing techniques that have been proven to reduce stress, enhance concentration, and induce relaxation. In addition, there are two yoga sessions tailored for both beginners and intermediate practitioners. These activities are designed to equip participants with valuable tools for stress management and overall mental and physical well-being by showing the power of breath and yoga postures to promote equilibrium in their lives.*

## Title of the Session / Time Needed

# Diaphragmatic breathing / 10-15 min (adjustable)



## Main learning objectives

- 1 To introduce participants to diaphragmatic breathing as a relaxation and stress management technique.
- 2 To help participants experience the physiological and mental benefits of diaphragmatic breathing.

## Learning outcomes

- 1 Understand the principles of diaphragmatic breathing.
- 2 Practice diaphragmatic breathing as a tool for relaxation and stress reduction.

## 4 Debriefing Questions

- 1 How did you feel during the diaphragmatic breathing exercise?
- 2 Did you notice any physical or mental changes as a result of the practice?

## 5 Materials Needed

- Yoga mats or comfortable seating for participants.
- Pillows for added comfort and support (if available).

## 6 Notes and tips for facilitators

- Be mindful of participants' comfort and physical limitations.
- Explain the benefits of diaphragmatic breathing for stress reduction and relaxation.
- The benefits are: stress reduction, improved mental focus, emotional regulation, better sleep, reduced muscle tensions, increased oxygen intake etc.

## 3 Programme Flow and Timing

### Introduction: 5min

- Explain the purpose of the activity: to learn and practice diaphragmatic breathing for relaxation and stress management.
- Provide a brief overview of the benefits of diaphragmatic breathing for mental wellbeing.

### Activity: 10-15 min

- Instruct participants to find a comfortable lying-down position, such as on their backs with knees slightly bent and heads on pillows. Participants may use additional pillows under their knees for added support.
- Ask them to place one hand on their upper chest and the other hand below their rib cage. This allows them to feel the movement of their diaphragm.
- Guide participants through the following steps:
  - Slowly inhale through the nose, emphasizing that they should feel their stomach rising into the lower hand while keeping the upper hand as still as possible.
  - Exhale through pursed lips while tightening the abdominal muscles, keeping the upper hand completely still.
- Encourage participants to practice diaphragmatic breathing for several minutes, focusing on the rising and falling of the abdomen.

### Debriefing & Closing: 5-10 min

- Engage in a group discussion about the experience of diaphragmatic breathing.
- Encourage participants to share their thoughts and feelings during the practice.
- Summarize the activity and its potential applications for mental wellbeing and stress reduction.
- Invite participants to incorporate diaphragmatic breathing into their daily routines as a self-care practice.

## 7 References / Resources

[click for youtube video](#)

## Title of the Session / Time Needed

# Alternate Nostril Breathing / 15-20 min (adjustable)

## 3 Programme Flow and Timing

### 1 Main learning objectives

- To introduce participants to the practice of alternate nostril breathing as a relaxation and stress management technique.
- To help participants experience the physiological and mental benefits of this breathing exercise.

### 2 Learning outcomes

- Understand the principles and technique of alternate nostril breathing.
- Practice alternate nostril breathing as a tool for relaxation and stress reduction.

### 4 Debriefing Questions

- How did you feel during the alternate nostril breathing exercise?
- Did you notice any physical or mental changes as a result of the practice?

### 5 Materials Needed

Comfortable seating for participants

### 6 Notes and tips for facilitators

- Ensure that participants understand the technique and perform each step correctly.
- Be mindful of participants' comfort and physical limitations.
- Benefits of this breathing are: stress reduction, improved focus, balanced energy, calm and emotional balance, reduced blood pressure, mindfulness and meditation, enhanced respiratory function

#### Introduction: 5min

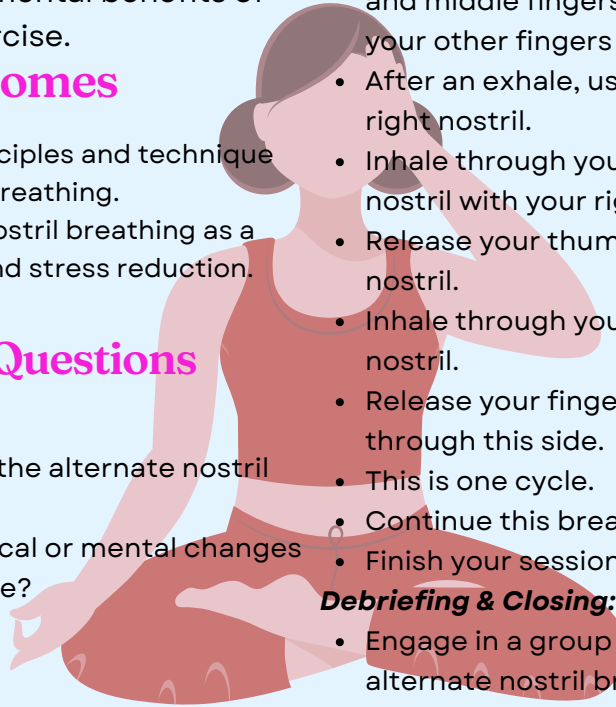
- Explain the purpose of the activity: to learn and practice alternate nostril breathing for relaxation and stress management.
- Provide a brief overview of the benefits of this breathing for mental wellbeing.

#### Activity: 5-10 min

- Instruct participants to choose a comfortable seated position.
- Guide participants through the practice, ensuring they perform each step correctly.
- Lift your right hand toward your nose, pressing your first and middle fingers down toward your palm and leaving your other fingers extended.
- After an exhale, use your right thumb to gently close your right nostril.
- Inhale through your left nostril, and then close your left nostril with your right pinky and ring fingers.
- Release your thumb and exhale out through your right nostril.
- Inhale through your right nostril, and then close this nostril.
- Release your fingers to open your left nostril and exhale through this side.
- This is one cycle.
- Continue this breathing pattern for up to 5 minutes.
- Finish your session with an exhale on the left side.

#### Debriefing & Closing: 5-10 min

- Engage in a group discussion about the experience of alternate nostril breathing.
- Encourage participants to share their thoughts and feelings during the practice.
- Summarize the activity and its potential applications for mental wellbeing and stress reduction.



*Breathe*

## 7 References / Resources

[click for the Youtube video](#)



## Title of the Session / Time Needed

### Bee the Breath / 10-15 min

#### 1 Main learning objectives

- To introduce participants to the practice of Bee Breath as a calming and stress-reducing breathing exercise.
- To help participants experience the physiological and mental benefits of this breathwork.

#### 2 Learning outcomes

- Understand the principles and technique of Bee Breath.
- Practice Bee Breath as a tool for relaxation, stress reduction, and improving focus.

#### 4 Debriefing Questions

- How did you feel during the Bee Breath exercise?
- Did you notice any physical or mental changes as a result of the practice?

#### 5 Materials Needed

Comfortable seating for participants

#### 6 Notes and tips for facilitators

- Ensure participants understand the technique and perform each step correctly.
- Explain the benefits of Bee Breath for stress reduction and relaxation.
- The benefits are: stress reduction, focus and clarity, emotional balance, relaxation, and respiratory health.



### 3 Programme Flow and Timing

#### Introduction: 5min

- Explain the purpose of the activity: to learn and practice Bee Breath for relaxation and stress management.
- Highlight the potential benefits of this practice for calming the mind and reducing stress.

#### Activity: 10-15 min

- Instruct participants to find a comfortable seated position with their eyes closed.
- Place your first fingers on the tragus cartilage that partially covers your ear canal.
- Inhale and gently press your fingers into the cartilage as you exhale.
- Keep your mouth closed, make a loud humming sound, and continue for as long as you are comfortable.

#### Debriefing & Closing: 5-10 min

- Engage in a group discussion about the experience of Bee Breath.
- Encourage participants to share their thoughts and feelings during the practice.
- Summarize the activity and its potential applications for mental wellbeing and stress reduction.



### 7 References / Resources

[click for Youtube video](#)

## Title of the Session / Time Needed

# Lion's Breathe / 10-15 min (adjustable)

## 1 Main learning objectives

- To introduce participants to the practice of Lion's Breath as a fun and energizing breathing exercise.
- To help participants experience the physiological and mental benefits of this breathwork.

## 2 Learning outcomes

- Understand the principles and technique of Lion's Breath.
- Practice Lion's Breath to release tension, reduce stress, and promote a sense of playfulness.

## 4 Debriefing Questions

- How did you feel during the lion breath exercise?
- Did you notice any physical or mental changes as a result of the practice?

## 5 Materials Needed

Comfortable seatings for participants

## 6 Notes and tips for facilitators

- Be mindful of participants' comfort and physical limitations.
- Explain the benefits of diaphragmatic breathing for stress reduction and relaxation.
- The benefits are: stress reduction, tension relief, energizers, improved vocal strength, playfulness, and empowerment.

## 3 Programme Flow and Timing

### Introduction: 5min

- Explain the purpose of the activity: to learn and practice Lion's Breath as a fun and energizing breathing exercise.
- Highlight the potential benefits of this practice for stress reduction and releasing tension.

### Activity: 10-15 min

- Instruct participants to come into a comfortable seated position, either sitting back on their heels or cross-legged.
- Guide participants through the practice, ensuring they perform each step correctly.
- Press your palms against your knees with your fingers spread wide.
- Inhale deeply through your nose and open your eyes wide.
- At the same time, open your mouth wide and stick out your tongue, bringing the tip down toward your chin.
- Contract the muscles at the front of your throat as you exhale out through your mouth by making a long "haaa" sound.
- You can turn your gaze to look at the space between your eyebrows or the tip of your nose.
- Repeat this breath 2 to 3 times.

### Debriefing & Closing: 5-10 min

- Engage in a group discussion about the experience of Lion's Breath
- Encourage participants to share their thoughts and feelings during the practice.
- Summarize the activity and its potential applications for mental wellbeing and playfulness.



## 7 References / Resources

[click for Youtube video](#)

## Title of the Session / Time Needed

### Yoga For Wellbeing / Beginner level / 60 min (adjustable)

#### 1 Main learning objectives

- To introduce participants to gentle yoga practices that promote mental wellbeing and stress reduction.
- To provide a safe and supportive space for the target group to explore the benefits of yoga.

#### Learning outcomes

- Understand and perform basic yoga poses and stretches.
- Experience the calming and stress-reducing effects of yoga.
- Recognize the value of regular yoga practice for mental wellbeing.

#### 4 Debriefing Questions

- How did you feel during the breathing and yoga?
- Did you notice any physical or mental changes as a result of the practice?

#### 5 Materials Needed

- Yoga mats or comfortable seating for participants.
- Pillows for added comfort and support (if available).

#### 6 Notes and tips for facilitators

- Be mindful of participants' comfort and physical limitations.
- Keep the yoga session gentle and accessible for all participants, considering their unique needs and abilities.
- Emphasize the importance of self-compassion and self-care throughout the session.
- It is good to emphasize and keep in mind that this is a beginner-level activity, and you may adapt it according to the target group. Please check the resources and references before applying to this activity, and inform yourself.

## 3 Programme Flow and Timing

### Introduction: 5 min

- Welcome participants and explain the purpose of the session: to explore gentle yoga practices for mental wellbeing.
- Emphasize that no prior yoga experience is necessary, and the session is suitable for all levels.

### Activity: 40 min

- Breathing Awareness: You can select a breathing exercise from the chapter.
- Encourage participants to connect with their breath and let go of stress.
- Lead participants through a series of gentle yoga poses and stretches, such as Child's Pose, Happy Baby Pose, Cat-Cow, and Downward Dog.
- Provide clear instructions and encourage participants to move at their own pace.
- To close the yoga session, you can lead a guided relaxation session, such as Savasana (Corpse Pose), to help participants unwind and experience deep relaxation.

### Debriefing & Closing: 15 min

- After the yoga, you can facilitate a group discussion about the connection between yoga and mental wellbeing.
- Summarize the session and thank participants for their engagement.
- Open the floor for any questions or comments.



## 7 References / Resources

### Poses written in the session outline

## Title of the Session / Time Needed

# Yoga For Wellbeing / Intermediate level / 60 min (adjustable)

## 1 Main learning objectives

- To guide participants through intermediate-level yoga poses and practices that promote mental wellbeing and stress reduction.
- To encourage self-awareness and mindfulness through a more challenging yoga session.

## 2 Learning outcomes

- Execute intermediate-level yoga poses and sequences.
- Experience the mental and physical benefits of a more challenging yoga practice.
- Recognize the connection between yoga and enhanced mental wellbeing as well as the mind&body connection

## 4 Debriefing Questions

- How did you feel during the breathing and yoga?
- Did you notice any physical or mental changes as a result of the practice?
- Were you able to realise how was your mind acting during difficult moments?
- Yoga mats or comfortable seating for participants.
- Pillows for added comfort and support (if available)

## 6 Notes and tips for facilitators

- Be mindful of participants' comfort and physical limitations and offer modifications if needed.
- Encourage them to practice self-awareness and to honor their bodies' limitations.
- Emphasize the importance of self-compassion and self-care throughout the session.
- It is good to emphasize and keep in mind that this is an intermediate-level activity, and you may adapt it according to the target group. Please check the resources and references before applying to this activity, inform yourself, and ask for support from professionals if needed.

## 3 Programme Flow and Timing

### Introduction: 5 min

- Welcome participants and explain the purpose of the session: to explore intermediate-level yoga practices for mental wellbeing.
- Emphasize the importance of mindfulness and self-compassion during the session.

### Activity: 40 min

- Breathing Awareness: You can select a breathing exercise from the chapter.
- Encourage participants to connect with their breath and let go of stress.
- Lead participants through a series of intermediate-level yoga poses and sequences, such as Warrior II, Triangle Pose, Bridge Pose, Garland Pose,
- Provide clear instructions and encourage participants to move at their own pace.
- To close the yoga session, you can lead a guided relaxation session, such as Savasana (Corpse Pose) and mindfulness meditation emphasizing self-compassion and staying in the present.

### Debriefing & Closing: 15 min

- After the yoga, you can facilitate a group discussion about the connection between yoga and mental wellbeing as well as the mind-body connection.
- Summarize the session and thank participants for their engagement.
- Open the floor for any questions or comments.

## 5 Materials Needed

- Yoga mats or comfortable seating for participants.
- Pillows for added comfort and support (if available).



## 7 References / Resources

Poses written in the session outline





# Emotional Regulation and Creative Arts

*This chapter focuses on emotion regulation through various forms of creativity. Participants will learn how to identify feelings, how to process and express them efficiently and creatively, and how to improve their relationship with their emotions by making them aware of their impermanence. These activities are intended to help youth workers efficiently manage their young people's feelings, better understand them and their own selves, and increase self-awareness.*

## Title of the Session / Time Needed

# Navigating Feelings / 60 min

## 3 Programme Flow and Timing

### 1 Main learning objectives

- To introduce participants to basic emotional regulation techniques.
- To help participants develop skills to manage and express their emotions effectively.

### 2 Learning outcomes

- Identify common emotions they experience.
- Practice simple emotional regulation techniques.
- Understand the importance of healthy emotional expression.

### 4 Debriefing Questions

- What emotions did you personally resonate with during our discussion? How did the session change your perspective on handling those emotions?
- Which emotional regulation technique or strategy resonated most with you, and why? How do you plan to incorporate it into your daily life?
- How can we create a more empathetic and supportive environment for each other when it comes to expressing and regulating our emotions?

### 6 Notes and tips for facilitators

- Create a safe and non-judgmental environment for participants to share their emotions and experiences.
- Emphasize the importance of self-compassion when managing emotions.
- You can adapt the activity according to your group and how often you meet with them. If you meet them on a regular basis, you can advise, work with journaling, and mentor them through this process.

#### • **Introduction: 5 min**

- Welcome participants and explain the purpose of the session: to explore emotional regulation techniques.
- Emphasize the importance of understanding and managing emotions for mental wellbeing.

#### • **Activity: 40 min**

- Start exploring the various emotions the participants have through an interactive discussion, provide examples, and ask participants to share theirs.
- Mention different techniques such as deep breathing, mindful coloring, dancing, journaling, scrapbooking, etc.
- Explain and demonstrate each technique, and let them try for a while.
- Divide the group into small groups (depending on the number of participants—ideally three people in a group) and assign each group an emotion and ask them to discuss strategies to cope with that emotion.
- Bring the groups back together and have them share the strategies they discussed.

#### • **Debriefing & Closing: 15 min**

- Encourage participants to reflect on the practicality and effectiveness of the strategies.
- Summarize the session and thank participants for their engagement.

### 5 Materials Needed

- Paper and coloring materials (for mindful coloring).
- Journals or notebooks (for journaling).
- Different materials, magazines etc for scrapbooking
- Comfortable seating and a quiet space for the session.

### 7 References / Resources

Developed by the partnership

## Title of the Session / Time Needed

# The Emotion Stars / 80

## 1 Main learning objectives

- To help participants explore and differentiate their emotional states.
- To promote self-awareness and creative expression of emotions.

## 2 Learning outcomes

- Recognize the complexity of their emotional spectrum.
- Express emotions through creative means.
- Reflect on their emotional experiences.

## 4 Debriefing Questions

- What emotions or feelings did you find most challenging to differentiate and express through the creation of your emotion stars?
- Why do you think these particular emotions were challenging?
- How did the process of creating your emotion stars impact your self-awareness and understanding of your own emotional spectrum?



## 6 Notes and tips for facilitators

- Encourage participants to approach this activity with an open mind and creativity.
- Emphasize that there are no right or wrong ways to express emotions; it's a personal and individual process.
- Foster a non-judgmental and supportive atmosphere for participants to share their experiences.

## 3 Programme Flow and Timing

### o Introduction: 5 min

- Welcome participants and explain the purpose of the session: to explore and differentiate a range of emotions through creative expression.

### o Activity: 40 min

- Ask participants to briefly share their present mood with the group to set the stage for emotional exploration.
- Provide participants with a brief activity to write down familiar labels for their feelings. Encourage them to identify counter-feelings for each emotion.
- Encourage them to identify counter-feelings for each emotion.
- Distribute sheets of paper (A3) and instruct participants to draw a large circle divided into 8, 10, or 12 equal-sized sections.
- On the edge of each section, participants should write the names of various feelings, ensuring pairs of opposite feelings are opposite each other.
- Invite participants to find and apply color nuances that represent their personal and momentary expression of each feeling.
- Emphasize the importance of taking their time and fostering a mood of calm and mindfulness during this creative process.

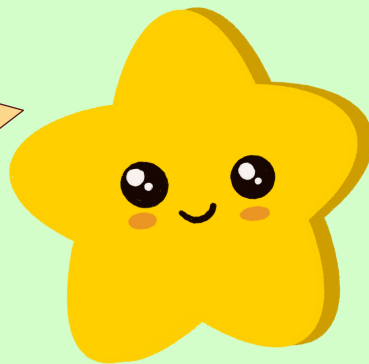
### o Debriefing & Closing: 15 min

- Facilitate a group discussion about the experiences and insights gained during and after creating the emotion stars.
- Encourage participants to share their challenges and discoveries in differentiating and expressing their emotions.
- Summarize the session, thank participants for their engagement, and get questions if there are any.

## 5

### Materials Needed

- Sheets of paper (A3) or large drawing paper.
- Coloring materials such as colored pencils, crayons, water color paint, brushes etc.



## 7

### References / Resources

Book: Udo Baer / The ABC of Emotions

## Title of the Session / Time Needed

### Clay or Emotions?/ 110 min (can be done in two separate sessions)

## 1 Main learning objectives

- To help participants ecologically experience a wide range of emotions.
- To explore the relationship between individuals and their emotions.

## Learning outcomes

- Recognizing the complexity of emotions
- Ability to reflect on emotional control
- Foster emotional awareness

## 4 Debriefing Questions

- What insights did you gain about your relationship with your emotions through the creative activities and discussions in this session?
- How has this understanding influenced your perspective on emotional control and expression?



## 6 Notes and tips for facilitators

- Encourage participants to reflect on their chosen emotions and how they interact with them.
- Create a supportive and non-judgmental atmosphere for participants to express their emotions through art and discussion.



## 3 Programme Flow and Timing

### Introduction: 5 min

- Welcome participants and introduce the session's theme: the interplay between individuals and their emotions.
- Engage in a brief group discussion on the topic, encouraging participants to share their thoughts and experiences.

### Activity - 40 min

- Have a get-to-know each other activity if needed.
- Each participant acts as both a sculptor and a piece of clay, positioning themselves according to the overall atmosphere and content of the composition.
- The facilitator voices various emotions that participants must portray within the group sculpture.
- Once the sculptures are ready, the facilitator instructs the participants to bring the sculptures to life, expressing the assigned emotions through movement and interaction.
- Provide participants with salt dough or polymer clay for sculpting.
- Instruct each participant to create a sculpture representing the emotion they experience most frequently or intensely.
- Allow time for participants to engage in this creative and expressive activity.

### Debriefing & Closing: 15 min

- Each participant shares why they chose a particular emotion for their sculpture and how they typically manage that emotion in their life.
- The facilitator explains the recipe for salt dough or the use of polymer clay, enabling participants to replicate the activity at home.
- Lead a discussion emphasizing that all emotions are normal and valuable and that the key is to learn how to live them ecologically, acknowledging their importance while moving forward in life.

## 5 Materials Needed

- Pieces of paper with emotions written on them.
- Salt dough or polymer clay for sculpting.
- Sculpting tools (if available).
- Space for the group sculpture activity.

## 7 References / Resources

[Click for the reference](#)



## Title of the Session / Time Needed

# Let Your Fingers Talk / 60 min

## 1 Main learning objectives

- To help participants understand, evaluate, remember, and analyze their feelings through expressive drawing.
- To explore the connection between emotions, bodily responses, and coping strategies.



## 2 Learning outcomes

- Express emotions creatively
- Recognize somatic (bodily) responses
- Analyze coping strategies

## 4 Debriefing Questions

What insights did you gain from your drawings and the process of expressing your emotions with your eyes closed? How do your drawings reflect your emotional responses to the questions asked?

## 6 Notes and tips for facilitators

- Adapt the questions as needed to suit the specific needs of the group.
- Encourage participants to focus on the process of drawing and their emotional experiences rather than the artistic quality of the drawings.

## 3 Programme Flow and Timing

### • Introduction: 5 min

- Welcome participants and introduce the session's theme: understanding emotions through expressive drawing.
- Explain that participants will explore emotions and bodily responses through art while their eyes are closed.

### • Activity: 40 min

- Lead a discussion by asking questions related to challenging situations and emotions, such as "What things make you feel awful, unsuccessful, or weird?"
- Encourage participants to reflect on how they react to these situations, how their bodies respond, and their coping strategies.
- Distribute A3 papers, finger paints, eye bands, aprons, and wet wipes for cleaning.
- Instruct participants to choose one color for each question, expressing their feelings through drawing while their eyes are closed.
- Read the questions one by one, and participants choose colors for each question. They use their fingers to let their feelings draw something on the paper.
- After participants have finished drawing, ask them to open their eyes.
- Allow them some time to think and evaluate their drawings, reflecting on the emotions and bodily responses represented.

### • Debriefing & Closing: 15 min

- Initiate a group discussion where participants share their experiences and insights gained from the drawings.
- Encourage them to discuss their coping strategies, inner strengths, and emotional understanding revealed through the activity.

## 5 Materials Needed

- A3 papers
- Finger paints
- Eye-bands
- Aprons for preventing paint from getting on clothes.
- Wet wipes for cleaning.
- Speak for background music
- Questions prepared beforehand

## 7 References / Resources

[Click for the reference](#)

## Title of the Session / Time Needed

### Mandala Practice / 55 min

#### 1 Main learning objectives

- To help participants acquire a sense of wellbeing through mandala drawing.
- To express emotions in a creative way.

#### 2 Learning outcomes

- Understand mandala concepts and how they work
- Reflect on personal emotions
- Discover self-expression through art



#### 4 Debriefing Questions

- Did you learn something about yourselves in this process? What was it?
- What emotion did you need to regulate the most or manage the most during the mandala work? How did the mandala practice help you address or express that emotion?
- Did the mandala work contribute to your sense of wellbeing?

#### 6 Notes and tips for facilitators

- Emphasize the importance of the creative process and personal expression over the final product.
- Create a supportive and non-judgmental atmosphere for participants to explore their emotions through art.

### 3 Programme Flow and Timing

#### Introduction: 5 min

- Provide an introduction to the concept and history of mandalas, emphasizing their deep spiritual meaning and representation of wholeness.

#### Activity: 40 min

- Instruct participants to use the materials in front of them and let their emotions guide them in creating mandala shapes and colors.
- Participants begin creating their mandalas with music for ambiance and a projected or displayed time frame to avoid feeling constrained by time.
- Explain the therapeutic and symbolic nature of creating a mandala, emphasizing that it's about the journey and the personal expression of emotions.

#### Debriefing & Closing: 10 min

- Encourage participants to closely examine their final mandalas, paying attention to colors, shapes, images, and designs, as well as hard and soft lines, jagged or smooth edges, and areas of high contrast.
- Instruct participants to write in detail about the feelings and memories they experienced during the creation of their mandalas, connecting them with the colors, shapes, and designs used.
- Participants consider how their mandalas reflect their personalities and give a title to their mandala.



#### 5 Materials Needed

- A3 papers
- Art materials (finger paints, colored pencils, etc.).
- Eye-bands (if needed).
- Projector or display for time tracking.
- Speaker for background music

#### 7 References / Resources

Book: Essential Art Therapy - Leah Guzman



# Resilience and Stress Management

*This chapter is dedicated as a resource for guiding young participants through a journey of understanding resilience and discovering healthy ways to cope with stress. It offers a safe, inclusive environment for them to explore common stressors, both internal and external, and acquire practical tools to effectively manage these stressors. Engaging in a variety of activities, young people will develop a deeper understanding of their own resilience and unlock inner strengths that empower them to confidently navigate life's challenges with adaptability.*

## Title of the Session / Time Needed

### Animal Guides / 60 min

#### 1 Main learning objectives

- Explore personal characteristics and attributes through animal symbolism.
- Use creative expression to understand and communicate how one perceives themselves physically, emotionally, and cognitively.
- Encourage self-awareness and introspection.

#### 2 Learning outcomes

- Choose and represent three animals that reflect their physical, emotional, and cognitive attributes.
- Recognize the unique strengths and characteristics of different animals and how they apply to individuals.

#### 3 Programme Flow and Timing

##### **Introduction: 5 min**

- Begin with a brief introduction to the session's theme and objectives.
- Conduct a welcoming activity to create a comfortable atmosphere.

##### **Activity: 40 min**

- Explain the concept of choosing three animals to represent physical, emotional, and cognitive aspects of themselves.
- Encourage participants to take their time and carefully select animals that resonate with them for each category.
- Provide participants with art supplies, including paper, pencils, black pens, and colored pencils.
- Instruct participants to draw each of their chosen animals, allowing creativity to guide their illustrations.
- Encourage the addition of environments in which these animals would live.
- After completing their drawings, invite participants to share their artworks with the group and explain the symbolism behind their choices.

##### **Debriefing & Closing: 15 min**

- Facilitate a discussion on the connections between the chosen animals and personal attributes.

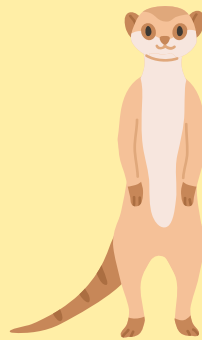
#### 4 Debriefing Questions

- How do you relate the strengths of these animals to you?
- How can you use these strengths to help cope with a life situation?
- How can the animals you have chosen live together?



#### 5 Materials Needed

- Drawing pen
- Drawing paper
- Black pen
- Colored pencils or any type of paints, brushes etc.



#### 6 Notes and tips for facilitators

- Emphasize the importance of the creative process and personal expression over the final product.
- Create a supportive and non-judgmental atmosphere for participants to explore their emotions through art.

#### 7 References / Resources

Book: Essential Art Therapy Exercises-Leah Guzman



## Title of the Session / Time Needed

# Shine Together: Modern & Collaborative Kintsugi / 80 min

## 4 Debriefing Questions

- What did you discover about yourself or your ability to cope with challenges through the metaphorical message-art created in this session?
- How did the process of "breaking" and "restoring" the ornaments symbolize real-life situations or past challenges you've faced?
- What were your thoughts and feelings when the chamber of restored ornaments was illuminated? How does this experience relate to the concept of resilience and collaboration?

## 1 Main learning objectives

- Create a metaphorical message-art.
- Evaluate personal behaviors and analyze past situations.
- Understand one's adaptability in different environments.

## 2 Learning outcomes

- Create a symbolic message-art representing resilience and collaboration through the process.
- Apply restoration principles to their own well-being, symbolized by the "damaged" ornaments.

## 3 Programme Flow and Timing

### Introduction: 5 min

- Start the session with a song that has a "resilience" theme.
- Provide the lyrics of the song as cards to participants to help them understand the message.
- Initiate a conversation about the song's meaning and participants' thoughts on it.

### Activity: 40 min

- Introduce transparent ball ornaments that represent the participants themselves.
- Provide each participant with one ball ornament and a hammer-like object.
- Instruct participants to use the hammer-like objects to "harm" their ornaments as a symbol of life's challenges, reflecting how various life circumstances can break people.
- Encourage participants to restore their "damaged" ornaments using materials like glue, tape, permanent markers, glitter, and stickers.
- Participants can decorate their ornaments as they see fit.
- Provide a portion of an LED string lights set to each participant and ask them to place the lights inside their ornaments, connecting them together through this string.
- When the lights are turned on, a chamber of "broken but restored" ornaments will be created, symbolizing how people can shine together with their damages and their "bandages."

### Debriefing & Closing: 15 min

- Conclude the session with the following statement: "That's how we shine together with our damages and their bandages."

## 5 Materials Needed

- Transparent ball ornaments (one for each participant).
- Hammer-like objects (for symbolic "damage").
- Restoration materials (glue, tape, etc.).
- Art supplies (permanent markers, glitters, stickers, etc.).
- LED string lights.
- Welcoming song with lyrics cards.



## 6 Notes and tips for facilitators

Emphasize the beauty in embracing imperfections and working together to overcome challenges, in alignment with the wabi-sabi philosophy.

## 7 References / Resources

[Click for the reference](#)

## Title of the Session / Time Needed

# Clay Balls: Stress and Strength / 90 min

## 1 Main learning objectives

- Understand the impact of stress and adversity on one's well-being.
- Explore the concept of sources of strength and resilience.
- Use clay modeling as a metaphor to represent the effects of stress and the importance of sources of strength.

## 2 Learning outcomes

- Symbolize the effects of stress through clay modeling.
- Understand the importance of sources of strength in managing stress and adversity.
- Recognize that crises can lead to personal growth and increased resilience.

## 3 Programme Flow and Timing

### Introduction: 5 min

- Begin with a brief introduction to the session's theme and objectives, and conduct a welcoming activity to create a nice atmosphere.

### Activity: 60 min

- Provide participants with a lump of clay and instruct them to create two identical clay balls of equal size.
- Emphasize the tactile, pressure-based approach, and allow participants to take their time. (15 min)
- Engage participants in a conversation about stress and its effects on individuals.
- Encourage them to share personal experiences and reflections on how stress impacts their well-being. (10 min)
- Explain the metaphorical exercise where participants will represent themselves as clay balls subjected to stress.
- Instruct participants to create a hole in one of their clay balls and expand it from the inside out to symbolize the effects of stress. (15min)
- Discuss the importance of sources of strength in managing stress and adversity.
- Instruct participants to take a sphere (preferably the smaller one) and fill it peu à peu with small scraps of clay from the rest of the clay, symbolizing recovery and growth. (10 min)
- Facilitate a discussion on how crises and challenges can lead to personal growth and increased resilience. (10min)
- Emphasize that individuals can become stronger through adversity. (5min)
- Simulate the effects of a subsequent stressor by smashing one of the clay balls to represent damage. (5min)
- After the demonstration, allow participants to do the same with their clay balls that represent the effects of stress.

### Debriefing & Closing: 15 min

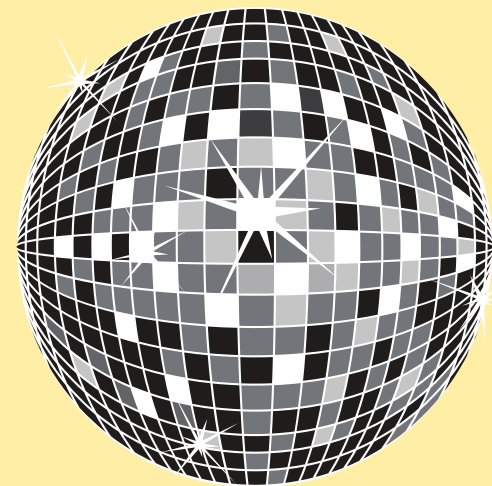
- To conclude the session, bring participants together and emphasize the metaphorical representation of the clay balls.
- Encourage participants to reflect on the resilience and growth that can emerge from challenges and stress.

## 4 Debriefing Questions

- What was your experience like as you molded and manipulated the clay balls to represent stress and resilience?
- How did it feel to symbolize the effects of stress on one of the clay balls and the recovery and growth in the other?
- What did you learn about the importance of sources of strength and resilience from this activity?
- Can you relate this metaphor to real-life situations where you've faced challenges and emerged stronger?

## 5 Materials Needed

Clay or modeling clay for each participant.



## 6 Notes and tips for facilitators

Encourage participants to engage in the metaphorical aspects of the activity and express their experiences through clay.

## 7 References / Resources

Created by the partnership

## Title of the Session / Time Needed

### From stressors to Support Creation / 90 min

#### 1 Main learning objectives

- Identify and discuss personal sources of stress.
- Use watercolor painting as a creative outlet for expressing emotions.
- Create supportive objects from playdough to aid in moments of stress.

#### 2 Learning outcomes

- Recognize and articulate their individual sources of stress.
- Express their emotions through abstract watercolor painting.
- Create tangible objects from playdough that provide comfort during stress.
- Develop a personalized tool for stress management.

#### 3 Programme Flow and Timing

##### Introduction: 5 min

- Start with a brief discussion on the concept of stress and its impact on well-being. Encourage participants to share their experiences with stress.

##### Activity: 40 min

- Facilitate a group discussion where participants openly discuss their personal sources of stress. Create a supportive and empathetic atmosphere. (15 min)
- Provide participants with watercolor supplies and paper. Instruct them to create abstract watercolor paintings that represent their emotions and stressors. (20 min)
- Ask participants to share their watercolor artworks. Explore the emotions and sources of stress that emerged during the painting process. (10 min)
- Lead a discussion on strategies for managing stress and building resilience. Encourage participants to brainstorm healthy ways to cope with stress. (15 min)
- Provide participants with playdough in various colors. Instruct them to use the playdough to create objects, sculptures, or figurines that can serve as supportive tools during stressful moments. (20min)
- Ask participants to explain the significance of their playdough creations. How will these objects help them in times of stress? (10min)

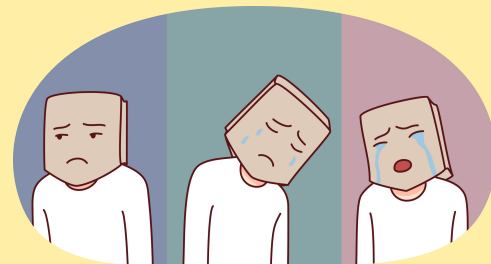
##### Debriefing & Closing: 15 min

- Summarize the session by emphasizing the power of creative expression and tangible objects in stress management. Encourage participants to use their supportive objects as reminders of their resilience.



#### 4 Debriefing Questions

- What sources of stress did you identify during the group discussion, and how did they influence your watercolor paintings?
- How did creating watercolor art allow you to express your emotions and stressors? What emotions did your artwork convey?
- How do you feel about the supportive objects you created from playdough? How will they assist you during moments of stress?



#### 5 Materials Needed

- Art supplies, including watercolors and brushes.
- Playdough
- Paper and writing/drawing materials.
- Water and containers for cleaning brushes.
- Optional: Music for a calming atmosphere.
- Optional: Plastic tablecloths or covers to protect surfaces.

#### 6 Notes and tips for facilitators

- Encourage participants to use watercolors to express their stressors through abstract or symbolic artwork. The goal is to provide a creative outlet for their emotions.
- After the art expression phase, guide participants to transition into creating stress-relief objects with playdough. These objects should serve as a source of comfort and support during stressful moments.
- Emphasize that there are no right or wrong ways to create these objects. The focus is on personal expression and finding ways to cope with stress.

#### 7 References / Resources

Created by the partnership



# Empowering Self

*In this chapter, you will discover a collection of activities that empower young participants to explore and strengthen their self-perception, self-awareness, self-esteem, and self-love. These activities are designed to provide a supportive and nurturing environment for young people to better understand themselves, boost their self-confidence, and develop a positive self-image. Through different engaging activities, participants will go on a journey of self-discovery and personal growth, gaining the tools they need to build a strong foundation of self-empowerment.*



## Title of the Session / Time Needed

### Three Portraits of You / 60 min

#### 1 Main learning objectives

- To encourage self-reflection.
- To explore self-perception and self-concept.

#### 2 Learning outcomes

- Deeper understanding of how they perceive themselves.
- Self-reflection and self-expression through art.
- Gain insight into the role of self-perception in self-esteem and self-love.



#### 3 Programme Flow and Timing

##### Introduction: 10 min

- Briefly explain the purpose of the activity and talk about self-perception; you can also show the video in the resources.

##### Activity: 30 min

- Tell participants to take three photos:
- How you see yourself
- How you think the others see you
- How you would like to be seen

##### Debriefing & Closing: -15 min

- Conclude the activity with debriefing and by emphasizing the idea that self-love and self-esteem start with understanding and accepting ourselves.

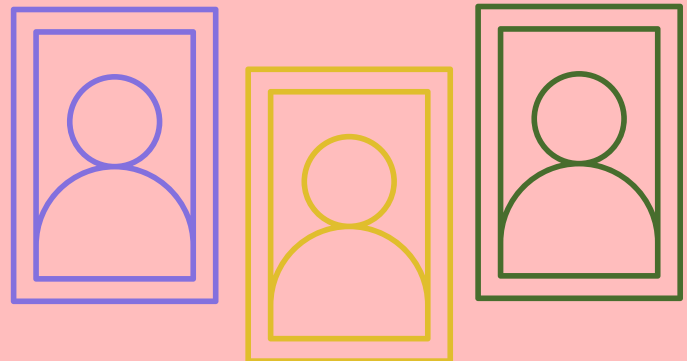
#### 4 Debriefing Questions

- Which portrait was the easiest to create? Which one was the most difficult? Why?
- Do you see any similarities between the portraits?
- What are the differences between the 3 of them?



#### 5 Materials Needed

- Phones
- Paper and pens if they want to take notes



#### 6 Notes and tips for facilitators

- Create a safe and non-judgmental space for participants to share their reflections.
- Be prepared for potentially sensitive discussions about self perception.
- Actively listen the participants, normalize different experiences, avoid giving unsolicited advices. Do not forget that sometimes young people only want to be heard.

#### 7 References / Resources

Book: essential Art Therapy Exercises - Leah Guzman

## Title of the Session / Time Needed

### Embracing My Uniqueness / 45 - 60 min

#### 1 Main learning objectives

- To recognize and appreciate the uniqueness of each individual.
- To distinguish between inner beauty and outer beauty.
- To promote self-esteem and self-acceptance.

#### 2 Learning outcomes

- Identify and celebrate both inner and outer qualities that make them unique.
- Gain a deeper understanding of the concept of inner beauty.
- Enhance their self-esteem and self-acceptance.

#### 3 Programme Flow and Timing

##### Introduction: 5 min

- Begin by explaining the purpose of the activity: to recognize and celebrate the uniqueness of each person.
- Emphasize the idea that beauty goes beyond physical appearance and includes inner qualities.

##### Activity: 40 min

- Engage the group in a discussion about the difference between inner beauty and outer beauty.
- Encourage participants to share their thoughts on what constitutes inner beauty, such as kindness, empathy, resilience, and humor.
- Discuss the importance of recognizing and appreciating both inner and outer qualities.
- Distribute the prepared worksheets to the participants.
- Instruct each participant to complete the worksheet by listing at least five things that make them beautiful. They should include a mix of both inner qualities and outer attributes. If you think it is necessary, allow the participants to talk with their close friends.
- Encourage participants, if they are comfortable, to share some of the qualities they listed on their worksheets.
- Facilitate a discussion about what they discovered during this exercise.

##### Debriefing & Closing: 15 min

- Conclude the activity by summarizing the importance of embracing one's uniqueness and the concept of inner beauty.
- Encourage participants to keep their completed worksheets as a reminder of their worth and individuality.

#### 4 Debriefing Questions

- How did you feel while completing the "Embracing My Uniqueness" worksheet?
- What inner qualities did you identify as making you beautiful, and why are they important to you?
- How does recognizing and appreciating your uniqueness affect your self-esteem and self-acceptance?

#### 5 Materials Needed

- Printed worksheets (one per participant)
- Pencils, pens



#### 6 Notes and tips for facilitators

- Emphasize the significance of both inner and outer qualities when discussing what makes a person beautiful.
- Be attentive to the emotional responses of participants. Some may find it challenging to identify their inner qualities or may become emotional during the activity. Offer guidance and support as needed.
- Sometimes participants can remain stuck and find themselves incapable of seeing their inner beauty. In such cases, if you allow them to talk to a friend they hold dear, it may help them to have a starting point. Because sometimes friends or closest people to us see an inner beauty of which we may not even be aware.

#### 7 References / Resources

[Click for the reference which the activity is adapted from](#)

## Title of the Session / Time Needed

# Challenging Negative Self Talk and Positive Affirmations / 75-90 min

## 1 Main learning objectives

To enhance self-esteem, self-awareness, and self-love by reflecting on self-perception, creating positive affirmations, and addressing negative self-talk.

## 2 Learning outcomes

- Positive affirmations related to their self-esteem
- Become aware of common patterns of negative self-talk, gaining insights into the impact of self-criticism on self-perception
- Practice reframing negative self-talk into positive self-affirmations

## 4 Debriefing Questions

- How did it feel to confront and address your negative self-talk?
- What impact do you think positive affirmations can have on self-esteem and self-love?

## 5 Materials Needed

- Paper and pens
- Sticky notes or small cards
- Markers and colored pencils

## 6 Notes and tips for facilitators

- Emphasize that participants are not required to share their personal experiences or negative self-talk examples unless they are comfortable doing so.
- Conclude the activity by empowering participants to continue practicing positive affirmations and challenging negative self-talk in their daily lives.

## 3 Programme Flow and Timing

### Introduction: 5 min

- Begin by explaining the purpose of the activity: to encourage self-reflection, promote self-love through positive affirmations, and become aware of and challenge negative self-talk.

### Activity: 60 min

- Ask participants to take a piece of paper and reflect on their self-perception. Encourage them to think about areas in their lives where they might struggle with self-esteem or self-love. Have them write down thoughts, feelings, and areas they'd like to improve.
- Explain what negative self-talk is and how it can impact self-esteem and self-love.
- Ask participants to think about common negative self-talk patterns they experience, considering the areas they want to improve, and write these down on paper.
- Encourage them to reflect on where these negative thoughts come from, such as past experiences or external influences.
- After identifying negative self-talk, guide participants to reframe these negative thoughts into positive, self-affirming statements.
- For each negative thought, have them create a corresponding positive affirmation.
- Participants can write these affirmations on separate sticky notes or cards.
- Participants can also write at least three affirmations for the areas they want to improve.

### Debriefing & Closing: 15 min

- Create a safe and supportive environment where participants can voluntarily share both their positive affirmations and how they've transformed negative self-talk into self-affirming statements.
- Encourage them to explain why they chose these specific affirmations and how they relate to their self-perception and self-love.

I matter



## 7 References / Resources

Created by the partnership

## Title of the Session / Time Needed

### Core Values Collage / 60 - 75 min

#### 1 Main learning objectives

- To help participants identify and clarify their core values.
- To explore the connection between values and mental well-being.

#### 2 Learning outcomes

- Identify their core values that influence their decisions and actions.
- Recognize the significance of living in alignment with their values for improved well-being.

#### 3 Programme Flow and Timing

##### Introduction: 10 min

- Begin the session by discussing the concept of values and their importance in guiding one's life.
- Explain that the activity will involve creating a visual collage that represents their core values and the impact of living in alignment with these values on mental well-being.

##### Activity: 50 min

- Ask participants to reflect individually on their core values. What principles, beliefs, or qualities matter most to them? Provide a values worksheet for them to see and have an idea of.
- Provide some prompts for reflection, such as: What makes you feel fulfilled? What principles guide your decision-making? What values contribute to your mental well-being?
- Encourage them to write down or mentally note their core values.
- As they work on their collages, encourage participants to engage in a mindful visualization exercise. Ask them to close their eyes, take a few deep breaths, and imagine a scenario in which they are living in perfect alignment with their core values. What does that look like? How does it make them feel?
- Provide participants with magazines, newspapers, printed images, scissors, and glue sticks.
- Instruct them to find and cut out images, words, or phrases from the materials that represent their core values and well-being. These can be related to relationships, hobbies, personal growth, etc.
- Have them arrange and glue these cutouts on the large sheets of paper or cardboard to create a visual collage. Encourage creativity and personal expression.

##### Debriefing & Closing: 15 min

- After completing their collages, invite participants to share their collages with the group. They should explain the significance of the chosen images and words.
- Encourage open and respectful discussion about the connections between values and well-being.

#### 4 Debriefing Questions

- What was your experience creating your values collage?
- How did the process of visualization affect your understanding of your values?
- What did you discover about the relationship between your values and your well-being?



#### 5 Materials Needed

- Magazines, newspapers, or printed images
- Large sheets of paper or cardboard
- Scissors
- Glue
- Markers, colored pencils, or crayons

#### 6 Notes and tips for facilitators

- Be mindful of participants' emotions during the activity. Some may uncover deep and personal values that relate to past experiences or emotions.
- Emphasize that there are no right or wrong values, and each person's values are unique to their experiences and perspectives.
- Guide the discussion to focus on the positive aspects of living in alignment with values and how it can contribute to well-being.

# VALUES

#### 7 References / Resources

Adapted from the book Essential Art Therapy Exercises, collages chapter



## Title of the Session / Time Needed

### Joyful Moments Discovery / 60 - 80 min

#### 1 Main learning objectives

To encourage participants to recognize and celebrate moments of joy in their daily lives

#### 2 Learning outcomes

- Identify small, everyday moments that bring them joy.
- Practice mindfulness and being present in the moment.
- Cultivate an appreciation for simple pleasures.

#### 3 Programme Flow and Timing

##### Introduction: 10 min

- Begin by explaining the concept of mindfulness and its connection to finding joy in everyday moments.
- Introduce the "Joyful Moments Discovery" activity and explain that participants will be illustrating their moments of joy.

##### Activity: 50 min

- Provide each participant with a blank sheet of paper and drawing or coloring materials.
- Share a list of joyful moments with themes or prompts. These can be similar to the photography challenges in the previous version. Examples of prompts include:
  - Illustrate a moment that makes you smile.
  - Draw something that represents gratitude.
  - Create a picture of a simple pleasure (e.g., your favorite book, a warm cup of tea).
- Participants should choose one or more prompts from the list and start drawing and coloring their joyful moments.
- Encourage them to be creative and expressive in their artwork.

##### Debriefing & Closing: 15 min

- Have participants share their drawings and explain why these moments bring them joy. They can describe their illustrations to the group.
- Facilitate a group discussion on the joy found in everyday life and how practicing mindfulness plays a role in recognizing and celebrating these moments. Here, you can mention continuation activities and how they can integrate these into their lives, such as gratitude journaling every night before sleeping, sharing 3 things they liked during the day with a friend, etc., to encourage them to constantly do these activities.

#### 4 Debriefing Questions

- What did you discover about yourself during this activity?
- Were there any common themes or shared experiences among the group?
- How did this activity make you feel, and did it change your perspective on small moments of joy in life?
- Did you find it challenging to identify or draw your joyful moment? If so, why?
- How can you incorporate more moments of joy into your daily routine?

#### 5 Materials Needed

- Paper
- Drawing/coloring materials
- List of joyful moments themes (prepared by the facilitator, adapted)

#### 6 Notes and tips for facilitators

- Discuss with participants the idea of using art as a tool for mindfulness and appreciation of the present moment.
- Emphasize that this activity is not about artistic skills but about recognizing and celebrating joy in their lives.
- An adaptation for this activity can be using smartphones and taking pictures instead of drawing, can be adapted according to the target group.



#### 7 References / Resources

Created by the partnership

## Title of the Session / Time Needed

### Inclusive Mindfulness / 90 min

#### 1 Main learning objectives

- To give the opportunity to become more aware of aspects of internalized oppression and issues related to oppression
- To promote understanding of how oppressive systems
- To realize intersection of multiple oppressions

#### 2 Learning outcomes

- Gain a deeper understanding of internalized oppression and how it manifests within themselves.
- Reflect on their own experiences and beliefs related to oppression.
- Empower participants to address and intervene in situations related to internalized oppression in a way that is helpful to their everyday selves.

#### 3 Programme Flow and Timing

##### Introduction: 10 min

- Start the session by explaining the concepts of oppressive systems and internalized oppression. Briefly explain the purpose of the session and what will happen. Have calming background music.

##### Activity: 50 min

- Encourage participants to reflect on their own experiences with internalized oppression.
- Ask them to consider whether they have any negative belief systems or inner voices that put them down.
- Participants should take notes on these beliefs or inner voices for their own reflection.
- Guide participants to imagine a place in nature that they love and find relaxing. Encourage them to immerse themselves in this mental image, focusing on sensory details like smells, sounds, and the overall ambiance.
- Explain that this place will serve as a source of peace and connection throughout the exercise. (10-15 min total)
- Instruct participants to begin a slow, mindful dance. They should allow the mental image of the peaceful place to guide their movements.
- Encourage participants to fully embrace the dance, letting go of self-consciousness. Create an atmosphere where they feel free to express themselves through movement.
- While still immersed in the dance and their sense of self, prompt participants to imagine a scenario related to internalized oppression that they'd like to address.
- Instruct participants to move toward the mental scenario, making spontaneous movements. Their emotions and inner wisdom should direct these actions.
- If words arise, participants should speak them aloud. As they intervene in the mental scenario, they should observe their feelings and the energy of their actions.
- Ask participants to consider how they are helping their everyday selves deal with the internalized oppression. (15 min)
- Ask participants to create a quick sketch of the deeper sense of themselves they connected with during the exercise.
- Participants should add a few words describing how they intervened in the scene of internalized oppression and helped their everyday selves.

##### Debriefing & Closing: 15 min

- Bring the participants back from their mental scenario gently, and allow participants to share their experiences, sketches, and reflections.
- Create a supportive and non-judgmental space for participants to discuss their insights, emotions, and any common themes that emerged.
- Encourage self-compassion and remind participants that addressing internalized oppression is an ongoing process.
- Conclude the activity by acknowledging the participants' courage and commitment to self-awareness and empowerment.

#### 4 Debriefing Questions

- How did you feel when reflecting on your internalized oppression beliefs during the awareness phase of the activity?
- What was your experience like when you connected to your peaceful place in nature? Did it help you feel more relaxed and centered?
- How did the expressive movement and dance make you feel? Were you able to express yourself freely?
- During the exercise, when you interacted with a mental scenario related to internalized oppression, what emotions did you experience?
- Can you describe the movements or actions you took when intervening in the mental scenario? How did they relate to your feelings and emotions?
- When you addressed the internalized oppression, in what ways did you help your everyday self confront it?

#### 5 Materials Needed

- Pencils, crayons, paints, brushes
- A3 papers
- Scissors

#### 6 Notes and tips for facilitators

- This is a very strong activity. Do this activity only and only if you are aware of oppressive systems and if you believe that you can hold the space.
- Be aware that discussions about internalized oppression can be emotionally charged. Pay attention to participants' emotional well-being, and have a plan in place to de-escalate any strong emotional reactions that may arise during the activity.
- Stress the importance of self-compassion and self-care throughout the activity. Remind participants that it's okay to take breaks, disengage from the exercise if it becomes overwhelming, or seek support if needed.
- Avoid commenting or opposing the participants' feelings
- Show appreciation for whatever the participants share
- Create a safe space where everybody is comfortable sharing vulnerabilities, feelings etc.

#### 7 References / Resources

Created by the partnership





# From Identity to Community

*In this chapter, the activities are designed for youth workers to work with participants to engage them in activities that promote self-awareness and understanding of their personal identities. These activities serve as a foundation for building connections and a sense of belonging, which are vital for maintaining a healthy state of mental well-being. By exploring their individual identities and forging connections with others, participants gain valuable insights into the importance of personal growth, community, and connection building.*

## Title of the Session / Time Needed Photos of My Life / 60 min

### 1 Main learning objectives

- To promote self-discovery and self-acceptance.
- To explore the connection between thoughts, emotions, behaviors, and personal experiences.
- To foster teamwork and appreciation among participants.

### 2 Learning outcomes

- Understand the diverse perspectives and interpretations of personal experiences.
- Reflect on the elements that represent them and their values.

### 3 Programme Flow and Timing

#### **Introduction: 5 min**

- Welcome the participants and explain the purpose of the session.

#### **Activity: 40 min**

- Participants are asked to draw a room of their choice that represents a meaningful space in their lives.
- Participants share their drawings with the group and hang them on the wall as an exhibition.
- Discuss the differences between the drawings and the reasons for including specific elements in their rooms. (15min total)
- Participants are encouraged to imagine that they are in the room they drew.
- They identify elements in the room that correspond to their characteristics, marking the drawing accordingly.
- This activity is meant to help participants explore their identities from a new perspective. (20min total)
- Participants share their marked drawings with the group and explain the significance of their choices.
- Engage in discussions about the various interpretations and meanings.

#### **Debriefing & Closing: 15 min**

- Participants select one element from their room drawings that they feel represents them the most.
- Each participant, if they want, explains why they chose this element as the most important.

### 4 Debriefing Questions

- How did you feel while creating your room drawing? Was it easy or difficult for you?
- What element in your room drawing represented you the most? What did you discover about yourself through this activity?
- How did your understanding of others' perspectives change during the exhibition and discussion?



### 5 Materials Needed

- Drawing paper or sketchbooks for each participant
- Drawing materials such as colored pencils, markers, crayons, or pastels
- Wall space to display the drawings
- Markers or stickers for marking the elements in drawings

### 6 Notes and tips for facilitators

- Encourage participants to be open and honest about their choices. Assure them that sharing is voluntary and that there is no pressure to disclose anything they're not comfortable with.
- Be sensitive to any potential emotional reactions. Offer support or additional resources if participants feel the need to explore these feelings further.

### 7 References / Resources

Adapted from the activity: Visual Metaphor of Your Life / Book: Essential Art Therapy Exercises - Leah Guzman, ATR-BC



## Title of the Session / Time Needed

### Me, Myself and We / 120 min

#### 1 Main learning objectives

- Participants will explore and express different aspects of their identities.
- Participants will engage in a collaborative activity to foster a sense of belonging within the group.

#### 2 Learning outcomes

- Participants will have a deeper understanding of their own identities.
- Participants will connect with others in the group through shared experiences.
- Participants will begin to build a sense of community and belonging.

#### 3 Programme Flow and Timing

##### **Introduction: 5 min**

- Welcome the participants and explain the purpose of the session.
- Discuss with the participants some words like identity, connection, and community.
- Emphasize the idea of creating a supportive and inclusive environment.

##### **Activity: 40 min**

- Explain the activity. Each participant is asked to prepare a presentation of their identity.
- Give participants one hour to leave the venue and return with three visual representations of their identity:
- One self-portrait (a photo or drawing) that reflects who they are
- An image of a place or setting that is relevant to their identity and participation in society.
- A symbol or object representing their cultural belonging
- Encourage participants to reflect on what these items mean to them.
- After participants return, provide access to a computer or printer for participants to upload and print their images.
- While waiting, invite participants to prepare a few words (2-3) about each of their chosen visuals. What do these images represent in their lives?
- Set up a space in the room for the photo exhibition.
- Each participant is invited to share their visuals and the meaning behind them in a supportive and inclusive atmosphere.

##### **Debriefing & Closing: 15 min**

- Facilitate a group discussion on what participants learned about their identities.
- Discuss the connections and commonalities between participants' experiences.
- Talk about the sense of belonging and community that is beginning to form within the group.

#### 4 Debriefing Questions

- What did you learn about yourself through this activity?
- Did you notice any common themes or experiences shared by the group?

#### 5 Materials Needed

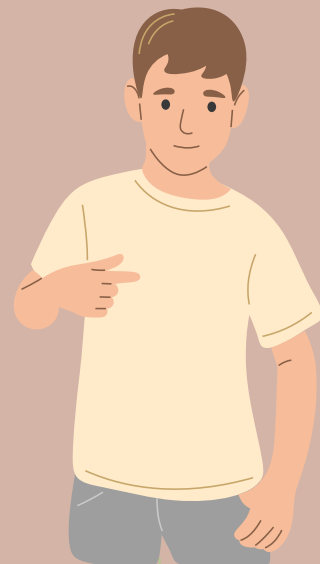
- Camera or smartphones
- Access to computer and printer
- Display space for the photo exhibition.

#### 6 Notes and tips for facilitators

Adapt the activity to the cultural and social contexts of the participants.

#### 7 References / Resources

T-Kit Series of CoE, T-KIT 4 Intercultural Learning, activity Me, Myself and We



## Title of the Session / Time Needed

### Shifting Perspectives / 60 min

#### 1 Main learning objectives

- Encouraging self-reflection and self-expression
- Providing a safe space for sharing feelings, struggles, and experiences
- Fostering empathy and understanding within the group
- Introducing the concept of growth mindset

#### 2 Learning outcomes

- Opportunity to express their thoughts, feelings, and experiences.
- Insights into common challenges faced by their peers, reducing feelings of isolation.
- Recognize the interplay between thoughts, feelings, and actions, and how changing one aspect can influence the others.

#### 3 Programme Flow and Timing

##### Introduction: 5 min

- Start with welcoming music and provide participants with A5 cards containing quotes from Calvin Malone.
- Explain the purpose of the activity, emphasizing that participants can express themselves freely and anonymously.

##### Activity: 40 min

- Ask three open-ended questions and allocate time for participants to write their responses: How have you been feeling lately? Do you have any struggles in your life? What, , Share any experiences of disappointment, sadness, guilt, etc. and how they have affected you. Etc.
- Collect the written responses in a box.
- Each participant randomly selects three response papers and reads them individually without revealing the content.
- Facilitate a discussion about topics related to the main theme, such as fixed vs. growth mindsets, processing emotions, empathetic listening, and giving constructive feedback.
- Ask participants to write on the back of the papers they selected, providing constructive feedback or thoughts based on what was presented.
- Display the papers for an exhibition, ensuring anonymity. Select a few papers to read aloud and invite participants to share their comments about the content on both the front and back sides. Encourage discussions on the transformative nature of the content.

##### • Debriefing & Closing: 15 min

- Conclude with a group conversation about whether participants observed any changes in themselves and how thoughts, feelings, and actions are interconnected. Use the CBT (cognitive-behavioral therapy) triangle to explain this concept.

#### 4 Debriefing Questions

- How did the activity make you feel? Was it easy or challenging to express your thoughts and emotions?
- Did reading others' responses change your perspective or make you realize that you are not alone in your feelings and experiences?
- What are your thoughts on the concept of growth mindset and its role in coping with life's challenges?

#### 5 Materials Needed

- A5 cards with quotes from Calvin Malone (one for each participant)
- Paper
- Writing tools (pens, pencils, markers)
- A box or container for collecting written responses
- A surface for exhibiting written responses (e.g., whiteboard or wall)

#### 6 Notes and tips for facilitators

- Introduce the purpose and guidelines for the activity, emphasizing the importance of respecting participants' privacy and the option not to delve too deep if they are not comfortable.
- Allow sufficient time for participants to respond to each question. Be mindful of time constraints, but also respect that some participants may need more time to express themselves.
- When participants pick three response papers from the box, ensure they do so discreetly to maintain anonymity.

#### 7 References / Resources

Carol Dweck: Mindset- The New Psychology of Success  
[CBT Triangle](#)

## Title of the Session / Time Needed

### Exploring Our Shared Journey / 60 min

#### 1 Main learning objectives

- To foster a sense of belonging and connection within the group.
- To encourage participants to explore similarities and differences with their peers.
- To promote empathy and understanding among participants.

#### 2 Learning outcomes

- better understanding of their peers' backgrounds, experiences, and perspectives.
- stronger connections and a sense of community within the group.

#### 3 Programme Flow and Timing

##### Introduction: 5 min

- Begin the session by explaining the purpose of the activity: to build a sense of connection and belonging within the group by exploring the similarities and differences among participants.

##### Activity: 40 min

- Distribute the descriptions and photos of participants randomly among the group. Each participant should receive information about a peer they may not know well.
- Allow participants time to read the descriptions, study the photos, and use the provided mindmap templates (or blank sheets of paper) to collect information about the person they are studying. The mindmap can include categories like location, hobbies, heroes, taste in music, food, clothes, religion, family, values, friendships, future ideas, etc.
- After the research phase, ask participants to share whether they discovered something surprising about the person they studied. This encourages participants to be open to learning something new about their peers.
- Then ask participants to reflect on themselves. Have them fill out a similar mindmap about their own backgrounds, interests, and values.
- Following the self-reflection, gather participants and initiate a group discussion. Encourage participants to share where they found similarities and differences with the person they studied in the room.

##### Debriefing & Closing: 15 min

- Guide the discussion, emphasizing the idea that while people have unique backgrounds and experiences, there are often shared elements that connect us all as human beings.
- Conclude the activity with a group reflection on the importance of recognizing our common ground and shared experiences. Highlight the value of understanding and empathizing with each other's unique journeys.

#### 4 Debriefing Questions

- What did you learn about the person you studied? Did you discover something surprising?
- How did you feel when you realized the similarities and differences between yourself and the person you studied?
- How can recognizing shared experiences improve your sense of belonging and connection within the group?

#### 5 Materials Needed

- Mindmap templates or blank sheets of paper for each participant.
- Writing tools (pens, pencils, markers).

#### 6 Notes and tips for facilitators

Emphasize the importance of approaching this activity with an open mind and respect for each other's privacy and diversity.



#### 7 References / Resources

Adapted from: Discovering Diversity; Teacher's Pack

## Title of the Session / Time Needed

### Collective Canvas / 60 min (flexible)

#### 1 Main learning objectives

- To promote collaboration and a sense of belonging among participants.
- To explore how individual experiences can be turned into a collective narrative together.

#### 2 Learning outcomes

- A collaborative art piece that reflects their shared experiences and stories.
- Sense of community and mutual support.



#### 3 Programme Flow and Timing

##### Introduction: 5 min

- Briefly explain the purpose of the activity and mention collective art; show different examples if needed.

##### Activity: 40 min

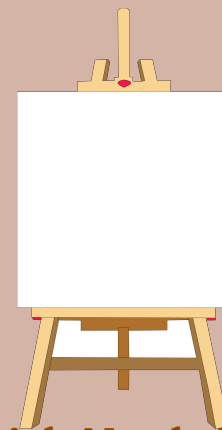
- Provide each participant with a canvas or a large sheet of paper, along with a variety of art supplies such as markers, colored pencils, paints, and brushes.
- Explain to the group that they will collectively create a piece of art that represents their shared experiences, stories, and dreams. Each participant will contribute to this artistic painting.
- Participants have a set amount of time (e.g., 30 to 45 min) to work on the art piece. They can draw, paint, or use any other chosen art medium to express their thoughts and feelings related to the theme. Encourage them to incorporate both individual and collective elements.

##### Debriefing & Closing: 15 min

- At the end of the art-making session, gather everyone around to discuss the artwork. Ask participants to share what they added to the art and why. Discuss how their individual contributions fit into the larger theme and how the piece reflects their shared experiences and aspirations.

#### 4 Debriefing Questions

- How did it feel to contribute to this collaborative art piece?
- What did you learn about your fellow participants through this activity?
- What emotions or thoughts do you think this artwork portrays?



#### 5 Materials Needed

- Canvases or large sheets of paper for each participant or small groups
- Art supplies (markers, colored pencils, paints, brushes, etc.)
- Easels or a large table for the art creation
- Space for displaying the finished artwork

#### 6 Notes and tips for facilitators

- Remind participants that there are no "right" or "wrong" ways to contribute to the collaborative artwork.
- Be prepared to offer guidance or prompts if participants have difficulty starting.



#### 7 References / Resources

Adapted from: Book Essential Art Therapy Exercises - Leah Guzman





# Mental Health Awareness & Stigma Reduction

*In this chapter, we address the critical topics of stereotypes, stigma, stigma reduction, and mental health awareness. Participants take part in engaging activities designed to challenge stereotypes, reduce stigma, and promote awareness about mental health issues. By exploring these themes, participants gain a deeper understanding of the impact of stigma on individuals and communities while also learning effective strategies to combat it and foster a more inclusive, understanding, and empathetic society.*

## Title of the Session / Time Needed

### MythBusters Relay / 60 min

#### 1 Main learning objectives

- Deconstruct stereotypes and myths related to mental health.
- Promote teamwork and collaboration.
- Encourage critical thinking and evidence-based discussion.

#### 2 Learning outcomes

- Identify common myths and stereotypes about mental health.
- Develop a more informed and inclusive perspective on mental health issues.

#### 3 Programme Flow and Timing

##### **Introduction: 5 min**

- Prepare a list of common myths and stereotypes about mental health before the activity, written on separate cards or sheets of paper.
- Explain the purpose of the activity: To identify, challenge, and debunk myths and stereotypes related to mental health.

##### **Activity: 40 min**

- Divide participants into small teams. Each team will take part in a relay-style challenge.
- Set up stations where each station represents a common myth or stereotype about mental health.
- At each station, a team must read the myth, discuss it, and then use the provided resources (e.g., information sheets, internet access) to find evidence or facts that challenge the myth.
- The team must present their findings and a counterargument to the facilitator at each station before moving on to the next one.
- Teams will continue to visit different stations until they have visited all of them.
- After the relay, gather the entire group for a discussion.
- Each team shares the myths they encountered, the evidence they found, and the counterarguments they developed.
- Encourage a group discussion on how stereotypes and myths can be challenged with facts and evidence.

##### **Debriefing & Closing: 15 min**

- Ask participants how this activity changed their perspectives on mental health stereotypes.
- Encourage them to discuss the importance of evidence-based thinking in challenging myths.
- Prompt them to share how they can apply this approach in real-life situations to promote inclusivity.

#### 4 Debriefing Questions

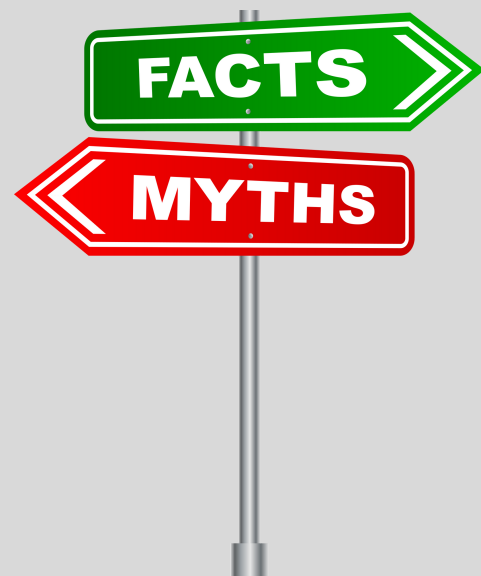
- How did your team approach the task of debunking the myths related to mental health?
- Did you encounter any myths that you initially believed or found challenging to counter?
- How did the process of challenging myths with evidence impact your understanding of mental health stereotypes?
- How can the skills and insights gained from this activity be applied to real-life situations to challenge stereotypes about mental health?

#### 5 Materials Needed

- Myth and stereotype cards (common mental health myths)
- Information sheets or internet access for fact-checking

#### 6 Notes and tips for facilitators

- Ensure that the myth and stereotype cards are based on common misconceptions related to mental health.
- Provide participants with accurate information and resources to support their fact-checking efforts.



#### 7 References / Resources

Created by the partnership



## Title of the Session / Time Needed

# Challenging Stigma: Mental Health Awareness / 90 min

## 1 Main learning objectives

- Define and understand the concepts of mental health and stigma.
- Recognize the impact of stigma on individuals with mental health challenges.
- Develop strategies to reduce stigma and promote a more supportive environment.

## 2 Learning outcomes

- Define mental health and stigma, and explain their significance.
- Identify common stereotypes and misconceptions about mental health.
- Recognize the consequences of mental health stigma.

## 3 Programme Flow and Timing

### **Introduction: 5 min**

- Welcome participants and create a welcoming atmosphere.
- Conduct an icebreaker activity to get participants talking and comfortable with each other if the group doesn't know each other.

### **Activity: 40 min**

- Define mental health as a state of well-being and discuss its significance in daily life by highlighting that everybody has mental health, like physical health.
- Define stigma as negative attitudes, beliefs, and stereotypes about people with mental health challenges and provide examples to illustrate better
- Discuss how stigma affects individuals with mental health challenges, including its emotional, social, and economic consequences.
- Divide the group into smaller groups depending on the size of the groups and provide case studies to demonstrate the impact of stigma on people. Let the participants work on the case studies.
- After, brainstorm ideas and strategies for reducing mental health stigma. They can work in smaller groups or in pairs.
- After the brainstorming and gathering of ideas, divide the participants into smaller groups and give them a scenario that illustrates the consequences of stigma and how it can be challenged.
- Ask participants to come up with a role-play activity where they come up with solutions to the challenges.

### **Debriefing & Closing: 15 min**

- Encourage participants to share their thoughts and reflections on what they've learned.
- Summarize and highlight the importance of mental health awareness and stigma reduction.

## 4 Debriefing Questions

- How has your understanding of mental health and stigma evolved during this workshop?
- Can you name some common stereotypes or misconceptions about mental health that we discussed? Why are they harmful?
- In what ways can you contribute to challenging stigma and promoting mental health awareness in your community or workplace?

## 5 Materials Needed

- Flipchart
- Markers
- Handout with key concepts if needed (mental health, mental distress, stereotypes, stigma etc.)
- Case studies
- Role-play scenarios

## 6 Notes and tips for facilitators

- Create a safe and nonjudgmental space for open discussions.
- Emphasize the importance of empathy, respect, and active listening.
- Be prepared to address questions and concerns related to mental health and stigma.

## 7 References / Resources

Created by the partnership



## Title of the Session / Time Needed

# Stigma and Mental Health Street / 90 min

## 1 Main learning objectives

- Raise awareness about the experiences of individuals facing mental health challenges and stigma.
- Promote empathy and understanding of the challenges these individuals may encounter.
- Encourage participants to reflect on their own perceptions and biases related to mental health.

## 2 Learning outcomes

- Deeper awareness of the challenges and experiences individuals facing mental health issues encounter in their daily lives.
- Reflect on how stigma can impact individuals with mental health issues and consider its real-world consequences.
- Reflect on the stereotypes and misconceptions associated with mental health, recognizing the need to challenge these stereotypes.

## 3 Programme Flow and Timing

### Introduction: 5 min

- Explain the objectives of the activity: to explore the impact of social inclusion and exclusion, focusing on mental health and stigma.

### Activity: 40 min

- Provide participants with role-play cards that describe a fictional person's experiences related to mental health and stigma.
- Encourage participants to choose a name for the person they will be portraying to enhance their connection with the character.
- Participants will answer a series of questions related to mental health, stigma, and inclusion.
- For each question, if a participant believes the fictional person they are portraying would experience inclusion, they receive a sweet or token. If the answer is exclusion, they surrender.
- Sample questions could include: "Would this person feel comfortable talking openly about their mental health?" or "Is this person stigmatized due to their mental health challenges?"
- Participants should visibly display their sweets or tokens in front of them.

### Debriefing & Closing: 15 min

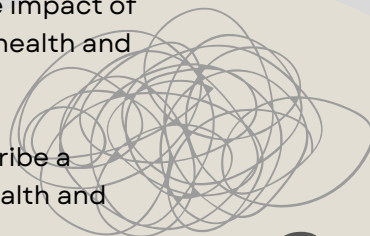
- After answering the questions, ask participants to reflect on their experiences in their role.
- Encourage them to share their feelings about whether they felt privileged, excluded, or stigmatized.
- Discuss how the activity reflects real-life situations and inequalities related to mental health.

## 4 Debriefing Questions

- How did you feel when portraying the role of someone facing mental health challenges and stigma?
- Did you perceive the character you were playing as privileged, excluded, or stigmatized? Why?
- How did you make decisions about your character? Did you rely on stereotypes?
- Did you feel sorry for the character you portrayed or see them as a "victim"?
- How do you think this activity can help reduce stigma and promote inclusion in real-life situations?

## 5 Materials Needed

- Role-play cards with descriptions discreetly relevant to stigma and mental health
- Sweets or tokens (representing rewards and penalties).



## 6 Notes and tips for facilitators

- Clarify that participants are portraying fictional characters related to mental health experiences. Encourage them to immerse themselves in these roles.
- Encourage participants to mentally transition back to their own identities by asking them to take a moment to acknowledge the roles they played.

## 7

## References / Resources

Adapted from: ID Booklet: Ideas For Inclusion and Diversity / Salto Toolbox

## Title of the Session / Time Needed

# Deconstructing Stigma: Walking in Someone Else's Shoes / 60-75 min

## 1 Main learning objectives

- To deconstruct stigma and stereotypes associated with mental health.
- To promote empathy and understanding of the experiences of individuals with mental health challenges.
- To encourage participants to reflect on their own biases and preconceptions.

## 2 Learning outcomes

- Gaining insights into the impact of stigma on individuals with mental health challenges.
- Developing empathy and a more open-minded perspective.
- Reflecting on the importance of reducing stigma and fostering inclusivity.

## 3 Programme Flow and Timing

### Introduction: 5 min

- Welcome the participants and introduce the session's objectives.
- Explain that the session will focus on challenging stereotypes related to mental health and promoting empathy.

### Activity: 40 min

- Prepare a set of cards with descriptions of individuals facing various mental health challenges. Include their personal stories and experiences.
- Distribute the cards to participants, ensuring that no one receives a card describing their own assigned mental health challenge.
- Ask participants to read their cards and immerse themselves in the role of the person described.
- Instruct participants to engage in group discussions with others who have received different cards, sharing their experiences, challenges, and feelings.
- Facilitate a group sharing session where participants discuss their experiences during the activity.
- Encourage participants to reflect on how they felt when walking in someone else's shoes and how it affected their perceptions of mental health challenges.

### Debriefing & Closing: 15 min

- Summarize the key takeaways from the session.
- Emphasize the importance of reducing stigma and fostering empathy in understanding mental health.
- Encourage participants to continue challenging stereotypes and preconceptions in their daily lives.

## 4 Debriefing Questions

- How did it feel to immerse yourself in the role of someone facing a different mental health challenge during the activity?
- Did the experience of "walking in someone else's shoes" change your perceptions or stereotypes related to mental health challenges? If so, in what ways?
- Did you encounter any challenges or difficulties while trying to understand the experiences of the person described on your card?
- What did you learn about the impact of stigma on individuals with mental health challenges through this activity?
- How can you contribute to creating a more empathetic and inclusive environment for individuals facing mental health challenges after participating in this activity?

## 5 Materials Needed

Cards with descriptions of individuals facing mental health challenges



## 6 Notes and tips for facilitators

- Create a safe and nonjudgmental space for open discussions.
- Be prepared to guide the discussions and address any misconceptions or stereotypes.



## 7 References / Resources

[Click for the reference which the activity is adapted from](#)





# Inclusion & Wellbeing

*This chapter explores the relationship between inclusivity and well-being. The activities designed for this chapter aim to improve wellness through inclusion. We believe that if young people with disadvantages are properly included and participated in society, their mental health also will get better. This chapter's activities promote empathy, interculturality, respect, and mutual understanding among young people.*

## Title of the Session / Time Needed

# Building a Wellbeing Garden / 45-60 min

## 1 Main learning objectives

- Promote a sense of inclusion and belonging among participants.
- Encourage self-awareness and reflection on personal well-being.

## 2 Learning outcomes

- Describe the elements that contribute to their own well-being.
- Recognize the importance of inclusive environments for individual well-being.
- Identify actions they can take to foster well-being and create inclusive spaces.

## 3 Programme Flow and Timing

### Introduction: 5 min

- Welcome participants and introduce the objectives of the activity. Explain that they will be creating a "well-being garden."

### Activity: 40 min

- Draw a simple outline of a garden on a large sheet of paper or whiteboard. This will be the central garden.
- Distribute markers, stickers, and cut-out shapes to participants.
- Ask each participant to draw or write one element that contributes to their personal well-being on a sticker, sticky note, or cut-out shape. It could be a hobby, a relationship, a self-care practice, or anything else.
- Have participants attach their well-being elements to the central garden.
- After creating the garden, initiate a discussion.
- Encourage participants to share their well-being elements and explain why these things contribute to their overall well-being.
- Discuss the idea that individual well-being is diverse and unique to each person.
- Introduce the concept of an inclusive environment.
- Ask participants to consider how creating an inclusive space can enhance well-being for everyone.
- Discuss the importance of fostering a sense of belonging and acceptance in various settings.
- Use string or yarn to create connections between the well-being elements in the central garden.
- This symbolizes the interconnectedness of individual well-being within a community.

### Debriefing & Closing: 15 min

- Invite participants to reflect on the activity and consider actions they can take to contribute to well-being and inclusion.
- Encourage them to think about how they can nurture their own well-being and create inclusive spaces in their daily lives.

## 4 Debriefing Questions

- What well-being elements did you add to the garden, and why are they important to you?
- How does the interconnectedness of well-being in our garden illustrate the idea that individual well-being is connected to the well-being of others?
- How can you apply the concepts of well-being and inclusion in your daily life and community?

## 5 Materials Needed

- A large sheet of paper or a whiteboard
- Markers or colored pencils
- Stickers, sticky notes, or small cut-out shapes (e.g., flowers, leaves, hearts)
- String or yarn
- Scissors
- Tape



## 6 Notes and tips for facilitators

- Create a safe and nonjudgmental space for open discussions.
- Emphasize the importance of empathy, respect, and active listening.

## 7 References / Resources

Created by the partnership

## Title of the Session / Time Needed

# Inclusive Movement Sculptures / 45-60 min

## 1 Main learning objectives

- Promote physical expression and creative exploration.
- Encourage participants to collaborate and create inclusive representations

## 2 Learning outcomes

- Ability to use body movements and physical expression as a means of conveying ideas and emotions related to inclusivity and mental health.
- Deeper understanding of the feelings and experiences of individuals facing mental health challenges.
- Explore various ways to depict inclusivity and acceptance through their movements.

## 3 Programme Flow and Timing

### Introduction: 5 min

- Explain to participants that they will be creating "movement sculptures" that represent inclusivity and acceptance.

### Activity: 40 min

- Divide participants into small groups of three to five people.
- Instruct each group to choose a specific theme or scenario related to inclusivity and mental health (e.g., supporting a friend, breaking down stereotypes, and self-acceptance).
- Encourage groups to use their bodies and movements to create a "living sculpture" that represents their chosen theme.
- Groups should collaborate to form the sculpture and consider the placement and actions of each participant.
- Invite each group to present their movement sculpture to the rest of the participants and ask the rest of the group to guess.
- Groups can explain their theme and the messages conveyed by their sculpture.

### Debriefing & Closing: 15 min

- Reflect on the experience of creating and presenting the movement sculptures.
- Discuss the symbolism and messages conveyed by each sculpture.

## 4 Debriefing Questions

- How did you feel while creating and performing your movement sculpture related to inclusivity?
- What challenges did your group face when trying to convey your chosen theme through physical movements?
- How did the process of working together as a team affect your understanding of inclusivity and cooperation?
- Did any of the sculptures provoke a strong emotional response in you or others? If so, why?
- Were there any specific movements or actions in your sculpture that you felt were particularly effective in conveying the message of inclusivity?

## 5 Materials Needed

- Open space for physical movement.

## 6 Notes and tips for facilitators

- When explaining the activity, provide participants with examples and guidance on selecting themes related to inclusivity and mental health. Ensure that themes are sensitive and appropriate for the group.
- While participants are creating their sculptures and presenting, pay close attention to their physical expressions and the emotions conveyed. This can help guide the debriefing discussion.



## 7 References / Resources

[Click for the reference which the activity is adapted from](#)

## Title of the Session / Time Needed

# Inclusive Storytelling and Role Play / 60 min

## 1 Main learning objectives

- Promote inclusive storytelling and creative expression.
- Encourage participants to step into the shoes of others and understand different perspectives.
- Foster empathy and understanding for individuals facing disadvantages.

## 2 Learning outcomes

- Use storytelling and role play to express and share diverse experiences.
- Demonstrate empathy and understanding for individuals facing disadvantages.
- Recognize the value of inclusive narratives in building a supportive community.

## 3 Programme Flow and Timing

### Introduction: 5 min

- Welcome participants and introduce the objectives of the activity: to explore inclusive storytelling and role play.

### Activity: 40 min

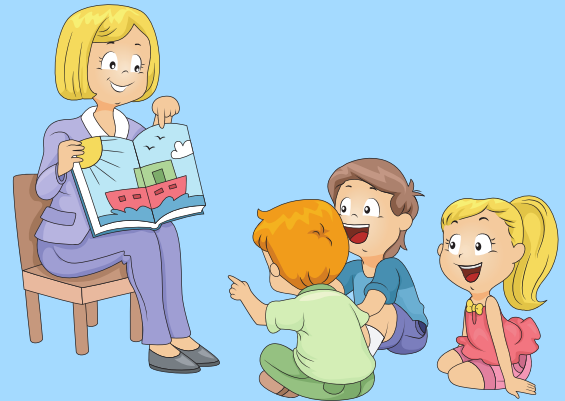
- Distribute blank sheets of paper or index cards to each participant.
- Ask each participant to create a character profile with a name, background, and a challenge or disadvantage the character faces.
- Divide the participants into smaller groups.
- In their groups, participants use their character profiles to collaboratively create a short story or scenario that reflects the challenges and experiences of their characters.
- Encourage them to use role play and creative expression to act out or narrate their stories.
- Invite each group to present their stories and role-play scenarios to the larger group.
- After each presentation, engage in a brief discussion about the experiences portrayed and the challenges the characters faced.

### Debriefing & Closing: 15 min

- Lead a discussion on the importance of inclusive storytelling and role play in understanding different perspectives and fostering empathy.
- Encourage participants to reflect on the activity and how it relates to creating an inclusive and supportive community.

## 4 Debriefing Questions

- What did you learn from the storytelling and role play activity about understanding different perspectives?
- How did stepping into the shoes of someone facing disadvantages impact your empathy and understanding?
- Why is it important to include diverse narratives in our community discussions and initiatives?



## 5 Materials Needed

- Blank sheets of paper or index cards
- Markers or colored pencils
- Costumes or props (optional)
- A space for role play or storytelling

## 6 Notes and tips for facilitators

- As a facilitator, remain neutral and non-judgmental. Avoid expressing personal opinions or biases that may influence the discussion.
- Recognize that participants may choose to share personal experiences during the activity. Emphasize the importance of respecting each other's boundaries and confidentiality.
- Emphasize the importance of inclusivity and ensure that all participants have an opportunity to contribute. Address any exclusionary behaviors if they occur.

## 7 References / Resources

[Click for the reference which the activity is developed through](#)



## Title of the Session / Time Needed

### The Silent Child / 90 min

## 1 Main learning objectives

- To promote inclusivity and empathy in understanding different communication needs.
- To raise awareness about the challenges faced by individuals with disabilities.

## 2 Learning outcomes

- Gaining insights into the experiences of individuals with disabilities.
- Reflecting on the significance of effective communication and inclusion.
- Discussing ways to create more inclusive and supportive environments.

## 3 Programme Flow and Timing

### Introduction: 5 min

- Welcome the participants, introduce the session's objectives, and explain that you will be watching the short film "The Silent Child" and discussing its themes related to inclusivity and communication.

### Activity: 40 min

- Show the short film "The Silent Child" to the participants. During the movie, you can stop it in critical minutes and ask participants questions like, "What would you do in this case? What do you think the character will do now?" etc. to engage the participants more, or you can ask them to take notes during the screening.
- Facilitate a discussion about the film using the following guiding questions:
  - What did you think of the film, and what emotions did it evoke?
  - How did the film portray the challenges faced by the main character, Libby, who is deaf?
  - What did you notice about the communication barriers between Libby and her family and classmates?
  - What are the consequences of miscommunication and a lack of inclusivity in the film?
  - How did the film highlight the impact of accessible education and support for individuals with disabilities?
  - What lessons can we learn from the film about creating more inclusive and supportive environments for people with disabilities?
- Ask participants to take a moment to reflect on the discussion and think about how they can apply the lessons from the film to their own lives and communities.
- Invite participants to share their reflections, insights, or any action steps they plan to take to promote inclusivity and better communication.

### Debriefing & Closing: 15 min

- Emphasize the importance of inclusivity, effective communication, and support for individuals with disabilities.
- Thank the participants for their active engagement and encourage them to continue learning and advocating for inclusivity.

## 4 Debriefing Questions

- What were your initial thoughts and feelings while watching "The Silent Child" short film?
- How did the film portray the experiences of a child with a disability, and what messages did it convey about communication and inclusion?
- What lessons can we draw from the film regarding the role of society in creating inclusive environments for individuals with special needs?
- What steps can we take to reduce stigma and promote understanding and support for individuals with special needs, including those with communication challenges?

## 5 Materials Needed

- Screening equipment (e.g., projector and screen)
- Seating arrangements for participants
- Flipchart and markers for group discussions (if you think needed)



## 6 Notes and tips for facilitators

- Ensure that the screening equipment is set up and tested before the session
- Encourage open and respectful dialogue during the discussion.

## 7 References / Resources

[Click for the movie:Youtube](#)



# Title of the Session / Time Needed

## Privilege Walk / 60 min



### 1 Main learning objectives

- Raise awareness about the stigma associated with mental health and mental illnesses.
- Encourage reflection on personal experiences and biases related to mental health.
- Promote empathy and understanding for individuals with diverse mental health experiences.

### 2 Learning outcomes

- Recognize the existence of stigma and biases related to mental health.
- Reflect on their own experiences and attitudes toward mental health.
- Develop empathy and understanding for individuals with varying mental health experiences.

### 3 Programme Flow and Timing

#### Introduction: 5 min

- Welcome participants and explain the objectives of the activity: to explore and reflect on the experiences related to mental health, stigma, and inclusion.
- Create a starting point and an ending point with colored tape to represent a continuum.

#### Activity: 40 min

- Ask participants to stand at the starting point.
- Read the statements and questions one by one, and for each statement, instruct participants to take a step forward or backward based on their personal experiences or perspectives.
- Statements can include things like "Take a step forward if you have personally experienced mental health challenges," "Take a step back if you have witnessed someone being stigmatized due to mental health," or "Take a step forward if you actively support mental health awareness." The facilitator can come up with different questions.
- After each statement, allow a moment for reflection and movement.

#### Debriefing & Closing: 15 min

- Lead a group discussion after the walk. Ask participants to share their thoughts and emotions about the experience.
- Encourage participants to reflect on the impact of stigma and the importance of inclusion in mental health discussions.

### 4 Debriefing Questions

- How did the activity make you feel about the topic of mental health and stigma?
- What did you learn from your own experiences and the experiences of others during the walk?
- How can you challenge stigma and promote inclusion in the context of mental health?
- Why is it important to foster understanding and support for individuals with diverse mental health experiences?

### 5 Materials Needed

- An open space or room for participants to move freely.
- Colored tape to mark the starting and ending points of the walk.

### 6 Notes and tips for facilitators

- Keep in mind that this is a powerful activity, and avoid doing it if you feel like you will not be able to hold the group.
- If you do a variation and give different roles to young people, make sure to deconstruct the role and take them out of it.
- In this case, do some embodiment activities such as shaking, breathing, etc.
- Prioritize creating a safe and non-judgmental environment for participants. Emphasize the importance of respecting each other's experiences and perspectives.
- Ensure that participants have the choice to play themselves, use created identities, or close their eyes during the activity. Respect their autonomy and preferences.
- Pay close attention to the emotional responses of participants. Be prepared to provide support or redirection if the activity triggers strong emotions or discomfort.
- Some participants refuse to embrace the concept of privilege on a personal level. Be prepared to engage in a constructive discussion.

### 7 References / Resources

[Click for the reference which the activity is adapted from](#)

[Click to see an example version](#)



# Get Well Together

## TOOLKIT

Increasing mental wellbeing through self-awareness,  
social connection and stigma reduction

