



SAFE SPACES, STRONG FOUNDATIONS

Practical handbook for promoting safe youth work

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Comprehensive guide for trainers supporting youth workers in Europe



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This handbook is intended for trainers working in the youth field to prepare youth professionals for safe work with young people, both emotionally and physically, during their training. The handbook draws on the research and practical testing, pilot trainings realised through the project „Safety first! - Skills and competences for youth workers, 2022-1-HU01-KA220-YOU-000087578” and aims to provide practical guidance for the design and implementation of effective training courses on this topic.

Creating a safe environment is essential to enable young people to participate fully in programs, to develop and to enjoy learning experiences. There are many different forms of youth work, each with different aspects of safety, and a comprehensive approach is needed. During the training, professional aspects are discussed alongside personal experiences to promote professional development.

Disclaimer

Safety first! – Complex training on emotional and physical safety in youth work

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1. Introduction

Youth work has immense potential to empower young people, support their development, and foster inclusion and participation. However, this potential can only be realized in environments that are emotionally and physically safe. The foundation of meaningful youth work is safety — without it, growth and trust cannot take root.

This handbook was developed to support trainers in preparing youth workers across Europe to ensure safety in all aspects of their practice. It focuses on prevention, self-awareness, and practical readiness while it addresses visible and invisible dimensions of possible harm. Through experiential learning, self-reflection, theoretical insights, and real-world case analysis, this resource offers a structured approach to understanding and practicing safe youth work.

All our background research and field experience pointed clearly to one fact: there have been, and still are, far too many cases where young people were emotionally or physically hurt, mistreated, or traumatized due to the unpreparedness or misjudgement of professionals, leaders around them. In many instances, these harms remain hidden. They are not reported because young people may not understand what happened, may lack the language to describe it, or may simply have no accessible platform to turn to. Often, these experiences fall into a “grey zone” — difficult to name or prove, yet deeply impactful — with subjects at times only realizing years later that something was not right.

This handbook was created to reduce these risks. It is not about creating fear or placing blame, but rather about building capacity, awareness, and responsibility within the youth work field. We believe that safe youth work is professional youth work — and this starts with training that prioritizes both competence and compassion.

By using this handbook, trainers can help youth workers develop the tools, mind-sets, and ethical grounding needed to create and maintain safe spaces for young people. Our collective responsibility is to ensure that no young person is left unsupported, unheard, or unsafe.

About Safety First! project

Ensuring the safety of youth is paramount for fostering exploration of interests and expression of opinions. As asserted by Maslow¹, without the fundamental sense of security, learning and development are hindered. Environments that neglect to provide such safety compromise their efficiency. Youth workers play a pivotal role in offering a physically, emotionally, and mentally safe space for young individuals to develop skills, engage socially with peers and adults, and uncover their unique identities. To achieve this, youth workers must be well-informed and trained, equipped with the necessary tools for success.

At the heart of our initiative, the **Safety First!** project places a spotlight on enhancing the professional skills and knowledge of youth workers. It aims to ensure that they create both physically and mentally safe environment for the young people they serve. It emphasises the crucial need for youth to feel secure in exploring their interests and opinions. Safety is a prerequisite for meaningful learning and development.

Sensitising, raising awareness and giving practical tools goes hand in hand in the project. In addressing this imperative, the project delves into the enhancement of both the **knowledge** base and **sensitivity** of youth workers. This involves recognizing and adeptly handling sensitive situations that may arise. The project supports youth workers and educators by providing a comprehensive framework, encompassing various elements that contribute to the development of their professional competences. Through this framework, youth workers are empowered to make informed preparations and decisions, thereby cultivating a safer and more valuable and beneficial learning environment.

¹ https://en.wikipedia.org/wiki/Maslow's_hierarchy_of_needs

The initiative if Safety First! is created by a strategic consortium of experts and practitioners who united by the common vision of creation of safe learning space for youth.

Project partners:

Hungarian Association for Expressive Arts and Dance Therapy (IKTE-Hungary), the project leader, provides emotional safety knowledge and practice.

Civil Protection Falchi del Salento (Italy) provides first aid, raising awareness on safety matters, knowledge and experience.

Community Development Institute Association (CDI-North Macedonia) provides broad and long experience in youth work, working in different programs with diverse target groups.

The consortium shares their knowledge and experience in this “Safety First!” project. The project succeeds through different activities: conducting research, focus group interviews, production of recommendations, delivering training courses, piloting local educational activities, developing an online platform and awareness-raising campaign on social media.

Through series of well-designed and planned WP’s (work packages), the project produces:

- Recommendations on safety in youth work (do-s and don’t-s, etc.)
- Training curriculum for youth workers both on mental/emotional and physical safety.
- Online platform supporting self-directed learning on the present topic providing tools, resources, case studies, background materials, etc.
- Raising awareness using social media on the importance of safety in youth work beyond calling 112.

2. Core principles

At the heart of this handbook are the foundational principles that guide safe youth work. **Inclusivity** ensures that all participants of the training and youth work, regardless of background, ability, or identity, feel respected and valued. It is important to take cultural differences and vulnerable groups into account.

Prevention involves identifying potential risks and proactively establishing strategies to mitigate them.

Respect is cultivated through open communication and authentic interactions, forming the basis for emotional safety. Understanding, empathy and authenticity are important when communicating with young people.

Participation highlights the role of young people as active contributors to the creation of safe environments. Participants should be involved in creating a safe environment, encouraging them to take responsibility for themselves and the group.

Personal responsibility means that professionals should set an example of safe behavior and raise awareness.

Continuous reflection ensures that safety is never taken for granted, but revisited, reviewed, and refined regularly. Safety should be a matter of continuous improvement and the knowledge acquired should be put into practice.

3. Objectives

The aim of the training courses is to provide participants with a **comprehensive overview** of emotional and physical safety in youth work. The training courses focus on theoretical background, self-reflection, experiential learning and the discussion of complex case studies. The aim is for participants to **develop their awareness and competences** in areas necessary for safe work. It is important that the training courses are interactive. They encourage participants to think together, challenge themselves rather than repeating what they already know, and that they exchange experiences.

The training should provide participants with an understanding of

- diversity of youth work
- different forms of vulnerability
- role of group dynamics
- importance of boundaries
- importance of first aid
- importance of emotional safety
- importance of risk management
- importance of professional development
- importance of self-reflection.

The training emphasises the importance of **both emotional and physical** safety.

Emotional safety is based on *trust, openness and acceptance of vulnerability*, while **physical** safety is based on *risk identification, prevention and first aid*.

The aim of the training is to enable participants to **create a safe environment and to deal with crisis situations**.

4. Training methodology

The methodology of this training is based on the belief that safety in youth work is not just a technical skill set, but a deeply human, relational, and embodied practice. The methods described in this handbook are intentionally drawn from a range of fields since youth workers are expected to respond to a wide spectrum of situations, emotions, and needs.

Traditional youth training practices provide a strong base: interactive learning, group discussions, and experiential methods are essential for engagement and understanding. But these alone are not enough when the goal is to ensure both emotional and physical safety in complex and unpredictable environments.

To truly address the holistic nature of safety, our methodology is enriched with approaches from psychological education, coaching, trauma-informed care, mental health awareness, and first aid training. This includes tools for self-reflection, emotional regulation, peer coaching, body awareness, and crisis response.

The methodology is designed to:

- Support participants in gaining theoretical knowledge (lectures, discussions).
- Help them connect emotionally and personally to that knowledge (reflection, storytelling, creative expression).
- Offer embodied and real-world practice (simulations, role-plays, group tasks).
- Provide space for processing and integration (feedback rounds, journaling, debriefs).

We acknowledge that true learning occurs when participants besides being intellectually stimulated are also emotionally engaged. Therefore, each selected method is assessed on its ability to create a safe, inclusive and authentic learning environment. Trainers are expected to be aware of group energy, individual vulnerability, and the emotional impact of exercises — ensuring that participants are not only challenged, but also supported.

This holistic and interdisciplinary approach ensures that youth workers leave the training more informed and more self-aware, emotionally grounded and prepared to handle the realities of working safely with young people.

5. From knowledge to internalization: The missing link

While theoretical knowledge is an essential foundation, we firmly believe that the real transformation happens when that knowledge is internalized — when it moves from the head to the heart. It is not enough for participants to *understand* what safety, empathy, or inclusion means in theory. They must be able to *embody* these principles in their actions, especially in challenging or emotionally charged situations.

Our experience shows that many participants do well in reflective conversations - they express thoughtful insights, inclusive values and seem to be deeply aligned with the principles of safe youth work. But the real test comes in the practical phase. When real emotions are triggered or when personal discomfort surfaces, surface understanding is often lost.

In these moments, unresolved attitudes, unconscious biases, or emotional immaturity can take over — sometimes leading to defensive, dismissive, or even harmful behaviour. Everything that was said before can suddenly seem to vanish.

That's why this handbook and its methodology go beyond transferring knowledge. We emphasize emotional integration, self-awareness, and confronting real reactions in a contained and supportive setting. Through experiential exercises, simulations, and structured debriefing, participants are encouraged to notice their automatic responses, challenge their assumptions, and reflect honestly — not to shame, but to improve.

For this process to be effective and safe, trainers themselves must be well-trained, emotionally grounded, and experienced in holding space for discomfort. They must be capable of recognizing emotional overload, managing group dynamics, and intervening with care and professionalism.

6. Guidelines for trainers

Trainers are more than facilitators — they are role models of safe, respectful behaviour. This means they must continuously embody the same principles they teach: emotional awareness, clear boundaries, inclusion and care.

If trainers push too far, ignore signals of distress, or fail to maintain emotional safety for the group, the process can easily become harmful. It is essential that trainers promote emotional safety and in the meantime they must also **practice what they preach**. Otherwise, the training risks becoming performative, even damaging. *Authentic youth work starts with authentic trainers.*

Trainers play a crucial role in establishing the tone and safety of the training environment. They should be open and available for individual discussions, ensuring that participants feel supported throughout the program. At the outset, trainers should clearly explain their roles, areas of expertise, and the overall objectives of the training.

Creating an emotionally safe and respectful learning space is fundamental. Trainers must be prepared for participants to exhibit resistance or avoidance behaviours—especially during the discussion of complex or emotionally charged topics. It is essential to address these with sensitivity and always bring sessions to a clear and supportive close.

A diverse range of facilitation methods and learning tools should be used to maintain attention and meet varied learning needs. Trainers are encouraged to allow sufficient time for processing, reflection and group dialogue. Language differences and barriers must be considered, and efforts should be made to ensure that all content is accessible and inclusive. Finally, task distribution among the training team should be thoughtfully planned in advance to ensure clarity and flow throughout the sessions.

Practical advice

- Compliance with safety guidelines when carrying out practical tasks during training.
- Provide an emotionally safe space for learning and sharing.
- During training, participants should be aware and in charge of their own emotional and physical safety.
- Respectful communication and behaviour during the training from all parties.
- Vulnerable participants should get reinforced support during the training.
- Clearly state the objectives of the training prior to the training and ask for commitment.
- Explain the role and expertise of the trainers at the beginning of the training.
- Be prepared for resistance or avoidance behaviour from participants for example during complex case studies.
- Make sure to close cases at the end of each session.
- Group dynamics play an important role during training, manage it.
- Allow sufficient time for reflection and discussion.
- Trainers should be open and available to participants for individual discussions.
- Trainers should be open to feedback.
- Take into account difficulties (abilities, emotions, communication, etc.) participants may have.
- The distribution of tasks among trainers should be planned in advance (including moments where individual support is needed for someone).
- At the end of the training, encourage participants to apply what they have learned in practice and to provide feedback.

7. Evaluation

Evaluation is a key component of the training process, providing insight into the effectiveness, relevance, and impact of the program — for the participants and for the trainers as well. In most youth work and educational settings, evaluation is used to gather feedback, assess learning outcomes, and improve future delivery. However, in this training, where the topic of emotional and physical safety is central — and often deeply personal — evaluation carries a much broader and more sensitive role.

This training touches on vulnerable topics that may trigger unexpected emotional responses in participants. Our pilot experiences showed that youth workers are present with their own experiences, including unhealed trauma, moral dilemmas, or confusion around boundaries and safety. For some, the content may open difficult memories, stir uncomfortable realizations, or bring to light “blind spots” that they had previously not recognized. Reactions from fellow participants can also become unintentional triggers.

These emotional responses — while natural and often necessary for growth — may lead to resistance, defensiveness or emotional withdrawal. It is therefore essential that **evaluation is a continuous process**, embedded in the daily rhythm of the training, and not left solely to the final day. Reflection should become part of the learning culture: participants must be encouraged and supported to reflect regularly not just on *what* they learned, but *how they felt*, *what challenged them*, and *what they noticed in themselves and others*.

At the same time, **trainers are not exempt from this process**. They, too, may carry unresolved experiences or unconscious assumptions. Facilitating difficult topics can be emotionally draining, especially when

confronted with strong participant reactions, confrontation or emotional shutdown. Trainers must be open to their own discomfort, remain emotionally available, and regularly check in with themselves and each other.

This makes **teamwork and professional supervision/intravision** essential. Trainers should debrief daily, discussing not just the logistics of the training but also the group dynamics, emotional landscape, and their personal reactions. Questions such as *“What surprised me today?”*, *“Where did I feel uneasy?”*, or *“What do I need support with?”* should be part of a routine reflective process. This is especially important in maintaining their own emotional safety — and in ensuring that they are not unconsciously replicating unsafe dynamics.

Evaluation methods used should reflect this holistic and ongoing approach. In addition to final-day evaluations (e.g., video reflections, self-assessment tools like the competency wheel, written feedback, creative summaries), we recommend integrating daily check-ins, reflective journaling, small-group debriefs, and emotional state mapping. Participants can be encouraged to write anonymous notes to the trainers or share short reflections that help trainers stay attuned to the atmosphere.

Trainers should also evaluate each day — both individually and as a team — and remain flexible enough to **adjust the program in real-time** based on group needs. Sometimes a difficult session may require slowing down or additional processing time; sometimes the energy may call for a grounding or light activity to support emotional regulation.

Ultimately, the goal of evaluation in this training is not only to measure learning outcomes — but to **create a safe, adaptive space where emotional and professional growth can happen** for everyone involved. It reinforces the core value of authenticity: that we are all human, all learning, and that creating safe youth work begins with how we treat ourselves and each other during the learning process itself.

8. Safety First Training

Training modules overview

Target group: youth workers, trainers, facilitators, support workers

Duration: 5 days

Methodology: experiential learning, self-reflection, case studies, simulations, interactive lectures, group process

Focus: self-awareness, competence development, boundary management, crisis response, trauma sensitivity

This handbook provides guidance for trainers working in the youth field and is intended to be flexible. The modules, methods, and recommendations can be adapted to the specific training goals and the needs of present participants. Above all, the focus remains on fostering a safe environment, building professional competences, and engaging in meaningful experiential learning.

- The training offers 4 main elements: theoretical background, self-reflection, experiential learning and discussion of case studies.
- The process leads from awareness to the discovery of one's own relationship with the subject to authentic and professional youth work.
- During the training, professional aspects will be discussed alongside personal experiences in order to promote professional development.
- Participants are expected to be youth workers and volunteers with practical experience at local and/or international level to link the training to real life scenarios.

Program flow and proportions

Day	Main focus	Duration	Proportion of elements	Main objectives
Day 1	Arrival, group safety, shared language, expectations	6–7 hrs	60% connection, 40% theory	Create safe space, define key terms and group rules.
Day 2	Self-awareness, motivation, professional readiness	7 hrs	50% reflection, 30% theory, 20% practice	Map own competences, prepare for emotionally safe practice.
Day 3	Risk, vulnerability, boundaries	6–7 hrs	40% practice, 30% theory, 30% processing	Recognise vulnerability, establish healthy limits.
Day 4	Simulations, emotional first aid, casework	7 hrs	60% simulation, 20% theory, 20% reflection	Apply skills, react to real-life scenarios, crisis support.
Day 5	Integration, evaluation, commitment	6 hrs	50% reflection, 30% feedback, 20% closure	Integrate learning, plan next steps, provide closure.

Daily structure

Time	Activity
09:00–09:30	Arrival, check-in, setting the mood
09:30–11:00	Main topic (interactive presentation, exercises)
11:00–11:30	Coffee break
11:30–13:00	Group work, simulation or discussion
13:00–14:30	Lunch break
14:30–16:00	In-depth block: case study, dramatic work, journaling
16:00–17:00	Closing, processing, small group or plenary reflection
17:00–17:30	Trainers' daily intravision, internal evaluation
Evening	Downtime, self-directed groups or individually

Key ratios within the entire training

- 30% self-reflection (written, in pairs, small groups)
- 25% exercises / simulations / case studies
- 20% theoretical background
- 15% group dynamics and rapport building
- 10% closing reflections and feedback

Program overview

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	<i>Grounding and self-awareness</i>	<i>Preparation and vulnerability</i>	<i>The practice of creating safe spaces</i>	<i>Competences in practice</i>	<i>Integration</i>
9.00-9.30	Morning gathering: arrivals, coffee and chit chat, setting the mood				
09:30-13:00	I. Intro to the training & group building	V. Competences, youth workers competences VI. How to prepare myself as a professional?	X. Group dynamics	XVI. Youth workers competences for safety and learning zone	XX. Integration
	Break				
	II. What is youth work? What are its frameworks?	VII. Identifying vulnerability in groups	XI. Boundaries XII. Emotional first aid	XVII. Intro of the outdoor simulation	XXI. Closing
13:00-14:30	Lunch				
14:30-17:30	III. Youth workers' motivation	VIII. Identifying risks	XIII. Case study (emotional) with BASIS tool XIV. Physical first aid	XVIII. Outdoor simulation	Time for feedback in person, final questions, private discussions needed for closure
	Break				
	IV. Case study	IX. Case study	XV. Case study (physical)	XIX. Debriefing the simulation	
17.30-18.30	Daily evaluation, time for feedback, questions, private discussions				

Detailed program plan, module descriptions

I. Intro to the training & group building

Topic I.	I. Intro to the training & group building
Timeframe	90 minutes Practicalities 30' Group building 60'
Learning goal	Practicalities 1. Understanding logistics 2. Develop effective communication and channels for feedback 3. Ensure individual support awareness 4. Fund a positive and inclusive atmosphere. Group building 1. Initial Connection: - Encourage initial connections among participants, fostering a sense of community and teamwork from the outset. 2. Introduction to group members: - Enable participants to learn and remember the names, backgrounds, and key characteristics of their fellow trainees. 3. Creating a safe space: - Establish a sense of safety and trust within the group, promoting an environment where individuals feel comfortable sharing and collaborating. 4. Awareness of diversity: - Increase awareness of the diversity within the group, including cultural, professional, and personal differences. 5. Setting positive tone: - Set a positive and open tone for the training, encouraging a mindset of cooperation and mutual support. Integration with the overall training goals Introduction to team building: - Introduce the concept of team building and its relevance to group activities. Icebreaker understanding: - Participants should understand the purpose and importance of icebreaker activities in building a positive and inclusive working atmosphere.
Information about the session	By addressing the practicalities and logistics, participants can focus on the training content and engage fully in the learning experience. Be the example of what you train about, use all aspects of the venue, program from the very beginning to educate and be a role model. Feel free to point it out for the participants. The training is holistic from this point, educating by content and way of delivery from the very beginning till the end. Foundation for collaboration: - The initial group building session lays the foundation for collaborative learning, emphasizing the importance of teamwork and mutual respect throughout the training.

	Alignment with training objectives: - Connect the introductory group building activities with the broader training objectives, emphasizing how positive group dynamics contribute to the success of youth work programs.
Competences	Transferable skills: - Develop transferable skills from the initial group building exercises that participants can apply not only during the training but also in their future work with youth. - Creating a supportive environment - Establish a supportive environment early on, setting the stage for effective communication, active participation, and a willingness to engage in the training content. Encouraging open communication: - Foster open communication by providing opportunities for participants to share expectations, concerns, and goals for the training, creating a foundation for ongoing dialogue.
Content and suggested exercise, practice, methodology	Welcome participants - Greet participants warmly and create a welcoming atmosphere. - Provide a brief overview of the venue pointing out safety aspects Check in Language proficiency check - Check the level of understanding in English. - Address any language barriers and discuss potential solutions. Individual support needs - Inquire about any individual needs for support, such as specific dietary needs or necessary assistance. - Discuss ways to provide tailored support throughout the training. - Point out responsibilities to turn to, in case of unmet need or emerging issues. Time and obligations - Verify the participants' availability for the full time of the course and any potential time limitations. - Address any obligations that might affect their full participation. Practicalities and logistics Breaks and meals - Outline the schedule for breaks, lunch, and/or dinner. - Provide information about meal options and dietary restrictions. - Ask for allergies, dietary needs not to miss any Registration form - Distribute and collect registration forms for essential participant information. - Ensure accurate contact details for communication. Departures and transportation - Discuss arrangements for departures, including taxi services if needed.

- Provide information on transportation options.

Accommodation

- Address any accommodation issues or concerns.
- Provide details about arrangements if needed.

Facilities and usage

- Highlight the locations of restrooms and drinking water stations.
- Emphasize the important matters of the venue.

Emergency and professional contacts

- Share emergency contact details and procedures.
- Designate specific contacts for professional questions during the training.

Smoking and coffee breaks

- Clarify designated smoking areas, if any.
- Discuss coffee break arrangements and locations.

Professional introduction

Role of the trainers

- Introduce the trainers and their roles in the training program.
- Highlight the expertise and experience of the trainers.

Training objectives

- Clearly articulate the objectives of the training.
- Emphasize the importance of physical and mental safety, group building, and practical skills.

Program overview

- Present an overview of the training schedule and modules.
- Outline key topics and activities planned for each session.
- Ensure that it can be reached and reflected on at any time by the participants.

Methodology

- Explain the training methodology, including interactive discussions, practical exercises, and group activities.
- Encourage active participation and engagement throughout the training.

Group building

Pass the ball to learn names (up to 5 minutes)

Participants in a circle, using a ball.

The participant who has the ball says their name and then the name of the person they're passing the ball to.

After several passages the game can be sped up and participants only say the name of the person they are passing the ball to.

Two truths and a lie 15'

- Participants mingle and at a sign take turns sharing two true statements and one false statement about themselves in pairs. The partner then guesses which statement the lie is. Then they move on to a new person and continue.

	This encourages open sharing and helps participants learn more about each other. <u>Group contract 30'</u> <i>Purpose: Establish shared rules for a safe training environment</i> 1. Brainstorming (plenary): ○ What makes a group/team work well? ○ Write key ideas on a flipchart (respect, trust, confidentiality, responsibility, joy, safety, etc.) 2. Group work: ○ Divide into small groups (3–4 people). ○ Each group selects 4–5 key ideas from the flipchart and reformulates them into contract articles. 3. Collective agreement: ○ Merge the groups' contributions into a common contract. ○ Once finalized, all participants sign it.
Variations	Sensing personal space The group members stand in two lines along opposite walls facing each other in pairs (introduction with breathing exercise, then eye-contact with partner). The process happens in silence, without talking. First the people on side A start to walk closer to their partners (side B), each in his/her own pace and they have to stop in front of their partner at a distance by which they think their partner would feel comfortable with. Then they go back to their places and side B walks, while side A is receiving the person. Discussion between the pairs in the middle. Repeat the whole process again with another partner. Human knot Participants stand in a circle, and each person grabs hands with someone across from them. The challenge is to untangle the human knot without letting go of each other's hands. This activity promotes problem-solving and teamwork. Group juggle Participants stand in a circle and pass a ball or any throwable object to each other. The goal is to establish a pattern and increase the speed. Introduce multiple balls to make it more challenging. This activity enhances coordination and teamwork. Wish wall Provide each participant with a sticky note to write an expectation for the training. Create a "Wish wall" where participants share their notes. This builds a sense of community and positive anticipation. Escape room challenge Create a mini-escape room scenario with puzzles and clues. Participants work together to solve the puzzles and "escape" within a set time. This activity encourages collaboration, critical thinking, and time management. Team-building bingo

	Create bingo cards with different team-building challenges or characteristics. Participants interact with each other to find someone who fits each description. The first person to complete a row shouts "Bingo!" This activity encourages networking and collaboration. Trust fall In pairs, one person stands with their back to the other and falls backward, trusting their partner to catch them. This classic trust-building activity emphasizes reliance and support within the group.
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II. What is youth work? What are its frameworks?

Topic II.	II. What is youth work? What are its frameworks?
Timeframe	90 minutes
Learning goal	This session aims to provide a comprehensive overview of the field of youth work, its principles, scope, and the roles and responsibilities of a youth worker. This foundational knowledge will serve as a framework for understanding the broader context and impact of youth work Key learning outcomes: 1. Understanding the concept and scope of youth work 2. Knowledge of the principles and values in youth work 3. Roles and responsibilities of youth workers 4. Understanding the impact of youth work 5. Foundational skills for engaging with youth
Information about the session	Session overview This session aims to provide a foundational understanding of youth work, covering its definition, principles, and the roles of a youth worker. It's designed to be an interactive and engaging introduction to the field. Core topics to cover The evolution of youth work, its impact, and the current trends and challenges in the field, emphasizing the importance of ethics and values in youth work. Methodology, approach Techniques to provoke thought, encouraging group discussions, and facilitating small group activities for better understanding. Make sure that the discussion is based on reality, encourage participants to open up and share real experiences, rather than official definitions. The diversity of youth work and realities should be expressed and tackled by them.
Competences	Skills • Reflection skills: Enhance the ability to have different point of views, communicate with open mind, including active listening, empathy, and clear expression. • Program planning and implementation: Develop skills in designing, implementing, and evaluating youth programs.

	Knowledge • Foundational theories of youth work: Gain knowledge about key theories and concepts underlying youth work. • Understanding youth needs and challenges: Develop a deeper understanding of the issues and challenges faced by young people today. • Legal and ethical frameworks: Learn about the legal and ethical considerations relevant to youth work. Attitude: • Sensitivity and open-mindedness: Encourage open-mindedness and sensitivity to diversity in general. • Reflective practice: Cultivate an attitude of ongoing self-reflection and continuous improvement.
Suggested exercise, practice, methodology	1. Introduction 15' - Brief overview of the session connected to the background of the trainer and participants - Participants present them self with their names and synonyms that explain their understanding of meaning of Youth Work 2. Youth work definitions and discussions 15' - Brainstorming - plenary discussion about the Youth Work understandings - PPT Slide presentation of several Youth Work definitions - Adoption of common understandings of Youth Work 3. Principles and Values in Youth Work - Working in small groups 20' - Dividing the participants in small groups One way to divide participants into smaller groups is by using a methodology called "Seasons." In this method, the participants are split into two groups, each with a mix of individuals born in different seasons. For example, one group could consist of individuals born in the Winter and Spring, while the other group could have those born in the Summer and Autumn. To add some fun and challenge to the activity, the participants could be given a task to create a line based on their date and month of birth, without any verbal communication. - Small group discussions The first group of participants will be focusing on the Principles of youth work, while the second group will be discussing the Values of youth work. Each group will prepare and write down their ideas on a flip-chart paper, and then choose a group presenter who will share the key points during the plenary session. This should be a great opportunity for everyone to collaborate and share their insights on these important topics. - Presentation and feedback 25' In the plenary session, the group presenters will share the key points to the larger group. Afterwards, the participants will have an opportunity to give feedback. Following the presentation, the trainer will use the visuals of PPT to address some key values and principles for youth work. This is aimed to confirm or add additional points on this topic. 4. Reflection of the session 15' - The last part of the session will be used for providing feedback and reflection for topics of the session. Participant will be encouraged to get involved with invitation to give answer on some of the questions:

	What was the most valuable thing you learned during this session? How do you think you can apply youth work values and principles in your own work or personal life?
Variations	Participants will work in small, diverse groups to explore key values and principles relevant to youth work. Each group will receive a mixed-format set of pre-prepared value and principle statements on cut-outs. Their task is to pair related concepts, discuss their meanings, and reflect on their relevance to inclusive, ethical, and effective youth work. Groups are encouraged to add missing elements or remove those they feel are not aligned with their understanding. This interactive session promotes dialogue, critical thinking, and shared understanding among participants.

III. Youth workers' motivation in emotional and physical safety

Topic III.	III. Youth workers' motivation in emotional and physical safety
Timeframe	90 minutes
Learning goal	This interactive session explores the role of motivation in creating emotionally and physically safe environments in youth work. Participants will reflect on their personal and professional motivation. Through small group activities and guided discussions, youth workers will explore how their inner motivations connect to their practice, resilience, and to the well-being of young people they support. Furthermore, the aim is to develop professional self-awareness and self-reflection.
Information about the session	To deepen understanding of how personal and professional motivation impacts the creation and maintenance of emotionally and physically safe spaces in youth work, and to strengthen self-awareness and peer support in this context. Expected outcomes: - Increased awareness of individual motivation in youth work - Stronger connection between motivation and safety practices - Practical strategies for sustaining motivation in challenging situations
Competences	• Self-reflection, professional self-knowledge • Reflection on values, beliefs and attitudes • Ability to develop a continued learning plan for oneself • Being aware of young people's safety and well-being (and of all people who are involved)
Content and suggested exercise, practice, methodology	Reflection on our own resources Individual work: to gather individual resources that are important for professional motivation and professional presence. Drawing them/making a collage/representing them with words, symbols and colors on the resulting body image 30' Sharing in pairs, create a common gallery 30'

	Sharing in plenary 30' What resources did the participants find? How do these resources relate to safety? (2 focus points: How do I know; how do I feel that I am safe? What guarantees that I can create a safe framework?)
Variations	Participants are invited into a quiet, introspective moment with eyes closed, guided through a short visualization to reflect on their inner motivations and emotional/physical responses connected to safe youth work. Afterward, they receive a printed outline of a human figure and are asked to represent – through colors, symbols, drawings, or words – the elements that shape their motivation and influence their sense of emotional and physical safety in their professional role. 1. Guided visualization: With eyes closed, participants are guided through prompts such as: - <i>“Where do you feel your motivation lives in your body?”</i> - <i>“Recall a moment when you felt emotionally safe in your work – where do you feel that memory?”</i> - <i>“Think about a situation that challenged your sense of safety – how did your body respond?”</i> - <i>“What drives you to keep going, even in tough situations?”</i> 2. <u>Body map activity</u> (15–20'): Using the provided human figure outline (see among annexes of handouts), participants are invited to: - Color areas of the body to represent different feelings (e.g., warmth in the chest = compassion). - Draw or name their motivations, safe moments, and trigger points. - Use symbols or metaphors (e.g., a lock for personal boundaries, a flame for passion, a shield for protective practices). - Reflection & sharing: In pairs or small groups, participants share as much or as little of their body map as they feel comfortable. The focus is on recognizing diversity in motivations and responses and building empathy among peers.

IV. IX. XIII. XV. Case studies

Topic IV. IX. XIII. XV.	IV. IX. XIII. XV. Case studies
Timeframe	60 minutes
Learning goal	In this session, participants will explore real-life case studies drawn from youth work practice. The aim is to engage critically with complex, emotionally charged, or ethically challenging situations. Participants will work individually and in groups to analyze the cases, identify key issues, and propose constructive responses using their own knowledge, experience, and values. A dedicated space – such as a "Case Box" – will be provided at the beginning of the training where participants can anonymously contribute their own stories or dilemmas. Selected stories will be used for group reflection and discussion, ensuring relevance and authenticity. Learning goals: - To strengthen critical thinking in complex youth work scenarios - To develop problem-solving skills through peer discussion - To foster the application of theoretical knowledge to real-life situations - To encourage professional self-reflection on emotional responses and decision-making
Information about the session	Foster an environment where every participant feels valued and accepted, and the discussed case is closed by the end of the session. Trainers must be prepared for resistance, discomfort, and any other different kinds of emotional responses that can arise when discussing sensitive cases. Participants may react through: - Avoidance or refusal to engage - Minimizing the situation or "checking out" - Emotional suppression or over-involvement - Use of coping strategies like humor, distraction, or venting While these coping mechanisms may offer short-term relief, they often do not contribute to long-term emotional well-being. They are natural responses, it's important to recognize that they often might reflect latent difficulty in processing the topic. Facilitators should: - Acknowledge all emotional reactions as valid - Gently encourage engagement without forcing disclosure - Offer supportive language and grounding exercises - Create closure at the end of each case, ensuring emotional containment and learning integration This is a session which proved to be the strongest element of the program with different groups and scenarios. To avoid overwhelming time for digestion, case studies should be divided into different days, and to be adjusted to the group..
Competences	The case study methodology is designed to foster key professional competences in youth workers by engaging them in the analysis of diverse, real-world scenarios. These cases reflect the complexity and variety of

	challenges encountered in youth work practice, supporting both individual growth and peer learning. Participants are encouraged to reflect on the case and at the same time on their own responses, values, and decision-making strategies. Key competences developed include: • Critical thinking: Analyzing complex, ambiguous situations and identifying core issues and dilemmas. • Problem-solving: Generating realistic and ethical responses based on the needs of young people and the context. • Application of theoretical knowledge: Translating concepts, methods, and ethical frameworks into practical responses. • Self-assessment and reflection: Evaluating one's own actions, motivations, and emotional responses in professional scenarios. • Communication and peer dialogue: Practicing respectful, reflective, and constructive communication with peers. • Emotional resilience and self-regulation: Navigating emotionally charged situations and learning to identify and manage one's coping strategies. By embedding self-assessment in the process, participants deepen their awareness of their evolving competences and areas for growth.
Content and suggested exercise, practice, methodology	1. Introduction 5' - Brief overview of the purpose of using case studies. - Emphasize that case studies will be used to explore various aspects of emotional and physical safety in youth work. 2. Case study presentation 10' - Present a series of case studies, each highlighting specific challenges related to emotional and physical safety. - Cases may include scenarios involving conflict resolution, crisis management, safeguarding or creating a safe and inclusive environment. 3. Small group analysis 15' - Divide participants into small groups. - Assign each group a case study and provide specific questions to guide their analysis. - Encourage discussion and collaboration within the groups. 4. Group presentations 20' - Ask each group to present their analysis of the case study to the entire training group. - Facilitate discussions on different approaches and solutions. 5. Debrief and plenary discussion 20' - Lead a debriefing session to explore common themes and challenges identified in the case studies. - Discuss the application of theoretical knowledge to practical scenarios. - Encourage participants to share their experiences and insights. OR

1. Introduction **5'**
2. Case study presentation **10'**
3. Interactive Role-Playing **35'**
 - Incorporate role-playing exercises where participants act out scenarios based on the case studies.
 - Encourage participants to explore different roles, such as a youth worker, a young person, or a concerned parent.
 - Facilitate discussions after each role-play session.
4. Q&A and Reflection **10'**
 - Conclude the session with a Q&A session where participants can seek clarification on any remaining questions.
 - Encourage participants to reflect on key takeaways and how they can apply their learnings in their youth work.

Possible reflection points:
 What are the challenges for youth?
 What are the challenges for youth workers?
 Where should be the focus when dealing with it?
 What are the first steps to take?
 How to define professional/personal limits?
 Should there be a follow up? If yes what?
 On whom is the responsibility?
 What can be the solution?
 What should be the further strategies?

Possible topics to be covered for example:

1. Conflict resolution:
Managing conflicts within a youth group.
2. Crisis management:
Responding to emergencies and crisis situations.
3. Safeguarding:
Recognizing and responding to signs of abuse or neglect.
4. Creating inclusive spaces:
Addressing issues related to diversity and inclusion.
5. Mental health support:
Identifying and supporting young people dealing with mental health challenges.
6. Physical safety:
Ensuring the safety of participants during outdoor activities or events.
7. Building trust:
Fostering trust and rapport within a youth group.
8. Communication strategies:
Effective communication in challenging situations.
[See handouts for case studies among annexes.](#)

V. Competences, youth workers competences

Topic V.	V. Competences, youth workers competences
Timeframe	60 minutes
Learning goal	This session aims to enhance participants' understanding of core competences required for effective youth work. It will foster the development of skills that align with essential youth worker competences, enabling participants to identify, reflect, and apply these competences in practice. <u>Key learning outcomes:</u> - Gain a thorough understanding of key youth worker competences and their definitions. - Develop the ability to recognize and provide practical examples of each competency. - Understand the importance of these competences in their roles as youth workers. - Reflect on their personal and professional strengths and areas for improvement.
Information about the session	The session introduces participants to the core competences essential for youth work. It incorporates small group activities to facilitate interactive learning, encouraging participants to collaboratively analyze and exemplify different competences. Core topics to cover 1. Overview of youth worker competences 2. Group exploration of competences 3. Presentation of findings and group feedback
Competences	It contributes to the overall development of professional identity, emotional intelligence, and practical issues in youth work. Awareness, understanding, and initial integration of professional capacities is key during this session. 1. Awareness of professional roles and responsibilities • Understanding what it means to be a youth worker • Recognizing the scope of ethical, emotional, and practical responsibilities • Becoming aware of one's current capacities and areas for growth 2. Knowledge of competence frameworks • Familiarity with models such as the ETS Competence Model for Youth Workers and Youthpass Key Competences • Understanding how competences are defined, structured, and used for professional development 3. Meta-Learning (Learning to Learn) • Developing the ability to reflect on one's own learning process • Identifying personal learning needs and setting development goals • Recognizing how competence development is a lifelong process

	4. Self-reflection and initial self-assessment • Beginning to examine one's values, beliefs, and behaviors in the context of youth work • Trying out reflective tools (journals, discussions, visual mapping) • Building comfort with personal vulnerability and constructive self-critique 5. Motivation and engagement in professional growth • Cultivating a mindset open to learning, feedback, and self-improvement • Connecting inner motivations with competence development • Understanding why these competences matter for effective and ethical youth work 6. Empathy and perspective-taking • Gaining insight into the diverse realities of youth workers and young people • Practicing curiosity and openness to other people's stories and challenges
Suggested exercise, practice, methodology	1. Introduction 10' - Brief overview of session objectives. - Icebreaker: Participants share personal interpretations of "competence" using synonyms and examples. 2. Competency breakdown and group division 10' - Introduce the table of competences (see Handout). - Divide participants into three groups, ensuring diverse backgrounds and experiences are mixed. - Distribute printed copies of the competency table to each group. - Explain the task: Each group must select 6-8 competences, fill the empty columns by providing two practical examples, and reflect on their relevance in youth work. 3. Small group work 20' - Groups work collaboratively to complete their assigned competences. - Encourage discussions and brainstorming to elicit real-life examples. 4. Group presentations 20' - Each group presents their completed tables, highlighting key examples. - Peer feedback is encouraged after each presentation. 5. Trainer's feedback 5' - Trainer consolidates the key points, adds additional insights, and clarifies misconceptions. 6. Reflection and evaluation 5' - Participants reflect individually on the competences they found most relevant to their roles. <u>Guiding questions:</u> "Which competency do you feel is your strongest?" "Where do you see the most room for growth?" "How can you apply these competences in your current work?" Participants share insights with the larger group.

VI. How to prepare myself as a professional?

Topic VI.	VI. How to prepare myself as a professional?
Timeframe	30 minutes
Learning goal	This module aims to equip youth workers with the necessary skills, mindset, and self-awareness to prepare themselves professionally, with a special focus on ensuring emotional and physical safety in youth work. The session encourages participants to explore their internal resources, motivations, and values, recognizing that self-knowledge and reflection are core foundations of professional readiness and resilience.
Information about the session	The session is structured to provide a safe and reflective environment in which participants can explore their own experiences, triggers, values, and motivations. They engage in exercises that support personal insight and grounding. The session also highlights how understanding oneself better helps youth workers: • Recognize their limits and needs • Respond more consciously in emotionally demanding situations • Act in alignment with their values and the ethical standards of youth work The approach is experiential and dialogical, promoting openness and acceptance while fostering critical awareness of the self in the professional role. This session combines experiential learning, peer coaching, and reflective practice to help participants deepen their self-awareness, understand their readiness for vulnerable situations, and connect theoretical concepts to real-life youth work practice.
Competences	• Self-reflection and professional self-knowledge: Ability to examine one's identity, habits, and reactions in youth work settings. • Readiness to self-reflect to understand own motivations: Engaging with inner drives, assumptions, and emotional triggers that shape one's actions. • Awareness of values, beliefs, and attitudes: Recognizing how personal worldviews impact relationships, decisions, and boundaries in youth work. • Emotional literacy and resilience: Beginning to name and regulate emotions in challenging or uncertain situations.
Content and suggested exercise, practice, methodology	Participants will explore their preparedness through the lens of four key development areas, for this the introduction of the elements of a competence is needed 5' • Knowledge – Understanding youth work principles, safety frameworks, and self-care strategies • Skills – Communication, emotional regulation, active listening, and questioning techniques • Attitude – Openness, non-judgement, empathy, motivation to grow • Behaviour – Day-to-day professional conduct, boundary setting, reflective action

"Mini-Coaching for real-life scenarios"

1. Individual Preparation 10'

Participants reflect on a real or imagined youth work activity they would like to implement. They consider:

- The context and goals of the activity
- Potential emotional/physical safety issues
- Their own strengths and limits in facilitating it

They keep in mind the four pillars: knowledge, skills, attitude, behaviour.

2. Peer coaching in pairs 10'-10'

Participants are paired. Each takes a turn in the role of coachee and coach.

The coaching approach is based on open-ended questions and non-directive support.

The coach's task is to:

- Build rapport
- Use open, reflective questions
- Avoid giving advice
- Hold space for the other's reflection

3. Role swap

After 10 minutes, participants switch roles and repeat the process.

4. Group reflection and plenary sharing 15'

Participants come back together and reflect on:

- What new insights they gained about their preparedness
- Which skills or behaviours they already have
- What they still need to develop
- How it felt to be supported without receiving advice

Encourage sharing around emotional awareness, growth edges, and positive surprises. Use a flipchart or board to collect keywords from the discussion.

VII. Identifying vulnerability in groups

Topic VII.	VII. Identifying vulnerability in groups
Timeframe	90 minutes
Learning goal	This session aims to equip participants with the skills and knowledge necessary to identify and understand vulnerability in group settings, particularly among youth. The focus will be on recognizing signs of vulnerability, understanding its various forms, and appreciating the complexities surrounding it in a group dynamic. <u>Key learning outcomes:</u> 1. Recognition of vulnerability signs 2. Understanding types and sources of vulnerability 3. Increased assessment skills 4. Understanding of cultural sensitivity and awareness 5. Recognition of the key indicators of vulnerability in individuals
Information about the session	The session focuses on equipping participants with the ability to identify and understand various forms of vulnerability within youth groups. This includes recognizing signs, understanding underlying factors, and appropriate communication strategies. Core topics to cover Types of vulnerabilities (emotional, social, economic), signs of vulnerability in youth, cultural considerations, and ethical aspects of dealing with vulnerable individuals.
Competences	Skills • Identification and assessment skills: Developing the ability to identify signs of vulnerability in groups and assess the levels of support needed. • Communication skills: Enhancing skills in empathetic, sensitive, and effective communication with vulnerable individuals. • Intervention skills: Support appropriate intervention strategies to support vulnerable individuals in a group setting. Knowledge: • Understanding vulnerability: Gaining a deep understanding of the different types and sources of vulnerability among youth, including cultural, social, and economic factors. • Knowledge of support mechanisms: Learning about various support mechanisms and resources available for <i>vulnerable groups</i>. Attitude: • Empathy and sensitivity: Encouraging a deep sense of empathy and sensitivity towards the challenges faced by vulnerable individuals. • Ethical awareness: Fostering a strong ethical approach to handling sensitive issues related to vulnerability. • Commitment to inclusivity: Encouraging a commitment to creating inclusive and supportive environments for all individuals. Competences • Connecting to and working with young people: Focusing on the ability to connect with young people and understand their needs, particularly those who are vulnerable. • Meta-learning (learning to learn): Emphasizing the importance of self-reflection and continuous learning, especially in understanding and responding to the complexities of vulnerability.

	• Intercultural competence: Highlighting the need for cultural sensitivity and the ability to work effectively in diverse environments. • Social and civic competences: Highlighting the importance of understanding social dynamics and civic responsibilities, especially in addressing the needs of vulnerable groups. • Communication in the mother tongue/foreign languages: Underlining the importance of clear and sensitive communication, both verbal and non-verbal.
Suggested exercise, practice, methodology	1. Introduction 5' - Brief overview of the session presenting the methodology of work and key methods that will be implemented during the session 2. Indicators of vulnerability 45' - Brainstorming - Plenary discussion about the vulnerability understandings. 10' During the brainstorming session, it is important for participants to feel comfortable sharing their thoughts and opinions regarding the vulnerability being discussed. The trainer can facilitate this by encouraging participation and taking note of each individual's points on a flip-chart table. By highlighting the key points of each opinion, the trainer can help ensure that all perspectives are heard and valued. This can ultimately lead to a more comprehensive understanding of the vulnerability and more effective solutions. - Dividing the participants into small groups 5' - Working in small groups and discussions, <u>Method "Clippings"</u> 15' Each of the four groups is given one section of key indicators of vulnerability in individuals. 1: Behavioral Indicators, Section 2: Emotional Indicators, Section 3: Social Indicators and Section 4: Identifying Vulnerability in group settings. The trainer needs to collect the cards on which vulnerability indicators are printed and the cards on which explanations for the corresponding indicator are printed. Using scissors, they should separate the indicators from the description/explanation of the corresponding indicator and mix them well. The task for each group is to arrange which description/explanation corresponds to the appropriate indicator. The groups will have 10 minutes to work on their assigned tasks, and subsequently, the chosen representative of each group will present their work in a plenary session to the leaders. Following the group presentations, the trainer will provide an overview of the appropriate connections between the indicators and their corresponding descriptions. Questions for the Pre-Discussion: 15' Was it easy to connect the descriptions with the indicators? What was the biggest challenge in the groups? Did you easily recognize the indicator descriptions? Do you have examples from everyday life? 3. Role-Playing Scenario: "The art workshop" 30' The training methodology is designed to provide an engaging and hands-on learning experience for participants. Through role-playing, participants can simulate real-life situations, explore different perspectives, and practice communication skills. The trainer will select four volunteers who will receive descriptions of their roles in the scenario, while the other participants will provide guidance on the scenario description.

This approach is an effective way to develop empathy, improve communication, and gain insights into the complexities of working with vulnerable youth groups. By participating in this scenario, participants can gain a nuanced understanding of the dynamics of group interactions and effective strategies to encourage participation and self-expression.

After the role-play, hold a debriefing session where participants can discuss:
Ask participants what were the challenges they faced in their respective roles?
How did they feel during the interaction?
What strategies were effective or ineffective?
Insights gained about the complexities of working with vulnerable youth groups?

4. Reflection of the session **10'**

- The last part of the session will be used for providing feedback and reflection for topics of the session. Participant will be encouraged to get involved with invitation to give answer on some of the questions:

What's the biggest thing you're taking away from today?
What's one sign of vulnerability you will now notice more?
How would you help someone facing a vulnerability you learned about today?
How would you now assess a young person's situation differently?
Why is it important to understand someone's culture when helping them?
How would you handle a difficult situation ethically?
How can good communication help in understanding someone's vulnerabilities?

[Handout for the session](#)

VIII. Identifying risks

Topic VIII.	VIII. Identifying risks
Timeframe	90 minutes
Learning goals	This session aims at identifying possible risk in the places or venues used for the programs. It will also provide a foundational knowledge about risk assessment to define the level of risk by considering the category of probability against the category of consequence severity. This session equips youth workers with a foundational understanding of how to: 1. Recognize and assess risks in physical spaces and youth work activities 2. Apply a risk matrix to evaluate probability and severity 3. Develop strategies to lower or manage risk 4. Communicate risks effectively, especially with diverse youth groups using verbal and non-verbal methods Key takeaways - Risk cannot be eliminated but can be reduced and managed - Understanding the subjective nature of risk is critical for inclusive safety planning - Risk communication must be clear, creative, and inclusive - The risk matrix is a practical tool that supports decision-making and promotes responsibility
Information about the session	The session is designed in order to allow participants to experiment and try themselves in different “risky” situations. Activities are never “really” dangerous, but at the same time they will set trainees’ mind and body to be ready to practically experiment what risk is and how we manage it. Sometimes participants will need to write or discuss in order to convey ideas, communicate solutions and share practices.
Competences	- Risk identification and assessment - Problem-solving and decision-making - Situational awareness - Verbal and non-verbal communication - Group collaboration - Creative thinking under pressure - Empathy and responsibility toward participants’ safety
Suggested exercise, practice, methodology	1. Warm-up: “How do you perceive risk?” 15’ Participants stand on chairs • First with eyes open, then eyes closed • Gradually increase the challenge (e.g., lift one leg, raise an arm) • Participants are regularly asked how they feel • Plenary sharing on how they felt, what emotions/reactions were present This exercise demonstrates that risk perception is subjective and that a shared understanding is crucial when working with young people

2. Risk demonstrations (experiential activities) **15'**

Participants create pairs. One person experiences a “risky” activity; the other offers guidance (verbal or non-verbal).

Examples:

- **Noodle guide:** One blindfolded person is guided through an obstacle path using pool noodles
- **Lego path:** Walk barefoot or in socks over scattered Lego bricks — first eyes open, then closed
- **Catching a ball with arms shaped as a basket:** A blindfolded person receives a soft ball based on clear signals

Reflection:

After each activity, discuss how the perception of risk changes with:

- Added rules
- Clearer communication
- Trust in the partner

3. Input & tools: Risk matrix **10'**

Trainer introduces a basic risk matrix

Axes:

- X-axis: probability (unlikely – possible – likely – certain)
- Y-axis: severity (negligible – moderate – serious – critical)

Participants learn how to classify risk using this tool

4. Group work: Risk identification & mapping **20'**

In small groups:

- Choose a common youth work activity (e.g. hiking, workshops, cooking)
- List possible risks
- Place them on a blank risk matrix
- Brainstorm how to lower those risks (rules, equipment, training, group preparation)

Plenary: Each group presents their risk scenario and mitigation strategy

5. Communication of risk (verbal & non-verbal) **20'**

Small group exercise:

Without speaking, groups brainstorm how to communicate risk using:

- Gestures
- Visual cues (colors, signs)
- Sounds (volume changes, rhythms)
- Physical intervention (touch, guiding)

	Plenary reflection: Each group shares their method. The trainer highlights that inclusive and accessible communication is essential, especially when working with youth who have different communication styles or languages. Handout for the session
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X. Group dynamics

Topic X.	X. Group dynamics
Timeframe	90 minutes
Learning goal	To explore and understand group dynamics, communication, collaboration, and problem-solving through hands-on simulation and reflective activities. Participants will: • Observe and analyze group processes in action • Understand the stages of group development • Reflect on their own roles and behaviors in group settings • Gain tools to foster positive group climate in youth work contexts The follow up explores the fundamentals of group dynamics, understand the stages of group development, and equip participants with skills to foster a positive and cohesive team environment.
Information about the session	Be ready to hold space for the emotions and situations that may arise during the simulation. Participants may experience frustration, confusion, anger, or other uncomfortable emotions. This is a natural part of exploring group dynamics. Ensure psychological safety throughout the activity by validating all experiences and emotions that come up. During simulation, observe without interfering, unless physical safety is at risk. After the simulation, create a supportive and non-judgmental atmosphere during the debrief. Use active listening and neutral facilitation to help participants' process what happened and reflect constructively. Emphasize learning over performance: the goal is not "success" in the challenge but understanding group processes. Encourage open sharing of insights, without pressuring anyone to speak. Link practical experience to theory to help participants make sense of what they observed or felt.
Competences	• Empathy and emotional intelligence • Self-awareness and self-reflection • Understanding of group roles and ownership • Awareness of group development stages

	• Communication and problem-solving skills • Conflict resolution and collaboration
Content and suggested exercise, practice, methodology	1. Introduction 5' Silent individual reflection on paper with guiding questions: • What type of competences are needed for a youth worker that are crucial for good teamwork of youth? • Who is responsible in youth work for group dynamics? • What is the difference between a group and a team? • Are you a leader or a follower in groups? No discussion yet – this will serve as a reflection base for later. 2. Simulation: The challenge 45' Goal: To simulate real group dynamics through a competitive, hands-on activity • Divide participants into two groups • Each group receives a secret assignment on paper, they do not know the other group's goal: ◦ Group A must build the tallest mountain with chairs ◦ Group B must build the widest mountain 1. Instructions 5': Present clear goals, materials (chairs), and time limits 2. Group planning 5': Each group gets 5 minutes to discuss strategy, roles, and coordination. 3. Building 15': Groups build simultaneously based on their assignment. The 2 groups can not communicate with each other throughout the whole process. 4. Debrief 15': - What happened? - Did you notice the other group's goal? - How were roles chosen or assigned? - What did you observe about leadership, followership, or conflict? - How did communication affect the outcome? 3. Input: Group dynamics theory 15' Use a short PowerPoint input or flipchart discussion on: <i>Stages of group development:</i> • <i>Forming: introductions, first impressions</i> • <i>Storming: conflict, testing boundaries</i> • <i>Norming: shared rules, team identity</i> • <i>Performing: working effectively toward a goal</i> • <i>Adjourning: ending a group's journey, closure, and emotions</i>

	Facilitator links theory to the simulation experience and highlights patterns and examples observed. 4. Integration and reflection 20' Discuss and summarize key takeaways from the activity in 2 groups. • Define group dynamics in your own words • What elements support positive group dynamics? (roles, communication, purpose, structure, etc.) • How can poor group dynamics affect safety and inclusion in youth work? • Share real-life examples from your practice where group dynamics played a key role Groups prepare short reflections and share highlights in plenary. Handout for the session
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XI. How to set up rules and boundaries

Topic XI.	XI. How to set up rules and boundaries
Timeframe	45 minutes
Learning goal	The module aims to raise awareness of the importance of frameworks and boundaries in professional youth work. Key focus: • Boundaries are the shared responsibility of youth workers and young people. • It takes time and intention to set them properly. • Emphasizes how rules and boundaries protect both sides. Suggested resource: Webinar – <i>Boundaries of youth work</i> https://www.youtube.com/watch?v=FR4eOanoJi8
Information about the session	Some topics or statements may trigger strong emotions or moral debates (e.g., smoking with youth, love advice, privacy issues). Hold space with care and non-judgmental listening. Encourage diversity of opinion and respectful dialogue. Adapt the language of the statements if needed to suit the cultural context. It's okay if there's no consensus – the goal is awareness, not uniformity. Acknowledge humour or lightness where appropriate, when processing uncomfortable themes.
Competences	• Self-reflection and professional self-knowledge • Ability to set and maintain boundaries • Awareness of how rules ensure safety and mutual respect • Awareness of one's own values, beliefs, and attitudes • Ability to maintain emotional and physical well-being while engaging critically

Content and suggested exercise, practice, methodology	1. Positioning activity: where do you stand? 20' Facilitator reads statements from Handouts and asks participants to position themselves physically along a spectrum in the room (e.g., “strongly agree” to “strongly disagree”). After each statement, ask for voluntary reflections: • Why did you choose this position? • What experiences influenced your view? • How does this relate to your practice? <u>(See Annex Handouts for examples of statements.)</u> 2. Plenary reflection 10' • What do we consider a <i>professional relationship</i> between youth workers and participants? • Who defines and holds the boundaries? • What are the risks of unclear boundaries? • Point out how the rules for our activity was made and reflect on it 4. Discussion – boundary dilemmas 20' Present selected questions about boundaries (see Handout). Use either small groups or full group discussion depending on time. Encourage discussion on: • Where do professional boundaries start and end? • When can flexibility cause harm? • How do values and culture influence boundary-setting? Suggested questions (pick 4–6 depending on time): • Are boundaries in youth work primarily about safety? • Is it okay to bend rules for a youth’s individual needs? • Can you build rapport by sharing personal info? • Is it okay to hug or touch young people? • Should rules always apply equally to everyone? • Should former participants become friends on social media? • Is it okay to discuss politics or religion in youth work? 5. Closing 10' Invite participants to reflect: • What’s one boundary or rule they now see differently? • What’s one new insight about professional responsibility? Encourage them to write it down or say it out loud in a circle.
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XII. Emotional first aid

Topic XII.	XII. Emotional first aid
Timeframe	45 minutes
Learning goal	The aim of the module is to provide participants with information on situations and techniques where "emotional first aid" is needed. It is important for participants to be aware of their competence limits in this regard and who they can turn to for professional help within their own work environment.
Information about the session	There are numerous resources available to help you educate yourself on this sensitive topic—don't take it lightly. Make use of the materials at your disposal. TOPSY Toolbook: https://www.kinderjugendgesundheit.at/themenschwerpunkte/topsy/ Alexander Rose: Psychological first aid in youth work: https://pjp-eu.coe.int/en/web/coyote-magazine/psychological-first-aid-in-youth-work Agnieszka Leśny & Carlos Bobbert: Crisis, conflict and trauma during training: https://epale.ec.europa.eu/en/blog/crisis-conflict-and-trauma-during-training-part-1 https://epale.ec.europa.eu/en/blog/how-deal-trauma-during-training-part-2
Competences	• Knowledge about emotions and emotional mechanisms • Knowledge of empathy-related mechanisms • Knowledge about crisis mechanisms and management
Content and suggested exercise, practice, methodology	1. Introduction 20' Myths and facts The trainer makes various statements related to the topic of mental health. Participants are placed between two ends of the room, according to whether they consider the statement to be true or false. After everyone has "answered", the trainer asks some of the participants for their opinions on the topic and clarifies their answers. Alternatively, young people can be divided into groups, each group being given a number of myths to research independently on their digital devices. The results can be written down and then discussed by the whole group. <u>See examples for the statements in the Handout.</u> 2. Theoretical input 15' In this section, we will give you a brief overview of "first aid" in psychosocial crises. 3. BASIS modell 45' The trainer introduces the BASIS model (<u>See Handout</u>). The participants are divided into pairs, and they will share situations where emotional first aid was needed, based on their own professional experience. These situations are discussed and possible "good solutions and phrases" are brainstormed, based on the model just learned. Variation: Participants are given pre-written situations and talk through them using the model.

	Important: However, it is important that real or realistic situations are encountered and mentalised, yet, the aim is not to dramatise or act out the situations but rather talk it through and understand possibilities. Sharing in plenary: - What was easy/difficult in these situations? - How can I recognise and manage my own emotions in these situations? - The importance of co-regulation. - How can I prepare for similar situations, from a practical and mental point of view?
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XIII. Case study with BASIS tool

Topic XIII.	XIII. Case study with BASIS tool
Timeframe	45 minutes
Learning goal	This session strengthens participants' ability to apply the BASIS model when responding to emotionally charged or crisis situations. The aim is to provide structured practice in using emotional first aid tools, encouraging awareness of boundaries, co-regulation, and realistic coping strategies.
Information about the session	This module works similarly to earlier case study sessions but includes an explicit instruction to apply the BASIS model. Participants are expected to analyze the given situation, reflect on possible responses, and consciously apply each element of the model to address the needs of the young person involved and manage their own role as youth workers.
Competences	• Emotion regulation and co-regulation • Applying structured intervention models (BASIS) • Professional communication and self-awareness • Recognizing limits of competence and knowing when to seek help
Content and suggested exercise, practice, methodology	1. Introduction 5' • Brief reminder of the BASIS model and its key elements. • Trainer emphasizes that participants should apply the BASIS model step-by-step during the case analysis. • You may write "BASIS" on a flipchart or board as a visual reminder. 2. Group Work with Case Studies 25' • Divide participants into small groups (3–4 people each). • Each group receives a different realistic youth work scenario involving emotional or mental distress. • Their task: Use the BASIS model to explore how to respond to the situation effectively. Instructions for each group: 1. Identify the emotional needs of the young person. 2. Apply each BASIS step to develop your response. 3. Discuss internal emotional reactions and team boundaries. 4. Outline when and how to refer for professional help if needed.

	3. Plenary Sharing 15' • Each group briefly presents: ○ Key elements of the case ○ How they applied the BASIS model ○ What was difficult / easy ○ What insight or reflection emerged? Trainer facilitates by highlighting: • The importance of staying within professional limits • Empathy and clarity in emotionally loaded moments • The difference between supporting and solving
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XIV. Physical first aid

Topic XIV.	XIV. Physical first aid
Timeframe	45 minutes
Learning goal	This session aims to equip trainees with basic first aid knowledge and skills, tailored specifically to youth work contexts. It helps participants recognize common emergencies, respond effectively, and understand the legal and ethical boundaries of providing first aid as a non-expert youth worker. Key learning outcomes Knowledge • Understand basic first aid principles. • Recognize common youth-related emergencies (e.g., allergic reactions, asthma, injury, heat stroke, mental health crises). • Understand youth-specific needs and responses. Skills • Perform CPR and manage choking. • Apply first aid for minor wounds, fractures, sprains, allergic reactions. • Respond appropriately in emergencies within legal limits. Attitudes • Stay calm and composed under pressure. • Respond ethically with respect for consent and confidentiality. • Be proactive and responsible in emergency situations.
Information about the session	This session is dedicated to providing basic first aid training specifically tailored for youth work scenarios. It will cover theoretical knowledge as well as practical skills in first aid, with a focus on situations commonly encountered in youth settings. <u>Core topics to cover:</u> Basic life support (CPR), managing minor injuries, responding to allergic reactions, handling asthma attacks, and addressing mental health emergencies.

	<i>This is not a professional first aid certification training.</i> It provides a basic understanding for youth workers to act safely, effectively, and within legal/ethical boundaries. Adapt the session with support from local health professionals if available. Safety measures: Emphasising the importance of following safety guidelines during practical exercises, particularly when practicing physical first aid techniques.																
Competences	• Ability to connect with young people: Readiness to act for youth wellbeing. • Learning to learn: Encouraging continuous improvement of first aid skills. • Social & civic competence: Acting responsibly and safely in emergencies. • Communication: Using clear and calming communication in first aid situations.																
Suggested exercise, practice, methodology	1. Introduction and warm-up 5' • Divide participants into two teams. • Each team answers: "What is first aid and what is its aim?" ○ Then list 6 example scenarios relevant to youth work where first aid may be needed. ○ Write each example on a colored post-it and place them on a team column on the board. Example: <table><tr><td>team 1</td><td>team 2</td></tr><tr><td>broken leg peanut allergy</td><td>cut finger heat stroke</td></tr></table> 2. Team problem-solving: Solutions 10' • Each team writes down possible solutions to their own scenarios (e.g. "immobilize", "plaster", "call ambulance") on a second set of different-colored post-its. • Add the "solution" post-it next to each "problem" on the board. Example: <table><tr><td>team 1 problem</td><td>solution</td><td>team 2 problem</td><td>solution</td></tr><tr><td>broken leg</td><td>immobilize</td><td>cut finger</td><td>plaster</td></tr><tr><td>peanut allergy</td><td>give medicine</td><td>heat stroke</td><td>ice on head</td></tr></table>	team 1	team 2	broken leg peanut allergy	cut finger heat stroke	team 1 problem	solution	team 2 problem	solution	broken leg	immobilize	cut finger	plaster	peanut allergy	give medicine	heat stroke	ice on head
team 1	team 2																
broken leg peanut allergy	cut finger heat stroke																
team 1 problem	solution	team 2 problem	solution														
broken leg	immobilize	cut finger	plaster														
peanut allergy	give medicine	heat stroke	ice on head														

	3. Trainer feedback and correction 10' • Show the first aid PowerPoint slides. • Review and analyze each scenario and solution. • Clarify correct actions and emphasize the difference between Basic First Aid and BLS (Basic Life Support). • Correct misconceptions and provide safe, legally appropriate actions for non-experts. 4. Recovery position & safety 10' • Demonstrate the recovery position and explain when and why to use it. • Participants pair up and practice placing each other into the recovery position several times, switching roles. 5. Sharing experiences 5' • Invite participants to share personal experiences or observations where they had to respond to injuries or emergencies in youth work. 6. First aid kit check 10' • Present the First Aid Kit checklist slide. • Examine the actual First Aid Kit of the venue. • Discuss what is present, what might be missing, and why certain items are essential. • Encourage participants to always know the location and contents of the kit in their own work settings. See the Handout for the session
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XV. Case study with physical emergencies

Topic XV.	XV. Case study with physical emergencies
Timeframe	45 minutes
Learning goal	To apply the physical first aid knowledge and skills learned in the previous session to realistic, youth work-related case scenarios. Participants will analyze cases, identify appropriate actions, and discuss correct responses — all within the scope of non-expert, youth worker-level first aid.
Information about the session	This session is a follow-up to the physical first aid training and is designed to give participants the opportunity to apply their newly acquired knowledge in practical, realistic youth work situations. Through working with physical first aid case studies, participants reflect on appropriate emergency responses, evaluate their own preparedness, and consolidate key first aid concepts in context. Participants are encouraged to consider not only the physical steps involved in providing aid but also the ethical, legal, and emotional factors that youth workers must keep in mind when responding to emergencies. The session highlights the boundaries of youth workers' roles and emphasizes the importance of knowing when and how to seek professional help. The case study format fosters peer learning, collective problem-solving, and the development of situational awareness — all of which are crucial in building confidence and competence for real-life first aid situations in youth settings.
Competences	<u>Skills</u> • Practical first aid application: Ability to assess situations and apply appropriate physical first aid techniques (e.g., responding to choking, bleeding, allergic reactions, etc.). • Problem-solving in emergencies: Practicing clear, step-by-step reasoning under simulated pressure. • Team communication: Collaborating effectively with peers to discuss and decide on actions in emergency scenarios. <u>Knowledge</u> • Recognition of emergency symptoms: Improved ability to identify common physical emergencies affecting young people. Procedures and protocols: Reinforcement of correct first aid responses and differentiation between basic first aid and situations requiring professional intervention. • Legal/ethical frameworks: Understanding the legal limitations of first aid delivery by non-medical personnel, including consent, confidentiality, and age-related issues. <u>Attitudes</u> • Responsibility and accountability: Cultivating a proactive attitude towards being prepared to respond in emergencies. • Calmness and confidence: Building emotional self-regulation and readiness to act calmly under pressure. • Empathy and care: Strengthening sensitivity to the needs, fears, and boundaries of young people in distress.

Content and suggested exercise, practice, methodology	1. Introduction 5' ● Recap the core takeaways from the Physical First Aid session: ○ Key steps in an emergency ○ Most common youth emergencies ○ Legal & ethical boundaries ○ Importance of calm and clear action ● Explain that this activity allows them to practice applying their knowledge using realistic case scenarios from youth work. 2. Group work 20' ● Form groups of 3–4 participants per group. ● Each group receives one case study (see Handout for suggested cases below). ● Instruct them to: ○ Read and understand the case. ○ Identify what first aid action is needed. ○ Outline how they would: - Assess the situation - Provide immediate help - Respect safety, consent, and boundaries - Communicate during the process - Decide when to call for professional help Optionally: Provide a worksheet for structure or allow free discussion and note-taking. 3. Group presentations and debrief 15' ● Each group presents their case and how they would respond. ● Trainer provides feedback and fills any gaps or corrects misconceptions. ● Emphasize: ○ What was handled well ○ Legal/ethical boundaries ○ First aid vs professional help ○ Practicality of suggested steps in real-life youth work settings
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XVI. Youth workers competences for safety and learning zone

Topic XVI.	XVI. Youth workers competences for safety and learning zone
Timeframe	90 minutes
Learning goal	This session helps participants honestly assess their own safety-related competences to identify strengths, gaps, and personal triggers that affect their work with youth. Using the Safety Competence Wheel, they reflect on areas such as risk prevention, emotional safety, and ethical practice—developing insight into what supports or hinders safe environments for young people. Through this self-awareness process, participants: ● Recognize what they do well and how to use it more intentionally. ● Identify areas needing growth that could affect youth safety or learning. ● Learn to spot warning signs or personal triggers that could impact their professional role. ● Develop concrete action steps to improve their safety-related practices
Information about the session	This session highlights safety as a foundational pillar in effective youth work, covering physical, emotional, ethical, and crisis-related dimensions. It is designed to deepen participants' awareness of their current safety-related competences and to foster the development of proactive strategies to support young people in diverse and dynamic environments. As a facilitator of the session: ● Model vulnerability and honesty when discussing your own safety competences—this sets the tone for authentic reflection. ● Facilitate, don't evaluate—participants may feel exposed when assessing their competences. Maintain a supportive and non-judgmental atmosphere. ● Encourage contextual thinking—safety can look very different depending on the youth group, setting, or culture. ● Time management is key—allow enough time for deep discussion during scenario work without rushing the action planning at the end. ● Adapt the wheel—you may offer participants the chance to add competences they feel are missing, encouraging ownership of the learning process.
Competences	● Self-awareness of safety competences: Recognizing which areas of safety you are confident in, and which require development. ● Honest self-reflection: Practicing openness in evaluating your strengths, gaps, and current limitations without judgment. ● Awareness of personal triggers and blind spots: Identifying situations, topics, or behaviors that activate emotional responses and may impact your ability to ensure safety. ● Understanding the complexity of safety: Deepening your awareness of how physical, emotional, and ethical safety are interconnected in youth work. ● Sensitivity to the needs of diverse youth: Becoming more conscious of how cultural background, trauma, or marginalization affects youth safety needs. ● Ethical self-positioning: Reflecting on your boundaries and how your values and ethics influence your decisions and interactions. ● Commitment to growth: Setting realistic, personal action points to improve your ability to provide safe, supportive environments. ● Reflective thinking for practice: Strengthening your capacity to think critically about your role, adapt, and continuously improve.

Suggested exercise, practice, methodology	1. Introduction 15' • Present the session goals and how safety impacts trust and growth in youth work. • Introduce the <i>Safety Competence Wheel</i> and briefly explain each segment (e.g., emotional safety, crisis response, ethical boundaries). • Prompt participants to share what “competences for safety” means to them in youth work. 2. Self-assessment with the Safety Competence Wheel 20' • Distribute printed wheels; explain the process: mark your perceived competence in each area (closer to the edge = stronger skill). • Participants connect their points to visualize their “safety profile.” • Invite reflection: <i>“How balanced is your wheel?”</i> <i>“What would it feel like to ‘ride’ this wheel in your daily youth work?”</i> 3. Scenario-based application in small groups 25' • In groups of 2–3, participants receive real-life scenarios (e.g., emotional distress, peer conflict, unsafe group dynamics). • They apply insights from their wheel to respond to the scenario: ○ What strengths can they use? ○ What gaps need addressing? ○ What could trigger them? • Each group develops two proactive strategies to enhance safety in the given situation. 4. Group sharing and facilitated discussion 20' • Groups present their strategies. • The trainer facilitates a reflective discussion: ○ How did competence levels shape responses? ○ What patterns or differences emerged? • Trainer shares insights and connects discussion to real-life cases. 5. Individual reflection and action planning 10' • Participants reflect and write down answers to: ○ <i>“Which area of safety do I most need to develop?”</i> ○ <i>“What is one small step I can take in the next month?”</i> • Each person commits to one specific action to improve their practice. Evaluation and reflection tools • <u>Visual output</u>: Completed Safety Competence Wheels (optional to collect). • <u>Peer learning</u>: Feedback and discussion in group presentations. • <u>Individual reflection</u>: Written response/action plan to support follow-up. Guiding reflection questions • <i>How does my safety competence profile match the needs of my youth work context?</i> • <i>Which strengths can I build on to support others?</i> • <i>Which areas challenge me, and how might I address them without shame or avoidance</i> <u>Handout for the session</u>
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XVII. Intro of the outdoor simulation

Topic XVII.	XVII. Intro of the outdoor simulation
Timeframe	90 minutes
Learning goal	It is a longer outdoor simulation with different characters and random cards with characteristics and actions. It is to provide participants with a realistic and immersive experience that enhances their knowledge, skills, and decision-making abilities in the context of safety. To move from theoretical discussions into something more realistic and provide hands-on experience.
Information about the session	Make sure to hold the space and ensure various emerging feelings, reactions, attitudes. The simulation can evoke varied reactions —playfulness, engagement, or resistance. Different roles accommodate diverse personality types, ensuring inclusive participation. Encourage all participants to engage actively, with limited observer roles (max 2-3). The session promotes experiential learning through role-play and dynamic scenarios
Competences	• Situational awareness • Appreciation of safety culture • Application of safety protocols • Crisis management skills • Risk assessment • Adaptability and flexibility • Application of first aid and emergency response • Overall preparedness
Content and suggested exercise, practice, methodology	Introduction 15' • Explain the purpose of the simulation and its relevance to real-life safety situations. • Outline the process and rules. • Emphasize voluntary participation, allowing up to 2-3 observers if necessary. Group formation and role assignment 75' • Ask for the “youth workers”, base it on a voluntary basis • Ask if someone does not want to take part, act: they can be observers, but maximum of 2-3! • The youth workers may select their team members, who will be their “youngsters” • Assign roles randomly within each group by handing out character cards with specific features or traits. • Begin the scenario and let participants enact their roles and decisions. • Let the simulation begin with planning the activity • After some time, introduce unexpected “action cards” with new events or challenges to simulate real-time crises or changes. • Distribute a safety-related scenario that requires them to create a safety plan. • Allow the story to unfold organically based on participants' decisions and reactions.

XVIII. Outdoor simulation

Topic XVIII.	XVIII. Outdoor simulation
Timeframe	3-4 hours
Learning goal	To place participants in a simulated outdoor environment where they apply their knowledge, instincts, and safety-related competences in real-time. The aim is to build confidence, strengthen practical decision-making, and deepen the understanding of safe practices in unpredictable or risky situations.
Information about the session	This session is a continuation of the simulation preparation (from Session XVII) and brings the designed scenario to life. Participants act out roles drawn earlier, respond to unexpected events, and interact within a semi-structured environment. The live scenario challenges their ability to adapt, communicate, and ensure safety—both individually and as a group. Participants will engage with situational stress, role-based and/or personality based conflicts, and the need for teamwork. A facilitated debrief will close the session to unpack learning points. Ensure participants fully engage with the surrounding environment—whether it's a city or village—where the training takes place. It's essential that they leave the training venue and conduct the simulation in real-life settings. Immersing them in authentic, everyday contexts enhances realism, deepens learning, and allows them to apply safety skills in unpredictable, real-world scenarios. Facilitator notes: Ensure contact points for emotional and physical safety throughout. (for example phone number, physical location, etc.) Provide opt-out signals for participants needing a break. Validate different reactions—stress, confusion, humor—and connect them to real-world unpredictability. Observe as you can without interfering and make notes to use the debrief to connect the simulation back to youth work contexts.
Competences	• Real-time application of safety strategies • Communication under pressure • Leadership and role clarity • Emotional regulation in stressful situations • Teamwork and collaboration • Dynamic problem-solving • Reflective learning from action
Content and suggested exercise, practice, methodology	Allow the story to unfold organically based on participants' decisions and reactions, without interfering. Handout for the session

XIX. Debriefing the outdoor simulation

Topic XIX.	XIX. Debriefing the outdoor simulation
Timeframe	60-90 minutes
Learning goal	To reflect on the experiences of the outdoor simulation and make sense of the actions, reactions, and learning outcomes. The session supports participants in translating their practical experience into knowledge and insight that can be applied in their youth work practice. It is also an outlet to vent and share experiences to let go of them.
Information about the session	This debriefing session creates a space for structured reflection and emotional processing after the outdoor simulation. Participants will analyze the situation they were involved in, discuss their roles and decisions, and explore how safety-related competences were applied. The goal is to extract personal and group-level learning, recognize effective and ineffective strategies, and identify how these insights apply to real-life youth work. The session also reinforces the importance of reflective practice in maintaining both emotional and physical safety in youth work environments. • Normalize all reactions—this was an intense and possibly emotional experience. • Pay attention to participants who may have had difficult moments and check in privately if needed. • Be patient with silence—some participants may need more time to process. • Celebrate learning, even if the simulation didn't go as planned—mistakes are powerful teachers.
Competences	• Critical reflection • Self-awareness and emotional insight • Group communication • Peer feedback and constructive discussion • Learning transfer to real-world settings • Integration of safety strategies
Content and suggested exercise, practice, methodology	1. Emotional check-in 15' • Begin with a brief grounding or mindfulness exercise. • Use a visual scale (e.g., emojis, color cards) or simple question: <i>"How are you feeling right now?"</i> • Allow each participant to share briefly, without judgment or analysis. 2. Small group reflection 15' • Return to simulation teams. • Provide guiding questions for discussion: ○ What happened in your simulation? ○ How did your role, traits, and actions influence the outcome? ○ What moments stood out—positively or negatively? ○ How did you experience safety or risk during the simulation? ○ What emotions surfaced, and how did you handle them? 3. Group sharing circle min. 20' • Come together as a whole group. • Ask each group to summarize their experience and main learning points.

	- Encourage participants to comment on others' insights if they noticed similarities or differences. 4. Learning Transfer 10' - Facilitate a discussion focused on practical application: - How can this experience help you in real youth work situations? - What did you learn about your own reactions under pressure? - What safety strategies or habits will you carry forward? - You can use a flipchart to capture keywords or key takeaways. 5. Closing 5' - Summarize the main themes and recognize the effort and vulnerability participants brought to the activity. - Invite each person to name <i>one thing they are taking away</i> from the experience.
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XX. Integration

Topic XX.	XX. Integration
Timeframe	90 minutes
Learning goal	The goal of this final session is to offer participants the space and tools to reflect on their personal learning journey, share thoughts and emotions, and emotionally prepare to return home. It also provides an opportunity to address any unresolved issues—whether personal or interpersonal—and to bring the group process to a meaningful and positive close.
Information about the session	This is a relaxed and informal session designed to help participants integrate their experiences from the training. Through various interactive and creative reflection stations, participants can revisit key moments, acknowledge personal growth, and express final thoughts in their own preferred ways. The atmosphere should be welcoming and light, supported by calming music and a sense of closure and celebration. Participants are free to move at their own pace between stations, choosing what resonates most with them. While participation in the stations is optional, the final evaluation questionnaire is mandatory and should be completed before departure. This session also offers a safe space to tie up any “loose ends”—whether by expressing appreciation, addressing unfinished conversations, or simply saying goodbye in a meaningful way. - The session is meant to be relaxed and joyful, you can have music playing to support the atmosphere. - Encourage staff to be present, supportive, but not intrusive. - Be available to support emotional conversations or debrief if needed. - Remind participants that they don't have to complete every station, and that the day is about doing what feels right for them.
Competences	- Self-awareness and emotional intelligence - Reflective practice - Peer appreciation and communication

	● Integration of learning into future practice ● Appreciation of safety culture and closure ● Adaptability and preparedness for re-entry
Content and suggested exercise, practice, methodology	Before the session begins, prepare and clearly label the following reflection <i>stations</i>. Post a list of all stations on a board so participants can navigate freely. 1. Video testimonials In a separate, quiet room, a facilitator or external professional records short video reflections. Participants may speak in their native language and share a message, insight, or story from the training. 2. Messages to each other Set up a table with envelopes labeled for each participant. Provide small memo papers for writing kind messages, appreciations, or goodbyes. At the end of the day, participants collect their own envelope. 3. “What skills are needed for safety?” Reflection wall Participants write down key safety-related skills they believe are important in youth work. This can be done on a large poster or through an interactive sticker/voting system. 4. Self-evaluation with the Safety Competence Wheel Using the tool introduced in earlier sessions, participants fill in their personal Safety Competence Wheel, identifying areas of growth and where they still wish to improve. 5. Creative table – visual reflection Provide arts and crafts supplies (e.g., colored paper, markers, glitter, scissors) for participants to create a small piece of art summarizing their learning journey. These creations can be shared in the final group moment. 6. Unfinished business – Open space for conversations Create a quiet room where participants can meet privately with peers or tutors to have meaningful, respectful conversations, resolve tensions, or express appreciation. 7. Letter to myself Provide access to an online tool or printed templates for writing a letter to oneself, to be read in a year. Encourage participants to reflect on who they are now, what they’ve learned, and what they hope to remember in the future. 8. Evaluation questionnaire Ensure all participants complete the final evaluation. Unlike other stations, this one is mandatory. Use gentle reminders and check off names once completed. Participants can move freely from a station to another, completing them all or choosing what suits them best. Remember that the purpose of the day is to give them the chance to go home without weights or unresolved businesses that may affect what they have learnt.

XXI. Closing

Topic XXI.	XXI. Closing
Timeframe	60 minutes
Learning goal	To bring the training to a formal and emotional close by acknowledging the shared journey, celebrating collective and individual achievements, and reinforcing the learning community created. The goal is to support participants in leaving with a sense of completion, connection, and clarity about their next steps.
Information about the session	This final gathering is a ceremonial and celebratory closure to the training experience. It allows participants to collectively mark the end of their learning journey, acknowledge the transformation they've undergone, and express gratitude to one another and the team. The session may include a symbolic activity, certificate ceremony, shared reflections, and a group photo. The tone should be warm, joyful, and emotionally resonant, honoring the time spent together and the safety space built across the days. • Keep the atmosphere heartfelt but light—this is a celebration, not a farewell. • Be prepared for emotional moments and let them unfold naturally. • Consider creating a photo slideshow or brief video of the week to play in the background. • Encourage participants to stay in touch, exchange contacts, or share final thoughts.
Competences	• Appreciation of community and shared process • Emotional expression and closure • Communication and gratitude • Self-recognition and confidence • Forward-looking orientation and motivation
Content and suggested exercise, practice, methodology	1. Welcome & check-in 5–10' • Bring the group together in a circle. • Invite a brief go-around: <i>"One word or short sentence to describe how you feel now."</i> • Acknowledge the journey: <i>"You've come a long way from Day 1."</i> 2. Symbolic closing activity 15' Choose one of the following (or another appropriate ritual): • String circle: Pass around a ball of yarn—each participant holds on and says one thing they're thankful for or taking with them, forming a web of connection. At the end, cut pieces for each person to take as a reminder. • Memory circle: Invite participants to step into the center one by one and share a meaningful moment or sentence. • Object sharing: Pass around a symbolic object (e.g., a stone or soft toy). Whoever holds it shares one key takeaway or appreciation. 3. Certificates or affirmation cards 15' • Distribute certificates of participation (if applicable). • Alternatively, give each participant a personalized note or card with affirmations or positive observations (prepared by facilitators or peers). • Take a group photo to capture the moment.

	4. Looking ahead 10' • Ask: <i>"What's one way you will use what you've learned here in your life or work?"</i> • Optionally provide a take-home reminder (e.g., a flower bulb). 5. Final words & group goodbye 5–10' • Facilitators share closing thoughts and gratitude. • Invite a group hug, high-fives, dance, or group cheer—something that fits the tone and energy of the group.
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Handout 1 for Topic II. What is youth work? What are its frameworks?

Youth Work Values

Core statement: Youth work is recognized as having a valuable and unique contribution to the education of young people through the process of informal education.

Educative

a process enabling young people to acquire skills, develop knowledge, and appreciate the values necessary to make well-informed choices and take control of their lives as they grow up; enabling them to explore their rights and responsibilities as individuals and as members of groups and communities

Addressing Inequality

establishing equality of opportunity by challenging prejudice through an Anti-Oppressive Practice approach; challenging barriers to opportunity that arise from race, gender, disability, class, religion, age, sexual identity, diagnosed mental illness, etc. within a framework of accountability and transparency (this list is not exhaustive)

Participative

Young people are engaged in a developmental process that supports and encourages them to be full and active partners in the learning and decision-making processes of the Youth Service, as well as the many other structures that affect their lives and the communities of which they are part

Empowering

a 'young person-centered approach' that should be at the heart of all our work. Creating or facilitating opportunities for young people to explore and experience power and responsibility within realistic, open and clearly understood boundaries. A supportive environment of mutual trust and respect between workers and young people is vital to enabling true empowerment

Youth Work Principles

Core statement: Youth work is, by its nature and processes, an involvement in the lives of young people to encourage change. Therefore, it is important that all workers and any organizations, involved in the field, have a real understanding of the basis upon which youth work is undertaken.

Voluntary

Young people choose to be involved, also because they want to relax, meet friends and have fun

Empathetic

The work starts where young people are – with their view of the world and their interests.

Growth

It aims to go beyond where young people start by encouraging them to be critical and creative in their responses to their experiences; to enable them to be critical and creative also with the world around them and to support their exploration of new ideas, interests, and creative ability.

Inclusive

It takes place because young people are young people, not because they have been labeled or categorized as deviant.

Networks

It recognizes, respects, and is actively responsive to the wider networks of peers, communities, and cultures, which are important to young people.

Identity

Through networking and the promotion of inclusivity, it seeks to help young people achieve stronger relationships and collective identities (to encourage a sense of connection with society and empower those who face discrimination to act together).

Emotional

Young people's feelings and emotions are concerned besides what they know and are capable of doing.

Voice

It is concerned with facilitating and empowering the voice of young people.

Change

It is concerned with ensuring young people can influence the environment in which they live.

Community

It respects and values individual differences by supporting and strengthening young people's belief in their capacity to grow and change.

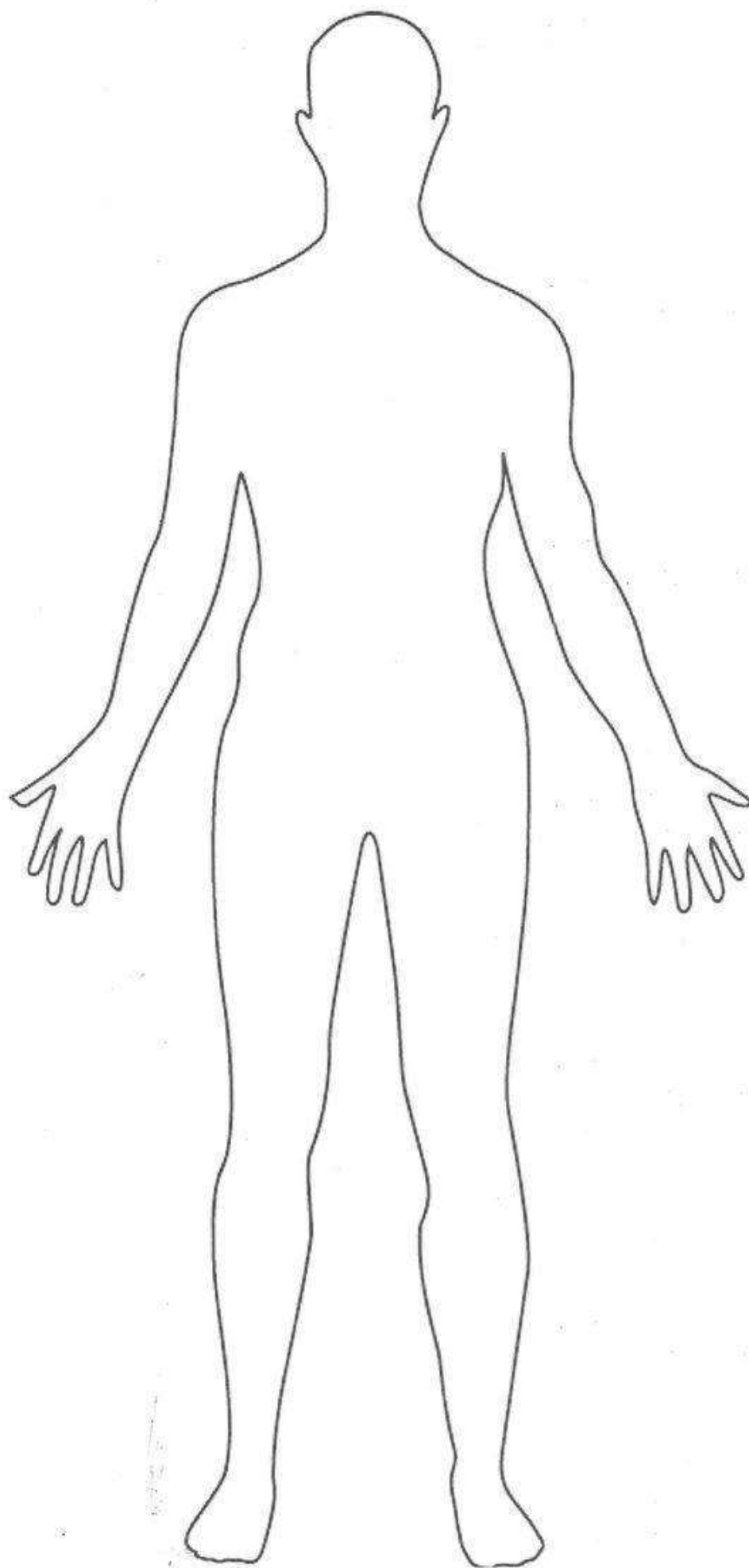
Collaboration

It works with other agencies which contribute to young people's social and personal development.

Compliment

It complements and supports school and college-based education by encouraging and providing other opportunities for young people to achieve and fulfil their potential

Handout 2. for Topic III. Youth workers' motivation in emotional and physical safety



Handout 3. for Topic IV. IX. XIII. XV. Case studies

For more examples and more detailed case studies you also can visit our website:

<https://safety4youth.com/en/>

Case Studies Background:

The case studies provide various aspects of possible scenarios. They showcase real-life events. Young people in the cases are aged 13-30. All cases did happen, they are slightly altered to mask the real people and organisations.

1)

Summer camp with youth aged 18-22 years old. It lasts for 2 weeks and participants renovate an old mill. There are 4 leaders who are 26, 22 and 30 years old. 2 females, 2 males. They started the camp because they had very good experiences in the previous years as participants. They want to offer this cool experience for other young people as well.

One female participant, Sarah, is 19 years old. One of the male leaders, Andrew, 26 yrs old, likes her very much, he chooses her to work in his team whenever possible. Girls like Andrew very much, as he is charismatic and funny. They are a bit jealous of Sarah, having the chance to spend so much time with Andrew.

After the first week there is a camp fire to celebrate the great work. The participants cook together and play music under the stars. The summer night is wonderful, some couples start to build. Andrew tells Sarah that he likes her very much and invites her for a walk. She is happy, she also likes him, so they go together to the near lake. They talk and share about themselves. Before returning to the camp they kiss.

From this night on Andrew makes more and more steps toward Sarah, the others can also see it and soon enough they are considered to be a couple. Before the end of the camp they sleep together in a tent. Andrew asks Sarah if she wants it, and she says yes. At the end they say they will keep in touch.

Sarah goes home and feels confused. She feels used and even if Andrew writes to her, she does not respond. After a while she blocks him.

Years pass by and Sarah still feels used, guilty and shameful. She did consent, she knows, but still it does not feel right and she has difficulty remembering it.

2)

There is a training for international young volunteers organised by the National Agency. There are 3 trainers (30, 42 and 47 yrs old). There are 22 participants from different EU and Non-EU countries. The youngest are 18 yrs old and the oldest is 30. Most of them are 24 yrs. The training happens in a hotel with spa and wellness in the countryside. The daily program is between 9am and 6pm. The evening is free for the young volunteers, most of them enjoy the spa. Some play games in the training room and drink some wine, beers. Some of the trainers are accommodated on the same corridor as the training room, others are away.

It is midnight when one female guest of the hotel approaches the youngsters in the spa and talks to them in Hungarian. They do not speak the language. She becomes louder and louder, starts to shout with them. The volunteers decide to walk away. She follows and becomes more aggressive. She takes off her bikini and corners one of the boys, a Muslim, in front of the elevator. The others start to run. The boy tries to tell her in English that he does not understand anything. The others go to the reception but there is no one. They go back to the boy to help him. The naked woman grabs one of the girls at her chest. She pulls out and they all run away to the closest room. The woman enters the training room shouting with the volunteers playing there. They also run away to their rooms. The volunteers text with each other and try to figure out if all of them are safe. After a while it's silent, they wait and when they think it's safe they go to their own room and try to sleep. The trainers find out about what happened only the next morning at breakfast. (The woman was taken away by police and received hospital treatment.)

3)

There is a youth center in Sweden that runs regular daily activities for local youngsters aged between 15-30. There is a male head youth worker, who takes care of the activities, volunteers, and youngsters. The place is well equipped, there is plenty of space, and high quality games. Most of the visiting youngsters are local, so the youth worker also knows their families and backgrounds. He is friends with many of them.

He notices a regular girl behaving differently. As she just turned 18, he thinks it's the hormones and adolescence. Anyhow, she visits the center regularly and even if she is a bit more withdrawn, she participates. One day she smokes outside, a new habit of her, as he is also a smoker they meet at the smoking area. After

a bit of silence she tells him that she was raped by her uncle. He knows him, they play in the same football team. He cannot imagine that he would do anything like that.

4)

It is an international summer work camp for youth from Hungary and Germany. The German group leaders have been doing this type of camp already for years and before they used to be participants themselves. Some of the participants also know each other as they took part in the same program the previous year. The Hungarian host is new, they are 2 youth workers (28 and 37 yrs old). The youngsters are 15-18 years old. The German group leader is responsible for practicalities (food, accommodation, evening program, transport, ...) He and the volunteers spend the night with the participants. The Hungarian youth workers are running the activities during daytime from 9-17. The participants of the camp resist the Hungarian leaders: don't take part in the activities, deny to understand what is told to them and claim that it should be done differently as it was different in the past year.

The German leader brings the group later and later every day. He whispers with the participants all the time and he himself shows suffering/boredom during the activities.

There is clearly a tension between the group leaders and even if they sit down to talk there is no common agreement.

One morning all the participants look sick and the Hungarian leaders find out that during the previous night they went to the local beer festival and the German leader bought them beer. They have hangovers, that is why they are sick and tired.

Hungarians say it's illegal to give alcohol to underage kids, the German says that German kids can drink beer after they are 16 years old. The participants are on the side of the German leader, they are happy to drink beer for free, they say he is cool.

5)

In a youth house for disabled youngsters, one young person, in a private coaching session, tells a story for the coach. The person has mild intellectual problems, he is 20 years old and lives with his parents who are active in the academic field.

He talks about a summer camp where he went 4 years ago. It was a live-in camp with older youngsters and adults running it. It was on a big territory, with several tents and small wooden houses. They were divided into small working teams, working in 2 or 3 or 4 to carry out cleaning, patrol or cooking activities. Once he was on a team with an older boy, the 2 of them were patrolling the cabins at the border of the area. When they went into an empty house the older boy pushed him to the wall and abused him sexually. He resisted but after a while got so afraid that he got paralysed. It finished when others came to the building.

He did not tell anyone at the camp on the spot but became withdrawn and in a bad mood. Weeks later his parents and teachers realised his changed mood. He finally told his father, who got angry with him. He told other kids and teachers in the school, who said he was a liar. After a while his father told him that he believed him but the best is to move on and not to deal with it. He has had panic attacks since then and problems with sleeping he told the coach, but he agrees with his father that it was a long time ago, it is in the past and does not have anything to do about it.

6)

In an international training there are 25 participants from different EU countries. They are between 18-28 years old. There are 2 trainers (male 22 yrs, female 32 yrs) and are hired by the organiser, who are not present. There is one boy and a girl who became a couple during the first days. On the 4th day after lunch break they do not come to the training room, no one knows where they are. The trainers look around and find them in the jacuzzi of the place being intimate. They tell them to come to the training room to take part in the program. They are told that they need to participate in the program and if not, they have to go home. They are verbally very aggressive towards the trainers. The boy gets out of the jacuzzi and physically attacks the male trainer. The trainers tell them that it is not acceptable and they have to leave the training. They go back to the jacuzzi and refuse to leave.

The trainers walk away, talk to the organiser of the course and agree to send them home immediately. They tell the hotel to cancel their room and food.

The couple shows up at dinner when all the participants are there and makes a big scene. They say that they are bullied and do not deserve to be sent away. The participants are confused. Some of them are annoyed with the couple, some think they are cool, others have no idea what is going on. The trainers tell them that the couple broke the rules and have to leave immediately. But as they are far from their home, they can have

food and leave after. The couple uses the eating time to tell their version for the participants and at the end leaves dramatically.

7)

August in Italy. A group of 3 young people aged 18, 19 and 20 who are part of a voluntary association that deals with civil protection and fire risk, discovers that the most experienced of the group has been ill for a week, and precisely in that period, fires raged in the nearby countryside.

A request for intervention arrives for a fire starting 5 km from the town and due to the overload of emergency calls the young people in question are the only ones available to form a team.

Generally, the teams are made up of 1 senior who usually has more than 3 years of experience in the field (regardless of age) and 2 juniors, but this time no senior figure was available, and the group was formed (quickly through some phone calls) by 3 junior figures who are under twenty years of age and less than 2 years of experience in the field. The young people are certain of their abilities and, in order not to fail in their service, once the team is assembled, they go to the site of the fire. Due to inexperience, one of them suffers a burn on his hands. He remained in hospital for two weeks and recovered completely. Although the boys were aware of the risk, despite what happened they feel they did the right thing. However, the families of the young people are dissatisfied with the dynamics of the events and ask the young people to cancel their membership of the association.

8)

Italy, early summer. A class organizes a walking trip with the science teacher. They contact a local association that organizes walks and excursions to take the pupils to explore the natural environment nearby. The class is made up of 15 boys and girls between 16 and 17 years old. For almost everyone, it is their first experience of such an excursion and while the guide explains the instructions and basic rules, many of them are chatting, taking photos and are generally excited by the experience, but distracted. Towards the end of the walk, while making a video, one of the boys slips and sprains his ankle. The point where they are located is still far from the road, so it is necessary to continue walking in order to reach the car and go back by it. After a little first aid (ice and bandages) the class is forced to interrupt the day's excursion and returns to school. The professor thinks the guide should have paid more attention. The guide, who had warned the school of the possible risks during the excursion, is convinced that the teacher should have managed the class better.

9)

A group of 3 girls of 25 and 29 years old work in a library during their year of European Civil Service. They re-organize books, listing them and they generally take care of the place, which is situated in a small town. The coordinator knows the girls very well because they belong to the community of the same small village, he is responsible for their training, but he just visits from time to time to sign the signature sheet. One morning, the girls work as usual in the building. One of the chairs, where a girl sits, breaks, and she falls down on the floor. She gets a few bruises on her back, nothing serious. They immediately report the incident to their coordinator. He feels responsible and sorry for what has happened and during the following days, together with the girls, checks all the equipment and furniture in the building.

10)

There is a training course happening for European youth. There was an application form that applicants filled in and the trainers read it. There were many questions about special needs, individual difficulties and so on. No one from the group wrote anything special to consider during the program. The program takes place in a hotel, where participants are accommodated in separate rooms, 2 people per room. The training room is on a different floor, the room is 100 square metres, there are 19 participants. The first day is only half a day, and it is about getting to know each other. All are friendly and the day goes smoothly. The trainers announce that they are open and available for anyone to discuss individually, they say in which room they can be found and so on. The trainers are 2 females and 1 male. 1 of them works with youth with special needs and it is known by the participants. The second day starts and 2 girls are missing. The trainers wait a bit but as the group agreement was to start on time no matter who is missing, they start the program. 10 minutes after one of the girls comes and indicates that she wants to talk to the trainer who

works with youth with special needs. She says that her roommate, who is also her friend, does not feel good. The trainer starts asking questions about what the problem is and gets to know:

- The girl is in the shower, closed herself up
- Is not willing to talk to anyone
- Is already there for an hour.

The roommate who came down shares that such kind of things happened before, she has anxiety recently on a quite regular basis.

The roommate says that she is fine, okay but looks burdened and greatly affected by the happenings.

Handout 4. for Topic V. Competences, youth workers' competences

The table is a creation of professionals involved in the project "Introduce YouthSelf".

1. Social intelligence skills	<i>Recognising the feelings of others and knowing how to use this to influence and help them</i>		
Competency	Definition	Example 1	Example 2
Assertiveness	Someone who is assertive states their needs and opinions clearly so that people take notice.	You stand your position even when people are questioning your ideas	In group situations, you have no problem expressing your needs and opinions
Able to lead and inspire	Someone who is able to lead and inspire provides others with enthusiasm, and new and creative ideas.	You are a positive influence on those around you and motivate others toward success	You are able to take the final decision in a difficult situation and explain the course of action you have chosen
Accountability	Someone who is accountable to others, responsible and prepared to justify their actions.		
Conflict-management	Someone who is able to manage conflict overcomes serious disagreement and argument to achieve success.		
Conflict resolution	Someone who is able to resolve conflict finds a solution to serious disagreement and argument to achieve success.		
Cooperation	Someone who is cooperative is willing and capable of working well with others		
Diplomacy	Someone who is diplomatic is skilled in dealing with sensitive matters or people, and is tactful.		
Emotional intelligence	Someone who is emotionally intelligent is skilled in perceiving, understanding, and managing emotions and feelings.		
Empathy	Someone who is empathetic identifies with the emotions, thoughts, or attitudes of others.	You show others that you understand their problems and can relate to their circumstances	You are not quick to judge or condemn someone for negative actions, but instead, seek to understand the root of them.
Influencing others	Someone who is able to influence others is able to move or sway them to some action.		
Inspiring others	Someone who is able to inspire others moves or sways them to some action, usually through arousing positive feelings and thoughts.		
Integrity	Someone who has integrity sticks to moral and ethical principles, and has sound moral character.		
Mediation	Someone who mediates effectively brings about agreement and compromise as an intermediary between parties.		

Motivating others	Someone who is able to motivate others provides them with a strong cause or reason to act.		
Negotiation	Someone who is able to negotiate effectively deals or bargains with others to bring about positive outcomes.		
Relationship building	Someone who is able to build relationships effectively makes personal connections and associations with others.		
Relationship management	Someone who manages relationships effectively manages personal connections and associations with others for positive outcomes,		
Resilience	Someone who is resilient rebounds and recovers well from adversity and difficult circumstances.		
Self-control	Someone who is able to exercise self-control effectively has restraint and mastery over their own actions and feelings.		
Social awareness	Someone who is socially aware is conscious of their social environment.		
Tolerance	Someone who is tolerant is fair and permissive towards those whose opinions, beliefs, and identity differs from their own.		
Understanding of human behaviour	Someone who is able to effectively understand human behaviour has insight and knowledge about the way others act and live their lives.		

2. Stress management skills	<i>Techniques, strategies, and tools that allow for the effective management of stress</i>		
Competency	Definition	Example 1	Example 2
Ability to deal with pressure	Someone who is able to deal with pressure copes with difficult or high-stakes situations in order to carry out tasks or reach their goals.	You work well when you have to complete a task by a deadline	You enjoy speaking in public
Management of change	Someone who manages change well is able to understand and thrive in new or changing situations.		
Conflict-management	Someone who is able to manage conflict overcomes serious disagreement and argument to achieve success.	During a conflict you are able to handle opposing opinions and ensure dialogue remains civil	When a conflict emerges between two people you can take initial steps to calming the situation down
Dealing with complexity	Someone who deals well with complexity is able to understand and thrive in complicated situations.		
Decision-making	Someone who makes decisions well is able to make choices effectively, especially in pressure situations.		
Emotional self-regulation	Someone who is able to emotionally self-regulate is skilled in managing emotions and feelings.	You manage your reactions to feelings and events in order to act in a positive manner	When you are in a bad mood, you don't take it out on your friends or co-workers
Perseverance	Someone who is perseverant persists in a course of action even when difficult circumstances arise.		
Problem-solving	Someone who is a good problem-solver is able to use a range of analytical and rational thinking skills to deal with difficult situations.		
Resilience	Someone who is resilient rebounds and recovers well from adversity and difficult circumstances.		
Time-management	Someone who is able to manage time successfully is able to assess and prioritise tasks to optimise efficiency.		

3. Collaborative skills	<i>The ability to contribute and strive to improve group dynamics, learning processes, relationships, and outcomes</i>		
Competency	Definition	Example 1	Example 2
Ability to compromise	Someone who is able to compromise is skilled at overcoming differences and reaching a settlement where there is disagreement.		
Accepting feedback	Someone who accepts feedback knows how to use the information provided by others to improve their skills and performance.	You welcome contributions from others without feeling personally attacked	You listen to advice from others and use their suggestions to improve your work
Adaptability	Someone who is adaptable is able to adjust readily to different conditions and circumstances.		
Coaching	Someone who is a skilled coach is able to give constructive advice and guidance to others to help them achieve their goals.	You are good at helping your friends discuss their skills and goals	You are encouraging to others when they make mistakes
Cooperation	Someone who is cooperative is willing and capable of working well with others		
Creating positive learning environments	Someone who is skilled at creating positive learning environments creates spaces and opportunities for others to learn and grow.	You are good at dividing your attention fairly between a group	You good at clearly explaining tasks to other people
Delegation	Someone who is skilled at delegating assigns and communicates tasks and responsibilities to others to achieve common goals.		
Developing others	Someone who is skilled at developing others guides and facilitates the growth and learning of others.		
Effective meeting skills	Someone who has effective meeting skills is able to lead or participate in meetings and team events in formal or informal settings.		
Giving feedback	Someone who is skilled at giving feedback provides high-quality information to others to improve their skills and performance.		
Group effectiveness	Someone who is effective in groups is able to collaborate or lead in team settings to reach desired outcomes and goals.		

Mediation	Someone who mediates effectively brings about agreement and compromise as an intermediary between parties.		
Teaching others	Someone who is a skilled teacher of others is able to collaborate in or lead the learning of others in a skilled way.		
Team-building skills	Someone who is skilled at team-building is able to lead in the creation of a cohesive group which works towards shared goals.		
Teamwork	Someone who displays strong teamwork cooperates in group situations effectively towards desirable outcomes.		

4. Ethics and diversity skills	<i>The ability to deal with ethical complexity and difference</i>		
Competency	Definition	Example 1	Example 2
Awareness of ethical values	Someone who is aware of ethical values has understanding of moral issues and norms that guide behaviour and social interactions.	You have chosen a career path in order to make a positive impact on society	You often think about right and wrong
Cultural awareness	Someone who is culturally aware has understanding of the values, customs and beliefs of others.		
Ethical judgment	Someone who has sound ethical judgment is capable of making moral decisions and evaluations of difficult situations.		
Ethical responsibility	Someone who is ethically responsible recognises and acts upon moral values in various aspects of their life.	If you find a mobile phone on the street you go out of your way to return it to its owner	You recycle at home
Global citizenship	Someone who is a global citizen thinks and acts in a way that reflects their position in a global community.		
Honesty	Someone who is honest is truthful, ethical and fair in their interactions with others.		
Inclusion	Someone who is inclusive aims to include and integrate all people in activities, organisations, institutions, and society as a whole	You are proactive in challenging discrimination when you encounter it	You have friends with a wide variety of identities and backgrounds
Integrity	Someone who has integrity sticks to moral and ethical principles, and has sound moral character.		
Transparency	Someone who is transparent is open and direct in their interactions with others.		
Trustworthiness	Someone who is trustworthy is reliable and deserving of the confidence of others due to their honest and dependable behaviour.		
Work with diversity	Someone who is skilled at working with diversity works well with varied individuals and groups, irrespective of their identity.		

Handout 5. for Topic VII. Identifying vulnerability in groups

Introduction

Welcome to our session on identifying vulnerability in youth. This handout is designed to help you recognize the key indicators of vulnerability in individuals, particularly within group settings. By understanding these signs, you can play a crucial role in providing timely support and intervention.

Section 1: Behavioral indicators

- **Changes in performance:** Sudden drop in academic or work quality; lack of engagement in activities they once enjoyed; inconsistent effort or lack of focus on tasks.
- **Withdrawal:** Preferring to be alone, avoiding social interactions; not participating in group discussions or activities; limited communication with peers and authority figures.
- **Attendance issues:** Frequent unexplained absences from school or activities; late arrivals or early departures.
- **Substance use:** Evidence or suspicion of alcohol or drug use; changes in appearance or behavior that may suggest substance abuse.
- **Risk-taking behaviors:** Engaging in unsafe or harmful activities; disregard for personal safety or the safety of others.

Section 2: Emotional indicators

- **Mood swings:** Unpredictable emotional responses, such as sudden outbursts of anger or unexplained crying; shifts from high energy to apathy.
- **Anxiety and fear:** Expressions of constant worry or fearfulness; avoidance of certain places, people, or activities.
- **Low self-esteem:** Negative self-talk, downplaying achievements; reluctance to try new things due to fear of failure.
- **Depression:** Persistent feelings of sadness or hopelessness; loss of interest in previously enjoyed activities.

Section 3: Social indicators

- **Relationship issues:** Difficulty in forming or maintaining friendships; frequent conflicts or arguments with friends or authority figures.
- **Bullying:** Signs of being bullied or bullying others; changes in behavior after interactions with certain individuals.
- **Cultural isolation:** Struggles with fitting into different cultural or social groups; feelings of alienation or lack of belonging.
- **Family dynamics:** Indications of unstable or challenging family situations; reluctance to share information about family life.

Section 4: Identifying vulnerability in group settings

- **Group dynamics:** Observe how the individual interacts with the group; look for signs of exclusion, either self-imposed or by others.
- **Participation levels:** Notice any reluctance or inconsistency in participating in group activities; watch for signs of discomfort or disinterest in group settings.
- **Peer comparisons:** Compare the individual's behavior and interaction style with that of their peers; look for significant deviations in behavior or emotional responses.

Conclusion

Recognizing these signs of vulnerability is the first step in providing support. Always approach these situations with empathy and without judgment. Remember, these indicators are not definitive diagnoses but rather guidelines to help identify youths who may need additional support.

Role-playing scenario: "The art workshop"

Objectives:

To practice empathy and understanding in communication with vulnerable youths.
To explore effective strategies to encourage participation and self-expression.
To understand the dynamics of group interactions involving vulnerable individuals.

Overview:

A community center is organizing an art workshop aimed at engaging local youths, including those from vulnerable groups. The workshop is designed to encourage self-expression and social interaction.

Characters:

Youth worker: Leading the workshop, responsible for engaging participants and creating a supportive environment.

Maya: A shy and quiet teenager who comes from a low-income family and is new to the center.

Liam: A young person dealing with emotional challenges due to recent family issues, often appears distracted or disengaged.

Zara: A teenager from a minority ethnic background, feeling culturally isolated and hesitant to participate.

Other participants: Other youths attending the workshop displayed varying levels of engagement and interaction.

Scenario setup:

The youth worker is facilitating the first session of the art workshop.

Maya, Liam, and Zara are attending the workshop and show signs of vulnerability.

The workshop involves an art project where everyone is encouraged to express their personal experiences and feelings.

Role-play tasks:

For youth workers: Engage with each vulnerable youth, try to understand their challenges and encourage participation. Focus on creating a welcoming and inclusive atmosphere.

For vulnerable youths: Express your character's feelings and reservations. Respond to the youth workers' efforts to engage you, reflecting your character's background and challenges.

For other participants: Interact naturally within the workshop, notice the behavior of the vulnerable youths and react in a realistic manner.

Reflection:

After the role-play, hold a debriefing session where participants can discuss:

Ask participants what were the challenges they faced in their respective roles.
How did they feel during the interaction?

What strategies were effective or ineffective?

Insights gained about the complexities of working with vulnerable youth groups?

This scenario is designed to provide a realistic and nuanced view of the interactions between youth workers and vulnerable youths in a group setting. The art workshop context allows for a range of emotional expressions and opportunities for engagement, making it a rich setting for role-play exercises.

Handout 6. for Topic VIII. Identifying risk

Small simulation activities

One of you stands with his back at the wall, hands tied, trying to act like a goalkeeper. The other one kicks the ball in different ways trying to score a goal.
One of you scatters a bucket of Lego blocks trying to create a short path on the floor creating a starting and an ending point. The other one, barefoot and blindfolded, tries to get to the end of the race, listening to their partners' advice and suggestions.
One of you creates a path with a start and an end. On the path there should be red marks to be positioned along the way. When your partner steps on one of the red marks, you hit him with the floating noodle. The other one walks backwards trying to reach the end of the path.
One of you tries to put the ball in the bucket. Along the path you can only use 2 fingers to carry the ball. The other one throws balloons at the partner trying to disturb them in their activity.
One of you is a "human basket" and creates with his arms a circle for the ball to be thrown at. The other one, blindfolded, tries to score.
One of you blindfolded walks around the room following the partner's instructions. The other one is the "human traffic light" and using his voice gives instructions saying "red light! Green light!" to make his/her partner move or stop.

Risk matrix

Probability	Harm severity			
	Minor	Marginal	Critical	Catastrophic
Certain	High	High	Very high	Very high
Likely	Medium	High	High	Very high
Possible	Low	Medium	High	Very high
Unlikely	Low	Medium	Medium	High
Rare	Low	Low	Medium	Medium
Eliminated	Eliminated			

1.c

Impact Likelihood	Negligible	Marginal	Critical	Catastrophic
Certain	Stubbing toe			
Likely		Fall		
Possible			Major car accident	
Unlikely				Aircraft crash
Rare				Major tsunami

- 1) Describe an activity you would like to carry on with a group of young people between 16 and 29 years old (a youth camp, a training, a trip etc.)
- 2) Identify a common risky activity usually carried when working with youngsters and what are the possible risks that may come up.
- 3) Put the identified risk in a blank risk matrix.
- 4) Think of how you could lower the possibility of risk in the activity described.

Handout 6. for Topic X. Group dynamics

List of possible needed skills for a youth worker, in order to support group dynamics of youth groups:

1. Communication skills:

- Verbal and non-verbal communication
- Active listening
- Effective public speaking
- Written communication for planning and reporting

2. Leadership and facilitation:

- Group facilitation
- Decision-making
- Conflict resolution
- Ability to guide and inspire others
- Delegation

3. Interpersonal skills:

- Relationship building
- Empathy
- Cultural competence
- Networking
- Team building

4. Ability to engage youth:

- Designing and implementing youth-centred programs
- Creating a positive and inclusive atmosphere
- Fostering participation and involvement

5. Problem-solving and critical thinking:

- Analytical thinking
- Problem-solving skills
- Decision-making in challenging situations

6. Emotional intelligence:

- Self-awareness
- Understanding and managing emotions
- Empathy towards the emotions of others

7. Adaptability:

- Flexibility in approach
- Adapting to different group dynamics
- Openness to change

8. Organizational skills:

- Time management
- Planning and executing events
- Coordination of activities

9. Resilience:

- Ability to handle stress and pressure
- Bouncing back from setbacks
- Maintaining a positive outlook

10. Reflective practice:

- Regular self-reflection
- Learning from experiences
- Continuous professional development

11. Youth development knowledge:

- Understanding the stages of youth development
- Knowledge of issues affecting young people
- Awareness of diverse needs within youth populations

12. Advocacy and empowerment:

- Advocacy for youth rights and well-being
- Empowering young people to express themselves
- Encouraging leadership among youth participants

13. Safety awareness:

- Physical and emotional safety measures
- First aid and emergency response
- Creating a safe and secure environment

14. Creativity:

- Designing innovative programs and activities
- Encouraging creative expression among youth

15. Motivational skills:

- Motivating and inspiring youth
- Recognizing and celebrating achievements
- Maintaining enthusiasm and energy

16. Monitoring and evaluation:

- Establishing and tracking program goals
- Evaluation and assessment of program effectiveness

17. Conflict transformation:

- Transformative conflict resolution
- Mediation skills

Handout 7. for Topic XI. How to set up rules and boundaries

Statements for 'where do you stand?':

- Your programme always starts exactly at the scheduled time.
- It is okay to wait for participants who arrive late, even if it's always the same person.
- You strictly follow the planned schedule, even if a group hasn't finished their discussion.
- It is important for youth workers to spend time, socialize with young people during their free time at programs.
- Participants' feedback should be taken into account when adjusting the framework of the programme.
- Participants should have some level of responsibility in shaping the programme's content or flow.
- It is okay to smoke with participants who are over 18.
- Youth club members can go out for a beer together after a session.
- It is acceptable to give a cigarette to a youth who regularly smokes and will turn 18 soon on the way home.
- A youth worker can give love advice to a young participant.
- It is acceptable for a youth worker to start a relationship with a participant who is over 18.

Dilemmas about boundaries

1. Are boundaries in youth work primarily established to ensure the safety and well-being of both the youth participants and the youth workers?
2. Is it acceptable to bend or adjust boundaries in youth work situations if it means accommodating the individual needs of a particular youth participant?
3. Should youth workers always prioritize maintaining professional boundaries over building close personal relationships with youth participants?
4. Is it appropriate for youth workers to disclose personal information about themselves to youth participants in order to build rapport?
5. Should youth workers enforce consequences consistently when boundaries are crossed, regardless of the circumstances or the relationship with the youth participant?

6. Are there situations where it's acceptable for youth workers to blur the boundaries between their personal and professional lives for the benefit of the youth they work with?
7. Is it ever permissible for youth workers to engage in physical contact with youth participants beyond a handshake or brief hug?
8. Should youth workers always obtain explicit consent before sharing information about a youth participant with outside parties, even if it's for their own benefit?
9. Is it acceptable for youth workers to maintain friendships with former youth participants once they have aged out of the program?
10. Should youth workers refrain from discussing certain topics, such as politics or religion, with youth participants to avoid crossing boundaries or potentially causing discomfort?

Handout 8. for Topic XII. Emotional First aid

Myths and facts

Source: TOPSY Toolbook

<https://www.kinderjugendgesundheit.at/themenschwerpunkte/topsy/> (1-5 statement)

1. Young people do not have psychological problems.

However, in Europe, around 15-20% of all children and young people are affected by a mental health problem, while a third of all adolescents will suffer from a mental illness in the course of their lives. These mental health problems can make school, friendships and relationships with family difficult.

2. Once someone has a mental health problem, that person will be ill forever.

This is not true for all people. There are different types of mental health problems and many can be treated. Psychotherapy helps most people, but some people also need medication. Mental illness can therefore be cured in many people.

3. Young people use mental health problems as an excuse when they are actually lazy.

People don't want to have mental health problems - they don't choose to have them. Young people with mental health problems may appear tired or uninterested - often because they are overwhelmed by the situation or feel a great deal of emotional pain.

4. People with mental health problems are dangerous and can lash out at any time.

Most people with mental health problems are not dangerous or violent. Unfortunately, this myth discourages people from seeking help and support. They hesitate because they are worried about what others might think of them.

5. People who suffer from depression always look sad.

Sadness is just one of the feelings associated with depression. Other signs of depression include mood swings, irritability and a loss of pleasure in things you used to enjoy or do.

6. Social media is not a factor in youth mental health problems.

Excessive use of social media, cyberbullying, and the pressure to conform to online standards can contribute to mental health issues among young people. Maintaining a healthy balance and promoting positive online interactions are essential.

7. Young people with mental health issues are just seeking attention.

Mental health concerns are legitimate and should be taken seriously. Dismissing them as attention-seeking behavior can perpetuate stigma and discourage individuals from seeking help.

8. *Young people can overcome mental health issues on their own.*

Professional intervention, support from family and friends, and appropriate treatment modalities are often necessary for young people to effectively manage and overcome mental health challenges.

Basic information

Source: TOPSY Toolbook

<https://www.kinderjugendgesundheit.at/themenschwerpunkte/topsy/> (30-33 p.)

What are psychosocial crises?

A psychosocial crisis is triggered by external stressful events and/or changed life circumstances. Those affected cannot cope with these at the moment using their usual problem-solving strategies and therefore find it difficult to organize their everyday life as usual. The stress sometimes occurs with a time delay after a triggering event.

The following characteristics may indicate a psychosocial crisis:

- A stressful external event
- Strong feelings of fear, anger, despair and sadness
- Strong fluctuations in emotional state
- Withdrawal from social contacts or isolation
- Lack of motivation
- Lack of interest
- Aggression, unusual irritability
- Loss of control over one's own actions

The following tips for help in psychosocial crises are primarily intended for initial contact; in an emergency, we recommend seeking professional help straight away.

- Talk to the person: An honest offer to talk is almost always helpful. For example, start with "How are you?" and give the person you are talking to space to tell you their story. If those affected can talk openly and honestly about their problems and feelings, this is usually very relieving.
- Avoid judgements and trivialising tips: Statements such as "It's not that bad" or "Pull yourself together" should be avoided. Assumptions instead of facts usually don't help either. If you are very close to the person concerned, it is often not easy to help because you may be preoccupied with your own feelings and thoughts. In this case, try to get another person from your team involved and respect your own boundaries.
- Refer to professional help: Professional helpers bring the necessary distance and expertise to the situation. In urgent cases, this can be crisis intervention, for example. Sometimes an offer of help may also be rejected. In very few cases does this apply to you personally. It may be that the person concerned is only able to talk about the problems later and then comes back to your offer. If you have the impression that you are a danger to yourself or others (acute suicidal thoughts, violence), call the emergency services.
- Take care of yourself: You can only help other people if you feel safe yourself. What are you able and willing to put yourself through? Also pay attention to your own feelings and needs. You may feel helpless and not know how else you could help another person. In this case, it is important that you look after yourself and find someone you can talk to about your feelings. Talk to friends, parents or people in your work environment. If you don't feel able to help yourself, ask other people for support.

What are psychiatric crises and emergencies?

Psychiatric crises and emergencies must be distinguished from psychosocial crises. A psychiatric emergency is usually based on an acute mental illness (e.g. drug abuse, schizophrenia) or an acute physical condition that leads to psychiatric symptoms (e.g. cerebral haemorrhage). In a psychiatric emergency, there is often a threat to life (e.g. acute suicidal thoughts or escalating violence) or the acute deterioration of a medical

condition may lead to irreversible consequences. Rapid medical assistance is therefore essential in the event of a psychiatric emergency.

How can you provide "first aid" to a person in a psychiatric crisis?

- Approach the person in an emergency situation: Try to remain calm and take stock of the situation. Speak to the person concerned. Those affected should be given space to tell you how they are feeling. In any case, the person's privacy must be respected
- Get help quickly: If there is a risk of danger to yourself or others, call the emergency services.
- Keep in contact until the emergency services arrive: Try not to leave the person affected alone, stay in contact with them if possible and also allow them to retreat.
- Avoid reprimands. Try to reassure the person and get further help if necessary. Take the person and their perceptions seriously and do not question them. The rescue coordination center can also give you instructions over the phone, which you should follow.
- If in doubt, take the person's statements seriously: if you are unsure whether they are correct, it is advisable to assume that they are correct in the emergency situation.

The BASIS model

It originates from emergency psychology, and it provides good guidance for first responders.

Source: <https://www.gesundheit.gv.at/leben/psyche-seele/krisenintervention/erste-hilfe-psyche.html>
<https://www.mdw.ac.at/kunstundgesundheit/krise/basis/>

B - Build rapport- Be appreciative and show interest in the person's needs.

An appreciative attitude and a genuine interest in the person can create an atmosphere of trust.

A - Acknowledge- Show acceptance of the person's experience instead of sugarcoating it.

This means accepting the event, "facing reality" and accepting what is given. Even if it is difficult. It can be difficult and does not have to - indeed should not - be glossed over.

S - Structure- Provide support with concrete tips (e.g. name contact points or give emergency numbers). Choose clear wording for your support. People in crisis need support. They are usually not in a position to plan the next steps or to fight their way through the jungle of help and offers. As a lay helper, you can take the first steps, e.g. contact a crisis intervention centre or an emergency telephone number. You can also help by formulating clear statements.

I - Information- Discuss the next steps with the person affected and address any associated fears and worries. It is possible that in severe stressful situations, reactions may occur that those affected consider unusual and worrying (e.g. images of frightening events appearing again and again).

S - Social- The environment should be involved. Who can help, who provides support? It is best to get support from familiar people, provided they are in a position to do so and can accept it. What professional help is available in the next few days? People in exceptional situations need safety and security. They should also not be left alone.

Do's

Source: <https://pjp-eu.coe.int/en/web/coyote-magazine/psychological-first-aid-in-youth-work>

1. Notice the problem, recognise when somebody feels stressed or anxious.
2. Pause and reflect. Take care of your own emotions. Ask your colleague to assist or help, and intervene.
3. Listen openly without judging, so your group or youngster will feel picked up and listened.

4. With the information given, reflect again. Do you need to act immediately, or do you have time to plan the intervention?

Need to act immediately (anxiety attack, for example):

- a. Take control, now you are in charge. Do you need more help? Find it!
- b. Create an emotionally safe space: separate the affected person from the group, but do not leave the group unattended (to work in teams is recommended).
- c. Use simple instructions. Being present and caring is a good way to help.
- d. Help the youngster to breathe, focus on the airflow in his/her body. Divert attention from thoughts by constant reminders to keep focused on the breathing or anchoring with the here and now (invite the youngster to identify something inside the room and describe it).
- e. When he/she feels better, calmer, talk about the situation and evaluate where it might come from, and ask for permission to discuss his/her/their problems within the team. Involve the youngster in the decision making.
- f. Find a long-term solution together with the youngster and/or group.

Time to plan:

- a. Talk about the situation and evaluate where it might come from, and ask for permission to discuss his/her/their problems within the team. Look for clinical psychologists if you notice the issues, the youngster is struggling with, are beyond your knowledge. Involve the youngster in the decision making.
- b. Find a long-term solution together with the youngster and/or group.

And always take care of yourself after those situations. Do not carry it on your back, it is not healthy, nor is it the best practice.

Handout 9. for Topic XIV. Physical first aid

Principles of First Aid

The foundational principles of first aid are crucial for ensuring immediate, efficient, and appropriate care given to individuals in emergencies. These principles guide first aid responders — whether professionals or regular people—in making quick decisions that can save lives, prevent conditions from worsening, and promote recovery. Here are the primary goals and the importance of a prompt, effective response in emergencies:

Primary goals of first aid

Preserve life: The foremost goal of first aid is to save lives. This includes performing life-saving techniques like CPR (Cardiopulmonary Resuscitation) when necessary, ensuring the person is breathing, and addressing any life-threatening conditions immediately.

Prevent further harm: After ensuring life is not immediately at risk, the next goal is to prevent the person's condition from worsening. This involves moving them away from any ongoing dangers, applying first aid techniques to manage injuries or illnesses, and ensuring they are comfortable and stable until professional medical help arrives.

Promote recovery: First aid also aims to promote the recovery of the individual. This can include applying bandages to wounds, helping them into a comfortable position, providing reassurance to reduce shock, and administering non-prescription medication for minor conditions if appropriate.

Foundational principles of first aid

Safety first: Always ensure the scene is safe for yourself, the injured person, and others nearby before providing first aid. This prevents additional injuries and ensures that help can be provided effectively.

Call for help: Determine if professional medical help is needed and call emergency services promptly. Providing accurate information about the situation and following any instructions given by emergency dispatchers is crucial.

Consent: Before administering any form of first aid, obtain consent from the individual if they are conscious. If they are unconscious, implied consent is assumed in most jurisdictions to provide necessary care.

Assess the situation: Quickly assess the individual to determine the nature and extent of their injuries or illness. This will guide your first aid response and ensure that you address the most critical issues first.

Do no harm: Use only the first aid techniques you are trained and confident in performing. Incorrect first aid can sometimes do more harm than good.

Handout 10. for Topic XV. Case studies with physical emergencies

Example case studies for physical first aid

Case 1

An 18-year-old participant begins choking on a sandwich during a youth club break. They cannot speak and are visibly panicked.

Case 2

During an outdoor program, a 23-year-old participant reports difficulty breathing and says they forgot their inhaler.

Case 3

After sharing snacks, an 18-year-old participant with a known peanut allergy shows signs of a reaction — swollen lips and difficulty breathing.

Case 4

A participant falls while running and appears to have twisted their ankle. They are in pain and unable to walk.

Case 5

During a summer camp activity, a participant becomes dizzy, confused, and overheated after long exposure to the sun.

Case 6

While using scissors in an art session, a participant accidentally cuts their hand. The wound is bleeding moderately.

Case 7

A participant faints during a group discussion. They regain consciousness after a few seconds but appear pale and disoriented.

Case 8

During the final evening of a training on emotional safety, a group of participants is dining in a full restaurant. Suddenly, the fire alarm rings.

Case 9

While visiting a museum in the morning, an 18-year-old participant's glucose monitor triggers a phone alarm. Moments later, they faint.

Case 10

Heavy rain has been falling for days, and local authorities have issued flood warnings. A small group of participants is in the youth centre basement when the flood siren sounds.

Case 11

At a summer camp in the mountains, participants return for lunch and realize two others are missing — they stayed in their rooms feeling unwell. Suddenly, a landslide begins and the alarm sounds.

Handout 11. for Topic XVI. Youth workers' competences for safety and learning zone

Safety Competence Wheel

Youth workers play a crucial role in creating emotionally and physically safe environments for young people.

To effectively provide such opportunities, youth workers need to require a range of competences including:

- Knowledge of youth, young adult changes and development: Understanding the physical, emotional, cognitive, and social development stages of children and adolescents is essential for tailoring activities and interventions to meet their needs.
- Communication skills: Clear and effective communication skills, including active listening, empathy, and the ability to express oneself clearly, are vital for building trust and rapport with young people.
- Crisis management: Youth workers should be trained in handling crises and emergencies, such as accidents, conflicts, or emotional breakdowns, in a calm and appropriate manner.
- Conflict resolution: Being able to mediate conflicts and facilitate constructive dialogue between young people helps maintain a safe and respectful atmosphere within the youth program or space.
- Safety protocols: Knowledge of safety protocols and procedures, including first aid and emergency response, ensures the physical well-being of youth participants.
- Boundaries and ethics: Understanding professional boundaries and ethical guidelines is crucial for maintaining appropriate relationships with young people and ensuring their safety and well-being.

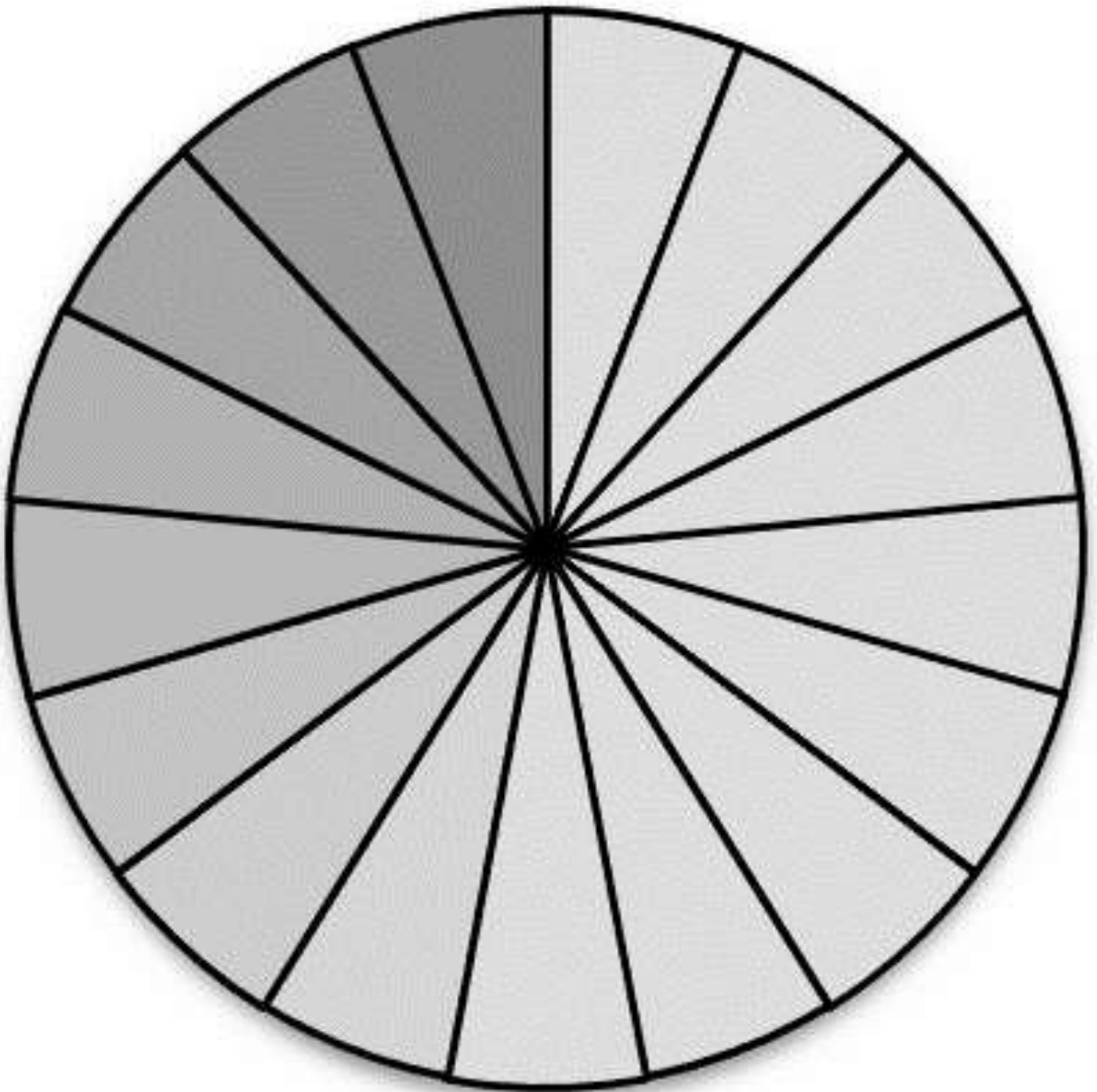
- Cultural competence: Recognizing and respecting cultural differences and diversity among youth participants is essential for creating inclusive and safe environments.
- Trauma-informed practice: Awareness of trauma and its impact on young people's behavior and well-being enables youth workers to provide appropriate support and create safe spaces for healing and growth.
- Prevention and risk reduction: Implementing strategies to prevent risks and promote safety, such as establishing clear rules and boundaries, conducting safety assessments of program activities, and educating young people about safety measures.
- Self-care: Practicing self-care and stress management techniques is important for youth workers to maintain their own well-being and effectiveness in supporting young people.
- Active listening: Engaging in a communication where the listener fully concentrates, understands, responds, and remembers what is being said by the speaker. It involves giving full attention to the speaker and demonstrating empathy and understanding through verbal and nonverbal cues.
- Ability to support the learning process of youth: Being capable of facilitating the growth and development of youth by providing guidance, resources, feedback, and opportunities for skill enhancement within the context of youth work.
- Ability to build trustworthy relationships with youth: Demonstrating authenticity, integrity, empathy, and reliability to establish strong, symmetrical relationships based on mutual respect, understanding, and trust with youths.
- Knowledge about different methods of supporting youth: Possessing an understanding of various approaches, techniques, and resources that can be employed to effectively support and empower youth.
- Ability to ask opening questions: Skill in initiating conversations or interactions by posing open-ended questions that encourage reflection, exploration, and meaningful dialogue, thereby fostering engagement and facilitating communication.
- Willingness for learning and continuous self-development: Being open-minded and proactive in seeking opportunities for personal and professional growth, acquiring new knowledge, skills, and perspectives, and continuously improving oneself to enhance effectiveness in supporting youth.
- Ability to give and receive feedback: Competence in providing constructive, specific, and timely feedback to youth to facilitate their learning, growth, and performance improvement, as well as being receptive to receiving feedback from youth to foster mutual understanding and collaboration.

The „Safety competence wheel” which shows current status of the level of your competences. Please, mark (with honesty and in harmony with yourself) the level of individual competence, bearing in mind that the closer the border of the circle, the higher level of competence.

Note: Feel free to add a competence that you find relevant for safety if missing, the one you think is crucial and not here.

Please connect the marked points on the wheel. Look at your wheel. What do you see?

How would it be to ride on such a wheel?



1. Knowledge of youth, young adult changes and development
2. Communication skills
3. Crisis management
4. Conflict resolution
5. Safety protocols
6. Boundaries and ethics
7. Cultural competence
8. Trauma-informed practice
9. Prevention and risk reduction
10. Self-care
11. Active listening
12. Ability to support the learning process of youth
13. Ability to build trustworthy relationships with youth
14. Knowledge about different methods of supporting youth
15. Ability to ask opening questions

- 16. Willingness for learning and continuous self-development
- 17. Ability to give and receive feedback

Handout 12. for Topic XVII. Outdoor simulation introduction

The set up:

A group is going out to a foreign city to visit a place. Most of them do not know each other, it is a new youth group. The youth workers never worked together before and the place is also novel to them.

Task:

- Set up the visit
- Ensure that there is guidance to the visit
- Handle the emerging cases
- Make sure that the youth is learning, developing somehow
- Be conscious about your actions

Roles:

- Youth worker
- Parent
- Youth
- Random people of the place
- Observer (Jolly Joker)

Roles, traits, emotions, and actions – draw system

Prepare printed and cut-out cards for each category: **roles**, **personal traits**, **emotions**, and **actions**. Place each category into a separate container (e.g. hats or boxes), so that all cards from the same column are grouped together.

Each participant (character) should draw **one card from each container**, receiving one role, one trait, one emotion, and one action. This ensures diversity and unpredictability in the simulation.

	FEATURES I.	FEATURES II.	PHYSICAL ABILITIES	EMOTIONS	ACTIONS
1	16 years old	You want to be a trainer	Sporty	Have depression	Break leg
2	25 years old	Just broke up	Skinny	In love	Get fever
3	29 years old	Does not like to shower	Overweight	Joyful	Start to cry
4	Atheist	Cannot orientate yourself	Flexible	Angry	Get your period
5	Christian	ADHD, active and unfocused	Bad, painful knee	Excited	Be very interested in the activity
6	Muslim	Shy	Asthma	Afraid	Be busy on your phone
7	Female	Love music	Special diet	Curious	Be reserved towards the others
8	Male	Make jokes all the time	Diabetes	Confident	Be friendly towards the others
9	Uncertain about your sexual identity	Leader type	Flexible	Anxious	Get stung by a bee
10	Clever, good at school	Talkative	Endurance	Proud	Get lost
11	Bad student	Prefer to speak in 2, not in front of others	Fast	Frustrated	Forget something
12	Already working	You know the place very well	Strong	Compassionate	Be thirsty
13	Poor family	Experienced youth leader	Weak	Grateful	Cut your finger
14	Well off family	Took part in several similar activities already	Need to take pills every 2 hours	Surprised	Get scared
15	1 parent	It's a new experience for you	Allergic to bee stings	Disgusted	Be active
16	5 siblings	You did not want to come	Nothing special	Embarrassed	Be passive
17	professor	passionate about mysteries	hearing impairment	eccentric	get lost
18	beautiful girl	environmentally conscious	mild social anxiety	inquisitive	notice someone littering
19	young adult	artistic and sensitive	colour blindness	introverted	find a place to stay in solitude



SAFETY FIRST!

Skills and competences for youth workers

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