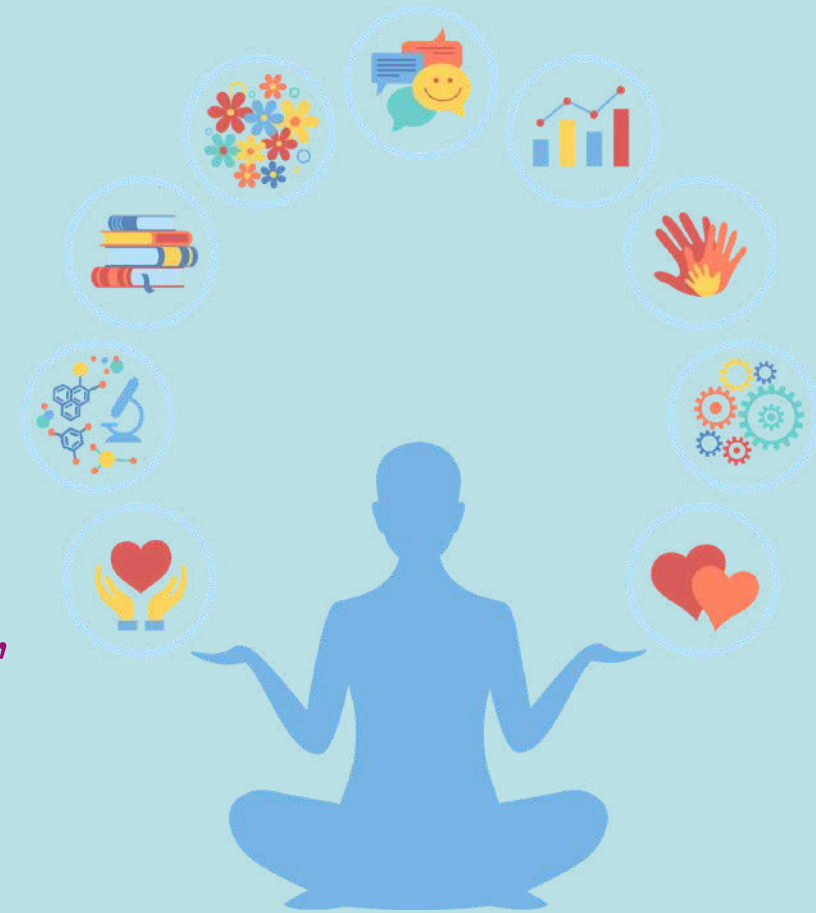


WELLBEING in Youth Work

TRAINING CURRICULUM

PRACTICAL SESSIONS FOR WELLBEING,
MENTAL HEALTH AND BURNOUT
PREVENTION



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A map of everything in this curriculum

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Photography in this curriculum: a compilation from Erasmus+ projects, 2019–2026.

A Tour Guide to This Curriculum

How to use this resource

Welcome!

We are happy you are here and hope this curriculum becomes a useful companion in your work.

This resource is for you if you are **a youth worker, trainer, educator, facilitator, or any other professional working with young people or supporting people in the youth work sector.**

It is also for you if you are interested in exploring wellbeing, mental health, and burnout prevention not only as topics to discuss with others, but as an opportunity to reflect on your own wellbeing and the way you care for yourself, your colleagues, and the communities you are part of.

About the Be Well project

This curriculum was developed as part of the Erasmus+ Cooperation Partnership project: Be Well - Increasing quality in youth work by fostering wellbeing for youth workers.

The project brings together organisations from Romania, Latvia, and Czechia with one shared goal: to strengthen wellbeing in youth work and contribute to healthier and more sustainable ways of working with young people.

One of the first steps of the project was an international research study exploring how youth workers understand wellbeing, mental health, and burnout, the challenges they experience, and the support they need. The training curriculum you are about to explore was developed directly from those findings.

One idea that runs through the whole curriculum

Throughout the Be Well project, we look at wellbeing through three interconnected levels:

- **INDIVIDUAL**

our personal wellbeing, habits, emotions, and self-awareness.

- **ORGANISATIONAL**

the teams, leadership, culture, and working environments that shape our daily experience.

- **SYSTEMIC**

the wider youth work ecosystem, including funding, policies, recognition, and support structures.

These three levels influence one another. For this reason, you will see this perspective appearing throughout the curriculum in different activities, reflection questions, and discussions. Rather than focusing only on individual wellbeing, we invite you to explore how change can happen at all three levels.

How to use this curriculum

This curriculum was originally designed as a complete training programme. However, you do not need to follow it from beginning to end.

Each session can also be used as a stand-alone workshop or adapted to fit your own context, group, and learning objectives.

Throughout the curriculum, you will find suggestions for activities, facilitation tips, reflection questions, and optional variations. Think of them as inspiration rather than fixed instructions. Feel free to adapt the timing, methods, and materials to the needs of your participants and the resources you have available.

Each session begins with a short introduction explaining why the topic matters, drawing on the findings of the Be Well research, followed by an overview of what participants will experience during the session. Some sessions also include additional articles, videos, or other resources if you would like to explore the topic in greater depth.

What comes next?

This curriculum focuses on learning, reflection, and practical tools that support wellbeing, mental health, and burnout prevention in youth work.

To complement this resource, the Be Well Advocacy Curriculum explores how to turn these insights into action. It offers methods and tools to help youth workers, organisations, and stakeholders advocate for healthier organisations, stronger support systems, and greater recognition of wellbeing within the youth work sector.

We hope this curriculum inspires you to pause, reflect, experiment, and adapt the ideas to your own practice.

Most importantly, we hope it reminds you that taking care of those who support young people is not an extra, it is essential for creating meaningful and sustainable youth work.

Introduction

In the unlikely event of a loss of cabin pressure, oxygen masks will automatically drop from the panel above your seat. Remain seated, pull a mask firmly toward you to start the flow of oxygen, and place it over your nose and mouth. Secure it with the elastic band and breathe normally. If you are traveling with a child or someone needing assistance, put your own mask on first before helping others.

Possibly those who travel often do not pay attention to this safety announcement in the planes anymore. Nevertheless, it is an important guidance and an amazing metaphor for caring professions. In order to offer quality support for young people we as youth workers have to be able to take care of ourselves. It includes awareness, skills, tools and also accessibility of these elements. Project *Be well - Increasing quality in youth work by fostering wellbeing for youth workers* is offering two direction action. Firstly, we check if the oxygen masks even exist in the youthworkers' communities and how to advocate if they are lacking or not sufficient. Secondly, we created this tool you are reading now - training curriculum with mental health focus.

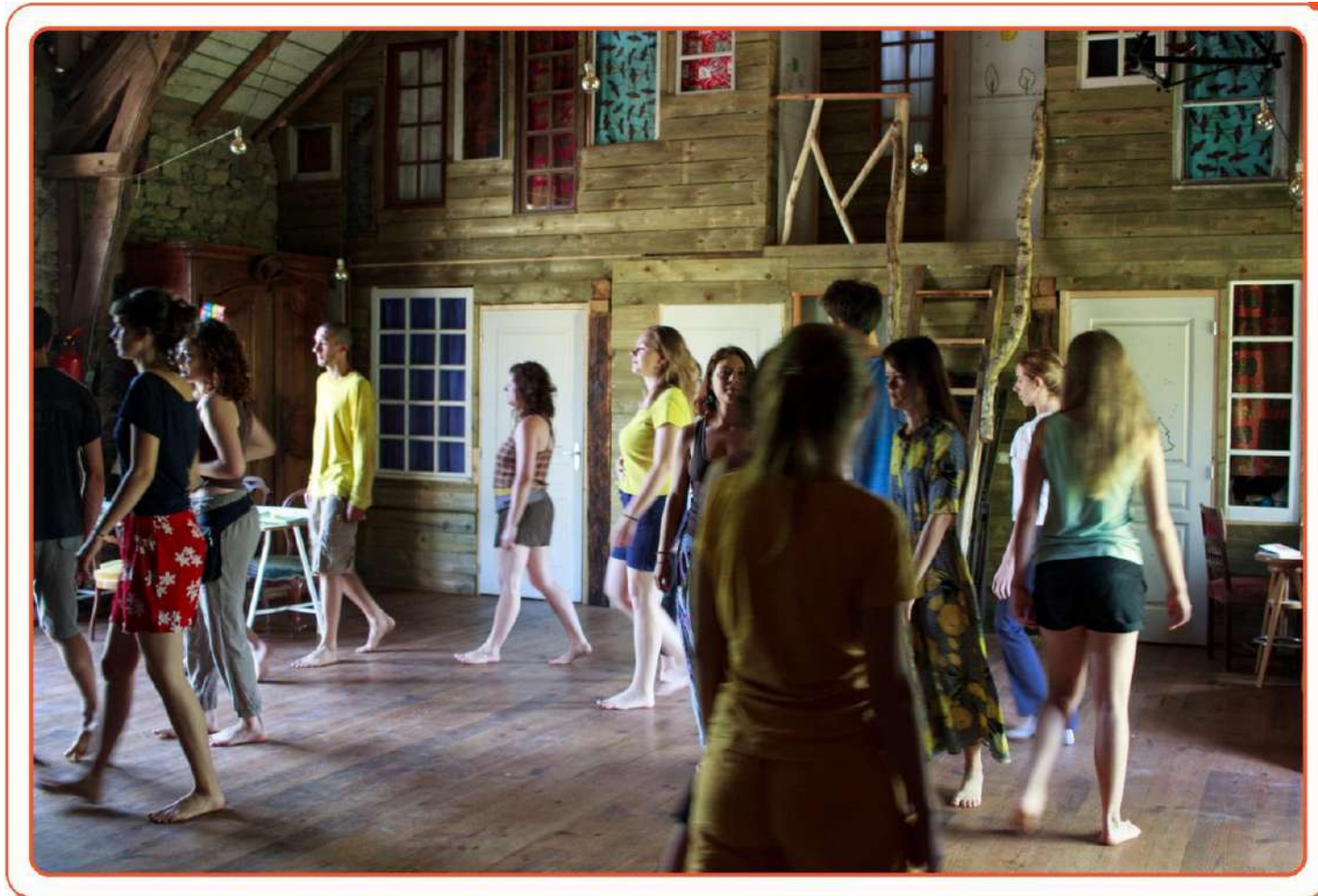
The first step of exploring the *oxygen mask* situation was a research, carried out in Romania, Czech Republic and Latvia. Our team interviewed various youth field stakeholders, carried out a desk-research and surveyed youth workers to find out the general awareness of well-being in the field, existing practices and needs of the practitioners. Unsurprisingly, research approved many systematic issues, lack of state level support regarding the mental well-being of youthworkers. Therefore, part of *Be Well* was dedicated to developing a material that can support youth workers in advocating for an appropriate support system. The next step was to create a 4-day long training course, based on the needs clarified in the research. The objectives were:

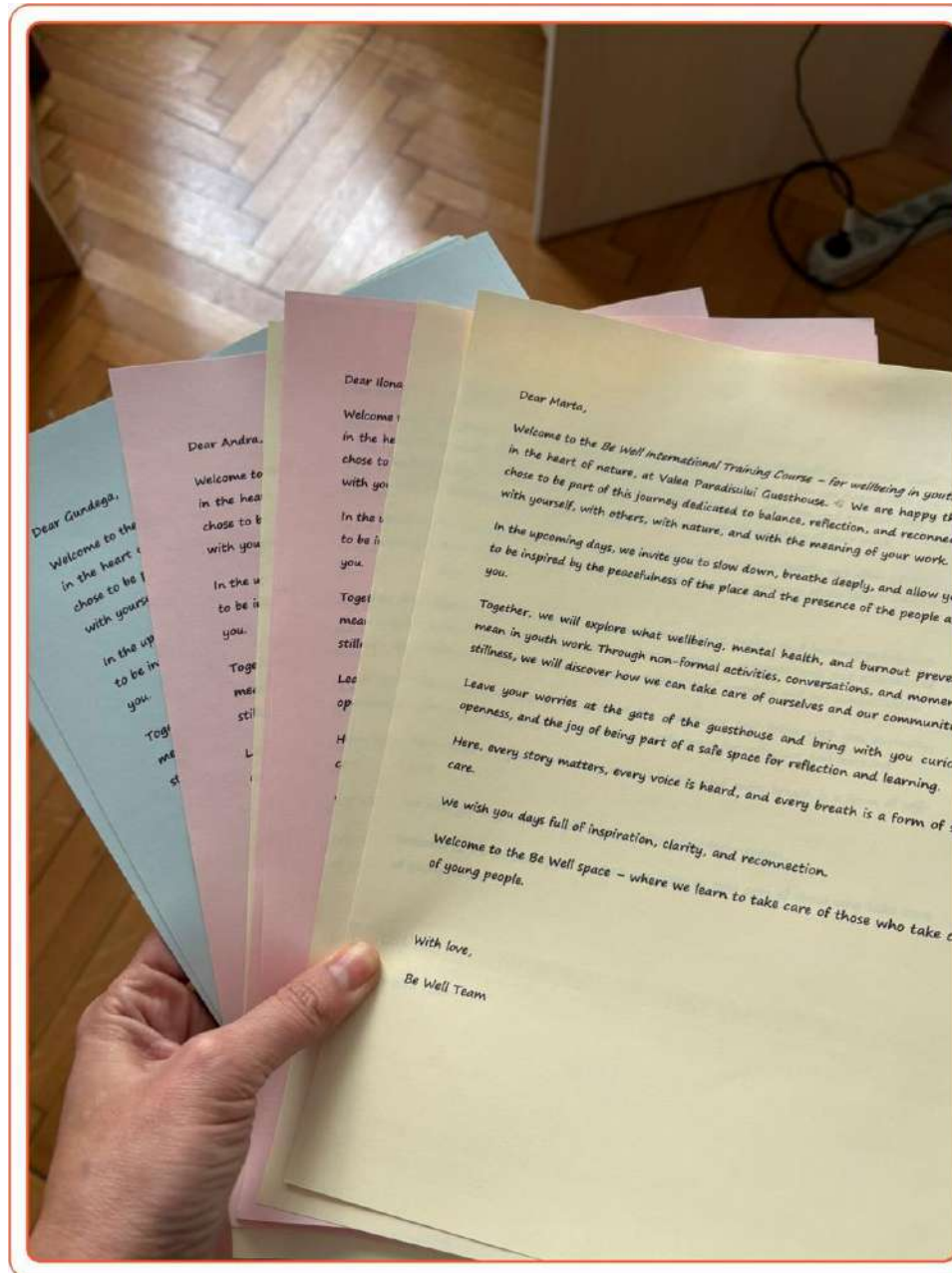
- 01. Building wellbeing skills:** Better understand mental health and burnout in youth work, and explore practical ways to prevent stress and care for your own wellbeing in demanding professional contexts.
- 02. Strengthening self-awareness:** Strengthen your emotional intelligence and self-awareness, developing skills such as empathy, emotional regulation, mindfulness and self-care to improve communication, relationships and resilience.
- 03. Practicing compassionate leadership:** Experience embodied learning and compassionate leadership, and learn how to use them to create healthier, more supportive and inclusive working environments.
- 04. Creating peer support:** Build meaningful peer connections and support networks, and gain tools to create, sustain and monitor wellbeing-focused support systems in your organisation and youth work community.

The program was tested in March 2026 with the help of 18 youth workers from the Czech Republic, Latvia and Romania. This curriculum includes the tested and improved program with more insight in the choice of the methods as well as suggested material for digging deeper in the topic. You can use it as a ready-made training course program or choose the workshops about the topics that are more urgent in your community right now.

We hope that this material supports your own well-being as well as strengthens your youth workers' community. So read on and Be Well!

Be Well team





WHO ARE WE HERE?

Landing • Belonging • Safe Space



🕒 2 h

○ INDIVIDUAL

© ORGANISATIONAL

WELCOME



♦ In this session:

- landing
- belonging
- safe space

Session: Who are we here?

Why this topic matters

There are so many elements that we need to keep in mind when creating learning experiences for others. Not only the content is important. We need to create a learning environment that is inviting, engaging and safe enough for people to open up and to fully go for the learning experiences. Especially, if the topic is mental well-being that requires some level of vulnerability of the learner. There are plenty of group building and getting to know each other activities available in online toolboxes. Here are some of our favourite ones.

What will you find in this session?

This session offers some icebreakers and group building activities as well as tasks that help you to get to know the group a bit better. Besides that, this session helps participants to land fully in the new learning environment. It also offers to create a learning agreement that talks about consent and safe learning environment.

• INDIVIDUAL

• ORGANISATIONAL

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
2h	To create a safe enough learning environment; To get to know each other better	10min Welcome “speech”: even if it was written in the call for participants and info pack, remind again why this learning activity exists. Also, tell why it is important for your organization and for you personally. Even if you believe there is nothing much to tell, plan at least 10minutes for this moment. Do not be afraid of pauses in your speech, see how the text lands in the group, explore their reactions. This will help you to get to know your participants better. It is nice if you have the aims written down on a poster, so it is always visible for the participants. 20-30min (depending on the number of participants) First introduction circle: invite the participants to share their names, pronouns, and one sentence about the land they come from. You can be creative in the question you ask in the first circle, just keep in mind to keep it short, especially if the group is bigger as it gets more difficult to keep the attention. The question can also be related to the topic of the training course, just keep in mind that this is the first time that these people meet and most probably they are not ready to open up yet. 5min Name game: tapping the shoulder Ask if everyone in the circle is ok if their shoulders are touched. This can also be a moment to mention that consent is important and that participants always check in with others, especially as there are some body-related activities later on in the program. Then ask the participants to do the same thing you are doing - tap the shoulder of the person on the right and tell the name of this person. They should do the same to the person on their right (of course, do not explain this to them). When the circle goes around, the facilitator does the same to the left. Then the facilitator taps the person on the left but tells the name of the person on the right. Various versions can be played out. 15min Name game, group building: three balls + learning agreement Invite everyone to stand up in a circle. Tell the main rule: the ball cannot touch the ground. You are first to start	Poster with the aims of the training courses Three balls Flipchart with markers

TIME	OBJECTIVE	METHODS/PROCESS (description, step by step / debrief questions)	RESOURCES
		the game by calling someone's name and after eye contact is established, throw the ball to this person. This person calls another's name and after eye contact is established, throws them the ball. So, it continues until everyone in the circle has received and tossed the ball and it returns to you. The same process in the same order is done again, but after the first few people, add two more balls to the process. After finishing the circle, when all three balls had returned to the facilitator, ask the participants: What helped to do the game and not let the balls fall on the ground? How can these principles be adjusted to our learning program? You can write down their sharings and add extra question: What helps you to learn? The written material can become a group's learning agreement. Ask if everyone agrees on these principles. Leave the poster in a visible space for the rest of the program. 25min Getting to know each other: introduction dates Ask participants to find a pair. They have a conversation for 3 minutes about the following questions. Every three minutes invite them to change the pairs and read a new question: + What is the activity (hobby, sport, leisure time) where time can disappear for you? + If you would become a president of the world for three days, what would be the laws you create/changes you make? + What are you really proud of? + What is special about the place you come from? + What is your dream and what stops you from doing it? + What advice would you give to the 16-year-old you? + Describe an ideal holiday for you! 10min Getting to know each other: sociometrics Ask participants to make a line (from the least to the most, from 1 to 100 etc.) according to their experiences, starting with warm-up questions: + How many kilometres did you travel to get here; + When is your birthday (only day and month)? - can be done in silence, just for fun; + For how long do you work with young people? + How many times have you participated in non-formal education training courses?; + How do you measure your knowledge about mental health? Feel free to add your questions!	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		5min Take this time to share about the practicalities of the space, safety information etc. 30min Greeting the land Invite the participants to go out, wander around the space until a specific spot/element invites them. There participants stop and spend some time, telling this space/element what are their intentions to be here ("I have come here to...") and what kind of support the space they would appreciate. The participants are invited to journal this "conversation". When the participants are back, spend a few moments for everyone to share one word about why they are here.	

You can find plenty of name games, ice-breakers and group building activities here: [SALTO-YOUTH - Toolbox - Search for Tools](#)



WHY ARE WE HERE?

Purpose • Expectations • Intentions

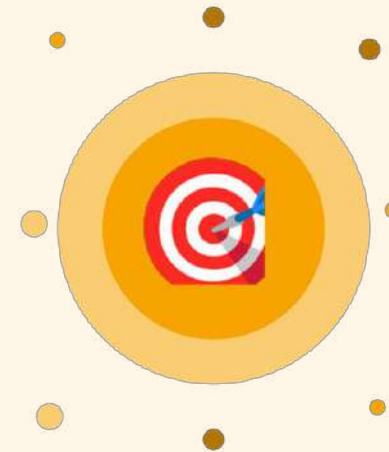


🕒 1 h

○ INDIVIDUAL

© ORGANISATIONAL

PURPOSE



♦ In this session:

- purpose
- expectations
- intentions

Session: Why are we here?

Why this topic matters

It might seem senseless to ask why we are here. First of all, participants have already arrived. We are not going to send them home regardless. Secondly, there are aims of each training course, of each learning experience. Thirdly, most probably participants already filled in application forms beforehand where they had to explain their motivation. And still, we suggest dedicating time in the program specifically for this question. And there are various reasons why. It can help participants to refocus, to remind themselves of why they have decided to dedicate their time and energy for this learning experience. It can help facilitators to make sure they have the right accents in the program and in case if the majority of participants is pointing out something specific, maybe there can still be some changes in the program to respect this need and interest of the participants. Also, hearing and reading the reasons of other participants can open up new learning dimensions for other learners.

Besides that, this is a useful moment to encourage the participants to take part of responsibility for their own learning process. Of course, educators are in charge of the program and its alignment with the general objectives. Nevertheless, participants can be reminded and motivated to set and to commit to their own learning intentions.

What will you find in this session?

The description below is an example of how a session about a program, its aims and participants expectations can be organized. It is a very flexible sequence of activities that can be easily adapted to different topics, programs, timings etc. Moreover, the creative part of the session can give a topical thread that can be used for the rest of the training course in order to give a sense of coherency of the whole learning experience.

• INDIVIDUAL

• ORGANISATIONAL

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
1h	To set learning goals and create monitoring system for learning outcomes To create a safer learning environment	10min Depending on how much was told in the previous session, tell more about the activity. It is also nice to give a full review of the program. There is no need to explain every single session. It is enough to give the flow, the focus of every day, the main topics and definitely the timings - when and how long are the breaks etc. Sometimes there are situations when telling less is better for the workshop/method. Keep in mind that in the group there might be neurodivergent people, and for them knowing the flow and having understanding of the agenda reduces anxiety and therefore gives more safety. Presenting the program can be done in many interesting and fun ways. Use your visual facilitation skills or include some storytelling. The next part can give you a nice idea for storytelling. 20min It is important that the participants have a chance to refresh or make new expectations, as well as offer space to reflect on possible challenges they could have these days. Besides that, you can remind that in non-formal education one of the main resources is the group itself, therefore it is great to know what could be their contribution. Think of a nice metaphor for a learning experience. A great and simple one is a journey. Show participants a poster with your chosen transport (ship, van, space rocket etc.). You can also draw stick-people figures in various places, so the participants can choose their "avatars". Or they can draw themselves in a stick-people style. Invite them to decorate these people, so they could be more recognisable (hair, glasses, different style elements) and write down 2-3 things how they could contribute to this group and learning journey. You can give examples - <i>I am a good listener, I can offer</i>	Markers, A4 papers, and three posters for expectations, challenges and contribution according to your chosen metaphor.

TIME	OBJECTIVE	METHODS/PROCESS (description, step by step / debrief questions)	RESOURCES
		<i>fun energizers, I can facilitate a discussion about challenges in youthwork, I can offer a great movie from our projects etc.</i> ● Another poster has a symbol of possible challenges (great waves in the sea, storm clouds, meteor shower etc.). Invite participants to write what they see as possible challenges, something that could slow down their learning. You can give a few examples - <i>I don't know how to start a conversation, I have little experience, I am afraid to be boring, my English is not so good, I won't have "me-time" etc.</i> ● The third poster is the aim of the journey. What participants would like to gain/find/achieve in this training course. It could be symbolized with a freshly discovered land, new planet, hidden treasure map etc. Give participants time to visit all these posters and write down their possible contribution, challenges and expectations. To make it more thematic, you can put on music that relates to travel, journeys etc. For example, the soundtrack from Pirates of the Caribbean. After they have finished, remind them that the posters will be in a visible place, invite participants to take a look and see what great resources are in this group and to check also the challenges to see how others could be supported, so this journey is a safer one. You as a facilitator might find the expectations very useful, to see if you can still make some minor adjustments in the program to make it more useful for this target group. 30min Intentions. Ask the participants what is the difference between expectations and intentions on a learning journey. Most probably the group will come to the conclusion. You can also help them by explaining while expectations are more external - what would the trainers offer, what's in the program, what methods and theory will I learn; the intentions are more internal - what do I want to achieve in the given time. Then invite them to draw a pie chart on A4 sheet of paper where each slice is dedicated for their learning intentions. Mention that they can overlap with the expectations but they can also be different. Intentions can be directly related to the topic of the training or something more personal, for example - to drink enough water, to write down key things of every session, to find a new partner for future projects etc. Give participants time to draw their charts and write down the intentions. These sheets are stuck to the wall, so the participants can approach them during breaks or after the program finishes, or every morning to colour each slice according to how they are following and achieving their own intentions. Alternative version: instead of the pie charts they can also draw gardens of intentions or another symbol that could fit the same metaphor as used for the challenges/contributions/expectations. Tips: ● If the intention is too personal, they can also put a symbol instead of writing, so only the participant knows what it means. ● Remind once in a while to check in with their intentions charts/gardens. The learning experiences might be intensive and small reminders can be very helpful in order to follow one's learning process. Besides that, you can also use these drawings to monitor the learning experiences.	

Background music for the learning journey:

- ↗ The soundtrack from The Pirates of Caribbean: [Main Theme | Pirates of the Caribbean](#)
- ↗ If you make a truly epic storytelling, this can be very complimentary music: [Richard Wagner - Ride of The Valkyries](#)
- ↗ This is a true invitation for an adventure: [Indiana Jones • Main Theme • John Williams](#)
- ↗ Inspiration for creative intention tracker drawings: [Habit Tracker Drawing Ideas](#)



REALITIES OF BEING A YOUTH WORKER

Systems • Context • Connection

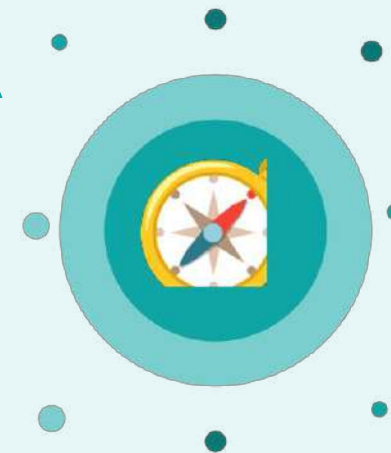
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◇ SYSTEMIC

REALITIES



♦ In this session:

- systems
- context
- connection

Session: Realities of being a youthworker

Why this topic matters

One of the non-formal education principles is basing the learning program in the needs of the participants. That means - get to know your participants! Working with international groups often means a mixture of very diverse experiences, forms of youthwork, support systems (or lack of them), available resources in their realities, diverse needs of their target groups etc. However, even when working with participants from the same country or of the same nationality might still mean diverse realities of youthwork.

It is well known that there is never enough time in training courses or other types of learning experiences. And we as facilitators might be full of wonderful methods to offer. Nevertheless, it is always worthy to dedicate time and energy to see the various realities of our participants. That helps us as trainers and facilitators to offer the support and resources that they can actually apply after returning to their communities.

What will you find in this session?

This session offers for youthworkers to reflect on the system they work in through storytelling and visual art tools. It also gives space for discussion with colleagues which can also teach them something about their own working environment. Moreover, getting to know other realities, regardless how possible or utopian they seem, can be a great tool of inspiration for changes.

• ORGANISATIONAL

• SYSTEMIC

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
1,5h	To get to know the diversity of youth work in the participating countries Adaptation for local level: to find comparing youth work systems in different municipalities	5min Ask the participants to describe the youth field/ youthwork system in their countries/cities/regions with one word. It can be an association, not necessarily an analytical description. 5min Using your creativity tell participants a story of the various ecosystems or habitats we can see in the world (sea-bed, jungle, desert, meadows, treetops, cities etc.). 30min In their national/regional teams invite the participants to draw the ecosystem or habitat of the youth work system in their countries/regions/cities. As in nature, there are various elements that depend on each other: where does the energy/food (funding) come from; what's the nest of youth work (youth centres, community spaces; special rooms etc.); what are the dangers of the habitat (lack of recognition, lack of funding etc.), what various species can be found there (different youth target groups, other players in the field). It is important also to draw where do they see themselves (youthworkers) in this system. 20min Each group introduces others to their youth work habitat. After each introduction there is a space for questions. 15min Ask participants to return to their teams and to think about the needs of youth workers that could help to improve the general state of their biome/habitat and that would make it flourish.	Flipcharts, markers, crayons, other drawing tools

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		15min Groups again tell others about what they added to their drawings. Tip: these drawings can be used every day as a reflecting tool about daily learning outcomes. For instance, at the end of every day participants can add a word/sentence/material/symbol of something they discovered in the sessions that could help their habitat to improve. Adaptation: The same task can easily be used to compare the youth work systems also on a national level. You (and the participants) might get surprised at what differences there can be in how we see and experience our realities even if it might seem that ecosystems on the local scale should be the same. The freedom of creative expression and storytelling approach might bring out elements that we would not think about in a simple presentation. Moreover, if all the participants are from the same country, you can invite them to go more detailed in their drawings - to note down various places/stakeholders where support comes from. This might encourage them to think outside of their usual point of view and reflect if they can get extra support from more alternative sources.	

Here you can get inspiration for your storytelling about ecosystems:

[11 Types of Ecosystems Around the World \(Examples + Facts\)](#)↗

[What Are the 7 Main Types of Ecosystems? \(Plus 10 Real-World Examples\) - Plant Biology and Gardening Insights](#)↗





WELLBEING AS A CORE VALUE

Values • Purpose • Collective Care



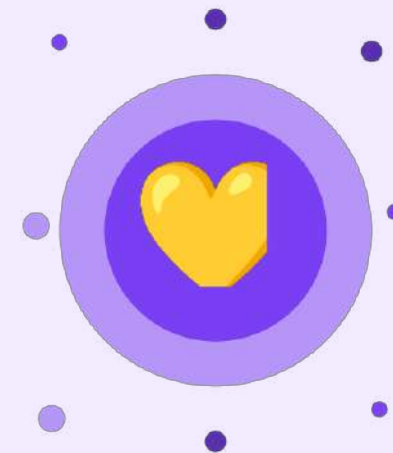
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○ INDIVIDUAL

◎ ORGANISATIONAL

◇ SYSTEMIC

VALUES



♦ In this session:

- values
- purpose
- collective care

Session: Why are we doing what we are doing? Wellbeing as a Core Value

Why this topic matters

Why did you choose to become a youth worker?

For many of us, the answer goes beyond a job. We want to support young people, create positive change, build stronger communities, and make a difference. These values give meaning to our work and keep us going, even when things become challenging.

The Be Well research showed that youth workers care deeply about their work, but they also face heavy workloads, emotional pressure, limited resources, and uncertainty. Over time, it can become easy to focus only on deadlines and responsibilities, while losing sight of the values that first inspired us.

This session invites participants to pause and reconnect with their “why”. It encourages them to see wellbeing not only as a set of self-care practices, but as a value that influences the way we work, communicate, make decisions, and support others.

One of the key messages of the Be Well project is that personal wellbeing and collective care go hand in hand. When wellbeing becomes a shared value, it helps create healthier teams, stronger organisations, and better support for young people.

What will you find in this session?

This session invites participants to explore the values that guide their work and reflect on how these values show up in their everyday practice.

Through individual reflection, group discussions, and collaborative activities, participants reconnect with their personal motivation for working with young people. They also explore how wellbeing can become a shared value within teams, organisations, and the wider youth work community. Rather than introducing new wellbeing techniques, this session encourages participants to see wellbeing as a compass that guides everyday choices, relationships, leadership, and the way we create learning environments for others.

• INDIVIDUAL

• ORGANISATIONAL

• SYSTEMIC

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
1,5 h	- To reflect on personal values related to wellbeing - To understand wellbeing as a value guiding actions - To connect wellbeing to social responsibility and youth work practice	10 min Opening Reflection - Why Do We Do Youth Work? This part is an introduction to a deeper reflection on the motivation of doing the work we are doing in the youth field. So firstly, invite participants to reflect individually: - Think about a young person you supported. - Why did you want to support them? - What values were behind your actions? Continue by asking participants to write 3 words representing their motivation. Then invite them to spend a few moments to share in pairs. After this first part of the activity, conduct a short debrief with the group: - What values appeared most often? - Was wellbeing among them? This initial activity provides a natural opportunity to introduce the idea of wellbeing as a core value rather than	Flipchart paper, makers, post-its

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		simply a concept. Encourage participants to reflect on whether wellbeing is one of the values that guides their personal and professional lives, and invite them to explore how this value is translated into everyday decisions, behaviours, and youth work practice. 10 min Theoretical Input on Wellbeing as Value The next part of the session introduces the concept of wellbeing as a value through a brief theoretical input. This session draws on three key articles that provide different perspectives on wellbeing. We recommend reading them in advance and preparing a concise presentation of their main messages, focusing on how they conceptualise wellbeing and why this matters for youth work. As an alternative approach, you may share the articles with participants before the training and invite small groups to prepare a short presentation of the key ideas. This can create a more participatory learning experience and encourage deeper reflection from the outset. Therefore, explain that this session has three resources as inspiration and introduces them briefly: <u><i>A psychological-enriched version of Tiberius' value-fulfilment theory of wellbeing, Mark Fabian</i></u> Main idea: Wellbeing happens when our important values are fulfilled in life. Examples: - autonomy - connection - purpose - growth - security If these values are blocked, wellbeing decreases. <u><i>Wellbeing Competence, Søren Engelsen</i></u> Main idea: Wellbeing is also a competence. It means people can: - understand what creates wellbeing - make choices supporting wellbeing - create wellbeing for themselves and others. <u><i>Value-Based Learning (T-KIT 14)</i></u> Main idea: In youth work we don't only teach skills. We also cultivate values that guide behaviour.	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		Wellbeing can be a guiding value for communities. 10 min Wellbeing Values Mapping Individual Level Next, invite your participants to explore wellbeing through the lens of values by creating a Wellbeing Values Map. This activity encourages them to look beyond individual wellbeing and reflect on the three interconnected levels that shape wellbeing in youth work: individual, organisational, and systemic. Use the process suggested below as a guide, but don't feel that you need to follow it exactly. Adapt it to the size of your group, the time you have available, and the dynamics of your participants. You might choose to simplify some steps, spend more time on the discussions, or create your own variations. The most important goal is to create a meaningful reflection that helps participants recognise how wellbeing is influenced not only by personal choices, but also by the organisations and systems they are part of. Invite participants to reflect the following questions: - What does wellbeing mean for you? Asks them to write: - 3 values that support your wellbeing - 3 conditions needed to live those values 20 min Wellbeing at Collective Level (Group) Divide participants into 3 groups. Each group receives one question: Group 1 - Wellbeing in a Team - What values create wellbeing in a youth work team? Group 2 - Wellbeing in Learning Groups - What values create wellbeing in training groups like this one? Group 3 - Wellbeing in Youth Work Organisations - What values should guide organisations to support staff wellbeing? Each group writes 5 key values on flipchart. After that, groups present briefly the summary of their work. You can now conduct a short debrief: - How much your individual values were reflected in group values You can highlight that wellbeing becomes collective when groups practice these values.	

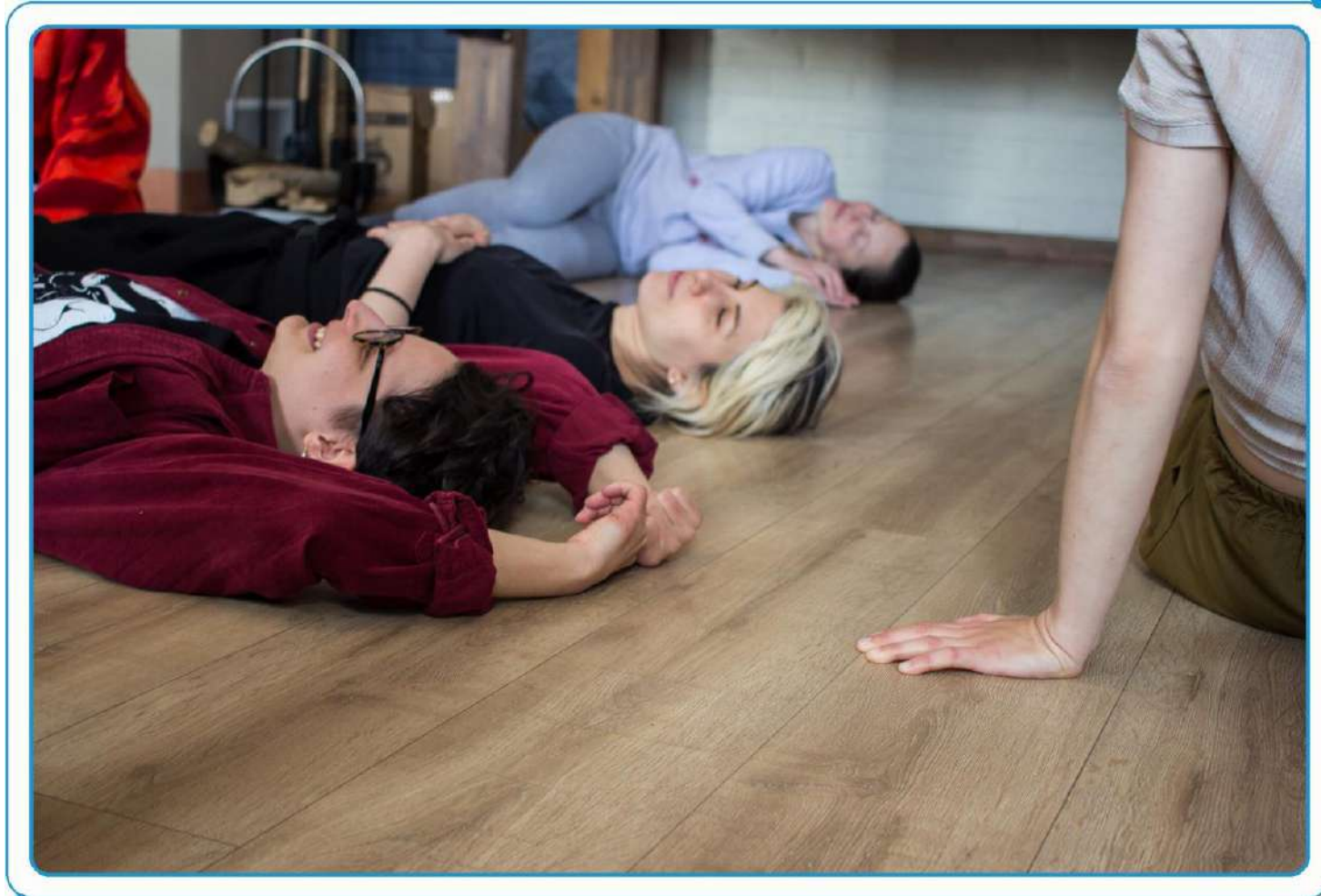
TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		20 min Wellbeing and Society Place a line in the room: agree / neutral / disagree or 3 different colored paper, each color with a meaning - agree / neutral / disagree Then read the following statement: - Wellbeing should be a priority value in society and public policy Invite participants to position themselves on the line. Short debrief: - What prevents societies from prioritising wellbeing? - What systems damage wellbeing? - What role can youth work play? 10 min Reflection Invite participants to reflect on the following question: - If wellbeing is a value, how should it guide our practice? Participants write: - One sentence: In my youth work I want wellbeing to mean... Invite participants to share a few of their sentences. You can close with the following summary: Wellbeing is not only a personal feeling. It is a value that shapes how we work, how groups function, and how societies organise themselves. Youth workers are not only supporting wellbeing, we are building cultures of wellbeing.	

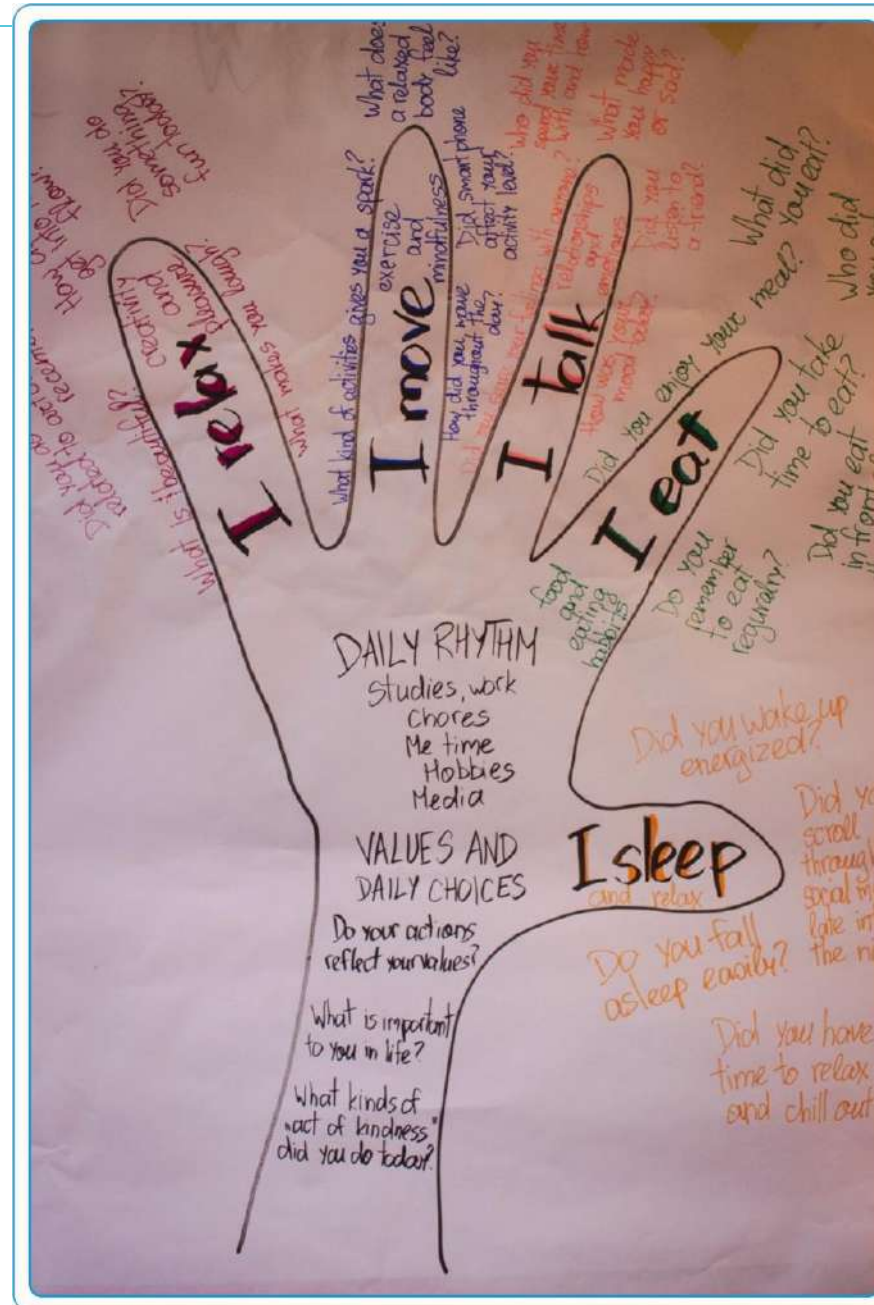
Further exploration:

[\(PDF\) A psychological-enriched version of Tiberius' value-fulfillment theory of wellbeing](#)

[Wellbeing Competence, Søren Engelsen](#)

[Value-Based Learning \(T-KIT 14\)](#)





MENTAL HEALTH FOR ME

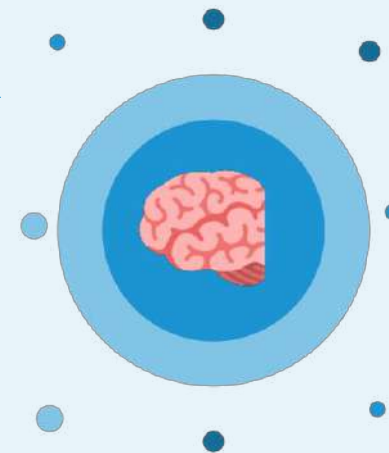
Awareness • Literacy • Reflection



🕒 1.5 h

○ INDIVIDUAL

MENTAL HEALTH



♦ In this session:

- awareness
- literacy
- reflection

Session - Mental health for me

Why this topic matters

Most people know that if they break an arm, they should go to a doctor. Even more importantly, they try to avoid breaking it in the first place by being aware of their surroundings, the tasks they perform, the heights they jump from, and where they step. Why? Because health is important, and we need it throughout our lives. Awareness of physical health is generally quite high. Unfortunately, the same cannot be said about mental health. Since mental health issues are not bleeding or otherwise immediately visible, people are often unaware of the importance of taking care of their mental hygiene. This also requires preventive action: strengthening ourselves, building resilience, and developing healthy coping strategies before problems arise.

But do we actually know what mental health means? Thankfully, public awareness has improved over the past few years compared to the past, when mental health was a taboo topic, especially in Eastern Europe. However, the belief that mental health simply means the absence of mental illness is still widespread. That is why we propose implementing this session. It serves as an important reminder of what mental health really is and what its key components are. We deliberately call it a reminder, while recognizing that for many people, especially older generations, as our research shows, this information is actually new. After all, how many of us were ever taught about mental health at school?

What will you find in this session?

This session offers new or refreshed knowledge about what mental health is and what are the basic elements. Besides the theoretical part, participants have an opportunity to reflect about their own mental wellbeing and identify those spheres of life that need more attention. The session also includes informative posters that can be brought to their everyday working environment as a reminder to give oneself better care.

• INDIVIDUAL

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
1,5h	To gain knowledge about basics of mental health	Preparation: around the room there are little posters with various hashtags about what is and what is not this training course about, such as: #this is not a therapy #this is not diagnosing #this is not a medical process for mental health #this is mental health prophylactics - through our activities we prepare ourselves for the challenges of the youth work; #this is promotion of mental health - through our activities we try to inspire ourselves and equip us with tools to encourage to talk and act regarding this topic #exchange of ideas #raising awareness 10min Before starting, mention the facts written on hashtag posters, reminding that we are not mental health specialists, but youth workers and we should work within our expertise. Then in groups of four invite participants to reflect about what mental health is by explaining this to an alien. After a few minutes of discussion they share the ideas in the plenary. If you feel that it takes too much time to divide in groups, this task can be done also individually by making notes.	Posters with hashtags Poster with WHO definition of mental health: <i>Mental health is a state of well-being in which an individual realizes their own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.</i> <i>Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.</i> Poster with five fingers:

TIME	OBJECTIVE	METHODS/PROCESS (description, step by step / debrief questions)	RESOURCES
		10min Give a space for participants to share some ideas what would they tell to the alien about mental health. Afterwards introduce them to the definition of mental health by the World Health Organization. After definition tell about the concept of five fingers: five basic elements that are needed to maintain a healthy mental state: sleeping, moving, socializing, nutrition, and relaxation. Invite participants to think about their daily routine and raise fingers accordingly if they feel satisfied with these areas. 20min Afterwards invite participants to think about other areas of life that are important for them to feel good and stable. They represent them in a pica-chart - each of 8 slices represents a field (participants can also use the topics mentioned in five fingers). According to the satisfaction of how much the participants invest in the "slice", they colour them - the better this field is, the more it is coloured. 20min Reflection in pairs/trios about following questions: + What surprised you? + What would you like to change and what do you need to do so? + What do you think are the top two most pressing challenges for you in relation to these five areas? + What can you choose to do to improve the "empty slices"? What can you do already in this training course? + How do your "empty slices" affect the "full ones"? 30min Invite participants to share their revelations, aha-moments, doubts or questions with the rest of the group. It can be done in a pop-corn manner: when the corn (inner thought or feeling) is ready to pop, you're ready to share, there is no need to talk in a circle, not everybody has to share. After this spontaneous sharing you can ask more guided questions: + How aware have you been about mental health until now? + What does this task tell you? + How can you build strategies to have more "full slices"?	MENTAL HEALTH SKILLS CAN BE EVERYDAY SKILLS Basic elements of life can affect how we feel. Think about yesterday – lift your finger if you are happy with what you did Don't forget your safety networks: support, skills, emotional and cognitive safety MENTAL HEALTH YOUTH WORK or HAND OF MENTAL HEALTH How do everyday choices affect your mental health? mieli

Poster with Hand of mental health: [Hand of mental health poster - MIELI](#)

↗ A friendly material on mental health in Latvian: [Mentālā veselība - MOT.lv](#)

↗ Various resources on [Mental Health in Youth Work | Finnish National Agency for Education](#)



PRACTICES: MINDFULNESS

Presence • Awareness • Practice



🕒 1.5 h

○ INDIVIDUAL

PRESENCE



♦ In this session:

- presence
- awareness
- practice

Session - Practices: Mindfulness

Why this topic matters

Youth work is meaningful, but it can also be emotionally demanding. Many youth workers juggle different responsibilities, support young people through difficult situations, and move quickly from one activity to another, often without taking time to pause.

The Be Well research showed that youth workers are not looking for more information about wellbeing, they are looking for simple practices that they can realistically use in their everyday lives. Many participants mentioned mindfulness, breathing exercises, spending time in nature, and moments of reflection as helpful ways to reconnect with themselves and regain balance.

Mindfulness is one of these practices. It doesn't mean emptying your mind or always feeling calm. Instead, it is about paying attention to the present moment with openness and curiosity. Even a few minutes of mindful awareness can help us respond more intentionally, manage emotions, and build stronger connections with ourselves and with others. At the same time, mindfulness is not the answer to every challenge. It is one piece of a bigger picture. Personal wellbeing also depends on supportive relationships, healthy organisations, and systems that value and care for youth workers.

What will you find in this session?

This session introduces mindfulness through simple, practical activities that you can easily adapt to your own youth work practice.

Participants will explore different ways of developing awareness through breathing, body awareness, and mindful observation. They will also reflect on how mindfulness can support communication, emotional regulation, and group facilitation.

The focus is not on doing the exercises perfectly, but on experiencing how small moments of presence can make a difference. By the end of the session, participants will have a collection of simple practices they can use for themselves and, when appropriate, introduce into their work with young people.

• INDIVIDUAL

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
1,5 h	- To understand the basic principles of mindfulness - To practice simple mindfulness techniques - To reflect on how mindfulness practices can be integrated into youth work activities	Experiencing Mindfulness Practising Presence in Everyday Life Rather than explaining mindfulness first, invite participants to experience it. This sequence of short activities gradually helps participants slow down, become more aware of their senses, reconnect with their bodies, and notice what is happening in the present moment. Together, these practices create a simple introduction to mindfulness that participants can easily adapt to their own lives and youth work practice. There is no need to complete every activity. Feel free to choose the practices that best suit your group, the available time, and the learning environment. 5 min Arrival and Grounding – The 5-4-3-2-1 Practice Invite participants to find a comfortable standing or sitting position. Explain that this simple grounding exercise helps us shift our attention from busy thoughts to the present moment by using our senses. Guide participants slowly through the following steps, allowing enough time between each prompt.	Papers, markers Chocolate / grapes or any small shape seasonal fruits

TIME	OBJECTIVE	METHODS/PROCESS (description, step by step / debrief questions)	RESOURCES
		Notice: - 5 things you can see - 4 things you can hear - 3 things you can feel (for example, your feet on the floor, your clothes, the air on your skin) - 2 things you can smell - 1 thing you can taste Encourage participants to observe without judging or analysing. There are no right or wrong answers. The goal is simply to become more present. 5 - 10 min Body Awareness Invite participants to bring their attention to their bodies. You may guide them through a simple body scan or a gentle movement routine, encouraging them to notice areas of tension, relaxation, warmth, or discomfort. You can ask questions such as: - Where do you notice tension today? - Which parts of your body feel relaxed? - What is your breathing like right now? Remind participants that they do not need to change anything. The purpose is simply to notice what is already there. 5 - 10 min Mindful Breathing Introduce one or two simple breathing techniques. Note for the Facilitator: Remind participants that these are invitations, not rules. Encourage everyone to breathe comfortably and naturally. If holding the breath or counting feels uncomfortable, participants can simply focus on taking slow, gentle breaths at their own pace. The goal is to increase awareness and presence, not to perform the exercise perfectly. For example: - <i>slow diaphragmatic breathing:</i> Invite participants to place one hand on their chest and the other on	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		their abdomen. Encourage them to breathe in slowly through the nose, allowing the belly to expand, and then breathe out gently through the mouth. The focus is on taking slow, deep breaths using the diaphragm rather than shallow chest breathing. - <i>box breathing</i>: Guide participants through a simple four-step breathing pattern: Inhale for 4 counts / Hold the breath for 4 counts / Exhale for 4 counts / Hold again for 4 counts. Repeat the cycle for 1 or 2 minutes. This technique can help improve focus and create a sense of calm. - <i>breathing with a longer exhale</i>: Invite participants to breathe in naturally through the nose for 4 counts, then breathe out slowly for 6 or 8 counts. The exhale should always be slightly longer than the inhale. This type of breathing helps the body relax and can be particularly useful during moments of stress or anxiety. Invite participants to notice how their body responds without trying to force relaxation. Explain that mindful breathing is not about breathing “correctly”. It is about paying attention to the breath as an anchor that brings us back to the present moment. Optional variation - Breathing and Drawing Invite participants to draw freely while paying attention to the rhythm of their breathing. Rather than creating a beautiful drawing, encourage them to let the movement of the pen follow the rhythm of the breath. This can be a gentle way of combining mindfulness with creativity. 5 - 7 min Mindful Eating Offer each participant a small piece of chocolate, a grape, or another simple food. Begin by asking: - How do you usually eat something like this? Most participants will probably answer: “Very quickly”. Explain that this activity invites them to experience eating with full attention. Guide them step by step. First, simply observe the food. - What colours do you notice? - What shape does it have? - What details have you never noticed before?	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		Next, invite them to smell it. Then, explore its texture by holding it in their hands. Finally, invite them to place it in their mouth without chewing immediately. Notice: - the taste; - the texture; - the temperature; - how it changes as they slowly begin to eat. Encourage participants to remain curious throughout the experience. 10 - 15 min Reflection After completing the practices, invite participants to reflect individually for a moment before opening the group discussion. You can guide the debrief with questions such as: - How was this experience for you? - What did you notice in your body? - What did you notice in your thoughts? - How did you feel emotionally? - Which practice felt most natural? - Which practice was more challenging? - Did anything surprise you? - When could you use one of these practices in your everyday life? - Which practices could you adapt for your work with young people? There are no right or wrong answers. Encourage participants to share only what they feel comfortable sharing. 10 - 15 min Connecting Experience with Theory A short introduction to mindfulness	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		Once participants have experienced the practices, invite them to reflect on what mindfulness means to them. You can begin with an open question: - After these activities, how would you describe mindfulness in your own words? Allow participants to share their ideas before offering a short theoretical input. You may briefly explore: - What is mindfulness? - Why can mindfulness be helpful for wellbeing? - What happens in the body and the brain when we slow down and pay attention? - Different ways of practising mindfulness in everyday life. Keep this input short and connected to the participants' experience. Rather than introducing complex theory, help them make sense of what they have just practised. Remind participants that mindfulness is a practice, not a performance. There is no perfect way to do it, and everyone's experience will be different. Some people may feel calm, while others may notice restlessness, distraction, or strong emotions. All these experiences are part of the practice.	



PRACTICES: NATURE

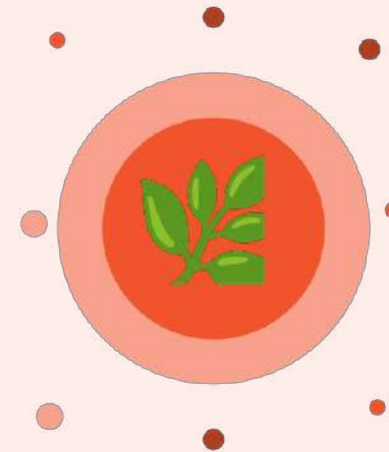
Connection • Senses • Nature



🕒 1.5 h

👤 INDIVIDUAL

NATURE



♦ In this session:

- connection
- senses
- nature

Session - Practices: Nature

Why this topic matters

Just as the human body is connected through its cells, organs, blood vessels, nerves, and countless other systems, the larger world is also deeply interconnected. Although we have long lived with the belief that humans are the pinnacle of nature, we cannot ignore the fact that we are, and always have been, a part of it. As humans, both individually and as a species, we are part of nature, just like every other living being. We belong to an ecosystem and actively contribute to it. But maybe you have observed that we are becoming increasingly distant from nature and natural processes. Plenty of people spend most of the time indoors, and the number of hours we spend in the digital world is also constantly increasing. If we continue using the example of ecosystems, you can compare this disconnectedness to a plant that is dug out from its natural habitat and put in a nice pot on someone's balcony. It still might develop as you are giving it some care - water, minerals, making sure it has enough light. But it cannot be compared to its sister-plants that stayed in their natural environment. And those who have not so-called *green fingers* (or enough light apartment) might also easily observe the plant slowly withering away.

The same can happen, and as data shows, actually is happening, with us and our mental health in nature disconnection. Whereas studies show that forests and nature alleviate ADHD symptoms, improve attention and concentration, reduce sensory problems and promote emotional regulation. Fortunately, this is no secret and we can also see in the youth field more and more projects dedicated to rebuilding nature connection. There are forest bathing, ecotherapy and adventure therapy, nature awareness walks and plenty other practices. And here comes one of our favorites.

What will you find in this session

This session is inspired by *Animals of 4 Windows of Knowing* theory by psychotherapist Eligio Stephen Gallegos. It shows more diverse ways of learning about the world and our environment. Moreover, it helps the participants to re-establish the nature connection by inviting to open all the senses, mind, emotions and also imagination while actually spending time in nature or with natural elements. This activity also helps participants become more open to different ways of learning about both the world around them and their inner selves. By practicing all four types of knowing, participants can expand their learning to include the body, emotions, and imagination.

• INDIVIDUAL

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
1,5h	- To re-establish nature connection - To open up for learning on more than just a cognitive dimension	10min Shortly introduce participants with the concept of Four Windows of Knowing by Steve Gallegos, the four modalities of knowing the world directly: Felling (emotions, our own and others), Sensing (the 5 to 12 senses of the human body), Imagination (deep imagination that is alive and participatory) and Thinking (heart-centred, system oriented, mythological thinking). 50min Afterwards invite them to spend 40 minutes into the nearest environment exploring the Four Windows. Ask them to notice a natural element that catches their attention - it could be a blade of grass, a tree, an ant, a stone, or anything else. They then spend time with this element, exploring it through all four windows: heart-centred thinking, sensing, emotions, and imagination. Here are the invitations you can share about every window: + Opening heart-centred thinking - observe the being, what kind of data you have about it, where it is located, what stories you know about it. + Opening the window of sensing - one by one connect to the being with all of your senses: name what you can see, smell this chosen element, put an ear to it and see what sounds it creates, touch it, if possible - taste it or taste the air around it.	- Notebooks, pens - For more wild experience - whistle

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		+ Opening the window of emotions - what feelings come to you when you are with this being? What feelings does this being embody/express/tell you? + Opening the window of imagery - do you see any images? Where does your train of thoughts go? Are there any memories rising? If you have a time to have a mini nap, are there any dreams, visions? When participants have spent some time with the natural object, they journal about their experience. 20min After returning, invite the participants to share in pairs or small groups about their exploration. Possible questions: - What happened? - Was there a window that was easier to “open”? What was more difficult? - How did you feel throughout the process? - What did you observe in you and around you? - If and how this approach could support your learning process? - How could this approach support you in your day-to-day life? 10min After sharing in pairs invite them for a reflection in the group where they can share essence from their discussions in the pairs. Alternative version: After a short introduction to the ecocentric world view, participants are sent out for a wander in nature with a question they have. Tell them to simply walk around without a specific aim of arrival but with awareness about their question. They can find an inviting place to stop and journal their experience. Encourage them to write also about how they felt while wondering, even if it was uncomfortable, weird etc. After returning participants find a pair and share their experience similarly as in the first version. Tip: be aware of the space you send the participants to wonder and give suggestions, if needed. The best experience is if the participants walk without distractions, so invite them either to put their phones on do-not-disturb mode or, in best case, they have brought with them simple wrist watches. It would be useful if you can ensure that each participant has a whistle so they can call for help, if needed. Nevertheless, the activity does not have to happen in a deep, unknown forest. It can also be done in a city park.	



MENTAL HEALTH FOR THE COLLECTIVE

Shared Responsibility • Teams • Systems



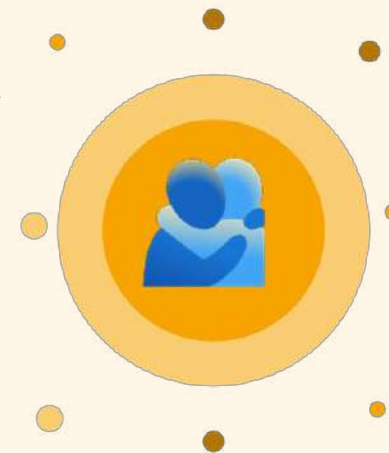
🕒 1.5 h

○ INDIVIDUAL

© ORGANISATIONAL

◇ SYSTEMIC

COLLECTIVE



♦ In this session:

- shared responsibility
- teams
- systems

Session – Mental Health for the Collective

Why this topic matters

When we talk about mental health, we often focus on the individual. We encourage people to be more resilient, manage stress better, or practise more self-care. While these are important, they are only part of the picture.

The Be Well research showed that many youth workers work in demanding environments, facing heavy workloads, emotional pressure, limited resources, and uncertainty. Participants shared that their wellbeing is influenced not only by their own habits, but also by the support they receive from colleagues, the culture of their organisations, and the wider youth work system.

One of the key messages of the Be Well project is that personal wellbeing and collective care go hand in hand. Supporting mental health means creating workplaces where people feel valued, supported, and able to do meaningful work without sacrificing their own wellbeing. This session invites participants to look beyond the individual and explore how teams, organisations, and systems can all contribute to healthier and more sustainable youth work.

What will you find in this session?

This session encourages participants to explore mental health from three connected perspectives: individual, organisational, and systemic.

Participants begin by reflecting on the visible and invisible challenges they carry in their everyday work. They then explore how these challenges are influenced not only by personal choices, but also by organisational culture, leadership, support systems, funding, and public policies.

Through practical activities and group discussions, participants identify what helps youth workers stay well at each of these levels and explore how everyone, from individuals to organisations and decision-makers, has a role to play in creating healthier working environments.

Instead of asking, “How can I cope better?”, this session invites participants to ask a different question:

How can we create the conditions that help people stay well while doing meaningful work?

This shift in perspective is at the heart of the Be Well project and reminds us that sustainable youth work depends on both personal wellbeing and collective responsibility.

• INDIVIDUAL

• ORGANISATIONAL

• SYSTEMIC

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
1,5 h	To understand mental health as a collective responsibility To identify factors in teams and organisations that influence mental health To explore support systems for youth workers	15 min The Invisible Backpack Invite your participants to imagine that every youth worker carries an invisible backpack. Inside it are all the things they bring with them into their daily work, some visible, many invisible. These experiences, emotions, and responsibilities influence how they feel, how they relate to others, and how they show up in their work. To make the activity more engaging, you can use a real backpack as a visual prop. Before the session, prepare a few cards with examples of things that youth workers might carry, such as: - work-related pressures; - emotions from working with young people; - organisational expectations;	Flipchart paper, makers, post-its

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		- personal challenges; - uncertainty about the future; - difficult conversations that stayed with them. Start by taking the cards out of the backpack one by one and invite participants to add other examples from their own experience. Next, ask everyone to take a few minutes to reflect individually and write down five things they are currently carrying in their own invisible backpack. Once everyone has finished, invite the group to explore these questions together: - Which of these challenges are mainly individual? - Which are influenced by our organisations? - Which are connected to the wider youth work system? Close the activity by highlighting one important idea: Not every burden belongs to the individual. Many mental health challenges are shaped by the environments and systems we work in. Recognising this helps us move from self-blame to shared responsibility and collective care. Encourage participants to share only what they feel comfortable sharing. This activity may bring up personal experiences, so creating a safe, respectful, and non-judgemental space is essential. 10 min Connecting the Dots: Mental Health Beyond the Individual. Short conceptual input At this point, participants have already explored the different "weights" they carry in their invisible backpack. Before moving on, invite them to take one step back and look at the bigger picture. You can explain that one of the key ideas behind the BE Well project is that wellbeing, mental health, and burnout cannot be understood by looking only at the individual. Throughout the project, we explored these topics from three interconnected levels, recognising that each level influences the others. You can introduce the model using a simple visual, such as three overlapping circles or three connected layers. Level 1 - Individual This is the level we often think about first. It includes the personal knowledge, skills, and habits that help us take care of ourselves and respond to everyday challenges. Examples include: - emotional awareness and emotional regulation; - mindfulness and self-reflection; - healthy boundaries;	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		- resilience; - self-care practices. Ask the group: - Which of the things in your invisible backpack can be supported through your own skills or personal practices? Level 2 - Team and Organisation Our wellbeing is also shaped by the people we work with and the culture of our organisation. This level includes aspects such as: - supportive leadership; - peer support; - supervision and mentoring; - fair workload distribution; - opportunities for reflection; - psychological safety; - financial stability within the organisation. Ask the group: - Looking at your backpack again, which challenges could be reduced if your organisation worked differently? Level 3 - System and Youth Work Sector Finally, there are challenges that go beyond individual organisations. These are influenced by the wider systems we work in and often require collective action and advocacy. Examples include: - funding structures; - recognition of youth work; - public policies; - employment conditions; - job insecurity; - access to professional support; - national and local youth policies. Ask the group:	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		- Which challenges are bigger than your organisation? What would need to change at the system level? <i>Bringing it together</i> Close this short input by helping participants connect the three levels. You could say something like: “One of the most important insights from the BE Well project is that these three levels are connected. Individual wellbeing matters, but it is influenced by our organisations, and organisations are influenced by the wider system. In the same way, changes at the system level can create healthier organisations, and supportive organisations make it easier for individuals to stay well”. Then invite participants to reflect on one final question: - When we talk about mental health, which level do we usually focus on? Which levels receive less attention? Finish by reinforcing the key message of the session: Mental health is not only about self-care. It is also about collective care and creating systems that allow people to do meaningful work without sacrificing their wellbeing. 35 min Mapping the Collective Ecosystem Now that participants have explored the three interconnected levels of wellbeing, invite them to look at the bigger picture. Explain that mental health is influenced by many different factors. Some are personal, others are shaped by our organisations, while others depend on the wider youth work system. This activity helps participants visualise how these different elements interact and where change is needed. Instructions Divide participants into three small groups. Give each group a flipchart and sticky notes. Ask them to draw three concentric circles representing the three levels explored throughout the BE Well project. Inner circle - Individual Middle circle - Organisation / Team Outer circle - System / Sector Explain that throughout the BE Well project, we explore wellbeing, mental health, and burnout through these three interconnected levels because they constantly influence one another. Individual wellbeing is shaped by organisational culture, while organisations are influenced by the wider systems in which they operate. Looking at only one level gives us only part of the picture.	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		Step 1 - What influences mental health? Invite participants to reflect on the following question: - What influences the mental health and wellbeing of youth workers? Ask them to write one idea per sticky note and place it in the circle where they think it belongs. Some examples might include: <i>Individual</i> - stress management - emotional regulation - healthy boundaries - self-awareness - physical health - self-care practices <i>Organisation / Team</i> - leadership - team culture - supervision - peer support - workload - communication - psychological safety <i>System / Sector</i> - funding opportunities - employment conditions - public policies - recognition of youth work - administrative requirements - access to professional support	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		Encourage participants to add examples from their own experience rather than trying to find the “right” answers. Step 2 - From challenges to solutions Once the ecosystem map is complete, invite the groups to look at it again and ask: - What could be done at each level to better support the mental health and wellbeing of youth workers? Participants can either use sticky notes in a different colour or write directly on the flipchart. Encourage them to think about realistic actions rather than ideal solutions. Debrief Bring everyone together and compare the three maps. You can guide the discussion using questions such as: - What similarities did you notice between the groups? - Which level contains the greatest number of influencing factors? - Which level do we usually focus on when talking about mental health? - Which level tends to receive less attention? - Which changes seem easiest to make? Which require collective action? Conclude by reminding participants that lasting wellbeing cannot be achieved through individual effort alone. Sustainable change happens when individuals, organisations, and systems all contribute to creating healthier environments for youth workers. 10 min Reflection Invite participants to reflect on the following question: - Mental health in youth work should not be only about self-care. - It should also be about ... Participants share a few responses.	



PROFESSIONAL BURNOUT

Recognise • Understand • Prevent

.....

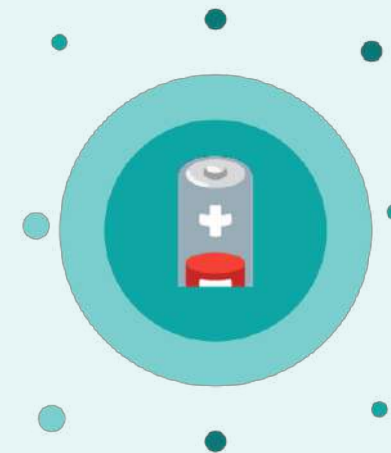
🕒 1.5 h

○ INDIVIDUAL

© ORGANISATIONAL

◇ SYSTEMIC

BURNOUT



♦ In this session:

- recognise
- understand
- prevent

Session: Professional burnout

Why this topic matters

People who love their job face higher risk of burnout. Might sound strange. It is easier to imagine that the ones who feel bitter or bored at work would lose their joy, motivation, and feel more pressure to do things they do not like. Still, it is much easier to “leave the workload at the workplace”, close computer or office doors at the end of the working day when a person does not enjoy their job. Meanwhile people who are passionate about what they do find it much more difficult to follow healthy working routines. Moreover, people who work with people, all the meaningful occupations such as doctors, teachers, social workers, police officers, youth workers and many other representatives of so-called helping professions are the ones who do not finish helping just because the working time is over. They are the ones who often keep on working late in the evenings or holidays, be it writing reports, meeting youngsters in need, or even thinking about the conversations encountered in the past few days.

Burnout is a process that develops over time. It is not a situation or a specific moment. It is one of the main reasons why it goes unnoticed until the person starts to face psycho-emotional or physical health issues. Youth workers we questioned mentioned a few times that the awareness of burnout came long after it hit the body and mind. Another reason, as our research shows, youth workers not always recognize the symptoms that can be rather diverse. Often people equate stress created by an overwhelming amount of work as burnout. While reality is much more complex.

The training session described below can help youth workers to gain a deeper insight and what actually is professional burnout. It also gives a chance to check in with their own current state of well-being.

What will you find in this session?

The training session described below can help youth workers to gain a deeper insight and what actually is professional burnout. It also gives a chance to check in with their own current state of well-being. The session has an optional step which creates a safe environment to reflect about the symptoms of the burnout in one's own life. It also gives a chance to feel less alone and less *wrong*.

• INDIVIDUAL

• ORGANISATIONAL

• SYSTEMIC

TIME	OBJECTIVE	METHODS/PROCESS (description, step by step / debrief questions)	RESOURCES
1,5 h	To deepen understanding of professional burnout and the diversity of its symptoms	Setting: participants are sitting in a circle. In the middle there are many different images/pictures laid out. 5min If you have experienced professional burnout yourself, this is a good moment to share a small insight. Personal stories work. 10min Invite the participants to close their eyes, if they feel comfortable, or lower their gaze and reflect, firstly, on: a) a period in their work life when they felt good about what they do and when they manage everything successfully; b) a more stressful period they had faced at work when they haven't managed so well. These situations can be recent, or they could have happened a longer time ago. You can use both words - <i>remember</i> or <i>imagine</i>, in case the participants haven't faced or can't remember the mentioned situations. Guiding questions for this memorizing process: 1) <i>how does your body feel in this period/situation?</i> 2) <i>what emotions are present?</i> 3) <i>what type of thoughts do you have?</i>	Set of pictures/images (for example, Dixit cards, but you are encouraged to find more creative, unseen options) Poster with Burnout definition Colorful sheets A4 paper with the titles of the burnout phases

TIME	OBJECTIVE	METHODS/PROCESS (description, step by step / debrief questions)	RESOURCES
		Invite them to make mental notes of these observations. After a few minutes of guided memorization or imagination, invite the participants to open their eyes and to choose two images. One that represents/has symbols from the pleasant memory , another that represents the stressful time. 15min In trios participants share their observations without describing the whole period or situation. Ask them to focus on: bodily feelings, emotions and mental state, thoughts. The invitation is to notice if there are any patterns appearing while all three share. 20min In plenary, the trios share the patterns, if there were any. Invite them to share examples of emotions, bodily feelings or thoughts. 30min After sharing, introduce the group to the definition and four phases of burnout and their symptoms, incorporating the information that participants shared. Definition: <i>Burnout is a complete depletion of emotional and/or physical and/or mental energy as a result of prolonged, unmanaged stress. /according to World Health Organization/</i> Phases: <i>excitement, stagnation, frustration, apathy</i> Symptoms: <u>Physical:</u> <i>tensed shoulders, sleeping issues, eating disorders, increase of eating sweets, unexplainable headache, stomachache or other pain, increased usage of alcohol, tobacco, drugs, chronic tiredness, apathy;</i> <u>Emotional:</u> <i>easier to irritate, anger at colleagues or boss, bitterness, helplessness, anxiety, overwhelming emotions in general, or emotional numbness, guilt, shame;</i> <u>Mental:</u> <i>negative attitudes, difficulties to concentrate, difficulties to make decisions, self-blame or blaming others, increased cynicism and sarcasm, self-criticism, reduced productivity, lack of motivation, forgetfulness, rumination (overthinking), more conflicts, impulsive behaviour, distancing oneself.</i> You can also mention these symptoms: <i>increased scrolling on the phone, increased video or phone gaming, video binging, working late after the official hours or during weekends, reducing or ending hobby time, stopping doing things that used to bring joy, not answering phone, feeling of “leave me alone”.</i> Note: these are just some of the symptoms, more commonly mentioned by people suffering from burnout. Each person can experience burnout differently. 10min After the interactive presentation there is a space to reflect in plenary, share if this sounds familiar, if this is something the participants observe in their own realities.	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		Optional 10min If you want to offer the participants a chance to do a self-analysis (with emphasis that this is not diagnosing) you can invite the participants to close their eyes and one by one read various symptoms of burnout, mentioned above (such as Lately my shoulders are very tense; I have stopped doing things that bring me joy; I have developed unhealthy eating habits; I have sleeping issues; I have become much more sarcastic; I have become slower in doing my work tasks; I don't answer calls even if I can; etc;). After every statement give a moment for the participants to reflect if it is also about them. If they can recognise the statement in their own life, invite them to open their eyes and make eye contact with others who have opened their eyes.	

If you want to explore more information about burnout here are some useful materials.

In Czech:

- **1. Organisation** “[Don't let go of your soul](https://nevypustdusi.cz)” /Organizace [Nevypust' Duši](https://nevypustdusi.cz) : <https://nevypustdusi.cz>
- **2. Book** Syndrom vyhoření a jak jej zvládnout, Christian Stock, Literatura světová, Literatura naučná, Psychologie a pedagogika
➤ 2010 , Grada
- **3. Podcast** with psychologist Martin Pospichal/ O vyhoření s psychologem Martinem Pospíchálem: <https://podcasty.seznam.cz/podcast/log/o-vyhoreni-s-psychologem-martinem-pospichalem-dialog-633202>
- **4. Material about burnout**/Material o vyhoření <https://www.bozp.cz/aktuality/syndrom-vyhoreni-burn-out/>

In Latvian:

- **1. Book** by Clinical Psychologist and Supervisor, Specialist in Cognitive Behavioral Psychotherapy Marija Ābeltiņa “Profesionālā izdegšana”: [Profesionālā izdegšana | Zvaigzne ABC](#), 2023;
- **2. Podcast** with Marija Ābeltiņa [#161 Izdegšana - kā sevi pasargāt un kā no tās atgūties. PhD MARIJA ĀBELTIŅA](#)
- **3. Podcast** with neurologist Linda Zvaune [Neiroloģe Linda Zvaune: Kā lai...nepārdeg](#)





EMBODIED LEARNING & EMOTIONAL REGULATION

Body • Emotions • Regulation



🕒 1.5 h

○ INDIVIDUAL

EMBODIED



♦ In this session:

- body
- emotions
- regulation

Session – Embodied Learning and Emotional Regulation

Why this topic matters

As youth workers, we often focus on our thoughts, emotions, and the needs of the people we support. But we sometimes forget that our bodies are constantly giving us important information too. The Be Well research showed that many youth workers experience stress, emotional overload, and difficulty maintaining healthy boundaries. These challenges don't only affect the mind, they also show up in the body. We might notice tension in our shoulders, shallow breathing, tiredness, restlessness, or a feeling of always being “on alert”. Learning to recognise these signals is an important step towards preventing burnout and taking better care of ourselves. This session introduces embodied learning as a practical way to reconnect with the body. Through movement, breathing, and body awareness, participants can explore how the body influences emotions, attention, and the way we relate to others. These simple practices can support personal wellbeing and can also be adapted to create more engaging, connected, and emotionally safe learning experiences for young people.

What will you find in this session?

This session invites participants to experience the connection between the body, emotions, and wellbeing through simple movement-based activities. Participants explore grounding, body awareness, breathing, and emotional regulation, first individually and then with others. Along the way, they reflect on how these experiences influence communication, presence, and connection within a group. The activities are simple, accessible, and easy to adapt to different youth work settings. Rather than focusing on movement itself, the session encourages participants to discover how paying attention to the body can support wellbeing, strengthen relationships, and create safer, more connected learning spaces.

Note for the Facilitator:

Not everyone will feel equally comfortable with movement activities, especially at the beginning. Create a welcoming and non-judgemental atmosphere where participants feel free to adapt the movements to their own bodies, abilities, and comfort levels. Remind them that the goal is not physical performance, but increasing awareness, presence, and connection.

• INDIVIDUAL

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
1,5 h	To understand the connection between body awareness and emotional regulation To experience embodied learning practices that support grounding, emotional balance and presence. To explore how body-based techniques can be used in youth work	15 min Introduction to Embodied Learning. Mind - Body - Heart Before beginning the movement activities, briefly introduce the idea of embodied learning. You can explain that we often think of learning as something that happens mainly in the mind. However, our bodies also play an important role in how we learn, communicate, and respond to the world around us. Embodied learning recognises that meaningful learning happens when we engage the whole person: Mind - what we think, understand, and reflect on. Body - what we experience through movement, posture, breathing, and our senses. Heart - what we feel, value, and connect with emotionally. When these three dimensions work together, learning becomes more engaging, memorable, and meaningful.	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		Explain that embodied learning can be particularly valuable in youth work because it helps participants: - become more present and aware; - recognise signs of stress and tension; - strengthen emotional regulation; - build trust and connection within a group; - create more active and inclusive learning experiences. Invite participants to approach the activities with curiosity rather than worrying about doing them right. There are no perfect movements, the focus is on awareness and experience. 60 min Movement Journey This sequence of activities gradually moves from individual awareness to connection with others and finally to the whole group. Feel free to adapt the activities depending on your group, the available space, and participants' comfort levels. 10 - 15 min Warming Up the Body Begin with a gentle warm-up to help participants become more present and comfortable in their bodies. Invite them to slowly mobilise different parts of the body, moving from head to toe. You might include: - gentle neck and shoulder rolls; - arm circles; - wrist and ankle rotations; - stretching the back and sides of the body; - soft movements through the hips and knees; - shaking out the arms and legs. Encourage participants to notice how their body feels rather than trying to stretch deeply or perform the movements perfectly. The aim is simply to awaken the body and prepare it for movement.	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		20 min Individual Movement Exploration Invite participants to move freely around the room. Offer simple invitations rather than instructions. For example: - Move as if you are carrying something very heavy. - Now move as if you feel light and free. - Explore movements that make you feel grounded. - Notice what happens when you move slowly. - Explore what happens when you move with more energy. As the activity progresses, introduce gentle reflections connected to emotional regulation. For example: - Which movements help you feel calm? - Which movements create more energy? - Where do you notice tension? - What happens when you slow down your breathing while moving? Encourage participants to stay curious about their experience rather than trying to analyse it. 15 min Moving with a Partner Invite participants to work in pairs. One person begins moving freely while the other simply observes. Encourage the observer to pay attention without judging or interpreting. They might notice: - the quality of the movement; - changes in rhythm; - expressions of energy or stillness; - moments that communicate emotion.	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		After a few minutes, invite partners to briefly share: - What did you notice while moving? - What was it like to simply observe? - Did anything surprise you? Then switch roles. Explain that this activity is not about copying or evaluating one another. It is about developing awareness, empathy, and presence. 10 - 15 min Moving Together as a Group Finish with a whole-group movement activity. One simple option is a Shaking Exercise. Invite everyone to stand comfortably. Begin by gently shaking the hands. Gradually include: - the arms; - shoulders; - legs; - feet; - and finally, the whole body. Encourage participants to let go of unnecessary tension while breathing naturally. After one or two minutes, invite everyone to slowly become still. Allow a moment of silence and simply notice: - your breathing; - your heartbeat; - the sensations in your body. This exercise often leaves participants feeling more energised, relaxed, and connected with the group.	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		15 min Reflection Invite participants to sit in a circle and take a few quiet moments before beginning the discussion. Encourage reflection with questions such as: - How was this experience for you? - How did you feel before and after the activities? - Which activity did you enjoy the most? Why? - Which activity felt more challenging? - What did you notice about the connection between your body and your emotions? - Did anything surprise you? - How could you adapt some of these activities for your own work with young people? One key message you could address: Close the session by reminding participants that our bodies are constantly giving us information. When we learn to notice and respond to these signals, we become better able to regulate our emotions, support our own wellbeing, and create learning environments where others feel safe, present, and connected.	

Some suggestions for background music for this session. Of course, feel free to use whatever music inspire you:

- ↗ Warming up song: [COCO by KALEIDA \(Official Audio\)](#)
- ↗ Some song for Individual Movement Exploration: [London Grammar - Wasting My Young Years \[Kids of the Apocalypse remix\]](#)
- ↗ Moving with a Partner with go very well with this song: [The Civil Wars - Dust to Dust \(Official Video\)](#)
- ↗ A very good song for shaking: [Diplo feat. Nicky Da B - Express Yourself \(Official Video\)](#)
- ↗ Group movement: [AWOLNATION - Sail \(Official Music Video\)](#)



STRESSORS BOUNDARIES

Stressors • Boundaries • Choice

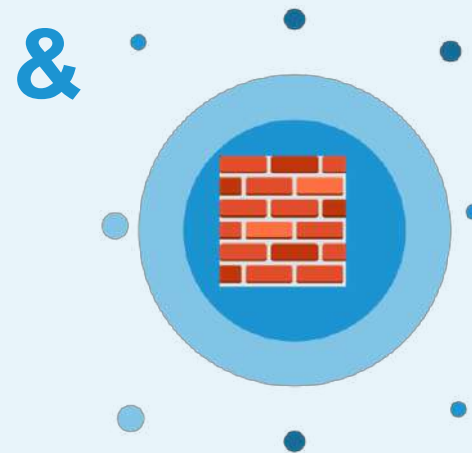
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🕒 2 h

○ INDIVIDUAL

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BOUNDARIES



♦ In this session:

- stressors
- boundaries
- choice

Session: Stressors and boundaries

Why this topic matters

Thankfully, the awareness about burnout syndrome grows. There is more and more research on the topic, new definitions are established, and in general people are more knowledgeable about the symptoms. Nevertheless, burnout is common among youthworkers. And as our research shows, even in organizations where people are aware and educated about the topic, they still walk the path of the burnout, mainly because they don't see the opportunity to stop or slow down with neverending, overwhelming amount of meaningful and important work. Why? There are plenty of reasons. And it is easy to say *I need to stop* while this action in reality seems impossible. We might know the place where we want to be regarding our mental well-being, but it might seem light years away.

If you can recognise this situation or if your participants recognise it, it is the best time to talk about stressors and our boundaries regarding them. Understanding stressors and our boundaries offers a chance to build well-being step by step instead of looking at the massive staircase and trying to climb them in one stride.

What will you find in this session?

Session on stressors and boundaries offer solving one piece of the puzzle at a time. First of all, it lets participants understand how we burn-out and why all the symptoms mentioned in the burn-out session appear. In this session you can find how to guide your participants through recognising stressors in their own life and reflecting on their own boundaries. This happens with the help of art, which can be refreshing after intense cognitive work.

• INDIVIDUAL

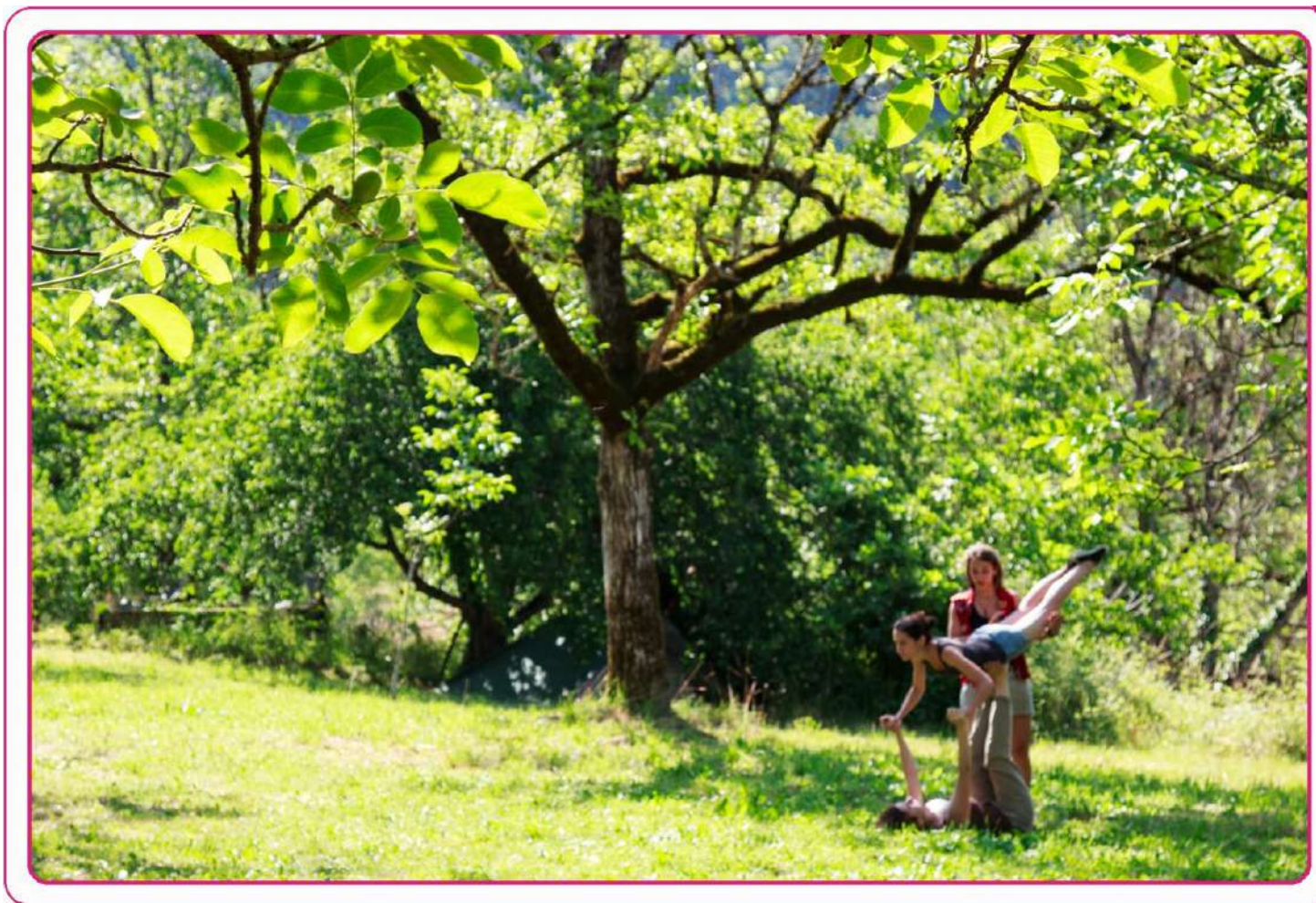
• ORGANISATIONAL

TIME	OBJECTIVES	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
2h	- To understand the reasons of burnout; - To create first steps of strategies of reducing the risk of burn-out; - To reflect on one's boundaries	10min Participants are invited to share their answers to the following questions - why do we follow the path of burn-out? Why do we go from one phase to another? After short sharing they are introduced with a simple definition of "stressors": <i>Stressors are various factors that trigger a stress response in the body.</i> 10min Stressors can be internal (high expectations from oneself, wish to control) and external (traffic, toxic work environment, inflation, the health of relatives etc. Invite participants are invited to write down and make a list of internal stressors and a list of external stressors that they have noticed for themselves. You can give a few examples, but also give enough space for participants to reflect on their own. It might take some time to actually name them, especially the internal ones. 15min Encourage the participants to share their stressors (as much as they feel comfortable) in the same trios as in the session about burnout. 5min Time in the plenary to share their reflections about stressors. The sharing can be open, but you can also ask them their thoughts on how similar or different these stressors might be even in the same collective.	Poster with the definition of stressors Strings, yarn, pegs, scrap paper, folium and other "random" building material, post-its, markers

TIME	OBJECTIVES	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		40min With the information they have now about the stressors, invite the participants to think about their boundaries (what are they, where are they, how concrete are they) and represent them in the art-form using various materials. It is important that the participants are a part of their art work and that they go for more complex art works than just a circle around them. The invitation is to write some key words from the lists they made before (internal, external stressors) on the post-its and add them to the artwork, therefore giving the viewers some understanding. 20min When everyone has finished their art works, invite half of the room to explore the art work of the other half. After returning to their art-work and taking space in them, the other half visits the first "visitors". After the same visiting process takes place from left to right side and vice versa until everyone has seen everyone. There is no talking, no questions asked during the exhibition. You can put neutral music without lyrics during the exhibition if the participants agree. 20min Invite everyone to leave their artworks and make a circle for the closing reflection of this session. Possible questions for the reflection: • Was there anything that surprised you while writing down your stressors? • How was it to make your own artwork? Do you think it reflects reality? • How was it to be seen and show your boundaries to others? • How was it to look at others' boundaries? • What can you take from this task?	

If curious to find out more, here are some resources:

- ↗ Article on stressors: [Types of stressors and when to get help with stress](#)
- ↗ Book on the consequences of hidden stress: [When The Body Says No by Gabor Maté | Goodreads](#)
- ↗ Talk on relation between porcupines and boundaries by transformation expert Henry Ammar in a cool jacket: [What Porcupines Teach Us About Boundaries | Henry Ammar | TEDxStGeorgeSalon](#)
- ↗ Another useful talk on boundaries by family therapist Sarri Gilman: [Good boundaries free you | Sarri Gilman | TEDxSnoIsleLibraries](#)



COLLECTIVE SUPPORT: CASE CLINIC

Listening • Peer Support • Reflection



🕒 1.5 h

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SUPPORT



♦ In this session:

- listening
- peer support
- reflection

Session - Collective Support: Case Clinic

Why this topic matters

Youth work is deeply relational. Every day, youth workers listen, support, guide, and care for others. At the same time, they often carry difficult situations, emotions, and responsibilities without having enough opportunities to reflect on them with colleagues.

The Be Well research showed that one of the strongest sources of wellbeing for youth workers is feeling supported by other people. Having someone who listens without judgement, creates space for reflection, and understands the realities of youth work can reduce stress, strengthen confidence, and help prevent burnout.

One of the key messages of the Be Well project is that wellbeing is not something we create alone. It grows through relationships, trust, and supportive communities. Learning how to ask for support, and how to offer it to others, is an important part of creating healthier teams and organisations.

What will you find in this session?

This session introduces the Case Clinic, a collaborative reflection method developed by the Presencing Institute as part of Theory U. The method creates a safe and structured space where participants can bring real professional challenges, practise deep listening, and explore new perspectives together. Working in small groups, participants experience different roles within the process. They learn how to listen without immediately offering advice, ask thoughtful questions, and support one another through reflection rather than problem-solving.

The Case Clinic is more than a training activity. It is a practical method that can be used in team meetings, supervision, peer support groups, or communities of practice. Used regularly, it helps build trust, encourages reflective practice, and strengthens a culture of collective care, one of the core ideas behind the Be Well project.

Note for the Facilitator:

Before facilitating a Case Clinic, take some time to familiarise yourself with the process and roles described in the handout. If this is your first time using the method, consider practising it first with colleagues or a small team. The quality of the experience depends less on following every step perfectly and more on creating a safe, respectful, and non-judgemental space where participants feel comfortable sharing real challenges.

Further exploration

↗ The Case Clinic is one of the core practices of Theory U, developed by Otto Scharmer and the Presencing Institute. Theory U is a framework for leading change through deep listening, collective sensing, reflection, and co-creation. While widely used in leadership, organisational development, education, and social innovation, its principles are equally valuable in youth work, where complex challenges often require collaborative reflection rather than individual problem-solving.

[Theory U - Leading from the Emerging Future \(Otto Scharmer\)](#)↗

↗ The Essentials of Theory U (Otto Scharmer) - [\(PDF\) The Essentials of Theory U: Core Principles and Applications](#)

[Presencing Institute - Case Clinic practice guide](#)↗

• ORGANISATIONAL

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
1,5 h	To practice empathy and active listening To create space for sharing personal challenges in youth work and collective support	15 min Listening before solving. Input on Levels of Listening Before introducing the Case Clinic, invite participants to reflect on how we usually respond when someone shares a challenge. You can start with a simple question:	D3S4 Levels of listening.pdf D3S4 Case_Clinic.pdf

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
	To exchange practices and personal experiences	- When a colleague tells you about a difficult situation, what is your first instinct? Most people will mention things like: - giving advice; - sharing similar experiences; - trying to solve the problem; - reassuring the other person. Explain that while these responses usually come from a good place, they are not always what the other person needs. The Case Clinic invites us to practise something different: listening with curiosity instead of trying to fix the situation immediately. Explain that this method is part of Theory U, developed by the Presencing Institute, and is widely used in leadership, organisational development, education, and social innovation. It creates a structured space where people can bring real professional challenges and receive support through deep listening, thoughtful questions, and collective reflection. Introducing the Four Levels of Listening Before starting the activity, briefly introduce the idea that not all listening is the same. You can explain that we often move between different levels of listening. For example: <i>Listening from habit</i> We mainly hear what confirms what we already know or believe. <i>Listening with curiosity</i> We become genuinely interested in understanding another person's perspective. <i>Listening with empathy</i> We pay attention not only to the words but also to emotions, intentions, and what remains unsaid. <i>Generative listening</i> We listen openly, allowing new ideas and possibilities to emerge together. You don't need to spend much time explaining the theory. The goal is simply to encourage participants to notice how they listen during the Case Clinic, not only what they hear.	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		Invite participants to challenge themselves throughout the exercise: - Can you listen without preparing your response? - Can you stay curious instead of looking for solutions? 60 min Case Clinic Now invite participants to experience the Case Clinic themselves. Divide the group into small groups of three or four people. Explain that each participant will have the opportunity to experience different roles throughout the process. The detailed description of the method, including the different roles, timing, and facilitation steps, is provided in the Case Clinic Handout included in this curriculum. Feel free to adapt the timing depending on: - the size of your group; - the time available; - the number of cases you would like to explore. If time is limited, not every participant needs to present a case. You may choose one case per small group while ensuring everyone has the opportunity to experience the different roles. As participants work, move quietly between the groups. Pay attention to whether participants are: - listening without interrupting; - asking open questions rather than giving advice; - respecting moments of silence; - allowing the case owner enough time to reflect. If needed, gently remind participants that the goal is not to solve the problem, but to create the conditions for new perspectives to emerge.	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		15 min Debrief Once the Case Clinics are complete, invite everyone back into one circle. Allow participants a few moments of silence before beginning the discussion. This helps them transition from the small-group conversations to the collective reflection. You can guide the debrief using questions such as: - How did you experience the Case Clinic? - What was it like to move between the different roles? - Which role felt most natural? Which felt more challenging? - How easy, or difficult, was it to resist giving advice? - What did you notice during the moments of silence? - Did silence help create new ideas or perspectives? - What surprised you during the process? - How might you use this method in your own organisation or team? Close the session by reminding participants that supporting one another does not always mean having the answers. Sometimes the greatest support we can offer is creating a space where someone feels deeply listened to, can reflect openly, and discovers their own next step. The Case Clinic reminds us that collective support is built through trust, curiosity, and the willingness to listen before trying to solve.	



REIMAGINING WELLBEING

Imagination • Possibility • Change

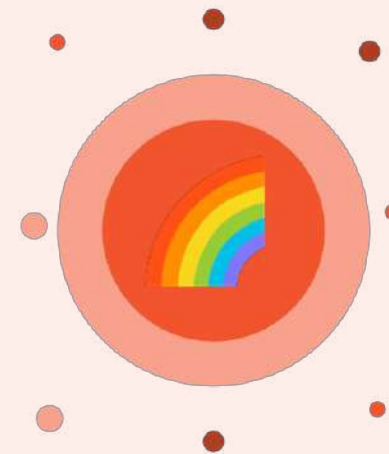


🕒 1.5 h

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◇ SYSTEMIC

IMAGINE



♦ In this session:

- imagination
- possibility
- change

Session - Reimagining Wellbeing

Why this topic matters

Creating change starts with being able to imagine that change is possible. When we spend most of our time dealing with everyday challenges, it can be difficult to think beyond what is happening right now. Yet imagining positive futures helps us reconnect with hope, creativity, and a sense of purpose.

The Be Well research showed that many youth workers work under pressure, with limited resources and constant demands. At the same time, they expressed a strong desire for organisations and communities built on trust, collaboration, and wellbeing. Creating space to imagine these possibilities helps shift the conversation from “What is wrong?” to “What could be possible”?

As youth workers, we encourage young people to believe in themselves and to shape a better future. This session invites us to do the same, to reconnect with our own imagination and explore what a future centred on wellbeing could look like.

What will you find in this session?

This session invites participants to imagine a future where wellbeing is not just an individual goal, but a shared value that shapes communities, organisations, and society. Through creative movement, group reflection, and imagination exercises inspired by nature, participants explore what this future could look and feel like. They are encouraged to think beyond today's challenges and imagine new ways of living, working, and supporting one another.

The session finishes by connecting these future visions back to the present, helping participants identify small actions they can start taking today. Rather than looking for perfect solutions, the focus is on building hope, creativity, and the confidence that meaningful change is possible.

Note for the Facilitator:

Some participants may initially find imagination exercises unusual or even uncomfortable. Encourage them to approach the activity with curiosity rather than worrying about being creative. There are no right or wrong visions of the future. The goal is not to predict what will happen, but to create a shared space where new ideas, hope, and possibilities can emerge.

• ORGANISATIONAL

• SYSTEMIC

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
1,5 h	To explore alternative visions of wellbeing through imagination and creativity. To envision what communities and societies could look like if wellbeing became a shared value. To inspire hope, collective responsibility, and future-oriented thinking in youth work.	20 min Begin this session by inviting participants to reconnect with their creativity and imagination through movement. Explain that the purpose of this activity is not to perform or move in a particular way, but simply to become more present, curious, and open to new possibilities. Play soft instrumental music and invite participants to spread out around the room so they have enough space to move comfortably. Encourage them to begin walking slowly through the space. As they move, invite them to experiment with creating different shapes using their bodies. There are no right or wrong movements, every shape is simply an expression of their imagination. As they move, ask them to silently name the shapes they are creating. For example: - A mountain - A bridge - A tree	Flipchart paper, makers, post-its and other creative items available

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		- A wave From time to time, invite participants to slow down and observe the movements of others without interrupting their own flow. You can gently offer the following invitation: As you look around the room, imagine that all these individual movements are part of one bigger story. Silently complete the sentence: "This is us..." Examples might be: - This is us planting trees. - This is us creating safe spaces. - This is us supporting one another. - This is us building stronger communities. There is no need to share these reflections immediately. The intention is simply to help participants move from individual awareness towards a collective imagination. Optional variation - Dancing with an invisible partner If your group feels comfortable with movement, you can extend the activity by inviting participants to imagine they are dancing with an invisible partner. Explain that the partner can be anyone, or anything, they choose. It might be: - another person; - their younger self; - an older version of themselves; - a young person they work with; - an animal; - a tree; - the wind; - hope; - or even the future they wish to create. Encourage participants to allow the relationship with this invisible partner to guide their movement.	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		This activity often helps participants become more playful, emotionally connected, and open before moving into the imagination exercise. 10 min Reimagining wellbeing - group level Imagining a future where wellbeing becomes a shared value Before beginning the group work, introduce the purpose of the activity. You might say something like: “Much of our work focuses on solving today’s challenges. But meaningful change also requires something else: the ability to imagine different futures. Before we can build new realities, we first need to imagine that they are possible”. You can briefly explain that research on futures thinking suggests that imagining positive futures strengthens hope, creativity, collaboration, and our capacity to create change. This activity invites participants to do exactly that. 30 min Divide participants into three or four small groups. Invite each group to imagine the following question: - What would our communities, organisations, and society look like if wellbeing for all became a shared value? Encourage participants to think beyond today’s limitations. Rather than asking what is realistic today, invite them to imagine what could become possible. To stimulate creativity, encourage participants to seek inspiration from nature and different sources of wisdom. Invite them to imagine: - What advice would the birds give us? - What could we learn from the trees? - What would the water remind us? - What might the sky tell us?	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		- How would animals organise a community based on wellbeing? - What would your inner child hope for? These prompts are not meant to produce logical answers. They help participants access imagination, intuition, and different ways of thinking. Encourage groups to discuss questions such as: - How do people relate to one another? - How do organisations work? - What do schools and youth centres feel like? - How are decisions made? - What has changed compared to today? - What makes people feel safe, connected, and valued? Invite participants to capture their ideas in any creative way they wish: through drawings, words, symbols, stories, or simple sketches. The emphasis is not on producing a perfect vision, but on exploring new possibilities together. 20 min Sharing the Future. Presentations Invite each group to present the future they imagined. Rather than giving a traditional presentation, encourage them to help the rest of the group experience their imagined world. Offer the following invitation: - Help us step into your future. Make us see it, hear it, feel it, smell it, or even taste it. What does this world feel like? What makes it different from today? Groups might choose to present through: - storytelling; - theatre; - movement; - poetry; - drawings;	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		- interviews from the future; - or any other creative format. Celebrate the diversity of ideas rather than comparing which future is better. <i>Optional activity - Reimagining wellbeing - A message from the future</i> 10 min <i>If time allows, invite participants to deepen the experience through a short dialogue between the present and the future.</i> <i>Arrange the chairs in two concentric circles.</i> Explain the roles: <i>The inner circle represents people living in the future where wellbeing for all has become a shared value.</i> <i>The outer circle represents people living today.</i> Invite the participants from the present to ask questions such as: - <i>What helped you create this future?</i> - <i>What was the first change you made?</i> - <i>What obstacles did you overcome?</i> - <i>What advice would you give us today?</i> <i>Participants from the future answer as if they are already living in this new reality.</i> <i>After a few minutes, invite the groups to switch roles if time allows.</i> <i>This dialogue often helps participants translate imagination into practical inspiration.</i> 10 min Reflection Bring everyone back into one circle. Allow a brief moment of silence before opening the discussion. Invite participants to reflect on questions such as: - How was this experience for you? - How did it feel to imagine a different future?	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		- What surprised you? - Which ideas stayed with you? - What gives you hope? - What is one small action we could start today that brings us closer to the future we imagined? Close the session by reminding participants that every meaningful change begins with imagination. Before we can create healthier organisations, stronger communities, or better systems, we first need to believe they are possible. Reimagining wellbeing is not about escaping reality, but it is about expanding our capacity to shape it together.	





WELLBEING INTO MY PRACTICE

Transfer • Action • Commitment

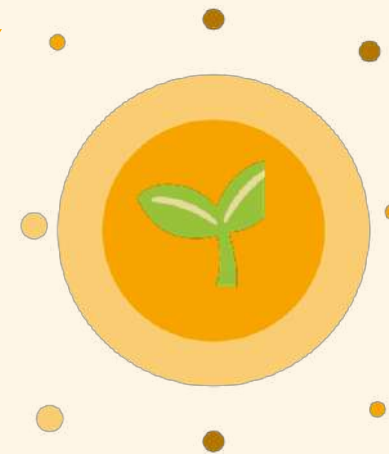


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PRACTICE



♦ In this session:

- transfer
- action
- commitment

Session - Wellbeing into my practice

Why this topic matters

One important aspect of designing meaningful educational experiences is building bridges between the learning process and participants' everyday realities. While the learning process itself is a genuine and valuable experience, we also need to acknowledge what happens once participants return home. During a training course, meals are prepared, the agenda is already designed, and participants can fully immerse themselves in the learning environment. Everyday life, however, follows a different rhythm. What seemed like a brilliant idea within the "training course bubble" may never be put into practice once participants return to their daily responsibilities. Another reason why many valuable ideas generated during training courses are never implemented is simply that there are too many of them. Learning experiences, especially those addressing sensitive topics such as mental health, are often intensive, emotionally demanding, and sometimes overwhelming. Many participants have shared that after returning to their work and communities, they struggle to remember much of what happened during the training.

This challenge can be addressed in several ways. Regular reminders to take notes are certainly helpful. Even better is providing dedicated space within the programme for participants to document their learning process, ideas, useful methods, emerging questions, and personal insights. Beyond that, we include a dedicated session focused on building bridges between the learning that takes place within the training environment and participants' everyday rhythm and professional responsibilities. Our experience from previous training courses shows that when participants are given time to look ahead and develop even a simple action plan, the outcomes are significantly stronger. We have observed higher rates of dissemination of results, greater long-term impact, and more frequent application of the competences gained during the training.

What will you find in this session?

While designing a follow-up event can be useful, it may also feel like just another task on an already never-ending to-do list. In a training course on mental well-being, we encourage participants to avoid adding more obligations to their lives. Instead, we invite them to focus on identifying small, meaningful changes. Small changes often feel more achievable than an ambitious plan to transform one's life all at once. This session consists of two parts. The first invites participants to dream about the changes they would like to see in the youth work system to better support the mental well-being of youth workers. The second focuses on planning one small, concrete action that realistically fits into their everyday routines and busy schedules.

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TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
1,5h	To build bridges between learning experience in the training course and the local youth work	5min Use your storytelling skills while sharing the idea that it is important to bring these competences, ideas, inspirations, practices to participants' communities and realities. You can still use the metaphor of the journey and bringing back new tiny spices, big discoveries, larger maps etc. 30min Tell the participants to take the ecosystem posters they created in national teams on the first day. Invite to see what could be changed, added, maybe even taken out or edited according to their new competences and ideas. Tell the participants to use extra materials (markers, pictures from old newspapers and magazines) to complete and improve their youth work ecosystem with focus on mental well-being of youth workers. It is important also that they put names to various elements, so the representation is clearer. For now, it is not important for participants to have a precise idea of HOW to do it, it's more essential that they record all the WHATs they would like to see in their youth fields.	The ecosystem posters from the first day, markers, old newspapers and magazines, scissors, glue Pens, participants' agendas

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		20min Invite the national group to choose one supervisor of the ecosystem who stays with the poster. Others have a chance to walk around and see the improved ecosystems of other countries. Encourage participants to ask questions to the supervisors for a better understanding of the drawings (especially if there are words in another language). 15min After finishing upgrading their ecosystems and checking others, invite participants to look at the drawings more critically, analyzing which of the improvements are more realistic and what can participants themselves do to go towards these changes. They share their ideas in their national group. 20min Invite participants to take their agendas. It does not matter if they are digital calendars, paper notebooks. It has to be something they actually use to plan their time. Ask them - how realistic does it seem to change their lives in order to live healthier, to start new healthier practices, to take care of themselves more? Most probably the answers will be rather negative or hopeless. Then introduce the participants with 2% change theory. While grand changes seem quite impossible (even less, if the person is facing a burn-out situation), tiny steps are still something achievable. Ask participants to calculate what would be approximately 2% of their activities and write down in the agenda/calendar this new, healthier change they would like to add to their lives. Each person will have a different way of calculation, and it is totally ok. The main idea is that they think about a realistic change that could bring a healthier pattern. Remind that it can be an individual action or something small that leads to a systematic change. You can also invite the participants to share their intentions by sharing one sentence that starts with "I commit to...". Spoken word gives accountability and, besides that, hearing what other participants commit to change, can be inspiring. If you feel like it, you can all do a tiny ritual to strengthen the commitments. It can be something funny such as making a peace sign with the second and third finger and touching other participants' fingers by creating a common circle and all saying together, "Let it be!"	



FEEL GOOD LEARNING

Integration • Gratitude • Next Steps

.....

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INTEGRATE



♦ In this session:

- integration
- gratitude
- next steps

Session - Feel Good Learning

Why this topic matters

Learning does not end when a session is over. Some of the most meaningful learning happens when we take time to pause, reflect, and make sense of our experiences.

Throughout the Be Well project, youth workers shared that they often move quickly from one project to the next, with little time to recognise what they have learned or celebrate how they have grown. Yet taking a moment to reflect can help turn experiences into lasting learning and make it easier to bring new ideas into everyday practice.

This is especially important in youth work, where we spend so much time supporting the learning of others that we rarely stop to acknowledge our own journey. Reflection helps us recognise not only the knowledge and skills we have gained, but also the values, relationships, and personal strengths we have developed along the way.

This session also introduces gratitude as a simple wellbeing practice. Ending the learning journey with appreciation, for ourselves, for others, and for the experience we shared, helps create a positive and meaningful closure while strengthening our motivation to continue putting our learning into practice.

What will you find in this session?

This final session invites participants to look back on their learning journey and celebrate both their personal and professional growth.

Participants begin by reflecting on the competences they have developed throughout the training, using the Youthpass framework as a guide. They then create a Vision Board to capture the ideas, values, practices, and intentions they want to take with them into their future work.

The session continues with a gratitude reflection, where participants share messages of appreciation for themselves, the group, the learning experience, and nature. Together, they create a collective gratitude poster that celebrates the journey they have shared.

As an alternative, participants can explore their learning through creative performances, using theatre, music, or humour to reflect on their experience in a playful way.

The session ends by encouraging participants to identify one or two concrete actions they will take after the training, helping them turn reflection into meaningful action.

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TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
1,5 h	To reflect on key learning moments during the training and identify personal and professional insights To recognise competencies developed during the training, supporting the Youthpass learning reflection To identify concrete ways to apply the learning in their youth work practice	Looking Back to Move Forward. Individual Learning Journey Explain to participants that every meaningful learning journey deserves a moment to pause, reflect, and celebrate. This session invites them to look back at their experience, recognise their personal and professional growth, and identify how they want to bring their learning into everyday life. 10 min A short introduction to Youthpass Begin with a brief presentation of Youthpass and the Key Competences for Lifelong Learning. Explain that Youthpass is not simply a certificate of participation, it is a tool that encourages participants to recognise and value what they have learned throughout an experience. Invite participants to think beyond knowledge and skills. Encourage them to reflect on: - new perspectives they discovered; - attitudes they developed; - values that became more important;	Flipchart paper, makers, post-its and other creative items available

TIME	OBJECTIVE	METHODS/PROCESS (description, step by step / debrief questions)	RESOURCES
		- relationships they built; - experiences that challenged or inspired them. You may briefly introduce the Key Competences and explain that many of the activities throughout the training contributed to their personal, social, and professional development. 20 min Creating your Vision Board Now invite participants to reflect on their own learning journey. You can say: “Take a few moments to look back at these days together. Think about the conversations, the activities, the people you met, and the moments that stayed with you. What will you take home?” Offer the following reflection prompts: - During this training I became more aware of... - One thing I learned about myself is... - A competence I strengthened is... - One value I want to bring more into my work is... - One wellbeing practice I want to continue is... - One thing I will do differently after this training is... Invite participants to create a Vision Board that represents their learning journey and their intentions for the future. Encourage them to use any materials available: - magazines; - markers; - coloured paper; - natural materials collected during the training; - leaves, flowers, stones or branches; - words, symbols, drawings or quotes. There is no right or wrong way to create a vision board. Encourage creativity and personal expression rather than perfection. The goal is to create a visual reminder of what participants want to carry forward into their personal life and youth work practice.	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		20 min Sharing the Journey Divide participants into small groups of three or four people. Invite each participant to present their Vision Board and share the story behind it. Encourage the listeners to practise active listening without interrupting or evaluating. You can suggest questions such as: - What part of your learning journey are you most proud of? - Which value has become more important for you? - Which idea do you want to bring into your organisation? - What gives you hope as you return home? This is not a feedback session. It is an opportunity to witness and celebrate one another's learning journeys. 40 min Feel Good Learning Reflection Closing with Gratitude Explain that the final activity invites participants to end the training by focusing on appreciation rather than evaluation. You might introduce it by saying: "Research shows that practising gratitude can strengthen wellbeing, improve relationships, and help us recognise positive experiences that we might otherwise overlook. Before we close this journey together, let's take a moment to appreciate what these days have given us". 10 min A short introduction to gratitude Offer a short theoretical input explaining that gratitude is one of the wellbeing practices supported by positive psychology research. You do not need to go into detail. Simply explain that regularly expressing gratitude has been linked to: - greater wellbeing; - stronger relationships; - increased optimism;	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		- greater resilience; - a stronger sense of belonging. 20 min Sharing Messages of Gratitude Invite participants to remain in the same small groups. Ask everyone to reflect on four simple questions. Complete the following sentences: - I am grateful to myself for... - I am grateful to this group for... - I am grateful to this learning journey for... - I am grateful to nature for... Invite participants to share their reflections one by one. Encourage everyone to listen without commenting or interrupting. The aim is simply to acknowledge and appreciate what each person has experienced. 10 min Creating a Collective Gratitude Poster Ask each group to create a simple poster capturing the gratitude shared within their small group. Participants may choose to include: - words; - drawings; - symbols; - quotes; - natural materials. Invite each group to briefly present their poster to the whole group. Together, the posters create a collective memory of the learning journey and celebrate the community that has been built throughout the training.	

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		<i>Alternative Closing Activity</i> <i>Learning Through Theatre</i> <i>If your group enjoys creativity and playful methods, you can replace the gratitude poster with a short group performance.</i> <i>Divide participants into three groups.</i> Give each group one reflection question: <i>Group 1</i> - <i>What did I discover about myself during this training?</i> <i>Group 2</i> - <i>What new ideas, methods, or perspectives will I take home?</i> <i>Group 3</i> - <i>What made this training a "Feel Good Learning" experience?</i> <i>Invite each group to prepare a 5-minute creative performance.</i> To make the activity even more playful, assign each group a different style: - <i>Comedy</i> - <i>Soap opera</i> - <i>Musical</i> <i>(or any other genre that suits your group)</i> <i>After each performance, invite a short round of applause and a few reflections from the audience.</i> <i>The purpose is not to perform perfectly but to celebrate learning in a joyful and memorable way.</i> This is the final learning session of the training. Try to create an atmosphere that feels calm, appreciative, and hopeful rather than rushed. Allow participants enough time to acknowledge how far they have come and encourage them to celebrate both the learning and the relationships they have built along the way. You may wish to finish with one final question: - If you could send one message to your future self six months from now, what would you want to remember from this experience? This simple question helps participants connect reflection with action and creates a meaningful bridge between the training and their everyday youth work practice.	



EVALUATION CLOSURE

Reflect • Evaluate • Close



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CLOSURE

&



♦ In this session:

- reflect
- evaluate
- close

Session - Evaluation and closure

Why this topic matters

In order to create quality learning experiences, we need to grow and develop ourselves as professionals. To do so the evaluation of participants is essential. Yes, there are official evaluation forms that participants could fill out, also during this last session. But we prefer to create something more in-presence and creative. Besides that, evaluation is an important step to close a learning process. So even if the participants have to fill some questionnaires after this experience, they have a chance to have this ritual of looking back and reflecting on how this experience has affected them.

What will you find in this session?

The first part of the session is dedicated to reflection and evaluation through a series of interactive stations. The stations can also serve as inspiration for facilitators and organisers by offering a variety of elements and perspectives that can be included in the evaluation process. The session concludes with a closing ritual that not only brings the learning process to a meaningful end but also helps participants integrate the entire learning journey, from the very first day to the final moment of the programme.

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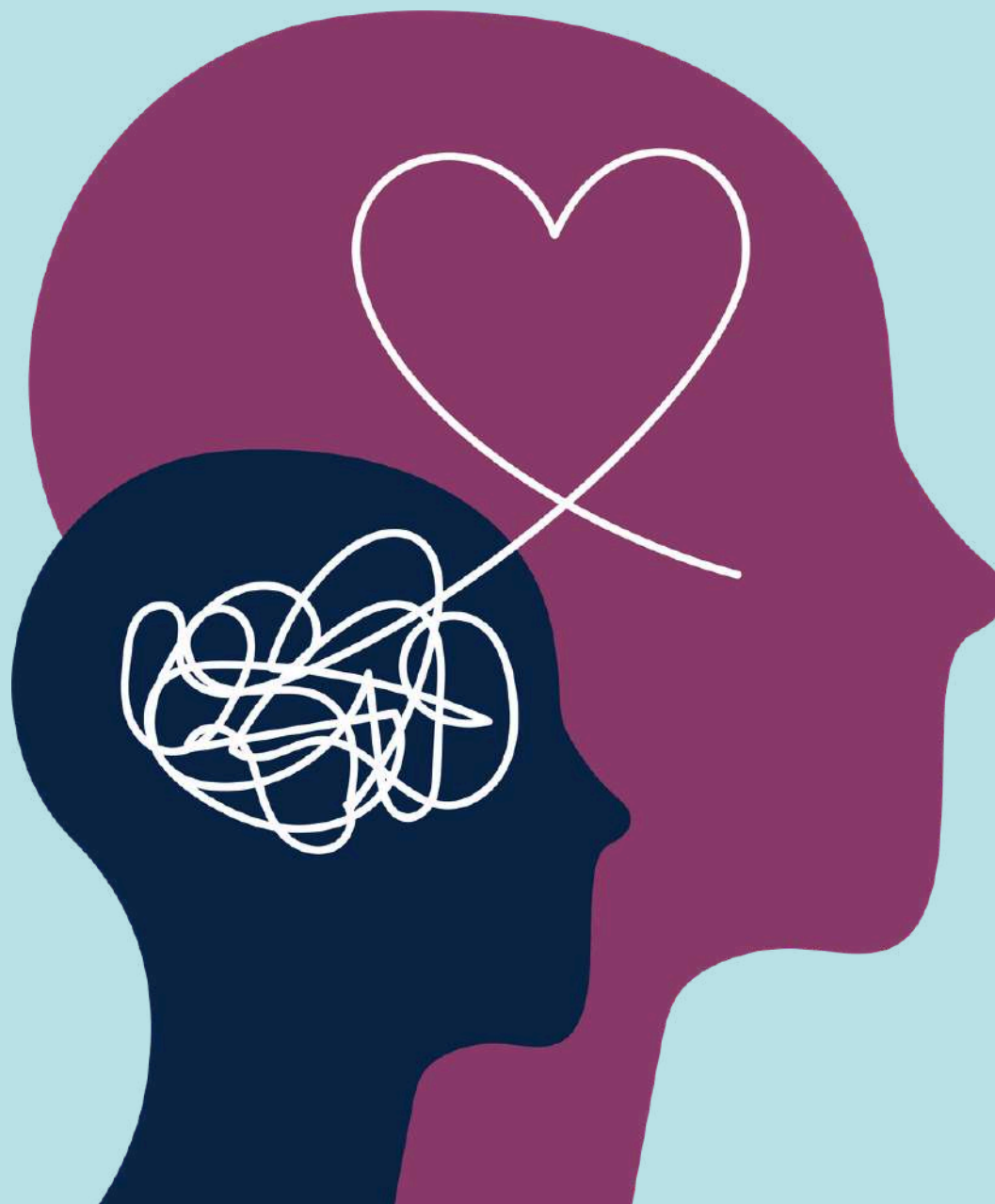
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TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
1,5h	To evaluate the learning experience To close the learning process	15min In order to evaluate properly, participants need to recall the program. It can be done by guiding them through memories or by showing a program again. Or we have a nicer activity here that can also help you to clean the space. Divide participants in as many groups as many days there were in the training. In this case - 4 days, 4 groups, each one knowing which day they represent. Then each group has a task to collect all the posters and materials that are related to their day. You can encourage them to check their notes and pictures taken to remember what happened. Afterwards each group shortly reminds others what happened in their day. In order not to go too deep in details you can give a time limit to every group sharing. 45min Introduce participants to the stations where they are invited to evaluate their learning experience and related elements. Below you can find various ideas for different stations. Here are more important ones: + poster with the original aims of the training course: add lines with “-” in one side and “+” on the other side and participants are invited to mark accordingly to their understanding about reaching the objectives; + poster with “pizza” where each slice has a name of an element you want to evaluate. The higher evaluation the closer to the centre participants draw any symbol. Various slices could be: information before the training course, support from the sending organization, location, meals, program and methodology, your own contribution, group dynamics, applicability of the learning outcomes etc.; + more detailed questionnaire online or participant report issued by the program system - make a cosy space for participants to sit down and do the evaluation; When all the obligatory stations are done the participants can go to the free choice ones: + tips for trainers: next to a box or a hat there are little papers with pens. Tell participants to leave tips for trainers which can be compliments, so they know what methods, attitudes, values are appreciated	Posters for evaluation, markers, pens, scrap/small papers, descriptions of Youthpass competences, A4 sheets of colorful papers The poster of the metaphor of learning (boat, spacerocket etc.) from the first day. Scissors

TIME	OBJECTIVE	METHODS/PROCESS <i>(description, step by step / debrief questions)</i>	RESOURCES
		and have an impact, or it can be also critical feedback; + Youthpass corner: a space for participants to start their own learning evaluation that could be used to fill out Youthpass afterwards. It is nice if they have available the description of each competence; + appreciations for the colleagues - put A4 sheets with names of participants on a table with chairs around. Invite the participants to write appreciations to their colleagues if they got some support from them in any shape. Emphasize that the task is not to write "good things to everyone", but something meaningful to someone. Tip: leave post-its in by the aims and "pizza" posters in case the participant wants to explain their evaluation. Encourage them to do so! 30min Closing In the middle of the circle, put the contribution poster of the metaphor of learning (boat, spacerocket etc.) from the first day. Invite the participants to look at it, find their stick-persons and remember how they felt in the moment of creating these drawings. After a moment put on the poster scissors and invite them to cut out their avatars. They can also add, take off, change anything to their little paper avatar according to how it was grown or changed throughout these days. Afterwards open the final circle of sharing: what and how is this avatar now and what am I taking with me from this learning experience.	

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