MENTAL HEALTH OF YOUTH:

NON - FORMAL EDUCATION TO IMPROVE THE MENTAL HEALTH

YOU+
Agency for International Programs for Youth Republic of Latvia
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INSTITUTAS
Creatorium
PUSAUDŽU RESURSU CENTRS

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INTRO

Intro about the project, aims, and objectives

Aim of the handbook: To support people working with young people to bring awareness about mental health and connect mental health practices to their daily work.

Partners of consortium:



Development platform YOU+

The development platform YOU+ is a youth organization that aims to provide a platform for the development of young people, in which they not only receive help, but also actively engage in their own initiatives. With the help of non-formal education, the association implements various types of activities promotes the civic participation of young people and the mental health of young people. Since 2020, the association has been implementing a mentor program for young people, the development of which shows that sectors such as non-formal education, mentoring and psychology can complement each other, thus improving performance and the quality of support. The idea for this project and the guide was born from the practical experience of YOU+, which is proof that youth mental health is an important interdisciplinary field.



Institute for Policy Research and Analysis

Institute for Policy Research and Analysis contributes to public policy development and empowers various actors in the field. The main areas of activities are qualitative research, policy analysis, consultations, operational performance improvement, public and on-demand training courses, initiating networking and international cooperation, supporting cross-sectorial cooperation, and mainstreaming

participation into various policy fields. Institute is actively engaged in youth work and youth policy development in Europe and beyond, and supports Lithuanian institutions in introducing youth work innovations.



Adolescent Resource Center

The Adolescent Resource Centre provides evidence-based, modern, and multi-disciplinary support to adolescents with a variety of mental health risks and difficulties. We work in a multidisciplinary team to provide comprehensive, full-fledged assistance tailored to the individual needs of each adolescent and his or her family. Working as a team we see how important it is that every part is included to give the best help to youth. We strongly support the idea of this project, because we see every day how important it is for mentors, youth workers, and psychologists to work together to achieve the best results.



Creatorium

Creatorium is a young organisation created in the fusion of entrepreneurial and creative young people, who want a broad platform to connect, share and explore their ideas. We celebrate creative multitudes, active citizenship, curiosity, community-building, and inclusive society, and share an interest in active learning, and global issues. Our strategic focus for 2021-2027 includes reconnection with nature, mental health, internationalization, community-building, and creative expression. We see in our work with young people from all over Europe how mental health infiltrates every aspect of everyday life. We also relate to the need for sharing some of the well-tested, solid methods that are used by youth workers, psychologists, and various professionals working with youth. We'd like this useful knowledge to be widely available and not only in the hands of a few experts.

What is mental health?

Mental health encompasses our emotional, psychological, and social well-being. It affects how we think, feel and act (CDC, 2018). It is a state of well-being in which the individual realises their abilities, can cope with the normal stresses of life, and can study/work productively (WHO,2018). Mental health is important at every stage of our life, from childhood and adolescence through adulthood. It is the foundation for thinking, learning, communication, resilience, and self-esteem (APA,2019).

Youth and mental health

Adolescence is an important period in life to grow, not only physically but also mentally. It's a time when most people explore their interests, develop close relationships including romantic ones, develop habits for sleep, studying, and eating, learn to be active members of society, and much more. This does of course not happen in a vacuum, it is tightly connected to the surrounding of each youth. Relations with family, friends, teachers, trainers, and the whole local and virtual community shapes the development of a youngster's personality.

Sometimes, young people get on a track that has negative effects on their mental well-being. It is estimated that 1 in 7 10-19- year-olds experience a mental disorder. If this is not addressed it often extends into adulthood (WHO, 2022) There are several risk factors for mental health problems in youth,many of which have to do with a failure in one of the important relations surrounding the young person (Patel et al., 2007).

It is considered that the youth workers' role for work with mental health is first and foremost a preventive one. By going to youth spaces, the young person gets an opportunity to connect with a stable, trustworthy, and encouraging adult who can set clear boundaries. Social workers continuously try to discover and build on the resources of each youth. Another important role is to see the youth who are already struggling and to help them seek help. Youth work enables connecting with youth from a perspective that other institutions such as formal education do not.

This introduction aims to paint a picture of young people today to understand the background for our selection of methods in this book. We will explain what we mean by mental health and summarise the most common mental health issues in youth. When you read this handbook, we would like to remind you that: everyone is unique, one size doesn't fit all, and using these methods always happens in a specific context and relationship with the youth. A fun and educative activity.

Youth work and mentoring

Youth work is educational activities, implemented with young people during their leisure time and based on their needs, aiming to: provide conditions for young people to get involved and integrate into social life; empower youth to create their own life consciously and creatively, to participate actively in civic and professional life; Youth work complements the system of formal education and family education. After world war II youth work was strongly developing in western Europe as a reaction to the non-satisfaction of young people with the formal education system. In eastern Europe, youth work was growing in the 90s of the last century influenced by practices from the nordic countries, Germany, Belgium, the UK, and Wales. In different countries focus of youth work can be different. Nordic countries focus more on cultural expression and public health of young people; non-formal learning and leisure time activities are a focus in Benelux countries. The socio-cultural context of youth work could be also set to solve social issues of young people. The post-Covid-19 reality emphasized the importance of mental health issues that young people are facing. The issues are not new, but the post-Covid-19 young people are talking more about their mental health as this is not a stigma anymore. Youth workers need to prepare to solve these issues.

Reflection

This is an essential part of experiential learning processes. The skill of reflection and self-analysis is developed during the processes of repetition and practice.

The experiential learning process is based on 4 essential steps: experience, reflection, conclusion, and application.

The experience that the individual or group will be analyzing can be created, be using a non-formal education method, or based on everyday life professional or personal practices.

The reflection process goes through several quintessential steps:

1) emotions;
2) process;
3) interaction between group members (if it was a group task or experience);
4) theme or topic of the educational intervention
5) conclusions.

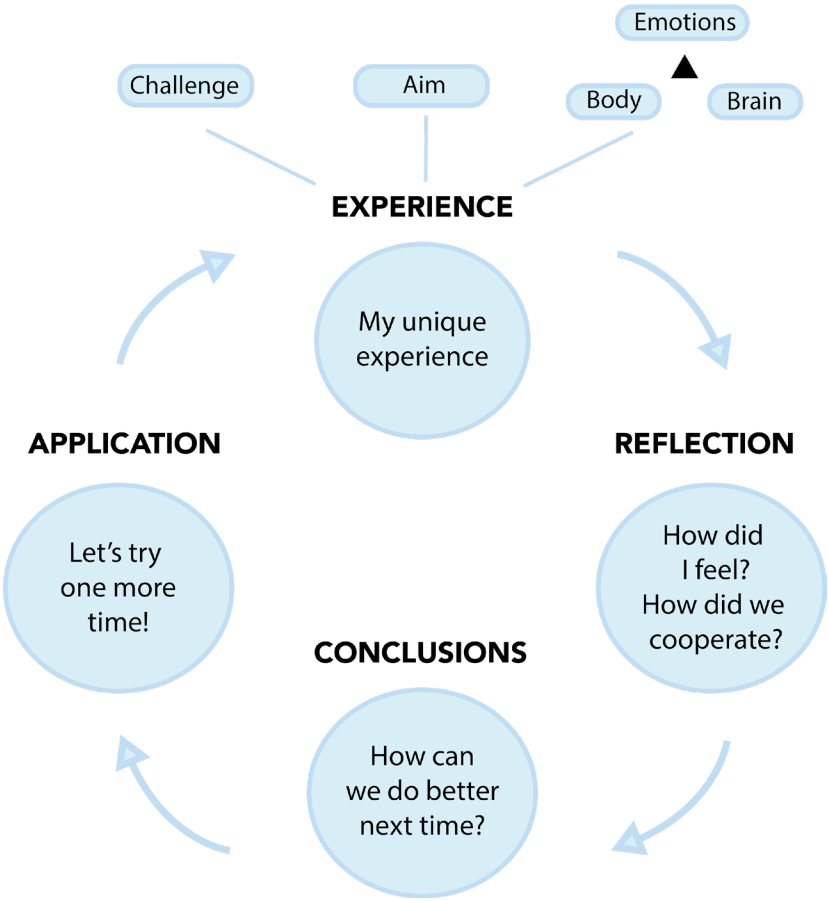
The main reflection questions for educators or mentors are the following: How did you feel about this experience? What caused these emotions? Often emotions are indicators of quality, how the group has performed, did any differences that appear in the understanding of the process of the task.

Examples of reflection questions of the process analysis: How did you implement the task? What were the essential moments in the implementation process? What other strategies/ways for implementation could have been used? What could you improve in the implementation process? For the learner, these questions are the easiest ones to answer as he is reflecting on how the task was implemented and states what actions were taken.

Interaction between the group members. These questions are used if you analyze a group activity, or in a personal experience, other people were involved. Examples of possible questions are: How were you cooperating in the group? What can you improve in group cooperation? How do you assess your personal involvement? The theme of the activity or mentoring/consultation meeting. How did you succeed with … Did you notice …. in the activity?

How could we improve…?
Concluding the reflection process and linking it to real life. What would you improve next time? How the (theme) is happening in real-life situations? How can we do it (theme) better in everyday life? What can I promise to do better?
In the long run, the ability to reflect becomes an everyday life skill and an element of everyday life personal development, self-analysis and basis of awareness of oneself.

Essentials of reflection



Most common mental health disorders affecting adolescents

Adolescence is a unique and formative time.
Physical, emotional, and social changes, including exposure to poverty, abuse, or violence, can make adolescents vulnerable to mental health problems. Protecting adolescents from adversity, promoting socio-emotional learning and psychological well-being, and ensuring access to mental health care are critical for their health and well-being during adolescence and adulthood. Adolescents with mental health conditions are particularly vulnerable to social exclusion, discrimination, stigma (affecting readiness to seek help), educational difficulties, risk-taking behaviours, physical ill-health, and human rights violations. Depression, anxiety, and behavioural disorders are among the leading causes of illness and disability among adolescents. Suicide is the fourth leading cause of death among 15-19 year-olds. The consequences of failing to address adolescent mental health conditions extend to adulthood, impairing both physical and mental health and limiting opportunities to lead fulfilling lives as adults. The most common mental illnesses in adolescents are anxiety, mood, attention, behaviour disorders, and eating disorders.

1. ANXIETY DISORDERS

Anxiety disorders are the most prevalent mental health disorder among adolescents today.

Anxiety disorders are not simply isolated feelings of anxiety – they affect one's day-to-day living. They are characterised by persistent, excessive fear or worry in situations that are not threatening.

In teens, anxiety might show as:

- constant feelings of apprehension or dread
- restlessness and irritability
- anticipation of the worst possible outcomes
- racing heartbeat and shortness of breath
- upset stomach and fatigue
- insomnia or frequent trouble sleeping
- feeling tense or jumpy

Anxiety disorders may fall into the category of phobia, panic disorder, obsessive-compulsive disorder, PTSD (posttraumatic stress disorder), social anxiety, or generalised anxiety disorder.

2. DEPRESSION

Depression is the second most common mental health disorder in adolescents, affecting three percent of 15 to 19 year-olds globally.

Depression is a disorder that involves recurrent, severe periods of negative mood changes, thought processes, and motivation. Teens and young adults battling depression often feel hopeless, lonely, and lack motivation.

Common signs of depression include:
- Changes in sleep or appetite
- Lack of concentration
- Loss of energy and motivation
- Lack of interest in activities/friendships
- Hopelessness
- Physical aches, pains, and general ailments
- Suicidal thoughts

Depression can affect school attendance, relationships, and the general performance of adolescents. Particularly in recent years due to COVID-19, social withdrawal can create isolation and exacerbate symptoms of depression in teenagers. It is important for parents to act on any symptoms of depression and help their teen see a professional. Left untreated, depression can persist into adulthood and/or lead to issues with substance abuse and thoughts of suicide.

3. ATTENTION DEFICIT HYPERACTIVITY DISORDER

Attention Deficit Hyperactivity Disorder (ADHD) is very common among adolescents and is typically identified early due to this condition's effects on learning and behaviour. Almost nine percent of children ages 4 to 17 are estimated to be facing ADHD today. These children may have difficulty paying attention,and become easily distracted, and exhibit hyperactive and/or impulsive behaviours.

Common signs of ADHD in children and teenagers include:

- Jumping from activity to activity
- Becoming bored with a task quickly and easily
- Difficulty focusing on a task or paying attention to others
- Trouble completing schoolwork
- Difficulty processing information quickly
- Trouble sitting still for some time
- Touching or playing with everything
- Acting without regard for consequences
- Talking a lot and interrupting others

ADHD affects a child's ability to learn and often requires creativity in the classroom and home environments. Therefore, recognizing and treating this disorder can be integral to your teen's future success. Additionally, it is important for parents to know that about two-thirds of children with ADHD also face another condition. These may include a learning disability, conduct disorder, or another mental health condition like anxiety or depression.

4. EATING DISORDERS

While girls and young women are more likely to struggle with an eating disorder, it's important to recognize that boys and men often go undiagnosed.

There are different types of eating disorders, some of the most common being anorexia nervosa, bulimia nervosa, and binge eating disorder. Anorexia is characterised by self-starvation to lose weight. Teens who are struggling with anorexia will deny hunger, refuse to eat, and often exercise to the point of exhaustion. They may also practice purging, which is also common among those with bulimia. Bulimia is exhibited by eating very large amounts of food and then forcing vomiting to rid themselves of the calorie intake. Binge eating disorder (BED), meanwhile, shows symptoms of excessive eating – in large portions, over a short period – which causes feelings of self-disgust, depression, and shame. Those with BED do not purge like those with bulimia do. Because eating disorders involve abnormal eating behaviour, they come with risks of nutrition deficiencies, obesity, and premature death, though this varies by the specific disorder. Anorexia nervosa, for example, has a higher mortality rate than any other mental disorders.
It is critical, therefore, that early intervention is in place for youth struggling.

5. SUBSTANCE USE DISORDERS

Adolescence is a heightened period for risk-taking, and often that translates to teens trying drugs and alcohol for the first time. Unfortunately, however, this is not always a phase of experimentation. Many teens and young adults become addicted to drugs or alcohol and develop substance use disorders.

There are many different types of substance use disorders, depending on a person's drug of choice. The symptoms of a substance use disorder can also overlap with other mental health disorders.

However, common signs of substance use disorder in teenagers can include:

- Withdrawal from family or friends
- Sudden changes in behaviour
- Engaging in more risky behaviors, such as sex, fights, driving under the influence
- Developing a high tolerance to drugs and alcohol
- Experiencing withdrawal symptoms when not drunk or high
- Feeling like they need a substance in order to properly function

Parents need to know about substance use and mental health disorders like depression and anxiety often co-occur.

6. CONDUCT DISORDERS

Conduct disorder can be defined as persistently disruptive behaviour in which the young person repeatedly violates the rights of others or age-appropriate social norms. It is often preceded by opposition and defiance in the early years and can become more disruptive during adolescence. Symptoms include damage to property, lying or theft, truancy, violations of rules, and aggression towards people or animals. Teenagers with a conduct disorder often have concomitant disorders such as depression, suicidal behavior, and poor relationships with peers and adults. Consequences include school problems, school expulsions, academic and vocational failure, and problems with the law.

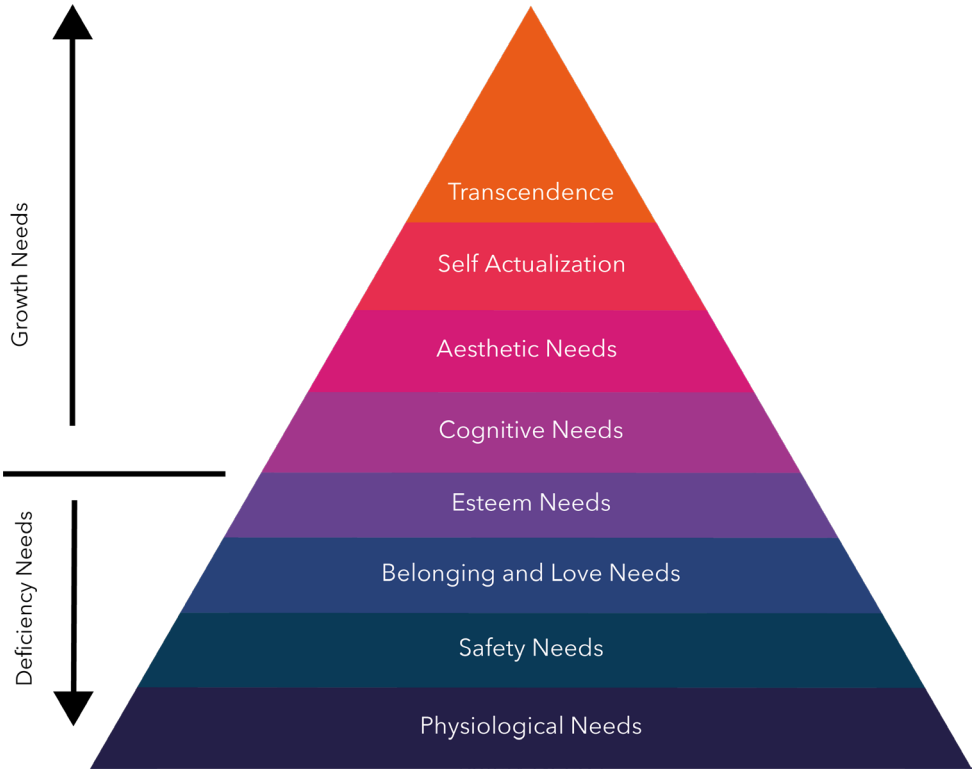
HUMANISTIC APPROACH

The humanistic psychology position argues that identity crises are not problems that are specific to teenagers. Humanistic views tend to see this process is more a positive process of exploration and organising one experiences over time, into a coherent gestalt that reforms the self-concept (Moshman, 2005).
Humanistic psychology suggests a number of specific processes within the young person's self-representations. When young people enter the stage of formal thinking, more abstract ideas about their motivations and their ethical, political, and spiritual beliefs enrich their view of themselves. Humanistic psychology and most generic authors prefer the term "self" when addressing the core of a person's experience. Finding a "self" that is consistent with experience, would thus be the goal for optimal development. When a young person acknowledges their genuine feelings and needs, they may be much less able to communicate these to others. This may make them appear confusing and challenging to be in a relationship with, which creates interpersonal difficulties that may further limit their well-being and sense of self-worth. It also means that others are less able to feel positive regard for the young person (Behr et al., 2020).

The central idea of the humanistic approach is based on the assumption that each person has individual potential, opportunities for growth, and self-realisation. It is based on the belief that all people are inherently good and equal, able to shape their own lives and choose their own actions. The founders of humanistic psychology Maslow (e.g., 1954) and Rogers (e.g., 1951, 1959) understand adolescent development as a "positive" process, as options for choice and developmental opportunities arise. From this perspective, suboptimal development occurs when caretakers do not meet the young person's needs for positive regard (Behr et al., 2020). Maslow developed a hierarchy of needs, while Roger introduced the concept of "unconditional positive acceptance", and self-actualization, and emphasised the enormous importance of empathy and the Self-concept.

Representatives of humanistic psychology do not deny the influence of the environment, however, they believe that an individual is an active creator of his life, and the person has freedom of choice, which is limited only by physical and social factors (Martinsone et al.,2015). Humanistic developmental psychology is based on two key concepts. First, Maslow's (1954) hierarchy of needs holds that the person is intrinsically motivated toward–and seeks–autonomy, power, morality, and creativity to actualize their developmental potentialities.

MASLOW'S MOTIVATION MODEL



Source: Mcleod, Saul. "Maslow's Hierarchy of Needs." Simply Psychology.

However, optimal development takes place only if the person experiences the fulfilment of basic needs. These are physiological needs, such as breathing and food, followed by safety, relationships, esteem (especially self-esteem), respect from others, and confidence. Maslow understood this a fluid and ever-changing system, not as a fixed pyramid. Maslow's theory gives general ideas of the person's nature as a motivated being but does not stand alone as a comprehensive model of young people's development (Behr et al., 2020).

The second concept is Roger's fundamental developmental axiom about actualizing tendency and self-exploration and worth:

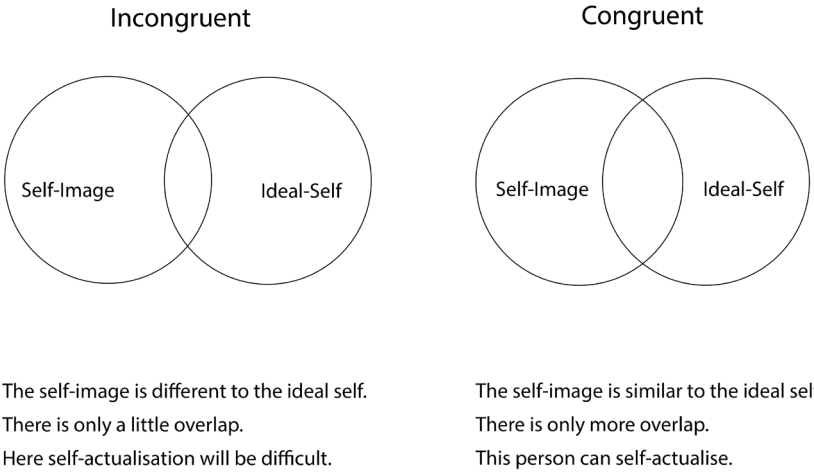
> **"The organism has one basic tendency and striving—to actualize, maintain, and enhance the experiencing organism".**

If a person manages to realise his inner potential, he can be called a fully functioning person. According to Rogers, such a person is characterised by seven personality traits (Rogers, 1961):

1. Openness to experience - undistorted, true perception of one's own experience and feelings (both positive and negative emotions and feelings are accepted).
2. Existential living - the ability to live "here and now", to concentrate and feel full, to experience the present moment.
3. Trust to organism - reliance on one's own body, listening to oneself;
4. Creativity - a creative approach to life. Courage and the ability to change it and seek new experiences.
5. Rich full life - the ability to experience happiness and satisfaction with one's real life in search of new challenges and experiences.
6. Freedom of choice - the awareness that you can manage your own life, that everyone has freedom of choice and responsibility for their own actions and choices.
7. Reliability and constructiveness - ability to adapt well to conditions as well as coherence and openness to experience.

Continuing to develop the idea of self, Roger called the individual a conscious idea of himself and himself as a Self-concept.
It consists of three components:
1) self-esteem - what an individual thinks about himself, and how he evaluates himself;
2) self-image - what the individual sees themselves;
3) the ideal self - the ideal model to which an individual aspires and to which he or she wishes to resemble as much as possible.

Together, self-esteem and self-image shape how an individual perceives themselves today. Acceptance of the real self, but not idealisation, is a sign of mental health (Rogers, 1959).
Although the real Self and the ideal Self are constantly changing,the individual always tries to protect and preserve his or her concept of the Self, because it determines how he or she sees the world and himself or herself. The development of the concept of the Self begins at an early age and gradually continues in the process of self-knowledge, as well as a result of upbringing and the influence of society. In order to survive and realise, a child needs the positive attention of other people, so he or she tries to be who others want him or her to be, children shape their Self-concept by integrating other people's thoughts about them. However, there is a chance that the child will not match the imagination of other parents, friends, or other people. If this difference is large, then internal tension and conflict develop. If others do not accept and deny the child's feelings and needs, or if the child acted against his or her own interests only to gain the recognition of others, a false Self-concept based on a negative and distorted self-image emerges (Boeree, 2006). Every discrepancy between the concept of the Self and reality causes anxiety. In order to reduce it, the protective mechanisms begin to work - denial and distortion, which hinder the adequate perception of new experiences (Rogers, 1959). Alongside the real Self, the ideal Self is evolving to a standard that never reaches the end. The greater the psychological gap between the real Self and the Ideal Self, the more incoherent (inappropriate), or, in other words, the inability to perceive reality accurately and to reveal one's feelings to others (Rogers, 1961).



Source: Mcleod, Saul. "Carl Rogers Theory." Carl Rogers | Simply Psychology.

The subjective feeling of non-congruence is associated with unclear tension and anxiety, which are triggered by protective mechanisms that help for a while, but the feeling of division is further exacerbated. Working with children and adolescents, who were appointed by social workers at a parenting center, made Rogers change his understanding of how to work effectively with children. Namely, he replaced the formal treatment process with one driven by the client himself and focused on trust, empathy, and the establishment of a therapeutic bond (Frager & Fadiman, 2002). At times, adults or others may not see this positive striving in adolescents, because maintaining the self and enhancing the whole organism can be a conflict-loaded process (Behr et al., 2020). Self-exploration means looking at your own thoughts, feelings, behaviors, and motivations and asking why. Self-worth may be seen as a continuum from very high to very low. For Rogers a person who has high self-worth, that is, has confidence and positive feelings about him or herself, faces challenges in life, accepts failure and unhappiness at times, and is open with people. A person with low self-worth may avoid challenges in life, not accept that life can be painful and unhappy at times and will be defensive and guarded with other people. Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father.

As a child grows older, interactions with significant others will affect feelings of self-worth. Rogers believed that we need to be regarded positively by others; we need to feel valued, respected, treated with affection, and loved. From a humanistic perspective, the growing ability for self-exploration is the most significant marker for a transition from adolescence to young adulthood. In humanistic thinking, self-exploration is the person's pivotal means to reflect on their own feelings, intuition, thoughts, and desires—in such a way that emotions, self-concept, and life orientations change. Adolescents can develop their experience about themselves on this basis and thus work on possible self-concepts. According to Humanistic psychology, the main driver of personal change is the motivation for self-realization, unleashing personality potential, and growth that can only be developed by the individual by himself. In this regard, Roger quoted the words of the ancient Chinese philosopher Laozi:

> **"If I did not interfere in other people's affairs, they took care of themselves; if I don't command people, they act on their own; if I don't read morals to people, they improve themselves; if I do not impose my views on others, they become themselves"**

(Rogers, 1973).
A person gets to know himself by observing and evaluating his personal experience (Behr et al., 2020)

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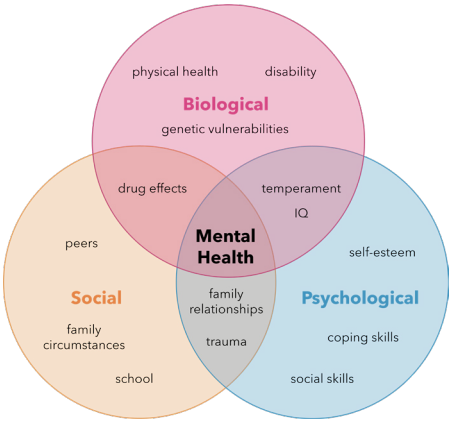
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HOLISTIC APPROACH

HOLISTIC APPROACH AND BIOPSYCHOSOCIAL MODEL

THE BIOPSYCHOSOCIAL MODEL OF HEALTH



When helping an adolescent who is struggling with mental health issues, it is important to focus not only on the complaints and symptoms of the issues but also on the overall health profile and effects of family, school, peers, and community on the adolescent's life. Understanding factors that could contribute to the development of mental health difficulties can help determine an individualised treatment plan for every youngster. These factors can be divided into three groups – biological, psychological, and social and it is called the biopsychosocial model. It is important to remember that one factor is not enough to experience an active episode of mental illness, there always has to be an interaction among all of them.

- **Social factors** – home and school environment, the support system that is made by family and peers, the level of education, financial and social status

- **Psychological factors** - self-esteem (whether it is high or low), coping skills (healthy or unhealthy), temperament, IQ, psychotraumatic events, and loss

- **Biological factors** – physical health, anatomy and functionality of the brain, genetic vulnerabilities, and predisposition (which makes more or less susceptible to mental disorders)

In the recovery from mental illness interacting with only biological factors won't be enough, as well as possibilities of how to help are limited. No treatment could change a patient's DNA and reduce the genetic vulnerability to mental disorders. It is the same with the brain – transplanting it from one patient to another also isn't an option. There are medications that can be prescribed, but the treatment is symptomatic, not aetiological, it doesn't treat the cause of the mental disorders.

When helping youngsters to deal with mental health difficulties, such as anxiety, low mood, trouble sleeping, fatigue, and other stressors, it is more effective to address these issues simultaneously by understanding the effects of psychological and social factors on mental health and making changes in these areas. Having a good night's sleep, regular physical activities and hobbies, as well as teaching coping skills, effective stress management, and expanding social support groups will be more beneficial to improve the quality of an adolescent's life than just focusing on one symptom. This approach also focuses on providing support and comfort to the patient's family and community.

Addressing all aspects of life can improve a person's overall well-being, changes the way how mental health is looked at and helps combat the stigma surrounding mental health.

Source:

A Holistic Approach to Mental Health. (2021, July 13).
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How to use the methods

This handbook is made especially for new psychologists, mentors, or other specialists in the field. This handbook is suggested for specialists in this field only, for learning- it is recommended only with a supervisor or specialist.

Symbols next to the methods that describe them:



Group size - How many participants will be needed or recommended to take part in the methods If indicated individually, then the method should be used together with your mentee or client individually.



Time - How much time the method will take to execute



Materials needed - What will you need to take action to the method



Purpose - What is the aim of this method and what will you get



Activity - The action you will perform during the method and the progress of the method



For notes - Free space for you to take notes in each paragraph's end

Spectrum explanation (longs term and short-term work)

The duration of the method can vary and can be divided into two categories - short-term or long-term. Short-term methods can last from 5 minutes to a day or 24 hours. In other words, it can also be taken in one session. On the other hand, other methods that are indicated with a long-term duration can vary from one day to a week or a month, or during more than one session.

Explanation of method adaptations

Each method can be adapted to your work style, and your work needs and modified for yourself and your mentee or client in different ways, according to their or your own needs.

Confidentiality

Adolescents clearly value confidentiality and consider it strongly in their decisions to seek care for sensitive issues, including those related to mental health. Confidentiality is thus an unavoidable issue for primary care providers who want to increase the extent to which they help adolescents with mental health problems. Although there are many complicated legal, ethical, and clinical issues surrounding confidentiality, we believe that providers can use a structured approach thinking these issues and document their thinking. The process we propose will lead to greater provider comfort with mental health issues, and subsequently more disclosure and discussion of mental health problems on the part of teens.

''Assurance of confidentiality increases teens' willingness to seek care for sensitive emotional medical problems, while concerns about parental notification have an opposite effect.''

Take note

This handbook contains very sensitive topics. In some paragraphs, you can face various risks, where a trigger can knock out of a youngster, or a method can take longer, because it can be difficult for a youngster to tell or work with one of the topics. In order to grow and develop in cooperation, we recommend you to be patient, understanding and supportive during consultations and processes!

Paragraph No 1 -
Creating contact and trust

"One of the first objectives when meeting with a teen is to build some form of trust. If teens don't have confidence in their relationship with their mentor, they are less likely to open up about the challenges they're facing, much less be open to discussing these challenges with the person they are meeting. The level of adolescent trust with a mentor may be critical to working through ruptures in the therapeutic relationship. A person with trust issues may harbor negative beliefs about trust and may find themselves thinking limiting thoughts"

METHOD NO 1
"RELAXATION TO MUSIC"

1-20 participants

Short-term; 20-30 minutes

Speaker or relaxing instrument e.g. kalimba

Relaxation to music (receptive music therapy method, related to GIM therapy): a guided relaxation/meditation while listening to calm music, such as kalimba. Mixing the approach of mindfulness with music. Typically – notice the music and other sounds in the room, then the body, breath, stretching, and imagery. individuals and groups. We can write one method for individuals and one for groups. Group one involves moving to music with a colourful scarf and a reflection afterwards. We have some songs and albums that can be recommended.

Listen to the music and my voice individually while trying to relax as much as possible. First I want you to find a comfortable position.
If you are not comfortable in your place during the activity you are free to pick another spot. (When everyone is comfortable, start the music).
Now I invite you to focus on the sounds of the music...
Maybe you also notice other sounds in this room... I invite you to find your own breath, is it deep, or shallow? Does it move with the music?... Perhaps you want to direct your attention to your body, how does your body react to this music?... Do you feel any tension in your body? (etc.) Be aware and give space to others' processes... (5 minutes).
Now I invite you to find back to your place... Notice again your body... your breath... how you feel... and when you feel ready slowly come back to the group. Questions for debriefing: How do you feel now? How did you feel during this activity? Which were the difficulties?

METHOD NO 2
"KEYS" (D'AMICO, 2016)

Individually

Short-term; As needed or in one session

Recycled keys of any kind

To allow the child or adolescent to open up and be acknowledged, with the recognition that what he or she has to say is essential. He or she has the keys to communication and, thus, getting help.

Bring out a container of multiple kinds of keys.
Discuss with the individual what keys do—they unlock things. They open up doors. Allow the individual to rummage through the container and look at all of the keys. He may be attracted to certain kinds, such as the big, old-fashioned ones. Once he chooses a key, talk about what kind of door it might open. Maybe it opens a big old door in a house, or maybe it opens a car door, or a barn door, etc. The possibilities are endless. Allow the individual to add ideas. Begin to discuss the idea that the individual child or adolescent holds the key to his own inner self or world of emotions and feelings and his life story. Talk about the idea of using the key to unlock one story to share for today. It might be a readily known story or a story that has never been told. It is up to the individual.

METHOD NO 3
”FIGHTER FISH” (D’AMICO, 2016)

 Individually

 Short-term; As needed or in one session

 Old magazines with photos of fighter fish or similar photos from the Internet

 To identify where the child or adolescent has encountered adversity and how he or she has managed it.

 Have the child or adolescent talk about the concept of a fighter fish. Has she ever seen them in an aquarium? What do they do? Why do they do it? Fighter fish, like the common Betta fish, are fish that can eat almost anything in their environment. They do this to survive. What does the child or adolescent think about that? Is it cool? Or is it scary? Have there been times when the child or adolescent felt like she had to attack everything in her environment in order to survive? Show her some photos of fighter fish. (These can readily be printed off from the Internet.) Have there been times when she’s had to survive in her environment? Maybe even by lashing out? It’s also important for caregivers, educators, and consultants to provide age-appropriate mindfulness practices to children. For example, fostering mindfulness with tools like pictures, objects, food, simple movements, and music, can help them develop an ability to better focus their attention and stay present.

METHOD NO 4
"THE MINDFUL JAR ACTIVITY"
(KAREN YOUNG, 2017)

Individually

Short-term; As needed or in one session

Clear jar (like a Mason jar), water, a big spoonful of glitter glue or glue, and dry glitter

It can teach children how strong emotions can take hold, and how to find peace when these strong emotions feel overwhelming.

First, get a clear jar and fill it almost all the way with water. Next, add a big spoonful of glitter glue or glue and dry glitter to the jar. Put the lid back on the jar and shake it to make the glitter swirl. Finally, use the following script or take inspiration from it to form your own mini-lesson: "Imagine that the glitter is like your thoughts when you're stressed, mad or upset. See how they whirl around and make it really hard to see clearly? That's why it's so easy to make silly decisions when you're upset – because you're not thinking clearly. Don't worry this is normal and it happens to all of us (yep, grownups too). [Now put the jar down in front of them.] Now watch what happens when you're still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears? Your mind works the same way. When you're calm for a little while, your thoughts start to settle and you start to see things much clearer. Deep breaths during this calming process can help us settle when we feel a lot of emotions"

METHOD NO 5
"BRIDGE"

15–30 participants
Group is divided into smaller groups.
Each group receives materials (all groups receive the same materials) and instructions.

Short-term; 60 minutes – Action; 30 minutes – Reflection

From 2 to 3 different rooms, depending on the number of groups (group size can vary from 5-8 people). 2 cardboard sheets, 6 sheets of A4, 1 sheet A3, 1 glue stick, 1 pair of scissors, 1 thread ball, 1 magazine, 2 markers, 1 pencil for each group.

To create trust in a team building exercise. After the method, it is suggested to take a reflection to know how the participants felt during this method, what are the pros/cons, were there any difficulities, what did you notice etc.cons, were there any difficulities, what did you notice etc..

Three teams are building a bridge. Each team must build one part of the bridge so that when three parts are combined, the bridge would be suitable for use, i.e. the thread ball must roll across the bridge. The teams can only use the given tools and materials for the construction of the bridge.



Paragraph No 2 -
Screening and red flags

"Did you know? Half of all causes of mental health problems in adulthood are starting in adolescence or earlier! That's why it is important for youth workers to be able to recognize signs that show mental health difficulties where it's necessary to cooperate with clinical psychologists, psychotherapists, or psychiatrists."

METHOD NO 1
"PROFILE OF YOUNGSTER"

Individually

Long-term; Usually 3 sessions

Printed material

Any service provider within a headspace center could use the headspace psychosocial interview with a young person. It is designed to be used by any practitioner with experience conducting client assessments, including GPs, psychologists, social workers, occupational therapists, mental health nurses, youth workers, or substance use workers. Get to know the youngster, know about the main things/topics about them, find the youngsters daily or long-term challenges they are going through.

Create a bond and just start off by asking simple questions about themselves and/or ask them to tell about their routines, life in general etc.

Questions to ask:

- Tell me about your family - do you live with your biological parents or on your own?
- Are you studying or working at the moment?
- What are the main difficulties in building a healthy, great relationship with your partner?
- What makes your day successful, fulfilled?
- What do you have in your school, work, or home place?

Name/

Profile of youngster

Age/

Problems	Family	Friends and school
Mental health	Addictions	Free time and activities
Relationships and sexuality	Interests	Resources

Method No 1
"PROFILE OF YOUNGSTER"

THEORY
"INSIGHT OF RED FLAGS"

While filling in the "Profile of Youngsters" take these into consideration. When it is not clear whether teenagers' behaviour is just typical for their age or not, it can be helpful to pay attention to the length of time the concerning behaviours have lasted and how much has it affected their daily life. Warning signs that should be checked:

1. CHANGES IN BEHAVIOUR – such as not wanting to do something that teenagers used to love and enjoy or not wanting to spend time with friends and wanting to be alone. Abrupt changes in behaviour, when a teenager doesn't seem like himself can indicate having difficulties with mental health.

2. CHANGES IN SLEEPING or EATING HABITS – in the case of mental health issues teenagers can start eating or sleeping noticeably more or less. These eating and sleeping changes can also affect other aspects of their life due to decreased levels of energy or ability to concentrate while doing school work.

3. TROUBLE IN SCHOOL – anxiety, depression, and other mental health issues can make it difficult to concentrate and manage school work. A teenager can start skipping classes or avoiding school completely. Grades can drop and complaints from school teachers can be received.

4. COMPLAINTS OF PHYSICAL PAIN – complaints like fatigue, headaches, problems with the stomach, aches, and pains in different body parts that don't have a clear cause and with treatment doesn't subside and can of a mental disorder.

If these behavioural changes have lasted for weeks and months and have affected teenagers' performance at school, at home, and in relationships with others, then professional help from mental health specialists should be sought out.

If you are interested to read more about red flags and warning signs this topic:
https://ej.uz/warning-signs

Sources:

Academy, V. (2020, April 7). What Are Some Mental Health Red Flags for Teens? Venture Academy.
https://www.ventureacademy.ca/troubled-teen-blog/mental-health-red-flags/

Children's Hospital & Medical Center. (2021, July 1). Teen Anxiety and Depression: 4 Red Flags To Look Out For - Children's Hospital & Medical Center. Children's Hospital & Medical Center.
https://www.childrensomaha.org/teen-health-resource-center/teen-mental-emotional-health/4-red-flags-of-teen-anxiety-and-depression/

METHOD NO 3
"LIFE DOMAIN SHORT SCREENING"

Individually

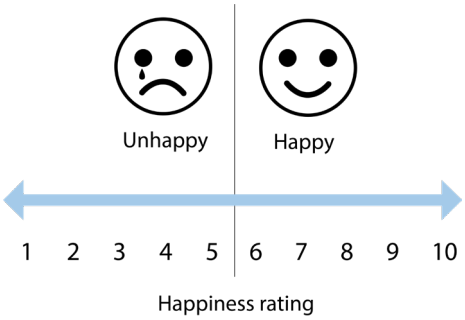
Short-term; As needed or in one session

Paper sheet (to draw the scales), pencil, if needed - colouring pencils

The method simultaneously reveals both - difficulties and possible resources. It is easy to use and allows repeated measurement of the scales at the end of the collaboration to evaluate the effectiveness of the collaboration.

I will name five different areas of life.
Please tell me about each of them.
On every topic- please rate this area on a scale of 1-10, where 1-5 indicates that you are not satisfied with this area of life, while 5-10 indicates that you are satisfied with this area of life. What are your thoughts, emotions, and behaviour in this regard?

1. Love and family relationships
2. Friends and social life
3. Work/school
4. Interests/hobbies
5. Health





Paragraph No 3 -
Social skills

''Social skill is a broad term describing the ability to interact and communicate smoothly with others within the given social norms of any setting. Within this category, you will find some methods suitable for practising and reflecting on communication skills. Social skills are also a building block to making and sustaining relationships, which is the next topic in this handbook.''

METHOD NO 1
"THERAPEUTIC IMPROVISATION WITH DRUMS"

10-30 participants

Short-term; 30 minutes including debriefing

Drums or drum-like objects

Self-expression through music instead of verbally can be a great tool for improving social skills. This is a group exercise that will strengthen skills that are crucial for good communication, such as listening, tuning in, responding, and taking initiative. You would ideally need some drums but you can also use different objects to make rhythmic noises, such as wooden sticks, rhythm eggs, clapping, a glass, a pen, etc. The person(a) leading this should have some basic musical skills. There are a number of techniques within therapeutic improvisation, but some common factors are that the trainer and/or the whole group supports, mirrors, imitates, and builds on musical expressions.

Everybody starts drumming together in a very simple rhythm. When the group is stable, one by one does a short solo that represents how they are feeling today. After the solo, everybody (or predefined parts of the group, here there are a lot of possibilities) repeats it. Continue until everybody has done their solo and experienced being imitated by the group. Example of debriefing questions: Who can describe what we did? How was it to follow and repeat others? How did it feel when other people imitated your solo? What is needed to be a good solo artist/backup band? What can we take from this exercise into our daily lives?

METHOD NO 2
"COMMUNICATION SKILLS"

1-15 participants

Short-term; 1 hour
*This method can be applied in more than one meeting with the youngster. After sharing the guidelines with him/her, ask if the guidelines are clear and if there are any questions/doubts

Something to write on and with

Get to know the youngster's difficulties positive aspects in communication skills, about what causes them difficulties and how to better bypass and improve them.

1) Describe or draw a time/situation where you were NOT able to communicate well with someone... What do you think were the things you did that meant that you did not communicate your thoughts and feelings clearly? What do you think were the things that the other person did that meant that your communication with each other was not clear?

2) Describe or draw a time/situation where you were able to communicate well with someone. What do you think you did differently that meant that you were able to communicate your thoughts and feelings clearly? What do you think were the things that meant that you were able to communicate your thoughts and feelings clearly to each other After you picked and described those moments, hopefully, you will have some hints, from your own experience, on good and bad communication.

3) Pick one person you have communication difficulties.
Then find a topic that you would like to discuss. Read the guidelines below to prepare yourself.

Source:

Gary O'Reilly, CBT Workbook for Children and Adolescents
https://ej.uz/warning-signs

METHOD NO 3
"I AM"

 4 and more participants

 Short-term; about 15 minutes

 White sheets of paper and stationery for each participant

 To compare one's own and others' assessments, while simultaneously gaining positive motivation for one's own assessment.

 Game participants are offered to take sheets of paper, and divide the sheet into 4 parts by folding them over. The upper right quadrant of the page offers the participant ten times to write an addition to the started sentence "I am..." (each participant writes about himself). You can write your characteristics, your status, or other concepts that describe the member. When this is done, the leader offers to write the answer to the same question in the upper right quadrant from the point of view of someone close to you, for example, from the point of view of a parent or a friend. While writing this, everyone wonders who they are to their parents or friends. In the lower left quadrant, the additions are written 10 times from the point of view of the group member sitting on the left. Then the participant folds this page so that only the empty lower left quadrant remains visible. After that, the participant passes it to the group member sitting on the right, and he writes in the free quadrant, characterizing the person (as well as writing "He is..." 10 times). Then the pages are handed back to their authors and each individual can compare what the groups wrote about him and whether it corresponds to his own judgments about himself.



Paragraph No 4 -
Relationships

''During adolescence, young people learn how to form safe and healthy relationships with friends, parents, caregivers, teachers, and romantic partners. Adolescents often try on different identities and roles, and all of these relationships contribute to their identity formation. Peers, in particular, play a big role in creating an identity during adolescence. Within this category, you will find some methods suitable for practising and reflecting on relationship bonds, overview, and personal boundaries.''

METHOD NO 1
"BLOB TREE"

Individually

One session

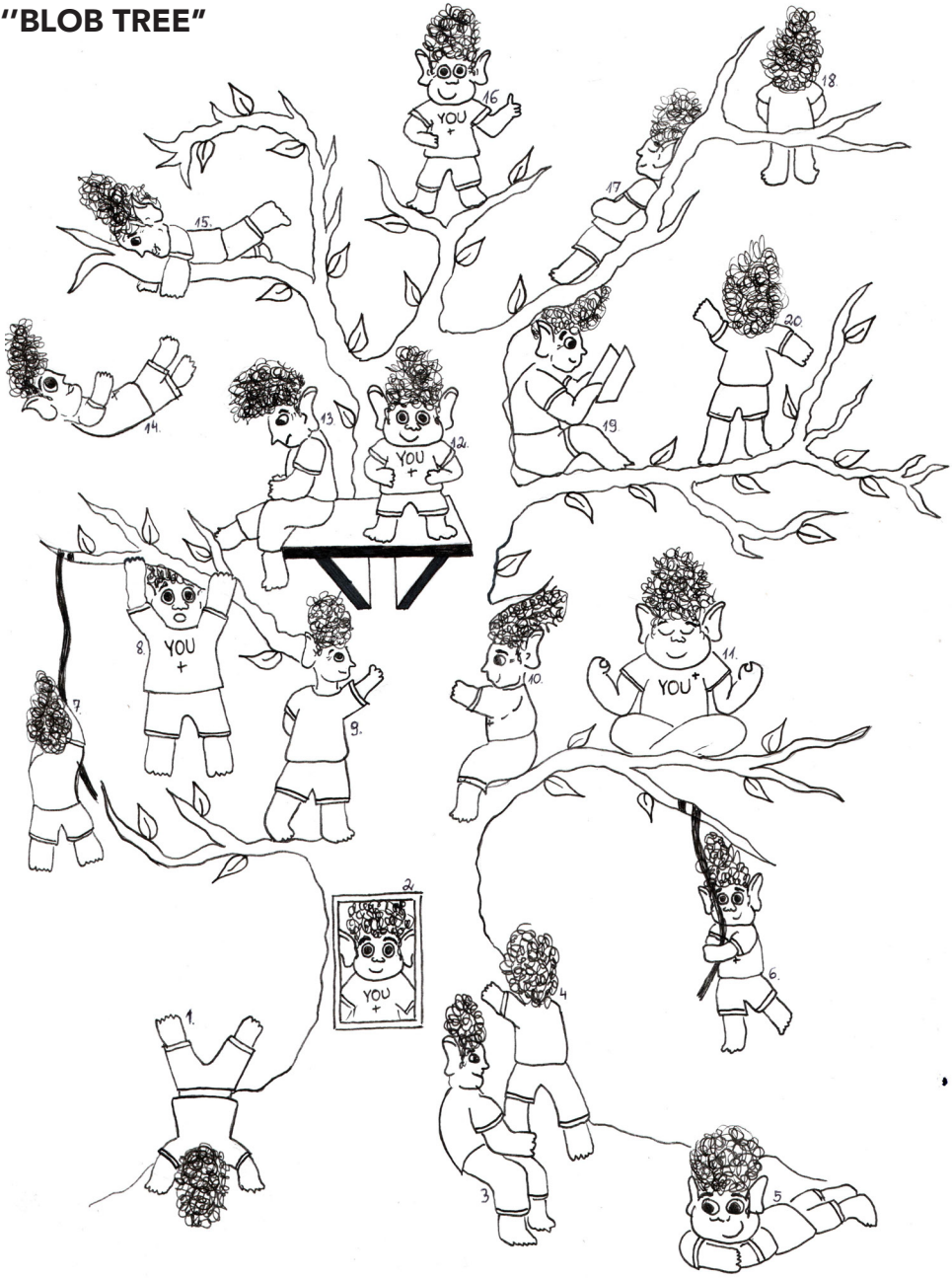
A printed sheet of the blob tree, colouring pencils

"Blob tree'' is a tool that can be used to help articulate feelings and help facilitate development.

Questions that can be asked.
Please color or choose a figure.

- How do you feel right now?
- How did you feel at school?
- How did you feel yesterday?
- How do you feel when you wake up in the morning?
- Which blobs are most like your family members?
- How do you feel when you go to bed at night?

Method No 1
"BLOB TREE"



METHOD NO 2
"YES/NO"

4-100 participants (pair number)

Short-term; 30-40 minutes including debriefing

No items are needed

This is a powerful method to deal with topics of approval vs. rejection, personal boundaries, and compromises in a non-verbal way. As this activity can potentially bring up some strong personal feelings, it is advised to do this with a group that already knows each other and where people already feel safe and accepted.

It is all about feeling the space between you. Make two lines facing each other. Make sure you have a person directly in front of you and that you keep eye contact during the whole activity. The people on one side will be walking toward the person directly in front of them. The people on the other side will say either "yes" or "no" to the person walking towards them. If you say yes, the person can take a step if they want to (but only if they want). If you say no, the person in front will have to stand still. Many participants will naturally finish by giving each other a hug while some will stop with some space between them. Afterwards one of the lines moves one spot to the left (which means the person at the end has to walk around to the other end) and repeats the same activity with the roles switched.

Questions for debriefing (examples):

- How do you feel now?
- How was it for you when/if the other person said no?
- How can you apply this experience to relations in your own lives?

METHOD NO 3
"RED BLACK GAME"

 10-15 participants

 Short-term; As much as needed

 The description of the link

 This is a version of the most classic game within the field of game theory known as prisoners dilemma. It highlights that sometimes the self-interest or collective interest is not always the same, leading some people to choose to not cooperate, even if this is eventually the best for everyone. In this version, the two teams don't know they are not competing but cooperating.

 The instructions to give to players:

1. Your goal is to get the highest positive score
2. You have 10 minutes to read and understand the rules
3. Each round will last 5 minutes.
4. The majority of votes decides
5. If a team does not vote, your vote automatically becomes not valid (-3)
6. In round 3 and 6 the score will be doubled (x2)

Include this only if you have time to debrief it afterwards.

To see the methods full version, please follow this link:
https://ej.uz/redblack-game



Paragraph No 5 -
Daily life skills

''Daily life skills are an important part of adolescence and youth life. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation, and developing an independent thought process. These are truly the years of creativity, idealism, buoyancy, and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially those relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential and at the same time, one of greater vulnerability.''

METHOD NO 1
"21-DAY CALENDAR"

 1-10 participants

 Long-term (21 days)

 Prepare a 21-day blank calendar form where you can write each day how are you doing with the new goal

 To develop new positive daily life habits.

 1 thing that you are going to do differently every single day for 21 days (after 21 days a habit is made). For example: waking up and drinking 1 glass of water, taking a colder shower, eating breakfast.

21-Day Accomplishment Challenge Calendar

Method No 1
"21-DAY CALENDAR"

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

METHOD NO 2
"EXPLORING LIFE SKILLS"

2-8 participants

Short-term; 1 hour

Flashcards, markers, flip charts, gum/ tape

To become aware of the life skills that the participants possess and use in their day-to-day life. Participants will know about life skills and their use in day-to-day life. Objective is to explore the concept of life skills. To know the life skills used by the participants in their day-to-day life.

Invite the participants to sit in a circle. Ask them if they have heard of the term "life skills"? What do they know about it? Explain that all of us possess certain skills that allow us to live our lives. For example, the skill to write, work with others or make a decision. Pass out one flash card to each participant, and ask him/her to write the most important skill he/she possesses. Allow the participants 5 minutes to do this exercise. Invite the participants to display their cards on the floor. Ask them to group similar cards. Ask if the cards represent most of the skills required for leading a healthy and productive life. If not, ask them to add the remaining skills. While the participants are busy doing their work, prepare three flashcards with the headings – "All of us have", "Some of us have" and "None of us has". After the participants finish writing and grouping the flashcards, ask them to arrange the flashcards in a horizontal line on the floor. Place the three cards, which you have prepared, in a vertical line next to the horizontal line of cards. Once this is done, you should be able to draw a matrix of rows and columns on the floor.

METHOD NO 3
”LIST OF WISHES AND GOALS”

 Individually

 Short-term; As needed

 A paper sheet and a pen

 Get to know the youngters subconscious minds goals and intentions. A great start of having small goals to reach, and become indepenent and motivated.

 Write down everything that pops into your head after each question! (give yourself time to think before the next one).

Questions:
- If you found out you were going to die next year, what the hell would you do?
- What have you always dreamed of, but never realized?
- What would you do if you had an infinite amount of time, money, and other necessities and resources?
- What would you like to experience - what emotions or events?
- What would you like to see in your life?
- Which person would you like to be?
- What would you like to create or leave behind for your family?

And the world?
- Which people would you like to meet in your life?
- What would you like to learn - what would you like to learn? etc.

(add up to 15 questions)

Work with the list Structure the list from 1 to - according to importance! (subjective perception felt- what would you like most?)

Take the first 3 desires (subjectively more important) and think: what's bothering you to reach/get/feel it already? That it is possible to overcome these obstacles? What resources are needed? What help? What will change if you realize it?

Creation of an achievement plan - use one of the techniques for achieving the goal or tracking pages for achieving goals!



Paragraph No 6 -
Sexual orientation and gender identity

''Adolescence is a developmental phase in which young people begin to explore their identity and seek to understand how their identity fits into the larger society. Although this is a developmental task for all adolescents, it is especially salient for sexual and gender minority youth. Owing to oppressive social structures and stigmatized identities, adolescents who identify as non-heterosexual or non-cisgender are vulnerable to experiencing disproportionate adverse health outcomes. Sexual orientation can also refer to a person's capacity for sexual feelings. More than the need to reproduce, sexual drive is an important part of human emotional expression and deep connection with another. It's not clear whether our sexual orientation is a result of genetic or hormonal factors, our childhood, and parenting, or the society and culture we grow up in. However, exploring your sexual orientation is normal, healthy, and deeply personal. The increased awareness of gender and fluidity of gender, in the general population and among mental health professionals has led to increased demand for and provision of specialist service provision.''

METHOD NO 1
"GENDERBREAD PERSON"

Individually

Short term; As needed

Worksheet

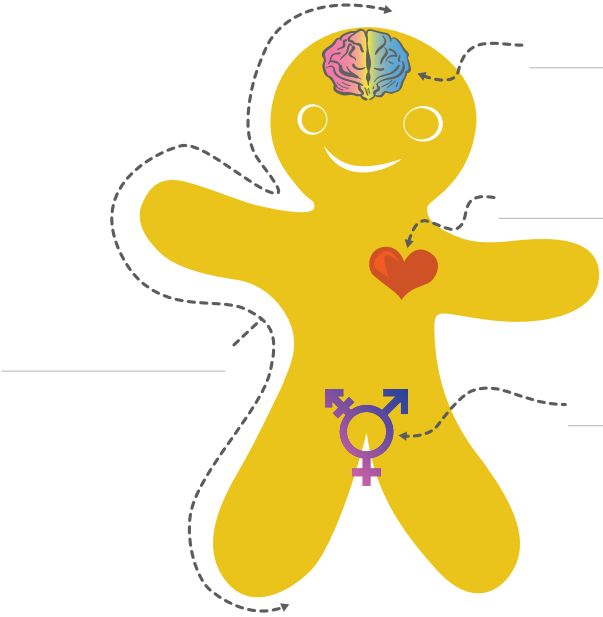
Gender is one of those things everyone thinks they understand, but most people don't. Gender isn't binary. It's not either/or. In many cases, it's both/and. A bit of this, a dash of that.
This little guide is meant to be an insight into gender understanding. As you'll see above, we have four elements.

The first three categories all pertain to gender while the fourth pertains to sexuality. The schema used here to map out the gender (the "-ness" model) allows individuals to plot where they identify along both continua to represent varying degrees of alignment with the traditional binary elements of each aspect of gender, resulting in infinite possibilities of "gender" for a person. It is condoned and recommended to plot ranges along the continua, instead of just points, to depict how their gender might vary (due to different social situations, simulations, or other actions). People tend to assume that someone will consistently be similarly positioned in either the top or bottom of each of the continuum pairs above (all top, or all bottom), but it can be fluid. Gender identity, gender expression, biological sex, and sexual orientation.

Poster: https://www.genderbread.org/resource/genderbread-person-v4-0-poster
More information: https://www.genderbread.org/wp-content/uploads/2017/02/Breaking-through-the-Binary-by-Sam-Killermann.pdf

Method No 1
"GENDERBREAD PERSON"

The Genderbread Person v4



means a lack of what's on the right side





METHOD NO 2
"GENDER DYSPHORIA TEST"

 Individually

 Short-term; One session

 A print out of the test

 Biological sex and social gender are congruent for most people, but not for everyone. A mismatch between sex and gender tends to cause distress and discomfort, which psychiatrists refer to as gender dysphoria. Those with gender dysphoria are often uncomfortable with their assigned gender and may feel disconnected from their own body. Gender dysphoria is associated with high rates of stigmatization and discrimination, resulting in a negative self-image and increased occurrence of other mental health challenges.

 Give the worksheet/test to the youngster to fill out. Take as much time as needed. If there are any questions from the youngster, you can help them out and answer them. Before giving this test it is suggested that the mentor or specialist is familiar with the test.

To see more information and receive the full test, please follow the link: https://ej.uz/gender-d-test

Please note that tests such as this one cannot replace the judgement of an actual healthcare worker. If you do not feel well, you should schedule an appointment with your doctor or a mental health professional who can assist you in making a definite diagnosis.

METHOD NO 3
"BUILDING A RELATIONSHIP"

Individually or in groups of 3-4 participants

Short-term; One session

Worksheet: Romantic Relationships Cards, A3 sheets, glue, scissors, and pen

Developing a secure, healthy, romantic relationship with another person takes time. As the majority of teenagers are only beginning to experience romantic and sexual attraction, they are often unaware of the time involved in building a healthy relationship with another person and of the benefits of allowing physical and emotional aspects of a relationship to develop together. Physical intimacy such as kissing and touching in the absence of an emotional connection, involving respect, trust, and genuine caring is common in adolescence. While some experimentation is natural at this stage, it can also give rise to feelings of vulnerability and confusion. Young people learn relationship skills, such as building trust and good communication, through their friendships. This important learning can be transferred to more intimate relationships in adulthood.

Ask to draw an 'S' shape the full length of the large piece of paper. Give time (20 mins) for groups to discuss the statements on the cards. Ask them to stick the cards on the large page (starting at the top of the 'S'), in what they consider to be the 'correct' order for a relationship that is healthy at the beginning, and then develops into a lifelong commitment/marriage stage, or becomes unhealthy and ends. Remind the groups that a relationship can end at any stage. Not all cards have to be used and there will be variety in what the groups decide. You may like to visit each of the groups to get a flavour of the discussion that guided their decisions. When the groups have finished, put the pages on the wall for everyone to see what the other groups thought.

Not all cards have to be used and there will be variety in what the groups decide. You may like to visit each of the groups to get a flavour of the discussion that guided their decisions. When the groups have finished, put the pages on the wall for everyone to see what the other groups thought.



Paragraph No 7 -
Emotional intelligence

''Emotional intelligence is how well individuals identify and manage their own emotions and react to the emotions of others. Understanding how those emotions shape your thoughts and actions can give you more control of your own behavior and help develop skills to manage yourself more effectively. Becoming more emotionally conscious allows you to grow and gain a deeper understanding of who you are, enabling you to communicate better with others and build stronger relationships.''

METHOD NO 1
"10 THINGS I WOULD DO, IF I WAS NOT SCARED"

 Individually

 Short-term; One session

 None

 Fear is something that mentally cripples people into inaction. While you can't erase fear, you can learn to dance with it gracefully and shift your perspective on the topic. Facing your fearful feelings brings them to an end because if you proceed with being afraid, you'll see that all that has been scaring you is your apprehension of fear: the anticipation of negative thoughts or reactions and this realization can set you free of fear.

 Describe two situations where you have felt fear. Think about what could've been the outcome if you acted more boldly in these situations. Next time, try to switch your focus on your achievements or results, not fear.

METHOD NO 2
"COMIC ART"

5-20 participants

Short-term; As much as needed

Papers, handouts, colour crayons, and pencils/paint

Engagement with the arts, both as art appreciation and art creation can be a powerful teaching tool in increasing emotional intelligence abilities, providing an alternative way of expression while it can increase creativity in everyday life. Through comics, young people can engage in debates about the world and examine their own feelings about things. Creating a comic character is a moment where young people, especially adolescents, can express their feeling by presenting and mirroring them in a fictional character. This activity would give the "artist" a safe, protective environment and an opportunity to express thoughts and feeling, overcoming the fear of exposing him-herself.

You invite the participants to create and draw their own comic characters. Use your imagination to draw a character. What's the name of the character? Include facts like pronouns, species, height, and birth sign. What does the character like to do? What does he/she dislike? Tell a fun fact about this character. What's the inspiration to make the character? Then use the worksheet to draw your character. In the end, present your character to the rest of the group.

Please follow the links to get more perspective on the method:
https://ej.uz/comic-art-method
https://ej.uz/comic-art-method-example

METHOD NO 3
”HOW I SEE MYSELF”

 Individually

 One session

 Paper sheet, pencils (colouring- optional), pen

 How I see myself and how I think others see me: Draw a picture of yourself and then try to describe yourself as if you were the main character in a film or a book.

Describe your character as your best friend would describe you. Sometimes other people have a different opinion about us than ourselves.

- How do your parents see you?
- Do you have brothers and sisters?
- How do they see you?
- How do the teachers in school see you?
- And how are the other students?

Make a list of the things you believe that people like the most about you.

Please follow the link for a more widespread version:
https://ej.uz/how-do-i-see-myself

THEORY
"PRACTICE OBSERVING HOW YOU FEEL"

Often we lead hectic, busy lifestyles and it's very easy for us to lose touch with our emotions. To reconnect, try setting a timer for various points during the day. When the timer goes off, take a few deep breaths, and notice how you're feeling. Pay attention to where you are feeling your emotions in your body, how they show up, and what the sensation feels like. The more you practice, the more it will be easier. Pay attention to how you behave. While you're practising your emotional awareness, take time to notice your behaviors too. Observe how you act when you're experiencing certain emotions, and how that affects your day-to-day life. Managing our emotions becomes easier once we become more conscious of how we react to them.

Source:

Raising an emotionally intelligent child - ReachOut Parents. (2022).
https://parents.au.reachout.com/skills-to-build/connecting-and-communicating/things-to-try-supportive-parenting/help-your-teenager-develop-emotional-intelligence

50 tips for improving your emotional intelligence. (2022, January).
https://www.rochemartin.com/blog/50-tips-improving-emotional-intelligence

M. (2022, August 9). How to Improve Your Emotional Intelligence. Professional Development | Harvard DCE.
https://professional.dce.harvard.edu/blog/how-to-improve-your-emotional-intelligence/



Paragraph No 8 -
Discipline and micro-routines

''Discipline isn't about punishment. It's about guiding youngsters towards appropriate ways to behave. For pre-teens and teenagers, discipline is about agreeing on and setting appropriate limits and helping them behave within those limits. A micro-routine is a minor daily task or activity—a small building block that might have gone largely ignored in "normal" times, but when things are abnormal it becomes part of the vital structure of your family's day.''

METHOD NO 1
"24-HOUR DAY CIRCLE"

 Individually

 Long-term- 24 hours

 A paper sheet, colouring pencils

 Time is your most precious gift because you only have a set amount of it. You can get more money, but you can't get more time. When you give someone your time, you are giving them a portion of your life that you'll never get back. We all have 24 hours a day, but there are many different ways how we spend it! What do you do with your time? How are you investing in it? How much of it do you spend on sleeping, daily tasks, studying, hanging out with friends and family, and using technology?

 Make a circle in the middle of the page and split this circle into 24 parts. Each part represents 1 hour. Take different colours and colour how many hours (parts of the circle) you sleep, how many hours you eat, how many hours you study, sit on the phone and pc... It is interesting when a youngster can see on the page how his day looks and where he is losing all his time.

METHOD NO 2
"THE BOAT"

5-20 participants

Short-term; 1 hour or more depending on group size

One big sheet/flipchart/whiteboard, post-its, pens/markers, and small stickers

This method invites the youth to reflect on and clarify their long and short-term goals and what is stopping them to reach those goals.

Ask who can draw a boat on the big flipchart. Hand out post-its and ask participant(s) and give them 10 minutes to write down their future goals, one goal per post-it. Then give them post-its in another colour and ask them to write down the biggest obstacles for them to reach their goals. After this, everyone sticks their post it's to the boat: goals over the water and obstacles under. Then let the group read and divide these into bigger categories (For example, sport, relationships, lack of time, lack of self-confidence) and stick post-its in some groups close to each other. Do the same with the obstacles. Then give everyone 5 small stickers and let them put the stickers on what they think are the most important post-its. Let the group discuss the priorities and categories, first in pairs, and then sum up their discussion as the whole group.

Source: https://www.xn--prosessverkty-mnb.no/tools/baten/"

METHOD NO 3
"MORNING MICRO-ROUTINE CREATION"

 Individually
*Method can be used individually and also in groups

 Long-term, everyday

 Post-its, flipchart, phone

 To create for the youngster a stable plan for the day, follow up with the routine and make progress for the day, setting goals and reaching the goals to make satisfaction and accomplishment through-out this process. The youngter will make progress for himself/herself and will know their capability.

 On the wall create a list of days of the week (month). Set a wake up and/or sleeping hours for every day. On the wall mark every day when you have done it. Set a challenging goal for yourself in order to become consistent with your timetable.
After every short-time goal, reward yourself.



Paragraph No 9 -
Addictions

''We often view teens as irresponsible or immature without recognizing that there is almost always a biological or chemical explanation behind their behavior. Motivation, from a subjective point of view, appears to be a relatively simple process – I want something, and therefore I attempt to get it. It is when motivational processes "go wrong," or when we ask how this seamless relationship between wanting and doing arises, that the development of motivation and its relationship to behavior becomes a theoretically interesting question with significant practical importance. Adolescence and addiction exemplify situations in which the development of motivational processes can result in excessively risky or otherwise dysfunctional behavior. Most of the time addictions appear in youngsters just because they have too much time and energy but not enough free time for activities that they could implement. In this review, we will focus on symmetries between adolescence- and addiction-related changes in motivation and cognitive control that may help explain the increased likelihood of substance abuse and the onset of addiction in adolescence.''

METHOD NO 1
"FREE TIMETABLE"

 Individually

 Long-term, everyday

 Paper, markers, phone

 To learn where this root of addiction for the youngster comes from.

 If you are working with youngsters who have addictions it is very important to understand why they are addicted. Most youngsters become addicts just because they don't have free time. When you start working with such a youngster you have to follow three following steps:

1. Use the 24-hour wheel from this handbook to understand where youngsters are spending their time. This way you will understand whether they have quality free time activities.

2. Use goal-setting methods from this handbook to understand what your youngster wants to achieve in their life. This will help you to find their calling and activities that they might be interested in.

3. Use micro-routine methods to develop daily settings for the youngsters and fill in the empty time gaps that were freed from the addiction (otherwise youngsters will have free time again and re-start their addiction

Of course, you also have to take into consideration that under addiction might be depression, anxiety, suicidal thoughts, or anything else. But by using these three steps you will at least address the problem.

METHOD NO 2
"SCREEN TIME DIARY"

 Individually

 Long-term; 1 week- 1 month

 Communication with the youngster throughout the week, everyday. Phone - for tracking screentime

 To learn where this root of addiction for the youngster comes from. To create everyday communication with the youngter. To learn where the time goes, for how much etc.

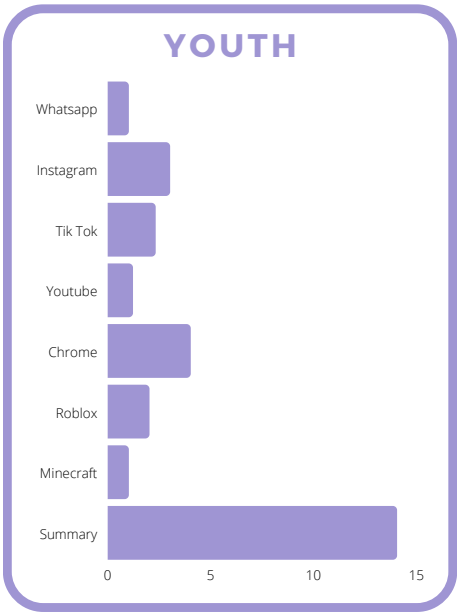
 Every day you contact the youngster to fill in the screen time recording by each application. You can use it also for smoking, drinking alcohol, or using any kind of drugs.

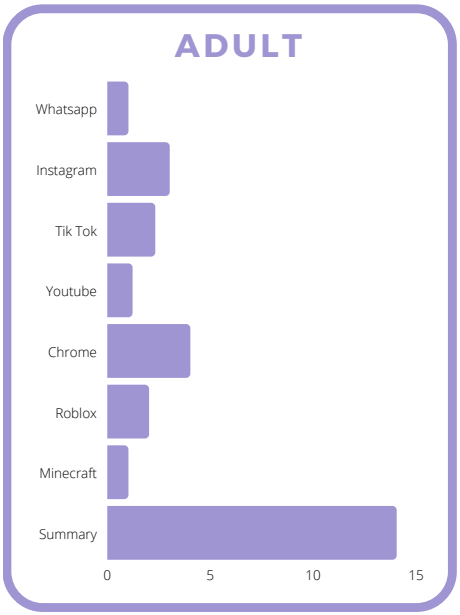
Where to find and how to fill out screentime?

For Apple users screentime - Settings > ScreenTime

For Android users screentime - Settings > Digital Wellbeing and parental controls > Dashboard and check the time under Screen time.

You can: Create your own by taking notes on the phone and take time of the action.
Creating your own design on platforms like Canva.





METHOD NO 3
"CHALLENGES"

 Individual

 Long-term; 7 days

 Optional - A print out with a 30-day challenge worksheet, colouring pencils or/and pen

 Controlling the amount of substances the youngster has or is using for a certain period. Trying to cut it down to make progress with the addiction until the youngster does not need or take substances anymore.

 For a week youngster writes down how many substances he has used during a certain period. Then make a deal between both of you to use less and stick with this deal. After every week you can talk about how hard or easy was this task, what can be done, to make it easier (hobbies, money spent on better things), also congratulate you even if everything was not perfect at least the youngster has tried. You can also make a printable 30-day challenge where they have to colour each they or write how much substance was used.



Paragraph No 10 -
Anxiety and depression

"Adolescence is a crucial period for developing social and emotional habits important for mental well-being. These include adopting healthy sleep patterns; exercising regularly; developing coping, problem-solving, and interpersonal skills; and learning to manage emotions. Protective and supportive environments in the family, at school, and in the wider community are important. Multiple factors affect mental health. The more risk factors adolescents are exposed to, the greater the potential impact on their mental health. Factors that can contribute to stress during adolescence include exposure to adversity, pressure to conform with peers, and exploration of identity. Media influence and gender norms can exacerbate the disparity between an adolescent's lived reality and their perceptions or aspirations for the future. Other important determinants include the quality of their home life and relationships with peers. Violence (especially sexual violence and bullying), harsh parenting, and severe, and socioeconomic problems are recognized risks to mental health."

METHOD NO 1
"BLUE SKY RELAXATION AND SELF-HELP"

Can be done individually or in groups

Short-term; As needed

Paper, pen, calming music for the meditation exercise

This relaxation method can bring calmness in a stressful period and strengthen feelings of self-worth. It is thought of as a group exercise, but can also be done individually. It is especially great for younger groups. It relies on the image of a blue sky which offers so much potential and hope. The method can be used at any time when life gets stressful.

Instructions:

1. Write a list of ten self-care actions or activities you do for well-being in your daily life.

2. Choose three that are most helpful from your list.

3. Get comfortable, and close your eyes.

Please follow the link for a more widespread version:
https://ej.uz/bs-relaxation

METHOD NO 2
"MINDFULNESS EXCERSISES"

 Individually

 Short-term; As needed

 To relax and create the thought that you are at this moment, here, now. To create a stable mindset for the day.

 **1.** Close your eyes, take 5 deep breaths. For 1 minute you are going to listen to all the sounds around you. Are there any sounds that are louder than others, are there any sounds that you do not like, are there any sounds that are giving a good feeling to you?

2. Ask: "What is my intention for today?" Use these prompts to help answer that question, as you think about the people and activities you will face.

Debriefing questions:

- How might I show up today to have the best impact?
- What quality of mind do I want to strengthen and develop?
- What do I need to take better care of myself?
- During difficult moments, how might I be more compassionate to others and myself?
- How might I feel more connected and fulfilled?

METHOD NO 3
"PANIC STATIONS"

Individually

Short-term; One session

For the mentor or specialist- worksheet, for filling out responses during the conversation

Anxiety symptoms can often be grouped into 3 categories. Some symptoms are of the physical or body type, for example, shortness of breath, tightness in the chest, lightheadedness, etc. Some symptoms are of the cognitive type which may include thought responses such as, "I'm going to have a heart attack", "I'm losing my mind", etc. The third category of symptoms is to do with your behaviours or actions, how you act and behave as a result of your anxiety, for example: avoiding public transport, carrying something to read as a distraction, not drinking coffee, etc.

Throughout this module, you have been asked about some of your body responses, thoughtful responses, and physical/ body responses. You can summarise your responses on this sheet.

Please follow this link to see the complete sheet:
https://ej.uz/panic-stations

To read more information about panic, please follow this link:
https://ej.uz/panic-info-sheet



Paragraph No 11 -
Burnout

''Extensive syllabus, extracurricular activities, relationships, social media, and family, being a teen isn't an easy task. All these tasks are demanding and require dedicated time and attentiveness. While trying to strike a perfect balance between their personal and professional life, teens often start feeling overwhelmed. Stress and anxiety start disrupting their daily lives, making it quite difficult to bring life back on track. All these are signs of burnout. In simple words, burnout is a phase when kids overwork for long periods while feeling a lack of control over the situation and having little or no passion for the work. Long-term burnout can also make them vulnerable to illnesses like colds and flu. It is important to have these signs of burnout at the correct time to help overcome the complex situation.''

METHOD NO 1
"LIFE CIRCLE"

 Individually

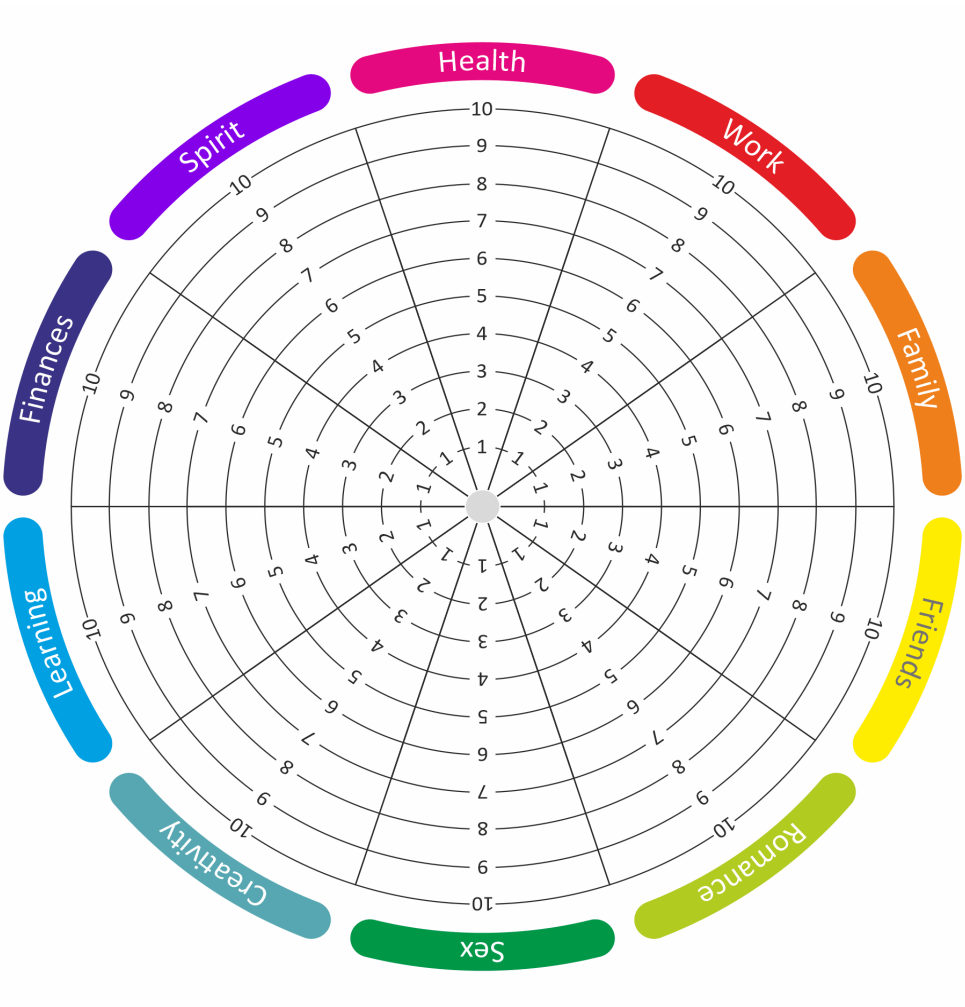
 Short-term; One session

 Printed sheet of the ''life circle'', pencil or pen, coloring pens, pencils (optional)

 To create an overview of how the youngster has their own vision of their life and sense of self. To see what the youngster needs to improve or raise, what needs to be more balanced in their life to promote life satisfaction

 Make a circle on the page and split it into 5 parts. On each part write: Relationship, self-care, finance, family, love (these can change accordingly for example - school, sports, daily life..) Print out the 'life circle'' sheet, give the image of the circle to the client or mentee. Fill out from 1-10, how do you feel about the topic, how does it mirror your life at the moment. On each part describe why do you feel about it, for example, write: Relationship- ''3'' and then description, examples. After filling out, debriefing must me included in this task. You can ask questions for example: "If your health is at "4"- Do you feel emotional or physical health issues? From whom? There is an option to colour the inside of the connected dots, to see what is balanced and how small is the circle.

Method No 1
''LIFE CIRCLE''



METHOD NO 2
"MY BODY"

Individually

Short-term, one session

Printed worksheet

To create for the youngster a postive mindset, making an realization for the youngster of their body and giving them a time to think about their appearence and body.

In the middle, there is a drawing with the person and 4 questions:

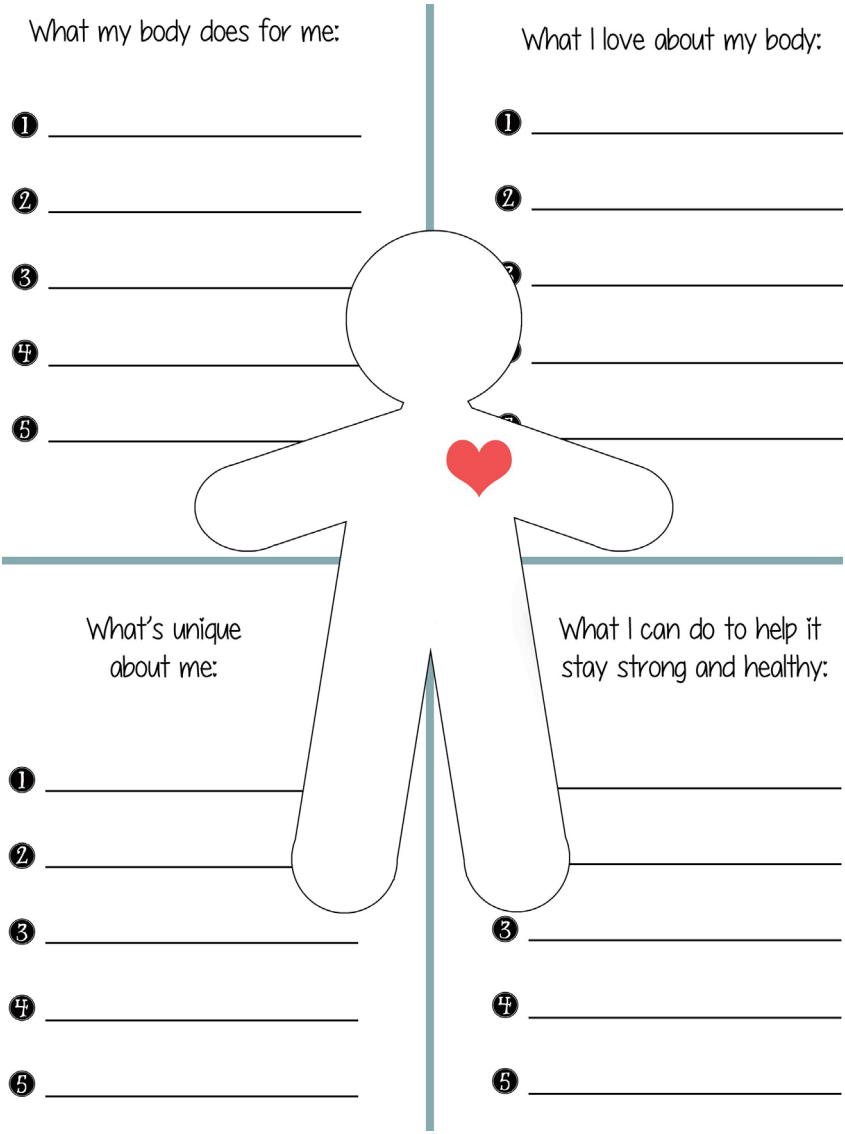
1. What my body does for me?

2. What I love about my body?

3. What is unique about me?

4. What I can do to help my body stay strong and healthy?

Method No 2
"MY BODY"



METHOD NO 3
"ME IN THE EYES OF OTHERS"

6 and above participants

Short term; 30-40 minutes

Blackboard and chalk or felt-tip pen; chairs should be placed in a semicircle

To raise participants' self-confidence and build self-reliance, to develop empathy, and learn to adequately express emotions.

Every Player sits in a semicircle. The leader of the group invites one participant to leave the room. Each of the remaining members make only positive statements about the participant who left, and the leader of the group writes these statements on the board. Statements must be in extended sentence form to the participants (with an explanation). The leader of the group Invites an excited member to join back. The leader offers him to read all the written statements and try to guess which of the group members made each statement. There is no need to strive to achieve an accurate guess at all. This task can be repeated with each player in the game.

After a participant or several participants have left (if the exercise is repeated several times), debriefing can clarify why each person makes a particular statement. It is also interesting to find out why the game participant thinks that it is the person indicated by him who made the given statement. All participants can group their feelings during the execution of the exercise. Also, all conversations are about the process of the activity, not the content.



Paragraph No 12 -
Values and ethics

"It's hard to understand what values and ethical norms should be taught to youngsters. In history, there has always been a struggle between the values of older generations and youth. During their youth youngsters have always tried to understand who they are and what society expects from them. In this section, we provide some of the methods that you can use to help youngsters understand and achieve their values."

METHOD NO 1
"STRENGTHS AND WEAKNESSES"

 Individually



 Printed worksheet



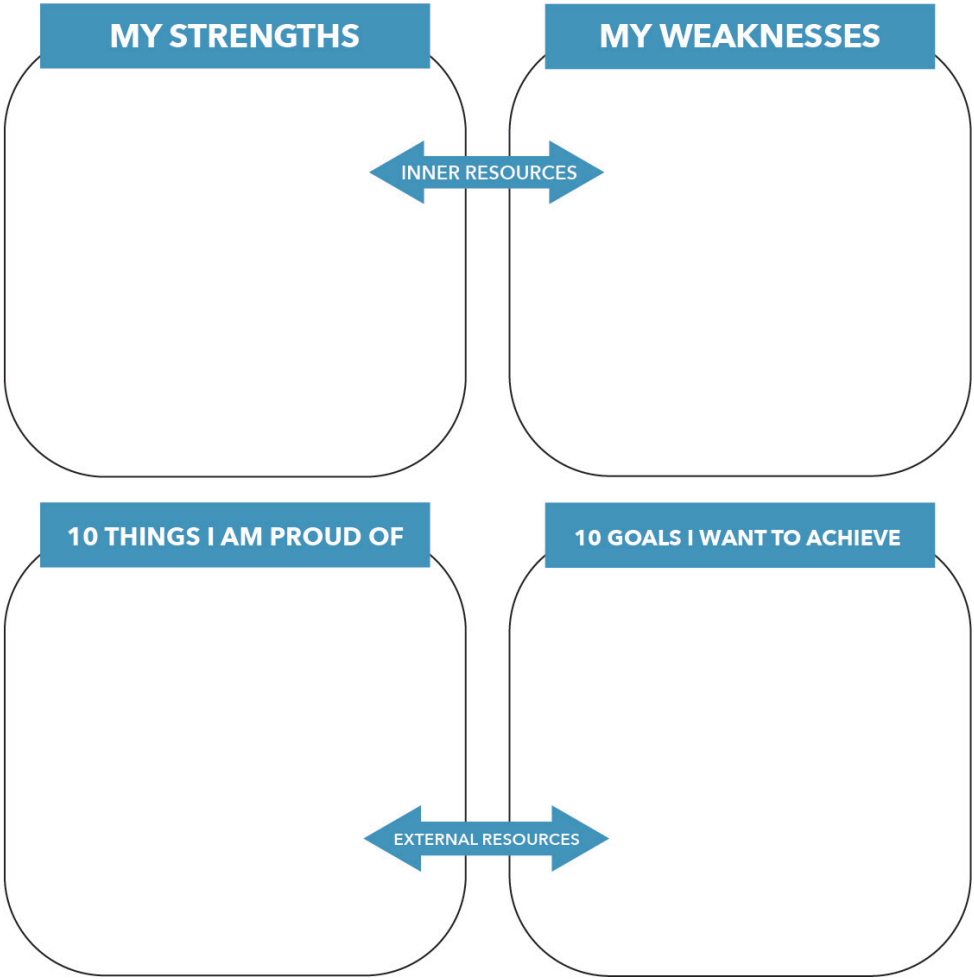
 Give the worksheet to the youngster so they can fill it out. Give them time to think about. You can also ask them questions for example: What kind of actions or tasks are you more likely to get done? What kind of actions or tasks has made some difficulties getting them done? What was your main goals from your childhood that you still think about till this day? What is your biggest achievement in life?

METHOD NO 1
"STRENGTHS AND WEAKNESSES"

NAME _____ _____

Strengths and weaknesses

SWID ANALYSIS IS A POPULAR METHOD OF SITUATIOM ANALYSIS, WHICH LOOKS AT THE STRENGTHS AND WEAKNESSES, AS WELL AS THE GOALS WE WANT TO ACHIEVE AND THE THINGS WE ARE PROUD OF.



METHOD NO 2
"VALUE LINE"

 4 and above participants

 Short-term; Required varies depending on the topic

 Sheets of A4 coloured cards written agree and disagree

 This is a simple activity that explores individual values; it can be linked to other activities to expand a particular theme. it will be familiar to a lot of readers so be creative in how and when to use it.

 **1.** The facilitator places the two A4 cards at opposite ends of the room and explains that participants should imagine a line between the two.

2. The facilitator reads out a statement and invites the participants to stand up and place themselves along the line to reflect their position relative to the statement. Statements may have already been agreed upon with the organization but if not here are some examples: "our government should stop accepting any more refugees."; "the future belongs to young people, so people over 65 should no longer have the vote." etc.

3. The facilitator invites participants to explain why they are standing in a particular position.

4. When everyone who wants to speak has spoken, the facilitator invites participants to move if they wish to change their positions.

5. Movers are invited to offer an explanation for their change.
(10 minutes). Discussion (about 25 – 30 minutes) facilitate a discussion that addresses the issues involved.

METHOD NO 3
"PORTRAIT OF A YOUNG PERSON"

Size 8–30 people.
*Participants work in small groups consisting of 4-6

Short-term; 45–60 minutes

Flipchart paper, coloured paper, scissors, magazines, glue, paper, adhesive tape, and drawing tools

To analyze and better understand the social group of young people: their concerns, problems, and expectations. To discuss the impact of society on the choices and wishes of young people.

In small groups, draw a portrait of a young person on the flipchart. On the same sheet, using the collage technique, the groups are asked to display the following:

The outside of a young person presents:
- Appearance?
- What does she/he wants to possess

(what are the core feature of a young person)?
- What positive and negative habits the person has?

The inside of a young person presents:
- What problems does the young person face?
- What does the young person want to reach?
- What does a young person care about?

Within their own groups, participans should discuss and evaluate the "inside" and "outside" of a young person.

Participants prepare posters and afterwards make presentations to other groups. Often using this method, participants portray a young person in a negative manner, seldom in a positive manner. The task of the workshop leader is to question the group's work and to look at the portraits critically. The objective is to facilitate the participants and help them to identify the impact of society on a young person's choices and their daily life as a whole.

THEORY
"TREE OF LIFE"

The tree of life concept is pretty simple and straightforward. It is a visual metaphor in which a tree represents your life and the various elements that make it up–past, present, and future. By labeling these parts, you not only begin to discover (or perhaps rediscover) aspects of yourself shaped by the past, but you can then begin to actively cultivate your tree to reflect the kind of person you want to be moving forward. Just as we learned in my last post that the stories of our lives are the events we choose to highlight and contextualize, in this post we will learn how to discover and highlight alternate paths through our past–which in turn create new horizons in our future.

Follow the instructions below to give it a try for yourself:
https://ej.uz/tree-of-life-video



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2022