

Activity Plan



Co-funded by
the European Union



NAME OF THE ACTIVITY: BEHIND THE SMILE

OVERVIEW

IN THIS CREATIVE AND REFLECTIVE ACTIVITY, PARTICIPANTS ARE DIVIDED INTO SMALL GROUPS AND ASSIGNED A TYPE OF DEPRESSION. EACH GROUP RECEIVES A DEFINITION AND SYMPTOMS OF THEIR ASSIGNED TYPE. USING THIS INFORMATION, THE GROUP CREATES A VISUAL COLLAGE USING IMAGES, DRAWINGS, WORDS, OR SYMBOLIC OBJECTS TO REPRESENT THE EMOTIONAL AND PSYCHOLOGICAL EXPERIENCES RELATED TO THAT TYPE OF DEPRESSION. THE COLLAGES WILL BE PRESENTED IN A MINI-GALLERY OR SHORT PRESENTATION TO PROMOTE EMPATHY, AWARENESS, AND GROUP DISCUSSION.

OBJECTIVES:

INCREASE AWARENESS AND UNDERSTANDING OF DIFFERENT TYPES OF DEPRESSION

ENCOURAGE EMPATHY AND EMOTIONAL LITERACY

FOSTER CREATIVE EXPRESSION AND TEAMWORK

REDUCE STIGMA AROUND MENTAL HEALTH THROUGH STORYTELLING AND VISUAL REPRESENTATION

TARGET GROUP:

TEENAGERS AND YOUNG ADULTS (14-25),
ADAPTABLE FOR OTHER AGE GROUPS WITH
DIFFERENT DEPTH OF CONTENT.

GROUP SIZE:

12-36 PARTICIPANTS (3-6 PER GROUP IS IDEAL)

THEMES ADDRESSED:

MENTAL HEALTH, DEPRESSION, MENTAL HEALTH LITERACY, EMOTIONAL INTELLIGENCE, EMPATHY, STIGMA REDUCTION, TEAMWORK, SELF-EXPRESSION

COMPLEXITY AND TIME:

MEDIUM – NO PRIOR KNOWLEDGE NEEDED, BUT EMOTIONAL MATURITY REQUIRED.

90-120 MINUTES TOTAL

RESOURCES:

PRINTED HANDOUTS OR CARDS WITH DEPRESSION DEFINITIONS AND SYMPTOMS
MAGAZINES, NEWSPAPERS, GLUE, SCISSORS, MARKERS, PAPER

OPTIONAL: MUSIC, POETRY BOOKS, SYMBOLIC ITEMS, MULTIMEDIA TOOLS

STICKY NOTES AND PENS FOR DEBRIEF
A QUIET AND CREATIVE-FRIENDLY SPACE

MATERIALS:

LARGE SHEETS OF PAPER / POSTER BOARDS (A3 OR LARGER) – ONE PER GROUP – THIS SERVES AS THE BASE FOR THEIR COLLAGE.

MAGAZINES AND NEWSPAPERS – (FASHION, NATURE, TECHNOLOGY, LIFESTYLE, ETC.)

FOR CUTTING OUT PICTURES, WORDS, OR PHRASES THAT SYMBOLIZE EMOTIONS OR THOUGHTS. THE MORE VARIETY, THE BETTER.

SCISSORS AND GLUE STICKS ONE OR MORE PER GROUP. SAFETY SCISSORS ARE RECOMMENDED IF WORKING WITH YOUNGER PARTICIPANTS.

COLOR MARKERS, PENCILS, PENS, CRAYONS
COLORED PAPER, CARDBOARD, STICKERS

INFORMATIONAL MATERIALS:

[HTTPS://WWW.CANVA.COM/DESIGN/DAGJP4ROCSS/1GRKNVSI00EGPLM6ZP42W/EDIT](https://www.canva.com/design/DAGJP4ROCSS/1GRKNVSI00EGPLM6ZP42W/EDIT)

OPTIONAL CREATIVE ELEMENTS: SYMBOLIC OBJECTS (OPTIONAL, FOR INSPIRATION OR INCLUSION IN THE COLLAGE): FEATHERS (LIGHTNESS/LOSS) STONES (HEAVINESS/BURDEN) THREADS OR STRINGS (CONNECTION OR ENTANGLEMENT) MIRRORS OR FOIL (IDENTITY, SELF-REFLECTION) AUDIO ELEMENTS (OPTIONAL): YOU COULD PROVIDE ACCESS TO DIFFERENT SHORT SOUNDSCAPES OR MUSIC TRACKS (CALM, CHAOTIC, SLOW) FOR INSPIRATION OR ATMOSPHERE WHILE GROUPS WORK.

FACILITATION & REFLECTION: STICKY NOTES AND PENS FOR DEBRIEFING – PARTICIPANTS CAN WRITE ONE WORD OR SHORT SENTENCE REFLECTING THEIR FEELINGS AFTER THE ACTIVITY.

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

1. INTRODUCTION (10 MIN)

BEGIN WITH A SHORT ICEBREAKER OR DISCUSSION AROUND WHAT PARTICIPANTS ALREADY KNOW OR FEEL ABOUT THE WORD DEPRESSION. CLARIFY THAT DEPRESSION IS A REAL HEALTH CONDITION, NOT JUST “FEELING SAD.”

1. GROUP WORK (60 MIN)

- DIVIDE THE GROUP INTO 6 SMALL TEAMS (OR MORE IF NEEDED, WITH REPEATED TOPICS).
- ASSIGN EACH GROUP ONE TYPE OF DEPRESSION:
 - MAJOR DEPRESSIVE DISORDER
 - PERSISTENT DEPRESSIVE DISORDER
 - BIPOLAR DISORDER
 - POSTPARTUM DEPRESSION
 - PSYCHOTIC DEPRESSION
 - SITUATIONAL DEPRESSION
- GIVE EACH GROUP A SHORT DESCRIPTION AND LIST OF SYMPTOMS (ADAPTED FROM THE MATERIAL ABOVE).
- ASK GROUPS TO CREATE A COLLAGE OR VISUAL REPRESENTATION USING:
 - MAGAZINES, PRINTED IMAGES, DRAWINGS, WORDS, SYMBOLS
 - OPTIONAL: SOUNDSCAPES, COLORS, A SHORT POEM OR OBJECT
- ENCOURAGE THEM TO REFLECT HOW SOMEONE EXPERIENCING THIS CONDITION MIGHT FEEL, THINK, AND SEE THE WORLD.

1. GALLERY WALK OR GROUP PRESENTATIONS (40 MIN)

- GROUPS PRESENT THEIR COLLAGES BRIEFLY OR DISPLAY THEM IN A GALLERY FORMAT.
- EACH GROUP EXPLAINS THE SYMBOLISM AND CHOICES BEHIND THEIR ARTWORK.

DEBRIEFING AND EVALUATION:

(15–20 MIN)

GATHER EVERYONE IN A CIRCLE AND LEAD A REFLECTION WITH QUESTIONS SUCH AS:

- WHAT DID YOU LEARN ABOUT DEPRESSION THAT YOU DIDN’ T KNOW BEFORE?
- DID ANYTHING SURPRISE YOU WHILE CREATING OR SEEING THE OTHER COLLAGES?
- HOW CAN VISUAL STORYTELLING HELP US UNDERSTAND DIFFICULT EMOTIONS?
- WHAT EMOTIONS DID YOU EXPERIENCE DURING THIS ACTIVITY?
- HOW CAN WE SUPPORT SOMEONE WHO MIGHT BE EXPERIENCING THESE SYMPTOMS?

INVITE PARTICIPANTS TO WRITE ONE WORD ON A STICKY NOTE REPRESENTING HOW THEY FEEL AFTER THE SESSION AND POST IT ON A REFLECTION WALL.

TIPS FOR FACILITATOR

- BE SENSITIVE TO EMOTIONAL TRIGGERS. LET PARTICIPANTS KNOW THEY CAN TAKE A BREAK IF NEEDED.
- OFFER A SAFE SPACE WHERE ALL EMOTIONS ARE VALID AND RESPECTED.
- USE INCLUSIVE, NON-JUDGMENTAL LANGUAGE.
- HAVE MENTAL HEALTH SUPPORT CONTACTS READY, ESPECIALLY IN SCHOOL SETTINGS.
- ENCOURAGE SYMBOLIC AND METAPHORICAL EXPRESSION—NOT ALL REPRESENTATIONS NEED TO BE LITERAL

Activity Plan



Co-funded by
the European Union



FOLLOW-UP

- HAVE PARTICIPANTS WRITE A LETTER TO A FICTIONAL PERSON EXPERIENCING ONE OF THE TYPES OF DEPRESSION—OFFERING COMPASSION AND SUPPORT.
- CREATE A DIGITAL VERSION OF THE COLLAGES AND DISPLAY THEM DURING A SCHOOL/COMMUNITY MENTAL HEALTH WEEK.
- START A DISCUSSION OR JOURNALING ACTIVITY ON HOW PARTICIPANTS TAKE CARE OF THEIR OWN MENTAL WELL-BEING.

NAME OF THE ACTIVITY: WHY DID I JUST DO THAT?

OVERVIEW

THIS NON-FORMAL, INTERACTIVE ACTIVITY HELPS YOUTH EXPLORE PSYCHOLOGICAL DEFENSE MECHANISMS THROUGH ENGAGING, RELATABLE METHODS. USING SCENARIO-BASED LEARNING, MOVEMENT BETWEEN STATIONS, TEAMWORK, AND PRIVATE REFLECTION, PARTICIPANTS LEARN TO IDENTIFY DIFFERENT DEFENSE MECHANISMS (PATHOLOGICAL TO MATURE), UNDERSTAND HOW AND WHY PEOPLE USE THEM, AND INCREASE SELF-AWARENESS OF THEIR OWN COPING PATTERNS.

OBJECTIVES

INTRODUCE THE CONCEPT OF DEFENSE MECHANISMS AND THEIR PURPOSE.
ENABLE PARTICIPANTS TO IDENTIFY AND CATEGORIZE DEFENSE MECHANISMS IN REALISTIC SITUATIONS.
ENCOURAGE SELF-AWARENESS AND REFLECTION ON PERSONAL EMOTIONAL RESPONSES.
PROMOTE UNDERSTANDING OF HEALTHIER, MATURE DEFENSIVE STRATEGIES.

TARGET GROUP:

YOUTH AGED 17-26

GROUP SIZE:

10-25 PARTICIPANTS (WORKING IN GROUPS OF 3-5)

THEMES ADDRESSED:

EMOTIONAL INTELLIGENCE
SELF-AWARENESS
DEFENSIVE MECHANISMS
MENTAL HEALTH EDUCATION
HEALTHY COMMUNICATION

COMPLEXITY AND TIME:

MODERATE,
90-110 MINUTES

Activity Plan



Co-funded by
the European Union



MATERIALS:

PRINTED SCENARIO CARDS

[HTTPS://WWW.CANVA.COM/DESIGN/DAGNOZXS8OG/NFGJVII2AQDRAUUQWIMAJQ/EDIT](https://www.canva.com/design/DAGNOZXS8OG/NFGJVII2AQDRAUUQWIMAJQ/EDIT)

POSTERS OR FLIPCHARTS FOR EACH LEVEL OF DEFENSE MECHANISMS

COLOR-CODED HANDOUTS WITH DEFENSE LEVELS AND DEFINITIONS

REFLECTION HANDOUTS

OPTIONAL: TOKENS/STICKERS FOR STATION CHALLENGES

INSTRUCTIONS

1. WALL OF REACTIONS – ICEBREAKER (15 MIN):

- PLACE POSTERS OR PRINTED PROMPTS WITH EMOTIONALLY CHALLENGING SITUATIONS AROUND THE ROOM (E.G., “YOU DIDN’ T GET INVITED TO A PARTY”).
- PARTICIPANTS WALK AROUND AND WRITE RESPONSES ON STICKY NOTES (HOW THEY’D FEEL OR REACT).
- BRIEFLY DISCUSS HOW THESE ARE ALL WAYS WE COPE WITH DISCOMFORT — DEFENSE MECHANISMS.

2. DEFENSE MECHANISM DETECTIVE GAME (30–40 MIN):

- DIVIDE PARTICIPANTS INTO SMALL GROUPS (3–4 PEOPLE).
- GIVE EACH GROUP A SET OF SCENARIO CARDS (ONE FOR EACH DEFENSE MECHANISM).
- GROUPS READ EACH SCENARIO AND MATCH IT TO: THE DEFENSE MECHANISM NAME, ITS LEVEL (1–4) USING A COLOR-CODED KEY, WHETHER IT’ S HELPFUL, UNHELPFUL, OR MIXED
- AFTER ALL GROUPS ARE FINISHED, ROTATE SETS OR HAVE A FACILITATOR REVEAL CORRECT ANSWERS AND LEAD SHORT DISCUSSIONS.

3. DEFENSE MECHANISM STATIONS (25 MIN):

- CREATE 4 STATIONS AROUND THE ROOM, ONE FOR EACH LEVEL OF DEFENSE MECHANISMS.
- EACH STATION INCLUDES:

A SHORT, FRIENDLY DESCRIPTION OF THE LEVEL

A FEW POP-CULTURE OR MEME EXAMPLES

A TEAM CHALLENGE (E.G., MATCH 3 SCENARIOS TO MECHANISMS, MINI-QUIZ)

- GROUPS ROTATE AND COMPLETE ALL STATIONS.

4. ME AND MY DEFENSES – PRIVATE REFLECTION (15 MIN):

- HAND OUT INDIVIDUAL REFLECTION SHEETS:
“WHICH 2 DEFENSE MECHANISMS DO YOU RECOGNIZE IN YOURSELF?”
“WHEN HAVE THEY HELPED? WHEN HAVE THEY HURT?”
“WHICH MATURE DEFENSE COULD YOU PRACTICE MORE?”

DEBRIEFING AND EVALUATION:

GATHER PARTICIPANTS IN A CIRCLE (SEATED OR STANDING, DEPENDING ON THE ENERGY OF THE GROUP).

USE SOME OF THE FOLLOWING REFLECTIVE PROMPTS FOR A FACILITATED DISCUSSION:

- AWARENESS & INSIGHT
 - WHAT DEFENSE MECHANISM WAS MOST FAMILIAR OR RELATABLE TO YOU?
 - WHICH ONE SURPRISED YOU THE MOST?
 - WERE THERE ANY YOU’ VE NEVER THOUGHT OF AS “DEFENSES” BEFORE?
- APPLICATION TO REAL LIFE
 - HOW DO YOU THINK DEFENSE MECHANISMS SHOW UP IN DAILY SITUATIONS—SCHOOL, WORK, RELATIONSHIPS?
 - CAN YOU THINK OF A TIME WHEN A DEFENSE MECHANISM HELPED YOU IN THE SHORT TERM BUT MADE THINGS WORSE IN THE LONG RUN?
- VALUES & GROWTH
 - WHY DO YOU THINK WE USE IMMATURE OR NEUROTIC DEFENSES EVEN WHEN THEY’ RE NOT HELPFUL?
 - WHICH MATURE DEFENSE MECHANISM DO YOU THINK IS MOST REALISTIC OR USEFUL FOR YOU PERSONALLY?

ENCOURAGE PARTICIPANTS TO SPEAK VOLUNTARILY AND RESPECT THOSE WHO PREFER TO JUST LISTEN.
VALIDATE CONTRIBUTIONS WITH NEUTRALITY AND OPENNESS.

Activity Plan



Co-funded by
the European Union



DEBRIEFING AND EVALUATION:

WRITTEN EVALUATION (OPTIONAL – 5 MIN):

PROVIDE A FEW WRITTEN FEEDBACK PROMPTS SUCH AS:

- ONE THING I LEARNED TODAY WAS...
- I NOTICED THAT I OFTEN...
- AFTER THIS SESSION, I WANT TO TRY TO...

THESE CAN BE ANONYMOUS AND ARE USEFUL FOR BOTH PARTICIPANT REFLECTION AND FACILITATOR IMPROVEMENT.

INFO FOR FACILITATOR

1. WHY DEFENSE MECHANISMS MATTER:

- THEY' RE NOT INHERENTLY "BAD" — THEY ARE ADAPTIVE STRATEGIES THAT PROTECT THE EGO/SELF FROM PAIN, SHAME, AND ANXIETY.
- THE GOAL ISN' T TO ELIMINATE THEM, BUT TO INCREASE AWARENESS AND SHIFT TOWARD MORE MATURE, CONSTRUCTIVE WAYS OF COPING.
- UNDERSTANDING THEM BUILDS EMPATHY (FOR SELF AND OTHERS) AND REDUCES REACTIVITY.

2. PSYCHOLOGICAL LAYER TO WATCH FOR:

- PARTICIPANTS MIGHT RECOGNIZE THEMSELVES IN LESS DESIRABLE BEHAVIORS AND FEEL EXPOSED OR UNCOMFORTABLE.
- AVOID LABELING ANYONE OR INTERPRETING THEIR EXPERIENCES.
- IF SOMEONE HAS A STRONG EMOTIONAL REACTION, VALIDATE THEM GENTLY ("THAT' S ACTUALLY A REALLY COMMON REACTION. THANKS FOR BEING REAL ABOUT IT.").

3. ENCOURAGE CURIOSITY, NOT JUDGMENT:

- HELP THE GROUP STAY OPEN-MINDED AND PLAYFUL. IF SOMEONE LAUGHS OR REACTS STRONGLY TO A CARD (E.G., PROJECTION OR SPLITTING), INVITE A NEUTRAL EXPLORATION:
- "INTERESTING REACTION—WHAT MAKES THAT ONE STAND OUT TO YOU?"
- "HAVE YOU SEEN THIS HAPPEN IN A WAY THAT FELT FUNNY OR STRESSFUL?"

4. NORMALIZE AND EMPOWER:

- REMIND PARTICIPANTS:
- "ALL OF US USE DEFENSES. THEY' RE HUMAN. THE GOAL IS TO LEARN TO NOTICE THEM, NOT BEAT OURSELVES UP FOR HAVING THEM."
- LET PARTICIPANTS KNOW THAT BY IDENTIFYING THEIR DEFENSE PATTERNS, THEY' VE ALREADY TAKEN A HUGE STEP TOWARD EMOTIONAL INTELLIGENCE AND GROWTH.

TIPS FOR FACILITATOR

- EMPHASIZE THERE ARE NO "RIGHT" OR "WRONG" EMOTIONS—THIS IS ABOUT AWARENESS, NOT JUDGMENT.
- USE EXAMPLES THAT RESONATE WITH YOUTH CULTURE (MUSIC, SOCIAL MEDIA, RELATIONSHIPS).
- MAINTAIN EMOTIONAL SAFETY: AVOID SINGLING ANYONE OUT OR ANALYZING PERSONAL BEHAVIOR PUBLICLY.
- ENCOURAGE HUMOR AND CURIOSITY, NOT SELF-CRITICISM.

FOLLOW-UP

- OFFER A JOURNALING CHALLENGE FOR A WEEK: "NOTICE AND WRITE ABOUT ANY DEFENSE YOU USE."
- SHARE A SIMPLE HANDOUT ON MATURE DEFENSES WITH REAL-LIFE STRATEGIES.
- IN THE NEXT SESSION, EXPLORE EMOTION REGULATION SKILLS OR ASSERTIVE COMMUNICATION AS NEXT STEPS.

Activity Plan



Co-funded by
the European Union



NAME OF THE ACTIVITY: EMOTION WHEEL PUZZLE

OVERVIEW

THIS ENGAGING ACTIVITY IS DESIGNED FOR INDIVIDUALS AGED 17-26 TO DEEPEN THEIR UNDERSTANDING OF EMOTIONS BY RECONSTRUCTING PLUTCHIK'S WHEEL OF EMOTIONS AS A PUZZLE. THROUGH COLLABORATIVE PROBLEM-SOLVING AND DISCUSSION, PARTICIPANTS WILL EXPLORE THE RELATIONSHIPS BETWEEN PRIMARY, SECONDARY, AND TERTIARY EMOTIONS.

OBJECTIVES:

ENHANCE EMOTIONAL LITERACY BY IDENTIFYING AND CATEGORIZING VARIOUS EMOTIONS.
UNDERSTAND THE STRUCTURE AND INTERCONNECTIONS WITHIN PLUTCHIK'S WHEEL OF EMOTIONS.
FOSTER TEAMWORK AND COMMUNICATION SKILLS THROUGH GROUP COLLABORATION.

TARGET GROUP:

INDIVIDUALS AGED 17-26 INTERESTED IN ENHANCING THEIR UNDERSTANDING OF EMOTIONS.

GROUP SIZE:

10-20 PARTICIPANTS, DIVIDED INTO SMALLER GROUPS OF 3-5 MEMBERS EACH.

THEMES ADDRESSED:

EMOTIONAL LITERACY
MENTAL HEALTH CENTER
EMOTIONAL AND SELF-AWARENESS
TEAMWORK AND COLLABORATION

COMPLEXITY AND TIME:

- EASY
- 60 MIN

MATERIALS:

PRINTABLE TEMPLATE OF PLUTCHIK'S WHEEL OF EMOTIONS - [LINK](#)
SCISSORS FOR CUTTING THE WHEEL INTO PUZZLE PIECES
ENVELOPES OR BAGS TO HOLD PUZZLE PIECES FOR EACH GROUP
WRITING MATERIALS FOR NOTE-TAKING DURING DISCUSSIONS - ONE PER EACH PARTICIPANT
PENS OR MARKERS - ONE PER PARTICIPANT (OPTIONAL)

RESOURCES:

PRINTED HANDOUTS OR CARDS WITH DEPRESSION DEFINITIONS AND SYMPTOMS
MAGAZINES, NEWSPAPERS, GLUE, SCISSORS, MARKERS, PAPER
OPTIONAL: MUSIC, POETRY BOOKS, SYMBOLIC ITEMS, MULTIMEDIA TOOLS
STICKY NOTES AND PENS FOR DEBRIEF
A QUIET AND CREATIVE-FRIENDLY SPACE

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

1. PREPARATION:

- OBTAIN A PRINTABLE TEMPLATE OF PLUTCHIK'S WHEEL OF EMOTIONS.
- ENLARGE AND PRINT THE WHEEL ON STURDY PAPER OR CARDSTOCK.
- CUT THE WHEEL INTO INDIVIDUAL SEGMENTS, ENSURING EACH PIECE REPRESENTS A DISTINCT EMOTION

2. INTRODUCTION (10 MINUTES):

- INTRODUCE THE CONCEPT OF PLUTCHIK'S WHEEL OF EMOTIONS, HIGHLIGHTING THE EIGHT PRIMARY EMOTIONS AND THEIR COMBINATIONS.
- "PLUTCHIK'S WHEEL OF EMOTIONS IS A PSYCHOLOGICAL MODEL THAT ILLUSTRATES THE RELATIONSHIPS AMONG EIGHT PRIMARY EMOTIONS: JOY, TRUST, FEAR, SURPRISE, SADNESS, DISGUST, ANGER, AND ANTICIPATION. THESE EMOTIONS ARE ORGANIZED ON THE WHEEL TO REFLECT THEIR OPPOSITES—JOY CONTRASTS WITH SADNESS, TRUST WITH DISGUST, FEAR WITH ANGER, AND SURPRISE WITH ANTICIPATION. THE WHEEL ALSO DEMONSTRATES HOW THESE PRIMARY EMOTIONS CAN BLEND TO FORM MORE COMPLEX FEELINGS. FOR EXAMPLE, COMBINING JOY AND TRUST RESULTS IN LOVE, WHILE ANTICIPATION AND JOY TOGETHER LEAD TO OPTIMISM. ADDITIONALLY, THE MODEL REPRESENTS THE VARYING INTENSITIES OF EMOTIONS. EACH PRIMARY EMOTION CAN RANGE FROM MILD TO INTENSE STATES; FOR INSTANCE, ANNOYANCE ESCALATES TO ANGER AND CAN PEAK AS RAGE."
- EXPLAIN THE OBJECTIVE OF THE ACTIVITY: TO COLLABORATIVELY RECONSTRUCT THE WHEEL AND DISCUSS THE PLACEMENT AND RELATIONSHIPS OF THE EMOTIONS.

GROUP ACTIVITY (30 MINUTES):

- DIVIDE PARTICIPANTS INTO SMALL GROUPS AND PROVIDE EACH GROUP WITH A SET OF PUZZLE PIECES.
- INSTRUCT GROUPS TO ASSEMBLE THE WHEEL, ENCOURAGING DISCUSSION ABOUT WHERE EACH PIECE BELONGS AND WHY.
- ONCE ASSEMBLED, HAVE EACH GROUP PRESENT THEIR COMPLETED WHEEL AND EXPLAIN THEIR REASONING FOR THE PLACEMENT OF EMOTIONS.

3. DEBRIEFING AND EVALUATION (15 MINUTES):

- FACILITATE A DISCUSSION ON THE CHALLENGES FACED DURING THE ASSEMBLY AND HOW THE ACTIVITY INFLUENCED THEIR UNDERSTANDING OF EMOTIONAL RELATIONSHIPS.
- ENCOURAGE PARTICIPANTS TO SHARE INSIGHTS GAINED ABOUT SPECIFIC EMOTIONS AND THEIR INTERCONNECTIONS.

DEBRIEFING AND EVALUATION:

WHAT EMOTIONS DID YOU EXPERIENCE DURING THE PUZZLE ASSEMBLY?
HOW DID COLLABORATING WITH OTHERS INFLUENCE YOUR UNDERSTANDING OF THE EMOTION WHEEL?
WERE THERE ANY EMOTIONS OR RELATIONSHIPS BETWEEN EMOTIONS THAT SURPRISED YOU?
HOW CAN YOU APPLY THE INSIGHTS GAINED FROM THIS ACTIVITY TO YOUR DAILY LIFE OR INTERACTIONS?

TIPS FOR FACILITATOR

- ENSURE THAT THE PUZZLE PIECES ARE CUT ACCURATELY TO AVOID CONFUSION DURING ASSEMBLY.
- BE PREPARED TO GUIDE DISCUSSIONS ON EMOTIONAL NUANCES AND PROVIDE CLARIFICATIONS AS NEEDED.
- ENCOURAGE ALL GROUP MEMBERS TO PARTICIPATE ACTIVELY AND SHARE THEIR PERSPECTIVES.

FOLLOW-UP

- PROVIDE PARTICIPANTS WITH INDIVIDUAL COPIES OF PLUTCHIK'S WHEEL FOR PERSONAL REFLECTION AND APPLICATION.
- ORGANIZE WORKSHOPS ON EMOTIONAL INTELLIGENCE, FOCUSING ON STRATEGIES FOR EMOTION REGULATION AND EMPATHY DEVELOPMENT.
- RECOMMEND FURTHER READING MATERIALS ON EMOTIONS AND PSYCHOLOGICAL WELL-BEING.

Activity Plan



Co-funded by
the European Union



NAME OF THE ACTIVITY: MYTH BUSTERS

OVERVIEW

THIS INTERACTIVE AND MOVEMENT-BASED ACTIVITY INVITES PARTICIPANTS TO EXAMINE COMMON MYTHS AND FACTS ABOUT DEPRESSION. THE ROOM IS DIVIDED INTO TWO ZONES: ONE LABELED "MYTH," THE OTHER "FACT."

THE FACILITATOR READS A STATEMENT ALOUD (E.G., "ONLY WEAK PEOPLE GET DEPRESSED"), AND PARTICIPANTS MOVE TO THE SIDE OF THE ROOM THAT THEY BELIEVE REPRESENTS THE TRUTH. AFTER EVERYONE HAS CHOSEN A SIDE, EACH GROUP IS ENCOURAGED TO BRIEFLY DISCUSS THEIR REASONING. THE FACILITATOR THEN SHARES THE CORRECT ANSWER ALONG WITH A SHORT EXPLANATION, USING PRE-PRINTED STICKERS THAT INCLUDE THE FULL STATEMENT, THE CORRECT ANSWER, AND A CLEAR CLARIFICATION.

WHILE THE FACILITATOR GENTLY GUIDES THE GROUP TOWARD ACCURATE INFORMATION, THE GOAL IS NOT TO PERSUADE OR PRESSURE ANYONE TO CHANGE THEIR VIEW. INSTEAD, PARTICIPANTS ARE INVITED TO REFLECT, ENGAGE IN DIALOGUE, AND CONSIDER NEW PERSPECTIVES AT THEIR OWN PACE.

THE PRINTED STICKERS CAN BE COLLECTED BY PARTICIPANTS OR DISPLAYED ON A WALL TO FORM A VISUAL MYTH-BUSTING GALLERY. THIS DYNAMIC ACTIVITY COMBINES MOVEMENT, GROUP REFLECTION, AND RELIABLE INFORMATION TO PROMOTE AWARENESS, CHALLENGE STIGMA, AND SUPPORT OPEN CONVERSATIONS ABOUT DEPRESSION.

OBJECTIVES:

RAISE AWARENESS AND KNOWLEDGE ABOUT DEPRESSION

CHALLENGE HARMFUL MYTHS AND REDUCE STIGMA

ENCOURAGE OPEN DIALOGUE AND REFLECTION

DEVELOP CRITICAL THINKING AND EMPATHY

NORMALIZE CONVERSATION ABOUT MENTAL HEALTH

TARGET GROUP:

TEENAGERS AND YOUNG ADULTS (14-25), SUITABLE FOR USE IN SCHOOLS, CAMPS, YOUTH CENTERS, OR WORKSHOPS. KEEP IN MIND THAT FOR WORKING WITH UNDERAGE YOUNG PEOPLE, YOU NEED TO HAVE CONSENT FROM THE PARENTS.

GROUP SIZE:

10-40 PARTICIPANTS

THEMES ADDRESSED:

MENTAL HEALTH AWARENESS,
DEPRESSION, STIGMA REDUCTION, SELF
REFLECTION, PEER LEARNING, EMOTIONAL LITERACY

COMPLEXITY AND TIME:

LOW TO MEDIUM - ACCESSIBLE WITH
NO PRIOR KNOWLEDGE BUT RICH IN
EMOTIONAL CONTENT

45-60 MINUTES TOTAL

MATERIALS:

LARGE SIGNS: "MYTH" AND "FACT"

A LIST OF PRE-SELECTED STATEMENTS ABOUT
DEPRESSION - BELOW

PRINTED STICKERS OR CARDS FOR EACH STATEMENT,
INCLUDING:

- THE FULL STATEMENT
- WHETHER IT IS A MYTH OR A FACT
- A SHORT EXPLANATION (SEE EXAMPLES BELOW)
- STICKY NOTES AND PENS FOR FINAL REFLECTION
- A SPACIOUS ROOM THAT ALLOWS PARTICIPANTS TO MOVE FREELY
- OPTIONAL: SOFT MUSIC AND A PRINTED REFLECTION BOARD

MATERIALS (MYTH/FACT STICKERS)

[HTTPS://WWW.CANVA.COM/DESIGN/DAGNUQAAD04/TVR-XZBJYIAI83HIIM87DWG/EDIT](https://www.canva.com/design/DAGNUQAAD04/TVR-XZBJYIAI83HIIM87DWG/EDIT)

PAPER TAPE IF YOUTH WORKER WANTS TO STICK THEM
ON THE WALL OR ON A FLIPCHART.

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

1. INTRODUCTION (10 MIN)

WELCOME PARTICIPANTS AND INTRODUCE THE ACTIVITY. CLARIFY THAT THIS IS A SAFE, NON-JUDGMENTAL SPACE. PEOPLE ARE ALLOWED TO CHANGE THEIR MINDS AND ARE ENCOURAGED TO REFLECT, NOT PERFORM.

- EXPLAIN THE FORMAT:

ONE SIDE OF THE ROOM = MYTH

OTHER SIDE = FACT

- AFTER THE FACILITATOR READS EACH STATEMENT, PARTICIPANTS WALK TO THE SIDE THEY BELIEVE IS CORRECT.
- GROUPS BRIEFLY DISCUSS THEIR REASONING WITH OTHERS ON THEIR SIDE.

THEN, THE FACILITATOR READS THE CORRECT ANSWER, GIVES A CLEAR EXPLANATION, AND HANDS OUT OR POSTS A PRINTED STICKER WITH THE STATEMENT AND EXPLANATION.

2. ACTIVITY FLOW (25-35 MIN DEPENDING ON GROUP SIZE)

- READ EACH STATEMENT CLEARLY AND PAUSE FOR MOVEMENT.
- ALLOW 1-2 MINUTES FOR PEER DISCUSSION ON EACH SIDE.
- DEBRIEF EACH ROUND BY PROVIDING THE CORRECT ANSWER AND EXPLANATION.
- STICK OR DISPLAY THE PRINTED MYTH/FACT STICKER ON A BOARD OR WALL AS A GROWING VISUAL SUMMARY.

CONTINUE THROUGH AS MANY STATEMENTS AS TIME ALLOWS

DEBRIEFING AND EVALUATION:

BRING THE GROUP INTO A CIRCLE. SUGGESTED DEBRIEF QUESTIONS:

WAS THERE A MYTH YOU BELIEVED BEFORE THIS ACTIVITY?

WHICH STATEMENT SURPRISED YOU THE MOST?

WHY DO YOU THINK THESE MYTHS EXIST?

HOW CAN WE RESPOND WHEN SOMEONE SPREADS MISINFORMATION ABOUT MENTAL HEALTH?

HAVE EACH PARTICIPANT COMPLETE THIS SENTENCE ON A STICKY NOTE:

"ONE IMPORTANT TRUTH ABOUT DEPRESSION I' M TAKING WITH ME TODAY IS..."

DISPLAY THEM AROUND THE STICKER WALL OR ON A REFLECTION BOARD.

TIPS FOR FACILITATOR

- ENCOURAGE PARTICIPATION BUT RESPECT IF SOMEONE CHOOSES TO OPT OUT OF A ROUND.
- REMIND PARTICIPANTS IT' S OKAY TO CHANGE THEIR ANSWER DURING DISCUSSION.
- BE READY TO HOLD SPACE FOR DIFFICULT EMOTIONS AND PROVIDE FOLLOW-UP SUPPORT IF NEEDED.

FOLLOW UP

- TURN THE STICKER WALL INTO A CLASSROOM OR COMMUNITY DISPLAY ON MENTAL HEALTH AWARENESS.
- INVITE PARTICIPANTS TO RESEARCH OTHER COMMON MENTAL HEALTH MYTHS AND CREATE THEIR OWN STICKERS OR POSTERS.
- PAIR THIS ACTIVITY WITH "PICTURE MY MOOD" OR A LETTER-WRITING REFLECTION.
- SHARE THE ACTIVITY AT A SCHOOL WELLNESS DAY OR YOUTH FORUM.

Activity Plan



Co-funded by
the European Union



NAME OF THE ACTIVITY: STOP THEATRE

OVERVIEW

THIS ACTIVITY USES STOP THEATRE (FORUM THEATRE) TO HELP YOUNG PEOPLE RECOGNIZE EMOTIONAL DISTRESS IN THEIR PEERS AND PRACTICE OFFERING SUPPORTIVE, NON-JUDGMENTAL RESPONSES. PARTICIPANTS WATCH A SHORT SCENE IN WHICH SOMEONE IS SHOWING SIGNS OF EMOTIONAL STRUGGLE. AT ANY POINT, A PARTICIPANT CAN SAY "STOP," STEP INTO A ROLE, AND TRY A DIFFERENT WAY TO RESPOND. THE GOAL IS TO EXPLORE HOW EMPATHY, PRESENCE, AND CAREFUL COMMUNICATION CAN MAKE A DIFFERENCE WHEN SOMEONE IS SILENTLY ASKING FOR HELP.

OBJECTIVES:

- RECOGNIZE EARLY SIGNS THAT SOMEONE MAY BE STRUGGLING EMOTIONALLY
- PRACTICE EMPATHETIC LISTENING AND SUPPORTIVE COMMUNICATION
- EXPLORE HEALTHY BOUNDARIES AND LIMITS OF PEER SUPPORT
- UNDERSTAND WHEN AND HOW TO REFER SOMEONE TO A TRUSTED ADULT OR PROFESSIONAL
- BUILD CONFIDENCE TO ACT WITH CARE, NOT JUDGMENT

GROUP SIZE:

YOUNG PEOPLE AGED 15-25 YEARS

THEMES ADDRESSED:

MENTAL HEALTH AWARENESS
EMOTIONAL LITERACY AND COMMUNICATION
PEER SUPPORT AND EMPATHY
BOUNDARIES AND HELP-SEEKING

TARGET GROUP:

TEENAGERS AND YOUNG ADULTS (14-25), SUITABLE FOR USE IN SCHOOLS, CAMPS, YOUTH CENTERS, OR WORKSHOPS. KEEP IN MIND THAT FOR WORKING WITH UNDERAGE YOUNG PEOPLE, YOU NEED TO HAVE CONSENT FROM THE PARENTS.

COMPLEXITY AND TIME:

MEDIUM – SUITABLE FOR GROUPS WITH SOME EXPERIENCE IN YOUTH WORK, DRAMA, OR SOCIAL-EMOTIONAL LEARNING

90 MINUTES (EXTENDABLE TO 2 HOURS WITH MORE SCENES OR DEEPER DEBRIEF)

RESOURCES:

PRINTED HANDOUTS OR CARDS WITH DEPRESSION DEFINITIONS AND SYMPTOMS
MAGAZINES, NEWSPAPERS, GLUE, SCISSORS, MARKERS, PAPER
OPTIONAL: MUSIC, POETRY BOOKS, SYMBOLIC ITEMS, MULTIMEDIA TOOLS
STICKY NOTES AND PENS FOR DEBRIEF
A QUIET AND CREATIVE-FRIENDLY SPACE

MATERIALS:

SCENARIO CARDS AND ROLE CARDS –
[HTTPS://WWW.CANVA.COM/DESIGN/DAGJWJC2E3Y/IRNT9KE9JZ2-0XCHMG1JQ/VIEW?](https://www.canva.com/design/DAGJWJC2E3Y/IRNT9KE9JZ2-0XCHMG1JQ/VIEW?utm_content=DAGJWJC2E3Y&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=NIQUELINKS&utm_id=H21B24605B4)
[UTM CONTENT=DAGJWJC2E3Y&UTM CAMPAIGN=DESIGNSHARE&UTM MEDIUM=LINK2&UTM SOURCE=U](https://www.canva.com/design/DAGJWJC2E3Y/IRNT9KE9JZ2-0XCHMG1JQ/VIEW?utm_content=DAGJWJC2E3Y&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=NIQUELINKS&utm_id=H21B24605B4)
[NIQUELINKS&UTLID=H21B24605B4](https://www.canva.com/design/DAGJWJC2E3Y/IRNT9KE9JZ2-0XCHMG1JQ/VIEW?utm_content=DAGJWJC2E3Y&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=NIQUELINKS&utm_id=H21B24605B4)

SUPPORTIVE SENTENCE CARDS
"SIGNS SOMEONE MIGHT BE STRUGGLING"
CARDS
PRINTED "WHAT TO SAY / WHAT NOT TO SAY"
LIST
STOP SIGN OR PAPER FOR VISUAL CUE

SPACE WITH OPEN FLOOR AREA (NO STAGE NEEDED)

OPTIONAL QUIET CORNER WITH PILLOWS,
GROUNDING TOOLS

FLIPCHART OR BOARD FOR GROUP AGREEMENTS
AND DEBRIEF

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

1. PREPARATION (BEFORE THE SESSION):

- SET UP A QUIET AREA OR EMOTIONAL REGULATION ZONE FOR PARTICIPANTS WHO MAY FEEL OVERWHELMED.
- PREPARE AND REVIEW ROLE CARDS, SCENARIO CARDS, AND SUPPORTIVE SENTENCE CARDS.
- CREATE AND DISPLAY A GROUP EMOTIONAL SAFETY AGREEMENT.

2. WELCOME & EMOTIONAL SAFETY AGREEMENT (10 MIN)

WELCOME PARTICIPANTS AND LEAD A LIGHT WARM-UP.

CO-CREATE A GROUP AGREEMENT (E.G., “RESPECT,” “NO PRESSURE TO ACT,” “THIS IS A LEARNING SPACE”).

BRIEFLY INTRODUCE STOP THEATRE:

“STOP THEATRE IS A WAY FOR US TO EXPLORE REAL-LIFE SITUATIONS WHERE SOMEONE MIGHT BE SILENTLY STRUGGLING—AND TO PRACTICE HOW WE COULD RESPOND WITH CARE AND EMPATHY.

YOU’LL WATCH A SHORT SCENE BETWEEN A FEW PEOPLE. IF YOU SEE SOMETHING THAT COULD GO DIFFERENTLY—MAYBE SOMEONE MISSES A SIGN, SHUTS SOMEONE DOWN, OR AVOIDS A HARD CONVERSATION—YOU CAN SAY “STOP” AND STEP INTO THE SCENE. YOU CAN TRY A NEW RESPONSE, ASK A QUESTION, OR SUPPORT SOMEONE IN A BETTER WAY.

YOU DON’ T NEED TO BE AN ACTOR OR HAVE THE PERFECT WORDS—THIS IS A SPACE TO EXPERIMENT, REFLECT, AND LEARN TOGETHER. IT’ S ABOUT BEING BRAVE ENOUGH TO TRY, EVEN IF IT FEELS A BIT MESSY. WE’ LL EXPLORE REAL-LIFE SITUATIONS. YOU DON’ T HAVE TO ACT PERFECTLY—JUST BE WILLING TO TRY.”

3. SKILL-BUILDING: RECOGNIZING THE SIGNS (10 MIN)

IN PAIRS OR SMALL GROUPS, HAND OUT “SIGNS SOMEONE MIGHT BE STRUGGLING” CARDS.

DISCUSS: “HAVE YOU SEEN THIS IN REAL LIFE? WHAT MIGHT BE GOING ON UNDERNEATH?”

SHARE HELPFUL AND UNHELPFUL PHRASES. USE A QUIZ OR MATCHING ACTIVITY TO INCREASE ENGAGEMENT.

4. SCENARIO SET-UP & ROLE PREPARATION (10 MIN)

- INTRODUCE A PREPARED SCENARIO (E.G., ALEX IS WITHDRAWING, SKIPPING ACTIVITIES, AND MAKING NEGATIVE JOKES).
- ASSIGN ROLES AND DISTRIBUTE SHORT ROLE CARDS.
- LET ACTORS PREPARE A 2–3 MINUTE SCENE.

5. FIRST SCENE PERFORMANCE (5–7 MIN)

- ACTORS PERFORM WHILE THE GROUP WATCHES SILENTLY.
- AFTERWARD, ASK:
- “WHAT DID YOU NOTICE? WHAT SIGNS SHOWED UP?”

6. STOP THEATRE REPLAY (30–35 MIN)

- INVITE PARTICIPANTS TO SAY “STOP” AND TAKE A ROLE TO CHANGE THE SCENE.
- ENCOURAGE DIFFERENT APPROACHES: CHECKING IN, LISTENING, ASKING OPEN-ENDED QUESTIONS.

USE POST-INTERVENTION DISCUSSION:

- “WHAT CHANGED?”
- “DID THIS FEEL MORE CARING?”
- “HOW WOULD THIS PLAY OUT IN REAL LIFE?”

7. DEBRIEFING CIRCLE (15 MIN)

USE THE FOLLOWING REFLECTIVE PROMPTS:

- “WHAT DID YOU LEARN TODAY THAT SURPRISED YOU?”
- “WHAT MADE YOU HESITATE TO INTERVENE OR ACT?”
- “HOW CAN YOU CHECK IN ON A FRIEND WITHOUT PRESSURING THEM?”
- “WHEN IS IT TIME TO BRING IN A TRUSTED ADULT?”

OPTIONAL CLOSING: HAVE EVERYONE WRITE ONE THING THEY MIGHT SAY TO SUPPORT SOMEONE TOMORROW.

Activity Plan



Co-funded by
the European Union



DEBRIEFING AND EVALUATION:

HOW DID IT FEEL TO STEP IN OR WATCH OTHERS STEP IN?
WHAT WOULD BE HARD TO DO IN REAL LIFE?
WHAT MOMENTS MADE THE BIGGEST IMPACT? EVALUATE LEARNING BY ASKING:
CAN PARTICIPANTS NOW IDENTIFY EMOTIONAL WARNING SIGNS?
CAN THEY NAME AT LEAST 2-3 HELPFUL AND UNHELPFUL RESPONSES?
CAN THEY EXPLAIN WHEN TO INVOLVE AN ADULT OR PROFESSIONAL?

TIPS FOR FACILITATOR

- CONSTANTLY CHECK IN WITH THE EMOTIONAL TEMPERATURE OF THE GROUP.
- NORMALIZE IMPERFECTION—THIS IS ABOUT PRACTICING, NOT GETTING IT RIGHT.
- HAVE GROUNDING TOOLS (FIDGET ITEMS, BREATHING CARDS) READY.
- IF A MOMENT BECOMES TOO HEAVY, PAUSE THE ACTIVITY AND REGROUP.
- COACH ACTORS GENTLY TO AVOID STEREOTYPES OR MOCKING TONE.
- USE LIGHTNESS AND CARE TO HOLD SPACE—NOT TO AVOID THE TOPIC, BUT TO MAKE IT BEARABLE.

FOLLOW UP

- CREATE FOLLOW-UP SESSIONS WHERE PARTICIPANTS EXPLORE BOUNDARIES IN HELPING OTHERS
- RUN SKILL-BUILDING WORKSHOPS ON ACTIVE LISTENING OR PEER SUPPORT
- INTRODUCE A CREATIVE JOURNALING OR STORY-SHARING ACTIVITY ABOUT BEING SEEN AND HEARD
- INVITE A YOUTH MENTAL HEALTH PROFESSIONAL TO RUN A Q&A OR DROP-IN HOUR

NAME OF THE ACTIVITY: ACTIVATE YOUR RESILIENCE

OVERVIEW

IN THIS WORKSHOP, PARTICIPANTS BUILD THEIR PERSONAL “COPING TOOLKIT” WITH STRATEGIES AND TECHNIQUES TO MANAGE ANXIETY AND DEPRESSION. THROUGH INTERACTIVE DISCUSSIONS AND HANDS-ON EXERCISES, THEY LEARN HOW TO IDENTIFY TRIGGERS AND ADOPT HEALTHY COPING MECHANISMS.

OBJECTIVES

IDENTIFY PERSONAL TRIGGERS AND EFFECTIVE COPING STRATEGIES.
DEVELOP A PERSONALIZED TOOLKIT FOR MANAGING CHALLENGING EMOTIONS.
EMPOWER PARTICIPANTS TO TAKE PROACTIVE STEPS TOWARD MENTAL WELL-BEING.

TARGET GROUP:

18 – 30 YEARS OLD
YOUNG INDIVIDUALS MOTIVATED TO LEARN CONCRETE COPING SKILLS AND STRATEGIES FOR EMOTIONAL WELL-BEING.

GROUP SIZE:

IDEAL RANGE: 10-20 PARTICIPANTS
ENOUGH PEOPLE TO SHARE DIVERSE COPING IDEAS, BUT STILL MANAGEABLE FOR GROUP DISCUSSIONS.

Activity Plan



Co-funded by
the European Union



THEMES ADDRESSED:

MENTAL HEALTH AWARENESS
EMOTIONAL LITERACY AND COMMUNICATION
PEER SUPPORT AND EMPATHY
BOUNDARIES AND HELP-SEEKING

COMPLEXITY AND TIME:

MEDIUM: INVOLVES SOME SELF-REFLECTION AND GROUP EXERCISES; ACCESSIBLE TO MOST PARTICIPANT, BUT REQUIRES ACTIVE ENGAGEMENT.

90 MINUTES

ICEBREAKER: COPING BINGO (10 MIN)

TRIGGER MAPPING (20 MIN)

TOOLKIT BUILDING (25 MIN)

COPING ROLE-PLAY (20 MIN)

REFLECTION (15 MIN)

MATERIALS:

PRINTED BINGO CARDS WITH COPING IDEAS (OR BLANK CARDS TO FILL IN)
MARKERS, PENS, AND STICKY NOTES FOR TRIGGER MAPPING
HANDOUTS OR WORKSHEETS FOR THE PERSONAL COPING TOOLKIT
ANY SIMPLE PROPS NEEDED FOR ROLE-PLAY SCENARIOS

RESOURCES:

PRINTED HANDOUTS OR CARDS WITH DEPRESSION DEFINITIONS AND SYMPTOMS

MAGAZINES, NEWSPAPERS, GLUE, SCISSORS, MARKERS, PAPER

OPTIONAL: MUSIC, POETRY BOOKS, SYMBOLIC ITEMS, MULTIMEDIA TOOLS

STICKY NOTES AND PENS FOR DEBRIEF
A QUIET AND CREATIVE-FRIENDLY SPACE

INSTRUCTIONS

1. ICEBREAKER (10 MIN) – “COPING BINGO”

- SETUP: PREPARE BINGO CARDS WITH DIFFERENT COPING STRATEGIES PRINTED IN EACH SQUARE.
- PROCESS:
 - HAND OUT CARDS AND EXPLAIN THAT PARTICIPANTS SHOULD MARK OFF STRATEGIES THEY HAVE TRIED OR FEEL CONNECTED TO (E.G. TAKING A WALKING, LISTENING TO MUSIC, EXERCISING).
 - AS THEY MARK, INVITE A FEW TO SHARE BRIEF STORIES BEHIND THE STRATEGIES THEY’ VE USED, SETTING A FRIENDLY TONE FOR LEARNING.

2. TRIGGER MAPPING (20 MIN) – “IDENTIFY YOUR TRIGGERS”

- SETUP: DISTRIBUTE WORKSHEETS OR BLANK SHEETS FOR MAPPING TRIGGERS.
- PROCESS:
 - INSTRUCT PARTICIPANTS TO LIST SITUATIONS, THOUGHTS, OR FEELINGS THAT TYPICALLY TRIGGER ANXIETY OR LOW MOOD.
 - IN SMALL GROUPS, HAVE THEM DISCUSS COMMON THEMES AND WRITE DOWN SHARED TRIGGERS ON A FLIP CHART.
 - GUIDE THE CONVERSATION WITH QUESTIONS LIKE “WHAT SIGNS INDICATE YOU’ RE REACHING A STRESS POINT?”

3. TOOLKIT BUILDING (25 MIN) – “WHAT WORKS FOR ME?”

- SETUP: PROVIDE MARKERS, STICKY NOTES, AND PRE-PREPARED WORKSHEETS FOR A COPING TOOLKIT.
- PROCESS:
 - EXPLAIN THAT PARTICIPANTS WILL NOW BRAINSTORM AND LIST SPECIFIC COPING STRATEGIES TO COUNTERACT THEIR IDENTIFIED TRIGGERS.
 - ENCOURAGE CREATIVITY: THESE STRATEGIES CAN BE PHYSICAL (E.G., TAKING A WALK), CREATIVE (E.G., DRAWING), SOCIAL (E.G., TEXTING A FRIEND), OR MINDFULNESS-BASED (E.G., DEEP BREATHING).
 - HAVE PARTICIPANTS WORK INDIVIDUALLY FIRST, THEN SHARE THEIR IDEAS IN SMALL GROUPS TO COMPILE A “GROUP TOOLKIT” ON A SHARED SHEET.

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

4. INTERACTIVE EXERCISE (20 MIN) – “COPING ROLE-PLAY”

- **SETUP:** PREPARE SCENARIO CARDS DESCRIBING COMMON STRESSFUL SITUATIONS.
- **PROCESS:**
- IN SMALL GROUPS, ASSIGN EACH GROUP A SCENARIO.

ASK THEM TO ROLE-PLAY THE SITUATION, FIRST DEMONSTRATING A TYPICAL REACTION, THEN RE-ACTING USING ONE OR MORE STRATEGIES FROM THEIR TOOLKIT.

ENCOURAGE DISCUSSION ABOUT WHICH STRATEGIES FELT MOST NATURAL AND EFFECTIVE.

5. REFLECTION (15 MIN) – “TOOLKIT TAKEAWAY”

SETUP: PROVIDE ART SUPPLIES OR PLAIN PAPER FOR CREATING A VISUAL SUMMARY.

PROCESS:

INVITE PARTICIPANTS TO CREATE A “TOOLKIT CARD” SUMMARIZING THEIR PERSONAL COPING STRATEGIES—THIS MIGHT BE A DRAWING, MIND MAP, OR LIST.

ASK VOLUNTEERS TO EXPLAIN THEIR TOOLKIT AND HOW THEY PLAN TO USE THESE STRATEGIES IN THEIR DAILY LIFE.

END BY COLLECTING THESE TOOLKIT CARDS AS A VISUAL REMINDER OF THE SESSION’ S OUTCOMES.

DEBRIEFING AND EVALUATION:

FACILITATORS LEAD A BRIEF DISCUSSION ON WHICH TECHNIQUES RESONATED MOST AND HOW THEY CAN BE APPLIED IN DAILY LIFE.

FACILITATORS CAN ALSO ASK THE FOLLOWING QUESTIONS TO HELP PARTICIPANTS SHARE THEIR EXPERIENCES MORE EASILY.

GENERAL EXPERIENCE:

- “WHAT WAS THE MOST MEANINGFUL MOMENT FOR YOU DURING TODAY’ S WORKSHOP?”
- “CAN YOU DESCRIBE A PART OF THE SESSION THAT RESONATED WITH YOU EMOTIONALLY?”
- “HOW DID TODAY’ S WORKSHOP MEET YOUR EXPECTATIONS, AND IN WHAT WAYS COULD IT BE EVEN MORE BENEFICIAL?”
- “DO YOU HAVE ANY ADDITIONAL COMMENTS OR FEEDBACK THAT COULD HELP IMPROVE FUTURE WORKSHOPS?”

ADDITIONALLY, PARTICIPANTS CAN FILL OUT A SHORT FEEDBACK FORM AT THE END OF THE WORKSHOP.

TIPS FOR FACILITATOR

- KEEP THE SESSION INTERACTIVE AND FLEXIBLE TO ALLOW FOR PERSONAL INSIGHTS.
- USE ENCOURAGING, REAL-LIFE EXAMPLES AND OCCASIONAL HUMOR TO LIGHTEN THE MOOD.

FOLLOW UP

- DISTRIBUTE A DIGITAL WORKBOOK FOR ONGOING TRACKING OF COPING STRATEGIES.
- SET UP A FOLLOW-UP SESSION TO REVIEW TOOLKIT USAGE AND SHARE SUCCESS STORIES.

Activity Plan



Co-funded by
the European Union



BUILDING RESILIENT COMMUNITIES: STRESS NAME OF THE ACTIVITY: MANAGEMENT & MENTAL HEALTH ADVOCACY

OVERVIEW

THIS ACTIVITY IS FOR EQUIPPING PARTICIPANTS WITH INDIVIDUAL/GROUP STRESS-MANAGEMENT TOOLS WHILE FOSTERING OPEN DIALOGUE TO REDUCE MENTAL HEALTH STIGMA IN COMMUNITIES.

OBJECTIVES:

- TEACH PRACTICAL COPING STRATEGIES FOR STRESS AND ANXIETY.
- ENCOURAGE OPEN DISCUSSIONS TO BREAK MENTAL HEALTH STIGMAS.
- DEVELOP ACTIONABLE PLANS FOR STRESS PREVENTION AT PERSONAL AND ORGANIZATIONAL LEVELS.
- BUILD A SENSE OF SOLIDARITY THROUGH SHARED EXPERIENCES AND COMMITMENTS.

COMPLEXITY AND TIME:

LEVEL: MODERATE (BLENDS PERSONAL REFLECTION WITH GROUP PROBLEM-SOLVING).

ADAPTATIONS:

SIMPLER: FOCUS ON 1-2 STRATEGIES.

DEEPER: ADD ROLE-PLAYING FOR STIGMA SCENARIOS.

TOTAL: 90 MINUTES (FLEXIBLE TO 60-120 MIN).

OPENING: 15 MIN.

ACTIVITIES: 60 MIN.

CLOSING: 15 MIN.

GROUP SIZE:

IDEAL: 10-25 PARTICIPANTS (SMALL GROUPS OF 4-5).

LARGE GROUPS: USE DIGITAL TOOLS (E.G., BREAKOUT ROOMS, POLLS).

TARGET GROUP:

YOUTH, EDUCATORS, WORKPLACE TEAMS, OR COMMUNITY GROUPS.

NONE; ADAPTABLE FOR ALL STRESS LEVELS.

RESOURCES:

FACILITATORS: 1-2 (FOR LARGE GROUPS).

SPACE: FLEXIBLE SEATING FOR CIRCLES/SMALL GROUPS.

SOURCES USED

EVIDENCE-BASED THERAPIES - CBT, DBT, ACT, MINDFULNESS, PSYCHODYNAMIC, AND SOLUTION-FOCUSED TECHNIQUES.

REPUTABLE GUIDELINES - APA, NIMH, WHO, AND PEER-REVIEWED RESEARCH.

THEMES ADDRESSED:

INDIVIDUAL STRESS MANAGEMENT.

MENTAL HEALTH STIGMA REDUCTION.

COMMUNITY SUPPORT SYSTEMS.

MATERIALS:

BASIC: STICKY NOTES, 5 MARKERS, 10 FLIP CHARTS,

DIGITAL: POLLING TOOLS (MENTIMETER), SHARED DOC FOR "STRESS MAPS."

OPTIONAL: STRESS BALLS, CALMING MUSIC FOR RELAXATION EXERCISES.

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

1. OPENING (15 MIN) – "CIRCLE OF JOY + SOLIDARITY"

GOAL: ESTABLISH SAFETY, CONNECTION, AND SHARED PURPOSE.

A. ICEBREAKER: CIRCLE OF JOY (10 MIN)

INSTRUCTIONS:

FORM A CIRCLE (OR VIRTUAL EQUIVALENT).

FACILITATOR MODELS: SHARE ONE SMALL JOY FROM YOUR WEEK + ONE WORD FOR HOW YOU WANT TO FEEL TODAY (E.G., "MY JOY WAS DRINKING TEA IN THE SUN; I WANT TO FEEL 'LIGHT' TODAY.").

PARTICIPANTS RESPOND: EACH PERSON SHARES IN 20 SECONDS MAX.

FACILITATOR SCRIPT:

"WE' LL GO AROUND THE CIRCLE—SHARE ONE SMALL THING THAT BROUGHT YOU JOY THIS WEEK, PLUS ONE WORD FOR HOW YOU' D LIKE TO FEEL TODAY. NO NEED TO EXPLAIN—JUST CELEBRATE THE MOMENT!"

B. GROUP AGREEMENTS (5 MIN)

INSTRUCTIONS:

ASK: "WHAT RULES WILL HELP US FEEL SAFE DISCUSSING STRESS AND MENTAL HEALTH?"

WRITE RESPONSES ON A POSTER (E.G., "LISTEN WITHOUT JUDGMENT," "WHAT' S SAID HERE STAYS HERE").

HAVE EVERYONE SIGNAL AGREEMENT (THUMBS UP, VIRTUAL).

KEY AGREEMENTS TO SUGGEST IF NEEDED:

CONFIDENTIALITY

USE "I" STATEMENTS (E.G., "I FEEL..." VS. "YOU SHOULD...")

STEP UP, STEP BACK (BALANCE SHARING)

2. MAIN ACTIVITY (60 MIN)

ACTIVITY 1: STRESS-MANAGEMENT STATIONS (30 MIN)

SETUP:

4 STATIONS (MARK POSTERS WITH STRATEGY NAMES):

BREATHING/RELAXATION (E.G., 4-7-8 BREATHING)

TIME MANAGEMENT (E.G., EISENHOWER MATRIX)

POSITIVE REFRAMING (E.G., TURNING "I' M FAILING" → "I' M LEARNING")

SUPPORT SYSTEMS (E.G., MAPPING ALLIES)

INSTRUCTIONS:

DIVIDE INTO SMALL GROUPS (4-5 PEOPLE).

10 MIN/STATION:

LEARN THE STRATEGY (5 MIN).

DISCUSS: "HOW COULD THIS TOOL REDUCE STIGMA?" (5 MIN). (EXAMPLE: "ASKING FOR HELP WITH TIME MANAGEMENT NORMALIZES STRUGGLE.")

ROTATE UNTIL ALL GROUPS VISIT 2 STATIONS (ADJUST TIME IF NEEDED).

FACILITATOR SCRIPT:

"AT EACH STATION, YOU' LL FIND A STRATEGY AND A DISCUSSION QUESTION. THINK: HOW DOES THIS COMBAT THE IDEA THAT STRESS IS 'WEAKNESS?'"

ACTIVITY 2: ACTION PLANS (30 MIN)

A. "FUTURE ME" LETTERS (10 MIN)

INSTRUCTIONS:

PROMPT: *"WRITE A LETTER TO YOURSELF 3 MONTHS FROM NOW. INCLUDE:

HOW YOU' LL USE TODAY' S STRATEGIES.

HOW YOU' LL SUPPORT OTHERS' MENTAL HEALTH."*

PROVIDE ENVELOPES TO ADDRESS/POST LATER (OPTIONAL).

FACILITATOR SCRIPT:

"IMAGINE YOUR FUTURE SELF THRIVING. WHAT ADVICE WOULD YOU GIVE? WHAT SUPPORT WILL YOU OFFER OTHERS?"

B. "STRESS-TO-SUPPORT" MAPS (20 MIN)

INSTRUCTIONS:

SMALL GROUPS BRAINSTORM:

STRESSORS IN THEIR ENVIRONMENT (E.G., "LAST-MINUTE DEADLINES").

SOLUTIONS (E.G., "WEEKLY PLANNING SESSIONS").

SKETCH ON POSTERS WITH ARROWS (STRESSORS → SOLUTIONS).

FACILITATOR SCRIPT:

"NOW, THINK BIGGER. HOW CAN WE CHANGE SYSTEMS TO PREVENT STRESS? BE SPECIFIC!"

3. CLOSING (15 MIN) – EVALUATION

ASK PARTICIPANTS HOW USEFUL THE INFORMATION AND METHODS WERE USED AND GIVE THEM SPACE TO SHARE THEIR REFLECTION.

Activity Plan



Co-funded by
the European Union



DEBRIEFING AND EVALUATION:

QUESTIONS:

"WHAT STRATEGY FELT MOST RELEVANT TO YOUR LIFE?"

"HOW CAN WE KEEP THIS CONVERSATION GOING BEYOND TODAY?"

FEEDBACK TOOL: ANONYMOUS POLL (E.G., MENTIMETER) WITH RATINGS ON:

CONFIDENCE IN USING STRATEGIES (1-5 SCALE).

SUGGESTIONS FOR IMPROVING ORGANIZATIONAL SUPPORT.

TIPS FOR FACILITATOR

- STIGMA SENSITIVITY: AVOID LABELING (E.G., "STRESS" INSTEAD OF "MENTAL ILLNESS").
- TIME MANAGEMENT: USE VISIBLE TIMERS FOR ACTIVITIES.
- INCLUSION: OFFER MULTIPLE WAYS TO PARTICIPATE (SPOKEN, WRITTEN, DIGITAL).
- ENERGY: MATCH THE GROUP'S TONE—SERIOUS DISCUSSIONS MAY NEED LIGHT BREAKS

FOLLOW UP

- 30-DAY CHECK-IN: EMAIL PARTICIPANTS TO SHARE PROGRESS ON THEIR PLEDGES.
- PEER SUPPORT GROUPS: HELP ORGANIZE MONTHLY MEETUPS TO PRACTICE STRATEGIES.
- ADVOCACY: COMPILE ORGANIZATIONAL RECOMMENDATIONS INTO A REPORT FOR LEADERSHIP.

NAME OF THE ACTIVITY: CALM MINDS, STRONG LIVES

OVERVIEW

THIS ACTIVITY PROVIDES FACILITATORS WITH STRATEGIES TO HELP INDIVIDUALS UNDERSTAND AND MANAGE STRESS AND ANXIETY. IT INCLUDES PRACTICAL COPING TECHNIQUES TO BUILD RESILIENCE, IMPROVE WELL-BEING, AND PROMOTE A BALANCED LIFE THROUGH SELF-CARE, HEALTHY HABITS, AND SOCIAL CONNECTIONS

OBJECTIVES:

- INCREASE AWARENESS OF STRESS AND ANXIETY AS NATURAL RESPONSES.
- TEACH EFFECTIVE COPING TECHNIQUES FOR STRESS MANAGEMENT.
- ENCOURAGE SELF-CARE, HEALTHY HABITS, AND SOCIAL SUPPORT.
- BUILD RESILIENCE FOR LONG-TERM WELL-BEING

GROUP SIZE:

FLEXIBLE (SMALL GROUPS FOR INTERACTIVE DISCUSSIONS, LARGER GROUPS FOR LECTURES). 15-30 PAX

TARGET GROUP:

INDIVIDUALS BETWEEN 18-30 EXPERIENCING STRESS AND ANXIETY, INCLUDING STUDENTS, PROFESSIONALS, AND COMMUNITY GROUPS

Activity Plan



Co-funded by
the European Union



COMPLEXITY AND TIME:

BASIC TO INTERMEDIATE, ADAPTABLE FOR DIFFERENT AUDIENCES.

60–90 MINUTES, DEPENDING ON ACTIVITIES INCLUDED.

MATERIALS:

- NOTEBOOKS OR JOURNALS FOR PARTICIPANTS (OPTIONAL)
- PAX NUMBER PENS OR 5 MARKERS
- STRESS-RELIEF TOOLS (STRESS BALLS, GUIDED BREATHING CARDS, ETC.)

THEMES ADDRESSED:

- STRESS AND ANXIETY MANAGEMENT
- RESILIENCE-BUILDING TECHNIQUES
- SELF-CARE AND WELL-BEING
- IMPORTANCE OF SOCIAL CONNECTIONS

RESOURCES:

PRESENTATION MATERIALS (SLIDES, HANDOUTS, OR POSTERS)

- COMFORTABLE SEATING ARRANGEMENT FOR DISCUSSIONS
- RELAXATION OR MINDFULNESS AUDIO TRACKS (OPTIONAL)

SOURCES USED

EVIDENCE-BASED THERAPIES – CBT, DBT, ACT, MINDFULNESS, PSYCHODYNAMIC, AND SOLUTION-FOCUSED TECHNIQUES.

REPUTABLE GUIDELINES – APA, NIMH, WHO, AND PEER-REVIEWED RESEARCH.

INSTRUCTIONS

1. INTRODUCTION (10 MINUTES)

- WELCOME PARTICIPANTS AND INTRODUCE THE SESSION'S OBJECTIVES.
- BRIEFLY DISCUSS HOW STRESS AND ANXIETY ARE NATURAL RESPONSES TO CHALLENGES.
- ASK PARTICIPANTS: WHAT ARE COMMON STRESSORS IN YOUR DAILY LIFE? (WRITE RESPONSES ON THE BOARD.)

2. UNDERSTANDING STRESS AND ANXIETY (15 MINUTES)

- DEFINE STRESS AND ANXIETY AND EXPLAIN THEIR IMPACT ON MENTAL AND PHYSICAL HEALTH.
- DIFFERENTIATE BETWEEN HEALTHY AND UNHEALTHY STRESS RESPONSES.
- SHARE A SHORT PERSONAL OR RELATABLE STORY ABOUT MANAGING STRESS.

3. COPING STRATEGIES AND RESILIENCE BUILDING (20 MINUTES)

- INTRODUCE PRACTICAL TECHNIQUES:
 - SELF-CARE: SLEEP, NUTRITION, PHYSICAL ACTIVITY.
 - HEALTHY HABITS: TIME MANAGEMENT, SETTING BOUNDARIES.
 - SOCIAL CONNECTIONS: SUPPORT NETWORKS AND OPEN COMMUNICATION.
- HAVE PARTICIPANTS PAIR UP AND DISCUSS STRATEGIES THAT HAVE WORKED FOR THEM.

4. PRACTICAL EXERCISE (15 MINUTES)

GUIDE THE GROUP THROUGH A BREATHING EXERCISE OR MINDFULNESS ACTIVITY.

ENCOURAGE PARTICIPANTS TO WRITE IN THEIR JOURNALS: WHAT STRESSORS DO I WANT TO MANAGE BETTER? WHAT STRATEGIES CAN I TRY?

5. DISCUSSION & SHARING (15 MINUTES)

INVITE VOLUNTEERS TO SHARE INSIGHTS FROM THEIR JOURNAL REFLECTIONS.

OPEN A DISCUSSION ON OVERCOMING CHALLENGES IN APPLYING STRESS-MANAGEMENT TECHNIQUES.

PROVIDE ADDITIONAL RESOURCES FOR CONTINUED LEARNING (BOOKS, APPS, OR SUPPORT GROUPS).

6. CONCLUSION & TAKEAWAYS (5 MINUTES)

RECAP KEY POINTS FROM THE SESSION.

ASK PARTICIPANTS: WHAT IS ONE CHANGE YOU WILL MAKE TO MANAGE STRESS BETTER?

THANK EVERYONE FOR THEIR PARTICIPATION AND ENCOURAGE FOLLOW-UP REFLECTION.

Activity Plan



Co-funded by
the European Union



DEBRIEFING AND EVALUATION:

REFLECT ON EMOTIONS AFTER THE SESSION

- "HOW WOULD YOU RATE YOUR STRESS LEVEL NOW COMPARED TO THE START? WHAT CHANGED?"
- "DID ANY ACTIVITY TODAY HELP YOU FEEL CALMER OR MORE GROUNDED? WHICH ONE?"
- "WHAT SURPRISED YOU ABOUT HOW YOU FELT DURING OR AFTER THE EXERCISES?"

EVALUATION

- "WHICH STRATEGY FELT MOST USEFUL TODAY, AND WHY?"
- "CAN YOU DESCRIBE ONE TECHNIQUE IN YOUR OWN WORDS? HOW MIGHT IT HELP YOU?"
- "WHAT' S ONE QUESTION YOU STILL HAVE ABOUT THESE TOOLS?"

DEBRIEFING QUESTIONS:

- "WHAT' S ONE SMALL STEP YOU' LL TAKE THIS WEEK TO PRACTICE WHAT WE LEARNED?"
- "HOW WILL YOU REMIND YOURSELF TO USE THESE TOOLS WHEN STRESS ARISES?"
- "WHO OR WHAT CAN HELP YOU STAY ACCOUNTABLE?"

FUTURE-FOCUSED REFLECTION:

- "IMAGINE YOURSELF IN A STRESSFUL SITUATION NEXT WEEK. WHICH TOOL WILL YOU TRY FIRST?"
- "WHAT WOULD SUCCESS LOOK LIKE FOR YOU IN MANAGING STRESS A MONTH FROM NOW?"

TIPS FOR FACILITATOR

- CREATE A SAFE, SUPPORTIVE, AND NON-JUDGMENTAL ENVIRONMENT.
- BE MINDFUL OF PARTICIPANTS' COMFORT LEVELS WHEN DISCUSSING PERSONAL EXPERIENCES.
- OFFER PRACTICAL EXAMPLES AND REAL-LIFE APPLICATIONS OF STRESS MANAGEMENT TECHNIQUES.
- ADAPT ACTIVITIES BASED ON GROUP DYNAMICS AND NEEDS.

FOLLOW UP

- ENCOURAGE PARTICIPANTS TO MAINTAIN A STRESS JOURNAL.
- RECOMMEND ADDITIONAL RESOURCES, SUCH AS MEDITATION APPS OR SUPPORT GROUPS.
- ORGANIZE FOLLOW-UP SESSIONS TO TRACK PROGRESS AND ADDRESS NEW CHALLENGES.
- SUGGEST INCORPORATING SELF-CARE ROUTINES INTO DAILY LIFE.

Activity Plan



Co-funded by
the European Union



NAME OF THE ACTIVITY: COOL OFF BEFORE BURNOUT

OVERVIEW

IN THIS WORKSHOP, PARTICIPANTS GAIN AWARENESS IN RISK FACTORS OF 'BURN OUT' AND HOW TO PREVENT IT BEFORE HAPPENED. THROUGHOUT PRESENTATIONS AND CASE STUDIES, THEY LEARN ABOUT HOW DETECT THE TRIGGERS AND ALTER THEIR WORK LIFE TO BETTER CONDITIONS.

OBJECTIVES:

- OBJECTIVES
- IDENTIFY TRIGGERS OF BURNOUT
- DEVELOP BETTER WORKING-LIFE BALANCE IN LIFE
- EMPOWER PARTICIPANTS TO TAKE ACTION FOR THEMSELVES AND THEIR WORK COLLEAGUES.

COMPLEXITY AND TIME:

REQUIRES SELF-REFLECTION AND ACTIVE PARTICIPATION, BUT NO PRIOR EXPERTISE IN MENTAL HEALTH IS NEEDED.

TOTAL DURATION: APPROXIMATELY 90 MINUTES

- ICEBREAKER: 10 MIN
- DISCUSSION: 15 MIN
- CASE STUDIES: 20 MIN
- WORK-LIFE MAP: 20 MIN
- ACTION PLAN: 20 MIN
- REFLECTION: 10 MIN

GROUP SIZE:

10-20 PARTICIPANTS

THIS SIZE SUPPORTS MEANINGFUL GROUP INTERACTION WHILE ENSURING EVERYONE HAS A CHANCE TO CONTRIBUTE.

THEMES ADDRESSED:

BURNOUT PREVENTION

WORK-LIFE BALANCE

SELF-CARE AND PROACTIVE STRESS MANAGEMENT

TARGET GROUP:

18 - 30 YEARS OLD

YOUNG PROFESSIONALS, STUDENTS, OR EARLY CAREER INDIVIDUALS EXPERIENCING HIGH STRESS AT WORK OR SCHOOL.

RESOURCES:

FACILITATORS: 1-2 (FOR LARGE GROUPS).

SPACE: FLEXIBLE SEATING FOR CIRCLES/SMALL GROUPS.

SOURCES USED

EVIDENCE-BASED THERAPIES - CBT, DBT, ACT, MINDFULNESS, PSYCHODYNAMIC, AND SOLUTION-FOCUSED TECHNIQUES.

REPUTABLE GUIDELINES - APA, NIMH, WHO, AND PEER-REVIEWED RESEARCH.

MATERIALS:

STICKY NOTES, PENS, AND MARKERS

BLANK PAPER OR WORKSHEETS FOR MAPPING WORKDAYS

SCENARIO CARDS FOR CASE STUDIES

FLIP CHARTS/LARGE PAPER FOR RECORDING GROUP ACTION PLANS

OPTIONAL: A PROJECTOR OR PRINTED HANDOUTS SUMMARIZING KEY BURNOUT TRIGGERS AND STRATEGIES

MARKERS, PENS, AND STICKY NOTES FOR TRIGGER MAPPING

HANDOUTS OR WORKSHEETS FOR THE PERSONAL COPING TOOLKIT

ANY SIMPLE PROPS NEEDED FOR ROLE-PLAY SCENARIOS

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

1. ICEBREAKER – “ENERGY CHECK” (10 MINUTES)

- **SETUP:**
 - ARRANGE CHAIRS IN A CIRCLE IN A QUIET ROOM.
 - PROVIDE EACH PARTICIPANT WITH A STICKY NOTE AND PEN.
- **PROCESS:**
 - ASK EACH PARTICIPANT TO WRITE DOWN A WORD OR PHRASE DESCRIBING HOW “ENERGIZED” OR “DRAINED” THEY FEEL AT THE MOMENT.
 - GO AROUND THE CIRCLE AND HAVE EVERYONE SHARE THEIR WORD/PHRASE BRIEFLY.
 - USE THIS MOMENT TO HIGHLIGHT THAT FEELING DRAINED IS COMMON AND CAN BE A SIGN OF EARLY BURNOUT.

2. DISCUSSION – “UNDERSTANDING BURNOUT” (15 MINUTES)

- **SETUP:**
 - PREPARE FLIP CHART WITH KEY POINTS ON BURNOUT (E.G., DEFINITION, RISK FACTORS, COMMON TRIGGERS).
- **PROCESS:**
 - BRIEFLY EXPLAIN WHAT BURNOUT IS AND WHY IT MATTERS IN TODAY’S FAST-PACED WORK ENVIRONMENTS.
 - ASK OPEN-ENDED QUESTIONS SUCH AS:
 - “WHAT DOES BURNOUT LOOK LIKE IN YOUR DAILY WORK LIFE?”
 - “CAN ANYONE SHARE A TIME WHEN THEY NOTICED SIGNS OF BURNOUT?”
 - ENCOURAGE PARTICIPANTS TO RELATE THE INFORMATION TO THEIR PERSONAL EXPERIENCES WITHOUT GETTING TOO ACADEMIC—FOCUS ON REAL-LIFE IMPACT.

3. ACTIVITY – “BURNOUT TRIGGER CASE STUDIES” (20 MINUTES)

- **SETUP:**
 - DIVIDE PARTICIPANTS INTO SMALL GROUPS (3-4 PEOPLE PER GROUP).
 - DISTRIBUTE CASE STUDY CARDS THAT DEPICT REALISTIC WORKPLACE SCENARIOS WITH POTENTIAL BURNOUT TRIGGERS (E.G., PROLONGED OVERTIME, LACK OF CONTROL, POOR WORK RELATIONSHIPS).

EXAMPLES

CASE STUDY 1: THE ALWAYS-ON INTERN

BACKGROUND:

ECE IS A 23-YEAR-OLD INTERN AT A FAST-PACED NGO. SHE FEELS THE NEED TO PROVE HERSELF BY ALWAYS SAYING “YES.” AS A RESULT, SHE ANSWERS EMAILS LATE AT NIGHT, SKIPS LUNCH TO FINISH TASKS, AND HASN’T TAKEN A DAY OFF IN TWO MONTHS. ALTHOUGH SHE FEELS EXHAUSTED, SHE FEARS BEING SEEN AS “NOT MOTIVATED.”

GROUP QUESTIONS:

WHAT ARE THE SIGNS THAT ECE IS ON THE ROAD TO BURNOUT?
WHAT CHANGES COULD ECE MAKE TO BETTER PROTECT HER MENTAL HEALTH?
HOW COULD HER SUPERVISOR OR TEAM PROVIDE BETTER SUPPORT FOR HER?

CASE STUDY 2: THE OVERCOMMITTED VOLUNTEER

BACKGROUND:

YUSUF VOLUNTEERS WITH THREE DIFFERENT YOUTH ORGANIZATIONS, STUDIES FULL-TIME, AND ALSO HELPS OUT WITH CHILDCARE AT HOME. HE FINDS IT HARD TO SAY “NO” WHEN ASKED FOR HELP. RECENTLY, HE HAS BEEN FORGETTING MEETINGS AND MISSING DEADLINES. YUSUF FEELS ANXIOUS AND GUILTY FOR NOT DOING ENOUGH, WHICH INCREASES HIS STRESS.

GROUP QUESTIONS:

WHAT TRIGGERS MIGHT BE CONTRIBUTING TO YUSUF’S STRESS AND RISK OF BURNOUT?
HOW CAN YUSUF SET HEALTHY BOUNDARIES WITHOUT NEGATIVELY IMPACTING HIS RELATIONSHIPS?
WHAT WOULD A MORE REALISTIC AND BALANCED SCHEDULE LOOK LIKE FOR HIM?

CASE STUDY 3: THE PERFECTIONIST PROJECT LEADER

BACKGROUND:

SOFIA IS LEADING A NEW COMMUNITY PROJECT WITH A STRONG SENSE OF RESPONSIBILITY AND A DESIRE FOR PERFECTION. SHE TENDS TO MICROMANAGE TASKS AND STRUGGLES TO TRUST OTHERS WITH RESPONSIBILITIES. EVEN WHEN THINGS GO WELL, SOFIA FINDS IT HARD TO RELAX OR FEEL SATISFIED BECAUSE SHE’S CONSTANTLY WORRYING ABOUT WHAT COULD GO WRONG.

GROUP QUESTIONS:

WHICH PATTERNS OR THINKING STYLES ARE PUSHING SOFIA TOWARD BURNOUT?
HOW MIGHT DELEGATION AND COGNITIVE REFRAMING BE BENEFICIAL FOR HER?
WHAT MINDSET SHIFTS COULD SUPPORT HER WELL-BEING AND REDUCE HER STRESS?

INSTRUCTIONS

CASE STUDY 4: THE BURNT-OUT TEAM PLAYER

BACKGROUND:

AHMET USED TO LOVE WORKING WITH YOUNG PEOPLE AT THE YOUTH CENTER, BUT LATELY, HE DREADS GOING TO WORK. HE FEELS UNDERAPPRECIATED AND OVERWHELMED BY AN ENDLESS STREAM OF TASKS. AS A RESULT, HE HAS BECOME EMOTIONALLY DISTANT FROM HIS COWORKERS AND AVOIDS PLANNING NEW ACTIVITIES. AHMET HASN'T SHARED HIS FEELINGS BECAUSE HE ASSUMES "EVERYONE'S TIRED ANYWAY."

GROUP QUESTIONS:

- WHAT EMOTIONAL AND BEHAVIOURAL SYMPTOMS OF BURNOUT CAN BE IDENTIFIED IN AHMET'S CASE?
- IN WHAT WAYS COULD AHMET BE SUPPORTED BY HIS PEERS OR SUPERVISORS WITHOUT PLACING BLAME?
- WHAT ORGANIZATIONAL CHANGES MIGHT HELP REDUCE BURNOUT RISKS SIMILAR TO AHMET'S SITUATION?

• PROCESS:

- INSTRUCT EACH GROUP TO DISCUSS THEIR ASSIGNED CASE STUDY. ASK THEM TO:
 - IDENTIFY THE SPECIFIC TRIGGERS OF BURNOUT IN THE SCENARIO.
 - CONSIDER HOW THESE FACTORS MIGHT AFFECT BOTH INDIVIDUALS AND TEAMS.
- HAVE GROUPS RECORD KEY POINTS ON A FLIP CHART OR LARGE PAPER.
- AFTER 15 MINUTES, BRING EVERYONE BACK TOGETHER AND ASK EACH GROUP TO SHARE ONE MAIN TAKEAWAY FROM THEIR DISCUSSION.

4. PRACTICAL EXERCISE – "WORK-LIFE BALANCE MAP" (20 MINUTES)

• SETUP:

- PROVIDE EACH PARTICIPANT WITH A BLANK SHEET OF PAPER AND COLORED MARKERS.

• PROCESS:

- ASK PARTICIPANTS TO DRAW A "MAP" OF THEIR TYPICAL WORKDAY.
- INSTRUCT THEM TO MARK ACTIVITIES AND MOMENTS WHERE THEY FEEL ENERGIZED VERSUS THOSE WHERE THEY FEEL DRAINED.
- PROMPT THEM TO HIGHLIGHT ANY PATTERNS OR RECURRING TRIGGERS OF STRESS AND OVERWORK.
- ONCE COMPLETED, INVITE VOLUNTEERS TO SHARE THEIR MAPS WITH A PARTNER OR THE WHOLE GROUP, DISCUSSING INSIGHTS AND SURPRISES THEY DISCOVERED ABOUT THEIR ROUTINE.

5. GROUP WORK – "ACTION PLAN FOR A HEALTHY WORK ENVIRONMENT" (20 MINUTES)

• SETUP:

- RETURN TO THE SAME SMALL GROUPS USED EARLIER.
- PROVIDE PAPER, PENS, AND STICKY NOTES.

• PROCESS:

- CHALLENGE EACH GROUP TO BRAINSTORM PRACTICAL ACTIONS THAT CAN HELP PREVENT BURNOUT—BOTH AT AN INDIVIDUAL AND TEAM LEVEL.
- ENCOURAGE IDEAS SUCH AS:
 - SETTING CLEAR WORK BOUNDARIES
 - TAKING REGULAR BREAKS
 - CREATING PEER SUPPORT SYSTEMS
 - ADVOCATING FOR MORE FLEXIBLE WORKING CONDITIONS
- ASK EACH GROUP TO DEVELOP A SHORT ACTION PLAN THAT OUTLINES 3-4 SPECIFIC STRATEGIES.
- AFTER 15 MINUTES OF DISCUSSION, HAVE EACH GROUP PRESENT THEIR PLAN TO THE ENTIRE WORKSHOP.

6. REFLECTION – "COOL DOWN REFLECTIONS" (10 MINUTES)

• SETUP:

- GATHER EVERYONE IN A CIRCLE AGAIN.

• PROCESS:

- INVITE EACH PARTICIPANT TO SHARE ONE KEY INSIGHT OR COMMITMENT THEY'RE TAKING AWAY FROM THE SESSION.
- USE GUIDING QUESTIONS LIKE:
 - "WHAT IS ONE CHANGE YOU WILL IMPLEMENT TO PROTECT YOURSELF FROM BURNOUT?"
 - "HOW CAN YOU SUPPORT A COLLEAGUE WHO MIGHT BE EXPERIENCING BURNOUT?"
- END WITH A COLLECTIVE AFFIRMATION, SUCH AS "WE COMMIT TO A HEALTHIER, BALANCED WORK LIFE," REINFORCING THE SHARED RESPONSIBILITY FOR WELL-BEING.

DEBRIEFING AND EVALUATION:

FACILITATORS LEAD A BRIEF DISCUSSION ON WHICH TECHNIQUES RESONATED MOST AND HOW THEY CAN BE APPLIED IN DAILY LIFE.

FACILITATORS CAN ALSO ASK THE FOLLOWING QUESTIONS TO HELP PARTICIPANTS SHARE THEIR EXPERIENCES MORE EASILY.

- "HOW DID TODAY'S ACTIVITIES HELP YOU UNDERSTAND BURNOUT TRIGGERS?"
- "IS THERE ANY PART OF THE WORKSHOP YOU WOULD CHANGE OR ADD TO MAKE IT MORE EFFECTIVE?"
- "WHAT ADDITIONAL TOPICS RELATED TO BURNOUT PREVENTION WOULD YOU LIKE TO EXPLORE IN FUTURE SESSIONS?"

ADDITIONALLY, PARTICIPANTS CAN FILL OUT A SHORT FEEDBACK FORM AT THE END OF THE WORKSHOP.

Activity Plan



Co-funded by
the European Union



TIPS FOR FACILITATOR

- KEEP THE SESSION INTERACTIVE AND FLEXIBLE TO ALLOW FOR PERSONAL INSIGHTS.
- USE ENCOURAGING, REAL-LIFE EXAMPLES AND OCCASIONAL HUMOR TO LIGHTEN THE MOOD.

FOLLOW UP

- ORGANIZE MONTHLY MEET-UPS OR ONLINE FORUMS WHERE PARTICIPANTS CAN UPDATE EACH OTHER ON THEIR PROGRESS AND CHALLENGES.
- SET UP A FOLLOW-UP SESSION TO REVIEW TOOLKIT USAGE AND SHARE SUCCESS STORIES.

MINDFUL MOMENTS – GROUNDING TECHNIQUES FOR EMOTIONAL BALANCE

NAME OF THE ACTIVITY:

OVERVIEW

THIS WORKSHOP INTRODUCES MINDFULNESS AND GROUNDING TECHNIQUES TO HELP MANAGE ANXIETY AND DEPRESSION. THROUGH ENGAGING ACTIVITIES LIKE GUIDED MEDITATION, SENSORY EXERCISES, AND SIMPLE MOVEMENT PRACTICES, PARTICIPANTS LEARN HOW TO CENTER THEMSELVES IN THE PRESENT MOMENT.

OBJECTIVES:

- TO SHARE SIMPLE MINDFULNESS TECHNIQUES THAT REDUCE STRESS AND ENHANCE EMOTIONAL REGULATION.
- PROVIDE PRACTICAL EXERCISES THAT PARTICIPANTS CAN USE IN DAILY LIFE.
- BUILD CONFIDENCE IN USING MINDFULNESS AS A TOOL FOR EMOTIONAL BALANCE.

COMPLEXITY AND TIME:

SUITABLE FOR FIRST-TIME MINDFULNESS PRACTITIONERS; NO PRIOR MEDITATION EXPERIENCE IS REQUIRED.

TOTAL DURATION: 90 MINUTES

GROUP SIZE:

8-15 PARTICIPANTS

THEMES ADDRESSED:

MINDFULNESS AND PRESENT-MOMENT AWARENESS
STRESS REDUCTION AND RELAXATION
BODY-MIND CONNECTION

RESOURCES:

4-4-4-4 BOX BREATHING TECHNIQUE GUIDED
VIDEO

MATERIALS:

YOGA MATS OR COMFORTABLE SEATING (OPTIONAL BUT RECOMMENDED)

SMALL ITEMS FOR SENSORY EXPLORATION (E.G., TEXTURED FABRICS, SCENTED CANDLES, NATURE OBJECTS)

MUSIC OR SOUND SYSTEM FOR GUIDED MEDITATION (OPTIONAL)

TARGET GROUP:

18-30 YEARS OLD

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

1. ICEBREAKER (10 MIN) – “MINDFUL CHECK-IN”

SETUP: ARRANGE CHAIRS OR MATS IN A CIRCLE IN A QUIET SPACE.

PROCESS:

ASK EACH PARTICIPANT TO BRIEFLY SHARE A SINGLE WORD DESCRIBING THEIR CURRENT STATE (E.G., “STRESSED,” “CALM,” “TIRED”).

ENCOURAGE ATTENTIVE LISTENING, ENSURING EACH VOICE IS HEARD WITHOUT INTERRUPTION.

1. GUIDED BREATHING (15 MIN) – “GROUNDING BREATH”

SETUP: DIM THE LIGHTS OR USE NATURAL LIGHT, PLAY SOFT AMBIENT MUSIC IF AVAILABLE.

PROCESS:

- LEAD PARTICIPANTS THROUGH A GUIDED FOCUSING ON THEIR BREATH.
- USE BOX BREATHING TECHNIQUE
- 4-4-4-4 INHALE – WAIT – EXHALE – WAIT
- USE A SCRIPT THAT DIRECTS ATTENTION TO THE INHALE AND EXHALE, MENTIONING BODY SCANNING (FROM HEAD TO TOE) AND NOTICING SENSATIONS WITHOUT JUDGMENT.
- REMIND THEM THAT IT’S NORMAL FOR THOUGHTS TO WANDER, AND GENTLY GUIDE THEM BACK TO THEIR BREATH.

1. SENSORY ACTIVITY (20 MIN) – “SENSORY EXPLORATION”

SETUP: CREATE SEVERAL SENSORY STATIONS AROUND THE ROOM (E.G., A TABLE WITH TEXTURED FABRICS, A STATION WITH SCENTED ITEMS LIKE ESSENTIAL OILS, A SOUND STATION WITH CALMING AUDIO CLIPS).

PROCESS:

- DIVIDE PARTICIPANTS INTO SMALL GROUPS AND ROTATE THEM THROUGH THE STATIONS EVERY 5-7 MINUTES.
- AT EACH STATION, ASK THEM TO FOCUS ON THE SENSORY EXPERIENCE AND NOTE ANY CHANGES IN THEIR MOOD OR TENSION LEVELS.
- PROVIDE SIMPLE PROMPTS LIKE “WHAT DOES THIS TEXTURE REMIND YOU OF?” OR “HOW DOES THIS SCENT MAKE YOU FEEL?”

1. MOVEMENT BREAK (15 MIN) – “RHYTHMIC FLOW”

SETUP: CLEAR SOME SPACE FOR MOVEMENT. PLAY UPBEAT BUT NON-DISTRACTING MUSIC.

PROCESS:

- LEAD PARTICIPANTS IN LIGHT STRETCHING OR SIMPLE DANCE MOVEMENTS.
- USE A RHYTHMIC COUNT (E.G., “1-2-3-4”) AND ENCOURAGE EVERYONE TO MOVE FREELY IN A WAY THAT FEELS GOOD FOR THEIR BODY.
- STRESS THAT THE FOCUS IS ON FUN AND ENERGY RELEASE, NOT ON PERFECT MOVEMENTS.

1. GROUP DISCUSSION (15 MIN) – “SHARING THE CALM”

SETUP: BRING THE GROUP BACK TOGETHER IN A CIRCLE.

PROCESS:

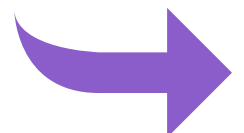
- FACILITATE A DISCUSSION BY ASKING OPEN-ENDED QUESTIONS SUCH AS “WHICH SENSORY STATION IMPACTED YOU THE MOST?” OR “HOW DID THE MEDITATION CHANGE YOUR PERSPECTIVE FOR A FEW MINUTES?”
- ENCOURAGE RESPECTFUL LISTENING AND VALIDATE EACH CONTRIBUTION.

1. REFLECTION (15 MIN) – “MINDFUL MOMENTS JOURNAL”

SETUP: PROVIDE JOURNALS OR PLAIN PAPER AND PENS.

PROCESS:

- ASK PARTICIPANTS TO WRITE DOWN ONE MINDFULNESS TECHNIQUE THEY FOUND MOST BENEFICIAL AND HOW THEY PLAN TO USE IT IN DAILY LIFE.
- OPTIONALLY, INVITE A FEW PARTICIPANTS TO SHARE THEIR REFLECTIONS WITH THE GROUP.
- SUMMARIZE KEY POINTS AND THANK EVERYONE FOR THEIR PRESENCE AND PARTICIPATION.



Activity Plan



Co-funded by
the European Union



DEBRIEFING AND EVALUATION:

FACILITATORS LEAD A BRIEF DISCUSSION ON WHICH TECHNIQUES RESONATED MOST AND HOW THEY CAN BE APPLIED IN DAILY LIFE.

FACILITATORS CAN ALSO ASK THE FOLLOWING QUESTIONS TO HELP PARTICIPANTS SHARE THEIR EXPERIENCES MORE EASILY.

- “WHAT WAS THE MOST MEANINGFUL MOMENT FOR YOU DURING TODAY’ S WORKSHOP?” “HOW DID TODAY’ S WORKSHOP MEET YOUR EXPECTATIONS, AND IN WHAT WAYS COULD IT BE EVEN MORE BENEFICIAL?”
- “DO YOU HAVE ANY ADDITIONAL COMMENTS OR FEEDBACK THAT COULD HELP IMPROVE FUTURE WORKSHOPS?”

ADDITIONALLY, PARTICIPANTS CAN FILL OUT A SHORT FEEDBACK FORM AT THE END OF THE WORKSHOP.

TIPS FOR FACILITATOR

- KEEP INSTRUCTIONS CLEAR AND PACE THE SESSION SLOWLY.
- USE GENTLE HUMOR TO EASE ANY INITIAL AWKWARDNESS ABOUT TRYING MINDFULNESS EXERCISES.

FOLLOW UP

- ESTABLISH A WEEKLY “MINDFUL MINUTE” CHALLENGE WHERE PARTICIPANTS PRACTICE A CHOSEN TECHNIQUE.
- CREATE A DIGITAL RESOURCE HUB WITH RECORDED MEDITATIONS AND MINDFULNESS EXERCISES.

NAME OF THE ACTIVITY: STRESS LESS: PRACTICAL STRATEGIES FOR ANXIETY AND WELL-BEING

OVERVIEW

THIS SESSION FOCUSES ON MANAGING STRESS AND ANXIETY THROUGH CONTINUOUS SELF-AWARENESS AND PROACTIVE EFFORTS. PARTICIPANTS WILL LEARN TO RECOGNIZE THEIR STRESSORS, ADOPT COPING MECHANISMS, SEEK SOCIAL SUPPORT, AND BUILD HEALTHY HABITS TO ENHANCE EMOTIONAL RESILIENCE AND PREVENT OVERWHELMING STRESS.

OBJECTIVES:

- DEVELOP SELF-AWARENESS AROUND STRESS AND ANXIETY.
- INTRODUCE COPING MECHANISMS LIKE MINDFULNESS, PHYSICAL ACTIVITY, AND RELAXATION TECHNIQUES.
- ENCOURAGE SEEKING SUPPORT FROM FRIENDS, FAMILY, OR PROFESSIONALS.
- BUILD AND MAINTAIN HEALTHY HABITS SUCH AS STRUCTURED ROUTINES, GRATITUDE, AND GOAL-SETTING TO PREVENT CHRONIC STRESS AND ANXIETY.

GROUP SIZE:

10-30 PARTICIPANTS

TARGET GROUP:

INDIVIDUALS BETWEEN AGES OF 18-30 THAT EXPERIENCING STRESS AND ANXIETY, INCLUDING PROFESSIONALS, STUDENTS, OR COMMUNITY GROUPS.

Activity Plan



Co-funded by
the European Union



MATERIALS:

- NOTEBOOKS OR JOURNALS FOR PARTICIPANT REFLECTION
- PENS (ACC TO PAX NUMBER)

THEMES ADDRESSED:

- STRESS AND ANXIETY MANAGEMENT
- EMOTIONAL RESILIENCE
- MINDFULNESS AND RELAXATION TECHNIQUES
- BUILDING HEALTHY HABITS AND ROUTINES

RESOURCES:

- WHITEBOARD OR FLIP CHART & MARKERS (5)
- HANDOUTS OR WORKSHEETS ON COPING MECHANISMS AND SELF-CARE STRATEGIES
- RELAXATION OR MINDFULNESS AUDIO FOR EXERCISES
- STRESS-RELIEF TOOLS (E.G., STRESS BALLS, BREATHING EXERCISE CARDS)

SOURCES USED

EVIDENCE-BASED THERAPIES – CBT, DBT, ACT, MINDFULNESS, PSYCHODYNAMIC, AND SOLUTION-FOCUSED TECHNIQUES.

REPUTABLE GUIDELINES – APA, NIMH, WHO, AND PEER-REVIEWED RESEARCH.

COMPLEXITY AND TIME:

BASIC TO INTERMEDIATE, ADAPTABLE FOR DIFFERENT LEVELS OF EXPERIENCE WITH STRESS MANAGEMENT.

60-90 MINUTES, DEPENDING ON THE LENGTH OF ACTIVITIES AND GROUP DISCUSSIONS.

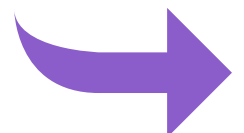
INSTRUCTIONS

1. FACILITATE A DISCUSSION ON RECOGNIZING PERSONAL STRESSORS AND THEIR IMPACT ON MENTAL HEALTH (20 MINUTES)

- ICEBREAKER ACTIVITY: ASK PARTICIPANTS TO SHARE ONE COMMON STRESSOR THEY FACE IN THEIR DAILY LIFE. WRITE THEM ON A WHITEBOARD OR FLIP CHART.
- STRESS MAPPING EXERCISE: HAVE PARTICIPANTS DRAW A “STRESS MAP” WHERE THEY LIST THEIR TOP STRESSORS AND THEIR EMOTIONAL/PHYSICAL REACTIONS TO EACH ONE.
- GROUP REFLECTION: DISCUSS HOW DIFFERENT STRESSORS IMPACT MENTAL HEALTH AND ASK:
 - HOW DOES STRESS SHOW UP IN YOUR BODY AND MIND?
 - WHAT SITUATIONS MAKE YOUR STRESS WORSE?
- PERSONAL REFLECTION: GIVE PARTICIPANTS 5 MINUTES TO JOURNAL ABOUT A RECENT STRESSFUL EXPERIENCE AND HOW THEY HANDLED IT.

2. TEACH TECHNIQUES SUCH AS MINDFULNESS, RELAXATION PRACTICES, AND THE BENEFITS OF PHYSICAL ACTIVITY (10 MINUTES)

- GUIDED MINDFULNESS EXERCISE: LEAD A 5-MINUTE BREATHING EXERCISE OR A SHORT BODY SCAN MEDITATION TO HELP PARTICIPANTS EXPERIENCE MINDFULNESS FIRSTHAND.
- STRETCH & MOVE: INTRODUCE SIMPLE PHYSICAL EXERCISES, SUCH AS STRETCHING OR A SHORT WALK, TO SHOW THE BENEFITS OF MOVEMENT IN STRESS RELIEF.
- RELAXATION DEMO: TEACH A QUICK RELAXATION TECHNIQUE LIKE PROGRESSIVE MUSCLE RELAXATION OR VISUALIZATION. ASK PARTICIPANTS HOW THEY FEEL BEFORE AND AFTER THE ACTIVITY.
- GROUP DISCUSSION: ASK PARTICIPANTS:
 - WHICH OF THESE TECHNIQUES DO YOU ALREADY USE?
 - WHICH ONE DO YOU THINK WOULD HELP YOU THE MOST IN DAILY LIFE?



Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

3. LEAD A GROUP DISCUSSION ON THE IMPORTANCE OF SOCIAL SUPPORT AND HOW TO REACH OUT FOR HELP (15 MINUTES)

STORY SHARING: ASK PARTICIPANTS TO THINK OF A TIME WHEN TALKING TO SOMEONE HELPED THEM FEEL BETTER. LET VOLUNTEERS SHARE THEIR EXPERIENCES.

SUPPORT NETWORK MAPPING: HAVE PARTICIPANTS DRAW A SMALL DIAGRAM OF THEIR PERSONAL SUPPORT SYSTEM (FRIENDS, FAMILY, COLLEAGUES, THERAPISTS, ETC.).

ROLE-PLAYING ACTIVITY: PAIR PARTICIPANTS AND GIVE THEM DIFFERENT SCENARIOS (E.G., ASKING A FRIEND FOR SUPPORT, SETTING BOUNDARIES, EXPRESSING STRESS). THEY TAKE TURNS PRACTICING HOW TO COMMUNICATE THEIR NEEDS.

DISCUSSION QUESTIONS:

- WHY DO WE SOMETIMES HESITATE TO ASK FOR HELP?
- WHAT ARE SOME BARRIERS TO SEEKING SOCIAL SUPPORT?
- HOW CAN WE BUILD STRONGER SUPPORT SYSTEMS?

4. GUIDE PARTICIPANTS IN CREATING DAILY ROUTINES, PRACTICING GRATITUDE, AND SETTING REALISTIC GOALS TO REDUCE STRESS (15 MINUTES)

MORNING & EVENING ROUTINE EXERCISE: ASK PARTICIPANTS TO CREATE A SIMPLE MORNING OR EVENING ROUTINE THAT INCLUDES STRESS-REDUCING ACTIVITIES (E.G., MEDITATION, STRETCHING, JOURNALING).

GRATITUDE JOURNALING: HAVE PARTICIPANTS WRITE DOWN THREE THINGS THEY ARE GRATEFUL FOR AND REFLECT ON HOW THIS PRACTICE CAN SHIFT THEIR MINDSET.

SMART GOALS ACTIVITY: TEACH THE SMART GOAL-SETTING METHOD (SPECIFIC, MEASURABLE, ACHIEVABLE, RELEVANT, TIME-BOUND). HAVE EACH PARTICIPANT SET ONE SMALL GOAL RELATED TO STRESS MANAGEMENT.

PAIR & SHARE: LET PARTICIPANTS PAIR UP AND DISCUSS THEIR CHOSEN GOALS TO GAIN MOTIVATION AND ACCOUNTABILITY.

DEBRIEFING AND EVALUATION:

1. REFLECTION ON COPING STRATEGIES LEARNED

WHAT IS ONE COPING STRATEGY FROM TODAY'S SESSION THAT RESONATED WITH YOU THE MOST? WHY?

HAVE YOU USED ANY OF THESE STRATEGIES BEFORE? IF SO, HOW EFFECTIVE WERE THEY FOR YOU? WERE THERE ANY STRATEGIES THAT FELT NEW OR CHALLENGING?

WHICH TECHNIQUES DO YOU THINK WOULD BE THE EASIEST TO IMPLEMENT IN YOUR DAILY LIFE? WHICH ONES MIGHT BE HARDER?

2. PLANNING FOR DAILY LIFE APPLICATION

HOW DO YOU PLAN TO INCORPORATE THESE STRESS MANAGEMENT TECHNIQUES INTO YOUR DAILY ROUTINE?

WHAT SMALL CHANGE CAN YOU MAKE THIS WEEK TO BETTER MANAGE STRESS AND ANXIETY?

HOW CAN YOU REMIND YOURSELF TO USE THESE TECHNIQUES WHEN FACING A STRESSFUL SITUATION?

WHO IN YOUR LIFE CAN SUPPORT YOU IN MAINTAINING THESE HABITS?

3. FEEDBACK ON THE SESSION'S EFFECTIVENESS

WHAT WAS THE MOST VALUABLE PART OF TODAY'S SESSION?

DID YOU FEEL COMFORTABLE PARTICIPATING IN DISCUSSIONS AND ACTIVITIES? WHY OR WHY NOT?

WHAT CHALLENGES DO YOU ANTICIPATE WHEN APPLYING THESE STRATEGIES IN REAL LIFE?

IS THERE ANY TOPIC OR STRATEGY YOU WISH WE HAD COVERED MORE IN-DEPTH?

ON A SCALE OF 1-10, HOW CONFIDENT DO YOU FEEL IN USING THESE TECHNIQUES TO MANAGE STRESS? WHAT WOULD HELP INCREASE THAT CONFIDENCE?

Activity Plan



Co-funded by
the European Union



TIPS FOR FACILITATOR

- 1. CREATE AN OPEN, SUPPORTIVE ENVIRONMENT FOR SHARING EXPERIENCES
- 2. BE SENSITIVE TO PERSONAL DISCLOSURES AND ENSURE PARTICIPANTS FEEL SAFE
- 3. OFFER PRACTICAL EXAMPLES AND REAL-LIFE APPLICATIONS OF EACH TECHNIQUE
- 4. ADAPT THE PACE AND COMPLEXITY BASED ON THE PARTICIPANTS' ENGAGEMENT AND NEEDS

FOLLOW UP

- RECOMMEND THAT PARTICIPANTS TRACK THEIR PROGRESS IN MANAGING STRESS THROUGH JOURNALS OR APPS.
- PROVIDE RESOURCES SUCH AS MINDFULNESS APPS, SELF-HELP BOOKS, OR LOCAL SUPPORT GROUPS.
- ORGANIZE FOLLOW-UP SESSIONS TO CHECK IN ON PARTICIPANTS' STRESS LEVELS AND THE EFFECTIVENESS OF COPING STRATEGIES.

WORDS MATTER: LANGUAGE FOR HEALING & MENTAL HEALTH INCLUSION

NAME OF THE ACTIVITY: _____

OVERVIEW

THIS ACTIVITY IS FOR REPLACING HARMFUL MENTAL HEALTH TERMS WITH RESPECTFUL LANGUAGE, PRACTICE INCLUSIVE COMMUNICATION, AND CREATE GROUP GUIDELINES TO REDUCE STIGMA AND IMPROVE SUPPORT

OBJECTIVES:

- IDENTIFY STIGMATIZING VS. EMPOWERING MENTAL HEALTH LANGUAGE.
- PRACTICE PERSON-FIRST, RECOVERY-ORIENTED PHRASING.
- DEVELOP CULTURALLY ADAPTIVE COMMUNICATION SKILLS.
- CREATE A GROUP "LANGUAGE CHARTER" FOR ONGOING SUPPORT.

GROUP SIZE:

15-30 MAX

THEMES ADDRESSED:

- REDUCING STIGMA THROUGH LANGUAGE.
- CULTURAL HUMILITY IN COMMUNICATION.

MATERIALS:

- VISUALS: CONTRASTING PHRASES ON POSTERS.
- TECH: POLLS FOR REAL-TIME WORD VOTES (MENTIMETER).

COMPLEXITY AND TIME:

LEVEL: MODERATE (REQUIRES NUANCE).
60-90 MIN

TARGET GROUP:

EDUCATORS, HEALTHCARE WORKERS, OR MIXED GROUPS.

KEY CONSIDERATION: ADAPT FOR LITERACY LEVELS (USE VISUALS/ICONS IF NEEDED).

WARNING FOR POSSIBLE TRIGGERING MOMENTS

RESOURCES:

- BASIC SUPPLIES
- PRINTED PHRASE EXAMPLES ("BAD" VS. "GOOD" LANGUAGE).
- PENS, STICKY NOTES, POSTERS.
- FACILITATOR TOOLS
- TIMER, SCRIPT/AGENDA.
- LIST OF LOCAL MENTAL HEALTH SUPPORTS.
- ROOM SETUP
- CHAIRS IN A CIRCLE, WALL SPACE FOR POSTERS.
- OPTIONAL EXTRAS
- EMOJI CARDS FOR FEEDBACK.
- FREE POLLING APP (LIKE MENTIMETER).
- VIRTUAL VERSION:
- SCREEN-SHARING FOR SLIDES, BREAKOUT ROOMS.

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

1. OPENING (15 MIN)

ACTIVITY: "WORD ASSOCIATION"

ASK: "WHAT WORDS COME TO MIND WHEN YOU HEAR 'MENTAL HEALTH'?"

WRITE RESPONSES ON A BOARD. CIRCLE EMPOWERING TERMS (E.G., "RESILIENCE"), BOX STIGMATIZING ONES (E.G., "CRAZY").

2. MAIN ACTIVITIES (60 MIN)

ACTIVITY 1: "REWRITING THE NARRATIVE" (30 MIN)

STEP 1: CONTRASTING LANGUAGE

PROVIDE PAIRS WITH COMMON PHRASES TO REFRAME:

1. MOOD DISORDERS

STIGMATIZING: "SHE' S SO MANIC-DEPRESSIVE."

EMPOWERING: "SHE MANAGES BIPOLAR DISORDER."

LEARNING OUTCOME: AVOIDS DEFINING SOMEONE BY THEIR DIAGNOSIS.

STIGMATIZING: "HE' S SO MOODY—MUST BE OFF HIS MEDS."

EMPOWERING: "HE' S WORKING ON FINDING THE RIGHT TREATMENT BALANCE."

LEARNING OUTCOME: REDUCES SHAME AROUND MEDICATION.

2. SUICIDE & SELF-HARM

STIGMATIZING: "FAILED SUICIDE ATTEMPT."

EMPOWERING: "SURVIVED A SUICIDE ATTEMPT."

LEARNING OUTCOME: HONORS RESILIENCE, NOT "FAILURE."

STIGMATIZING: "CUTTING FOR ATTENTION."

EMPOWERING: "USING SELF-HARM TO COPE WITH OVERWHELMING PAIN."

LEARNING OUTCOME: RECOGNIZES IT AS A COPING MECHANISM, NOT MANIPULATION.

3. PSYCHOSIS & NEURODIVERSITY

STIGMATIZING: "HE' S SCHIZO."

EMPOWERING: "HE EXPERIENCES SCHIZOPHRENIA."

LEARNING OUTCOME: PERSON-FIRST LANGUAGE REDUCES STIGMA.

STIGMATIZING: "SHE' S SO OCD ABOUT CLEANING."

EMPOWERING: "SHE HAS OCD, WHICH INCLUDES COMPULSIVE CLEANING."

LEARNING OUTCOME: AVOIDS TRIVIALIZING DISORDERS.

4. TRAUMA & PTSD

STIGMATIZING: "SHE' S SO TRIGGERED OVER NOTHING."

EMPOWERING: "SHE' S HAVING A TRAUMA RESPONSE."

LEARNING OUTCOME: VALIDATES PTSD AS A REAL NEUROLOGICAL REACTION.

STIGMATIZING: "JUST GET OVER IT."

EMPOWERING: "HEALING ISN' T LINEAR."

LEARNING OUTCOME: ACKNOWLEDGES THE COMPLEXITY OF TRAUMA RECOVERY.

5. SUBSTANCE USE

STIGMATIZING: "JUNKIE."

EMPOWERING: "PERSON WITH A SUBSTANCE USE DISORDER."

LEARNING OUTCOME: REMOVES DEHUMANIZING LABELS.

STIGMATIZING: "CLEAN" (VS. "DIRTY").

EMPOWERING: "IN RECOVERY" OR "NOT CURRENTLY USING."

LEARNING OUTCOME: AVOIDS MORALIZING LANGUAGE.

6. NEURODIVERSITY (AUTISM/ADHD)

STIGMATIZING: "HE' S SO WEIRD—MUST BE AUTISTIC."

EMPOWERING: "HE' S AUTISTIC, WHICH SHAPES HOW HE EXPERIENCES THE WORLD."

LEARNING OUTCOME: CELEBRATES NEURODIVERGENCE, NOT OTHERING.

STIGMATIZING: "JUST FOCUS HARDER!"

EMPOWERING: "WHAT STRATEGIES HELP YOU CONCENTRATE?"

LEARNING OUTCOME: ADHD IS A NEUROTYPIC, NOT A WILLPOWER ISSUE.

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

7. GENERAL MENTAL HEALTH

STIGMATIZING: "CRAZY/PSYCHO."

EMPOWERING: "LIVING WITH A MENTAL HEALTH CONDITION."

LEARNING OUTCOME: REMOVES CRIMINAL/INSULTING CONNOTATIONS.

STIGMATIZING: "JUST THINK POSITIVE!"

EMPOWERING: "WOULD PROBLEM-SOLVING OR VENTING HELP MORE RIGHT NOW?"

LEARNING OUTCOME: TOXIC POSITIVITY DISMISSES REAL STRUGGLES.

ROLE-PLAY ACTIVITY

INSTRUCTIONS:

DIVIDE INTO PAIRS.

ASSIGN EACH PAIR ONE "BAD" PHRASE TO REWRITE AND PRACTICE DELIVERING THE "GOOD" VERSION.

GROUPS SHARE THEIR REFINED PHRASES WITH THE LARGER GROUP.

EXAMPLE ROLE-PLAY:

SCENARIO: A FRIEND SAYS, "YOU' RE SO BIPOLAR!" ABOUT SOMEONE' S MOOD SWINGS.

REFRAME: "IT SEEMS LIKE YOU' RE HAVING BIG EMOTIONAL SWINGS. WANT TO TALK ABOUT WHAT' S GOING ON?"

3. CLOSING (15 MIN)

SHARE KEY PRINCIPLES FOR EMPOWERED LANGUAGE

PERSON-FIRST: "PERSON WITH DEPRESSION" (NOT "DEPRESSED PERSON")

STRENGTHS-BASED: "MANAGING CHALLENGES" (NOT "SUFFERING FROM")

NON-JUDGMENTAL: "DIFFERENT ABILITIES" (NOT "PROBLEMS")

HOPEFUL: "IN RECOVERY" (NOT "VICTIM")

CULTURALLY AWARE: ASK PREFERRED TERMS

DEBRIEFING AND EVALUATION:

METAPHOR CHECK-OUT:

"IF OUR LANGUAGE TODAY WERE A TOOL, WOULD IT BE A HAMMER (HURTFUL) OR A BANDAGE (HEALING)?"

TIPS FOR FACILITATOR

- MODEL VULNERABILITY: "I USED TO SAY 'OCD' CASUALLY—NOW I SAY 'I' M PARTICULAR.' "
- USE ANALOGIES: "WORDS ARE LIKE SEEDS—THEY GROW THE ENVIRONMENT WE CREATE."
- OVERCORRECT PARTICIPANTS: GENTLY SUGGEST ALTERNATIVES.
- ASSUME PREFERENCES: ASK: "HOW WOULD YOU LIKE THIS DESCRIBED?"

FOLLOW UP

- "LANGUAGE ALLIES": PAIR PARTICIPANTS TO GENTLY CORRECT STIGMATIZING TERMS IN DAILY LIFE.
- GLOSSARY: PUBLISH THE GROUP' S EMPOWERING WORD BANK FOR THE COMMUNITY

Activity Plan



Co-funded by
the European Union



IMPACT OF SOCIAL MEDIA ON EMOTIONS AND PRODUCTIVITY

NAME OF THE ACTIVITY: _____

OVERVIEW

THIS ACTIVITY, DESIGNED FOR YOUNG ADULTS AGED 18–30, EXPLORES THE EMOTIONAL IMPACT OF RAPID AND CONTRASTING STIMULI ON SOCIAL MEDIA PLATFORMS. USING AN INTERACTIVE PEDAGOGIC APPROACH—I DO, WE DO, YOU DO—THE FACILITATOR AIMS TO BREAK HIERARCHICAL BARRIERS AND BUILD RELATABILITY. THE SESSION BEGINS BY PRESENTING A RECENT STUDY ON SOCIAL MEDIA'S EMOTIONAL IMPACT, FOLLOWED BY GUIDED REFLECTION AND DISCUSSION.

PARTICIPANTS ARE ENCOURAGED TO IDENTIFY AND ANALYZE THEIR EMOTIONAL RESPONSES DURING RECENT SOCIAL MEDIA SESSIONS. THROUGH INTERACTIVE SHARING, THEY RECOGNIZE HOW FREQUENT, ABRUPT EMOTIONAL SHIFTS CAN CONTRIBUTE TO FEELINGS OF IRRITABILITY, OVERWHELM, AND EMOTIONAL FRAGILITY. THE ACTIVITY CONCLUDES WITH A GROUP DISCUSSION AND EVALUATION, PROMOTING AWARENESS AND MINDFULNESS AROUND DIGITAL CONSUMPTION.

OBJECTIVES:

- TO HELP PARTICIPANTS RECOGNIZE THE IMPACT OF RAPID EMOTIONAL SHIFTS CAUSED BY SOCIAL MEDIA EXPOSURE.
- TO ENCOURAGE PARTICIPANTS TO REFLECT ON THEIR EMOTIONAL STATES AFTER ENGAGING WITH SOCIAL MEDIA CONTENT.
- TO BUILD AWARENESS AROUND EMOTIONAL FRAGILITY AND IRRITABILITY LINKED TO SUBCONSCIOUS OVERSTIMULATION.

COMPLEXITY AND TIME:

LOW TO MODERATE.

THE ACTIVITY IS STRAIGHTFORWARD BUT REQUIRES PARTICIPANTS TO ENGAGE IN SELF-REFLECTION AND ARTICULATE THEIR EMOTIONS, WHICH MAY BE CHALLENGING FOR SOME.

90 MINUTES TOTAL.

GROUP SIZE:

5 TO 20 PARTICIPANTS (CAN BE ADAPTED FOR LARGER GROUPS).

TARGET GROUP:

YOUNG ADULT FROM 18–30 YEAR

THEMES ADDRESSED:

EMOTIONAL REGULATION

DIGITAL WELL-BEING

MENTAL HEALTH AWARENESS

SOCIAL MEDIA INFLUENCE

MINDFULNESS AND SELF-REFLECTION

RESOURCES:

QUIET, COMFORTABLE SPACE FOR REFLECTION AND DISCUSSION.

WRITING MATERIALS (NOTEBOOKS, PENS) OR DIGITAL DEVICES IF PARTICIPANTS PREFER TYPING.

MATERIALS:

PRINTED INSTRUCTIONS OR SLIDES OUTLINING THE ACTIVITY.

JOURNALS OR SHEETS OF PAPER FOR PARTICIPANTS TO NOTE THEIR REFLECTIONS.

([https://www.canva.com/design/DAGJQLZPQEI/S5PXACA9S3XYBHPUKDRFIG/EDIT?](https://www.canva.com/design/DAGJQLZPQEI/S5PXACA9S3XYBHPUKDRFIG/EDIT?utm_content=DAGJQLZPQEI&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=SHAREBUTTON)

[UTM_CONTENT=DAGJQLZPQEI&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=SHAREBUTTON](https://www.canva.com/design/DAGJQLZPQEI/S5PXACA9S3XYBHPUKDRFIG/EDIT?utm_content=DAGJQLZPQEI&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=SHAREBUTTON)). PROJECTOR (IF PRESENTING VISUALS).

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

BEGINNING OF THE SESSION

REFLECT ON A RECENT SOCIAL MEDIA SESSION. LIST DOWN THE EMOTIONS YOU EXPERIENCED.
(YOU CAN CHOOSE FROM THE LIST PROVIDED OR ADD YOUR OWN)

AFTER SPENDING TIME ON SOCIAL MEDIA, HOW DID YOU FEEL OVERALL?
REJUVENATED AND INSPIRED.

NEUTRAL OR UNAFFECTED.
DRAINED OR IRRITABLE.

OVERWHELMED OR ANXIOUS.

WHICH EMOTIONS DO YOU NOTICE MORE FREQUENTLY DURING SOCIAL MEDIA USE?

POSITIVE (JOY, PRIDE, INSPIRATION, GRATITUDE)

NEGATIVE (ANXIETY, LONELINESS, REGRET, JEALOUSY)

COMPLEX (AMBIVALENCE, NOSTALGIA, EMPOWERMENT, SKEPTICISM)

SOCIAL (BELONGINGNESS, ALIENATION, ADMIRATION, CONTEMPT)

YOU NOTE DOWN THE ANSWERS AND REFLECT AT THE END OF THE SESSION.

WORK SESSION (INTERACTIVE APPROACH)

TO BREAK THE HIERARCHY BETWEEN THE FACILITATOR AND PARTICIPANTS, FOLLOW THE I DO, WE DO, YOU DO APPROACH. THE "I DO, WE DO, YOU DO" APPROACH IS A STRUCTURED TEACHING AND LEARNING STRATEGY ROOTED IN GRADUAL RELEASE OF RESPONSIBILITY. IT'S A SCAFFOLDED INSTRUCTIONAL FRAMEWORK COMMONLY USED IN EDUCATION TO GUIDE STUDENTS FROM TEACHER-DIRECTED LEARNING TO INDEPENDENT PRACTICE. THIS APPROACH IS ALSO EFFECTIVE IN TRAINING, COACHING, MENTORING, AND SKILL-BUILDING ACTIVITIES ACROSS VARIOUS DOMAINS. THIS STRATEGY AIMS TO BUILD RELATABILITY AND ENCOURAGE PARTICIPANTS TO ACTIVELY ENGAGE WITH THE CONTENT.

I DO (INSTRUCTOR'S REFLECTION):

- SHARE YOUR OWN EXPERIENCE WITH SCROLLING THROUGH SOCIAL MEDIA, DESCRIBING THE RANGE OF EMOTIONS EXPERIENCED. FOR EXAMPLE:
 - "I WAS SCROLLING THROUGH INSTAGRAM AND SAW A FUNNY CAT VIDEO([HTTPS://YOUTU.BE/JXS5E-KZC2S](https://youtu.be/jxs5e-kzc2s)), AND IT MADE ME SMILE. RIGHT AFTER, I SAW A POST FROM FRIENDS AT A PARTY I COULDN'T ATTEND, AND I FELT A BIT OF FOMO."
 - "THEN, I CAME ACROSS A POST ABOUT SOMEONE'S PROMOTION, WHICH MADE ME FEEL A LITTLE INSECURE ABOUT MY OWN PROGRESS."
 - FINALLY, I SAW A SAD REEL ABOUT GLOBAL WARMING, AND I ENDED UP FEELING WORRIED AND EMOTIONALLY DRAINED."
 - SOMEONE WORKING OUT ON GYM WITH A GOOD PHYSIQUE
 - SOMEONE TRAVELLING ABROAD MANY TIMES
 - SOMEONE HAS A FANCY CAR OR A HOUSE
 - SOMEONE HAS A BRANDED CLOTHES
 - EMPHASIZE HOW QUICKLY THESE EMOTIONAL SHIFTS OCCURRED.

(FACILITATOR CAN ADD THEIR OWN EXAMPLES DEPENDS ON THE PEOPLE THEY ARE TRAINING, USE EXAMPLES WHERE THE PARTICIPANTS CAN RELATE WITH)

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

WE DO (INTERACTIVE DISCUSSION):

- ASK THE PARTICIPANTS:
 - “HOW MANY OF YOU HAVE EXPERIENCED SOMETHING SIMILAR? HOW DID YOU FEEL?”
 -
 - ENCOURAGE PARTICIPANTS TO SHARE THEIR EMOTIONAL REACTIONS AND VALIDATE THEIR EXPERIENCES BY ACKNOWLEDGING COMMON PATTERNS.
 - CREATE A RELAXED AND CONVERSATIONAL ENVIRONMENT TO BUILD RAPPORT AND RELATABILITY.

YOU DO (PARTICIPANT ACTIVITY):

- INVITE PARTICIPANTS TO INDIVIDUALLY REFLECT ON A RECENT SOCIAL MEDIA SESSION WHERE THEY EXPERIENCED MULTIPLE EMOTIONAL SHIFTS.
- ASK THEM TO WRITE DOWN:
 - THE EMOTIONS THEY FELT DURING THE SESSION.
 -
 - HOW DID THEY FEEL AFTERWARD—DRAINED? IRRITABLE? OVERWHELMED?

YOU CAN ASK THEM A LIST OF EMOTIONS THEY ARE FEELING, YOU CAN SHOW THEM THE FOLLOWING LIST.

BASIC EMOTIONS (UNIVERSAL AND INNATE)

HAPPINESS
SADNESS
FEAR
ANGER
SURPRISE
DISGUST

POSITIVE EMOTIONS (OFTEN RELATED TO WELL-BEING AND SATISFACTION)

- ☐ HAPPINESS – FEELING JOY FROM SOCIAL CONNECTIONS, ENTERTAINMENT, OR INSPIRING CONTENT.
- ☐ EXCITEMENT – ENGAGING IN NEW TRENDS, OPPORTUNITIES, OR CREATIVE EXPRESSION.
- ☐ MOTIVATION – INSPIRED BY SUCCESS STORIES AND EDUCATIONAL CONTENT.
- ☐ BELONGING – FEELING CONNECTED TO ONLINE COMMUNITIES.
- ☐ CONFIDENCE – GAINING POSITIVE FEEDBACK AND SUPPORT.
- ☐ GRATITUDE – APPRECIATING SHARED EXPERIENCES AND KINDNESS.
- ☐ HOPE – ENCOURAGED BY CHANGE AND INSPIRATION ONLINE.
- ☐ AMUSEMENT – ENJOYING MEMES, HUMOR, AND FUN CONTENT.

NEGATIVE EMOTIONS (OFTEN RELATED TO STRESS, PAIN, OR DISPLEASURE)

- ☐ ANXIETY – FOMO, PRESSURE TO ALWAYS BE AVAILABLE.
- ☐ STRESS – OVERWHELMED BY NOTIFICATIONS AND CONTENT.
- ☐ LONELINESS – FEELING ALONE DESPITE ONLINE PRESENCE.
- ☐ JEALOUSY – COMPARING WITH OTHERS’ CURATED LIVES.
- ☐ FRUSTRATION – DEALING WITH LOW ENGAGEMENT OR NEGATIVE FEEDBACK.
- ☐ SADNESS – AFFECTED BY BAD NEWS OR TOXIC CONTENT.
- ☐ INSECURITY – FEELING “NOT ENOUGH” DUE TO COMPARISONS.
- ☐ GUILT – TIME WASTED, UNREAD MESSAGES, OR OVERUSE.
- ☐ ANGER – ENCOUNTERING HATE, TROLLS, OR UNFAIRNESS.
- ☐ DISAPPOINTMENT – EXPECTATIONS NOT MET ONLINE.

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS

FEAR OF MISSING OUT (FOMO)
COMPLEX EMOTIONS (OFTEN COMBINATIONS OF BASIC EMOTIONS)
NOSTALGIA (HAPPINESS + SADNESS)
BITTERSWEETNESS (JOY + SADNESS)
AMBIVALENCE (MIXED FEELINGS)
SUSPICION (FEAR + DISTRUST)
RELUCTANCE (HESITATION + FEAR/DISINTEREST)
CONTEMPT (DISGUST + ANGER)
PASSION (INTENSE LOVE/EXCITEMENT)
EMPOWERMENT (JOY + CONFIDENCE)
CURIOSITY (INTEREST + ANTICIPATION)
SKEPTICISM (DOUBT + CONCERN)
SOCIAL EMOTIONS (TIED TO RELATIONSHIPS AND SOCIAL INTERACTIONS)

DISCUSSION

- EXPLAIN THAT THESE EMOTIONAL SHIFTS WOULDN'T HAPPEN SO QUICKLY IN REAL LIFE. EMOTIONS NATURALLY TRANSITION GRADUALLY, GIVING THE MIND TIME TO PROCESS THEM.
- SOCIAL MEDIA DISRUPTS THIS NATURAL FLOW, RESULTING IN EMOTIONAL INSTABILITY AND SUBCONSCIOUS IRRITABILITY. SOCIAL MEDIA CAN HARM MENTAL HEALTH BY CAUSING EMOTIONAL INSTABILITY, FOSTERING UNHEALTHY COMPARISONS, PROMOTING ADDICTION, ENABLING CYBERBULLYING, AND REDUCING PRODUCTIVITY. ITS DESIGN ENCOURAGES INSTANT GRATIFICATION THROUGH LIKES, COMMENTS, AND NOTIFICATIONS, TRIGGERING DOPAMINE RELEASE THAT FOSTERS ADDICTION AND DIMINISHES EMOTIONAL REGULATION.
- CONSTANT EXPOSURE TO IDEALIZED VERSIONS OF OTHERS' LIVES OFTEN LEADS TO FEELINGS OF INADEQUACY, LOW SELF-ESTEEM, AND ANXIETY. COMPARISON CULTURE, PARTICULARLY RELATED TO BODY IMAGE, LIFESTYLE, AND ACHIEVEMENTS, PROMOTES NEGATIVE EMOTIONS SUCH AS JEALOUSY, LONELINESS, AND FRUSTRATION. FEAR OF MISSING OUT (FOMO) FURTHER HEIGHTENS ANXIETY AND DISSATISFACTION.
- ADDITIONALLY, SOCIAL MEDIA DISRUPTS PRODUCTIVITY BY FRAGMENTING ATTENTION AND ENCOURAGING PROCRASTINATION. THE ENDLESS SCROLL MECHANISM REDUCES FOCUS, CREATIVITY, AND THE ABILITY TO ENGAGE IN DEEP WORK. COGNITIVE OVERLOAD FROM CONSUMING EXCESSIVE INFORMATION CAN LEAD TO EMOTIONAL FATIGUE, STRESS, AND BURNOUT.
- CONSTANT EXPOSURE TO IDEALIZED VERSIONS OF OTHERS' LIVES OFTEN LEADS TO FEELINGS OF INADEQUACY, LOW SELF-ESTEEM, AND ANXIETY. PEOPLE RARELY POST THEIR FAILURES OR STRUGGLES, CREATING A DISTORTED REALITY WHERE ONLY SUCCESSES, CELEBRATIONS, AND CURATED PERFECTION ARE SHOWCASED.
- CYBERBULLYING AND ONLINE HARASSMENT ARE ALSO SIGNIFICANT CONCERNS, LEADING TO DEPRESSION, ANXIETY, AND IN SEVERE CASES, SUICIDAL THOUGHTS. EMOTIONAL SHIFTS INDUCED BY SOCIAL MEDIA ARE RAPID AND INTENSE, OFTEN LEAVING USERS FEELING OVERWHELMED OR IRRITABLE. WHILE SOCIAL MEDIA IS NOT INHERENTLY HARMFUL, UNREGULATED USE CAN SEVERELY IMPACT MENTAL HEALTH, EMOTIONAL STABILITY, AND PRODUCTIVITY.

END THE SESSION WITH MORE INTERACTIONS (YOU CAN ALSO USE I DO, WE DO, YOU DO METHOD:
BEHAVIORAL CHOICES

WHEN YOU HAVE FREE TIME, WHAT ACTIVITY ARE YOU MOST LIKELY TO CHOOSE?

- GOING FOR A WALK OR ENGAGING IN PHYSICAL ACTIVITY.
- SCROLLING THROUGH SOCIAL MEDIA OR PLAYING GAMES ON YOUR PHONE.
- READING A BOOK OR PURSUING A HOBBY.
- SOCIALIZING WITH FRIENDS OR FAMILY.
- WHICH OF THE FOLLOWING SCENARIOS ARE YOU MORE LIKELY TO CHOOSE?
- SPENDING TIME OUTDOORS, DISCONNECTED FROM DEVICES.
- BROWSING SOCIAL MEDIA FOR ENTERTAINMENT OR INFORMATION.
- PRACTICING MINDFULNESS OR RELAXATION ACTIVITIES.
- ENGAGING IN A CREATIVE PROJECT OR SKILL-BUILDING.

Activity Plan



Co-funded by
the European Union



DEBRIEFING AND EVALUATION:

DEBRIEFING AND EVALUATION

- GROUP DISCUSSION: INVITE PARTICIPANTS TO SHARE THEIR REFLECTIONS IF COMFORTABLE.
- GUIDING QUESTIONS:
 - DID YOU NOTICE PATTERNS IN YOUR EMOTIONAL RESPONSES?
 - HOW DID THE RAPID SHIFT OF EMOTIONS AFFECT YOUR MOOD AFTERWARD?
 - CAN YOU IDENTIFY ANY EMOTIONS THAT LINGERED BEYOND THE SESSION?

EVALUATION: GAUGE PARTICIPANTS' UNDERSTANDING THROUGH THEIR INSIGHTS AND WILLINGNESS TO SHARE.

WHAT IS THE ONE THING THAT THEY LIKED ABOUT THE SESSION?

WHAT WILL THEY TAKE HOME FROM TODAY'S SESSION?

TIPS FOR FACILITATOR

- ENCOURAGE A NON-JUDGMENTAL AND EMPATHETIC ENVIRONMENT TO MAKE PARTICIPANTS FEEL COMFORTABLE SHARING.
- BE MINDFUL OF PARTICIPANTS WHO MAY FIND REFLECTING ON NEGATIVE EMOTIONS CHALLENGING OR TRIGGERING.
- IF PARTICIPANTS SEEM RELUCTANT TO SHARE, OFFER INSIGHTS FROM YOUR OWN EXPERIENCES TO MODEL OPENNESS.

FOLLOW UP

- ENCOURAGE PARTICIPANTS TO KEEP A JOURNAL TRACKING THEIR EMOTIONAL REACTIONS AFTER USING SOCIAL MEDIA FOR A WEEK.
- FACILITATE A FOLLOW-UP SESSION TO DISCUSS WHETHER PARTICIPANTS HAVE NOTICED CHANGES IN THEIR EMOTIONAL RESILIENCE OR IRRITABILITY.
- (DEPENDING ON THE GROUP) SUGGEST MINDFULNESS OR EMOTIONAL REGULATION TECHNIQUES TO HELP MITIGATE THE EFFECTS OF RAPID EMOTIONAL SHIFTS.

ADDICTIVE BEHAVIOR WITH SCREENS, SMARTPHONES, SOCIAL MEDIA - HEALTHY BOUNDARIES WITH DEVICES

NAME OF THE ACTIVITY:

OVERVIEW

THE PURPOSE OF THIS WORKSHOP IS TO RAISE AWARENESS ABOUT SCREEN ADDICTION AND ITS VARIOUS IMPACTS. OUR GOAL IS TO HELP PARTICIPANTS MANAGE THEIR SCREEN TIME EFFECTIVELY. BY OPTIMIZING SCREEN USE, WE AIM TO REDUCE ITS NEGATIVE EFFECTS ON MENTAL HEALTH, PRODUCTIVITY, AND EMOTIONAL WELL-BEING. THROUGH THIS WORKSHOP, PARTICIPANTS WILL LEARN STRATEGIES TO ESTABLISH HEALTHY BOUNDARIES WITH THEIR DEVICES, ENSURING A BALANCED LIFE.

OBJECTIVES:

- TO INCREASE ABOUT THE SCREEN ADDICTIVITY
- TO TRAIN YOUTHS TO MANAGE AND OPTIMIZE THEIR SCREEN TIME TO USE THEIR SCREEN TIME IN SOMETHING PRODUCTIVE

Activity Plan



Co-funded by
the European Union



COMPLEXITY AND TIME:

MODERATE: SUITABLE FOR PARTICIPANTS FAMILIAR WITH USING SOCIAL MEDIA AND INTERESTED IN IMPROVING THEIR HABITS.

90 MINUTES TOTAL.

GROUP SIZE:

- (1) INDIVIDUAL WORK, PLENARY WORK
- (2) 10-20 PARTICIPANTS, IDEAL FOR GROUP DISCUSSIONS AND SHARING EXPERIENCES.

THEMES ADDRESSED:

SCREEN ADDICTION, MENTAL HEALTH, EMOTIONAL WELL-BEING, SETTING BOUNDARIES, BALANCED LIFE

TARGET GROUP:

YOUNG ADULT FROM 18-30 YEAR

RESOURCES:

PENS AND PAPER FOR EACH PARTICIPANT
PROJECTOR OR SCREEN TO SHOW
VIDEOS/STUDIES
PREPARED QUESTIONS ABOUT EMOTIONAL RESPONSES FROM SOCIAL MEDIA USE

MATERIALS:

PRE-PREPARED GRATITUDE LIST WORKSHEETS
STUDIES ABOUT THE IMPACT OF SOCIAL MEDIA ON THE BRAIN
PRINTED SLIDES ON THE DISADVANTAGES OF OVERUSING SOCIAL MEDIA
A SAMPLE GOAL-SETTING SHEET FOR SCREEN TIME REDUCTION

SOURCES FOR THE TRAINER:

WHAT EXCESSIVE SCREEN TIME DOES TO THE ADULT BRAIN | COGNITIVE ENHANCEMENT

SCREEN TIME AND THE BRAIN | HARVARD MEDICAL SCHOOL

10 FACTS YOU DIDN'T KNOW ABOUT SOCIAL MEDIA AND YOUR MENTAL HEALTH - ALLEGHENY KISKI HEALTH FOUNDATION

SOURCES FOR THE PARTICIPANTS:

WHY SCROLLING ON SOCIAL MEDIA IS ADDICTIVE

INSTRUCTIONS:

ORGANIZATIONAL QUESTIONS FOR THE WORKSHOP (5MIN)

BEFORE WE BEGIN, LET'S ADDRESS SOME ORGANIZATIONAL QUESTIONS REGARDING:

- MOBILE PHONE USAGE: PLEASE KEEP YOUR PHONES ON SILENT MODE. IF YOU NEED TO USE YOUR PHONE, KINDLY STEP OUTSIDE.
- BREAKS: WE WILL HAVE SCHEDULED BREAKS THROUGHOUT THE WORKSHOP.
- FOOD & DRINKS: FEEL FREE TO HAVE YOUR SNACKS AND DRINKS DURING THE WORKSHOP.
- RESTROOMS: THE RESTROOMS ARE LOCATED [PROVIDE LOCATION].

INTRODUCTION ROUND (10 MIN): LET'S TAKE A FEW MINUTES TO INTRODUCE OURSELVES. PLEASE SHARE YOUR NAME, AGE, REASON FOR ATTENDING, AND EXPECTATIONS FOR THE DAY.

-> THESE QUESTIONS WILL BE PROJECTED VIA A WORD DOCUMENT ON THE SCREEN, SO YOU DON'T NEED TO MEMORIZE THEM. YOU CAN REFER TO THE SCREEN FOR ALL THE DETAILS.

AGENDA PRESENTATION: AFTER ADDRESSING THE ORGANIZATIONAL QUESTIONS, WE WILL PRESENT THE AGENDA FOR THE DAY. THIS WILL ALSO BE PROJECTED VIA A WORD DOCUMENT, PROVIDING AN OVERVIEW OF THE DAY'S STRUCTURE FOR ALL PARTICIPANTS.

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS:

- INTRODUCTION TO THE FIRST TOPIC (5MIN): STARTING WITH A QUIZ/

1. HOW MANY HOURS DOES THE AVERAGE GERMAN SPEND ON THEIR SMARTPHONE DAILY?

- A) 1 HOUR
- B) 2.5 HOURS
- C) 4 HOURS

2. WHAT PERCENTAGE OF GERMANS CHECK THEIR SMARTPHONES WHILE EATING?

- A) 20%
- B) 30%
- C) 50%

3. WHAT PERCENTAGE OF GERMANS FEEL ANXIOUS IF THEY DON'T CHECK THEIR PHONE FOR A FEW HOURS?

- A) 25%
- B) 40%
- C) 60%

ANSWERS: B) 2.5 HOURS, B) 30%, C) 60%

- TOPIC: SOCIAL ISOLATION AND LONELINESS: ACTIVITY 1: SOCIAL MEDIA EXPERIENCE (15 MINUTES)

GOAL: HELP PARTICIPANTS REFLECT ON THEIR EMOTIONS AND SELF-IMAGE WHILE USING SOCIAL MEDIA.

INSTRUCTOR SCRIPT:

"NOW, LET' S GET INTO IT. I WANT YOU ALL TO TAKE OUT YOUR PHONES AND SPEND THE NEXT 5 MINUTES SCROLLING THROUGH ANY SOCIAL MEDIA APP—INSTAGRAM, TIKTOK, FACEBOOK, WHATEVER YOU USUALLY USE."

PAUSE FOR 5 MINUTES WHILE PARTICIPANTS SCROLL THROUGH SOCIAL MEDIA.

INSTRUCTOR SCRIPT:

"OKAY, NOW THAT YOU' VE SCROLLED FOR A BIT, I WANT YOU TO REFLECT ON YOUR EXPERIENCE. ANSWER THESE QUESTIONS ON YOUR WORKSHEET:

1. HOW DID YOU FEEL AFTERWARD? (HAPPY, ANXIOUS, STRESSED?)
2. HOW DID YOU DEFINE YOUR SELF-IMAGE DURING THAT 5 MINUTES? DID YOU COMPARE YOURSELF TO ANYONE? HOW DID THAT AFFECT YOUR MOOD?"

INSTRUCTOR SCRIPT:

"NOW LET' S TALK ABOUT IT. LET' S SHARE HOW WE FELT AND SEE IF THERE ARE ANY COMMON EMOTIONS THAT POPPED UP AFTER USING SOCIAL MEDIA. DID ANYONE FEEL ANXIOUS, HAPPY, OR MAYBE EVEN A LITTLE SELF-CONSCIOUS? WHO WANTS TO SHARE?"

ALLOW 5-10 MINUTES FOR PLENARY DISCUSSION.

- DISADVANTAGES OF OVERUSING SOCIAL MEDIA (10 MINUTES)

GOAL: SHOW THE NEGATIVE EFFECTS OF EXCESSIVE SCREEN TIME.

INSTRUCTOR SCRIPT:

"NOW, LET' S TALK ABOUT WHAT HAPPENS WHEN WE USE SOCIAL MEDIA TOO MUCH. SPENDING TOO MUCH TIME ONLINE CAN ACTUALLY HAVE SOME PRETTY NEGATIVE EFFECTS ON OUR MENTAL HEALTH. HERE ARE A FEW TO KEEP IN MIND:

- HIGHER RISK OF DEPRESSION: EXCESSIVE SOCIAL MEDIA USE CAN LEAD TO FEELINGS OF LONELINESS OR SADNESS.
- REDUCED EMPATHY: WHEN WE SPEND TOO MUCH TIME ONLINE, WE OFTEN LOSE THE ABILITY TO CONNECT WITH PEOPLE FACE-TO-FACE, MAKING US LESS EMPATHETIC.
- EMOTIONAL ISOLATION: IRONICALLY, SOCIAL MEDIA CAN LEAVE US FEELING MORE ISOLATED, EVEN THOUGH WE' RE CONSTANTLY CONNECTED."

INSTRUCTOR SCRIPT:

"IT' S IMPORTANT TO FIND A BALANCE BETWEEN BEING ONLINE AND CONNECTING IN REAL LIFE. SO, LET' S THINK ABOUT SOME STRATEGIES TO PROTECT OUR MENTAL HEALTH."

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS:

- ACTIVITY 3: AVOIDING ISOLATION (15 MINUTES)
- GOAL: TEACH STRATEGIES TO AVOID SOCIAL ISOLATION AND ENCOURAGE REAL-LIFE CONNECTIONS.
- INSTRUCTOR SCRIPT:
- "NOW THAT WE KNOW THE EFFECTS OF SOCIAL MEDIA ON OUR WELL-BEING, LET'S TALK ABOUT HOW WE CAN AVOID ISOLATION AND BUILD REAL CONNECTIONS. HERE ARE A FEW STRATEGIES:
- FACE-TO-FACE INTERACTIONS: NOTHING BEATS MEETING SOMEONE IN PERSON—IT'S MORE MEANINGFUL.
- PHONE CALLS: INSTEAD OF TEXTING OR DMING, PICK UP THE PHONE AND ACTUALLY TALK TO PEOPLE!
- SET SCREEN-TIME GOALS: LET'S MAKE A CONSCIOUS EFFORT TO SPEND LESS TIME ON OUR PHONES AND MORE TIME CONNECTING OFFLINE."
- INSTRUCTOR SCRIPT:
- "NOW, I WANT YOU TO THINK ABOUT IMPORTANT PEOPLE IN YOUR LIFE—FAMILY, FRIENDS, OR ANYONE YOU CARE ABOUT. WRITE DOWN ONE GOAL: WHAT'S SOMETHING YOU CAN DO THIS WEEK TO CONNECT WITH THEM OFFLINE? MAYBE IT'S A PHONE CALL, A COFFEE DATE, OR AN IN-PERSON HANGOUT. WRITE YOUR GOAL DOWN AND SHARE IT WITH SOMEONE NEXT TO YOU."
- GIVE 5 MINUTES FOR GOAL SETTING AND SHARING WITH A PARTNER.
- TOPIC: DEMOTIVATION/DEPRESSION ACTIVITY 4: GRATITUDE LIST (15 MINUTES)
- GOAL: REFOCUS ATTENTION ON MEANINGFUL, OFFLINE EXPERIENCES.
- INSTRUCTOR SCRIPT:
- "NOW, LET'S SHIFT GEARS A BIT AND TALK ABOUT GRATITUDE. SOCIAL MEDIA CAN MAKE US FEEL LIKE WE'RE MISSING OUT, BUT THERE'S AN EASY WAY TO COUNTER THAT FEELING. GRATITUDE HELPS US FOCUS ON THE THINGS THAT TRULY MATTER IN OUR OFFLINE LIVES."
- "TAKE 5 MINUTES TO WRITE DOWN FIVE THINGS YOU'RE GRATEFUL FOR THAT HAVE NOTHING TO DO WITH SOCIAL MEDIA. IT COULD BE FAMILY, HOBBIES, YOUR HEALTH, OR A PLACE THAT MAKES YOU FEEL AT PEACE."
- GIVE PARTICIPANTS TIME TO WRITE.
- INSTRUCTOR SCRIPT:
- "WHO WANTS TO SHARE A FEW THINGS FROM THEIR LIST? HOW DOES FOCUSING ON GRATITUDE HELP YOU DISCONNECT FROM SOCIAL MEDIA AND APPRECIATE THE REAL WORLD?"
- ALLOW 5-10 MINUTES FOR SHARING IN SMALL GROUPS OR WITH THE WHOLE GROUP.
- ACTIVITY 5: SETTING A SCREEN-TIME GOAL (15 MINUTES)
- GOAL: HELP PARTICIPANTS SET REALISTIC GOALS FOR SCREEN TIME REDUCTION.
- INSTRUCTOR SCRIPT:
- "NOW THAT WE'VE DISCUSSED THE EFFECTS OF SOCIAL MEDIA AND HOW TO RECONNECT WITH THE REAL WORLD, LET'S SET A SCREEN-TIME GOAL. THE KEY IS TO FIND A BALANCE THAT WORKS FOR YOU."
- INSTRUCTIONS:
- "THINK ABOUT HOW MUCH TIME YOU WANT TO SPEND ON SOCIAL MEDIA EACH DAY. MAYBE TRY REDUCING IT BY 30 MINUTES TO AN HOUR EACH DAY. YOU COULD USE THAT EXTRA TIME FOR OFFLINE ACTIVITIES LIKE READING, EXERCISING, OR CONNECTING WITH OTHERS."
- "WRITE DOWN YOUR GOAL—BE SPECIFIC ABOUT HOW YOU'LL SPEND YOUR EXTRA TIME. FOR EXAMPLE: 'I'LL REDUCE MY SOCIAL MEDIA USE BY 30 MINUTES AND USE THAT TIME TO READ FOR 30 MINUTES.'"

Activity Plan



Co-funded by
the European Union



DEBRIEFING AND EVALUATION:

GOAL: REFLECT ON THE WORKSHOP AND SHARE KEY TAKEAWAYS.

TIME NEEDED: 10 MINUTES

INSTRUCTOR SCRIPT:

"GREAT WORK TODAY, EVERYONE! WE'VE DISCUSSED HOW SOCIAL MEDIA IMPACTS OUR MENTAL HEALTH AND HOW WE CAN TAKE BACK CONTROL. BEFORE WE FINISH, LET'S REFLECT ON ONE TAKEAWAY FROM TODAY. WHAT'S ONE THING YOU'LL DO TO MANAGE YOUR SCREEN TIME AND CONNECT WITH THE WORLD AROUND YOU?"

INSTRUCTOR SCRIPT:

"REMEMBER, IT'S NOT ABOUT ELIMINATING SOCIAL MEDIA COMPLETELY, BUT ABOUT FINDING BALANCE. KEEP YOUR GOALS IN MIND, AND TRY TO FOCUS ON WHAT REALLY MATTERS. YOU'VE GOT THE POWER TO MAKE SMALL CHANGES THAT WILL MAKE A BIG DIFFERENCE!"

ALLOW A FEW PARTICIPANTS TO SHARE THEIR TAKEAWAYS.

TIPS FOR FACILITATOR

- BE EMPATHETIC: UNDERSTAND THAT PARTICIPANTS MAY FEEL DEFENSIVE OR SELF-CONSCIOUS ABOUT THEIR SCREEN USE, SO CREATE A NON-JUDGMENTAL SPACE FOR SHARING.
- BE ENCOURAGING: CELEBRATE SMALL WINS, SUCH AS PARTICIPANTS SETTING A GOAL TO REDUCE SCREEN TIME OR ENGAGING IN FACE-TO-FACE INTERACTIONS.
- KEEP IT ENGAGING: USE VISUALS, LIKE SLIDES, TO KEEP THE GROUP INTERESTED. MAKE THE WORKSHOP INTERACTIVE TO MAINTAIN FOCUS.
- CHECK OUT: PREZI: AN ALTERNATIVE TO POWERPOINT PRESENTATIONS WITH COOL LAYOUTS.
- VIDNOZ: CREATION OF VIDEOS.
- KAHOOT OR MENTI: FOR CREATING QUIZZES/SURVEYS WITH ELEMENTS OF GAMIFICATION.

FOLLOW UP

- ENCOURAGE PARTICIPANTS TO TRACK THEIR SCREEN TIME AND PROGRESS TOWARD THEIR GOALS.
- SUGGEST WEEKLY CHECK-INS, WHERE PARTICIPANTS CAN REFLECT ON HOW THEY'VE MET THEIR GOALS AND SHARE THEIR EXPERIENCES WITH THE GROUP

NAME OF THE ACTIVITY:

HAPPINESS AND WELLBEING

OVERVIEW

THE ACTIVITY EXPLORES THE NATURE OF HAPPINESS AND WELL-BEING THROUGH A PHILOSOPHICAL STORY. IT CONTRASTS THE PURSUIT OF HAPPINESS THROUGH EXTERNAL ACHIEVEMENTS (E.G., POWER, WEALTH) WITH CULTIVATING HAPPINESS FROM WITHIN. USING THE STORY OF DIOGENES' WISDOM AND ALEXANDER THE GREAT'S RELENTLESS CONQUESTS, THE ACTIVITY ENCOURAGES PARTICIPANTS TO REFLECT ON THEIR OWN BEHAVIORS, EXAMINING WHETHER THEY SEEK HAPPINESS THROUGH EXTERNAL MEANS OR ENGAGE IN ACTIONS WHILE ALREADY HAPPY. THROUGH MINDFULNESS EXERCISES AND DISCUSSIONS, THE ACTIVITY PROMOTES SELF-AWARENESS, EMOTIONAL REGULATION, AND A DEEPER UNDERSTANDING OF SUSTAINABLE, INTERNAL HAPPINESS, FOSTERING PERSONAL GROWTH AND WELL-BEING.

Activity Plan



Co-funded by
the European Union



OBJECTIVES:

- TO HELP PARTICIPANTS REFLECT ON THE TRUE ESSENCE OF HAPPINESS, UNDERSTAND HOW PEOPLE SEEK HAPPINESS, AND DISTINGUISH BETWEEN PURSUING HAPPINESS THROUGH EXTERNAL MEANS VERSUS CULTIVATING HAPPINESS FROM WITHIN.
- TO DEVELOP SELF-AWARENESS AND MINDFULNESS AMONGST LEARNERS
-
- TO ENABLE LEARNERS TO COMMUNICATE EFFECTIVELY AND EXPRESS THEMSELVES FREELY AND CREATIVELY
- TO ENABLE LEARNERS TO UNDERSTAND THEIR EXPECTATIONS IN RELATIONSHIPS, DEVELOP EMPATHY, AND ENSURE HEALTHY RELATIONSHIPS WITH FAMILY, PEERS & TEACHERS
- TO ENABLE LEARNERS TO APPLY LIFE SKILLS TO DEAL WITH STRESSFUL & CONFLICTING SITUATIONS AROUND THEM

COMPLEXITY AND TIME:

LOW TO MODERATE.
120 MINUTES TOTAL.

GROUP SIZE:

5 TO 20 PARTICIPANTS (CAN BE ADAPTED FOR LARGER GROUPS).

THEMES ADDRESSED:

HAPPINESS
TEMPORARY VS. LASTING HAPPINESS.
MINDFULNESS IN HAPPINESS
CULTIVATING INNER PEACE
PERSONAL HAPPINESS
SELF-AWARENESS
• SOCIAL AND EMOTIONAL WELL-BEING

TARGET GROUP:

YOUNG ADULT FROM 18-30 YEAR

MATERIALS:

STICKY NOTES OR PAPER FOR REFLECTION
PENS OR MARKERS
A WHITEBOARD/FLIP CHART (FOR SHARING INSIGHTS)
MINDFULNESS MUSIC OR TIMER (FOR RELAXATION)

RESOURCES:

READING MATERIALS:

- ARTICLES OR HANDOUTS ABOUT MINDFULNESS AND EMOTIONAL WELL-BEING (OPTIONAL)
-

SPACE:

- QUIET SPACE FOR GROUP DISCUSSION AND MINDFULNESS EXERCISES

INSTRUCTIONS:

1. START WITH MINDFULNESS (5 MINUTES)
 - BEGIN THE SESSION BY ASKING PARTICIPANTS TO CLOSE THEIR EYES, SIT COMFORTABLY, AND FOCUS ON THEIR BREATH FOR 2-3 MINUTES.
 -
 - ENCOURAGE THEM TO NOTICE THE SENSATION OF THEIR BREATH AS IT ENTERS AND LEAVES THEIR BODY. THIS EXERCISE IS MEANT TO GROUND THEM AND FOSTER A SENSE OF CALM BEFORE THE DISCUSSION.

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS:

- 2. STORY OF ALEXANDER AND DIOGENES (15 MINUTES)
- PURPOSE: TO INTRODUCE THE CONTRASTING APPROACHES TO HAPPINESS THROUGH THE STORY OF ALEXANDER AND DIOGENES.
- STORY:
- (STORY SHOULD BE NARRATED IN AN ENGAGING, PLAYFUL AND DRAMATIC WAY SO THE PARTICIPANTS DON'T LOSE FOCUS AND ARE ENGAGED)
- IN ANCIENT GREECE, THERE LIVED A PHILOSOPHER NAMED DIOGENES, WHO WAS KNOWN FOR HIS UNCONVENTIONAL WISDOM. PEOPLE OFTEN SOUGHT HIM FOR ADVICE, AND HE WOULD SAY, "IF YOU DO SOMETHING TO BE HAPPY, YOU WILL BE DISAPPOINTED WHEN YOU DON'T GET WHAT YOU WANT. HOWEVER, IF YOU DO SOMETHING WHILE ALREADY HAPPY, YOU WILL ALWAYS BE CONTENT, REGARDLESS OF THE OUTCOME."
- ONE DAY, ALEXANDER THE GREAT, WHO HAD CONQUERED MANY LANDS, MET DIOGENES. ALEXANDER ARROGANTLY INTRODUCED HIMSELF AS THE KING WHO COULD FULFILL ANY WISH. HE OFFERED DIOGENES ANYTHING HE DESIRED, EXPECTING THE PHILOSOPHER TO ASK FOR WEALTH OR POWER. HOWEVER, DIOGENES SIMPLY RESPONDED, "YOU CAN GIVE ME NOTHING, FOR I AM CONTENT. BUT YOU, ALEXANDER, WILL NEVER BE CONTENT, EVEN IF YOU CONQUER THE WHOLE WORLD. TRUE HAPPINESS LIES IN UPLIFTING HUMANITY, NOT IN SUBJUGATING IT."

DISCUSSION PROMPT:

- "WHAT DO YOU THINK DIOGENES MEANT WHEN HE SAID ALEXANDER WOULD NOT BE HAPPY EVEN AFTER CONQUERING THE WORLD?"
- "WHAT DO YOU THINK ALEXANDER WAS SEEKING, AND WHY WAS HE NEVER SATISFIED?"
- "HOW DO WE, IN OUR DAILY LIVES, SOMETIMES ACT LIKE ALEXANDER, SEEKING HAPPINESS THROUGH EXTERNAL ACHIEVEMENTS RATHER THAN CULTIVATING IT WITHIN OURSELVES?"

3. GROUP DISCUSSION: THE TWO PATHS TO HAPPINESS (30 MINUTES)

OBJECTIVE: TO MAKE PARTICIPANTS REFLECT ON THEIR BEHAVIOR IN RELATION TO HAPPINESS – DO THEY SEEK HAPPINESS EXTERNALLY, OR DO THEY CULTIVATE IT INTERNALLY?

DISCUSSION QUESTIONS:

1. WHEN DO YOU DO SOMETHING TO BE HAPPY?

2.

- EXAMPLE: BUYING SOMETHING NEW, GETTING A PROMOTION, GOING ON VACATION.
- ASK: "WHAT IS THE OUTCOME OF SEEKING HAPPINESS THIS WAY?"

1. WHEN DO YOU DO SOMETHING HAPPILY?

2.

- EXAMPLE: VOLUNTEERING, HELPING OTHERS, PURSUING A PASSION.
- ASK: "HOW DOES THE HAPPINESS YOU FEEL WHEN DOING SOMETHING HAPPILY DIFFER FROM DOING SOMETHING TO BE HAPPY?"

1. WHY DO YOU THINK CONSTANT EXTERNAL ACHIEVEMENTS DON'T LEAD TO LASTING HAPPINESS?

2.

- ENCOURAGE PARTICIPANTS TO REFLECT ON TIMES WHEN THEY'VE ACHIEVED SOMETHING BUT STILL FELT AN EMPTINESS AFTERWARD. DISCUSS HOW EMOTIONAL FULFILLMENT AND PEACE COME FROM WITHIN, NOT FROM EXTERNAL VALIDATION.

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS:

4. INTERACTIVE EXERCISE: COMPARING TWO STATES (20 MINUTES)

OBJECTIVE: TO HELP PARTICIPANTS IDENTIFY AND DIFFERENTIATE BETWEEN DOING SOMETHING TO ACHIEVE HAPPINESS VERSUS DOING SOMETHING WHILE ALREADY HAPPY.

STEPS:

- ASK PARTICIPANTS TO **PAIR UP** WITH SOMEONE IN THE GROUP.
-
- GIVE EACH PAIR THE FOLLOWING SCENARIOS:
 - **SCENARIO 1 (TO BE HAPPY):** BUYING A NEW GADGET OR ITEM TO FEEL HAPPINESS.
 -
 - **SCENARIO 2 (WHILE BEING HAPPY):** DONATING YOUR TIME TO A CAUSE BECAUSE YOU FEEL JOY IN HELPING OTHERS.
 -
- ASK EACH PARTICIPANT TO **REFLECT ON:**
 - HOW DO YOU FEEL IN THE MOMENT WHEN YOU' RE TRYING TO ACHIEVE HAPPINESS (SCENARIO 1)?
 -
 - HOW DOES IT FEEL WHEN YOU' RE DOING SOMETHING OUT OF AN EXISTING STATE OF HAPPINESS (SCENARIO 2)?
 -
- ONCE THEY'VE SHARED WITH THEIR PARTNER, HAVE **VOLUNTEERS** SHARE INSIGHTS WITH THE LARGER GROUP.
-

DEBRIEF DISCUSSION:

- ASK: "WHICH OF THE TWO APPROACHES FELT MORE FULFILLING? WHY?"
 -
 - "CAN HAPPINESS FROM WITHIN BE SUSTAINED LONGER THAN HAPPINESS FROM EXTERNAL SOURCES?"
 -
 - "WHAT ARE SOME DAILY PRACTICES THAT CAN HELP CULTIVATE HAPPINESS WITHIN RATHER THAN RELYING ON EXTERNAL CIRCUMSTANCES?"
- ### 5. REFLECTION: WHAT DOES TRUE HAPPINESS MEAN? (15 MINUTES)
- **OBJECTIVE:** TO HELP PARTICIPANTS EXAMINE THEIR VIEWS ON HAPPINESS AND IDENTIFY HOW THEY CAN INTEGRATE DIOGENES' PHILOSOPHY INTO THEIR LIVES.
 - **REFLECTION QUESTIONS:** AS A TRAINER YOU CAN GIVE AN EXAMPLE FOR EACH QUESTION, SO GET MOTIVATION TO FORM THEIR OWN ANSWER
 - 1. CAN YOU RELATE TO THE IDEA THAT EXTERNAL SUCCESS OR MATERIAL POSSESSIONS DON' T GUARANTEE LONG-TERM HAPPINESS?
 - AS A TRAINER, I REMEMBER WORKING TIRELESSLY TO EARN A PRESTIGIOUS CERTIFICATION IN MY FIELD. WHEN I FINALLY ACHIEVED IT, I FELT AN IMMEDIATE RUSH OF EXCITEMENT AND PRIDE. BUT, WITHIN WEEKS, THE JOY FADED, REPLACED BY STRESS OVER MAINTAINING THE SAME LEVEL OF EXCELLENCE. THIS EXPERIENCE TAUGHT ME THAT EXTERNAL ACHIEVEMENTS, WHILE FULFILLING IN THE MOMENT, RARELY PROVIDE SUSTAINED HAPPINESS. INSTEAD, IT'S THE SENSE OF PURPOSE AND FULFILLMENT I GAIN FROM MENTORING OTHERS AND MAKING A POSITIVE IMPACT THAT TRULY LASTS.
 - 2. WHAT PRACTICES OR HABITS DO YOU ENGAGE IN THAT HELP YOU FEEL A SENSE OF CONTENTMENT AND INNER PEACE?
 - PERSONALLY, I'VE FOUND THAT INCORPORATING MINDFULNESS MEDITATION INTO MY MORNING ROUTINE SIGNIFICANTLY ENHANCES MY WELL-BEING. TAKING 10 MINUTES EACH DAY TO FOCUS ON MY BREATH AND OBSERVE MY THOUGHTS WITHOUT JUDGMENT HELPS ME START THE DAY WITH CLARITY AND CALMNESS. ADDITIONALLY, JOURNALING ABOUT MOMENTS OF GRATITUDE BEFORE SLEEPING ALLOWS ME TO END THE DAY ON A POSITIVE NOTE. THESE SIMPLE HABITS PROVIDE ME WITH A STEADY FOUNDATION OF INNER PEACE, REGARDLESS OF EXTERNAL PRESSURES.

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS:

- 3. HOW CAN YOU CULTIVATE HAPPINESS FROM WITHIN, REGARDLESS OF EXTERNAL CIRCUMSTANCES?
- FOR ME, HAPPINESS FROM WITHIN OFTEN COMES FROM CREATIVE PURSUITS AND GIVING BACK TO THE COMMUNITY. WHENEVER I FEEL OVERWHELMED OR DISSATISFIED, I SPEND TIME PAINTING OR WRITING, WHICH HELPS ME RECONNECT WITH MY INNER SELF. VOLUNTEERING AT A LOCAL NON-PROFIT ALSO GIVES ME A PROFOUND SENSE OF FULFILLMENT, KNOWING THAT I'M CONTRIBUTING POSITIVELY TO OTHERS' LIVES. CULTIVATING GRATITUDE, REGULARLY REFLECTING ON MY PERSONAL GROWTH, AND SETTING INTENTIONS RATHER THAN EXPECTATIONS ARE TECHNIQUES I CONSCIOUSLY PRACTICE TO NURTURE INNER HAPPINESS.
- NOTE: TRAINERS CAN FORM THEIR OWN ANSWERS DEPENDING ON THEIR EXPERIENCES.
- 6. MINDFULNESS AND REFLECTION (5 MINUTES)
- END THE SESSION WITH ANOTHER SHORT MINDFULNESS PRACTICE, ALLOWING PARTICIPANTS TO SIT QUIETLY AND REFLECT ON THE DAY'S DISCUSSION. ASK THEM TO FOCUS ON THEIR BREATH FOR A FEW MINUTES AND NOTICE HOW THEY FEEL AFTER THE DISCUSSION.
- 7. CLOSING THOUGHTS (10 MINUTES)
- SUMMARIZE THE SESSION'S KEY LEARNINGS:
- HAPPINESS IS AN INTERNAL STATE THAT COMES FROM WITHIN, NOT JUST FROM EXTERNAL ACHIEVEMENTS OR POSSESSIONS.
- WHILE EXTERNAL SUCCESSES CAN BRING TEMPORARY JOY, TRUE, LASTING HAPPINESS COMES FROM PURSUING ACTIONS THAT ALIGN WITH INNER PEACE, FULFILLMENT, AND POSITIVE INTENTIONS.
- THE TRIAD FOR HAPPINESS: 1. THROUGH OUR SENSES: THIS IS THE PLEASURE WE GET VIA INPUTS THROUGH THE 5 SENSES OF SIGHT, SOUND, TOUCH, SMELL AND TASTE. WE CAN OBSERVE/EXPERIENCE THAT HAPPINESS THROUGH OUR SENSES LIKE EATING GOOD FOOD, WATCHING A FILM, OR LISTENING TO MUSIC ARE HIGHLY ENJOYABLE BUT SHORTER IN DURATION. HAPPINESS FROM TASTING A PIECE OF SWEET, OR WATCHING A GOOD FILM COULD LAST FROM A FEW SECONDS TO A COUPLE OF HOURS. HENCE, THIS CAN BE CLASSIFIED AS MOMENTARY HAPPINESS. 2. FEELINGS IN RELATIONSHIPS: WE INTRINSICALLY DESIRE FEELINGS LIKE AFFECTION, CARE, GRATITUDE, RESPECT IN ALL OUR RELATIONSHIPS, BE IT FRIENDS, FAMILY AND SOCIETY. THESE FEELINGS ESTABLISH THE VALUE OF A RELATIONSHIP AND THUS THEY ARE CALLED 'VALUES'. WE EXPECT THESE FEELINGS TO BE FULFILLED. THESE EXPECTATIONS CAN'T BE FULFILLED BY ANY MATERIAL OR PHYSICAL THINGS, BUT BY FEELINGS ONLY. IT IS WHEN THESE EXPECTATIONS ARE MET THAT WE FEEL HAPPY. ALSO, WHEN WE INTERNALLY FEEL VALUES OF AFFECTION, TRUST, RESPECT, GRATITUDE FOR SOMEONE, HAPPINESS FROM SUCH FEELINGS STAYS WITH US FOR A LONGER TIME THAN THAT DERIVED THROUGH THE SENSES. THIS IS DEEPER HAPPINESS. THEIR IMPACT ON OUR INNER STATE IS LONGER AND HELPS US 'BE' IN A RELATIONSHIP. 3. LEARNING (CHANGE IN BEHAVIOUR ACCORDING TO CONSTRUCTIVE UNDERSTANDING) & AWARENESS: THIS IS TO DO WITH BEING AWARE OF OUR THOUGHTS, BEING MINDFUL OF OUR ACTIONS AND BEING FREE FROM INTERNAL CONFLICT. THIS HAPPINESS IS WHAT WE EXPERIENCE WHEN WE SOLVE A PROBLEM, LEARN SOMETHING NEW, UNDERSTAND A CONCEPT OR SOME MEANING THAT STAYS WITH US FOR A MUCH LONGER PERIOD. HENCE, THIS IS SUSTAINABLE HAPPINESS, WHICH INVOLVES CLARITY OF THOUGHT, DEEPER UNDERSTANDING OF SELF, BEING ABLE TO FOCUS, BEING MINDFUL, FINDING CAUSE, PURPOSE AND INTERCONNECTEDNESS IN OUR LIVING, ETC.
- ENCOURAGE PARTICIPANTS TO APPLY THESE INSIGHTS IN THEIR DAILY LIVES BY CULTIVATING HAPPINESS THROUGH PERSONAL GROWTH, RELATIONSHIPS, AND POSITIVE ACTIONS.
-
- THIS ACTIVITY ENCOURAGES ADULTS TO REFLECT ON THEIR PERSONAL PRACTICES AROUND HAPPINESS AND CHALLENGES THEM TO DIFFERENTIATE BETWEEN FLEETING HAPPINESS DRIVEN BY EXTERNAL REWARDS AND LASTING HAPPINESS NURTURED FROM WITHIN. BY FOSTERING A DEEPER UNDERSTANDING OF HAPPINESS, IT ENCOURAGES PARTICIPANTS TO BECOME MORE INTENTIONAL ABOUT HOW THEY APPROACH THEIR EMOTIONAL WELL-BE

Activity Plan



Co-funded by
the European Union



DEBRIEFING AND EVALUATION:

DEBRIEFING: AT THE END OF THE SESSION, ASK PARTICIPANTS TO SHARE ANY INSIGHTS OR THOUGHTS THEY GAINED FROM THE ACTIVITY. THIS HELPS IN EVALUATING THE EFFECTIVENESS OF THE DISCUSSION AND GIVES PARTICIPANTS A CHANCE TO REFLECT ON THE KEY TAKEAWAYS.

EVALUATION QUESTIONS:

- "DID THIS SESSION HELP YOU UNDERSTAND THE DIFFERENCE BETWEEN PURSUING HAPPINESS AND CULTIVATING IT?"
-
- "HOW DO YOU THINK THIS UNDERSTANDING WILL IMPACT YOUR DAILY LIFE AND EMOTIONAL WELL-BEING?"

TIPS FOR FACILITATOR

- BE EMPATHETIC: THIS TOPIC INVOLVES DEEP PERSONAL REFLECTION. CREATE A SAFE AND OPEN ENVIRONMENT WHERE PARTICIPANTS FEEL COMFORTABLE SHARING WITHOUT JUDGMENT.
-
- ENCOURAGE PARTICIPATION: INVITE EVERYONE TO CONTRIBUTE AND ENSURE THAT QUIETER PARTICIPANTS FEEL ENCOURAGED TO SHARE THEIR VIEWS.
-
- PROVIDE RELATABLE EXAMPLES: USE REAL-LIFE EXAMPLES, SUCH AS SOCIAL MEDIA HABITS OR FAMOUS PERSONALITIES, TO MAKE THE DISCUSSION MORE ENGAGING.
-

GUIDE THE DISCUSSION: KEEP THE CONVERSATION FOCUSED ON HAPPINESS AND ITS RELATIONSHIP TO INNER PEACE AND EXTERNAL ACTIONS. GENTLY STEER PARTICIPANTS BACK TO THE TOPIC IF DISCUSSIONS VEER OFF-COURSE.

FOLLOW UP

- MINDFULNESS PRACTICE: ENCOURAGE PARTICIPANTS TO PRACTICE MINDFULNESS DAILY OR WEEKLY TO HELP THEM CONNECT WITH THEIR INNER SENSE OF CONTENTMENT.
-
- GRATITUDE JOURNALING: SUGGEST THAT PARTICIPANTS KEEP A GRATITUDE JOURNAL TO HELP SHIFT FOCUS TOWARD WHAT THEY ALREADY HAVE, RATHER THAN WHAT THEY NEED.
-
- CONTINUOUS REFLECTION: RECOMMEND SETTING ASIDE A FEW MINUTES EACH DAY TO REFLECT ON THEIR ACTIONS—ARE THEY DOING THINGS TO BE HAPPY, OR ARE THEY DOING THINGS WHILE ALREADY HAPPY?
-
- GROUP DISCUSSIONS: SUGGEST FOLLOW-UP GROUP DISCUSSIONS OR SUPPORT GROUPS TO SHARE PROGRESS AND CHALLENGES IN CULTIVATING INTERNAL HAPPINESS.
-
- RECOMMEND THEM TO WATCH PODCAST: [HTTPS://YOUTU.BE/ROVMWEJILA](https://youtu.be/rovmwEjIILA)
-

RECOMMEND TAKING THE HAPPINESS TEST: [HTTPS://WWW.PSYCHOLOGYTODAY.COM/US/TESTS/HEALTH/HAPPINESS-TEST](https://www.psychologytoday.com/us/tests/health/happiness-test)

Activity Plan



Co-funded by
the European Union



NAME OF THE ACTIVITY: SELF-HELP: EMOTIONAL INTELLIGENCE & RESILIENCE

OVERVIEW

THIS WORKSHOP AIMS TO ENHANCE PARTICIPANTS' EMOTIONAL INTELLIGENCE AND RESILIENCE, HELPING THEM UNDERSTAND AND MANAGE THEIR EMOTIONS BETTER, IMPROVE THEIR INTERPERSONAL RELATIONSHIPS, AND DEVELOP THE ABILITY TO BOUNCE BACK FROM SETBACKS.

LONG STORY SHORT: RESILIENCE IS THE ABILITY TO RECOVER FROM DIFFICULTY
EMOTIONAL INTELLIGENCE IS UNDERSTANDING AND MANAGING EMOTIONS

OBJECTIVES:

- UNDERSTAND EMOTIONAL INTELLIGENCE (EI) AND RESILIENCE.
- IMPROVE SELF-AWARENESS OF PERSONAL EMOTIONS.
- LEARN TO MANAGE EMOTIONS POSITIVELY.
- DEVELOP EMPATHY AND BETTER RELATIONSHIPS.
- BUILD PRACTICAL STRATEGIES TO OVERCOME CHALLENGES AND STRESS.

COMPLEXITY AND TIME:

EASY TO MODERATE.
60 MINUTES TOTAL.

GROUP SIZE:

10-20 PARTICIPANTS
INDIVIDUAL WORK, PLENARY WORK

THEMES ADDRESSED:

EMOTIONAL INTELLIGENCE, RESILIENCE,
SELF-AWARENESS, EMPATHY, POSITIVE
THINKING

TARGET GROUP:

YOUNG ADULT FROM 18-30 YEAR

RESOURCES:

FRONTIERS | EDITORIAL: EMOTIONAL INTELLIGENCE: CURRENT RESEARCH AND FUTURE PERSPECTIVES ON MENTAL HEALTH AND INDIVIDUAL DIFFERENCES - DOWNLOAD PDF

RESILIENCE-AND-SELF-EFFICACY-SCIENCE-AND-RESEARCH-METHODOLOGY.PDF

MATERIALS:

PENS, PAPER, WORKSHEET FOR REFLECTIONS, WHITEBOARD, LAPTOP OR FLIP CHART FOR GROUP DISCUSSIONS

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS:

ORGANIZATIONAL QUESTIONS FOR THE WORKSHOP (5MIN)

BEING TRANSPARENT – COMMUNICATION IS KEY

BEFORE WE BEGIN, LET'S ADDRESS SOME ORGANIZATIONAL QUESTIONS REGARDING:

MOBILE PHONE USAGE: PLEASE KEEP YOUR PHONES ON SILENT MODE. IF YOU NEED TO USE YOUR PHONE, KINDLY STEP OUTSIDE.

BREAKS: WE WILL HAVE SCHEDULED BREAKS THROUGHOUT THE WORKSHOP.

FOOD & DRINKS: FEEL FREE TO HAVE YOUR SNACKS AND DRINKS DURING THE WORKSHOP.

RESTROOMS: THE RESTROOMS ARE LOCATED [PROVIDE LOCATION].

INTRODUCTION ROUND (10 MIN): LET'S TAKE A FEW MINUTES TO INTRODUCE OURSELVES. PLEASE SHARE YOUR NAME, AGE, PERSONAL PRONOUNS, REASON FOR ATTENDING, AND EXPECTATIONS FOR THE DAY ->

USING MENTI FOR THE EXPECTATIONS OF THE DAY (THERE IS AN OPTION TO ANSWER ANONYMOUS)

-> THESE QUESTIONS WILL BE PROJECTED VIA A WORD DOCUMENT ON THE SCREEN, SO THE PARTICIPANTS DON'T NEED TO MEMORIZE THEM

AGENDA PRESENTATION: AFTER ADDRESSING THE ORGANIZATIONAL QUESTIONS, WE WILL PRESENT THE AGENDA FOR THE DAY. THIS WILL ALSO BE PROJECTED VIA A WORD DOCUMENT, PROVIDING AN OVERVIEW OF THE DAY'S STRUCTURE FOR ALL PARTICIPANTS.

1. INTRODUCTION TO EMOTIONAL INTELLIGENCE & RESILIENCE (5 MINUTES)

GOAL: INTRODUCE THE CONCEPTS OF EMOTIONAL INTELLIGENCE AND RESILIENCE AND EXPLAIN THEIR IMPORTANCE FOR PERSONAL WELL-BEING AND SUCCESS.

TIME NEEDED: 5 MINUTES

INSTRUCTOR SCRIPT:

"HI EVERYONE! TODAY, WE'RE GOING TO EXPLORE TWO KEY ASPECTS OF MENTAL WELL-BEING: **EMOTIONAL INTELLIGENCE (EI)** AND **RESILIENCE**. THESE TWO TRAITS ARE ESSENTIAL IN HOW WE UNDERSTAND AND MANAGE OUR EMOTIONS, HOW WE CONNECT WITH OTHERS, AND HOW WE BOUNCE BACK FROM LIFE'S CHALLENGES.

EMOTIONAL INTELLIGENCE MEANS BEING AWARE OF AND MANAGING OUR OWN EMOTIONS, AS WELL AS RECOGNIZING AND INFLUENCING THE EMOTIONS OF OTHERS. RESILIENCE IS THE ABILITY TO **ADAPT** AND **RECOVER** FROM DIFFICULTIES. BOTH EI AND RESILIENCE ARE IMPORTANT IN HANDLING STRESS AND THRIVING IN DIFFICULT SITUATIONS."

QUESTION TO ENGAGE THE GROUP:

- "CAN ANYONE SHARE AN EXAMPLE OF A TIME WHEN YOU HAD TO BOUNCE BACK FROM SOMETHING TOUGH?"
- ACTIVITY 1: SELF-AWARENESS & EMOTIONAL RECOGNITION (10 MINUTES)
- GOAL: INCREASE SELF-AWARENESS BY IDENTIFYING EMOTIONS AND THEIR IMPACT.
- TIME NEEDED: 10 MINUTES
- INSTRUCTOR SCRIPT:
- "LET'S START WITH IDENTIFYING OUR EMOTIONS. THIS IS THE FOUNDATION OF EMOTIONAL INTELLIGENCE. SELF-AWARENESS HELPS YOU UNDERSTAND YOUR FEELINGS, SO YOU CAN BETTER MANAGE THEM."
- ACTIVITY:
- WRITE DOWN 3 EMOTIONS YOU'VE EXPERIENCED RECENTLY (E.G., HAPPINESS, FRUSTRATION, NERVOUSNESS).
- REFLECT ON THESE EMOTIONS:
- WHAT TRIGGERED THEM?
- HOW DID THEY AFFECT YOUR BEHAVIOR OR INTERACTIONS?
- HOW DOES EMOTIONS LOOK LIKE – INSIDE OF THE BODY? HIGHLIGHT EMOTIONS ARE EFFECTING US!

GROUP DISCUSSION:

"LET'S SHARE OUR EMOTIONS AND REFLECT ON WHAT INFLUENCED THEM. DID ANYONE FIND ANY PATTERNS IN THEIR EMOTIONS? HOW DID THEY SHAPE YOUR ACTIONS OR REACTIONS?"

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS:

ACTIVITY 2: REFRAMING NEGATIVE THOUGHTS (10 MINUTES)

GOAL: PRACTICE REFRAMING NEGATIVE THOUGHTS TO BUILD RESILIENCE.

TIME NEEDED: 10 MINUTES

INSTRUCTOR SCRIPT:

"NOW LET'S WORK ON **RESILIENCE**. ONE WAY TO STRENGTHEN RESILIENCE IS BY PRACTICING HOW TO REFRAME NEGATIVE OR STRESSFUL THOUGHTS. INSTEAD OF GETTING STUCK IN A NEGATIVE MINDSET, WE CAN CHALLENGE THESE THOUGHTS AND REPLACE THEM WITH MORE POSITIVE OR GROWTH-FOCUSED ONES."

INSTRUCTIONS:

- I'LL GIVE YOU SOME COMMON NEGATIVE THOUGHTS. FOR EACH ONE, TRY TO **REFRAME** IT INTO SOMETHING MORE POSITIVE OR CONSTRUCTIVE.

EXAMPLES:

- "THIS SITUATION IS IMPOSSIBLE" → "THIS IS A CHALLENGE, BUT I CAN BREAK IT DOWN AND HANDLE IT STEP BY STEP."
- "I'LL NEVER GET BETTER AT THIS" → "I'VE STRUGGLED BEFORE, BUT I'VE IMPROVED BY LEARNING FROM MY MISTAKES."

ACTIVITY:

- WRITE DOWN 3 NEGATIVE THOUGHTS YOU OFTEN HAVE.
- TRY TO **REFRAME** EACH THOUGHT IN A MORE POSITIVE OR CONSTRUCTIVE WAY.

GROUP DISCUSSION:

"WHO WOULD LIKE TO SHARE A NEGATIVE THOUGHT AND ITS REFRAMED VERSION? HOW DOES REFRAMING IT HELP YOU FEEL MORE RESILIENT?"

ACTIVITY 3: BUILDING EMPATHY THROUGH PERSPECTIVE-TAKING (10 MINUTES)

GOAL: DEVELOP EMOTIONAL INTELLIGENCE BY PRACTICING EMPATHY.

TIME NEEDED: 10 MINUTES

INSTRUCTOR SCRIPT:

"**EMPATHY** IS A KEY COMPONENT OF EMOTIONAL INTELLIGENCE. IT HELPS US UNDERSTAND HOW OTHERS FEEL AND RESPOND WITH COMPASSION, RATHER THAN JUDGMENT. LET'S PRACTICE PERSPECTIVE-TAKING TO STRENGTHEN OUR EMPATHY."

ACTIVITY:

1. THINK OF A RECENT SITUATION WHERE YOU INTERACTED WITH SOMEONE WHO SEEMED UPSET, ANGRY, OR STRESSED.
2. WRITE DOWN HOW YOU THINK THEY WERE FEELING AND WHY.
3. HOW COULD YOU HAVE RESPONDED WITH MORE EMPATHY? WHAT MIGHT HAVE HELPED THEM FEEL UNDERSTOOD?

GROUP DISCUSSION:

"LET'S SHARE SOME SITUATIONS WHERE WE PRACTICED EMPATHY. WHAT DID WE LEARN FROM LOOKING AT THINGS FROM SOMEONE ELSE'S PERSPECTIVE?"

ACTIVITY 4: RESILIENCE IN ACTION – GOAL SETTING (5 MINUTES)

GOAL: HELP PARTICIPANTS SET SPECIFIC, ACTIONABLE GOALS FOR BUILDING RESILIENCE.

TIME NEEDED: 5 MINUTES

INSTRUCTOR SCRIPT:

"BUILDING RESILIENCE IS A DAILY PRACTICE. TO HELP YOU BUILD MORE RESILIENCE, LET'S SET ONE SMALL, ACHIEVABLE GOAL THAT YOU CAN WORK ON. THIS COULD BE SOMETHING SIMPLE THAT CHALLENGES YOU TO STEP OUTSIDE YOUR COMFORT ZONE."

ACTIVITY:

- WRITE DOWN **ONE GOAL** YOU WANT TO ACHIEVE IN THE NEXT WEEK THAT WILL BUILD YOUR RESILIENCE. FOR EXAMPLE, IT COULD BE PRACTICING MINDFULNESS FOR 5 MINUTES EACH DAY OR ASKING FOR HELP WHEN YOU'RE FEELING STRESSED.

GROUP DISCUSSION:

"WHO WOULD LIKE TO SHARE THEIR GOAL AND HOW IT WILL HELP THEM BUILD RESILIENCE?"

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS:

BONUS ACTIVITY: BOUNCE-BACK MOMENTS (30 MIN)

A) BOUNCE TEST (5 MIN)

EVERYONE BOUNCES LIGHTLY WHILE YOU CALL OUT SMALL CHALLENGES:

- "MISSED YOUR BUS!" → SHOUT: "TAKE A DEEP BREATH!"
- "YOU FAILED A TEST," "YOU ARGUED WITH A FRIEND," "YOU MISSED YOUR BUS"). AFTER EACH ONE, PARTICIPANTS DO A LIGHT "BOUNCE" IN PLACE—LITERALLY! THEN, SHOUT OUT QUICK "BOUNCE-BACK" STRATEGIES: "TALK TO A FRIEND!" "TAKE A WALK!" "JOURNAL IT!"

FUN & ENERGIZING!

B) RESILIENCE STORY CARDS (10 MIN)

GIVE EACH PERSON A CARD WITH A TOUGH MOMENT:

- "MOVED TO A NEW PLACE AND FELT LONELY"
- "MADE A MISTAKE AND FELT EMBARRASSED"
- "YOU GOT REJECTED FROM SOMETHING YOU CARED ABOUT"

THEY DRAW OR WRITE:

1. WHAT HAPPENED
2. HOW IT FELT
3. HOW THEY BOUNCED BACK

USE MARKERS OR STICKY NOTES.

C) BOUNCE-BACK TOOLKIT WALL (15 MIN)

IN GROUPS:

- STICK UP YOUR STORIES
- CREATE A POSTER WITH:
 - TOP 3 BOUNCE-BACK STRATEGIES
 - 1 MOTIVATIONAL QUOTE
 - A SYMBOL OF STRENGTH (E.G. PHOENIX)

OPTIONAL PITCH:

EACH GROUP PRESENTS THEIR TOOLKIT LIKE A SUPERHERO TEAM!

DEBRIEFING AND EVALUATION:

WRAP-UP AND REFLECTION (5 MINUTES)

GOAL: REFLECT ON THE SESSION AND ENCOURAGE COMMITMENT TO BUILDING EMOTIONAL INTELLIGENCE AND RESILIENCE.

TIME NEEDED: 5 MINUTES

INSTRUCTOR SCRIPT:

"GREAT WORK TODAY, EVERYONE! REMEMBER, EMOTIONAL INTELLIGENCE AND RESILIENCE ARE NOT FIXED TRAITS—THEY CAN BE DEVELOPED AND STRENGTHENED OVER TIME. I CHALLENGE YOU TO TAKE THE TOOLS YOU'VE LEARNED TODAY AND APPLY THEM IN YOUR DAILY LIFE. PRACTICE IDENTIFYING YOUR EMOTIONS, REFRAMING NEGATIVE THOUGHTS, AND BUILDING EMPATHY IN YOUR RELATIONSHIPS."

REFLECTION QUESTIONS:

- "WHAT'S ONE THING YOU LEARNED TODAY ABOUT YOURSELF OR OTHERS?"
- "HOW CAN YOU CONTINUE BUILDING EMOTIONAL INTELLIGENCE AND RESILIENCE IN YOUR LIFE?"

FEEDBACK: ASKING FOR FEEDBACK REFERRED TO THE WORKSHOP, PRESENTATION STYLE, CONCEPT → MENTI WORDCLOUD

Activity Plan



Co-funded by
the European Union



TIPS FOR FACILITATOR

- CREATE A SAFE SPACE: COMMUNICATION IS KEY ENCOURAGE OPEN SHARING AND CREATE A JUDGMENT-FREE ENVIRONMENT. SHARE YOUR OWN EXPERIENCES TO FOSTER COMFORT.
- KEEP THE ENERGY POSITIVE: STAY OPTIMISTIC AND USE HUMOR TO KEEP THE SESSION ENGAGING AND LIGHT.
- IMPLEMENT AND HIGHLIGHT A "MISTAKE-CULTURE"
- ENCOURAGE PARTICIPATION: INVOLVE EVERYONE IN DISCUSSIONS AND ACTIVITIES. PROMPT QUIETER PARTICIPANTS WITH SPECIFIC QUESTIONS.
- BE FLEXIBLE WITH TIMING: ADJUST TIME FOR DISCUSSIONS OR ACTIVITIES BASED ON ENGAGEMENT, WITHOUT RUSHING.
- HUMOR NOTE AND BEING AUTHENTIC: KEEPS THINGS LIGHTHEARTED AND CREDIBLY
- USE REAL-LIFE EXAMPLES: RELATE THE CONTENT TO REAL-LIFE SITUATIONS TO MAKE IT MORE PRACTICAL AND RELATABLE.
- CHECK OUT: PREZI: AN ALTERNATIVE TO POWERPOINT PRESENTATIONS WITH COOL LAYOUTS.
- VIDNOZ: CREATION OF VIDEOS.
- KAHOOT OR MENTI: FOR CREATING QUIZZES/SURVEYS WITH ELEMENTS OF GAMIFICATION.

FOLLOW UP

- SUGGESTIONS FOR FOLLOW UP
- ACCOUNTABILITY PARTNERS: PAIR PARTICIPANTS FOR REGULAR CHECK-INS ON PROGRESS WITH EMOTIONAL INTELLIGENCE AND RESILIENCE.
- MINDFULNESS PRACTICES: SUGGEST DAILY MINDFULNESS EXERCISES (E.G., DEEP BREATHING) AND RECOMMEND APPS LIKE HEADSPACE.
- SELF-CARE CHALLENGES: SET A WEEKLY SELF-CARE CHALLENGE (E.G., DAILY WALKS, READING) TO STAY CONSISTENT.
- FOLLOW-UP WORKSHOPS: OFFER FOLLOW-UP SESSIONS TO CONTINUE BUILDING ON EMOTIONAL INTELLIGENCE AND RESILIENCE.
- PRINT THE IMAGE AND GIVE TO THEM:

NAME OF THE ACTIVITY: A WALK THROUGH STIGMA

OVERVIEW

THIS SESSION GUIDES PARTICIPANTS THROUGH A KOLB' S LEARNING CYCLE - EXPERIENTIAL JOURNEY USING ROLE-PLAY, REFLECTION, GROUP DIALOGUE, AND COLLABORATIVE REWRITING ACTIVITIES TO EXPLORE THE REAL-LIFE IMPACT OF STIGMA ON MENTAL HEALTH. BY ENGAGING EMOTIONALLY AND CRITICALLY WITH SCENARIOS, THEY LEARN HOW LANGUAGE SHAPES STIGMA AND HOW TO CHALLENGE IT IN EVERYDAY CONVERSATIONS.

OBJECTIVES:

TO RAISE AWARENESS OF HOW STIGMA AFFECTS THOSE STRUGGLING WITH MENTAL HEALTH, ENCOURAGE SELF-REFLECTION ON PERSONAL AND SOCIETAL ATTITUDES, AND EQUIP PARTICIPANTS WITH EMPATHETIC, STIGMA-FREE LANGUAGE TO USE IN THEIR PERSONAL AND PROFESSIONAL LIVES.

Activity Plan



Co-funded by
the European Union



COMPLEXITY AND TIME:

LEVEL 2

GROUP SIZE:

25-30 PARTICIPANTS

THEMES ADDRESSED:

STIGMA, MENTAL HEALTH, SUPPORT

TARGET GROUP:

YOUNG ADULT FROM 18-30 YEAR

MATERIALS:

WHITEBOARD
PAPERS
PEN
ROLE-PLAY SCENARIOS

RESOURCES:

LINK TO QUESTIONS FOR THE STIGMA WALK:

[HTTPS://WWW.CANVA.COM/DESIGN/DAGJSKFZNNK/WKTMUZKZR4HUZTNLCHPGQA/EDIT](https://www.canva.com/design/DAGJSKFZNNK/WKTMUZKZR4HUZTNLCHPGQA/EDIT)

LINK TO THE TEMPLATE FOR THE STIGMA WALK IF YOU WANT TO CHANGE STATEMENTS:

[HTTPS://WWW.CANVA.COM/DESIGN/DAGJT7EEV-Q/SZQHHN1L2PZ3JK2UNDMMG/EDIT](https://www.canva.com/design/DAGJT7EEV-Q/SZQHHN1L2PZ3JK2UNDMMG/EDIT)

LINK TO A PRESENTATION ABOUT STIGMA: [HTTPS://WWW.CANVA.COM/DESIGN/DAGJTOE7DVG/GYEIE2UTB-MJ-X6NWCPOW/EDIT?](https://www.canva.com/design/DAGJTOE7DVG/GYEIE2UTB-MJ-X6NWCPOW/EDIT?)

UTM CONTENT=DAGJTOE7DVG&UTM CAMPAIGN=DESIGNSHARE&UTM MEDIUM=LINK2&UTM SOURCE=SHAREBUTTON

LINK TO THE NARRATIVES: [HTTPS://WWW.CANVA.COM/DESIGN/DAGJTOA27O/VPCX7TICQLVP2HESSAICJA/EDIT?](https://www.canva.com/design/DAGJTOA27O/VPCX7TICQLVP2HESSAICJA/EDIT?)

UTM CONTENT=DAGJTOA27O&UTM CAMPAIGN=DESIGNSHARE&UTM MEDIUM=LINK2&UTM SOURCE=SHAREBUTTON

INSTRUCTIONS:

THE SESSION BEGINS WITH A STIGMA THEATRE (30 MIN), WHERE PARTICIPANTS WILL ENGAGE IN A ROLE-PLAY ACTIVITY. THEY WILL BE SEPARATED INTO INTERNATIONAL GROUPS OF 5 AND EACH GROUP WILL GET A SHORT SCENARIO TO ACT OUT. SCENARIOS ARE FOCUSED ON THE IMPACT OF STIGMATIZING WORDS, LANGUAGE AND OPINIONS ON PEOPLE WHO HAVE SOME KIND OF MENTAL STRUGGLE. THIS PRESENTS THE "CONCRETE EXPERIENCE" OF KOLB' S LEARNING CYCLE.

THIS IS FOLLOWED BY GROUP DISCUSSIONS (15 MIN) TO REFLECT ON PERSONAL EXPERIENCES AND SOCIETAL INFLUENCES ON STIGMA (REFLECTIVE OBSERVATION). YOU CAN ASK PARTICIPANTS THE FOLLOWING QUESTIONS (REFLECTIVE OBSERVATION OF KOLB' S CYCLE):

"HOW DID THE NEGATIVE RESPONSES IMPACT THE PERSON IN THE SCENARIO?"

"WHY DO YOU THINK PEOPLE REACT WITH STIGMA INSTEAD OF EMPATHY?"

"HAVE YOU EVER EXPERIENCED OR WITNESSED A SIMILAR SITUATION? HOW DID YOU RESPOND?"

"WHAT PREVENTS PEOPLE FROM BEING MORE OPEN ABOUT THEIR MENTAL HEALTH STRUGGLES?"

THE NEXT 15 MIN ARE DEDICATED TO BRAINSTORMING THE INDIVIDUAL WAYS OR STEPS FOR REDUCING STIGMA AROUND MENTAL HEALTH. YOU CAN WRITE THEIR IDEAS ON THE WHITEBOARD. TRY TO NAVIGATE THE BRAINSTORMING IN A WAY THAT IT ALIGNS WITH THE NEXT STEP OF THE SESSION (APPROPRIATE LANGUAGE - REWRITING THE NARRATIVE).

"HOW CAN WE CHALLENGE MENTAL HEALTH STIGMA IN EVERYDAY CONVERSATIONS?"

THEN, PARTICIPANTS WILL REWRITE NARRATIVES (15 MIN), TRANSFORMING COMMON STIGMATIZING PHRASES INTO SUPPORTIVE LANGUAGE, PRACTICING HOW TO CHALLENGE STIGMA IN THEIR WORK. PARTICIPANTS WILL WORK IN SMALL GROUPS OF 3 AND EACH GROUP WILL GET 2 COMMON NARRATIVES. THEIR TASKS ARE TO EXPLAIN WHY THOSE NARRATIVES ARE TRIGGERING, REWRITE THEM AND EXPLAIN WHY THE REWRITTEN VERSION MAKES A DIFFERENCE. AT THE END, THOSE WHO WANT CAN SHARE THEIR OPINION. THIS IS THE INTRODUCTION TO THE ACTIVE EXPERIMENTATION OF KOLB' S CYCLE, SINCE THEY WILL IMPLEMENT SUPPORTIVE LANGUAGE IN THE FUTURE AND CONTINUE CHALLENGING STIGMA IN THIS WAY, WHICH PRESENTS A CONTINUED LEARNING.

Activity Plan



Co-funded by
the European Union



DEBRIEFING AND EVALUATION:

QUESTIONS FOR DEBRIEFING:

“DID YOUR PERSPECTIVE ON ANY OF THE STIGMA-RELATED STATEMENTS CHANGE DURING THE ACTIVITY? WHY OR WHY NOT?”

“WHAT EMOTIONS DID YOU EXPERIENCE WHEN DISCUSSING STIGMA IN THE GROUP DISCUSSIONS?”

“REFLECTING ON THE PRESENTATION, WHICH TYPE OF STIGMA DO YOU THINK IS THE MOST DAMAGING AND WHY?”

“WHEN REWRITING THE NARRATIVES, DID YOU FIND IT DIFFICULT TO RESHAPE CERTAIN PHRASES? WHAT DOES THAT SAY ABOUT HOW DEEPLY INGRAINED STIGMA IS IN OUR LANGUAGE?”

“IF STIGMA DIDN’ T EXIST, HOW DO YOU THINK CONVERSATIONS ABOUT MENTAL HEALTH WOULD BE DIFFERENT?”

“DO YOU THINK SOME LEVEL OF STIGMA AROUND MENTAL HEALTH IS NECESSARY? FOR EXAMPLE, SHOULD CERTAIN MENTAL HEALTH CHALLENGES BE KEPT PRIVATE IN SOME SITUATIONS? WHY OR WHY NOT?”

“WHAT IS ONE PERSONAL BELIEF ABOUT MENTAL HEALTH THAT YOU WOULD LIKE TO CHALLENGE OR RETHINK AFTER TODAY’ S SESSION?”

TIPS FOR FACILITATOR

SINCE THIS TOPIC IS SENSITIVE AND CAN BE TRIGGERING, TRY TO CREATE A SAFE SPACE BY INCLUDING EVERYONE IN THE CONVERSATION AND DISCUSSION. ALSO, IF YOU THINK THAT YOUR GROUP IS A BIT MORE SENSITIVE, CHANGE THE STATEMENTS FOR THE STIGMA WALK SINCE THEY MIGHT TRIGGER SOMEBODY. REPLACE THEM WITH EASIER AND SOFTER ONES. BELOW, YOU CAN FIND A LINK TO THE TEMPLATE YOU CAN USE TO ADD OTHER STIGMA-RELATED STATEMENTS. KEEP IN MIND THAT OUR TARGET GROUP ARE YOUNG PEOPLE 15-20, BECAUSE WE NEED TO INTEGRATE THE BASIC KNOWLEDGE ABOUT MENTAL HEALTH AND MENTAL HEALTH CHALLENGES FROM THE EARLY AGE

FOLLOW UP

EXPLAIN TO PARTICIPANTS THAT ONE WEEK AFTER THE ACTIVITY/MOBILITY, YOU WILL CHECK UP ON THEM TO SEE HOW THEIR CHANGE IN THE LANGUAGE AND APPROACH ON STIGMA AFFECTED THEIR ENVIRONMENT, FRIENDS AND FAMILY. DID IT BECOME EASIER TO TALK ABOUT MENTAL HEALTH? DID PEOPLE AROUND YOU FEEL SAFER TALKING ABOUT MH? ENCOURAGE THEM TO WRITE A SHORT REPORT ABOUT CHANGES THEY IMPLEMENTED AND HOW THEY AFFECTED THEM AND PEOPLE AROUND THEM.

NAME OF THE ACTIVITY:

BEHIND THE SMILE

OVERVIEW

ALLOW PARTICIPANTS TO PRACTICALLY ANALYZE SIGNS OF MENTAL HEALTH, UNDERSTAND THE DIFFERENCE BETWEEN JUMPING INTO ASSUMPTIONS, DIAGNOSING AND NOTICING SMALL SIGNS OF MENTAL HEALTH CHALLENGE AND HOW TO APPROACH THE PROBLEM WITH UNDERSTANDING AND EMPATHY.

OBJECTIVES:

ENHANCE PARTICIPANTS' ABILITY TO IDENTIFY COMMON SIGNS AND SYMPTOMS OF VARIOUS MENTAL ILLNESSES, UNDERSTAND THE IMPACT OF MENTAL ILLNESS ON INDIVIDUALS AND THEIR ENVIRONMENTS AND DEVELOP STRATEGIES TO RESPOND APPROPRIATELY WHEN ENCOUNTERING SIGNS OF MENTAL DISTRESS IN OTHERS.

Activity Plan



Co-funded by
the European Union



COMPLEXITY AND TIME:

LEVEL 2, 90 MINUTES

GROUP SIZE:

30 PARTICIPANTS

THEMES ADDRESSED:

MENTAL HEALTH, SIGNS AND SYMPTOMS, MENTAL HEALTH LITERACY

TARGET GROUP:

YOUNG ADULT FROM 18-30 YEAR

MATERIALS:

SIGNS AND SYMPTOMS CARDS
SHORT DESCRIPTIONS OF YOUNG PEOPLE
LIST OF NON-VERBAL SIGNS

RESOURCES:

CASE STUDY: https://www.canva.com/design/DAGNDAQJDOM/PA7SRZOFQXWG6GDMFEKTTWW/EDIT?utm_content=DAGNDAQJDOM&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=SHAREBUTTON

INSTRUCTIONS:

THE SESSION BEGINS WITH A 15-MINUTE INTRODUCTION WHERE PARTICIPANTS WILL BRIEFLY RECAP THE DIFFERENCE BETWEEN SIGNS AND SYMPTOMS OF MENTAL ILLNESS, BUILDING ON KNOWLEDGE FROM THE PREVIOUS SESSION. THIS ENSURES THAT PARTICIPANTS HAVE A FOUNDATIONAL UNDERSTANDING BEFORE MOVING INTO MORE COMPLEX DISCUSSIONS. THEN, YOU WILL HIGHLIGHT THE IMPORTANCE OF RECOGNIZING EARLY WARNING SIGNS OF MENTAL ILLNESS AND RESPONDING WITH EMPATHY. SOME OF THE OPENING QUESTIONS YOU CAN USE:

“WHY DO YOU THINK EARLY RECOGNITION OF MENTAL HEALTH CONCERNS IS IMPORTANT?”

“WHAT ARE SOME CHALLENGES PEOPLE FACE WHEN TRYING TO RECOGNIZE MENTAL HEALTH STRUGGLES IN OTHERS?”

“HAVE YOU EVER MISJUDGED SOMEONE’S EMOTIONS OR STRUGGLES? WHAT MADE YOU REALIZE IT LATER?”

“HOW DO YOU THINK RECOGNIZING SIGNS OF MENTAL ILLNESS DIFFERS FROM DIAGNOSING SOMEONE?”

THE NEXT 60 MINUTES WILL BE DEDICATED TO CASE STUDY ANALYSIS. PARTICIPANTS WILL BE DIVIDED INTO INTERNATIONAL GROUPS OF 4 AND EACH GROUP WILL RECEIVE A CASE STUDY ABOUT AN INDIVIDUAL EXHIBITING SIGNS AND SYMPTOMS OF A MENTAL HEALTH CONDITION. EACH GROUP WILL ANALYZE A CASE BY IDENTIFYING THE SPECIFIC SIGNS AND SYMPTOMS PRESENTED, DISCUSSING HOW THE CONDITION MIGHT AFFECT THE PERSON’S LIFE, AND BRAINSTORMING APPROPRIATE WAYS TO RESPOND. AFTER 45 MINUTES OF GROUP DISCUSSIONS, EACH GROUP WILL PRESENT KEY TAKEAWAYS TO THE WHOLE GROUP. THEY WILL HAVE 15 MIN TO PRESENT THEIR FINDINGS – THE WHOLE GROUP.

DEBRIEFING AND EVALUATION:

DEBRIEFING (15MIN)

“WHICH CASE STUDY STOOD OUT TO YOU THE MOST AND WHY?”

“WHAT ASSUMPTIONS DID YOU FIND YOURSELF MAKING DURING THE CASE STUDY ANALYSIS? HOW DID YOUR GROUP CHALLENGE THOSE ASSUMPTIONS?”

“HOW DID IT FEEL TO PUT YOURSELF IN THE SHOES OF THE YOUNG PERSON IN YOUR CASE STUDY? WHAT EMOTIONS CAME UP FOR YOU?”

Activity Plan



Co-funded by
the European Union



DEBRIEFING AND EVALUATION:

“IF YOU FACED THIS SITUATION IN REAL LIFE, HOW DO YOU THINK YOU WOULD REACT? WOULD YOUR RESPONSE BE DIFFERENT NOW COMPARED TO BEFORE THIS SESSION?”

“DO YOU THINK IT’S HARDER TO NOTICE MENTAL HEALTH STRUGGLES IN YOUNG PEOPLE COMPARED TO ADULTS?”

“HOW MIGHT OUR OWN DISCOMFORT WITH EMOTIONAL VULNERABILITY SHAPE THE WAY WE NOTICE (OR MISS) SIGNS IN OTHERS?”

“IS IT EVER WORSE TO INTERVENE THAN TO SAY NOTHING AT ALL? CAN ‘SUPPORT’ SOMETIMES CAUSE HARM?”

“IS IT EVER OKAY TO STEP BACK FROM HELPING SOMEONE IF THEIR STRUGGLES ARE AFFECTING YOUR OWN MENTAL HEALTH? HOW DO WE BALANCE SUPPORTING OTHERS AND PROTECTING OURSELVES?”

TIPS FOR FACILITATOR

BEFORE THE SESSION, CAREFULLY REVIEW THE CASE STUDIES TO PREPARE YOURSELF FOR POSSIBLE QUESTIONS AND OUTCOMES OF PARTICIPANTS. BE CLEAR ABOUT THE GOAL OF CASE STUDIES – THEY SHOULDN’T DIAGNOSE PEOPLE, THEY SHOULD PRACTICE RECOGNIZING SIGNS OF MENTAL HEALTH CHALLENGE. ALSO, TRY TO ENCOURAGE THEIR CURIOSITY, TO THINK ABOUT THINGS THAT COULD BE HAPPENING RATHER THAN LABELING AND GIVING CONCRETE ASSUMPTIONS.

FOLLOW UP

ENCOURAGE PARTICIPANTS TO CHOOSE ONE MENTAL HEALTH CHALLENGE AND TO RESEARCH MORE ABOUT IT IN THE NEXT WEEK. THE RESEARCH SHOULD INCLUDE THE DEFINITION OF THE CHALLENGE, CAUSES, RISK OF DEVELOPMENT AND POTENTIAL SYMPTOMS AND SIGNS, CHANGES IN BEHAVIOR AND HOW TO APPROACH AND EMPOWER THE PERSON WITH THIS PROBLEM. EACH PARTICIPANTS WILL CREATE A DOCUMENT WITH THEIR FINDINGS AND THEY WILL SEND IT TO YOU A WEEK AFTER THE ACTIVITY. THEN, YOU CAN CREATE A “SMALL BOOK” WITH THEIR DOCUMENTS WHICH WILL BE USEFUL FOR YOUNG PEOPLE TO BETTER UNDERSTAND THEMSELVES AND PEOPLE AROUND THEM AND HOW TO PROVIDE THEM WITH SUPPORT AND EMPATHY.

NAME OF THE ACTIVITY:

MENTAL HEALTH 101

OVERVIEW

CONCEPT MAPPING ACTIVITY FOR UNDERSTANDING MENTAL HEALTH, MENTAL HEALTH CHALLENGES, EVERYDAY STRUGGLES AND DIVING INTO MENTAL HEALTH LITERACY.

OBJECTIVES:

INCREASE THE UNDERSTANDING OF MENTAL HEALTH AND DIFFERENTIATE IT FROM MENTAL HEALTH CHALLENGES. RECOGNIZE THAT MENTAL WELL-BEING EXISTS ON A SPECTRUM. IDENTIFY FACTORS THAT INFLUENCE MENTAL HEALTH AND THE IMPORTANCE OF MAINTAINING GOOD MENTAL WELL-BEING.

Activity Plan



Co-funded by
the European Union



COMPLEXITY AND TIME:

LEVEL 1, 90 MINUTES

GROUP SIZE:

AROUND 30 (5 PEOPLE PER GROUP)

THEMES ADDRESSED:

MENTAL HEALTH, MENTAL HEALTH STRUGGLES
MENTAL HEALTH LITERACY

TARGET GROUP:

YOUNG ADULT FROM 18-30 YEAR

MATERIALS:

PEN
MARKERS
TAPE
FLIPCHARTS

RESOURCES:

WE USED THE CONCEPT MAPPING EDUCATIONAL METHODOLOGY FOR CREATING THIS SESSION, YOU CAN FIND OUT MORE ABOUT IT HERE: [HTTPS://WWW.LUCIDCHART.COM/PAGES/TUTORIAL/CONCEPT-MAP](https://www.lucidchart.com/pages/tutorial/concept-map)

THIS IS AN EXAMPLE FOR YOU, HOW A CONCEPT MAP SHOULD LOOK LIKE AND WHAT MAIN TOPICS NEED TO BE INCLUDED. YOU WILL NOT SHOW THIS TO PARTICIPANTS, THIS IS FOR YOU TO BE ABLE TO VISUALIZE THE MAP.

[HTTPS://WWW.CANVA.COM/DESIGN/DAGJNXVX8DI/EA-ZO-IYEMYCOQJSVN5I-G/EDIT?](https://www.canva.com/design/DAGJNXVX8DI/EA-ZO-IYEMYCOQJSVN5I-G/EDIT?utm_content=DAGJNXVX8DI&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=SHAREBUTTON)

[UTM_CONTENT=DAGJNXVX8DI&UTM_CAMPAIGN=DESIGNSHARE&UTM_MEDIUM=LINK2&UTM_SOURCE=SHAREBUTTON](https://www.canva.com/design/DAGJNXVX8DI/EA-ZO-IYEMYCOQJSVN5I-G/EDIT?utm_content=DAGJNXVX8DI&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=SHAREBUTTON)

INSTRUCTIONS:

THE SESSION STARTS WITH ASKING PARTICIPANTS ABOUT MENTAL HEALTH (15 MIN) QUESTIONS LIKE:

"WHAT DOES A GOOD DAY LOOK LIKE FOR YOU?"

"WHAT ARE SOME THINGS THAT AFFECT YOUR MOOD DURING THE WEEK?"

"HOW DO YOU KNOW WHEN YOU'RE NOT FEELING LIKE YOURSELF?"

"WHAT DOES MENTAL HEALTH MEAN TO YOU?"

"HOW DO YOU KNOW WHEN YOUR MENTAL HEALTH IS IN A GOOD STATE?"

"WHAT CAN STRENGTHEN OR WEAKEN OUR MENTAL WELL-BEING?"

"DOES ONLY FEELING POSITIVE, HAPPY, CALM, PEACEFUL MEAN HAVING GOOD MENTAL HEALTH STATE?"

WHILE PARTICIPANTS ARE DISCUSSING, YOU WILL WRITE KEY WORDS ON THE WHITEBOARD SO THAT THEY HAVE A CLEAR LOOK AT WHAT MENTAL HEALTH MEANS FOR THEM. THEN, BASED ON KEYWORDS, THEY WILL TRY TO FORM A DEFINITION OF MENTAL HEALTH.

THE NEXT STEP IS ASKING PARTICIPANTS ABOUT MENTAL HEALTH CHALLENGES:

"WHAT COMES TO YOUR MIND WHEN YOU HEAR MENTAL HEALTH CHALLENGE?"

"HOW DO MENTAL HEALTH STRUGGLES DIFFER FROM DIAGNOSED DISORDERS?"

"IS THERE A DIFFERENCE BETWEEN MENTAL DISTRESS, MENTAL HEALTH PROBLEM AND MENTAL DISORDER?"

"WHY DO YOU THINK THEY ARE SOMETIMES MISUNDERSTOOD?"

PARTICIPANTS MUST UNDERSTAND THE DIFFERENCE BETWEEN MENTAL DISTRESS, PROBLEM AND DISORDER. TO ACHIEVE THAT, IT WOULD BE BEST TO DIVIDE SOME SPACE ON THE WHITEBOARD INTO 3 SECTIONS AND WRITE KEYWORDS FOR EACH OF THEM WHILE PARTICIPANTS ARE DISCUSSING. AGAIN, ALL THE QUESTIONS ENCOURAGE THEM TO DEFINE ALL THE TERMS ON THE WHITEBOARD BY USING KEYWORDS ON IT.

AFTER THESE QUESTIONS, YOU WILL HAVE SEVERAL WORDS WRITTEN ON THE WHITEBOARD THAT ARE CRUCIAL FOR UNDERSTANDING MH. THEN, YOU WILL EXPLAIN THE PURPOSE OF CONCEPT MAPPING AND PROVIDE AN EXAMPLE FOR PARTICIPANTS. EXPLAIN TO THEM THAT THEY WILL CREATE THEIR CONCEPT MAP ABOUT MENTAL HEALTH AND DISCUSS WITH THEM WHAT WILL BE INCLUDED IN THE MAP BY OVERVIEWING THE KEY WORD ON THE WHITEBOARD. FOCUS ON THE DEFINITION OF MENTAL HEALTH, MENTAL HEALTH CHALLENGES, UNDERSTANDING THE DIFFERENCE BETWEEN MENTAL DISTRESS, PROBLEM AND DISORDER AND WHAT CAN AFFECT OUR MENTAL HEALTH - PROMOTING AND CHALLENGING MH. THE FLIPCHART SHOULD BE VISIBLE DURING THE CONCEPT MAPPING ACTIVITY.

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS:

THEN, PARTICIPANTS WILL DIVE INTO THE CONCEPT MAPPING ACTIVITY (30 MIN). THEY WILL BE DIVIDED INTO 5 INTERNATIONAL MIXED GROUPS. EACH GROUP WILL GET A FLIPCHART AND CREATE A CONCEPT MAP. ON THE TOP OF THE FLIPCHART, PARTICIPANTS WILL DEFINE MENTAL HEALTH AS OUR MAIN CONCEPT. THEY NEED TO CONNECT THEIR DEFINITION OF MH WITH MENTAL HEALTH CHALLENGES (DISTRESS, PROBLEM AND DISORDER) BY DRAWING A LINE THAT LEADS FROM THE DEFINITION OF MH TO MENTAL HEALTH CHALLENGES AND FURTHER ELABORATE THEM OR GIVE EXAMPLES. ON THE OTHER SIDE, THEY ARE SUPPOSED TO CONNECT MH WITH WHAT PROMOTES MH AND WHAT CHALLENGES MH. THESE ARE THE MAIN TOPICS THAT NEED TO BE COVERED BY THEIR CONCEPT MAP, BUT IF THEY WANT TO ADD OTHER SUBTOPICS, THEY ARE FREE TO DO SO. THEY CAN CREATE LINES BETWEEN TERMS TO EXPLAIN THEIR CONNECTION. ONCE THEY ARE DONE, THEY WILL PLACE MAPS ON THE WALL TO CREATE A "MIND GALLERY".

FOLLOWING THIS, THE SESSION WILL MOVE INTO A 30-MINUTE COMPLETION OF MAPS. FIRSTLY, PARTICIPANTS WILL TAKE A GALLERY WALK, OBSERVING THE INSIGHTS OF OTHER GROUPS. THEY WILL BE ENCOURAGED TO CONSIDER SIMILARITIES AND DIFFERENCES. AFTER THE WALK, THE GROUP WILL GATHER AND YOU WILL TELL THEM THAT THEY NEED TO CREATE A NEW – MORE COMPREHENSIVE MAP – BASED ON ALL OF THEIR MAPS. THEY CAN INCLUDE DIFFERENCES BETWEEN THEIR MAPS AND ADD NEW ONES BY FURTHER RESEARCH.

ONCE THE FINAL VERSION IS DONE, DEBRIEFING WILL START (15 MIN).

DEBRIEFING AND EVALUATION:

DEBRIEFING 15 MIN:

START BY ASKING PARTICIPANTS HOW THEY FELT DURING THE SESSION. THEN ASK:

"WHAT WAS THE MOST SURPRISING THING YOU LEARNED ABOUT MENTAL HEALTH TODAY?"

"DURING THE EXERCISE, DID ANY UNEXPECTED CONNECTIONS BETWEEN MENTAL HEALTH AND EXTERNAL INFLUENCES STAND OUT TO YOU?"

"HOW DO THESE FACTORS SHAPE OUR EXPERIENCES AND PERCEPTIONS OF MENTAL WELL-BEING?"

"WHY DO YOU THINK IT IS IMPORTANT TO DEFINE ALL TERMS WE DEFINED IN CONCEPT MAPS?"

"DO PEOPLE EASILY USE TERMS LIKE MENTAL HEALTH DISORDER, CHALLENGE, PROBLEM, ISSUE, ETC AND IS THERE A DIFFERENCE, AND WHY?"

"WHAT DO YOU THINK IS MENTAL HEALTH LITERACY AND WHY IS IT IMPORTANT?"

"HOW IS OUR MAP CONNECTED TO MHL?"

"HOW CAN IMPROVING OUR MENTAL HEALTH LITERACY HELP US SUPPORT OURSELVES AND OTHERS IN EVERYDAY LIFE?"

TIPS FOR FACILITATOR

THE POINT OF THE SESSION IS TO UNDERSTAND THAT MENTAL HEALTH DOESN'T MEAN BEING ALWAYS POSITIVE BUT ACCEPTING NEGATIVE EMOTIONS AS WELL AND UNDERSTANDING THAT THEY ARE A NORMAL AND NECESSARY PART OF LIFE AND SELF-GROWTH, SO TRY TO PUSH DISCUSSIONS IN THIS DIRECTION. ALSO, IT IS IMPORTANT TO ENCOURAGE PARTICIPANTS TO UNDERSTAND THE DIFFERENCE BETWEEN MENTAL HEALTH STRUGGLES AND EVERYDAY STRUGGLES BECAUSE YOUNG PEOPLE TEND TO NAME EVERY CHALLENGE, EVERY BAD DAY AND LOW MOOD A MENTAL HEALTH CHALLENGE. BESIDES MAKING THE DIFFERENCE BETWEEN EVERYDAY ISSUES AND MENTAL HEALTH STRUGGLES, IT IS CRUCIAL TO UNDERSTAND THE DIFFERENCE BETWEEN LIGHT MENTAL STRUGGLES AND DIAGNOSED MENTAL DISORDERS. USE THIS TO DIVE INTO THE EXPLANATION OF MENTAL HEALTH LITERACY AND WHY IT IS IMPORTANT TO DEFINE ALL OF THOSE TERMS IN THE CONCEPT MAPPING ACTIVITY. THIS SESSION SERVES AS A BASE, DEFINING THE TERMS IN RIGHT WAY AND INDIRECTLY TACKLING MENTAL HEALTH LITERACY.

FOLLOW UP

FOR THE FOLLOW-UP, YOU CAN ENCOURAGE PARTICIPANTS TO BRAINSTORM/WRITE/SHARE THINGS THEY CAN IMPLEMENT IN THEIR LIVES THAT CAN CHANGE THE CONCEPTIONS OF MENTAL HEALTH AMONG THEIR FRIENDS, FAMILY OR EVEN COMMUNITY. THEY SHOULD INCLUDE SOME SMALL AND EASY PRACTICES THAT CAN CHALLENGE COMMON BELIEFS AND BEHAVIORS.

Activity Plan



Co-funded by
the European Union



NAME OF THE ACTIVITY: MENTAL HEALTH LEVEL-UP

OVERVIEW

CONCEPT MAPPING ACTIVITY FOR UNDERSTANDING MENTAL HEALTH, MENTAL HEALTH CHALLENGES, EVERYDAY STRUGGLES AND DIVING INTO MENTAL HEALTH LITERACY.

OBJECTIVES:

INCREASE THE UNDERSTANDING OF MENTAL HEALTH AND DIFFERENTIATE IT FROM MENTAL HEALTH CHALLENGES. RECOGNIZE THAT MENTAL WELL-BEING EXISTS ON A SPECTRUM. IDENTIFY FACTORS THAT INFLUENCE MENTAL HEALTH AND THE IMPORTANCE OF MAINTAINING GOOD MENTAL WELL-BEING.

COMPLEXITY AND TIME:

LEVEL 1 90 MINUTES TOTAL.

GROUP SIZE:

AROUND 30 (5 PEOPLE PER GROUP)

THEMES ADDRESSED:

MENTAL HEALTH
MENTAL HEALTH STRUGGLES
MENTAL HEALTH LITERACY

TARGET GROUP:

YOUNG ADULT FROM 18-30 YEAR

MATERIALS:

PEN, MARKERS, TAPE, FLIPCHARTS

RESOURCES:

WE USED THE CONCEPT MAPPING EDUCATIONAL METHODOLOGY FOR CREATING THIS SESSION. YOU CAN FIND OUT MORE ABOUT IT HERE: [HTTPS://WWW.LUCIDCHART.COM/PAGES/TUTORIAL/CONCEPT-MAP](https://www.lucidchart.com/pages/tutorial/concept-map)

THIS IS AN EXAMPLE FOR YOU. HOW A CONCEPT MAP SHOULD LOOK LIKE AND WHAT MAIN TOPICS NEED TO BE INCLUDED. YOU WILL NOT SHOW THIS TO PARTICIPANTS. THIS IS FOR YOU TO BE ABLE TO VISUALIZE THE MAP.

[HTTPS://WWW.CANVA.COM/DESIGN/DAGJNXVX8DI/EA-ZO-IYEMYCOQJSVN5I-G/EDIT?](https://www.canva.com/design/DAGJNXVX8DI/EA-ZO-IYEMYCOQJSVN5I-G/EDIT?utm_content=DAGJNXVX8DI&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=SHAREBUTTON)
UTM CONTENT=DAGJNXVX8DI&UTM CAMPAIGN=DESIGNSHARE&UTM MEDIUM=LINK2&UTM SOURCE=SHAREBUTTON

INSTRUCTIONS:

THE SESSION STARTS WITH ASKING PARTICIPANTS ABOUT MENTAL HEALTH (15 MIN) QUESTIONS LIKE:

"WHAT DOES A GOOD DAY LOOK LIKE FOR YOU?"

"WHAT ARE SOME THINGS THAT AFFECT YOUR MOOD DURING THE WEEK?"

"HOW DO YOU KNOW WHEN YOU'RE NOT FEELING LIKE YOURSELF?"

"WHAT DOES MENTAL HEALTH MEAN TO YOU?"

"HOW DO YOU KNOW WHEN YOUR MENTAL HEALTH IS IN A GOOD STATE?"

"WHAT CAN STRENGTHEN OR WEAKEN OUR MENTAL WELL-BEING?"

"DOES ONLY FEELING POSITIVE, HAPPY, CALM, PEACEFUL MEAN HAVING GOOD MENTAL HEALTH STATE?"

WHILE PARTICIPANTS ARE DISCUSSING, YOU WILL WRITE KEY WORDS ON THE WHITEBOARD SO THAT THEY HAVE A CLEAR LOOK AT WHAT MENTAL HEALTH MEANS FOR THEM. THEN, BASED ON KEYWORDS, THEY WILL TRY TO FORM A DEFINITION OF MENTAL HEALTH.

Activity Plan



Co-funded by
the European Union



INSTRUCTIONS:

THE NEXT STEP IS ASKING PARTICIPANTS ABOUT MENTAL HEALTH CHALLENGES:

“WHAT COMES TO YOUR MIND WHEN YOU HEAR MENTAL HEALTH CHALLENGE?”

“HOW DO MENTAL HEALTH STRUGGLES DIFFER FROM DIAGNOSED DISORDERS?”

“IS THERE A DIFFERENCE BETWEEN MENTAL DISTRESS, MENTAL HEALTH PROBLEM AND MENTAL DISORDER?”

“WHY DO YOU THINK THEY ARE SOMETIMES MISUNDERSTOOD?”

PARTICIPANTS MUST UNDERSTAND THE DIFFERENCE BETWEEN MENTAL DISTRESS, PROBLEM AND DISORDER. TO ACHIEVE THAT, IT WOULD BE BEST TO DIVIDE SOME SPACE ON THE WHITEBOARD INTO 3 SECTIONS AND WRITE KEYWORDS FOR EACH OF THEM WHILE PARTICIPANTS ARE DISCUSSING. AGAIN, ALL THE QUESTIONS ENCOURAGE THEM TO DEFINE ALL THE TERMS ON THE WHITEBOARD BY USING KEYWORDS ON IT.

AFTER THESE QUESTIONS, YOU WILL HAVE SEVERAL WORDS WRITTEN ON THE WHITEBOARD THAT ARE CRUCIAL FOR UNDERSTANDING MH. THEN, YOU WILL EXPLAIN THE PURPOSE OF CONCEPT MAPPING AND PROVIDE AN EXAMPLE FOR PARTICIPANTS. EXPLAIN TO THEM THAT THEY WILL CREATE THEIR CONCEPT MAP ABOUT MENTAL HEALTH AND DISCUSS WITH THEM WHAT WILL BE INCLUDED IN THE MAP BY OVERVIEWING THE KEY WORD ON THE WHITEBOARD. FOCUS ON THE DEFINITION OF MENTAL HEALTH, MENTAL HEALTH CHALLENGES, UNDERSTANDING THE DIFFERENCE BETWEEN MENTAL DISTRESS, PROBLEM AND DISORDER AND WHAT CAN AFFECT OUR MENTAL HEALTH – PROMOTING AND CHALLENGING MH. THE FLIPCHART SHOULD BE VISIBLE DURING THE CONCEPT MAPPING ACTIVITY.

THEN, PARTICIPANTS WILL DIVE INTO THE CONCEPT MAPPING ACTIVITY (30 MIN). THEY WILL BE DIVIDED INTO 5 INTERNATIONAL MIXED GROUPS. EACH GROUP WILL GET A FLIPCHART AND CREATE A CONCEPT MAP. ON THE TOP OF THE FLIPCHART, PARTICIPANTS WILL DEFINE MENTAL HEALTH AS OUR MAIN CONCEPT. THEY NEED TO CONNECT THEIR DEFINITION OF MH WITH MENTAL HEALTH CHALLENGES (DISTRESS, PROBLEM AND DISORDER) BY DRAWING A LINE THAT LEADS FROM THE DEFINITION OF MH TO MENTAL HEALTH CHALLENGES AND FURTHER ELABORATE THEM OR GIVE EXAMPLES. ON THE OTHER SIDE, THEY ARE SUPPOSED TO CONNECT MH WITH WHAT PROMOTES MH AND WHAT CHALLENGES MH. THESE ARE THE MAIN TOPICS THAT NEED TO BE COVERED BY THEIR CONCEPT MAP, BUT IF THEY WANT TO ADD OTHER SUBTOPICS, THEY ARE FREE TO DO SO. THEY CAN CREATE LINES BETWEEN TERMS TO EXPLAIN THEIR CONNECTION. ONCE THEY ARE DONE, THEY WILL PLACE MAPS ON THE WALL TO CREATE A “MIND GALLERY”.

FOLLOWING THIS, THE SESSION WILL MOVE INTO A 30-MINUTE COMPLETION OF MAPS. FIRSTLY, PARTICIPANTS WILL TAKE A GALLERY WALK, OBSERVING THE INSIGHTS OF OTHER GROUPS. THEY WILL BE ENCOURAGED TO CONSIDER SIMILARITIES AND DIFFERENCES. AFTER THE WALK, THE GROUP WILL GATHER AND YOU WILL TELL THEM THAT THEY NEED TO CREATE A NEW – MORE COMPREHENSIVE MAP – BASED ON ALL OF THEIR MAPS. THEY CAN INCLUDE DIFFERENCES BETWEEN THEIR MAPS AND ADD NEW ONES BY FURTHER RESEARCH.

ONCE THE FINAL VERSION IS DONE, DEBRIEFING WILL START (15 MIN).

DEBRIEFING AND EVALUATION:

DEBRIEFING 15 MIN:

START BY ASKING PARTICIPANTS HOW THEY FELT DURING THE SESSION. THEN ASK:

“WHAT WAS THE MOST SURPRISING THING YOU LEARNED ABOUT MENTAL HEALTH TODAY?”

“DURING THE EXERCISE, DID ANY UNEXPECTED CONNECTIONS BETWEEN MENTAL HEALTH AND EXTERNAL INFLUENCES STAND OUT TO YOU?”

“HOW DO THESE FACTORS SHAPE OUR EXPERIENCES AND PERCEPTIONS OF MENTAL WELL-BEING?”

“WHY DO YOU THINK IT IS IMPORTANT TO DEFINE ALL TERMS WE DEFINED IN CONCEPT MAPS?”

“DO PEOPLE EASILY USE TERMS LIKE MENTAL HEALTH DISORDER, CHALLENGE, PROBLEM, ISSUE, ETC AND IS THERE A DIFFERENCE, AND WHY?”

“WHAT DO YOU THINK IS MENTAL HEALTH LITERACY AND WHY IS IT IMPORTANT?”

“HOW IS OUR MAP CONNECTED TO MHL?”

“HOW CAN IMPROVING OUR MENTAL HEALTH LITERACY HELP US SUPPORT OURSELVES AND OTHERS IN EVERYDAY LIFE?”

Activity Plan



Co-funded by
the European Union



TIPS FOR FACILITATOR

THE POINT OF THE SESSION IS TO UNDERSTAND THAT MENTAL HEALTH DOESN'T MEAN BEING ALWAYS POSITIVE BUT ACCEPTING NEGATIVE EMOTIONS AS WELL AND UNDERSTANDING THAT THEY ARE A NORMAL AND NECESSARY PART OF LIFE AND SELF-GROWTH, SO TRY TO PUSH DISCUSSIONS IN THIS DIRECTION. ALSO, IT IS IMPORTANT TO ENCOURAGE PARTICIPANTS TO UNDERSTAND THE DIFFERENCE BETWEEN MENTAL HEALTH STRUGGLES AND EVERYDAY STRUGGLES BECAUSE YOUNG PEOPLE TEND TO NAME EVERY CHALLENGE, EVERY BAD DAY AND LOW MOOD A MENTAL HEALTH CHALLENGE. BESIDES MAKING THE DIFFERENCE BETWEEN EVERYDAY ISSUES AND MENTAL HEALTH STRUGGLES, IT IS CRUCIAL TO UNDERSTAND THE DIFFERENCE BETWEEN LIGHT MENTAL STRUGGLES AND DIAGNOSED MENTAL DISORDERS. USE THIS TO DIVE INTO THE EXPLANATION OF MENTAL HEALTH LITERACY AND WHY IT IS IMPORTANT TO DEFINE ALL OF THOSE TERMS IN THE CONCEPT MAPPING ACTIVITY. THIS SESSION SERVES AS A BASE, DEFINING THE TERMS IN RIGHT WAY AND INDIRECTLY TACKLING MENTAL HEALTH LITERACY.

FOLLOW UP

FOR THE FOLLOW-UP, YOU CAN ENCOURAGE PARTICIPANTS TO BRAINSTORM/WRITE/SHARE THINGS THEY CAN IMPLEMENT IN THEIR LIVES THAT CAN CHANGE THE CONCEPTIONS OF MENTAL HEALTH AMONG THEIR FRIENDS, FAMILY OR EVEN COMMUNITY. THEY SHOULD INCLUDE SOME SMALL AND EASY PRACTICES THAT CAN CHALLENGE COMMON BELIEFS AND BEHAVIORS.

NAME OF THE ACTIVITY: MYTHS VS FACTS

OVERVIEW

THIS SESSION INVITES PARTICIPANTS TO CRITICALLY EXAMINE COMMON MENTAL HEALTH MYTHS THROUGH A QUIZ, COLLABORATIVE GROUP RESEARCH AND OPEN DISCUSSION, FOSTERING AWARENESS AND CHALLENGING MISINFORMATION.

OBJECTIVES:

TO HELP PARTICIPANTS IDENTIFY AND DEBUNK MENTAL HEALTH MYTHS, UNDERSTAND THEIR HARMFUL IMPACT, AND GAIN TOOLS TO CHALLENGE STIGMA IN EVERYDAY CONVERSATIONS.

COMPLEXITY AND TIME:

LEVEL 1 90 MINUTES TOTAL.

GROUP SIZE:

AROUND 30

THEMES ADDRESSED:

MENTAL HEALTH
STIGMA

TARGET GROUP:

YOUNG ADULT FROM 18-30 YEAR

Activity Plan



Co-funded by
the European Union



MATERIALS:

QUIZ
LIST OF MYTHS
PAPERS
PEN
MARKERS

RESOURCES:

IDEAS FOR MYTHS AND FACTS QUIZ:

[HTTPS://WWW.CANVA.COM/DESIGN/DAGM-85RVGI/8AVVMLVFTHIXMKEFXF-QDA/EDIT?UTM_CONTENT=DAGM-85RVGI&UTM_CAMPAIGN=DESIGNSHARE&UTM_MEDIUM=LINK2&UTM_SOURCE=SHAREBUTTON](https://www.canva.com/design/DAGM-85RVGI/8AVVMLVFTHIXMKEFXF-QDA/EDIT?utm_content=DAGM-85RVGI&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=SHAREBUTTON)

INSTRUCTIONS:

AT THE BEGINNING OF THE SESSION, YOU WILL ENGAGE PARTICIPANTS IN A SHORT QUIZ ABOUT MYTHS AND FACTS ABOUT MENTAL HEALTH, WHERE PARTICIPANTS NEED TO RECOGNIZE WHICH IS WHICH. AFTER EACH MYTH YOU WILL PROVIDE THEM WITH A FACT. (WRITTEN IN THE RESOURCES PART)

THEN, PARTICIPANTS WILL ENGAGE IN THE MYTHBUSTERS GROUP CHALLENGE. THE GROUP WILL BE DIVIDED INTO INTERNATIONAL GROUPS, AND EACH GROUP WILL RECEIVE A COMMON MENTAL HEALTH MYTH TO INVESTIGATE. THEIR TASK WILL BE TO ANALYZE THE STATEMENT, DISCUSS THEIR INITIAL THOUGHTS, RESEARCH CREDIBLE SOURCES, AND PREPARE A SHORT EXPLANATION TO DEBUNK THE MYTH.

MYTHS THEY WILL GET:

- MENTAL HEALTH ISSUES ARE A WESTERN CONCEPT AND DON' T AFFECT OTHER CULTURES
- IF YOU CAN GO TO WORK OR SCHOOL, YOU CAN' T BE SERIOUSLY MENTALLY ILL
- PEOPLE WITH MENTAL HEALTH DISORDERS ARE OFTEN VIOLENT OR DANGEROUS
- YOU' RE EITHER MENTALLY HEALTHY OR MENTALLY ILL, THERE' S NO IN-BETWEEN
- ANTIDEPRESSANTS CHANGE YOUR PERSONALITY OR MAKE YOU EMOTIONALLY NUMB
- ADDICTION IS A CHOICE, NOT A MENTAL HEALTH ISSUE
- YOU NEED A DIAGNOSIS TO VALIDATE YOUR MENTAL HEALTH STRUGGLES
- PEOPLE EXAGGERATE MENTAL HEALTH PROBLEMS FOR ATTENTION ON SOCIAL MEDIA
- CHILDREN ARE TOO YOUNG TO EXPERIENCE MENTAL HEALTH ISSUES
- TALKING ABOUT SUICIDE MAKES PEOPLE MORE LIKELY TO ATTEMPT I

EACH GROUP WILL ANSWER FOLLOWING QUESTIONS:

"WHY DO PEOPLE BELIEVE THIS MYTH?"

"WHAT EVIDENCE CAN DISPROVE IT?"

"HOW DOES BELIEVING THIS MYTH IMPACT PEOPLE WITH MENTAL HEALTH CHALLENGES?"

AFTER COMPLETING THEIR RESEARCH, THE GROUPS WILL PRESENT THEIR FINDINGS TO THE WHOLE GROUP. EACH TEAM WILL HAVE 2-3 MINUTES TO SHARE THEIR MYTHS, THE FACTS THEY DISCOVERED AND WHY THE MYTH IS HARMFUL.

AFTER EACH PRESENTATION, YOU WILL GUIDE A SHORT DISCUSSION, ASKING QUESTIONS SUCH AS:

"HAVE YOU HEARD THIS MYTH BEFORE?"

"WHERE DO YOU THINK THESE MISCONCEPTIONS COME FROM?"

"HOW CAN WE CHALLENGE THESE MYTHS IN EVERYDAY CONVERSATIONS?"

THIS OPEN DISCUSSION FORMAT ALLOWS FOR SHARED LEARNING AND HELPS PARTICIPANTS THINK CRITICALLY ABOUT THE IMPACT OF MISINFORMATION ON MENTAL HEALTH STIGMA. AT THE END, EACH PERSON WILL WRITE DOWN ONE MYTH THEY PREVIOUSLY BELIEVED BUT NOW UNDERSTAND DIFFERENTLY AND ONE ACTION THEY WILL TAKE TO CORRECT MENTAL HEALTH MYTHS IN THEIR DAILY LIVES

Activity Plan



Co-funded by
the European Union



DEBRIEFING AND EVALUATION:

“WHICH MYTH SURPRISED YOU THE MOST? WHY DO YOU THINK YOU (OR OTHERS) BELIEVED IT BEFORE?”
“HOW DO MENTAL HEALTH MYTHS SHAPE THE WAY WE TREAT PEOPLE STRUGGLING WITH MENTAL HEALTH CHALLENGES?”

“HAVE YOU EVER UNKNOWINGLY REINFORCED A MENTAL HEALTH MYTH? HOW DID TODAY’ S SESSION CHANGE YOUR PERSPECTIVE?”

“WHY DO YOU THINK SOME MYTHS PERSIST EVEN WHEN SCIENCE PROVES THEM WRONG?”

“IS THERE EVER A TIME WHEN A MENTAL HEALTH MYTH COULD BE BENEFICIAL OR PROTECTIVE?”

“WHAT’ S THE BIGGEST BARRIER TO CHALLENGING MENTAL HEALTH MYTHS IN DAILY LIFE? HOW CAN WE OVERCOME IT?”

“IF YOU COULD CORRECT ONLY ONE MYTH IN SOCIETY TODAY, WHICH ONE WOULD IT BE AND WHY?”

TIPS FOR FACILITATOR

CREATE A QUIZ WITH MYTHS PROVIDED IN THE RESOURCES PART OR WITH THE ONES YOU FIND SUITABLE, SOME MYTHS ARE EASY TO DETECT AND SOME ARE MORE CHALLENGING, SO, NATURALLY, SOME PARTICIPANTS WILL HAVE A STRONG OPINION ABOUT SOME MYTHS. THE POINT IS NOT TO SHUT THEM DOWN BUT TO CHALLENGE THEIR BELIEFS. YOU CAN ASK WHAT MAKES THEM THINK THAT, WHERE THESE IDEAS COME FROM OR HOW THEY THINK THIS BELIEF CAN IMPACT SOMEBODY STRUGGLING WITH MENTAL HEALTH CHALLENGES. IT IS VERY IMPORTANT TO PREPARE FOR MISINFORMATION. PARTICIPANTS MIGHT SHARE SOMETHING THEY THINK IS A FACT, BUT IT’ S NOT. IN THAT CASE, DON’ T TELL THEM IT’ S WRONG BUT RATHER TO RESEARCH TOGETHER.

FOLLOW UP

ENCOURAGE PARTICIPANTS TO KEEP TRACK OF MYTHS THEY HEAR IN THEIR COMMUNITIES AND HOW THEY TRIED TO BREAK THEM IN CONVERSATION WITH THEIR FAMILY, FRIENDS, COLLEAGUES, ETC. A MONTH AFTER THE ACTIVITY, THEY SHOULD HAVE A SOLID LIST AND THEY WILL REALIZE HOW MANY MYTHS ARE AROUND US, BUT ALSO HOW IMPORTANT IT IS TO BREAK THEM AND PROVIDE OTHERS WITH SCIENCE-PROVED INFORMATION.

NAME OF THE ACTIVITY:

SIGNS VS SYMPTOMS

OVERVIEW

THIS SESSION EQUIPS PARTICIPANTS WITH PRACTICAL SKILLS TO RECOGNIZE EARLY WARNING SIGNS OF MENTAL HEALTH STRUGGLES IN YOUNG PEOPLE. THROUGH HANDS-ON ACTIVITIES, GROUP DISCUSSION, AND CASE ANALYSIS, THEY LEARN TO DIFFERENTIATE BETWEEN SIGNS AND SYMPTOMS, ASSESS RISK, AND INTERPRET LESS VISIBLE INDICATORS OF DISTRESS.

OBJECTIVES:

TO BUILD PARTICIPANTS’ CONFIDENCE IN IDENTIFYING BEHAVIORAL RED FLAGS, UNDERSTANDING THE DIFFERENCE BETWEEN NORMAL FLUCTUATIONS AND PERSISTENT CONCERNS, AND APPLYING THE MHFA FRAMEWORK TO RESPOND TO YOUNG PEOPLE WITH EMPATHY AND WITHOUT ASSUMPTIONS.

Activity Plan



Co-funded by
the European Union



COMPLEXITY AND TIME:

LEVEL 2, 90 MINUTES

GROUP SIZE:

30 PARTICIPANTS

THEMES ADDRESSED:

MENTAL HEALTH, SIGNS AND SYMPTOMS
MENTAL HEALTH LITERACY

TARGET GROUP:

YOUNG ADULT FROM 18-30 YEAR

MATERIALS:

SIGNS AND SYMPTOMS CARDS
SHORT DESCRIPTIONS OF YOUNG PEOPLE
LIST OF NON-VERBAL SIGNS

RESOURCES:

SIGNS AND SYMPTOMS FLASHCARDS:

[HTTPS://WWW.CANVA.COM/DESIGN/DAGM_MUCNLW/YFJPLOY6UXZ9JFHGSSFCQ/EDIT?](https://www.canva.com/design/DAGM_MUCNLW/YFJPLOY6UXZ9JFHGSSFCQ/EDIT?utm_content=DAGM_MUCNLW&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=SHAREBUT_TON)

[UTM_CONTENT=DAGM_MUCNLW&UTM_CAMPAIGN=DESIGNSHARE&UTM_MEDIUM=LINK2&UTM_SOURCE=SHAREBUT_TON](https://www.canva.com/design/DAGM_MUCNLW/YFJPLOY6UXZ9JFHGSSFCQ/EDIT?utm_content=DAGM_MUCNLW&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=SHAREBUT_TON)

LIST OF NON-VERBAL CUES:

[HTTPS://WWW.CANVA.COM/DESIGN/DAGND2W8ANQ/OFWIREP7I2LGTKIZEPO66A/EDIT?](https://www.canva.com/design/DAGND2W8ANQ/OFWIREP7I2LGTKIZEPO66A/EDIT?utm_content=DAGND2W8ANQ&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=SHAREBUT_TON)

[UTM_CONTENT=DAGND2W8ANQ&UTM_CAMPAIGN=DESIGNSHARE&UTM_MEDIUM=LINK2&UTM_SOURCE=SHAREBUT_TON](https://www.canva.com/design/DAGND2W8ANQ/OFWIREP7I2LGTKIZEPO66A/EDIT?utm_content=DAGND2W8ANQ&utm_campaign=DESIGNSHARE&utm_medium=LINK2&utm_source=SHAREBUT_TON)

INSTRUCTIONS:

AT THE BEGINNING OF THE SESSION, GROUPS OF PARTICIPANTS WILL RECEIVE FLASHCARDS WITH DIFFERENT BEHAVIORS (SOCIAL WITHDRAWAL, MOOD SWINGS, EXCESSIVE FATIGUE). THEY CATEGORIZE THESE AS SIGNS OR SYMPTOMS AND DISCUSS HOW THEY MIGHT PRESENT DIFFERENTLY IN YOUNG PEOPLE (20 MIN). THIS ACTIVITY STRENGTHENS THEIR ABILITY TO ASSESS FOR RISK OF HARM BY IDENTIFYING RED FLAGS IN BEHAVIOR. YOU CAN ASK THEM:

"WAS IT HARD TO DECIDE IF SOMETHING WAS A SIGN OR A SYMPTOM?"

"HOW DO YOU UNDERSTAND THE DIFFERENCE BETWEEN SIGNS AND SYMPTOMS?"

"HOW CAN WE DIFFERENTIATE BETWEEN USUAL EMOTIONAL UPS AND DOWNS AND WARNING SIGNS OF A DEEPER MENTAL HEALTH ISSUE?"

YOU WILL THEN INTRODUCE THE MHFA FRAMEWORK, HIGHLIGHTING THE IMPORTANCE OF RECOGNIZING PATTERNS RATHER THAN ISOLATED INCIDENTS. PARTICIPANTS WILL EXAMINE SHORT DESCRIPTIONS OF YOUNG PEOPLE DISPLAYING MENTAL HEALTH CONCERNS (30 MIN). WORKING IN GROUPS OF 3 OR 4, THEY DISCUSS WHAT SIGNS STAND OUT, WHICH SYMPTOMS MAY BE UNDERLYING AND HOW TO APPROACH THE SITUATION WITHOUT JUMPING TO CONCLUSIONS

TO DEEPEN THEIR UNDERSTANDING, THE SESSION MOVES INTO (20 MIN) AN INTERACTIVE EXERCISE WHERE PARTICIPANTS ANALYZE LESS NOTICEABLE INDICATORS OF MENTAL HEALTH STRUGGLES. THEY EXPLORE NON-VERBAL CUES SUCH AS CHANGES IN SPEECH PATTERNS, SOCIAL INTERACTIONS AND BODY LANGUAGE. IN SMALL GROUPS, THEY REVIEW FICTIONAL MESSAGES ("I' M JUST TIRED ALL THE TIME" OR "I DON' T FEEL LIKE HANGING OUT ANYMORE") AND DISCUSS WHAT UNDERLYING MENTAL HEALTH CONCERNS THESE STATEMENTS MAY SUGGEST. THIS EXERCISE CHALLENGES THEM TO THINK CRITICALLY ABOUT THE DIFFERENCE BETWEEN TYPICAL EMOTIONS AND PERSISTENT WARNING SIGNS. EACH GROUP WILL ANSWER TO THESE QUESTIONS: "WHAT SUBTLE OR NON-VERBAL SIGNS IN THIS SCENARIO MIGHT BE EASY TO OVERLOOK IN REAL LIFE, AND WHY?"

"WHICH SIGNS OR PATTERNS IN THIS CASE SUGGEST THAT THIS MIGHT BE MORE THAN JUST A TEMPORARY EMOTIONAL STATE?"

"IF YOU WERE A YOUTH WORKER, HOW WOULD YOU APPROACH THIS PERSON IN A WAY THAT FEELS SUPPORTIVE BUT NOT INTRUSIVE?"

Activity Plan



Co-funded by
the European Union



DEBRIEFING AND EVALUATION:

- “WHAT WAS THE MOST CHALLENGING PART OF IDENTIFYING SIGNS AND SYMPTOMS AND WHY?”
- “HOW CAN WE DIFFERENTIATE BETWEEN TEMPORARY EMOTIONAL STRUGGLES AND SIGNS OF A MORE SERIOUS MENTAL HEALTH CONCERN?”
- “WHAT ARE THE RISKS OF MISINTERPRETING OR OVERLOOKING EARLY SIGNS OF MENTAL HEALTH CONCERNS?”
- “IN WHAT WAYS CAN NON-VERBAL CUES BE JUST AS IMPORTANT—IF NOT MORE—THAN VERBAL ONES IN IDENTIFYING MENTAL HEALTH CONCERNS?”
- “SHOULD PEOPLE BE RESPONSIBLE FOR RECOGNIZING THEIR OWN MENTAL HEALTH STRUGGLES, OR IS IT THE ROLE OF OTHERS TO STEP IN?”
- “ARE WE TOO QUICK TO LABEL DISTRESS AS A MENTAL HEALTH ISSUE RATHER THAN ACKNOWLEDGING IT AS A NATURAL PART OF LIFE?”
- “CAN OVER-AWARENESS OF MENTAL HEALTH ISSUES LEAD TO OVERDIAGNOSIS OR UNNECESSARY CONCERN? WHERE IS THE LINE BETWEEN BEING PROACTIVE AND BEING INTRUSIVE?”

TIPS FOR FACILITATOR

LEARN MORE ABOUT MENTAL HEALTH FIRST AID ALGEE HERE: [HTTPS://WWW.MHFA.COM.AU/EXPLORING-THE-MHFA-ACTION-PLAN/](https://www.mhfa.com.au/exploring-the-mhfa-action-plan/) ALSO, ENSURE THAT PARTICIPANTS UNDERSTAND SIGNS AS OBSERVABLE BEHAVIORS (EXTERNAL ASPECT) AND SYMPTOMS AS INTERNAL EXPERIENCES THAT CANNOT ALWAYS BE VISIBLE. MENTAL HEALTH CHALLENGES ARE NOT ALWAYS BLACK AND WHITE, SO ENCOURAGE PARTICIPANTS TO CONSIDER INTENSITY, DURATION AND CONTEXT WHEN ANALYZING PEOPLE. IT IS IMPORTANT NOT TO JUMP TO CONCLUSIONS SINCE IT CAN BE AS DANGEROUS AS NOT NOTICING SIGNS AT ALL. IF PARTICIPANTS STRUGGLE WITH CATEGORIZING SOME BEHAVIORS, POINT OUT THAT RECOGNIZING MENTAL HEALTH STRUGGLES IS COMPLEX AND THAT BESIDES KNOWLEDGE, THEY NEED EXPERIENCE TO NOTICE IN THEMSELVES AND OTHER YOUNG PEOPLE AS WELL.

FOLLOW UP

PROVIDE PARTICIPANTS WITH MATERIALS, RESOURCES ABOUT SIGNS, SYMPTOMS AND EMOTIONS OF VARIOUS MENTAL HEALTH CHALLENGES, HOW TO HANDLE THE CONVERSATIONS ABOUT THEM – BESIDES MHFA ALGEE MODEL AND WHAT THEY CAN DO AS INDIVIDUALS TO HELP THAT PERSON OR THEMSELVES.