Funded by
the European Union

SUITCASE

TOOLS FOR HEALTHY LIVING AND RESILIENCE



Training Content for Facilitators, Trainers, and Youth Workers

Oslo
UKE HAMBURG
Institute of Population and Social Research
YEŞİLAY

Suitcase:
Tools for Healthy Living and Resilience

Training Content for Facilitators, Trainers, and Youth Workers

2023-2-TR01-KA220-YOU-000180027
Erasmus+ Cooperation Partnerships in Youth (KA220-YOU)

Coordinating Organisation:
Turkish Green Crescent Society (Yeşilay), Türkiye

Partner Organisations:
Marmara University, Türkiye
Universitaetsklinikum Hamburg-Eppendorf (UKE), Germany
Agency of Social and Welfare Services, The City of Oslo, Norway

Authors:
Akpınar, Burcu; Bari, Melav; Behrendt, Malte; Bond, Leif Adrian Sæther; Chabchoub, Jonas; Çelebi, Afra Sevde; Erdal, Borge; Fidan, Merve; Gülerce, Hakan; Gülerce, Rukiye; Jacobsen, Cathrine Sundal; Killengreen, Ellen Bull; Korkmaz, Zeynep; López Atanes, Mayte; Milin, Sascha; Nalbant, Arzu; Nişancı, Aslıhan; Nişancı, Zübeyir; Schafer, Ingo; Sundsbø Hollerud, Stine Marit; Tekeli, Muhammed Refik; Turan, Ege; Yaylacı, Fatıma Tuba; Yüce, Belkıs.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Date of Publication:
Version: 1.0

ACKNOWLEDGEMENTS

This guide was developed as part of the “Developing a Prevention Model Against Addiction for Migrant Youth” project (2023-2-TR01-KA220-YOU-000180027), approved by Turkish National Agency and funded by the European Union through the Erasmus+ Programme.

The project was coordinated by the Turkish Green Crescent Society (Yeşilay) in collaboration with:

- Marmara University (Türkiye)
- Universitaetsklinikum Hamburg-Eppendorf (UKE) (Germany)
- Agency of Social and Welfare Services, The City of Oslo, Norway

We extend our sincere gratitude to the educators, facilitators, researchers and youth participants who contributed their experiences, insights, and creativity throughout the development and piloting of this guide.

Special thanks to the project’s academic and field experts for their contributions to the design of the eight learning modules and to the national and international reviewers who provided feedback for continuous improvement. This document reflects a collective commitment to supporting youth well-being, empowerment, resilience and inclusion through education, prevention, and evidence-based practice.

1. General Overview 7
1.1. About the Project 7
1.2. Principles of the Programme 7
1.3. Facilitator Guidance: Roles, Tips, and Good Practices 8
1.4. How to Use This Guide 11
1.5. Explanation of Jargon and Key Terms 13
1.6. Content Development Process 14
1.7. Why "BAVUL" (SUITCASE)? 15
2. Modules 16
2.1. Module 1: Introduction to Addictions 16
2.1.1. Activity 1: Guess The Data 18
2.1.2. Activity 2: Are You Aware? 23
2.1.3. Activity 3: Change the World 26
2.1.4. Activity 4: Healthy Choices 31
2.1.5. Activity 5: Independent Me 34
2.1.6. Activity 6: Liking to Wanting - From Fun to Craving 37
2.2. Module 2: Understanding Trauma and Stress 41
2.2.1. Activity 1: True or False: Trauma Edition 43
2.2.2. Activity 2: Intrusion: "The Uninvited Guest" 47
2.2.3. Activity 3: Hyperarousal – Alarm System 50
2.2.4. Activity 4: Avoidance – Taking the Long Way Around 53
2.3. Module 3: Building Resilience and Coping Skills 56
2.3.1. Activity 1: Coping Alternatives 58
2.3.2. Activity 2: Six-Part Story Method 61
2.3.3. Activity 3: Balloon Exercise 64
2.3.4. Activity 4: Body Scan Light 68
2.3.5. Activity 5: Safe Place 71
2.3.6. Activity 6: Inner & Outer Resources 74
2.4. Module 4: Supporting Identity Development through Cultural Transition 76
2.4.1. Activity 1: My Identity Tags 78
2.4.2. Activity 2: Me Now vs. Me Becoming 81
2.4.3. Activity 3: Identity Under Construction 84
2.5. Module 5: Critical Thinking - Making informed decisions 87
2.5.1. Activity 1: Reflection Exercise 89
2.5.2. Activity 2: What Would You Do? – Real-Life Scenarios & Role Reflection 93
2.5.3. Activity 3: Truth or Trap 96
2.6. Module 6: Health and Well-being 99
2.6.1. Activity 1: Two Faces of the Digital World 101
2.6.2. Activity 2: My Digital Day Map 105
2.6.3. Activity 3: My Digital Balance 108
2.6.4. Activity 4: Energy Boost – Moving Together 112
2.6.5. Activity 5: Better Sleep 115
2.7. Module 7: Life Skills 118
2.7.1. Activity 1: My Brain, My Superpower 120
2.7.2. Activity 2: Stop, Think, Choose 123
2.7.3. Activity 3: The Priority Matrix 126
2.7.4. Activity 4: Spending Smart 130
2.7.5. Activity 5: Find a way together 133
2.7.6. Activity 6: The Power of Words 136

2.8. Module 8: Knowing Your Rights 139
2.8.1. Activity 1: Standing Up 141
2.8.2. Activity 2: Rights Map – Exploring the Convention on the Rights of the Child.. 145
2.8.3. Activity 3: Youth Employment Rights Roleplay 147
3. Additional Materials 149
3.1. Definition and Purpose of Energizers and Icebreakers 150
3.1.1. Icebreaker 150
3.1.2. Energizer 150
3.2. Icebreakers & Energizers: 151
3.2.1. Icebreaker: Circle 151
3.2.2. Icebreaker: My Sweet Age 152
3.2.3. Icebreaker: Yarn Connection 153
3.2.4. Energizer: Mazinga 154
3.2.5. Energizer: Body Percussion 155
3.2.6. Energizer: Zip–Zap–Zop 156
3.2.7. Energizer: Match the Cards 157
3.2.8. Energizer: Orchestra 158
3.2.9. Energizer: Find Your Word 159
3.2.10. Energizer: Clap and Jump 160
3.2.11. Energizer: Speed Dating 161
3.2.12. Energizer:"Would You Rather?" Fun Dilemmas Edition 162
3.2.13. Energizer: Human Line-Up 163
3.2.14. Energizer:Vote with Your Feet 164
3.3. Facilitation Tips for Working With Migrant and Multilingual Youth 165
3.3.1. Use Simple Multilingual Greetings: 165
3.3.2. Invite a Simple Group Agreement: 165
3.3.3. Count in Multiple Languages During Rhythm Activities: 165
3.3.4. Provide Multilingual Support for Word-Based Activities: 165
3.3.5. Allow Participants to Use Any Language During Introductions: 165
3.3.6. Use Culturally Familiar Examples: 166
3.3.7. Normalize Language Diversity and Reduce Performance Pressure: 166
3.3.8. Avoid Physical Contact Unless Initiated by Youth: 166
3.4. Activity Materials 167
3.4.1. Module 1, Activity 2 167
3.4.2 Module 1, Activity 3 168
3.4.3 Module 2, Activity 3 169
3.4.4 Module 3, Activity 2 169
3.4.5. Module 6, Activity 3 170
3.4.6. Module 7, Activity 1 170
3.4.7. Module 7, Activity 2 171
3.4.8. Module 7, Activity 3 171
3.4.9. Module 7, Activity 5 173
3.4.10. Module 7, Activity 6..... 173
3.4.11. Module 8, Activity 2..... 174
3.4.12. Module 8, Activity 3..... 174
References 175

General Overview

1.1. About the Project

Developing a Prevention Model Against Addiction for Migrant Youth (Project No: 2023-2-TR01-KA220-YOU-000180027) is an Erasmus+ Cooperation Partnership in the field of Youth, approved by Turkish National Agency and funded by the European Union.

The project aims to design and implement a comprehensive prevention model that empowers migrant youth aged 13–18 to develop life skills, resilience, and self-awareness as protective factors against addiction and risky behaviors. Rather than framing addiction as an individual weakness, the model approaches it through a social and developmental lens, recognizing how stress, inequality, discrimination, and limited access to support systems shape vulnerability. The selected age group represents a critical developmental stage during which adolescents are especially sensitive to social pressures and more likely to encounter risk behaviors or addictive influences. By engaging both girls and boys within this age range, the programme promotes inclusivity and equal opportunity for participation, while addressing the complex experiences of migration, cultural adaptation, and social harmony that define this period of life.

Developed collaboratively by an international partnership between the Turkish Green Crescent Society (Yeşilay, Türkiye), Marmara University (Türkiye), Agency of Social and Welfare Services, The City of Oslo (Norway) and Universitaetsklinikum Hamburg-Eppendorf (UKE) (Germany). The project integrates scientific knowledge, field experience, and youth perspectives into a flexible training tool.

Through collaborative research, capacity-building activities, and pilot implementations, the project contributes to the development of effective tools and methodologies that can be adopted both nationally and internationally.

The project officially started on 31 August 2024 and will run for 24 months, until 30 August 2026. The resulting programme supports facilitators in leading interactive workshops that promote awareness, self-regulation, and belonging; guiding youth toward healthier, more empowered lives in their new environments.

1.2. Principles of the Programme

This programme is grounded in three core, interrelated principles: a rights-based, youth-centered, and strength-based approach. These principles are reflected across all modules, ensuring that every activity not only builds skills but also reinforces the values of dignity, inclusion, and empowerment.

1.2.1. Rights-Based Approach

The prevention model developed under this project is built on a rights-based approach, framing addiction prevention as part of the broader commitment to uphold the human rights of all young people. It recognizes migrant youth not as passive recipients but as active rights-holders entitled to dignity, health, participation, and equality. Grounded in the principles of non-discrimination, participation, accountability, and transparency, the model moves beyond moral or top-down perspectives and instead promotes empowerment, inclusion, and informed decision-making for every young person, regardless of background or legal status.

This approach also highlights that vulnerability to addiction is shaped by structural factors such as poverty, displacement, and social exclusion. By addressing these inequalities, prevention becomes a shared social responsibility rather than an individual burden. Through participatory and experiential learning methods, the programme empowers young people to reflect on their realities, express their needs, and act as agents of change who contribute both to their own resilience and to the well-being of their communities.

1.2.2. Youth-Centered Approach

The model adopts a youth-centered approach that recognizes young people as capable agents of change rather than passive participants. It values their lived experiences, creativity, and perspectives as vital sources of knowledge for shaping meaningful prevention practices. By fostering participation and shared ownership, this approach encourages young people to take an active role in identifying challenges, expressing needs, and developing solutions. Through collaborative and experiential learning, it moves beyond one-way instruction to create an environment of co-learning, where facilitators and participants engage in open dialogue, mutual respect, and reflection.
This approach also emphasizes the importance of safe, inclusive, and empowering spaces that allow young people to explore their identities and emotions freely. Creative and participatory methods such as storytelling, art, and group reflection help them connect personal experiences with broader social realities, nurturing both self-awareness and empathy. In doing so, the model transforms prevention into a process of empowerment: one that builds confidence, resilience, and critical awareness, while reinforcing young people's capacity to shape their own futures and contribute positively to their communities.

1.2.3. Strengths-Based Approach

The strengths-based approach shifts the focus from risks and weaknesses to the existing capacities, creativity, and resilience of young people. It views youth not as vulnerable or dependent subjects, but as individuals with valuable skills, experiences, and aspirations. By recognizing and amplifying what they already do well, this approach nurtures self-efficacy and optimism. It transforms prevention from a restrictive or problem-oriented process into one that supports personal growth, confidence, and purpose.

At its core, this perspective helps young people identify and build upon their inner and community-based resources, fostering adaptability and hope even in challenging contexts. Facilitators are encouraged to highlight success stories, small achievements, and peer strengths to inspire collective motivation and belonging. Together with the rights-based and youth-centered principles, this approach ensures that the programme remains inclusive, empowering, and sustainable, aligned with broader EU and WHO priorities for youth participation, health promotion, and social inclusion.

1.3. Facilitator Guidance: Roles, Tips, and Good Practices

Facilitators play a central role in creating a safe, engaging, and reflective learning environment. They are not therapists or instructors, but guides who empower participants to explore and learn through dialogue and shared experience. Their role is to accompany young people in the process of discovering their own voices, rather than transmitting fixed knowledge. The following principles and practices combine lessons learned from the pilot implementation with the core facilitation philosophy of the programme.

1.3.1 Empowering Rather than Saving

This programme adopts a strengths-based and empowerment-oriented approach. Facilitators are encouraged to view migrant youth not as passive recipients but as active agents of change in their own lives. The facilitator's task is to create space for young people to share experiences, identify their strengths, and build upon existing coping skills. Rather than "helping" youth to overcome problems, facilitators should foster mutual learning and recognition. Migrant youth often carry valuable insights into resilience, adaptation, and solidarity. Recognizing and amplifying these perspectives transforms the learning environment into a site of co-creation.

Facilitators should avoid deficit-based language that unintentionally positions participants as lacking or vulnerable. Instead, they should use empowering and participatory framing such as: "We are learning from one another," or "You already have strategies that work for you; let's explore them together."

1.3.2 Respecting Cultural and Religious Sensitivities

When working with migrant youth, cultural and religious sensitivities are of great importance. Some participants, particularly individuals from conservative or traditional families, may feel hesitant or uncomfortable sitting together in mixed gender groups, engaging in physical contact, or participating jointly in drama and role-playing activities. These hesitations often arise from deeply rooted cultural or religious norms and should be approached with empathy and respect.

Facilitators and trainers should pay careful attention to the following points:

- Avoid any form of coercion. Participation must be voluntary, and youth should never be forced to join an activity that causes discomfort.
- Offer alternative ways to participate, such as observing the activity, contributing through drawing or writing, or performing within same-gender groups.
- When planning seating arrangements, ensure that young people feel comfortable. If they prefer to sit separately as girls and boys, respect that preference without making it a focus of attention.
- In drama, games, or group work that may involve physical contact, explain the activity clearly beforehand and ask for explicit consent.
- Use respectful, inclusive language. Preferences and boundaries should not be judged, dismissed, or made light of.
- Be observant of subtle signs of discomfort, such as body language or withdrawal, as not all participants will verbalize unease.
- View cultural diversity as a learning opportunity. When participants feel that their differences are respected, their sense of safety and belonging increases.

1.3.3 Creating Psychological Safety

A psychologically safe environment allows participants to express themselves freely without fear of judgment or harm. This is particularly important when working with youth who may have experienced displacement, trauma, or social exclusion.

The following principles can help build such safety:

- Predictability: Outline the structure and purpose of each session at the beginning.
- Choice: Offer flexibility in participation and avoid pressuring anyone to share personal experiences.
- Transparency: Prepare participants before discussing potentially sensitive topics.
- Regulation: Integrate brief grounding activities, such as breathing, stretching, or drawing, to help maintain calm and focus.

If a participant becomes distressed, facilitators should remain calm, validate their emotions, and offer a short break or quiet space. Emotional safety also involves facilitators attending to their own well-being and debriefing regularly with co-facilitators or supervisors.

1.3.4 Core Facilitation Practices

- Maintain a warm, calm, and non-judgmental tone. Consistent body language and a balanced voice convey stability and safety.
- Use simple, non-clinical language. Prefer short, concrete sentences and avoid academic or diagnostic terminology.
- Model vulnerability to build comfort. Sharing a small, genuine limitation ("I also find this exercise challenging") fosters authenticity and reduces performance anxiety.
- Approach each participant with empathy and cultural sensitivity. Recognize that experiences such as migration,

poverty, or discrimination may influence participation.

• Normalize emotional or physical stress reactions by explaining that anxiety or hesitation can be protective responses. Emphasize coping, growth, and resilience rather than trauma.
• Encourage specifically and genuinely. Offer personalized feedback ("You expressed that clearly") rather than generic praise.
• Manage time transparently, using friendly cues to maintain structure without creating pressure.
• Foster inclusive participation by inviting quieter members to share when ready, ensuring that every voice is acknowledged.
• Focus discussions on hope, strengths, and future possibilities rather than problems or deficits.

1.3.5 Multilingual and Intercultural Communication

Language diversity is an asset, not a barrier. Facilitators can enhance inclusion through multilingual and intercultural communication strategies. Allowing participants to use their native language briefly for clarification or comfort can support emotional expression and comprehension. Visual aids, simplified wording, and consistent symbols can also increase accessibility.

Practical strategies include:

• Using bilingual visual materials or slides.
• Pairing participants who can translate short explanations for peers.
• Incorporating cultural stories, proverbs, or songs related to resilience.
• Providing a glossary of key words (e.g., respect, belonging, safety) in Turkish, Arabic, and English.

Encouraging multilingual dialogue shows respect for identity and fosters a sense of belonging.

1.3.6 Managing Group Dynamics and Conflict

Diverse groups may occasionally experience misunderstandings, silence, or disagreement. Rather than viewing these as failures, facilitators should treat them as opportunities for growth and dialogue.

Good practices include:

• Establishing group agreements in the first session (e.g., respect, confidentiality, right to pass).
• Modeling respectful listening and empathy.
• Encouraging the use of "I-statements" rather than blame.
• Addressing conflict through open discussion rather than avoidance or discipline.
• Providing creative "cooling down" activities such as reflective writing or drawing before resuming discussion.
Conflict handled calmly and transparently can strengthen trust and model constructive communication for young people.

1.3.7 Reflective Facilitation and Bias Awareness

Facilitation is both an interpersonal and a reflective practice. Facilitators are encouraged to maintain a habit of self-observation and reflexivity throughout the programme. Regular reflection helps uncover biases, assumptions, and emotional reactions that may affect group dynamics.

After each session, facilitators can record short reflections such as:

- Whose voices were heard and whose were missing?
- Did I project any assumptions about culture, gender, or migration?
- How did my actions influence the atmosphere of the group?

Reflection promotes continuous learning and aligns the facilitation process with the project's participatory values.

1.3.8 Safety and Referral Procedures

Facilitators are not expected to act as counselors or therapists, but they are responsible for identifying when a participant may require additional professional support. Establishing clear referral pathways ensures the safety of participants and the integrity of the programme.
This programme aims to strengthen protective factors and prevent risky behaviours, including substance use and other forms of addiction. During the sessions, facilitators may encounter participants showing early warning signs related to addiction risk or other psychosocial difficulties.

These may include:

- Noticeable changes in mood, motivation, or energy levels,
- Withdrawal from peers or usual activities,
- Increased irritability, secrecy, or difficulty concentrating,
- References to using substances, gambling, or excessive gaming as a coping strategy.

If a facilitator observes such signs, it is important to remain calm, listen attentively, and provide a safe space for the young person to express themselves. Avoid judgmental language, personal advice, or promises of confidentiality that cannot be kept. Instead, focus on ensuring the participant feels understood and supported while following the programme's safeguarding procedures.

Referral steps:

1. Recognize warning signs such as emotional withdrawal, distress, or disclosure of harm.
2. Listen with empathy and avoid asking probing questions.
3. Inform the local coordinator or designated safeguarding contact.
4. Refer the participant to appropriate services.
5. Maintain confidentiality unless there is an immediate risk of harm.

If a young person needs additional support, refer them to appropriate local services such as school or community counselors, youth support organizations, mental health and psychosocial support providers, or emergency hotlines available in your region. Facilitators should familiarize themselves with relevant local procedures and referral pathways before delivering this programme.

1.4. How to Use This Guide

This handbook is a practical tool for implementing the prevention model with youth groups in schools, community centers, or informal education settings. It is organized into eight thematic modules, each addressing a specific protective factor such as identity, resilience, or life skills.

The facilitator's role is not to teach, but to guide reflection, encourage dialogue, and create a safe and inclusive learning space. Facilitators are encouraged to personalize activities to their group's needs while maintaining the principles of safety, inclusion, and respect.

1. Preparation and Planning

• Carefully read activity instructions and facilitator notes to increase confidence and ensure smooth delivery.

• Prepare only the materials needed for the activities you will run, in quantities appropriate for the number of participants.
• Prepare the physical space in advance to create an open and engaging environment. Avoid fixed classroom seating if possible; instead, use a relaxed arrangement such as a circle or U-shape to encourage participation and eye contact. Even in settings without tables or chairs, most activities can be adapted for use in open spaces where participants can move and interact freely.

2. Selecting and Adapting Activities

• Choose activities based on your group's specific needs. For example, dedicate more time to stress management if the group requires it.
• You do not need to implement all activities in a single module; activities from different modules can be combined or spread across sessions.
• Decide the number of activities per session based on time, space, and participants' needs. For example, after a module on addiction, you can combine complementary activities that develop stress management or critical thinking skills.

3. Session Implementation

• Begin the first session with an energizer/icebreaker to create a welcoming atmosphere.
• Collaboratively establish group rules (e.g., turn-taking, respectful behavior) and display them visibly.
• Follow suggested time allocations to maintain engagement and manage energy.
• Encourage active participation and respectful listening. Gently remind participants of instructions without forcing compliance.

4. Communication and Accessibility

• Use simple, clear language and visual aids to support participants who may have limited language skills.
• If participants do not understand instructions, briefly repeat or clarify to ensure understanding.
• Model positive communication, reinforce strengths, and provide constructive feedback.

5. Handling Sensitive Topics

• Focus on prevention, awareness, and protective strategies; avoid in-depth discussion of treatment, cessation, or intervention methods.
• Follow safety and referral procedures if participants disclose experiences requiring professional support.

6. Evaluation and Reflection

• Observe and reflect on participants' engagement to inform adaptations for future sessions.
• Brief post-session evaluation or discussion can help assess learning outcomes and enhance session effectiveness.

Participant Feedback and Evaluation

At the end of each module or activity, facilitators are encouraged to collect brief feedback from participants through reflection questions, discussion, or simple evaluation forms. This process helps to assess the relevance, engagement level, and emotional impact of the activities on young people. Gathering such feedback not only enhances the facilitator's understanding of group dynamics but also ensures continuous improvement of the sessions. When possible, youth should be involved in co-evaluating the process, contributing to the guide's participatory and youth-centered spirit.

Feedback activities should be youth-centered and engaging, allowing participants to express their thoughts freely and creatively. Facilitators can ask open-ended questions such as "How did you find the activity?", "Which parts were the most interesting?", or "Did you have fun and learn something new?" to give space for youth voices. Alternatively, creative tools can be used for example, inviting participants to draw emojis on colorful

sticky notes to show their feelings, or using printed emoji cards for a quick visual reflection. These methods make evaluation more inclusive, enjoyable, and suitable for mixed-language or diverse cultural groups.

1.5. Explanation of Jargon and Key Terms

Throughout this guide, several key terms are used repeatedly to describe the programme's approach and philosophy. Understanding these concepts will help facilitators align their practice with the project's values.

• **Forced Migration:** Today, millions of people are forced to leave their homes due to wars, violence, internal conflicts, human rights violations, economic hardship, and climate change. This situation, known as forced migration, represents one of the most significant humanitarian crises in modern history. When people migrate to new countries, they often face uncertainty and adaptation challenges arising from differences in language, culture, religion, or identity. This process affects not only access to fundamental rights such as housing, education, and employment but also directly influences individuals' psychological and social well-being.
From the perspective of international law, everyone who is forcibly displaced regardless of their legal status has the right to live in dignity. The 1951 Geneva Convention and its 1967 Protocol, adopted by the United Nations, aim to provide international protection to those who have fled their countries due to war or persecution. However, the increasing waves of forced migration today are pushing the limits of international protection systems and highlighting the need for new solutions.
Therefore, migration is not merely a change of location but a multidimensional process encompassing social, psychological, and cultural adaptation. Understanding the uncertainties, adaptation difficulties, and risks faced by migrant youth is essential for developing effective strategies to prevent addiction and promote resilience.

• **Addiction** Addiction refers to the repeated engagement in a behavior or the use of a substance despite negative consequences. Within this programme, addiction is viewed not as a moral failure but as a complex interaction between personal, social, and environmental factors that influence young people's choices and well-being.
The programme addresses five main categories of addiction: tobacco, substance use, alcohol, internet, and gambling. It recognizes that these behaviors often share common underlying causes such as stress, social pressure, or lack of healthy coping mechanisms. Rather than focusing on one specific type of addiction, the approach is holistic, aiming to strengthen young people's overall resilience, decision-making, and emotional regulation skills.
In this sense, prevention is not limited to avoiding harmful behaviors but also includes promoting healthy lifestyles, positive relationships, and a strong sense of self among migrant youth.

• **Resilience** is the ability to recover and adapt positively after adversity. It involves both internal strengths and external support that help individuals navigate challenges and maintain balance.
• Trauma-Informed practice recognizes that distress and adversity can shape behavior. Facilitators are encouraged to create safety, offer choice, and empower participants, acknowledging that emotional reactions often reflect past experiences rather than present intentions.

• **Social Inclusion** is the process of improving the ability, opportunity, and dignity of people disadvantaged on the basis of their identity, to take part in society.

• **Youth Worker** is a professional or a volunteer involved in non-formal learning who supports young people in their personal socio-educational, and professional development.

• **A facilitator** is a person who helps a group of (young) people to work together better, understand their common objectives, and plan how to achieve these objectives through activities.
• Finally, the term *Prevention Model* refers to a structured yet flexible approach designed to reduce risk factors for addiction while enhancing protective factors such as resilience, critical thinking, and social connection.
Together, these concepts form the foundation of a guide that promotes awareness, mutual understanding, and empowerment in working with migrant youth.

1.6. Content Development Process

This guide has been developed within an international partnership structure, combining the practical experience of civil society organizations and institutions actively working with youth in the field, with the academic insights of researchers and experts. The process began with the kick-off meeting held in Istanbul on February 10–11, 2025, where the project vision, work plan, task distribution, and module design principles were established. In March 2025, the first content development meeting was organized with Marmara University and the Turkish Green Crescent Society, during which the conceptual framework, target groups, and learning outcomes were refined.

In April 2025, an online session was held with TBM (Turkish Green Crescent Addiction Prevention Training Program) instructors to plan the pilot contents. As part of the field activities, TBM modules on "Technology" and "Tobacco" were implemented on April 28–29, 2025, in a high school in Şanlıurfa, involving about 30 migrant young people. The sessions were observed by the Turkish Green Crescent team, offering valuable insights into engagement levels across age groups.

The "Substance Addiction Module" was adapted and implemented in May 2025 with 20 migrant young people at the Refugees Association in Istanbul, based on the addiction prevention programme already used in schools. The aim was to observe how the existing model worked with migrant young people and to gather feedback on its effectiveness and relevance. These insights were carefully documented and taken into account during the development of new training materials. Between May and September 2025, international partners held regular online meetings to review the findings and drawing on their respective areas of expertise, collaboratively developed new and culturally sensitive modules tailored to the needs of migrant youth.

Following the development of the training content, two preliminary pilot workshops were conducted in Istanbul to test and refine the modules. The first on July 31, 2025, with 17 migrant young people from Mülteciler Derneği (Refugee Association), and the second on September 1, 2025, with 15 participants from İyilik Rengi (Color of Goodness Association). These workshops provided essential feedback on content clarity, activity flow, and cultural resonance, leading to major revisions before the final pilot.

The most comprehensive phase took place during the pilot implementation in Şanlıurfa on October 7–10, 2025, where all international partners participated. Modules were tested simultaneously in three settings (a high school, a middle school, and an association) reaching 47 young migrant participants. Observations and participant reflections collected during this stage informed the final content revisions. This youth-centered guide has been co-created with and for migrant young people, reflecting their voices, experiences, and needs.

As a result, the modules presented in this guide have been scientifically grounded, field-tested, and culturally adaptable, offering an inclusive and evidence-based resource for facilitators working with young people.

1.7. Why "BAVUL" (SUITCASE)?

BAVUL (SUITCASE): Tools for Healthy Living and Resilience is an educational program designed for migrant youth aged 13–18, aiming to help them develop awareness of different types of addiction and undergo a preventive empowerment process through that awareness. Rather than defining migrant youth as "at-risk" or "deficient" individuals, the program's core approach focuses on making visible and strengthening the inner resources they already possess.

In line with this approach, "suitcase" was chosen as the program's name and central metaphor. The suitcase is one of the most tangible symbols of migration and journey. It also represents what a person carries with them, what they have accumulated, and what they open and use when needed. For migrant youth, the suitcase is not merely a physical object; it symbolizes a space where experiences, emotions, losses, gains, and potential all coexist.

The icons on the program's cover, which may appear scattered at first glance, actually represent the initial stage of this journey. Each icon corresponds to one of the program's eight modules and directly reflects its content:

1. Introduction to Addictions
2. Understanding Trauma and Stress
3. Coping and Resilience
4. Supporting Identity Development Through Cultural Transition
5. Critical Thinking and Decision-Making
6. Health and Well-Being
7. Life Skills
8. Knowing Your Rights

The program is structured using participatory, experience-based, and interactive methods in accordance with non-formal learning principles. Throughout the program, participants add a new acquisition to their suitcase as they experience each module. The elements that initially appear scattered gain meaning as the learning and experiential process progresses, fall into place, and come together as a complementary whole. By the end of the process, the suitcase is filled not only with knowledge but also with awareness, skills, empowerment, and resilience.

This journey is not a process of change imposed from the outside. On the contrary, it is nourished by the participant's own internal motivation and potential. The program's core message is this: migrant youth are not lacking; the strength they need is already within them. The BAVUL program accompanies the emergence of this strength and the conscious carrying of the tools necessary for a healthy life.

For a healthy life and resilience, it is of great importance to be aware of the acquisitions in our suitcase and to carry them in their proper place. The BAVUL program offers participants a map and a safe companion to guide them on this journey. In this process, facilitators are positioned not as transmitters of knowledge but as guides who accompany young people in discovering their own suitcases.



Module 1:
Introduction to Addictions

Explanation:

Young people with a migration background are often exposed to potentially traumatic experiences and chronic stressors related to migration and resettlement, such as family separation, exposure to violence, loss of social networks, uncertain futures, and economic hardship. Research shows that these adverse experiences can increase vulnerability to emotional and behavioral difficulties, including anxiety, depression, and low self-esteem, which are recognized risk factors for various forms of addiction such as substance use (alcohol, tobacco, drugs), behavioral addictions (gaming, internet, gambling), and other compulsive behaviors. Adolescents may experiment with or rely on substances or behaviors as a coping mechanism to manage stress, regulate emotions, or gain a sense of belonging in a new environment.

This module aims to provide participants with a foundational understanding of chemical and behavioral addiction, highlight the environmental and psychosocial risk factors that may increase vulnerability, and promote protective strategies that support resilience and healthy coping. By increasing awareness and providing practical tools, the module seeks to empower youth to make informed choices and reduce the likelihood of engaging in risky behaviors.

Module Objectives:

- Understand what addiction is, including both substance use (such as alcohol, tobacco, and drugs) and behavioral addictions (such as gaming, internet use, gambling, or other compulsive behaviors), and how these patterns can affect the mind, body, and daily life.
- Recognize personal and environmental factors that can increase vulnerability to addiction, including stress, traumatic experiences, social pressures, peer influence, or easy access to substances and risky behaviors.
- Learn and practice safe, healthy strategies to cope with stress, difficult emotions, or boredom without turning to substances or compulsive behaviors.
- Develop awareness of early warning signs of risky or addictive behaviors in themselves and peers, and understand when and how to seek support.

Important Notes for Facilitators:

- If you notice participants who seem at risk or exhibit signs of problematic substance use or behaviors, arrange a private conversation if appropriate, and guide them to trusted support services or centers.
- Avoid presenting information in a frightening, judgmental, or moralizing way. Focus on understanding, awareness, and prevention rather than fear.
- Only share accurate, evidence-based information. Avoid myths, unverified claims, or exaggerated messages about addiction.
- Students may share statements that normalize or present addiction in a positive light. Avoid harsh reactions; instead, ask reflective questions to encourage critical thinking
- Participation in discussions is optional. Do not pressure anyone to share personal experiences.
- Be mindful of cultural differences in attitudes toward substances, coping strategies, and help-seeking. Validate differences while promoting safety and healthy choices.
- Some participants may have experienced stress or trauma related to migration, family separation, or other difficult life events. Avoid triggering discussions and provide options for them to participate safely (e.g., thinking hypothetically, using “headlines only” for experiences).
- Emphasize skills, resilience, and self-efficacy. Highlight strategies for coping with stress, peer pressure, or boredom without using substances or engaging in addictive behaviors.



2.1.1. Activity 1: Guess The Data

Objective: Youth learn key facts about addictive substances and behaviors in an interactive quiz format.

Themes:

- Addiction
- Statistics
- Awareness

Learning Outcomes:
- Recognize addiction as a public health issue.
- Remember striking comparisons and statistics.
- Reflect on why awareness matters.

Duration: 20 minutes

Participants: 30 Materials: Question sheet, paper, pens

Scoring (read aloud at the start)

- Correct answer: 1 point
- Bonus question correct: +5 points
- Participants record their own score after each question.
- At the end, applaud the highest score.

Instructions:

1. Ask participants to stand in the middle of the room.
2. Read each question with two answer options.
3. Participants move left/right depending on their choice.
4. Reveal the correct answer with a short fact.
5. Participants record points (1 point; 5 points on bonus). The highest score is applauded.

Questions and Short Facts:

Q1. Which contains 7,000 harmful substances?

- Left = Tobacco / Right = Alcohol Answer: Tobacco

Facilitator explanation: There are more than 7,000 harmful substances in tobacco. Even hookah smoke contains around 4,800 substances. Among these are materials we wouldn't even want to touch such as rat poison, acetone (nail polish remover), toilet cleaner, and insecticide. Imagine, people are actually inhaling these.

Q2 (Bonus). What is it called when someone is affected by smoke without smoking? Answer: Passive smoking

Facilitator explanation: When a person doesn't use tobacco products but is exposed to their smoke, it is called passive smoking (or secondhand smoke exposure). Passive smoking can cause people to experience various health problems similar to those faced by smokers.

Q3. What is the average daily social media use in the world?

- Left = More than 3 hours / Right = Under 3 hours Answer: 2 hours 21 minutes

Facilitator explanation:Among youth, the average can be even higher. Social media platforms are designed to keep users online with endless scrolling, constant notifications, and short videos that grab attention. These features make it easy to lose track of time and harder to disconnect.

Q4. How many cigarettes equal one hour of hookah?

- Left = 150 / Right = 180 Answer: Both – Hookah ≈ 150–180 cigarettes.

Facilitator explanation: Someone who smokes hookah for 1 hour inhales the equivalent of 150–180 cigarettes. This actually shows how harmful hookah can be, even more than cigarettes.

Q5. How many cigarettes destroy one tree during production?

- Left = Over 200 / Right = Under 200 Answer: Over 200 – About 300 cigarettes = one tree.



Facilitator explanation: For every 300 cigarettes produced, one tree is destroyed. Cigarettes harm not only people but also our environment and nature.

Debrief Questions:
- Which fact surprised you most?
- What would you share with a friend from today?
- What do these facts tell us about addiction?

Facilitator Tips:

- Conduct this activity either inside or outside the classroom.
- If indoors, use the prepared presentation to guide the session and give short explanations.
- If no presentation is available, print or write the questions on paper to lead participants.
- Adaptation: hands/cards/polls if space or online; corners outdoors.
- Correct wrong answers immediately and give short, clear explanations.
- Make sure participants move safely, no running. Remove any obstacles like tables or chairs, and check for slippery floors.
- Ensure there is enough physical space. If space is limited, keep students seated in small groups and have them answer from their spots. The group with the highest score wins.
- Be mindful of cultural differences; avoid judgmental or moralizing language.
- Acknowledge common beliefs (e.g., “hookah is safer”) and calmly present evidence.
- If participants show a need for more information about any type of addiction, use the “info box” to give short, relevant explanations.

Annex: Extended Facilitator Guidance – Activity 1

(Prepared for the facilitator; if shared with participants, it should be summarized and simplified.)

Purpose of the Activity

The statistics provided in this activity show that addiction is not just an individual issue, but a serious public health concern affecting society, children, and the environment. Concrete numbers help teens understand the topic more clearly and reduce the "it won't happen to me" mindset. Striking comparisons increase information retention and remind participants that awareness is the first step in preventing addiction.

Scientific Background

- Addiction is the inability to control a substance or behavior, experiencing difficulty when trying to stop, and having other areas of life negatively affected.
- The brain's reward and motivation system is influenced through dopamine. Addictive substances or behaviors artificially increase dopamine release, which strengthens the desire to repeat them.
- Addiction is not simply a matter of willpower; it arises from the interaction of biological, psychological, and social factors.
- Addictions are divided into chemical and behavioral types:
    - Chemical addictions: A substance is taken into the body, and the person becomes dependent on it (e.g., tobacco, alcohol, drugs).
    - Behavioral addictions: A person increasingly engages in a behavior and becomes dependent on it (e.g., online gaming, saocial media, gambling).

Tobacco-Related Information

- Tobacco products include cigarettes, pipes, cigars, roll-your-own tobacco, hookah, and e-cigarettes. The main addictive substance in tobacco is nicotine.
- Tobacco smoke contains more than 7,000 chemical substances, at least 70 of which directly cause cancer. Harmful substances include arsenic (rat poison), formaldehyde (used to preserve dead animals), acetone (nail polish remover), ammonia (toilet cleaner), and carbon monoxide (car exhaust).
- Short-term effects of tobacco use include coughing and difficulty breathing, increased blood pressure, rapid and then slowed brain and nervous system activity, reduced blood flow to hands, feet, and brain, yellow or black stains and cavities in teeth, bad breath, watery eyes, loss of appetite, stomach discomfort, weakened taste and smell, dizziness, and yellowing of nails.
- Passive smoking occurs when a person who does not use tobacco products inhales smoke from the surrounding environment. Passive smoking can lead to serious health problems such as respiratory issues and cancer. According to the World Health Organization (WHO), 1.3 million people die worldwide each year due to passive smoking.

- Hookah is a tobacco-smoking device consisting of a bowl, water chamber, and hose. Although the smoke appears to be filtered through water, it contains nicotine, tar, carbon monoxide, heavy metals, and carcinogenic substances. During a hookah session, the smoke inhaled may contain more harmful substances than cigarette smoke, exposing users to serious health risks. WHO states that hookah use is associated with serious health issues such as lung diseases, cardiovascular diseases, and cancer. Shared hoses and mouthpieces can spread infectious diseases like tuberculosis, hepatitis, and herpes; if the water chamber is not cleaned properly, bacteria can accumulate.
- The consumption of tobacco products harms not only the user but also the environment. It contributes to forest fires, water pollution, and causes serious harm to plants and animals.

Information on Technology Addiction

- According to 2025 global data, the average daily time spent on social media is 2 hours and 21 minutes.
- Among youth, this time can be even longer (3–5



hours). Prolonged use increases the risk of sleep problems, attention difficulties, and digital addiction.
- Online games can provide social interaction, entertainment, and skill development; however, excessive gaming can lead to lower academic performance, sleep disturbances, impaired social relationships, and higher risk of addiction.

Pedagogical Notes
- Comparisons and single-sentence facts aid recall.
- Deliver in plain language; the annex equips you to answer questions confidently.
- Connect chemical and behavioral addictions via reward-system pathways.

Cultural Sensitivity

- Recognize social/family norms around hookah; frame risk neutrally.
- Acknowledge benefits of digital media before discussing risks.



2.1.2. Activity 2: **Are You Aware?**

Objective: This activity helps youth recognize emotional, behavioral, and social signs of addiction through a story and reflect on coping strategies.

Themes:

- Addiction Symptoms
- Coping Strategies
- Decision-Making and Responsibility
- Peer Support

Learning Outcomes:

- Identify common emotional and behavioral signs of addiction.
- Analyze the impact of addiction on daily life through a scenario.
- Generate and share recovery solutions.
- Strengthen teamwork, idea generation, and empathy skills.

Duration: 30 minutes Participants: ~30 (groups of 4–6) **Materials**: A4 paper, pens, scenario sheets, word cards

Instructions:

1. Divide students into groups
(e.g., 30 students → 6 groups of 5).

2. Give each group a scenario sheet and word cards.

3. Groups fill in the blanks in the scenario with appropriate words (approx. 5 minutes).

4. Read the full scenario aloud and confirm answers. Briefly explain that the words represent signs of addiction.

5. Groups create a continuation story showing how the character overcomes addiction (approx. 5 minutes).

6. Pre-selected spokespersons present the continuation stories to all participants.

Scenario:

"He had been thinking for a long time. He felt both ... and a ... inside him. He thought, 'What's the harm in trying once?' and started. At first, everything felt ... It seemed helpful, and he thought he could handle it. Over time, he realized he needed ... . He spent all his ... on it, and his ... were slipping away. When he was ... , he felt ... , ... , and ... . He started ... from others, drifting from his ... , and experiencing ... with family and friends. He decided to stop. But after a while, he ..."

Word Bank

curiosity	*fear*	*enjoyable*	*more*	*time*
money	*lost*	*unable to access*	*tense*	*restless*
weak	*distancing*	*goals*	*problems*	*restarted*

Filled-in Example

"He had been thinking for a long time. He felt both curiosity and fear inside him. He thought, 'What's the harm in trying once?' and started. At first, everything felt enjoyable, it seemed helpful, and he thought he could handle it. Over time, he realized he needed more. He spent all his time on it, and his money was slipping away. When he was unable to access it, he felt tense, restless, and weak. He started distancing from others, drifting from his goals, and experiencing problems with family and friends. He decided to stop. But after a while, he restarted."

Debrief Questions:

- What did the character's experiences make you think about?

- Did the character's experiences feel familiar?
Have you observed similar signs around you?

- In your continuation story, what steps helped the character regain control?

Facilitator Tips:

- Prepare printed copies of words and scenarios for each group.
- Balance groups (language skills, participation level).
- Keep instructions clear and simple. Demonstrate with one example blank if needed.
- Explain unfamiliar words before starting.
- Encourage groups to develop different perspectives during the continuation/story development phase. (e.g., "That's an important point," "This could really help someone").
- Avoid over-explaining each word; provide a general overview linking them to addiction stages.
- Normalize differences between groups' solutions; emphasize there is no single "correct" recovery path.
- Ensure a safe space during Q&A; no judgment or pressure if participants share personal experiences.

Annex: Extended Facilitator Guidance – Activity 2

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity:

- The activity demonstrates that addiction is not just about "using too much" but is a process affecting emotions, behavior, relationships, and daily functioning. By filling blanks and continuing the story, students learn to identify warning signs and imagine recovery paths.

Key Concepts for Facilitators:

- Tolerance: Needing more to feel the same effect. (Scenario: "he needed more.")
- Excessive investment: Spending excessive time, money, or effort on the substance. (Scenario: "all his time... his money slipping away.")
- Withdrawal: Negative emotions when deprived. (Scenario: "tense, restless, weak.")
- Relapse: Returning to use after stopping. (Scenario: "he restarted.")
- Loss of functioning: Decline in goals, friendships, or family relationships.

Pedagogical Notes:

- Encourage groups to generate diverse recovery strategies (family support, professional help, hobbies, new goals).
- Recovery stories should highlight agency and hope.
- Avoid focusing only on "substance use", this framework also applies to behavioral addictions (e.g., gaming, social media).

Cultural Sensitivity:

- In many communities, addiction is stigmatized. Keep language neutral, avoid moralizing.
- Reinforce collective coping strategies (family, peers, community) rather than individualizing responsibility.



2.1.3. Activity 3: **Change the World**

Objective: Students explore how risk and protective factors affect addiction and overall well-being through a creative, collaborative process.

Themes:
- Risk and Protective Factors
- Decision-Making and Responsibility
- Critical Thinking

Learning Outcomes:
- Identify key risk and protective factors related to addiction.
- Understand how environment and personal choices influence risk.
- Develop critical thinking and teamwork skills through world-building.

Duration: 40 minutes

Participants: ~30 (groups of 5–6)

Materials: A3 paper, pencils, colored pencils, guiding question sheets, printed hint cards



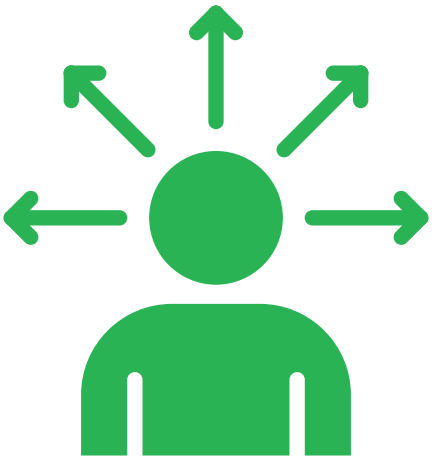
Instructions:

1. Divide students into groups of 5–6.
2. Distribute an A3 sheet with guiding questions. Provide a set of hint cards.
3. Ask groups to design a "high-addiction" world by discussing and drawing answers to the guiding questions. Allow 10 minutes.
4. Each group presents their story beginning with "Once upon a time..."
5. After presentations, ask groups to redesign their world as a "no-addiction" world, using protective factors. Allow 10 minutes.
6. Groups present their new worlds with another "Once upon a time..." story.
7. Facilitator summarizes: Addiction develops when multiple risk factors combine, while protective factors help reduce risk.

Guiding Questions:

- What would you do in families?
- What would you do in education/work settings?
- What would you do in your social life?
- What would you do regarding movies, series, advertisements, and social media?
- What would you do for young people directly?

Factors That Increase Addiction:	Factors That Reduce Addiction:
Families not spending time together	Families frequently talking with their children
Rules being too strict or non-existent	Solving problems together
Family members showing negative examples (e.g., constant phone use, smoking)	A home environment with love and respect
Neglect or excessive pressure at home	Parents listening to children
Poor school performance	Parents modeling good behaviorschool and studying
Lack of teacher support	Support for attending school and studying
Experiencing bullying or exclusion	Helping young people choose suitable careersschool
Stressful work environments	Educating about addiction in schoolwork
Lack of exercise	Promoting healthy living at work
No enjoyable activities	Encouraging participation in sports, art, and hobbies
Friends using substances	Choosing the right friends
Friends persistently offering substances or tobacco	Saying no to negative peer offers
Advertisements in media encouraging substance use	Increasing safe spaces such as parks and sports areas
Influencers promoting use	Producing media content that promotes healthy living
Showing smoking, alcohol, or substance use as “cool”	Providing content that explains the harms of addiction
Low self-awareness or self-confidence	Public figures being positive role models
Not knowing how to manage emotions	Supporting self-awareness and understanding desires
Lack of goals	Encouraging expression of emotions
Saying “yes” to everything to fit in	Learning stress management strategies
Not having healthy ways to spend free time	Learning to say no
	Encouraging healthy habits



Debrief Questions:

- What part of today's activity impacted you most?

- Which protective factor feels most important to help youth avoid addiction?

Facilitator Tips:

- This activity is suitable for a classroom setting with tables and chairs.
- Write the questions for the two worlds on A3 paper before the session. Cut out the hints and place them on each group's table.
- Emphasize the protection of human rights (food, shelter, life, etc.) when designing the two worlds. Make sure students follow this principle.
- Move around the groups during the activity and provide support or guidance as needed.
- Give short verbal feedback and summaries when students describe the world with higher addiction.
- Provide short verbal feedback after group presentations.

Annex: Extended Facilitator Guidance – Activity 3

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

• This exercise highlights that addiction is not caused by one factor but by the interaction of multiple risk and protective elements. By comparing a "high-addiction" and "low-addiction" world, students visualize how environments and choices can either increase vulnerability or strengthen resilience.

Scientific Background:

Addiction does not arise from a single cause; the combination of multiple risk factors increases the likelihood of developing an addiction. In contrast, protective factors help keep a person away from addictions and support a healthy lifestyle.

The key point here is that the presence of a single risk factor does not necessarily lead to addiction, just as a single protective factor cannot completely prevent it. In other words, as risk factors increase, the likelihood of addiction rises, while strengthening protective factors reduces the risk. Therefore, the goal is to minimize risks and maximize protective factors in our lives.

Risk factors make individuals more vulnerable, such as:

• Family neglect or excessive pressure
• Parents modeling negative behavior (smoking, alcohol, excessive phone use)

Poor school performance, low teacher support

• Bullying, exclusion, or peer pressure to use substances
• Media showing smoking, alcohol, or substance use as "cool"
• Individual factors: low self-confidence, poor stress management, lack of goals, limited healthy leisure options

Protective factors reduce the likelihood of addiction, such as:

• Loving and respectful family relationships
• Parents listening, solving problems, and modeling healthy behavior
• Supportive teachers, school engagement, and education about addiction
• Participation in sports, arts, hobbies
• Positive friends, safe environments (parks, clubs)
• Media that promotes healthy lifestyles
• Individual strengths: self-awareness, stress management, emotional expression, ability to say no

Pedagogical Notes

• This activity makes abstract factors concrete and interactive through storytelling and drawing.
• Using both "high" and "no" worlds reinforces the idea that choices and environments can be reshaped.
• Encourage creativity: metaphors, fantasy worlds, and humor help students engage with difficult topics.
Cultural Sensitivity
• Acknowledge that some factors may look different across communities (e.g., "family support" may involve extended relatives).
• Frame solutions in ways that respect local norms and youth agency.



2.1.4. Activity 4: Healthy Choices

Healthy Choices
Objective: Young people recognize activities that pose addiction risks and understand the importance of healthy alternatives.

Themes:
- Healthy Life Choices
- Decision-Making and Responsibility
- Coping Strategies

Learning Outcomes:
- Differentiate between activities that increase or reduce addiction risk.
- Reflect on their own behaviors.
- Gain knowledge on making healthier choices to reduce risk.

Duration: 30 minutes Participants: ~30 (two groups)

Materials: Healthy Happiness and Unhealthy Happiness papers, sticky notes, tape, timer, bag/box with activity slips, flipchart/board with the four key phrases

Instructions:

1. Attach two large papers on the wall labeled "Healthy Happiness" and "Unhealthy Happiness." Stick blank post-its on each.
2. On the board or flipchart, write in bright colors: "Very easy," "No effort needed," "Very quick," and "Gives a lot of happiness." Use these while explaining the difference between healthy and unhealthy happiness.
3. Divide students into two groups. Each group chooses a name.
4. Place slips with 31 activities in a bag/box.
5. One member from each group, in turn, draws an activity slip and silently acts it out for their group. They have 1 minute to act out as many activities as possible.
6. After guessing correctly, the group decides whether the activity belongs to "Healthy" or "Unhealthy" happiness and places it on the corresponding paper.
7. Each correct guess = 1 point. Each correct classification = +1 point. Each misclassification = –1 point.
8. After five rounds, the facilitator checks the papers, confirms classifications, and explains misclassifications.
9. After each round, once the activities have been classified and scored, briefly invite participants to reflect on the motivations behind the behaviors. Ask guiding questions such as:

- "Why might someone choose this activity?" (e.g., to relax, have fun, or escape stress if no answer is given)
- "What might they be trying to cope with or feel?" (e.g., boredom, anxiety, peer pressure if no answer is given)
- "What short-term rewards do they get from this?" (e.g., feeling excitement, social approval, or pleasure if no answer is given)

10. If some activities were not acted out, the facilitator explains them briefly.

Activities:				
Gardening	*Soccer match*	*Archery*	*Arm wrestling*	*Reading a book*
Spending time with animals	*Trying a new recipe*	*Walking*	*Taking a shower*	*Helping someone*
Listening to music	*Studying*	*Dancing*	*Taking photos*	*Knitting*
Praying	*Picnic*	*Playing a musical instrument*	*Spending time with friendsphotos*	*Traveling*
Playing computer games	*Hookah*	*Flavored cigarette*	*Hamburger/cola*	*E-cigarette*
TikTok/ Instagram	*Smoking*	*Watching tv*	*Shopping*	*Horse racing*

Debrief Questions:

- Why might an activity that gives unhealthy happiness feel good in the short term but harmful in the long term?
- What qualities should an activity have to provide healthy happiness?
- Is there a healthy activity you'd like to include more in your life after this exercise?

Facilitator Tips:

- Prepare activity slips and wall posters in advance.
- Do not correct classifications during the game; adjust only in the scoring phase.
- If participants defend risky activities, avoid judgment; guide with questions like "What is the short-term effect? What happens long-term?"
- Encourage volunteers for acting; never force participation.
- Differentiate occasional unhealthy pleasures (e.g., a hamburger) from more risky ones (e.g., hookah).
- Keep discussion centered on addiction risk; redirect if participants go off-topic.
- Accept similar acting versions of the same activity (e.g., "cooking" instead of "trying a new recipe").

Annex: Extended Facilitator Guidance – Activity 4

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

- This activity helps students critically examine the difference between short-term pleasures that can lead to risk ("unhealthy happiness") and long-term, balanced activities that support well-being ("healthy happiness"). It encourages both awareness and self-reflection through a playful, interactive game. This activity helps young people recognize that all individuals may engage in behaviors that bring short-term pleasure but carry potential risks. It encourages reflection on the underlying reasons why people choose these activities, such as coping with stress, managing emotions, relieving boredom, or seeking social connection. By understanding these motivations, participants can become more aware of how to make healthier choices without feeling judged.

Scientific Background
(for facilitator preparation)

- Healthy Happiness
- Contributes to mental, emotional, and physical well-being.
- Provides long-term benefits without harmful consequences.
- Often requires effort, patience, or time (e.g., sports, arts, learning).
- Strengthens social bonds, productivity, and resilience.
- Unhealthy Happiness
- Easily accessible, requires little to no effort.
- Creates quick, intense pleasure through sharp dopamine release.
- Not sustainable; once the effect fades, a "crash" follows.
- Repetition creates a vicious cycle of craving and potential addiction.
- Examples: smoking, hookah, excessive social media, overspending, gambling.
- Why It Feels Good in the Short Term Dopamine spikes cause immediate satisfaction.
- Long-term, this undermines well-being and creates dependency.
- Healthy Activities and Long-Term Effects
- Sports, arts, nature engagement, and meaningful activities balance dopamine and serotonin.
- Support independence, self-confidence, and life satisfaction.
- Promote resilience against risky behaviors.

Pedagogical Notes

- This activity works best when students discover the distinction themselves rather than being told.
- Charades format adds fun and energy while reinforcing learning.
- Balance between laughter and reflection is key; end with a thoughtful debrief.

Cultural Sensitivity

- Avoid moralizing (e.g., computer games are "bad"). Instead, frame them in terms of risk balance.
- Recognize cultural and religious practices (e.g., prayer, family meals) as protective activities that promote well-being.
- Emphasize balance and moderation across all contexts.



2.1.5. Activity 5: **Independent Me**

Objective: Young people identify and categorize coping and problem-solving strategies related to addiction in an interactive and memorable way.

Themes:
- Coping Strategies
- Problem-Solving Skills
- Well-Being

Learning Outcomes:
- Collaborate to visually organize ideas.
- Recognize mental, emotional, social, and physical methods that support well-being and prevent addiction.

Duration: 20 minutes

Participants: ˜30 (groups of up to 4) Materials: Flipchart paper, colored markers, tape

Instructions:

1. Divide participants into groups of up to 4. Tape 2–3 flipchart sheets together for each group.
2. Explain the purpose: "We will show thoughts, feelings, behaviors, and habits that help us stay away from addictions on a human figure. In other words, we will design an independent, strong self."
3. Groups draw a large human figure on the paper. Emphasize that it does not need to be artistic; it is just a template.
4. Ask each group to divide tasks among themselves; each person should focus on a different part of the figure (e.g., head, arms, body, legs).
5. Ask groups to brainstorm and write/draw ideas for each area:
• Head: Positive mental attitudes, decisions, goals, dreams (e.g., "I take responsibility for my choices," career ambitions, personal growth).
• Arms/Hands: Social activities, relationships, hobbies, support resources (e.g., exercising, spending time with family, volunteering).
• Torso: Emotional coping methods (e.g., deep breathing, painting, praying, journaling, walking).
• Legs: Physical health and lifestyle habits (e.g., regular sleep, balanced diet, exercise).
6. Give groups 10 minutes to work. Remind them 3 minutes before the end.
7. 1–2 spokespersons from each group present their "Independent Me."
8. The facilitator adds any important missing points in a different color on the drawings.

Debrief Questions:
• Which recommendations from the figure do you already apply in your life?
• Is there an area you find difficult to apply? Why?
• What would you choose from this drawing to start implementing tomorrow?

Facilitator Tips:
• Prepare flipcharts in advance; tape sheets together for a large surface.
• Keep the human figure neutral and inclusive (avoid gender, race, or disability bias).
• Clearly explain the meaning of the four areas; show a quick visual example.
• Move among groups to ensure ideas link to addiction prevention.
• Allow creativity: words, colors, symbols, and drawings are all acceptable.
• If groups overlook one area (e.g., emotional coping), add prompts or examples during presentations.
• Avoid judgment if suggestions are unrealistic, reframe and connect to prevention instead.
• Reinforce the idea of balance: strengths in one domain can support weaknesses in another.

Annex: Extended Facilitator Guidance – Activity 5

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

This exercise emphasizes that addiction prevention requires a holistic approach. By mapping mental, emotional, social, and physical strengths, students learn that resilience comes from many small, everyday choices.

Scientific Background (for facilitator preparation)

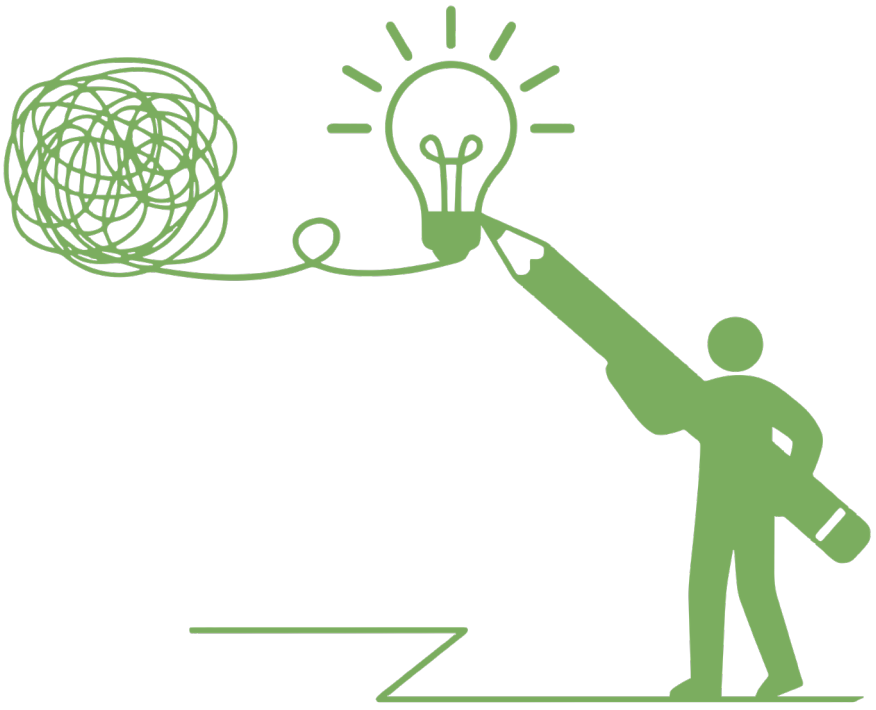
- Addiction as a multidimensional process: It affects thoughts, emotions, body, and social life. Protection comes not from one strategy but from multiple reinforcing practices.
- **Mental strength:** Goals and purpose protect against short-term temptations. Young people with clear ambitions are more resilient in decision-making.
- **Emotional strength:** Healthy coping strategies for stress, anger, or sadness (e.g., breathing exercises, art, exercise, or trusted conversations) reduce reliance on substances or risky behaviors.
- **Social strength:** Supportive friendships, hobbies, and community ties increase belonging and reduce the pull of addictions. Group belonging is a protective factor.
- Physical strength: Regular sleep, balanced nutrition, and physical activity boost both body and mind, making youth less vulnerable to addiction.

Pedagogical Notes

- The visual format (drawing on a human figure) helps participants categorize strategies in a memorable way.
- Encourages teamwork and creativity while grounding discussions in practical prevention skills.
- Facilitators should avoid overloading with information; let students generate most ideas.

Cultural Sensitivity

- Allow participants to include culturally or spiritually relevant practices (e.g., prayer, family meals, traditional sports).
- Ensure inclusivity by validating a variety of coping and self-care practices.
- Encourage sharing across groups to highlight diversity in coping methods.





2.1.6. Activity 6:
Liking to Wanting - From Fun to Craving

Objective: To help youth understand the difference between enjoying an activity (liking) and craving it (wanting) and to reflect on how this shift can contribute to the development of addictive behaviors.

Themes:
- Emotions
- Awareness
- Decision-Making and Responsibility

Learning Outcomes:
- Understand the difference between liking (enjoyment) and wanting (craving). A key feature in addiction development.
- Recognize how the development of addiction shifts motivation over time.
- Recognize what thoughts and emotions often are related to the shift from liking to wanting.
- Reflect on why this matters for choices and reflect on when something can develop into an addiction.

Duration: 35 minutes

Participants: 30

Materials: Prepared Whiteboard or flipchart for part 1, printed scenario cards (or read aloud), Paper and pens for short reflection, Whiteboard or flipchart for key points

Instructions:
1. Explain Liking vs Wanting in teen-friendly language (Check info box):

Relatable example:
"Imagine using a social media app or playing an online game at first because it's fun. Later, you feel anxious or restless if you don't check it, even though it's no longer enjoyable."

2. Show a quick diagram (See facilitator guidance for tips to help them along.):
- **Start:** Liking high → Wanting low → Positive thoughts and emotions. Ask the students for examples.
- **Later:** Liking lower → Wanting high → Mixed or negative thoughts and emotions. Ask the students for examples

3. Give a key message for teens.
- Addiction is not just about loving something, it is about craving it and doing something even when it stops being fun or has negative consequences.
- In addiction, the brain reacts more to the cue (example: thinking of or seeing the vape) than the actual use.

4. Divide into small groups (4–5 people). You can add scenarios adapted to context and the teens doing the assignment.

Facilitator Notes: When creating or choosing scenarios, focus on common misconceptions or real-life risks teens may encounter. Include relatable keywords (e.g., social media, gaming, vaping, energy drinks, dieting, peer pressure).

5. Give each group a scenario:
- A teen starts vaping because friends say it's cool.
- Someone plays video games for fun but later skips sleep to keep playing.
- A person drinks energy drinks daily even though they feel jittery.

6. Ask:
- Where is liking strongest?
- Where does wanting take over?
- What are thoughts and emotions involved?

7. Groups share one insight with everyone.

Debrief Questions:
- "Why does understanding liking vs wanting matter for making choices?" (e.g. "I realize I might be doing something just because my friends are, not because I really want to", "I might decide to take a break or step back before acting on impulse.","I understand that even if something feels good now, it could cause problems later.")
- Teens write one sentence on paper: "I learned that..."

8. Summarize key points:
- Addiction = a shift from pleasure to craving.
- Awareness helps avoid risky habits.

Facilitator Tips:

- Use simple and concrete language
- Adapt presentation to make it age appropriate. Avoid abstract terms like "dopaminergic hypersensitivity."
- Use relatable phrases: "Wanting is like your brain saying, 'I need this!' even when it's not fun anymore."
- Normalize emotional experiences
- Reinforce that everyone has habits and cravings.
- Say: "This isn't about judging, it's about understanding how our brains and feelings work."
- Create psychological safety
- Emphasize that sharing is optional.
- Allow anonymous reflection (e.g., writing on paper without names).
- Avoid asking students to share personal experiences unless they volunteer.
- Use trauma-informed framing
- Avoid language that implies blame or weakness.
- Frame addiction as a brain and emotional response to stress, not a moral failure.
- Say: "Sometimes people use things to feel better when life is hard. That's not weakness, it's a signal that they need support."

Annex: Extended Facilitator Guidance – Activity 6

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

- Understanding the difference between "liking" and "wanting" in addiction development is important for building awareness of how addictive behaviors form and persist. Scientific Background

Core Concepts

- Liking = The pleasure or enjoyment you feel when you experience something rewarding (e.g., eating chocolate, playing a game).
- "You do something because it feels good."
- "Giving something "good". Brings positive feelings like joy, pleasure, excitement, and social connection.
- Reducing something "Bad". Reduces stress and helps you avoid something negative: Relaxation and avoiding negative thoughts and emotions.
- Wanting = The craving or motivation to seek that experience again, even if it's not so enjoyable anymore. It can persist even when the pleasure (liking) fades.
- "You crave it even if it's not fun anymore or has negative consequences."
- "The activity or substance gives less enjoyment or positive effect over time. Often linked to anxiety, guilt, or fear of missing out."
- "Your thinking about it is becoming more automatic."
- "You keep doing it even when it causes problems or stress."
- In addiction, wanting grows stronger while liking often fades. This is why people keep using substances or continue behaviors even when they don't feel good anymore and do them harm.

Neurobiological Level

- Liking is linked to opioid and endocannabinoid systems (pleasure circuits).
- Wanting is driven by dopamine in the mesolimbic pathway (especially the nucleus accumbens)

What Happens Over Time:

- Dopamine becomes hypersensitive to cues (seeing a vape pen, hearing a game notification).
- The brain learns: "This cue means reward!" → triggers craving even if the actual reward is weak.
- Tolerance develops; need more to get the same effect.

Result:
• Pleasure signals (liking) stay the same or decrease.
• Motivation signals (wanting) increase dramatically
→ Thoughts about the substance or activity and compulsive behavior.

Bonus Fact for Teens:
"Your brain reacts more to the idea of the reward than the reward itself when addicted."

Behavioral Level
Early Stage: People start because it feels good or out of curiosity (liking). Example: A teen tries vaping because it tastes nice, feels relaxing and is social.
Later Stage: They keep doing it because they feel they need it (wanting), even if it's not fun anymore. Behavior becomes more compulsory (you need to do it to relax)
Example: Same teen vapes daily, feels anxious without it, and spends too much money on it.
Key Insight: Addiction is not about chasing pleasure, it's about avoiding discomfort and satisfying craving

Emotional Level
Liking: Positive emotions: excitement, happiness, relaxation, social connection
Transition: Increased Emotional attachment to the activity or substance. Fear of losing it. Guilt, anxiety, ambivalence
Wanting: Mixed and Negative emotions dominate **more:** shame, hopelessness, fear
Key Insight for Teens: Addiction isn't just about craving; it's about managing uncomfortable emotions. People often use the substance/behavior to escape these feelings, creating a vicious cycle.

Cognitive Level (Thoughts)

Early Stage: Thoughts are focused on enjoyment, novelty, and social approval. Example: "This is fun," "Everyone's doing it," "I feel relaxed." "I have this under control"

Transition: Thoughts become more repetitive and intrusive. Example: "I need this," "I can't stop thinking about it," "What if I don't get it?"
Later Stage: Cognitive distortions and rationalizations appear. Example: "I'll quit later," "It's not that bad," "I need it to cope." Negative thoughts about oneself;

Example: "i do not have control, I am a bad person for doing this.

Key Insight: Addiction affects how people think, not just what they feel or do. The brain starts prioritizing the substance or behavior over other goals, even when it no longer brings joy.

Why This Matters
Teens often think addiction = loving the substance/activity. Reality: Addiction = craving without enjoyment, often tied to emotional pain and distorted thinking. Awareness helps them understand how habits can spiral into becoming more compulsive and less enjoyable and recognize this as a risk for developing addiction.

Pedagogical Notes
• Use age-appropriate language and examples that teens can relate to (social media, gaming, snacks, energy drinks).

• Encourage discussion without judgment; emphasize curiosity and reflection rather than "right" answers.

• Support small group work by circulating and prompting with questions if participants struggle to identify "liking" vs "wanting."

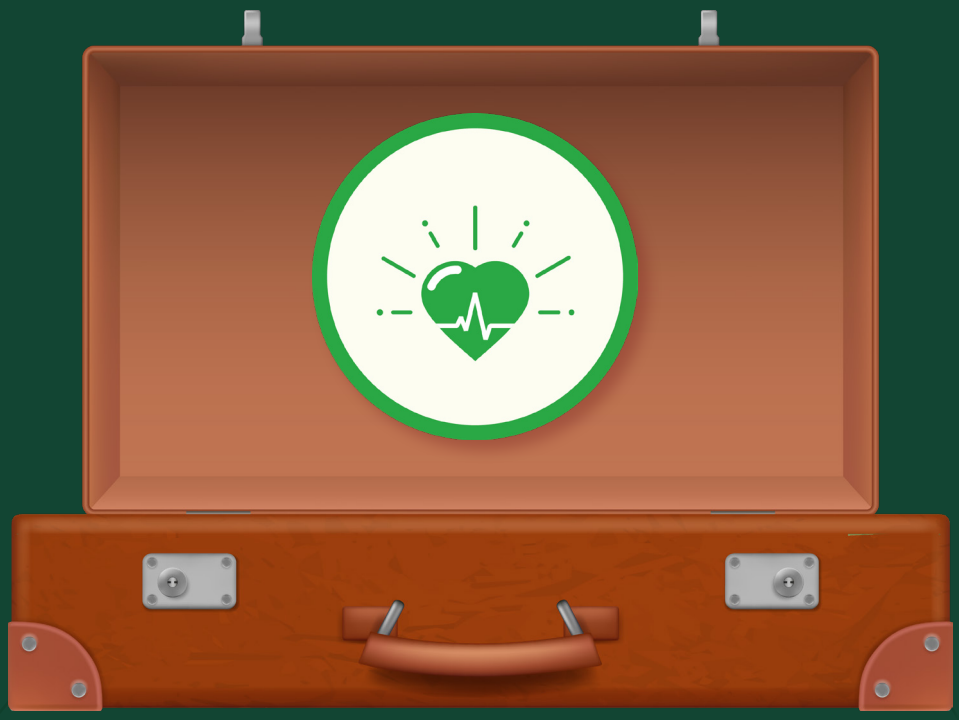
• Normalize that everyone experiences shifts from enjoyment to craving differently; avoid shaming.
Cultural Sensitivity

• Be aware that cultural norms may influence perceptions of substances, social behaviors, or online activities.

• Offer examples that are inclusive of different backgrounds (e.g., not all teens use vaping or energy drinks).

• Avoid assumptions about participants' home environments, beliefs, or access to technology.

• Respect language preferences; clarify terms that may be unfamiliar across cultures.



Module 2:
Understanding Trauma and Stress



Explanation:

Many young people with a migration background experience potentially traumatic events or daily stressors related to migration and resettlement (for example separation from loved ones, an uncertain future and economic difficulties). Although migrant youth show remarkable levels of resilience, it is not uncommon for them to show great levels of trauma and stress symptoms. These reactions can cause anxiety and confusion and the activities in this module are designed to help youth understand what is happening to them and how to cope with the symptoms in a healthy way.

Module Objectives:

After completing this module, participants should be able to:
- Understand what psychological trauma is and how it affects the mind and body.
- Recognize common trauma/stress reactions (hyperarousal, intrusion, avoidance).
- Learn how trauma can increase the risk of substance use.

Important Note for Facilitators:

- Participants should not share detailed traumatic experiences. Use the "headlines only" rule (for example, summarize the experience like headlines in the news or chapter titles in a book).
- Sharing is voluntary. Do not pressure anyone.
- Remind participants they can imagine memories on a distant screen, in black and white, to reduce intensity.
- Your role is to guide and contain, not to provide therapy.



2.2.1. Activity 1:
True or False: Trauma Edition

Objective: Introduce psychological trauma in a youth-friendly way.

Themes:
- Trauma
- Emotions
- Resilience

Learning Outcomes:

- Understand what trauma is.
- Recognize examples of potentially traumatic events.
- Differentiate between trauma and resilience.

Materials: Flipchart, markers, printed Thinker & Rabbit sketch

Participants: up to 20

Social form/ Seating: Could be circle

Duration: 30–40 minutes

Instructions:

1. Start by asking: "Have you ever heard the word trauma before? What do you think it means?" Let children share short answers; write a few on the board.

2. Explain:

• "Trauma is a normal reaction to abnormal events. It can make people feel unsafe, sad, fearful, or numb. It can change how people see themselves, others, and the world." Give a relatable example:
"For example, imagine someone seeing a big accident or losing a loved one. That can make them feel really shaken inside."

3. Introduce the Thinker & Rabbit metaphor (show sketch)1:

• "Imagine a little rabbit in the forest. The rabbit is always on the lookout for danger, like a fox. When the rabbit sees a shadow or hears a sound, it immediately runs. This is the brain's alarm system working to keep the rabbit safe. Our brain works in a similar way. After trauma, our brain can start reacting like the rabbit: always watching, always ready to run, even when there is no real danger. That's why trauma responses like fear, jumpiness, or bad dreams happen."

4. Briefly explain any unfamiliar terms (e.g., "discrimination," "migration," "abuse") using age-appropriate and neutral language. Check the info box for more detail.

5. Form small groups of 4–5 participants.

6. Give each group a handout or sheet of paper listing the events.

• War
• Violence
• Abuse
• Accidents
• Loss
• Separation
• Poverty
• Discrimination
• Forced migration

7. Ask groups to discuss each event and decide together whether they think it could be traumatic or not. Ask groups to mark their answer in the column: Yes / No

8. After 5–7 minutes, bring everyone together for a whole-group discussion.

9. Write the events on the board and invite groups to share their opinions.

10. Reveal: all of these can be traumatic, but people may respond differently. Not everyone who experiences trauma develops lasting problems. Many people show resilience.

Debrief Questions:

1 Metaphor adapted from Hantke & Görges (2012).

• Which events surprised you as being traumatic?
• Why might two people respond differently to the same event? (Guide participants to think about differences. Ask: "Do family support or past experiences change reactions?" Emphasize that different responses are normal and not a sign of weakness. Summarize: "Reactions depend on safety, connection, and experience.")
• What does the Thinker & Rabbit metaphor help you understand about trauma? (If no response, say: "It shows that our brain can still act like the rabbit: alert and ready to run, even when we're actually safe.")

Facilitator Tips

- Before starting, hang the event cards (e.g., war, accident, separation, poverty) on the wall or board.
- Prepare group answer sheets where participants can mark "Traumatic / Not traumatic."
- Arrange the room so groups of 4–5 can easily discuss: remove desks or obstacles if needed.
- If participants challenge an event (e.g., "poverty isn't trauma"), explain: "Not everyone experiences poverty as traumatic, but for some it overwhelms their ability to cope and that's when it becomes trauma."
- Always close with resilience: many people recover and adapt after trauma.

Annex: Extended Facilitator Guidance – Activity 1

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

- This activity introduces trauma in a simple, interactive way. The True/False format keeps participants engaged, while the Thinker & Rabbit metaphor makes brain reactions easy to understand.

Scientific Background

- Trauma = overwhelming event > coping capacity.

- Causes: war, violence, abuse, accidents, loss, separation, poverty, discrimination, forced migration.

- Symptoms: fear, sadness, numbness, difficulty concentrating, irritability, nightmares, avoidance, hypervigilance.

- Trauma can disrupt worldview and sense of safety.

- Resilience is possible: not all trauma leads to long-term disorder.

- War: When two or more groups or countries fight using weapons. It can cause fear, danger, or people having to leave their homes. (Example: "Like when people have to move to another city because their country isn't safe anymore.")

- Violence: When someone hurts another person on purpose, physically or emotionally. (Example: "When someone hits, pushes, or uses hurtful words to scare another person.")

- Abuse: When someone uses their power to hurt or control another person again and again. It can be physical, emotional, or something else. (Example: "When an adult constantly shouts at or hits a child, that's abuse.")

- Accidents: Unexpected bad events that cause injury or fear. (Example: "A car crash or falling from somewhere high.")

- Loss: When we lose someone or something important to us. (Example: "Like when a loved one dies, or when you lose your home in a fire.")

- Separation: Being apart from someone we care about. (Example: "When parents live in different houses, or when you move away from your best friend.")

- Poverty: When people don't have enough money or resources for basic needs like food, clothing, or housing. (Example: "When a family can't afford to buy enough food or warm clothes.")

- Discrimination: When people are treated unfairly because of who they are, like their gender, race, religion, or background. (Example: "If someone isn't accepted just because they come from another country.")

• Forced migration: When people must leave their home or country because it's not safe. (Example: "Like families who move to another place because of war or danger.")

Pedagogical Notes

• Use this as a light opener before heavier trauma content.
• Keep focus on normalization, trauma responses are common and protective.
• Avoid turning into a debate about who has "real trauma."
• Do not over-encourage learners who don't want to participate. They also learn by watching others.
• When presenting traumatic events, always use general or third-person examples (e.g., "Some children might experience…") rather than referring to participants' personal experiences. Participants may share their own experiences voluntarily, but the facilitator should avoid implying anyone's experience in their explanations.

Cultural Sensitivity

• Some events (e.g., migration, discrimination) may be lived realities for participants. Acknowledge gently without pressing for personal disclosure.
• Keep language neutral and non-judgmental.

Facilitator Resource

• Thinker & Rabbit sketch (Hantke & Görges)

PDF

Explanation of Main Trauma Responses

The facilitator may explain some trauma responses, if needed.

Reaction Type	Simple Explanation	Example
Hyperarousal	*Feeling tense, alert, jumpy*	• *"My body is always ready to fight or run"* • *"I always watch out for things that I am afraid of"* • *"I startle easily when I hear a loud sound or when something surprises me"*
Intrusion	*Unwanted memories or flashbacks*	• *"Pictures of the event pop into my head."* • *"I have bad dreams or nightmares about the event."* • *"I have the feeling that the event is happening all over again"*
Avoidance	*Numbness, feeling empty, shutting down, avoiding places, people, situations*	• *"I am going offline or freezing."* • *"I try not to think or talk about the event."* • *"I try to push away my feelings about the events"*



2.2.2. Activity 2: Intrusion: **"The Uninvited Guest"**

Objective: Externalize intrusive trauma symptoms and explore coping strategies.

Themes:
- Trauma
- Coping Strategies
- Emotions

Learning Outcomes:
- Recognize how intrusive memories appear.
- Normalize these experiences as common trauma responses.
- Identify coping strategies.

Materials: Paper, pens, colored pencils

Participants: up to 15

Duration: 15-30 minutes

Set-up: Participants should ideally sit in a circle or in small subgroups to encourage participation.

Instructions:

1. Introduce the metaphor of an "uninvited guest" representing intrusive thoughts2. Explain how sometimes, when something bad happens, the memories of this event come back spontaneously, like an uninvited guest.

2. Ask participants to write about, draw or describe this guest. If needed, encourage them to think how they felt after the experience or give suggestions what the uninvited guest could look like.

3. Guide reflection with questions:
- When does it show up?
- What does it make you feel in your body?
- What does it make you feel/do?
- What helps you quiet it down?
- To encourage participation, provide examples. For instance sweating, a rapid heartbeat, and dizziness may point to fear or anxiety (see also activity 2.1)

4. Participants may also share in subgroups with their peers before sharing in the big group.

5. Optional: allow brief group sharing of coping ideas.

Debrief Questions:

- Did the metaphor make sense to you?
- What strategies help when the "guest" appears?

Facilitator Tips

- Encourage participants to describe their guest in creative ways (size, shape, color, behavior) rather than literal trauma details.
- If participants struggle, suggest prompts: "Does your guest barge in loudly, or sneak in quietly?"
- After drawings, emphasize coping strategies: "What helps send the guest away, or make it quieter?"
- Reinforce that these guests are common; many people experience them after trauma.
- If a participant begins to share actual trauma details, gently remind: "Remember, we don't need to go into details. Let's focus on the guest as a symbol."
- Children may have difficulty identifying or naming their emotions directly. Starting with

2 Externalization approach informed by Narrative Therapy (White & Epston, 1990)

physical sensations (e.g., racing heart, sweating, dizziness) can help them connect these sensations to possible emotions like fear, anxiety, or sadness.
- Use concrete, familiar examples (animals, trees, objects) to represent feelings, which makes abstract emotions easier to understand and express.



Annex: Extended Facilitator Guidance – Activity 2

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

• This activity helps participants understand intrusive trauma symptoms in a safe, metaphorical way. By treating intrusive thoughts as an "uninvited guest," young people can see these experiences as separate from themselves; something that visits, rather than something they are. This externalization reduces self-blame and supports coping discussions.

Scientific Background

• Intrusion symptoms: unwanted memories, flashbacks, and nightmares.

•**Examples include:**

•"Pictures of the event pop into my head."

• "I have bad dreams or nightmares about the event."

•"I feel as if the event is happening all over again."

• Why they occur: Trauma memories are stored in a fragmented, sensory-based way rather than as a coherent story. Small cues (smells, sounds, sights) can "trigger" the memory to resurface.

•**Impact:** Intrusion can be very distressing, leading to fear, shame, or confusion.

• **Normalizing message:** These are common trauma responses, not signs of weakness or "going crazy."

Pedagogical Notes

•The metaphor of an "uninvited guest" makes the experience easier to talk about without retraumatization.

• Drawing or describing helps externalize the symptom, giving participants control.

• Sharing should remain optional; not everyone is ready to talk about their "guest."

• Always redirect to coping and safety rather than dwelling on details of traumatic events.

Cultural Sensitivity

• Some participants may relate better if the "guest" metaphor is linked to familiar imagery (e.g., an annoying neighbor, an unwelcome visitor at a gathering).

• Be cautious if "guest" metaphors clash with cultural values of hospitality, clarify that this is an unwanted visitor.

• Normalize religious/spiritual interpretations respectfully (e.g., if participants describe the guest as a "bad spirit" or "dark energy").



2.2.3. Activity 3:
Hyperarousal – Alarm System

Objective: Explain hyperarousal through a brain-alarm metaphor.

Themes:
- Trauma
- Emotions
- Peer Support

Learning Outcomes:
- Understand hyperarousal as a survival response.
- Connect physical symptoms (tension, jumpiness) to trauma.
- Normalize these experiences.

Materials: Alarm system visual (printed or projected) from the Activity Materials section; flipchart.

Participants: up to 20

Duration: 20 minutes

Instructions:

1. Show the image of an alarm system.
2. Say:
• "Our brain has an alarm system that protects us. When there is real danger, it turns on and helps us stay safe. After very stressful or scary experiences, this alarm can become extra sensitive. It might go off even when we are actually safe. That's why someone may feel jumpy, nervous, or always 'on alert'."
3. Give examples:
• "I jump when I hear a loud sound."
• "My muscles are tight even when nothing is happening."
• "I feel like something bad might happen, even when things are okay."
4. Divide participants into small groups (3–5).
5. Give each group a scenario card (or display on board). Ask them to act out or describe how the body might react and what they might feel.
Discuss together: "Where in your body do you feel it? What might this feeling mean?"
Scenario Examples:
Power Outage: "The lights suddenly go out while you're in your room."
• **Physical:** Heart races, hands sweaty, muscles tense.
• **Possible feelings:** Fear, nervousness, surprise.
Sudden Loud Noise: "A door slams shut nearby."
• **Physical:** Jump, quickened heartbeat, shallow breathing.
• **Possible feelings:** Startled, anxious, alert.
Unexpected Situation: "You hear a sudden sound like a phone alarm or someone dropping something."
• **Physical:** Quickened heartbeat, shallow breath, tensing of arms/legs.
• **Possible feelings:** Alertness, startled, uneasy.

6. Connect it to the body:
"This is called hyperarousal. It's the body trying to protect you, it is not a sign of weakness."
Debrief Questions:
• What do you notice in your body when you feel unsafe?
• How is this similar to an alarm system?

Facilitator Tips
• Present the metaphor in a storytelling way: "It's like the fire alarm in your house. Sometimes it goes off even when you just make toast."
• Allow participants to share common experiences of being "jumpy."
• Validate all answers: the goal is recognition, not diagnosis.
• Remind participants: the alarm can quiet down over time with healthy coping.
• Keep tone calm and simple
• Do not ask for trauma stories
• If someone gets emotional → short breathing pause, then continue or check-in later privately

Annex: Extended Facilitator Guidance – Activity 3

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

• This activity explains hyperarousal, one of the most common trauma responses, in a simple metaphor youth can grasp. The alarm system analogy shows that the body is not "broken" but overprotective, which helps reduce shame and fear.

Scientific Background

• Hyperarousal: a state of being constantly tense, alert, or jumpy.

• Symptoms: rapid heartbeat, sweating, muscle tension, irritability, insomnia, difficulty concentrating, easily startled.

• Survival response: after trauma, the amygdala (fear center in the brain) becomes oversensitive. It signals danger too often, even when none is present.

• Purpose: these reactions evolved to protect us, but they become exhausting when triggered unnecessarily.

• Normalization: hyperarousal is not a sign of weakness or pathology; it is the body trying to stay safe.

Pedagogical Notes

• Use relatable examples: jumping when a door slams, scanning the room constantly.

• Encourage laughter where appropriate e.g., the alarm metaphor helps reduce fear while keeping learning light.

• Emphasize that hyperarousal can be managed with calming and grounding strategies.

• Keep explanations short and accessible, avoid overly clinical language.

Cultural Sensitivity

• In some cultures, physical symptoms (sweating, rapid heartbeat) may be interpreted spiritually (e.g., possession, evil eye). Acknowledge respectfully, then bring it back to the alarm metaphor.

• Use locally relevant images. Some groups may relate more to a car alarm or phone alarm than a home alarm.

• Normalize the experience: "Many people from all cultures feel this way after trauma."
Facilitator Resource

• Arabic-language video explanation:

YouTube link QR

VIDEO

2.2.4. Activity 4:
Avoidance – Taking the Long Way Around

Objective: To help participants understand what avoidance is, why it happens, and how it relates to coping after stressful or traumatic experiences, using clear metaphors that make the concept safe and accessible.

Themes:
- Trauma
- Coping Strategies
- Peer Support

By the end of this activity, participants will be able to:
- Understand avoidance as a natural, protective response to stress or trauma.
- Recognize everyday examples of avoidance in their own lives.
- Reflect on when avoidance is helpful and when it may become limiting.
- Use metaphors (street detour and linen-closet) to better understand how memories are processed.

Materials: Large sheet or flip chart, markers; printed discussion questions (optional).

Participants: Small groups of 3–5 recommended; activity can be adapted for larger groups.

Duration: 40–50 minutes

Instructions:

1. Begin with a story:

• "Imagine a street you used to walk down every day, but something bad happened there. Now, just thinking about it makes you feel upset or scared. So, you avoid that street and take a longer route instead. That is what avoidance is, staying away from places, people, or things that remind you of the traumatic event."

2. Explain the linen-closet metaphor3:

• "Our brain stores memories like clothes in a closet. When something stressful happens, we can usually file it away in an organized way. We remember what happened, when, and how we felt.
• But when something traumatic happens, our filing system breaks. The memory gets shoved into the closet without a folder or label. Later, something small like a sound, a smell might bump the closet, and that messy memory falls out. We may suddenly feel panic or pain but not know why.
• The current state of your memory could be compared to a closet into which you have thrown many things very quickly so that you cannot close the door 3 Memory metaphor adapted from TF-CBT psychoeducation materials (Cohen, Mannarino, & Deblinger, 2017). completely. At some point, the door will open and something will fall out. What do you have to do to stop things falling out? You have to take all the things out, look at them, sort them, and then put them back in the closet in an orderly fashion. It's the same with the memory of a traumatic experience. Unfortunately, you cannot simply close the door without first looking at everything that has happened and sorting it according to the meaning it has for you. In order for it to become part of the past, it has to be looked at and categorized."

3. Pause and check for understanding. Encourage participants to connect with the imagery rather than personal trauma details.
4. Small Group Discussion: Divide participants into small groups (3–5). Ask them to discuss examples of avoidance in daily life or situations where they have "taken the long way around."(e.g., exams, tough talks, certain places). Give them 3–5 minutes for discussion.
5. Ask each group to share one brief example with the larger group.
6. Summarize: avoidance can protect us in the short term, but if relied on too much, it prevents memories from being "filed away" properly.

Debrief Questions:

• When have you noticed avoidance in your everyday life (e.g., exams, tough talks, certain places)?
• When can avoidance be useful? When does it become limiting? (Check info box for explanation)

Facilitator Tips
• Normalize avoidance: "It's the body's way of protecting you."
• Frame it without judgment: avoidance is not "bad" but has limits.
• If participants share examples, keep it general
(e.g., "Sometimes I avoid thinking about exams") rather than trauma-specific.

Annex: Extended Facilitator Guidance – Activity 4

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

• This activity uses the street detour and linen-closet metaphors to explain avoidance. Together, they illustrate both the protective and limiting aspects of avoidance behaviors, making an abstract psychological process tangible for youth.

Scientific Background

• Avoidance: efforts to avoid trauma-related thoughts, feelings, or reminders.
• Examples: emotional numbing, withdrawal, avoiding people/places, distraction.
• Protective function: prevents immediate overwhelm.
• Limiting function: over time, blocks memory integration, prolonging distress.
• Broad definition of trauma: Trauma can include not only war or violence, but also separation, discrimination, poverty, and other distressing life events.
• Normalize reactions: Emphasize: "You are not broken, your body is protecting you." Stress reactions such as hyperarousal, avoidance, or intrusive memories are common after trauma.
• Avoid retraumatization: Do not encourage participants to share detailed traumatic experiences. Use "headline" sharing only and keep discussions safe and contained.
• Focus on growth and strengths: Highlight coping, resilience, and inner resources. Reinforce hope and the message that recovery is possible.

Pedagogical Notes

• Use the metaphors as "mini-stories" rather than dry explanations.
• Keep focus on concepts, not on participants' personal trauma.
• Ensure metaphors are age-appropriate: for younger youth, the street example may be clearer than the linen closet.

Cultural Sensitivity

• In some cultures, avoidance is tied to values (e.g., silence to maintain family honor). Avoid labeling it negatively.
• Metaphors may be adapted: if closets aren't common, use another storage image (e.g., a box, trunk, or bag).
• Respect differences: what feels avoidant to one person may feel protective to another.

Facilitator Resource

• Linen-closet metaphor (TF-CBT resource): PDF link

PDF



Module 3:

Building Resilience and Coping Skills

Explanation:

Migration and displacement can expose young people to ongoing uncertainty, social isolation, and emotional strain. Experiences such as family separation, social exclusion, discrimination, or traumatic memories may affect their sense of safety and belonging. When such stress remains unresolved, it can manifest through anxiety, irritability, or emotional withdrawal. For some, it can lead to unhealthy coping strategies, including substance use or other risk behaviors.

This module focuses on helping participants understand and strengthen their inner resources for coping and adaptation. Through hands-on and reflective activities, young people are guided to notice how stress feels in their bodies, discover safe sensory tools for calming, express inner experiences symbolically through art and storytelling, and build personalized strategies for emotional regulation.

The aim is to support young people in building resilience, not by avoiding distress, but by developing the capacity to face challenges with balance and confidence. By integrating mindfulness, self-expression, and group reflection, the module encourages youth to transform stress into learning, strengthen their emotional flexibility, and reduce the need for harmful coping mechanisms.

Module Objectives:

- Understand how stress and trauma can affect emotions, behavior, and risk of addiction.
- Identify practical and safe coping alternatives to manage difficult emotions without relying on harmful coping strategies.
- Strengthen confidence, self-efficacy, and a sense of control in managing life challenges.
- Foster empathy and group support by sharing experiences of coping and recovery in a safe, nonjudgmental environment.

Important Notes for Facilitators:

- **Create a safe atmosphere:** Begin each activity with clear guidance and reassurance. Participation should always be voluntary, especially in reflective or emotionally activating exercises.
- **Be trauma-informed:** Some participants may have experienced traumatic events. Avoid direct probing of personal experiences; emphasize symbolic, imaginative, or hypothetical expression.
- **Normalize emotional responses:** Acknowledge that emotions like sadness, fear, or anger are natural. Help participants accept and regulate them without judgment.
- **Cultural sensitivity:** Adapt materials and examples to the cultural and religious context.



2.3.1. Activity 1: Coping Alternatives

Objective: Present safe, practical alternatives to self-medication.

Themes:

- Trauma
- Coping strategies
- Awareness

Learning Outcomes:

- Recognize the link between trauma and substance use.
- Test and reflect on safe coping strategies.
- Identify strategies that could be used in daily life.

Materials: Chili candy, lemon slices, rubber bands, spiky ball, flipchart

Participants: up to 15

Duration: 30 minutes

Instructions:

1. Say: "Sometimes when people feel stressed, sad, or overwhelmed, they may try substances like cigarettes or alcohol to cope. This can feel helpful for a short while, but it makes problems worse in the long run. Instead, we can use healthier alternatives."

2. Show the small tools: chili candy, lemon slices, rubber bands, spiky ball.

3. Invite participants to test them one by one. Ask:

- "What do you notice when you taste the lemon? Or when you roll the spiky ball in your hand?"
- "Where in your body do you notice a reaction?"
- "What sensations do you feel?"
- "Did anything in your body change when you tried this?"

4. Explain how these sensations shift focus and change emotions:

- "When you tasted the lemon or felt the spiky ball, your attention turned to your own body. You noticed what you were feeling. When we experience strong emotions, stress, or intense feelings, it helps to pause and focus on our body like this. Paying attention to your physical sensations can help you feel calmer and manage intense emotions without turning to risky behaviors (such as smoking, substances, excessive gaming etc.."

5. Brainstorm more alternatives as a group: walking, talking to a friend, listening to music, drawing, prayer, breathing exercises. Write ideas on the flipchart.

Debrief Questions:

- Which strategy worked best for you?
- Which one could you try in your own life?
- Why might these be safer instead of turning to smoking, alcohol, or other substances?

Facilitator Tips

- Prepare the small tools (chili candy, lemon slices, rubber bands, spiky ball) in advance so the activity runs smoothly.
- Collect participants' own coping strategies to reinforce agency.
- This activity can also be done as a small group discussion. Divide participants into groups of 3–5 and ask them to brainstorm additional safe coping strategies they use in daily life. Then have each group share one or two ideas with the larger group.
- Always end by connecting back to addiction prevention: "These tools help us manage stress without turning to substances."



Annex: Extended Facilitator Guidance – Activity 1

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

- This activity introduces safe coping strategies as alternatives to substance use. Youth often experiment with substances to regulate painful emotions (self-medication). Providing practical, sensory-based alternatives shows that regulation can be achieved in healthier ways.

Scientific Background

- After experiencing trauma, many young people struggle with overwhelming emotions, flashbacks, and a sense of disconnection. These emotions can be very painful, and it is normal and understandable that people don't want to feel them.
- Some may turn to substances (like cigarettes, hookah, or other drugs) as a way to escape, calm down, or feel something when they feel numb.
- This is called self-medication: using substances to manage emotional pain.
- While it may offer short-term relief, it increases long-term risks: addiction, worsened anxiety or depression, and difficulty processing trauma.
- Key message: When strong emotions like stress arise, the first step is to turn attention inward to your body and emotions, rather than immediately seeking relief through substances, social media, or other external behaviors.
- Why these tools: The candy, lemon, or spiky ball are safe ways to shift attention and notice bodily sensations, helping participants practice grounding and emotion awareness.
- Trainers should introduce this link gently and non-judgmentally, highlighting that seeking help and learning regulation skills is a safer and more empowering way to cope.

Pedagogical Notes

- Keep the activity light and playful: tasting chili or lemon can be fun.
- Encourage laughter and curiosity: humor reduces the heaviness of trauma topics.
- Focus on exploration, not performance.
- Reinforce that small tools can be powerful everyday supports.

Cultural Sensitivity

- Adapt tools to local availability (e.g., sour fruit instead of lemon, textured objects instead of spiky balls).
- Include culturally or spiritually meaningful strategies in brainstorming (e.g., prayer, traditional games, family rituals).
- Avoid labeling common community practices (like tea drinking or music use) as "bad", focus on balance.



2.3.2. Activity 2: Six-Part Story Method

Objective: Express trauma experiences symbolically and build meaning through storytelling and drawing.

Themes:

- Trauma
- Critical Thinking
- Peer Support

Learning Outcomes:

- Use creativity to externalize difficult feelings safely.
- Share experiences symbolically rather than literally.
- Reflect on possible growth and coping.

Materials: Paper, colored pencils, pastels, sticky notes, calming background music, sample story templates

Participants: up to 12 (small group only)

Duration: 45–60 minutes

Space: Quiet, comfortable room with cushions or soft chairs

Instructions:
1. Explain the method: "We will create a story in six steps4. Instead of talking directly about painful experiences, you can use drawings, symbols, or characters to tell the story."
2. Guide participants through the six steps:
4 Based on the Six-Part Story Method developed by Lahad & Ayalon (1992) and reviewed by Dent-Brown & Wang (2006).
Step 1: Create the Hero → "The hero can be you, a fictional figure, or even an animal or object."
Step 2: Define the Goal → "What does the hero want? It can be simple, like 'to be happy,' or complex, like 'to reunite with family.'"
Step 3: Identify the Obstacle → "This can be a monster, a dark forest, a giant wall, something that represents the challenge."
Step 4: Find the Helper → "This can be a person, an inner strength, or even an object that gives support."
Step 5: Draw/Write the Outcome → "Does the hero overcome the obstacle, learn to live with it, or find a new way forward?"
Step 6: Title the Story → "Give your story a name that captures its meaning."
3. Allow time for drawing or writing. Play calming music in the background if appropriate.
4. Invite participants to share their stories, but emphasize that sharing is voluntary.

Debrief Questions:
- What was it like to create a story this way?
- Did your hero discover strengths or helpers?
- What can we learn from these stories about coping and growth?

Facilitator Tips

- It is important to clearly explain that participants can express their ideas in different ways such as drawing, writing, or using symbols. Some young participants may not feel confident in drawing or may face language barriers that make writing difficult. Encourage them to use whichever form of expression feels most comfortable and natural to them. You may also place old magazines or printed images on the tables so that participants can cut out pictures and create their stories visually. Make sure to explain this flexibility clearly and ask participants if the instructions are understood before starting the activity.
- If someone is stuck, offer prompts: "What kind of hero would you like to create?"
- Normalize all stories, avoid judgment or over-interpretation.
- If a participant shares deeply personal content, thank them and redirect to safety.
- End with grounding if emotions run high (e.g., short breathing exercise).

Annex: Extended Facilitator Guidance – Activity 2

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

• This activity provides a safe, symbolic way for young people to process trauma-related feelings. It uses metaphor and imagination to create distance, which helps participants express themselves without needing to give personal or graphic details.

Scientific Background

• **Narrative methods:** Storytelling is a therapeutic tool that allows people to organize experiences, find meaning, and imagine solutions.

• **Symbolic expression:** Using metaphors (animals, objects, landscapes) reduces risk of retraumatization while still allowing emotional expression.

• **Post-traumatic growth:** Even if the story doesn't end happily, it can reveal resilience, inner strengths, or new perspectives.

• **Flexibility:** Stories may remain unfinished or symbolic; meaning-making is the key outcome, not narrative perfection.

Pedagogical Notes

• Keep the group small (max 12) for safety.

• Provide plenty of art materials: creativity makes it easier to symbolize difficult emotions.

• Do not rush and allow silence and space for reflection.

• Accept all endings (happy, sad, ambiguous).

Cultural Sensitivity

• Encourage culturally meaningful heroes and helpers (e.g., traditional figures, family members, spiritual guides).

• Respect if participants prefer abstract images over characters.

• Avoid imposing interpretations: let participants define what their metaphors mean.

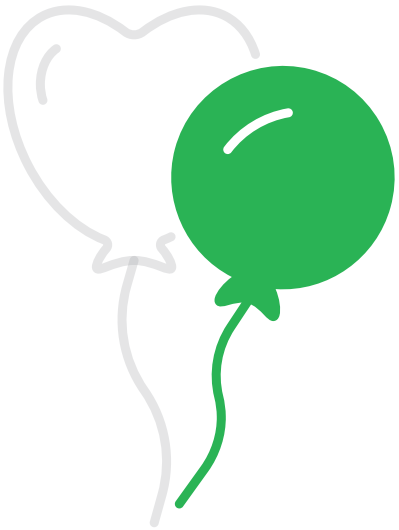
Facilitator Resource

• **For background on Six-Part Story Method:**

• Resources on trauma-sensitive storytelling and symbolic expression.

• Adaptable templates can be prepared beforehand for participants.

METHOD



2.3.3. Activity 3: **Balloon Exercise**

Objective: Visualize how stress builds up and demonstrate the importance of healthy release strategies.

Themes:

- Awareness
- Well-being
- Coping strategies

Learning Outcomes:

- Understand how stress accumulates in the body.
- Recognize the need for stress release.
- Identify examples of stress-relief methods.

Materials: 1 per participant, markers (optional)

Participants: up to 20

Duration: 15–20 minutes

Instructions:
1. Hand out one balloon to each participant.
2. Say: "Imagine that every time you feel angry, scared, or stressed, a little more air goes into your balloon."
3. Ask participants to blow into their balloons, one puff per stressful moment.
4. Ask: "How does the balloon feel now?" (expected answers: tight, full, ready to pop).
5. Say: "When we keep all our stress inside, it builds up like this balloon. If there's too much, it can explode. That's what it feels like when we are overwhelmed."
6. Let the air out slowly. Say: "If we let the air out slowly, the balloon becomes soft again. Our bodies also calm down when we release stress in healthy ways."
7. Optional: ask participants to write stressors on their balloons before deflating.

Debrief Questions:
- How did it feel to inflate and release the balloon?
- What are some healthy ways you already use to "let the air out"?
- Which of today's strategies could you try in your life?

Facilitator Tips

- Before starting the activity, ask if anyone feels uncomfortable using balloons, for example because of allergies, sensory sensitivities, or fear of loud sounds. If this is the case, invite them to imagine the process instead by visualizing the balloon filling up and slowly releasing air, or allow them to observe rather than participate directly. The purpose of the exercise is to understand how stress accumulates and can be released in a healthy way, rather than focusing on the physical use of the balloon.

- Manage group energy: balloons can create excitement. Balance fun with reflection.

- Always bring discussion back to prevention: stress can be managed in many safe ways, not with substances.

Annex: Extended Facilitator Guidance – Activity 3

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

• This activity provides a vivid metaphor for stress accumulation and release. It helps youth recognize the importance of healthy stress management, linking directly to addiction prevention.

Scientific Background

• **Stress buildup:** Unreleased stress accumulates in the body, leading to irritability, emotional outbursts, or health problems.

• **Addiction link:** Without healthy coping, youth may turn to substances like nicotine, alcohol, or drugs for temporary relief.

• **Balloon metaphor:** Easy to grasp, provides a shared visual and physical experience of tension vs. release.

Implementation Note:

Why Stress Management Matters:

• Youth who have experienced trauma often carry high levels of internal stress, anxiety, and emotional dysregulation.

• Without effective ways to manage this stress, they may be more likely to seek quick relief through substances.

• Providing practical, accessible stress management tools reduces the need for self-medication.

• Practicing grounding and relaxation strengthens self-regulation, reduces cravings, and builds resilience.

• Trainers should encourage regular practice and reinforce the message: "You have healthy ways to feel better and stay in control."

Pedagogical Notes

• Keep the activity playful: laughter helps learning.

• If balloons pop, use the opportunity to highlight how sudden overwhelm feels.

• Encourage sharing of personal stress-release strategies to normalize coping diversity.

Cultural Sensitivity

• In some contexts, physical stress release may be less common; emphasize accessible strategies like talking, prayer, or drawing.

• Allow youth to suggest culturally meaningful stress-release methods (e.g., traditional music, sports, rituals).

Facilitator Resource

• Optional video on Flight and Trauma - Self-Help: video

VIDEO

Category	Technique	Notes
Grounding	*5-4-3-2-1 Senses*	*"Identify 5 things you can see, 4 you can touch, 3 you can hear, 2 things you can smell, and 1 thing you can taste"* **PDF**
	Naming objects or colors	*Use visuals, textures*
	Feet on floor, touch the ground	*Have participants put their feet on the ground, rub palms together, or hold a cooling object like a rock or water bottle to feel real textures* *Add breath with (religious/healing) words*
Relaxation	*Clench and release muscle groups*	*Short group warm-up*
	Controlled breathing (4-4-4 count)	*Use silence or guided prompts*
	Box Breathing/4-7-8 Breathing	*(see below fig 1.)*
	PMR	*Progressive Muscle Relaxation is a technique where you tense and then slowly release different muscle groups to reduce stress and anxiety.*
Spiritual/ Cultural	*"Anchors of Meaning" worksheet*	*Identify values, purpose, faith anchors*
	Helpful token	*Offer grounding objects such as worry stones or small culturally meaningful items (e.g., small prayer bead, piece of cloth) that they can hold when anxious*



2.3.4. Activity 4: **Body Scan Light**

Objective: Practice guided relaxation by bringing awareness to the body.

Themes:
- Awareness
- Well-being
- Grounding

Learning Outcomes:
- Recognize areas of body tension.
- Practice releasing stress through breath and awareness.
- Experience calmness and grounding.

Materials: Quiet room, mats or chairs, optional soft music or nature sounds

Participants: up to 10-15, ideally less. If necessary, divide in two groups or alter with other activities

Social Form/ Seating: If possible having learners laying down with enough space between each other.

Duration: 15 minutes

Instructions:
1. Invite participants to sit or, ideally, to lie down comfortably with enough space for everyone. A short warm-up can help to create a relaxed atmosphere (for example, everybody says their name and their favorite food).
2. Say: "We're going to do a short body scan. This means paying attention to different parts of the body, one by one, and letting them relax."
3. Guide participants through a head-to-toe scan:
- Notice the forehead and eyes → release tension.
- Notice shoulders and arms → let them feel heavy and soft.
- Notice chest and breathing → slow and calm.
- Notice legs and feet → relax into the floor.

4. After 5–10 minutes, gently invite participants to take a deep breath and open their eyes.
5. Optional: play soft background music without lyrics or nature sounds to support focus.

Debrief Questions:
- How did your body feel before and after?
- Was it easy or difficult to stay focused?
- Could you imagine using this technique when stressed?



Facilitator Tips

- This activity should be conducted in a space where participants can move freely and stretch comfortably.
- Some participants may not want to close their eyes; in that case, they can be encouraged to focus their gaze on a single point instead.
- Have participants sit side by side or in rows facing the same direction to help them stay focused during the activity
- Normalize wandering minds: "It's okay if your thoughts drift. Just bring them back gently."
- If participants laugh or fidget, don't shame, it's natural. Redirect with humor and calmness.
- End with energizing: ask participants to stretch or shake out gently before moving on.

Annex: Extended Facilitator Guidance – Activity 4

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

• This activity introduces a simple relaxation method to help youth reduce stress and reconnect with their bodies. It is especially useful for participants who carry high tension after trauma.

Scientific Background (for facilitator preparation)

• Body scan: a mindfulness-based relaxation technique where attention is directed gradually through the body.

• Effects: reduces muscle tension, slows breathing and heart rate, increases awareness of stress signals, and promotes grounding.

• Trauma context: youth may feel disconnected from their bodies after trauma. Body scans help re-establish a sense of safety and calm.

Implementation Note Other helpful strategies for stress reduction include:

• Mindful walking: focusing on each step, the ground's surface, and breathing rhythm.

• Simple somatic activities: gentle yoga, stretching, slow dance, or movement games.

• Grounding objects: holding a stone, bead, or meaningful item for comfort.

• Guided audio/video resources: short relaxation clips, breathing exercises, or nature-based sounds.

Pedagogical Notes

• Keep the activity short (5–10 minutes) for youth; long meditations may feel overwhelming.

• Use a calm, steady voice. Avoid clinical language.

• Allow participants to sit or lie down, giving choice to increase comfort.

Cultural Sensitivity

• Adapt to comfort levels: some youth may be unfamiliar with meditation or mindfulness. Frame it as "relaxing the body" rather than a spiritual practice if needed.

• Allow participants to replace silence with quiet prayer or spiritual focus if that aligns with their background.

Facilitator Resources

• **Video library:** Institut Berlin – Relaxation Exercises

• **Guided relaxation clips in Arabic:** YouTube playlist

VİDEO

PLAYLİST



2.3.5. Activity 5: Safe Place

Objective: Objective: Guide participants to create an inner safe place they can return to when stressed or overwhelmed.

Themes:

- Coping Strategies
- Well-being
- Critical Thinking

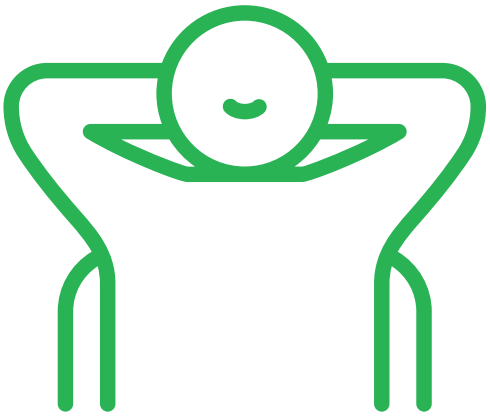
Learning Outcomes:

- Develop a coping strategy for stress and anxiety.
- Experience emotional expression and relaxation.
- Strengthen empathy through shared reflections.

Materials: None (optional soft background music)

Participants: up to 15

Duration: 20 minutes



Instructions:

1. Begin with a light warm-up to release tension:

- Gently massage neck and shoulders.
- Move head up/down and side to side.
- Let arms hang loosely and swing gently.
- Take a few deep breaths together.

2. Say:

- "Let's do a short calming exercise6 together. You can sit comfortably and let your shoulders relax. Take a slow breath in... and out.
- If you'd like, you can close your eyes, or simply soften your gaze. If imagining isn't easy today, just listen to my voice and focus on your breath; all ways are okay.
- Think of a place or moment where your body feels calm or comfortable. It can be real or imagined; maybe sitting under a tree, lying in bed when it's quiet, feeling sunshine, or hearing rain.
- Look around in your mind, or just imagine a calm feeling around you. What colors or shapes do you notice? What sounds are there; wind, water, birds, or just quiet?
- Notice the air on your skin, warm or cool, or just notice yourself breathing.
- Imagine a gentle feeling of comfort around you, like soft sunlight or peaceful air. You are supported here, and your body can rest.
- Take another slow breath. Feel your feet on the floor and your body sitting here.
- When you're ready, gently open your eyes or look up.
- If you'd like, you can share one thing you noticed, a sound, a color, or just a feeling. Listening quietly is also perfectly okay.
- You can come back to this feeling anytime, even for one minute."

3. Share your own example briefly (e.g., "In my safe place, I could smell the sea") to model openness.

4. Invite participants to share one detail from their safe place, but make sharing optional.

Debrief Question:

- "How did it feel to take a short break and do this exercise?"

Annex: Extended Facilitator Guidance – Activity 5

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

• The Safe Place exercise is a grounding and coping tool. It gives youth a mental image they can return to during moments of stress, anxiety, or emotional overwhelm.

Scientific Background

• Safe place visualization is a trauma-informed relaxation technique.
• It combines guided imagery with sensory grounding (sight, sound, touch, smell).
• Builds resilience by giving youth a personal coping strategy they can use independently.
• Supports emotion regulation and provides an alternative to maladaptive coping (e.g., substance use).

Pedagogical Notes

• Keep your voice calm and slow. Pauses are powerful.
• Emphasize that participants are in control. They can open their eyes anytime or choose not to imagine.
• Sharing after the exercise should be brief and optional.
• Works best in a calm space with minimal distractions.

Cultural Sensitivity

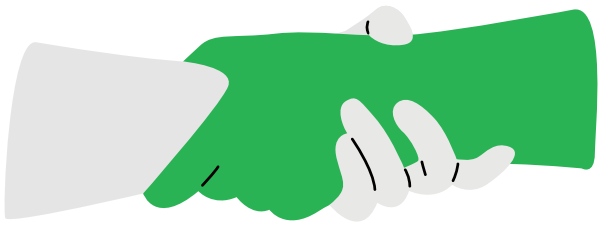
• Safe places may be linked to nature, religion, or cultural heritage. Validate all forms (mosque, church, grandmother's house, favorite beach, etc.).
• Respect if participants prefer solitary safe places over ones with people.
• Some may describe the presence of spiritual or protective figures, acknowledge respectfully.

Facilitator Resource

• Guided relaxation scripts and videos:
• Institut Berlin – Relaxation Exercises
• Guided relaxation techniques in Arabic: YouTube playlist

VİDEO

PLAYLİST



2.3.6. Activity 6:
Inner & Outer Resources

Objective:

Objective: Support participants in recognizing their inner and outer resources, raising awareness of support systems, and expressing them creatively through group art.

Themes:
- Awareness
- Critical Thinking
- Peer Support

Learning Outcomes:
- Identify and name inner and outer resources.
- Develop awareness of available support systems.
- Recognize how resources contribute to coping mechanisms.

Duration: 30 minutes

Participants: up to 15

Materials: Large sheets of paper (A2 or flipchart size), colored pencils or markers

Instructions:
1.Introduce the concept of resources. Read aloud:
• "Inner resources are the strengths, skills, and values that come from within yourself. For example, your creativity, patience, or ability to stay calm. Outer resources are the supports around you, such as friends, family, your social environment, institutions, or the community. Both inner and outer resources can help us cope with challenges in life.7"
2. Divide participants into three groups.
3. Provide each group with a large sheet of paper and markers.
4. Allow 5 minutes for groups to discuss how they will represent their resources.
5. Give 15 minutes for collaborative drawing. Encourage use of images, colors, and symbols.
6. Display completed drawings on the wall.
7. Invite one volunteer per group to present their drawing, explaining the choices made.
Debrief Questions:
• Which inner resources do you value the most in yourself?
• Which outer resources do you rely on most often?

Facilitator Tips
• Some participants may hesitate or feel unsure: reassure them and validate contributions.
• Use open-ended prompts if participants struggle: ***"What helps you when you feel stressed?"*** or ***"Who can you turn to when you need support?"***
• Maintain a non-judgmental tone. Every contribution is valuable.
• Encourage active participation during group presentations, but keep sharing voluntarily.

Annex: Extended Facilitator Guidance – Activity 6

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity
• This activity helps youth identify personal strengths (inner resources) and external supports (outer resources). By visualizing these through creative expression, participants strengthen awareness of their coping mechanisms and recognize resilience-building systems in their lives.

Scientific Background
• Inner resources: personal qualities, emotions, values, talents, and skills (e.g., patience, humor, determination).
• Outer resources: relationships, institutions, and communities that provide safety, encouragement, or practical help (e.g., family, friends, teachers, community centers).
• Protective function: accessing both inner and outer resources reduces stress, increases problem-solving, and prevents reliance on risky coping strategies like substance use.
• Overlap: many resources can belong to both categories (e.g., emotional may be inner but also shaped by external support).

Pedagogical Notes
• Emphasize that there are no strict boundaries between inner and outer resources. Encourage flexibility.
• Normalize overlaps and reassure participants that all answers are valid.
• Highlight that the activity is not about artistic ability; expression is what matters.
• Symbols and simple shapes are just as valuable as detailed drawings.

Cultural Sensitivity
• Inner and outer resources may differ across cultural contexts (e.g., religious faith, traditional practices, extended family networks). Validate diverse perspectives.
• Respect privacy. Some participants may choose abstract or symbolic representations instead of personal details.



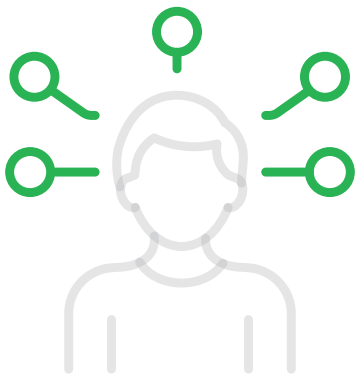
Module 4:

Supporting Identity Development through Cultural Transition

Explanation:
Adolescence and early adulthood are key periods for identity formation, a time when young people explore who they are, where they belong, and what values guide their lives. For those experiencing migration or cultural transition, this process can be both challenging and enriching. Balancing multiple cultural influences, adapting to new social contexts, and negotiating between different expectations can create tension, but also foster flexibility, empathy, and resilience. This module invites young people to explore the many layers of their identity, recognize change as a natural part of growth, and view their evolving sense of self as a strength rather than a struggle. Through creative, reflective, and interactive activities, participants will learn to express and celebrate their multi-dimensional identities, connect their sense of self to resilience, and appreciate how cultural diversity shapes personal growth.

Module Objectives:
After completing this module, participants should be able to:
- Understand that identity is multi-dimensional and dynamic, especially during adolescence and cultural transition.
- Explore and express different aspects of their identity through creative and reflective exercises.
- Recognize contradictions and change as natural and healthy parts of identity development.
- Identify how cultural influences shape personal identity, values, and behavior.
- Reframe cross-cultural identity as a source of strength, adaptability, and empathy.
- Strengthen self-awareness and confidence by acknowledging both stability and change in their self-concept.

Facilitator Tips
- Start with warmth and openness. Normalize diversity in backgrounds, beliefs, and experiences.
- Emphasize that there are no “right” or “wrong” identities; all expressions are valid and respected.
- Use inclusive language and avoid labeling or categorizing participants’ cultural or personal traits.
- Encourage creativity and playfulness while keeping emotional safety a priority.
- Be attentive to emotional reactions. Some reflections on identity may evoke sensitive memories.
- Highlight growth, flexibility, and strengths throughout discussions.
- End each activity by linking identity awareness to resilience, decision-making, and positive coping.



2.4.1. Activity 1: My Identity Tags

Objective:

To support participants in exploring and expressing different aspects of their identity, fostering self-awareness, and recognizing that identity is multi-dimensional and can change over time.

Themes:
- Identity
- Awareness
- Critical Thinking

Learning Outcomes:
- Identify and express various aspects of their identity (e.g., culture, roles, traits, hobbies, feelings).
- Acknowledge that identity can include multiple and sometimes contradictory elements.
- Reflect on which aspects of their identity they feel proud of, which ones are changing, and which may remain hidden.

Duration: 20 minutes

Materials: Sticky notes or card-sized paper, markers, optional large paper cutouts of people (or paper shirts/hoodies)



Instructions:
1. Distribute identity tags (cards or sticky notes).
2. Ask participants to write or draw identity traits they relate to today. Categories can include:
- Culture/ethnicity/nationality
- Personality traits (e.g., kind, shy, funny)
- Roles (e.g., sister, student)
- Languages
- Hobbies/dreams (e.g., future artist)
- Feelings (e.g., hopeful, confused)

3. Let them attach tags to themselves, a paper figure, or a hoodie/shirt template.
4. Normalize mixed feelings or contradictions, identity can contain many sides.

Debrief Questions:
- Which identity tags are you proud of?
- Which ones are changing?
- Are there parts of yourself that people don't always see?

Facilitator Tips

- Open with a clear link to the overall module (e.g., "Knowing ourselves can help us make better decisions and avoid risky situations").
- Emphasize safe space: sharing is voluntary and participants' boundaries should be respected.
- Encourage but never force sharing.
- End with a thematic bridge: highlight how identity awareness relates to resilience and healthy choices.
- Prepare to manage sensitive disclosures (e.g., gender restrictions, cultural struggles). Validate feelings and redirect judgmental remarks constructively.
- Use active listening: repeat or paraphrase what participants say, mirror emotions, and acknowledge their input.
- Manage group dynamics: ensure quieter participants are included and dominant voices do not take over.
- If participants become emotional, ground the conversation by focusing on strengths or linking back to project goals.
- If a psychologist is not present, avoid going too deep into unprocessed trauma; keep the activity reflective, not therapeutic.

Annex: Extended Facilitator Guidance – Activity 1

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

- This activity encourages young people to reflect on the many dimensions of their identities and how these can shift over time. By externalizing identity traits into "tags," participants can see themselves as multi-layered, which reduces rigid self-definitions and fosters greater self-acceptance.

Scientific Background

- Identity development during adolescence and early adulthood is dynamic and multidimensional. It often involves navigating roles, cultural influences, and personal aspirations.
- Psychosocial theories highlight that this period is marked by exploration, contradiction, and negotiation of multiple identities.
- For migrant youth, identity may be influenced by cultural transitions, biculturalism, or experiences of marginalization. Awareness and acceptance of complexity support resilience.

Pedagogical Notes

- The activity's simplicity makes it suitable as an early session icebreaker or a grounding exercise for more sensitive modules.
- The visual aspect (tags on the body or figure) makes abstract identity traits more concrete and easier to discuss.
- Contradictory tags (e.g., "confident" and "insecure") provide valuable teaching moments: identity is fluid and context-dependent.

Cultural Sensitivity

- Recognize cultural norms around identity (e.g., family roles, gender expectations).
- Avoid framing contradictions as weaknesses. Instead, highlight them as signs of flexibility and growth.
- Allow abstract or symbolic tags (e.g., drawings, symbols) if participants are uncomfortable with words.



2.4.2. Activity 2:
Me Now vs. Me Becoming

Objective:

Encouraging self-awareness, hope, and goal-setting while normalizing that growth is a gradual process and identity is always evolving.

Themes:
- Awareness
- Identity
- Critical Thinking

Learning Outcomes:
- Identify aspects of their current identity ("Me Now")
- Express aspirations, goals, or values for their future self
- Recognize that identity is dynamic and can include both strengths and areas for growth

Duration: 15 minutes

Participants: 12–20 (flexible)

Materials: Worksheet divided into two columns ("Who I Am Right Now" / "Who I Am Becoming or Want to Be"), pens, drawing materials

Instructions:
1. Distribute worksheets with two columns: Column 1 = "Who I Am Right Now," Column 2 = "Who I Am Becoming / Want to Be."
2. Invite participants to fill in words, symbols, or drawings in both columns.
3. Normalize the process: emphasize that identities are never "finished" and change is part of growth.
4. Optional prompt: "What is one small thing you're already doing to grow into your future self?"
5. Allow participants to share voluntarily with a partner or the group.

Debrief Questions:
- Which parts of "Me Now" are you proud of?
- Which parts of "Me Becoming" feel exciting or motivating?



Facilitator Tips
- If participants struggle to start, briefly share your own example first.
- Encourage both writing and drawing for inclusivity.
- Normalize mixed emotions; hope, excitement, or uncertainty are all valid.
- Keep the tone supportive and forward-looking; avoid comparing participants' goals.
- End with a reminder that identity growth is gradual and unique to each person.
- Normalize contradictions (e.g., "I'm shy now but want to be more confident") as part of growth.
- Handle negative self-views gently. If someone says, "I'm not good enough," acknowledge and reframe e.g., "You're working on it," or "It's okay to be in progress." Help them notice their strengths or small positive steps.
- Avoid interpreting or evaluating participants' responses, the focus is self-reflection.
- Keep discussions light to prevent overwhelming youth with "future pressure."
- Encourage participants to notice small, achievable steps rather than idealized or unrealistic goals.



Annex: Extended Facilitator Guidance – Activity 2

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

• This activity helps participants reflect on who they are today and who they aspire to be. By externalizing both current and future self-images, youth can normalize identity development as a process while fostering hope, self-acceptance, and resilience.

Scientific Background

• Identity development is dynamic, involving both self-exploration and commitment.

• Adolescents and young adults often hold contradictory self-views; recognizing this prevents frustration and builds self-acceptance.

• Hope and goal-setting are protective factors against risky behaviors and are linked to better psychological well-being.

Pedagogical Notes

• The two-column worksheet creates a clear, visual comparison between present and future self.

• Drawing options support participants with lower literacy or those who prefer creative expression.

• The activity works best as a gentle reflection, not a deep analysis; it should stay empowering.

Cultural Sensitivity

• Validate aspirations shaped by cultural, family, or migration contexts (e.g., education, work, family roles, faith practices).

• Some participants may feel uncertain about the future due to instability; validate these feelings and focus on areas they can control.

• Recognize and respect diversity in dreams and values. Not all goals need to be academic or career-related.



2.4.3. Activity 3: Identity Under Construction

Objective:
To help participants view their identity as an evolving process rather than a finished product. Through creative visual metaphors, participants can express the components of their identity where they are still growing, reinforcing the idea that identity is dynamic and developing over time.

Themes:
- Identity
- Personal growth
- Peer support

Learning Outcomes:
- Represent aspects of their identity using visual metaphors (e.g., bridge, construction sign)
- Identify personal components of each participant's identity as well as areas for growth in a non-judgmental way
- Recognize that identity is "in progress" and that growth is natural and ongoing

Duration: 10–15 minutes

Participants: Flexible (5-10 works best)

Materials: Paper, crayons, scissors, stickers, tape

Instructions:
1. Ask participants what comes to their mind when they hear the word identity. After a few responses, clarify if needed: "Our identity is everything that makes us who we are. Like our values, culture, dreams, and even the things we're still learning about ourselves."
2. Introduce the idea that identity is "under construction", always growing and changing.
3. Offer participants two main options: · Draw a bridge under construction, labeling support beams as components of identity– although there might still be areas of growth and identity is not fully settled. · Create a personal construction sign (e.g., "Omar: Identity in Progress") and decorate it.
4. Allow 8–10 minutes for drawing and creativity.
5. Optional: Invite participants to share their metaphors in pairs or in the circle.
6. Close with a reflection prompt: "How does it feel to see your identity as something that is growing instead of finished?"

Debrief Questions:
- What components did you highlight in your drawing or sign?
- Which areas for growth feel most important right now?
- How does it feel to see yourself as "in progress" rather than finished?

Facilitator Tips
- Seating in a circular format is suggested for this activity.
- Draw your own bridge or construction sign beforehand and show it as an example to the group. Explain briefly how it represents parts of your own identity and areas of growth. This helps participants understand the activity and feel more comfortable creating their own visual metaphor.
- If participants seem hesitant to draw, gently remind them that this activity is not about artistic skill. Encourage them to express themselves freely - even simple shapes or symbols are enough.
- Emphasize non-judgment: every drawing or sign is valid.
- Validate contradictions (e.g., "confident but still shy") as part of growth.
- Offer optional hands-on variations (collage, digital avatar, mirror messages) if time and resources allow.
- Ensure closure with a positive reflection: participants should leave with a sense of pride and possibility.
- Make sure the participants understand that the bridge is under construction similar to a young person's identity.
- Encourage creativity and reassure participants there is no "right way" to draw. · Normalize the idea that growth areas are natural and everyone has them. · Use metaphors playfully: this keeps the activity light while still meaningful. · Remind participants they may keep their drawings/signs as a reminder of being "a work in progress."
- If participants are unable to finish their drawings by the end of the session, you can encourage them to complete them later in their own time and display them on their walls if they wish.

Annex: Extended Facilitator Guidance – Activity 3

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

• This activity introduces metaphors to make identity development more concrete. By using symbols like bridges or construction signs, participants can externalize the components of their identity in a safe, playful way, reinforcing the concept of identity as dynamic.

Scientific Background

• Adolescence and early adulthood are periods of identity exploration. Metaphors help simplify complex processes and reduce the pressure of "defining oneself." Research shows that self-expression through art or metaphor supports resilience, encourages reflection, and normalizes contradictions in self-perception. Identity as "in progress" fosters a growth mindset, encouraging youth to see challenges as opportunities for development rather than failures.

• The facilitator can use the bridge metaphor for multiple purposes. Identity construction can be seen as a path that the young person follows, or as a process of linking the two sides of a bridge within one's identity. Each side of the bridge may represent different aspects of the participant's life. For example, one side might symbolize the country of origin, and the other the host country. In the case of participants from multicultural families, one side might represent the mother's background while the other represents the father's. Depending on the participants' needs and contexts, the facilitator can suggest other examples - such as past and future, interests and goals, or personal and social identities... etc.

• Most bridges are flexible, designed with a degree of fluctuation or surge capacity. This quality can be linked to the flexible nature of identity as a positive feature. Just as bridges bend and bow in response to external pressures or environmental changes such as wind, earthquakes, or passing ships below, identity, too, can adapt and flex in response to shifting conditions.

Pedagogical Notes

• Visual metaphors are accessible across literacy levels. Drawing, symbols, and signs allow for non-verbal expression.

• Flexibility in materials (drawing, collage, digital avatar tools) increases inclusivity and engagement.

• The activity works well as a short, energizing reflection or as a bridge to deeper discussions.

Cultural Sensitivity

• Recognize that metaphors may carry different cultural meanings. Let participants adapt them (e.g., building a home instead of a bridge).

• Avoid implying "unfinished identity" is a weakness; frame it as opportunity and resilience.

• Respect if participants choose abstract or symbolic representations instead of personal details.



Module 5:

Critical Thinking – Making informed decisions

Explanation:
Young people often face complex decisions in social settings, especially when it comes to peer pressure and risky behaviors. These situations can create ambivalence, feeling pulled in different directions, and may challenge their sense of identity, values, and safety. While many youth show strong instincts and resilience, they may benefit from structured opportunities to reflect on their choices and build confidence in making informed decisions.

In the realm of addiction prevention, the ability to think critically and make informed decisions is a vital protective factor for young people.

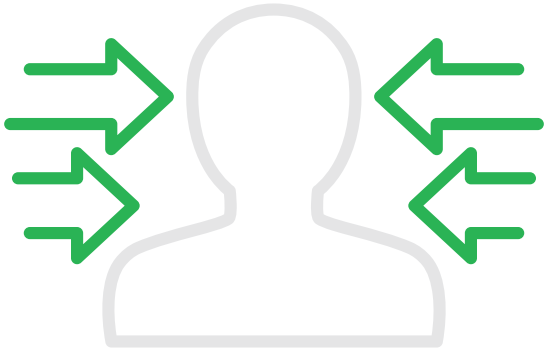
This module is designed to help participants explore personal values, understand the dynamics of peer pressure, and strengthen critical thinking skills. Through interactive activities such as pros/cons reflection, real-life scenario role-play, and media analysis, youth are encouraged to think deeply about their motivations and the consequences of their choices. The goal is to foster autonomy, self-awareness, and the ability to evaluate information critically in a safe and respectful space. The activities in this module are inspired by

Module Objectives:

After completing this module, participants should be able to:
- Identify personal values and how they influence decision-making.
- Recognize ambivalence and explore strategies for resolving it.
- Strengthen refusal skills and confidence in saying "no" to risky behaviors.
- Apply critical thinking to assess media messages and peer influence.
- Make informed, autonomous decisions that align with their values and goals.

Important Note for Facilitators:

- Create a non-judgmental environment where all perspectives are respected.
- Avoid pressuring participants to share personal experiences, reflection is voluntary.
- Use age-appropriate and non-triggering examples, especially in media analysis.
- Emphasize that the goal is to build decision-making skills, not to label choices as "right" or "wrong."
- Encourage participants to support one another and practice empathy during discussions and role-play.



2.5.1. Activity 1: **Reflection Exercise**

Objective:
To strengthen young people's ability to make informed decisions and resist peer pressure by exploring ambivalence and personal values in a safe, respectful space.

Themes:
- Decision-Making and Responsibility
- Values
- Critical Thinking

Learning Outcomes:
- Identify personal pros and cons of engaging in a potentially risky behavior versus choosing to avoid it.
- Reflect on the reasons someone might feel pulled in different directions when facing a difficult choice, and what matters most to them in making that decision
- Build confidence in making informed, autonomous decisions.

Duration: 40–60 minutes

Participants: 20

Materials: Printed worksheets with the pros/cons table, Flip chart or whiteboard, Pens

Instructions

1. Instructions (5 minutes)

• Set the tone for safety and openness. You might say:
"This activity is about thinking honestly about choices we might face, especially ones that feel complicated or where we feel pulled in different directions. It's okay to have mixed feelings. We'll use a way of talking where we listen and ask questions to help you explore your thoughts without judging. You're in charge of your own choices."
• Introduce the specific choice or situation you want the group to reflect on. For example:
• Substance use
• Smoking
• Hookah
• Engaging on social media platforms
• Skipping school

Note to facilitators: In preparing a choice or situation that is relevant and appropriate for the specific youth group, facilitators will need to consider:
• age and maturity
• culture and religious backgrounds
• language proficiency
The choice presented to the group should be:
• relevant to the participant's lived experiences
• in accordance with legal and institutional guidelines relevant to the setting
• take into consideration the group dynamics and trust level between participants.

2. Individual Reflection (10–15 minutes)

• Distribute the worksheet or draw the table on a board:
• Ask participants to complete the table quietly and privately.

Pros of _____	*Cons of _____*
What might I experience or gain?	*What could go wrong or be harmful?*

Pros of saying no to _____	*Cons of saying no _____*
What might I gain or protect?	*What might be difficult or uncomfortable?*

Note to facilitator:

Some participants might find it difficult to understand what is meant by "pros and cons" or struggle with writing down their reflection.. To facilitate participation facilitators can:

- Offer explanations for what is meant by " pros and cons" and use other terms if needed. For example:
- Pros can be explained as: "One reason I might say yes is...".
- Cons can be explained as: "A reason I might say no is...".
- allow drawings or symbols instead of writing for younger or multilingual participants.
- express that there are no right or wrong answers and that the participants should write what feels true for them.

3. Pair or Small-Group Reflection (10–15 minutes)
Invite participants to discuss their reflections in pairs or small groups.
- Use open-ended prompts like:
- "What stood out to you?"
- "Which part feels most important to you?"
- "When you think about who you want to be in the future, how does this choice fit with that?"

Note to facilitators: As facilitator, model reflective listening (e.g. "It sounds like...." or "You're saying that....") and affirmations (e.g., "That shows a lot of insight," or "It seems like you've thought a lot about this").

Facilitators might experience that participants struggle to identify pros or cons, that they list many of one and very few or none of the other, or that they are reluctant to share their views. To guide the group constructively and make the participants feel safe in sharing, facilitators can:
- use hypotheticals rather than encourage participants to share their own experiences
- Give participants the opportunity to share reflections on why someone might say yes or no, rather than, why they themselves might say yes or no in the choice/situation presented
- encourage exploration of the missing side
- "What might someone else see as a downside/benefit in this situation?"
- "If you had to argue the other side, what would you say?"
- change the time perspective in the scenario
- "Can you imagine a time when this choice might feel different to you?"
- "How might this choice affect you in the short term? What about in a year or five years?"
- affirm all contributions and normalise imbalance
- "It's okay if you're seeing mostly one side right now. That can happen when something feels exciting, scary, or familiar."
- "That's a thoughtful point. What else might be worth considering?"

4. Group Debrief (10–15 minutes)
Bring the group together. Invite voluntary sharing:
- "Did anything surprise you?"
- "Did writing it down change how you feel?"
- "How can thinking about both sides help in real-life situations?"

Facilitator Tips

- Be sensitive to trauma and feelings of vulnerability.
- Create a safe, trusting environment.
- Use Motivational Interviewing techniques: open questions, reflective listening, affirmations.
- Encourage participants to speak from their own perspective ("I feel…") rather than generalizing.
- Be prepared to support participants if emotions arise; allow breaks or silence as needed.
- Adapt language and examples to fit the cultural background and lived experiences of the group.
- Keep the tone exploratory, not corrective. Avoid saying "that's wrong" or "that's dangerous." Instead, encourage curiosity about participants' own reasoning.
- Normalize ambivalence: emphasize that having mixed feelings is not weakness but part of healthy decision-making.
- Encourage voluntary sharing; never pressure participants to disclose sensitive experiences.
- Be attentive to participants who may have lived experience of substance use in their families or communities. Provide validation and redirect focus to decision-making skills.
- Ensure confidentiality and remind participants not to share others' personal reflections outside the session.

Annex: Extended Facilitator Guidance – Activity 1

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

- To help participants reflect honestly on their attitudes toward substance use, exploring both sides of ambivalence without judgment. By structuring reflection into pros and cons of trying versus refusing substances, the activity equips youth with tools to resist peer pressure and make value-based, autonomous decisions.

Scientific Background

- Ambivalence in decision-making: It is common for adolescents to feel both attraction and hesitation toward risky behaviors like substance use. Motivational Interviewing (MI) recognizes ambivalence as a natural stage of change.
- Pros and cons framework: Writing down both sides clarifies conflicting thoughts and feelings, reducing impulsivity and supporting more deliberate decision-making.
- Values and identity: Linking choices to personal values and future goals strengthens self-regulation and long-term resilience.
- Peer influence: Adolescents are particularly sensitive to peer pressure. Structured reflection builds confidence in making independent decisions despite external pressure.

Pedagogical Notes

- The worksheet structure makes abstract feelings concrete and easier to discuss.
- Private writing allows safe reflection before any sharing.
- Group discussion broadens perspectives, normalizes ambivalence, and reduces shame.
- The debrief provides closure by affirming personal strengths and reinforcing autonomy.

Cultural Sensitivity

- Recognize that norms around substance use differ across cultural, religious, and family contexts. Frame reflection in a way that validates participants' lived realities.
- Avoid stigmatizing language (e.g., "bad kids use substances"). Instead, highlight that all youth face decisions and pressures.
- Encourage culturally relevant protective values (e.g., family pride, religious beliefs, community responsibilities) as motivators for healthy choices.
- Be mindful that some youth may already have been exposed to substance use; avoid moralizing and instead emphasize resilience and choice.



2.5.2. Activity 2:
What Would You Do?
Real-Life Scenarios & Role Reflection

Objective:
Help participants explore situations where saying "no" to substances is difficult, and reflect on how different responses might affect their safety, identity, and relationships.

*This activity is best suited for groups that have been introduced to concepts of addiction, for example by having participated in activities in module 1. Introductions to Addictions in this manual.

Themes:
- Decision-Making and Responsibility
- Values
- Awareness

Learning Outcomes:
- Recognize common social situations where peer pressure or risky choices may occur
- Explore emotional and social challenges related to these situations
- Practice and strengthen refusal skills
- Reflect on personal values and motivations

Duration: 40–60 minutes

Participants: Small groups (5-6 participants) recommended

Materials: Printed scenario cards or handouts, flip chart or whiteboard, optional props for role-play

Instructions

1. Instructions (5 minutes)

• Set the tone for safety and openness. You might say:

"This activity helps us think about how we respond in difficult situations, especially when we feel pressure or uncertainty. It's not about right or wrong answers, but about exploring what feels true and safe for you."

• Explain the activity. You might say:

"We'll work with real-life situations that many young people face when it comes to peer pressure, loneliness, or being offered substances. We will explore different options for handling these situations"

2. Present the Scenarios

Choose 2–4 short scenarios. Read them aloud or hand them out.
Ensure they are translated or simplified if needed. Examples:

- At a party: "Someone offers you a drink and says, 'Come on, just one – everyone else is.'"
- Feeling alone: "You're new in the area and feel stressed. Someone offers you a pill and says it helps with anxiety."
- Peer pressure: "Your friends are smoking. One laughs and says, 'Don't be a baby – just try it.'"
- Belonging: "Someone says, 'If you want to be part of this group, you have to try.'"
- Quitting: "You've tried smoking before but want to stop. A friend offers you a cigarette."

Note to facilitators: The facilitators may find suitable scenarios in the examples above, or they might need to create other scenarios. In preparing scenarios that are relevant and appropriate for the specific youth group, facilitators will need to consider:

- age and maturity
- culture and religious backgrounds
- language proficiency

The scenarios presented to the group should be:

- relevant to the participant's lived experiences
- in accordance with legal and institutional guidelines relevant to the setting
- take into consideration the group dynamics and trust level between participants.

3. Group Work

Divide participants into small groups. Arrange seating to encourage face-to-face interaction. Each group picks one scenario and discusses:

- Why is it hard to say no here
- What could someone say or do to resist?
- What might help them feel stronger or safer?
- What could happen if they say yes? If they say no?

Option: Groups can briefly act out the scenario or create alternative endings.

Note to facilitators: Participants might struggle with abstract questions.Some participants may have lived experiences related to the scenarios. To engage participants and create emotional safety facilitators should:

- use simple, clear language in scenarios and questions.
- encourage peer translation within groups if needed.
- offer visual aids or icons to support comprehension
- rephrase questions rather than repeating them
- allow participants to opt out or choose less personal scenarios.
- avoid judgmental language.
- be prepared to support emotional responses with breaks or check-ins

4. Share and Wrap-Up

Each group shares one idea or strategy. As a group, collect useful refusal phrases on the board such as:

- *"No thanks, I don't feel like it."*
- *"I've got something important tomorrow."*
- *"I'm not into that."*

Debrief Questions:

- Which strategies felt realistic and useful?
- How does it feel to imagine saying no in different ways?
- Which phrases or approaches would you be most likely to use yourself?

Facilitator Tips

- Some participants may have lived experiences of trauma, loneliness, or social pressure.
- Ensure the activity remains respectful and supportive.
- Avoid judgmental language. Keep the focus on autonomy and self-respect.
- Use active listening and reflection. Acknowledge and thank participants who share personal experiences.
- Encourage the use of "I" statements (for example, "I would say...").
- Adapt scenarios to the cultural and social context of the group.

Annex: Extended Facilitator Guidance – Activity 2

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity

- This activity creates a safe environment to practice saying no in realistic situations. It builds confidence, supports self-respect, and equips youth with strategies to manage peer pressure.

Scientific Background (for facilitator preparation)

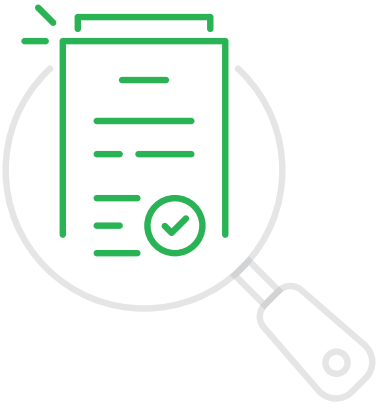
- Peer pressure is one of the strongest predictors of adolescent substance use.
- Practicing refusal strategies through discussion or role-play increases self-efficacy and resilience.
- Exploring ambivalence acknowledges that it is normal to feel both tempted and resistant in such situations.

Pedagogical Notes

- Encourage exploration, not perfect performance.
- Normalize the difficulty of saying no and emphasize that it becomes easier with practice.
- Validate all contributions as legitimate strategies.

Cultural Sensitivity

- In some cultures, direct refusal may be considered impolite. Include indirect strategies such as humor, excuses, or distraction.
- Acknowledge that gender and social expectations may shape how participants experience peer pressure.
- Validate diverse communication styles. Highlight that there is no single correct way to say no.



2.5.3. Activity 3: Truth or Trap

Objective:
Helping youth make informed decisions by developing their ability to analyze information and evaluate sources.

Themes:
- Media
- Critical thinking
- Decision-Making and Responsibility

Learning Outcomes:
- Apply critical thinking skills to assess the reliability and intent of various media sources
- Identify bias, emotional appeals, and assumptions
- Recognize the influence of media on decision-making

Duration: 40–60 minutes

Participants: Flexible group size; small groups recommended

Materials: Short media examples such as headlines, screenshots, or short video clips from TikTok, Snapchat, Instagram, etc.; projector or screen; flip chart or whiteboard (ensure examples are age-appropriate and not graphic or triggering)

Instructions

1. Instructions:

Explain the purpose of the activity. You might say:

• "This activity helps you become more aware of how media influences your thoughts and choices. It's about learning to ask questions, not just accept what you see. Critical thinking is empowerment. It allows you to actively assess information and increase your awareness of how your decisions might be influenced by others."

2. Present different forms of information such as headlines from articles or reels from TikTok, Snapchat, or other social media platforms.

Note to facilitator: Choose examples from platforms the participants use (e.g., TikTok, Instagram, YouTube Shorts). Avoid graphic or triggering content. Include both positive and problematic examples. Translate or explain unfamiliar terms

Types of media examples include:

Advertisement for;

- Cigarettes
- Alcohol
- Vaping
- Energy drinks
- Public health campaigns (e.g. anti smoking)

Social media content;

- Influencer posts showing substance use or party culture
- Memes or TikToks that normalize or joke about addiction
- Hashtags or trends

TV shows;

- Documentaries
- Portrayal of addiction in TV-series or movies
- News

The facilitator will need to consider what is relevant and appropriate for the specific youth group when choosing which forms of information to use in the activity.

3. Group Work:

Divide participants into small groups.Each group discusses the information they are given by considering:

- What evidence is provided to support the claim? Is it strong or weak?
- Can you identify any assumptions the author or presenter is making?
- Are there alternative viewpoints?
- Who created this content? What do you know about them?
- What is the purpose of this source? (to inform, persuade, sell, entertain)
- How does this information impact your opinion on the topic?
- What more would you need to know to make a decision related to the topic?
- Is your decision-making influenced by emotional appeals in the segment?
- What might be the consequences of acting on false or biased information?

Note to facilitator: Provide a worksheet or visual guide with the questions. If needed use simplified versions like:

- "Who made this?"
- "What do they want you to think or feel?"
- "Is this true? How do you know?"

4. Debrief Questions
Invite voluntary sharing of insights:
- Did anyone change their views on any sources they rely upon for information through this exercise?
- Which media sources did you find most reliable, and why?
- How did emotional appeals affect your judgment?
- What strategies could you use in the future to spot bias or misinformation?

Facilitator Tips
- Be trauma-aware: avoid overly graphic or distressing examples.
- Do not correct or impose your own views about which sources are reliable. The goal is for participants to develop their own skills in evaluating information.
- Encourage youth to reflect on how media affects them personally, and how they can use critical thinking to strengthen decision-making.

Annex: Extended Facilitator Guidance – Activity 3

(Prepared for the facilitator; if shared with participants, summarize and simplify.)

Purpose of the Activity
- This activity builds media literacy and critical thinking skills, empowering youth to evaluate information sources independently. It reduces susceptibility to manipulation, misinformation, and peer or media pressure.

Scientific Background
- Media strongly shapes attitudes, norms, and behaviors, particularly among youth who rely heavily on social platforms for information.
- Critical thinking involves questioning evidence, identifying bias, and considering the purpose and intent of communication.
- Exposure to multiple perspectives encourages independent judgment and reduces the risk of acting on misinformation.

Pedagogical Notes
- Many participants may respond better to short texts, images, or videos than to lengthy articles.
- Social media examples are especially relevant, since these are common sources of information for youth.
- Keep the tone exploratory, the aim is not to label sources as “good” or “bad,” but to practice evaluation.

Cultural Sensitivity
- Be mindful of culturally relevant media platforms or sources.
- Ensure that examples reflect diversity without reinforcing stereotypes.
- Acknowledge that cultural and political contexts may shape perceptions of media trustworthiness.



Module 6:
Health and Well-being

Explanation:
For many young people, especially those navigating migration and new environments, maintaining health and well-being can be a challenge. Stress, social pressures, and limited access to familiar support systems may increase vulnerability to unhealthy coping strategies, including substance use or other risky behaviors. Promoting health and well-being is therefore a key protective factor in preventing addiction and supporting resilience.
This module focuses on empowering participants to understand the connection between physical and mental health, emotions, and behavior. It encourages young people to explore how stress, emotions, and lifestyle choices affect their overall well-being, and how positive health practices can reduce the risk of substance misuse. Through interactive discussions, stress-management exercises, and group reflections, participants will strengthen self-awareness, learn healthy coping strategies, and build a supportive network among peers.

Module Objectives:
After completing this module, participants should be able to:
- Understand the link between well-being and addiction prevention.
- Recognize stressors and emotional triggers that may increase vulnerability to risky behaviors.
- Develop healthy coping strategies for managing stress, anxiety, and difficult emotions.
- Identify lifestyle habits (nutrition, sleep, exercise, social connection) that promote resilience.
- Strengthen self-care routines and positive decision-making skills.
- Explore community and peer resources that support healthy living and recovery.

Important Note for Facilitators:
- Foster a supportive and non-judgmental atmosphere where participants feel safe to share or reflect.
- Avoid stigmatizing language when discussing addiction or health challenges.
- Emphasize empowerment and self-care rather than risk or fear-based messages.
- Be mindful of participants' emotional safety, some may have personal or family experiences related to addiction.
- Encourage collective support and peer empathy as key elements of well-being and prevention.



2.6.1. Activity 1:
Two Faces of the Digital World

Objective:
To help participants recognize both the positive and negative aspects of technology, develop critical thinking skills, and creatively produce digital content.

Themes:
- Well-being
- Media
- Critical thinking

Learning Outcomes:
- Differentiate between the benefits and risks of technology
- Recognize both positive and negative aspects of the same topic
- Gain creative thinking and content production skills
- Understand the importance of conscious and balanced use of digital platforms
- Develop collaboration and communication skills through group work
- Create messages that raise social awareness

Duration: 60 minutes

Participants: Up to 30

Materials: Flipchart paper, colored markers, tape



Instructions

1. Divide participants into four groups. Two groups work on "Positive Aspects of Technology" and two groups on "Negative Aspects of Technology." Assign topics by drawing lots if desired.
2. Explain the task. Tell participants they will create a project to raise awareness about their assigned aspect of technology.
3. Content Creation
- Each group prepares digital media content based on their assigned topic.
- Guiding questions can be printed or written on the board.
- Participants may focus on one or several aspects.
- Content can take the form of an Instagram post or story, poster, written post, or even a series of posts (X/Flood style).
- Allow 40 minutes for group work.

4. Presentation:
- Each group presents their content to all participants.
- Encourage groups to share their content on their own social media accounts.

Guiding Questions for Positive Aspects:	Guiding Questions for Negative Aspects:
How does technology make your daily life easier?	*In what situations does technology lead to time loss?*
How does it support your learning or studies?	*Does it negatively affect your social relationships?*
What aspects of communication with friends are easier?	*How does it affect your sleep, attention, or mood?*
What does it provide in terms of entertainment or hobbies?	*Have you encountered misinformation or negative content?*
How can it help you achieve your future goals?	*Are there moments you find hard to control your usage?*

Follow-up Questions for Volunteers:

- Which idea stood out most in the content you prepared?
- Which positive aspect of technology would you like to develop more in the future?
- Which negative aspect would you like to reduce?

Facilitator Nots

- Prepare materials before the activity.
- Participants may struggle to distinguish between positive and negative aspects. Remind them that the same element can have both good and bad sides (e.g., social media can ease communication with friends but harm sleep if overused).
- Circulate among groups to support the creative process.
- Emphasize message impact and creativity rather than technical design skills. Professional design is not required; the focus is on clarity of message.
- When presenting, groups should explain both their content and the reasons behind their choices.
- Highlight common themes across groups during discussion (e.g., if all groups mention sleep, identify it as a shared issue).
- Reinforce the balance message: technology is neither completely bad nor completely good. Conscious use and self-control are key.

Annex: Extended Facilitator Guidance – Activity 1

(Prepared for facilitator. If shared with participants, summarize and simplify.)

Purpose of the Activity

- Support youth in reflecting on the role of technology in their lives
- Emphasize both benefits and risks of digital platforms
- Encourage conscious, balanced use rather than restriction

Scientific Background

- Technology is central in education and social life. Used consciously, it supports learning, communication, and creativity.
- Online resources and remote learning tools enhance academic development.
- Social media provides platforms for self-expression, skills, and awareness of social issues.
- Unconscious or uncontrolled use leads to risks that impact well-being and relationships.

Key Risk Areas

Time Management and Attention

- Social media, games, and online platforms maximize engagement, leading to long hours online.
- Reduces time for studying, hobbies, and family interaction.
- Notifications and continuous content streams shorten attention spans.

Sleep Patterns and Physical Health

- Screen light disrupts sleep hormones and sleep quality.
- Sleep deprivation impacts mood and routines.
- Prolonged screen time reduces activity and causes back pain, eye strain, and fatigue.
- Habits like eating in front of screens or skipping meals create health problems.

Psychological Effects

- Social comparison lowers self-esteem and increases anxiety.
- Focus on likes or followers ties self-worth to external approval.
- Excessive screen time harms relationships and increases loneliness.

Misinformation and Negative Content

- Social media spreads unverified or manipulative information.
- False or biased content influences decision-making.
- Posts may promote substances, unhealthy products, or risky behaviors.
- Harmful content such as violence, hate speech, or discrimination damages mental well-being.
- Exposure reduces critical thinking if trends are followed blindly.

Cyberbullying and Safety Issues

- Includes insults, threats, exclusion, humiliating



posts, or sharing images without consent.
- Leads to anxiety, low self-esteem, and loneliness.
- Risks include oversharing personal information, interacting with strangers, or hacked accounts.
- Strategies include strong passwords, avoiding oversharing, and reporting bullying.

Addiction Risk
- Infinite scrolling, notifications, and reward systems mimic addictive patterns.
- Excessive use disrupts studying, sleep, and family life.
- Technology use as "escape" from emotions hinders coping skills.
- Risk is not only screen time but its interference with other life areas.
- Balanced use and boundaries are crucial.

Pedagogical Notes
- Encourage participants to reflect on their own habits and share real-life examples.
- Use visual or creative outputs to make abstract ideas (like balance or control) more concrete.
- Emphasize self-regulation as a skill that can be learned and strengthened.
- Support different expression styles; some youth may prefer drawing, others discussion.

Cultural Sensitivity
- Be mindful that access to technology varies, avoid assumptions about device use or social media platforms.
- Recognize that online expression norms differ by culture and gender; avoid judging online behaviors.
- Frame "conscious use" positively rather than as restriction or criticism.
- Validate that digital connection can be an important emotional and cultural bridge, especially for displaced or migrant youth.



2.6.2. Activity 2: My Digital Day Map

Objective:
To help participants visualize how they spend their day, increasing awareness of time management and digital usage.

Themes:
- Digital
- Awareness
- Well-being

Learning Outcomes:
- Recognize how daily time is distributed
- Reflect on the balance between digital tools and other areas of life
- Identify which activities are energizing and which are time-consuming
- Set small, concrete, and achievable personal goals
- Understand the relationship between goal setting and time management
- Develop healthy habits that support digital balance

Duration: 30 minutes

Participants: Up to 30 Materials: A4 paper, pens, colored pencils, flipchart, whiteboard marker

Instructions

1. Give each participant a sheet of paper and ask them to draw a large clock.
2. Ask participants to think about their day and how they allocate time across activities such as social media, digital games, sleep, meals, work or study, hobbies, and physical activity. Display these categories on a flipchart or whiteboard in color for reference.
3. Have participants calculate the approximate time spent on each activity and note it on their paper.
4. Ask them to place each activity in the corresponding time slots on their clock diagram.
5. Lead reflection using guiding questions:
- How do I feel while doing this activity (good, normal, tired)?
- Does this activity give me energy or drain me?
- Does this activity bring me closer to or further from my goals?
- Which activities would I like to reduce or increase?

6. Ask each participant to write one small, actionable goal to balance their digital use, such as "I will not use my phone 1 hour before bedtime" or "I will meet friends outside more often." Encourage them to place this goal somewhere visible as a reminder.

Debrief Questions:
- Which activities take up more time than expected?
- Which activities make you feel energized versus drained?
- What small change would make the biggest positive difference in your day?

Facilitator Tips:
- Prepare a colorful list of daily areas to help participants generate ideas.
- Before the activity, draw your own clock and show it to the participants as an example
- Clarify that time spent commuting, at school, or at work is excluded since it is not under personal control.
- Support participants with calculations using prompts like "How many hours do you spend sleeping?"
- Allow voluntary sharing; never force.
- Encourage realistic and small goals rather than extreme changes.
- Normalize differences in routines and avoid judgmental language.
- If participants struggle, guide them with gentle prompts rather than correcting.
- Highlight that balance is key: even enjoyable digital activities can become problematic if they displace sleep, study, or social connections.
- Reinforce that the purpose is empowerment, not restriction.

Annex: Extended Facilitator Guidance – Activity 2

(Prepared for facilitator. If shared with participants, summarize and simplify.)

Purpose of the Activity

- This activity helps participants visualize how they spend their day, making hidden patterns of digital use visible. It supports reflection on balance and empowers youth to set realistic goals for healthier habits.

Scientific Background

- Planning daily life with awareness increases efficiency and supports well-being academically, socially, and personally.
- Time planning involves conscious organization of activities, setting priorities, and creating balanced routines.
- Digital tools can support learning and communication, but uncontrolled use can crowd out sleep, physical activity, and face-to-face interaction.
- Goal setting works best when connected to daily life and long-term aspirations such as academic success, hobbies, or social relationships. Small, concrete, and achievable goals are most effective.
- Visualization of daily routines motivates behavior change by making patterns clear and manageable.

Pedagogical Notes

- The clock diagram is simple, visual, and accessible even for participants with low literacy.
- The activity focuses on reflection and self-awareness, not perfection or accuracy in time calculations.
- Group discussion should be supportive, emphasizing choice and self-determination.

Cultural Sensitivity

- Respect differences in how time is structured (for example, prayer, extended family duties, or work responsibilities).
- Validate cultural and social activities as meaningful, even if they do not fit neatly into "productive" categories.
- Acknowledge economic or structural barriers that may limit choices (for example, long commutes, lack of safe outdoor spaces).



2.6.3. Activity 3: My Digital Balance

Objective:
To help participants recognize the negative effects of digital technology and signs of dependency, develop practical solutions for these situations, and increase awareness about healthy digital balance.

Themes:
- Digital
- Decision-Making and Responsibility
- Critical thinking

Learning Outcomes:
- Identify behaviors indicating digital addiction
- Develop practical solutions for different situations
- Apply critical thinking and problem-solving skills
- Exchange ideas with peers and practice empathy
- Create healthy digital usage strategies suitable for their own lives
- Enhance active participation, collaboration, and communication within a group

Duration: 30 minutes

Participants: Up to 30

Materials: Symptom cards, music

Instructions

1. Distribute one technology addiction symptom card to each participant. Duplicate cards if necessary.
2. Ask participants to stand in the activity area. Play energetic instrumental music while they move around.
3. When the music stops, participants pair up in groups of two or three and discuss one practical solution for the symptom on their card.
4. When the music resumes, participants exchange cards and continue moving.
5. When the music starts again, participants are asked to pair up with different people.
6. Repeat the process for five rounds.
7. After the rounds, ask participants to sit in a circle. Facilitate a discussion where they share the solutions they developed and reflect on what they learned.

Examples of Symptom Cards:
"I check my phone right before sleeping and immediately after waking up."
"I prefer online friends over meeting friends in person."
"I constantly feel the need to check notifications."
"Staying up late for games or social media disrupts my sleep."
"I cannot eat without watching something."
"Negative comments on my social media posts affect my mood."
"I mostly spend my time at home on my phone or playing games."
When I'm studying or working, my mind keeps going back to my phone or computer.
"I find it hard to turn off my phone or put it away."
"When I'm bored, I immediately look at my phone or screen."
"When I spend a long time in front of a screen, my eyes get tired or hurt."
"Sometimes I spend too much time on my phone and have to postpone the homework or tasks I want to do."
"I see posts on social media that make me uncomfortable."
"When my friends invite me to an online game, I can't say no even if I don't want to."

Debrief Questions:
- Which symptoms felt most relatable to you?
- Which solutions do you think would work best in your daily life?
- How did it feel to exchange ideas with different partners?
- What small change can you commit to trying this week?



Facilitator Tips:
- Prepare or copy symptom cards in advance and choose suitable music.
- Predefine movement and seating areas.
- Clarify card meanings if participants are unsure.
- Guide but avoid giving ready-made answers.
- Remind participants to exchange cards each round.
- Encourage quiet or hesitant participants; emphasize that brainstorming itself is valuable.
- Keep the tone supportive and non-judgmental.
- Emphasize that everyone struggles with some of these behaviors; normalize their experiences.
- If participants struggle, provide guiding questions like "What helps you resist the urge to check your phone?" or "What alternatives could replace this habit?"
- Avoid framing solutions as bans or punishments; focus on balance and conscious choice.

Annex: Extended Facilitator Guidance – Activity 3

(Prepared for facilitator. If shared with participants, summarize and simplify.)

Purpose of the Activity

- This activity builds awareness of technology dependency by making abstract problems concrete and relatable through symptom cards. The playful movement format increases energy, while peer-to-peer exchange helps generate practical strategies.

Scientific Background

- Digital addiction is not limited to time spent online but also includes loss of control, dependency, and interference with daily life.
- Common signs include compulsive checking, disrupted sleep, strained relationships, and reduced focus on academic or personal goals.
- Research highlights that screen habits often serve emotional functions, such as escaping boredom, stress, or loneliness. Healthy coping strategies are needed to prevent digital dependency.

Pedagogical Notes

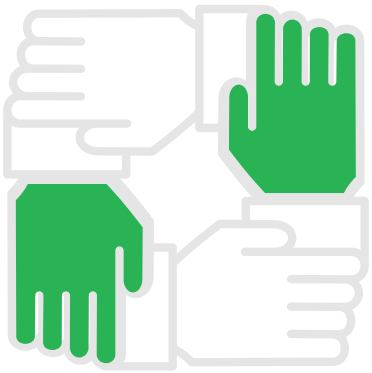
- Movement and music maintain engagement and reduce the heaviness of discussing "addiction."
- The exchange of cards ensures variety and multiple perspectives.
- Short rounds prevent overthinking and encourage spontaneous idea generation.
- The circle discussion at the end reinforces group solidarity and empathy.

Cultural Sensitivity

- Validate different patterns of use (e.g., some families encourage digital connection with relatives abroad, which may look like "excessive" screen time but has positive value).
- Be mindful of gender differences in digital activities and encourage diverse perspectives.
- Respect that some participants may not want to disclose personal struggles; allow them to speak hypothetically.

Practical Strategies

- Set screen limits (e.g., 45 minutes of gaming followed by 15 minutes of walking).
- Place the phone outside the room while studying; try the Pomodoro method.
- Avoid screens 30 minutes before bed; use an alarm clock.
- Plan one weekly face-to-face meeting with friends.
- Practice short "phone-free" intervals, gradually extending them.
- Use the 20-20-20 eye health rule during long screen sessions.
- Mute notifications and check at set times.
- Create pre-bed routines without screens (reading, music).
- Block or mute accounts that cause distress.
- Practice saying "no" to online invitations clearly and confidently.



2.6.4. Activity 4:
Energy Boost – Moving Together

Objective:
To experience how simple, low-effort physical activities can improve mood, reduce stress, and build group connection.

Themes:
- Stress Management
- Physical activity
- Peer support

Learning Outcomes:
- Participants notice the link between movement and emotional or physical energy
- Participants learn at least two to three simple exercises they can do anywhere, without equipment
- Participants recognize that small steps, not perfection, support well-being

Duration: 25–30 minutes Group

Participants : Up to 20 participants

Materials: Open space with chairs moved aside; music (optional, culturally appropriate)

Instructions

1. Warm-Up (5 minutes). Lead participants through gentle stretches for arms, shoulders, neck, and back. Keep it light and fun.
2. Movement Circuit (10 minutes). Rotate participants through three to four short activities, for example one minute walking in place, one minute stretching arms wide, one minute slow squats, and one minute shaking out arms or legs. Emphasize choice: participants may sit and do smaller versions if needed.
3. Group Reflection (5–10 minutes). Ask participants how their bodies feel now compared to before. Encourage noticing small changes such as feeling more relaxed, awake, or smiling.
4. Closing Tip (5 minutes). Share one easy routine idea, such as drinking a glass of water and stretching when waking up, or taking five minutes to walk during breaks.

Debrief Questions:
- How did your body feel before the activity? How does it feel now?
- What small movement or habit could you add to your daily life to feel more energized?
- How can movement help when you feel stressed or low in mood?

Facilitator Tips:
- Keep the activity playful, not like a gym class
- Normalize different comfort levels, as some may feel shy moving in groups
- Offer alternatives for participants with limited mobility
- Be sensitive to cultural norms; in mixed-gender groups, adapt as needed
- Emphasize that there is no right or wrong, even small efforts count
- Watch for participants who may feel self-conscious; normalize shyness and highlight that participation can be small.
- Offer seated alternatives or reduced movements to ensure inclusivity.
- Encourage but do not pressure participation; validate all levels of effort.
- Use culturally appropriate music and adapt activity format for cultural sensitivities in gender-mixed groups.



Annex: Extended Facilitator Guidance – Activity 4

(Prepared for facilitator. If shared with participants, summarize and simplify.)

Purpose of the Activity

• This activity helps participants connect physical movement with emotional and mental well-being. By introducing simple, low-effort exercises, it emphasizes accessibility and the idea that small actions can meaningfully improve mood and reduce stress.

Scientific Background

• Physical activity boosts mood-regulating chemicals such as endorphins and serotonin. Even short, low-intensity movement can decrease tension and increase alertness.

• Research shows that small "movement snacks" throughout the day reduce stress and improve focus, especially for youth who spend long hours on screens.

• Movement in group settings also enhances social connection and shared positive emotions, strengthening cohesion.

Pedagogical Notes

• Activities should be light-hearted and adaptable; avoid turning the session into a formal workout.

• Emphasize effort over performance; participants should not feel judged.

• Encourage group bonding through humor, shared experiences, and relaxed energy.

• The reflection phase is as important as the activity itself, it consolidates awareness of benefits.

Cultural Sensitivity

• Respect cultural or religious norms around mixed-gender activity and movement. Offer flexibility in group composition if needed.

• Recognize that participants may have varying levels of comfort with physical expression; keep activities neutral and adaptable.

• Validate culturally specific or personal movement practices (e.g., walking to the mosque, traditional dances, prayer stretches) as equally valuable ways of boosting energy.



2.6.5. Activity 5: **Better Sleep**

Objective:
To help participants reflect on their evening digital habits and explore small, realistic changes that support better sleep.

Themes:
- Digital
- Sleep hygiene
- Well-being

Learning Outcomes:
- Participants understand how screen use before bed can affect sleep quality and next-day energy
- Participants identify their own late-night digital routines
- Participants choose one small change to try to improve sleep hygiene

Duration: 30 minutes

Group Size: Up to 15 participants

Materials: Paper, pens, flipchart or whiteboard, optional sticky notes

Instructions

1. Quick Brainstorm (5 minutes). Ask participants: "What do you usually do in the hour before you sleep?" Collect answers on a flipchart (e.g., scrolling social media, gaming, messaging family abroad, eating).
2. Info Input (5 minutes). Explain how different evening habits can affect sleep quality and next-day energy. Include examples such as:
• Going to bed at irregular times or staying up too late
• Consuming caffeine, sugar, or heavy meals before bed
• Lack of physical activity or overstimulation close to bedtime
• Bright lights, noisy environment, or uncomfortable room temperature
• Mental stress or racing thoughts
• Technological devices Connect this to well-being and risk factors (e.g., poor sleep → lower mood, less focus, higher likelihood of unhealthy coping behaviors). Check info box.
3. Personal Reflection (10 minutes). Ask participants to write or draw one habit they do at night that helps sleep and one that makes sleep harder.
4. Sharing and Wrap-Up (10 minutes). Invite volunteers to share examples. Encourage each participant to choose one small, realistic change they can try for the next week.

Debrief Questions:
• How do your evening habits affect your sleep and how you feel the next morning?
• Which small change feels realistic for you to try?
• How might better sleep support your mood, energy, and health?

Facilitator Tips:
• Normalize difficulties, many youth struggle with sleep; avoid shaming
• Share sleep hygiene tips. Check info box.
• Emphasize choice, each participant decides what works for them
• Offer culturally relevant calming alternatives such as prayer, herbal tea, or stretching
• Keep tone light and hopeful, focus on growth, not strict rules
• Avoid judgment or imposing strict rules; instead, frame improvements as experiments to try.
• Acknowledge barriers (e.g., sharing a room, family responsibilities, online connections). Encourage creative solutions rather than "all-or-nothing" restrictions.
• Reinforce that even small adjustments can have real impact.
• Model empathy and understanding; some youth may already feel guilty about late-night habits.

Annex: Extended Facilitator Guidance – Activity 5

(Prepared for facilitator. If shared with participants, summarize and simplify.)

Purpose of the Activity

• This activity raises awareness about the impact of evening habits on sleep quality and helps youth identify small, achievable changes. Sleep is directly linked to mood, focus, and resilience; all important for reducing vulnerability to risky behaviors.

Scientific Background

Evening habits can affect sleep quality and next-day energy:

• Going to bed late, irregular sleep times, or skipping physical activity can make it harder for the body to recover, leading to fatigue and lower concentration the next day.

• Eating heavy meals, sugar, or caffeine close to bedtime can disturb digestion and interfere with falling asleep. Bright lights, noise, or using phones and other devices before bed increase alertness and make it harder for the body to relax.

• Mental stress or racing thoughts can keep the mind active, preventing restorative sleep.

Connect to well-being and risk factors:

• Poor sleep affects mood, attention, and energy, making it harder to cope with daily challenges.

• Sleep disruption can increase impulsivity, stress, and the likelihood of turning to unhealthy coping strategies.

• Calming routines, regular sleep times, and minimizing stimulation before bed help improve sleep quality and overall resilience.

Consistent "sleep hygiene" practices (screen-free time, calming routines) improve rest and resilience.

Tips for Sleep Hygiene:

• Go to bed and wake up at consistent times, even on weekends.

• Avoid naps during the day.

• Avoid caffeinated drinks in the afternoon/evening (coffee, tea, energy drinks, cola).

• Use your bed only for sleeping.

• Avoid heavy meals in the evening.

• Avoid using phones, tablets, or computers before bed.

• Be physically active during the day (walking, sports).

• Avoid intense mental activities right before bed (e.g., homework, studying).

• Create a pleasant sleep environment (fresh air, clean bedding, tidy room).

• Consider a relaxing bedtime ritual (e.g., pajamas, brushing teeth, preparing bed).

Pedagogical Notes

• Brainstorming before instruction helps participants connect information to their lived experiences.

• Personal reflection and drawing options allow expression for different learning styles and literacy levels.

• Ending with goal setting encourages ownership and small, manageable change.

Cultural Sensitivity

• Validate culturally meaningful evening practices such as prayer, family communication, or traditional teas.

• Encourage flexibility. Participants may adapt strategies to fit their cultural and household routines.

• Emphasize balance, not prohibition, to respect diverse family and social contexts.



Module 7:

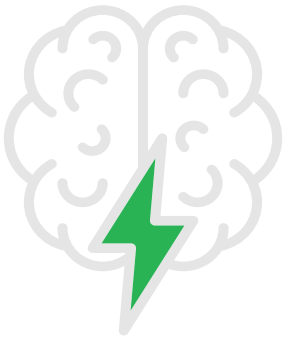
Life Skills

Explanation:
Adolescence and young adulthood are times of rapid change. New experiences, shifting identities, and increasing responsibilities. For young people with migration backgrounds, adapting to new social and cultural contexts can bring both opportunities and challenges. In this process, developing strong life skills becomes a foundation for healthy decision-making and resilience against risky behaviors, including substance use.

This module focuses on building essential life skills that help young people navigate daily challenges with confidence and self-awareness. Participants will explore practical competencies such as communication, emotional regulation, problem-solving, and goal setting. Strengthening these skills supports not only personal growth and social integration but also serves as a protective factor against addiction by promoting healthy coping strategies and a sense of agency. Through interactive workshops, cooperative games, and real-life scenario discussions, participants will learn to express themselves clearly, manage conflict, and make informed choices aligned with their values and long-term goals.

Module Objectives:
After completing this module, participants should be able to:
- Understand the concept of life skills and their importance in everyday decision-making.
- Develop effective communication and assertiveness skills to handle peer and social pressures.
- Strengthen problem-solving, decision-making, and emotional regulation abilities.
- Identify personal strengths and apply them to overcome challenges.
- Recognize how life skills contribute to resilience and prevention of risky behaviors.
- Build self-confidence and a sense of responsibility toward personal and community well-being.

Important Note for Facilitators:
- Encourage participation through inclusive and interactive activities that respect cultural diversity.
- Avoid judgmental feedback, focus on skill development rather than performance.
- Be attentive to group dynamics and ensure everyone has a voice in discussions.
- Use examples that reflect real-life challenges young people may face, including those related to migration and adaptation.
- Reinforce the link between strong life skills, emotional resilience, and prevention of substance use or other risky behaviors.



2.7.1. Activity 1:
My Brain, My Superpower

Objective:
To help migrant youth understand why they are more open to risk-taking during adolescence and early adulthood, how their brain development offers both opportunities and vulnerabilities, and how they can use this knowledge to make healthy choices.

Themes:
- Decision-Making and Responsibility
- Authonomy
- Awareness

Learning Outcomes:
- Recognize the neurobiological reasons behind adolescent risk-taking and sensation-seeking
- Identify both the risks and advantages of the brain's flexibility (neuroplasticity)
- Reflect on common thinking patterns (personal fable, imaginary audience, egocentrism) and how these can affect choices

Duration: 40–50 minutes

Group Size: Up to 15–20 participants

Materials: Flipchart or whiteboard and markers, sticky notes or index cards, "brain zones" handout (frontal lobe, limbic system, reward system simplified), optional toy car or printed picture of a car

Instructions

1. Icebreaker – Superpower Brain (5–7 minutes)
• Ask:
"If your brain had a superpower, what would it be?"
• Write responses on the board.
• Summarize:
"Adolescent brains do have superpowers. Faster learning, greater adaptability, and stronger recovery. But these strengths also come with a craving for novelty and excitement."

2. Mini-Lesson + Interactive Metaphor – Fast Car, Slow Brakes (12–15 minutes)
• Draw a car (reward system) and a brake pedal (frontal lobe).
• Explain: The reward system is highly active → loves newness and excitement. The frontal lobe is still developing → weaker impulse control.
• Use metaphor: "Your brain is like a sports car with a powerful engine (fast learning, creativity, deep feelings) but brakes are still under construction."
• Optional: Demonstrate with a toy car hitting a *"wall."* Ask: *"What happens if brakes don't work in time?"* → Link to risk-taking.
• Close on a positive note: "As you grow, your brakes get stronger, but your fast engine (creativity and openness) stays. Knowing this helps you steer your choices wisely."

3. Cognitive Errors Game (12–15 minutes)
• Introduce three thinking patterns (Check info box):
• Personal Fable: *"Nothing bad will happen to me."*
• Imaginary Audience: *"Everyone is watching me."*
• Egocentric Thinking: *"My feelings are the most important right now."*
• In small groups, give scenarios on sticky notes
"I can smoke once, I won't get addicted" (personal fable)
"If I post this selfie, everyone will judge me." (Imaginary Audience)
"I feel stressed now, so I need to play games or scroll Instagram immediately." (Egocentric Thinking)
• Groups decide which thinking error it shows and discuss how such thoughts can make risks tempting.
• Facilitate reflection: *"How can knowing these patterns help you pause before making a choice?"* (e.g., *"I might stop and think, 'Is this really safe?' or 'Could this have consequences?'"* or *"I can ask myself if I'm just following others or acting on my own choice"*)

4. Reflection & Wrap-Up (5–10 minutes)
• Circle discussion: *"What is one strength of your brain you are proud of?"*
• Ask: *"How can this strength help you make better choices in the future?"*

Debrief Questions:
• What did you learn about how your brain works during adolescence?
• How can the "fast car, slow brakes" image help you remember to pause before taking a risk?
• What is one positive thing you discovered about your brain today?

Facilitator Tips:

- Keep the car/brake metaphor playful and interactive.
- Highlight strengths as much as risks (learning, creativity, adaptability).
- Adapt scenarios to cultural context (e.g., online dares, sports risks, skipping school).
- Avoid framing migrant youth as "at risk", frame the activity as empowerment.
- Validate without judgment if participants share personal risky experiences.
- Keep tone positive, avoid pathologizing or moralizing about youth behavior.
- Frame risk-taking as a double-edged sword: it can lead to harm but also fuels creativity, innovation, and learning.
- Encourage active participation, but avoid pushing personal disclosures.
- Support peer learning, let youth explain thinking patterns to each other.

Annex: Extended Facilitator Guidance – Activity 1

(Prepared for facilitator. If shared with participants, summarize and simplify.)

Purpose of the Activity

- To help participants understand how adolescent brain development influences decision-making, both positively and negatively. The activity reframes risk-taking as part of growth, while equipping youth with strategies to manage it.

Scientific Background

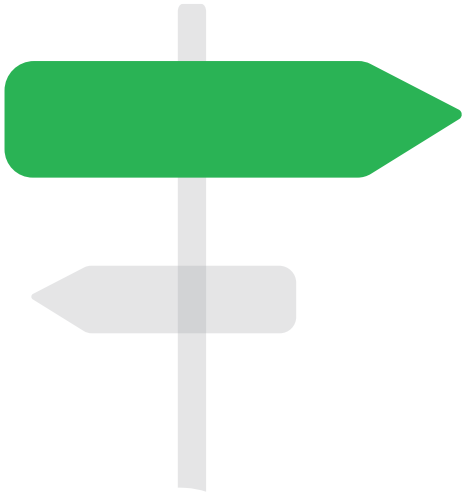
- Adolescence is a period of heightened brain plasticity. The limbic/reward system develops earlier than the frontal lobe, creating a mismatch: stronger sensitivity to rewards but weaker impulse control.
- This "mismatch" explains sensation-seeking, risk-taking, and emotional intensity during adolescence.
- Common thinking patterns (personal fable, imaginary audience, egocentrism) further influence risky choices but also support identity exploration:
- Personal Fable: Teenagers often feel invincible or unique, believing that negative consequences won't happen to them. Example: "I can try this drug once; nothing bad will happen." This thinking can lead to underestimating risks and taking unsafe actions.
- Imaginary Audience: Teens may feel like everyone is constantly watching, noticing, or judging them. Example: "Everyone will see me fail if I refuse to join the game." This can increase social pressure and anxiety, influencing decisions.
- Egocentric Thinking: Teens focus on their own feelings, needs, or desires, often overlooking how their actions affect others or long-term outcomes. Example: "I want to keep playing this game now, even if I have homework to do later." This can make impulsive or risky behaviors more likely.
- When supported, adolescent brains are highly resilient, making this stage an ideal window for learning healthy coping skills.

Pedagogical Notes

- The car/brake metaphor is memorable and effective for explaining neurodevelopment.
- Scenarios make abstract concepts (like cognitive errors) concrete and relatable.
- Reflection rounds ensure participants leave with a sense of strength and pride rather than deficiency.

Cultural Sensitivity

- Validate culturally specific risks (e.g., migration-related pressures, family expectations, peer norms).
- Avoid stereotypes of migrant youth as more vulnerable; highlight universality of adolescent brain development.
- Use culturally relevant examples for scenarios (e.g., social media trends, local leisure activities).



2.7.2. Activity 2: Stop, Think, Choose

Objective:
To help young people develop problem-solving and decision-making skills.

Themes:
- Problem-solving skills
- Emotions
- Decision-Making and Responsibility

Learning Outcomes:
- Improve the ability to recognize and articulate problems.
- Understand that multiple solutions may exist for a single problem.
- Experience the role of emotions and thoughts in decision-making.
- Gain different perspectives by listening to peers.

Duration: 60 minutes

Participants: 30

Materials: Problem cards, emotion cards

Instructions

Warm-Up:

1. Participants stand freely in a large space. The facilitator announces that they will play a game.
2. The facilitator introduces three commands using a loud voice and body movements:
- "Go" → Participants take a few steps forward.
- "Stop" → Everyone freezes.
- "Turn" → Everyone turns around.

3. The facilitator gives the commands in sequence and waits for participants to respond.
4. Once participants are familiar with the commands, the facilitator can speed up the rhythm or change the order.
5. Commands are performed silently, without speaking.
6. The game continues for 3–4 minutes.
7. For participants who struggle with language, the commands are demonstrated physically.
8. After a few rounds, the facilitator adds emotions to the commands. Participants express the indicated emotion through facial expressions and body language. Emotions can be increased if desired (e.g., sad, excited, relaxed, angry).
- "Go – happily!"
- "Stop – surprised!"
- "Turn – scared!"

9. At the end of the game, the facilitator makes a brief transition:
- "Just like in this game, in life we sometimes need to pause, notice our emotions, choose a direction, and make decisions. Now, we will explore some situations together. Each group will receive a small scenario (problem) card and will discuss what people might feel and what decisions they could make."

Main Activity

1. The facilitator divides participants into groups of up to five. Each group receives a different problem card and emotion cards and works in a separate corner of the activity space.

Sample problem cards include:
- A friend wants you to do something you don't want to do.
- Your parents misunderstand you and start shouting.
- You cannot finish a task at home/school/work on time.
- You moved to a new place and want to join a group of peers.
- You want something from your family, but they refuse.
- Two friends are fighting, and you are caught in the middle.
- You argued with your family because of phone/game time.
- You are asked to speak in public but feel shy.
- You receive a negative comment on social media.
- A friend keeps teasing you in a joking manner.

2. The facilitator gives the following instruction: *"What might a person feel in this situation? First, identify the emotion, then think about which solution might give the best outcome."*

Each group follows these three steps:
- Pause: "What am I feeling?" → Choose an emotion card.
- Think: "Which solution fits this feeling best?"
- Decide: "Which solution do we choose and why?"

3. Each group reads the problem from the card, shares the emotion they selected, the solution they chose, and the reason with the whole group.
4. After all presentations, the entire group sits in a circle. The facilitator leads a reflective discussion:
- What did you notice during the group work today?
- What is the first thing you usually do when faced with a problem?
- Can you remember a moment when you felt strong in making a decision?
- Which of today's lessons could be most useful in your own life?

Facilitator Tips:

- Give commands and instructions in short, clear statements and support them with visual cues.
- Use body language or example movements, especially for participants who have language difficulties.
- For each problem, present both positive and negative solution options, allowing participants to choose one.
- Encourage discussion by asking questions such as, "What other solution could work?"
- Move among small groups to clarify questions and provide guidance.
- Focus on exploring different options rather than right/wrong answers. Use open-ended questions like, "What would you do?" or "Could there be another way?"
- Alternatively, for groups that struggle to find solutions, pre-prepare positive and negative solution options and ask participants to evaluate them.

Examples:

- **Situation 1:** "A friend asks you to do something you don't want to do."
- Positive: Politely but firmly say, "No, I don't want to do this." Negative: Give in to the friend's request and do something you don't want to do.
- **Situation 2:** "You argued with your family about phone/game time."
- Positive: Find a mutual solution (e.g., create a schedule or agree on a set time). Negative: Escalate the argument, shout, or use the phone secretly.
- Present problem-solving as a skill that builds with practice.
- Highlight strengths, notice small improvements and effort.
- Avoid right/wrong judgments; guide youth to think about consequences and values.
- Encourage thinking of real examples of successful decisions in their lives.

Annex: Extended Facilitator Guidance – Activity 2

(Prepared for facilitator. If shared with participants, summarize and simplify.)

Purpose of the Activity

- To help participants practice recognizing emotions, thinking through options, and choosing helpful responses in everyday situations. The activity strengthens confidence, emotional awareness, and independent decision-making.

Scientific Background

- Problem-solving means understanding a situation and finding a way to handle it.
- Decision-making means choosing the most suitable option among several.
- These skills improve with practice and help youth feel capable, responsible, and confident.

Core Steps

- Identify the problem
- Consider feelings
- Explore possible solutions
- Choose one to try
- Reflect on the result
- Asking for help is a healthy and effective strategy.

Pedagogical Notes

- Keep scenarios relatable to daily life (friends, family, school, online).
- Break tasks into steps to avoid overwhelm.
- Let young people suggest their own ideas before offering support.
- Normalize mistakes, they are part of learning.

Cultural Sensitivity

- Understand that "good decisions" can differ across families and cultures.
- Respect collective/ family-based decision styles.
- Support youth to identify trusted people (family, teachers, peers, elders) who can help.
- Encourage autonomy alongside community and family support, not against it.



2.7.3. Activity 3: The Priority Matrix

Objective:
The activity aims to develop the ability to identify tasks according to their importance and urgency. It also seeks to explore the emotions related to these tasks. In addition, it is expected to raise awareness about how emotions influence behavior and how behavior, in turn, affects emotions. Finally, the activity seeks to enhance awareness of how time management skills are connected to addictive behaviors and self-regulation capacities.

Themes:
- Time management
- Emotions
- Well-being

Learning Outcomes:
- By the end of the activity, participants will be able to prioritize tasks using the priority matrix, describe the emotions linked to different choices, and understand that while emotions may be temporary, the positive impact of their actions can last.

Duration: 30 Minutes

Number of Participants: 15

Materials: 2 Large sheets of paper (A2 or flipchart size), colored pencils or markers, slips of paper

Instructions

1. Preparation: Draw the matrix8 on the left side of the wall and list the emotions on the right side, one under the other. Add the corresponding emojis next to them. Write the example tasks on slips of paper, fold them, and place them in a basket.
2. Participants sit in a circle.
3. The facilitator explains the matrix to the group. If possible, the boxes can be colored as follows: red for the first, blue for the second, green for the third, and yellow for the fourth.
4. The first participant draws a task from the box. The facilitator reads it out loud and asks the participant to decide which of the four boxes it belongs to and to state its color.
5. The facilitator then asks the participant why they chose that box.
6. The group is invited to react: those who agree make a "ringing bell" gesture with their hands, and those who disagree make a "cross" gesture with their fingers. If there is no consensus, a short discussion takes place.
7. After the discussion, the same participant is asked which emotion(s) from the list might accompany this task, with the questions below:
a. How would you feel before doing the task?
b. How would you feel after completing the task?
c. How would you feel if you chose not to complete the task?
8. The facilitator mirrors and validates every answer, ensuring the normalization of emotions.
9. The next participant then draws another task, and the cycle continues until each participant has drawn one.
10. At the end of the activity, the facilitator highlights the following closing message:
"Emotions come and go, but our choices remain. We don't have to do everything; some tasks may drain us, others may help us grow. What matters is choosing the ones that are truly valuable for us."

Emotions:			
Happy	*Curious*	*Hopeful*	*Angry*
Bored	*Sad*	*Disappointed*	*Thankful*
Excited	*Calm / Relaxed*	*Lonely*	*Worried*
Jealous	*Guilty*	*Proud*	*Ashamed*

Tasks:	
Urgent and Important (DO NOW)	*Important but Not Urgent (PLAN)*
Finish tomorrow's math homework	*Do regular exercise*
Go to the doctor's appointment	*Join a new school club*
Make final preparations for the exam	*Spend quality time with family*
Support a friend who is going through a difficult time	*Read a book*
Prepare in the evening to be ready for school/work tomorrow	*Clean the house*
Take care of a sick family member at home	*Spend time on hobbies*

Urgent but Not Important (REDUCE / SHARE)	**Neither Urgent nor Important (TIME-WASTERS)but Not Important (REDUCE / SHARE)**
A friend asks to meet because they are bored, while you still have homøework	*Spending hours on TikTok/Instagram*
While cleaning, receiving an instant gaming group message inviting you to play	*Playing video games all night long*
Getting casual WhatsApp group notifications while playing with your sibling	*Watching 5 episodes of a series in a row*
A friend asks you to do their homework	*Scribbling random notes in class just to pass the time*
Your teacher is giving you extra work when you already have a lot to do	*Checking your phone every 2 minutes*

Facilitator Nots

• Remind participants that there are no "right" or "wrong" answers when it comes to emotions. The goal is to share and reflect, not to judge.

• Encourage participants to choose just one emotion for each question. If someone feels shy, reassure them that giving a single answer is enough.

• To avoid making participants with lower literacy levels feel uncomfortable, the facilitator can carry the basket around and read the tasks out loud for each participant.

• Regularly ask if there is anything unclear. If participants look confused, pause and explain the task again with simple words or examples.

• Normalize mixed feelings, emphasize that it is perfectly normal to experience more than one emotion in a situation. Participants may give unexpected answers, and that is valid. Remind the group not to reject or dismiss others' contributions.

Demonstrate the "approval" (bell ringing sign) and "disagreement" (cross sign) clearly with your hands so that everyone understands and feels included.

• Emphasize the message: "Emotions come and go, but choices remain." Encourage reflection on long-term outcomes of prioritization.

• If participants struggle, guide them with simple prompts: "What would happen if you left this task undone?" or "Which task would make you feel proud afterward?"

• Keep the activity dynamic but structured, balance movement (drawing tasks, gestures) with reflection.

• Highlight how good time and task management reduces stress and prevents unhealthy escape behaviors (e.g., overuse of games, social media, or substances).

Annex: Extended Facilitator Guidance – Activity 3

(Prepared for facilitator. If shared with participants, summarize and simplify.)

Purpose of the Activity

- To help participants understand how to prioritize tasks by distinguishing between urgency and importance, while also exploring the emotional impact of their choices. The activity builds awareness of how time and emotion management are linked to self-regulation, healthy habits, and protection against addictive behaviors.

Scientific Background

- The Priority Matrix (often called the Eisenhower Matrix) is a tool for categorizing tasks into four groups: urgent and important, important but not urgent, urgent but not important, and neither urgent nor important.
- Youth often confuse urgency with importance. Developing the ability to separate the two supports better self-regulation, planning, and reduced stress.
- Emotions influence decision-making: tasks linked to positive emotions (e.g., pride, relief) reinforce healthy habits, while avoidance may connect to negative emotions (e.g., guilt, shame).
- Poor time management and lack of prioritization can contribute to stress, procrastination, and unhealthy coping strategies, including excessive digital use or substance use.
- Strengthening awareness of time management enhances resilience, academic performance, and overall well-being.

Pedagogical Notes

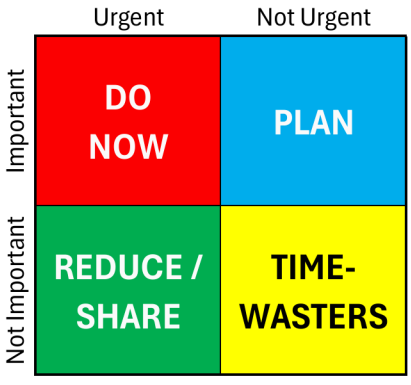
- The mix of movement, gestures (bell/cross signs), and discussion makes the activity engaging and accessible.
- The use of colored boxes and emotion lists helps participants visualize abstract concepts in a concrete way.
- Linking tasks to emotions makes prioritization more relatable and memorable, especially for younger participants.

- Allow flexibility: participants may categorize tasks differently based on their context. The goal is reflection, not "correct" answers.

Cultural Sensitivity

- Acknowledge that priorities can differ across cultural and family contexts (e.g., family obligations may be seen as more important than school tasks).
- Avoid framing leisure or family time as "unimportant." Instead, discuss balance between personal well-being, family needs, and responsibilities.
- Use locally relevant examples in the matrix (e.g., supporting a sibling, preparing for religious holidays, or managing work-school balance).
- Encourage respect for diverse views on tasks and emotions, what feels urgent or important to one participant may differ for another.

Source: priority matrix (see below).





2.7.4. Activity 4: Spending Smart

Objective:
This activity helps participants recognize impulsive spending urges, understand the thoughts and feelings behind these urges, and practice choosing behaviors that align with their long-term values rather than short-term impulses.

Themes:
- Finance
- Values
- Emotions

Learning Outcomes: By the end of the activity, participants will be able to recognize common impulsive urges in money management situations and apply questions to challenge automatic or impulsive thoughts. They will also practice using skills to accept short-term urges while making choices that reflect their personal values. In addition, participants will increase their awareness of how spending choices can influence both immediate feelings and long-term goals.

Duration: 25 minutes

Materials: Pens, flipchart or board

Instructions

1. Explain that everyone sometimes feels the urge to spend money quickly, without thinking it through. This is called impulsivity. It often comes with strong emotions or quick thoughts like "I need this now" or "I'll feel left out if I don't buy it." The facilitator adds: "In this activity we will explore how to notice these urges, question them, and connect our choices with what is really important to us."

2. Divide participants into small groups. Give each group 2–3 scenario:
a. You see a "limited-time sale" on sneakers, but your current shoes are fine.
b. Friends want to order fast food, but you already brought food from home.
c. You have some extra money, save it for a course you want, or spend it on a new online game?
d. You notice a new phone case that looks cool, but the one you have still works perfectly.
e. A pop-up ad offers a "special deal" on headphones, but you were planning to save for a museum trip.
f. Your friends invite you to the cinema, but you already went just 2 weeks ago.
g. You see a trendy jacket online, but winter is almost over and your jacket is in good condition.
h. You want to buy snacks at the store, even though you just had lunch and are not hungry.
i. You receive some birthday money, and your friends want you to spend it on a trip to the amusement park.

3. For each scenario, groups answer three steps (10 min):
a. What is the impulsive thought here? (e.g., buy now, join friends, avoid missing out).
b. What could I ask myself to slow down?
c. Even if I feel the urge, what choice would match my values or long-term.

4. Groups present their scenario and reflections. The facilitator collects common impulsive thoughts/urges on the board according to the chart below. During presentations, each member is encouraged to take an active role by reading the scenario, sharing reflections or explaining questions so that the whole group is involved and no participant is left out. (10 min)

SCENARIO	IMPULSIVE THOUGHT	QUESTION	VALUE-BASED CHOICE

Facilitator Tips
- Normalize impulsivity: "Everyone feels like this sometimes."
- Help shy participants by suggesting examples of urges or thoughts.
- Emphasize that there are no wrong answers, as people value different things. At the same time, avoid reinforcing impulsive choices.
- Highlight the difference: Impulse = temporary feeling, Value-based action = lasting impact.
- Be careful not to shame participants; keep a supportive and curious tone.
- Encourage honesty: reassure participants there are no "wrong" answers, what matters is reflection.
- Be mindful of peer pressure: avoid situations where participants feel judged for their choices. Frame every contribution as valuable.
- Reinforcing that practice is key: the skill is about pausing and reflecting, not being "perfect."

Annex: Extended Facilitator Guidance – Activity 4

(Prepared for facilitator. If shared with participants, summarize and simplify.)

Purpose of the Activity

• To help participants recognize impulsive spending urges, notice the emotions and thoughts driving these urges, and practice pausing before acting. The activity highlights the difference between temporary impulses and long-term, value-based decisions, reinforcing financial self-control as a protective life skill.

Scientific Background

• Impulsivity and emotions: Impulsive spending is often triggered by strong emotions (e.g., excitement, fear of missing out, social pressure). Brain research shows that immediate rewards activate the brain's reward system, often overriding long-term thinking.

• Cognitive reappraisal: Asking simple reflective questions ("Do I need this now?" "What will this cost me later?") activates more deliberate decision-making, reducing the power of the initial urge.

• Values as anchors: Connecting decisions to personal values (e.g., education, friendships, creativity, independence) strengthens resilience against impulsivity. Choosing based on values increases long-term satisfaction, even if it requires short-term self-control.

• Addiction prevention link: Impulse control is not only about money. It relates to resisting urges in digital use, substances, and risky behaviors. Strengthening this skill reduces vulnerability to unhealthy coping strategies.

Pedagogical Notes

• The three-step reflection structure (impulse → question → value-based choice) makes abstract ideas concrete and easy to apply.

• Using real-life scenarios increases relevance and engagement, especially when scenarios are culturally adapted.

• The visual chart helps participants quickly grasp the difference between impulse, questioning, and value-based actions.

• Group discussion promotes peer learning: hearing others' strategies shows participants that there are many ways to handle the same urge.

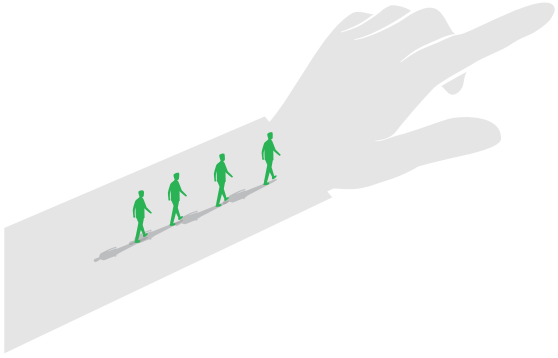
Cultural Sensitivity

• Recognize that spending priorities differ across cultures and families. For some, saving for education may be a core value; for others, supporting family or joining group activities may carry more weight.

• Validate different value-based choices without ranking them. Encourage respect for diverse perspectives.

• Adapt scenarios to reflect local youth culture (e.g., sales in bazaars, mobile data packages, branded clothes, gaming apps, community events).

• Be aware of financial pressures: some participants may have limited resources or family responsibilities, avoid shaming any decision tied to necessity.



2.7.5. Activity 5:
Find a way together

Objective:
Helping participants understand negotiation as a life skill, by using a structured decision-making framework in real life scenarios. And to develop emotional awareness and value-based decision-making during conflict resolution.

Themes:
- Emotions
- Values
- Communication

Learning Outcomes: By the end of this activity, participants will be able to understand negotiation as a collaborative process, Apply the Traffic-Light Framework (Stop–Think–Go) to real-life conflicts, identify personal emotions, needs, and values in conflict situations and practice respectful communication and active listening

Duration: 40-60 minutes

Materials: Printed conflict scenario cards and flip chart or whiteboard.

Instructions

Warm up:
• Discuss in the group,
"When was the last time you disagreed with someone? How did you solve it?
• Talk about what negotiation is, for example: Negotiation isn't about winning or losing, but about finding a solution that works for both.

Introducing the activity.
1. Present the Traffic-Light Framework (Stop – Think – Go):
• **Stop:** Pause, notice your emotions.
• **Think:** What do I want? What does the other want? What are my values? What are the options, and what consequences are from they?.
• **Go:** Agree on the best option, act, and review how it went.
2. Divide participants into pairs
3. Give each pair a conflict scenario card, for example:
• Two friends are invited to different parties on the same night. Both want the other to join.
• A group has limited time on the football field, and two players want the same position.
• One friend wants to copy homework, the other is not comfortable with it.
4. Each person first write down privately:
• What do I want? Why is it important to me?
• How do I feel right now?
• Which of my values matter here?
5. Negotiate in pairs using Stop-think-go.

Reflection:
In the big group, discuss:
• How did emotions affect the negotiation?
• Was it hard to listen and understand the other side?
• Did thinking about your values change your decision?
• Where could you use this skill in real life?

Facilitator Tips
• Introduce clear ground rules: respect, no judgment, confidentiality, and voluntary sharing.
• Model the Stop–Think–Go process once in plenary before starting pair work.
• Guide participants through questions rather than solutions: "What do you need?" "What do they need?" "What option meets both?"
• Normalize disagreement and show that compromise or partial solutions can be valid outcomes.
• Reframe conflicts from "positions" (e.g., "I want you to come to my party") to "interests" (e.g., "I want to spend time together").
• During debrief, emphasize learning outcomes over "who was right." Highlight how values and emotions influenced choices.
• Remind participants that negotiation is not about perfection but about practice and awareness.

Annex: Extended Facilitator Guidance – Activity 5

(Prepared for facilitator. If shared with participants, summarize and simplify.)

Purpose of the Activity

- To help participants understand negotiation as a collaborative process rather than a win–lose competition. The activity introduces the Traffic-Light Framework (Stop–Think–Go) to structure conflict resolution, while building emotional awareness, respect for values, and skills in active listening and decision-making.

Scientific Background

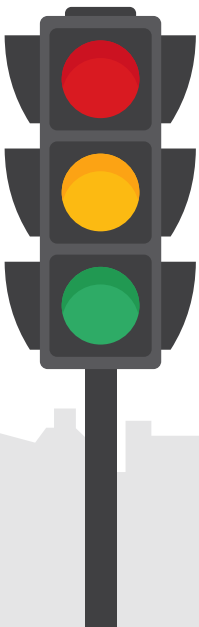
- Negotiation is most effective when it focuses on interests (underlying needs and values) rather than rigid positions.
- Emotions strongly influence conflict outcomes. Recognizing and naming emotions reduces reactivity and opens space for creative solutions.
- Structured pauses (Stop–Think–Go) strengthen self-regulation: stopping helps reduce impulsive reactions, thinking clarifies needs and values, and going supports action and review.
- Adolescents benefit from simple, memorable frameworks that can be applied in daily conflicts at home, school, and among peers.
- Practicing respectful communication and perspective-taking builds empathy, reduces escalation, and fosters resilience.

Pedagogical Notes

- The Traffic-Light metaphor is simple, visual, and familiar, making it easy to remember.
- Scenario cards ensure relevance and keep the exercise concrete and relatable.
- Pair work reduces performance pressure and allows everyone to practice skills actively.
- Reflection in the large group connects individual experiences to shared learning, reinforcing the universality of negotiation challenges.
- Keeping the activity interactive (role-play, discussion, reflection) avoids a lecture-style tone and increases engagement.

Cultural Sensitivity

- Be mindful that norms for conflict and negotiation vary across cultures. Some emphasize harmony and indirect communication, others value assertiveness.
- Avoid portraying migrant youth as "more conflict-prone." Frame the activity as skill-building for everyone.
- Use locally relevant scenarios (e.g., family obligations, religious holidays, online peer interactions) to make content relatable.
- Respect that power dynamics (e.g., between genders, within families) may influence how participants approach negotiation.
- Encourage strategies that align with cultural values while still promoting fairness, respect, and self-advocacy.





2.7.6. Activity 6:
The Power of Words

Objective:
To help young people experience the importance of choosing the right words in communication, practicing empathy, and transforming negative expressions into constructive ones.

Themes:
- Communication
- Language
- Trust

Learning Outcomes:
- Develop clear and understandable communication skills for giving and receiving instructions.
- Strengthen empathy and active listening abilities.
- Practice transforming negative communication into positive expressions.
- Improve problem-solving and goal-oriented communication skills.
- Gain experience in responsibility sharing and collaboration within a group.
- Increase awareness of personal communication styles and areas for improvement.

Duration: 60 minutes

Participants: 30

Materials: Colored post-it notes, A4 paper, pens, tape
This activity requires a spacious area. Prepare 2–3 simple obstacle courses around the room (e.g., walk around a chair, step over a taped line, pick up an object). Mark a target spot (A4 paper) at the end of each course.

Explain the activity:
• "We will practice communication, trust, and choosing positive language. In each round, one person will be blindfolded and guided verbally by a partner to reach a target. The rest will observe tone, clarity, and teamwork."
Assign roles:

• **Guide:** uses verbal instructions only (no touching/gestures)
• **Traveler:** blindfolded, follows the guide
• **Observers:** silently watch and later give feedback

Instructions
1. Select two volunteers and choose a course.
2. Blindfold the traveler; the guide navigates them verbally to the target.
3. When they reach the target, they remove the blindfold.
4. Observers share feedback, focusing on:
• **Clarity:** Were instructions understandable?
• **Tone:** Was the voice calm, respectful, encouraging?
• **Teamwork:** Did they show patience and cooperation?
5. Repeat with a new pair and a different course (2–3 rounds).
After activity, gather participants in a circle and reflect:
• Which instructions were clear/confusing?
• What type of language supports cooperation?
• Where do we face similar situations in real life (family, school, peers)?
• What did we learn about tone, emotions, and communication choices?
Positive language practice:
Say:
• "Now let's turn common negative phrases into constructive ones."
Read the examples out loud, let the group rephrase them:
End with a reminder:
"Communication is not only what we say, but how we say it. Tone, patience, and empathy change outcomes."

Negative	Positive
"You don't understand."	*"I think I need to explain better, let me try again."*
"I am right."	*"This is how I see it, I'd like to hear your opinion too."*
"It's always your fault."	*"Both of us may have contributed; how can we solve this?"*
"Your opinion doesn't matter."	*"I'd like to hear your opinion; a different perspective can help."*
"You can't do anything right."	*"This may be challenging, but you can succeed if you keep trying."*
"It's your fault this happened."	*"This outcome happened; how can we fix it together?"*

Debrief Questions:
• How did this activity make you feel?
• What did you notice about your own communication style?"

Facilitator Tips

- The activity can also be conducted outdoors.
- Ensure the activity area is safe; obstacles should not pose a risk.
- Prepare target areas and intermediate tasks in advance.
- Clearly explain roles so each participant fully understands their responsibilities.
- Emphasize process over performance: miscommunications are expected and part of the learning.
- Encourage guides to use simple, step-by-step language, and travelers to ask clarifying questions.
- Observers should provide supportive, constructive feedback (focus on what worked, then suggest improvements).
- Normalize mistakes and avoid shaming negative expressions, frame them as learning opportunities.
- Reinforcing that effective communication requires awareness of both self and others, not just delivering information.
- Tell participants that they can use short and clear instructions, either in Turkish or in their own language.

Annex: Extended Facilitator Guidance – Activity 6

(Prepared for facilitator. If shared with participants, summarize and simplify.)

Purpose of the Activity

- To help participants experience how the way we use words affects understanding, cooperation, and relationships. The activity emphasizes empathy, clarity, and constructive communication, showing that transforming negative expressions into positive ones can improve both problem-solving and relationships.

Scientific Background

- Communication is not just about words; tone, emphasis, and body language directly affect how others perceive us.
- Negative or blaming expressions can make others defensive and block communication. Using I-statements allows expression of feelings and thoughts without blaming others.
- Active listening and empathy reduce misunderstandings and build trust, while constructive, solution-focused, and respectful expressions improve outcomes both in relationships and group collaboration.
- Role-based activities (e.g., blindfolded travelers guided by partners) highlight the importance of teamwork, responsibility sharing, and feedback. They allow participants to practice empathy and perspective-taking in a concrete way.
- Effective communication is not just talking, it requires thinking, empathizing, and choosing words carefully. This supports both personal growth and group objectives.

Pedagogical Notes

- The blindfold exercise engages participants physically and emotionally, making the lesson about clarity and trust more memorable.
- Dividing roles (guide, traveler, observer) ensures all participants experience communication from multiple perspectives.
- Practicing the shift from negative to positive expressions shows youth that small changes in word choice can reduce conflict and increase collaboration.
- Reflection questions help link the activity to real-life experiences (family, peers, school, work).

Cultural Sensitivity

- Be mindful of gender norms and cultural dynamics: some youth may feel uncomfortable guiding or being guided by peers of the opposite gender, offer flexibility.
- Adapt negative/positive examples to reflect local communication norms and values (e.g., showing respect for elders).
- Highlight the universality of empathy and respectful expression, while validating differences in communication styles.
- Ensure inclusivity: value all participants' communication approaches, including those influenced by cultural or family backgrounds.



Module 8:
Knowing Your Rights

Explanation: Many young people, particularly those with migration backgrounds, may encounter situations where their rights are overlooked or violated. It can happen in social interactions, school environments, or workplaces. These experiences can lead to confusion, frustration, and a diminished sense of belonging. Although youth often show strong resilience, they may lack the tools or knowledge to respond effectively to discrimination or unfair treatment. The activities in this module are designed to help participants understand their rights, recognize violations, and develop respectful and assertive strategies for standing up for themselves and others.
This module supports addiction prevention by helping youth recognize their rights and develop respectful, assertive strategies for responding to violations. When young people feel empowered to stand up for themselves and others, they are more likely to maintain a strong sense of identity and belonging, which can reduce the appeal of risky behaviors and strengthen their ability to make healthy choices. The activities in this module are inspired by the Convention on the Rights of the Child (United Nations, 1989)9. It is important to adjust the activities to local and national regulation where it is necessary.

Module Objectives:
After completing this module, participants should be able to:
- Understand basic rights related to social participation, protection from discrimination, and youth employment.
- Recognize hate speech, microaggressions, and unfair treatment in everyday scenarios.
- Practice assertive communication and respectful strategies for addressing discrimination.
- Build empathy and allyship through perspective-taking and role-play.
- Connect personal experiences to broader rights frameworks such as the Convention on the Rights of the Child.

Important Note for Facilitators:
- Encourage participation but respect boundaries. Sharing personal experiences is voluntary.
- Use inclusive language and foster a safe space for dialogue.
- Remind participants that role-play is a learning tool, not to recreate personal experiences.
- Guide discussions with sensitivity and avoid therapeutic interventions.
- Emphasize that knowing and asserting one's rights is a form of empowerment, not confrontation.



2.8.1. Activity 1: Standing Up

Objective:
This activity is designed to promote critical awareness and practical skills related to discrimination, empathy, and assertive communication in everyday social interactions. Using structured role-play scenarios, individuals explore a range of challenges commonly encountered in peer group dynamics and social participation. Participants are divided into small groups and assigned scenarios reflecting these themes. Each scenario is rehearsed several times to allow every participant to take on each role, encouraging perspective-taking and emotional understanding.

Themes:
- Awareness
- Discrimination
- Inclusion

Learning Outcomes:
- Participants will learn about their rights, including the rights of immigrants, through interactive activities.
- The sessions will also help them identify hate speech and microaggressions, recognize subtle and overt discriminatory language, and understand its impact on self-esteem and sense of belonging.
- Participants will practice respectful calling-out and calling-in strategies, and explore the dynamics of stigma and social exclusion, fostering empathy and allyship skills.

Duration: 45 minutes

Materials: Sticky notes or card-sized paper, markers

Participants: Maximum 5 participants for each scenario

Instructions:

1. Warm-up & group agreement
Do a short ice-breaker so participants feel comfortable with each other.
• Then ask everyone to say aloud: "I agree to speak kindly and respectfully, and not to use bad words, insults, or swear words, so that everyone can feel safe and comfortable in this activity." Thank the group and confirm this commitment.
2. Read the scenario
Ask for a volunteer to read the scenario aloud.
• If no one volunteers, the facilitator reads it.
• Ensure everyone understands the story.

3. Feelings reflection + introduce calling-in/out
Ask:
• "How did this story make you feel?"
• "What emotions might the people in the scenario be experiencing?"
Let participants briefly share emotions.
Briefly explain calling-in and calling-out strategies10.
4. Role-play round 1
• Participants act out the scenario within their group. The facilitator supports but allows participants to lead.
5. Switch roles & repeat
• The group repeats the role-play several times. Ensure each participant gets the chance to try each role, encouraging perspective-taking.
6. Group discussion
• "Whose rights are being violated in this situation?"
• "Are your personal values being challenged here? How does that feel?"
• "What could you say to change the situation?" (Provide calling-in and calling-out examples if needed.)
• "How did it feel to play different roles? Which roles were difficult or easy?"

Facilitator Tips
1. Make sure the scenario and activity are clearly understood. Don't hesitate to repeat or clarify if necessary.
2. Each scenario should be carried out with a maximum of 5 participants per group. Each group must include at least one facilitator. If only one facilitator is available, a single scenario should be selected and implemented.
3. Roles in the role-plays can be assigned either voluntarily or by drawing lots, depending on participants' preference.
4. Since the goal is to encourage participants to experience different roles, the facilitator may intervene in role assignments when necessary.
5. Be mindful of trauma and emotional vulnerability by creating a space where participants feel safe, respected, and heard.
6. Avoid judgment or pressuring anyone for specific answers.
10 Calling-in/calling-out terminology popularized by Loretta J. Ross (2019).
7. Ensure that everyone has an equal opportunity to speak by actively facilitating balanced participation.
8. Adapt your language, tone, and examples to be culturally relevant and respectful of the group's lived experiences and background.
9. Emphasize voluntary participation; allow youth to pass on sensitive roles.
10. Normalize emotional reactions: feeling angry, hurt, or frustrated is valid.
11. Encourage both calling-out ("That's not okay") and calling-in
("I know you didn't mean harm, but that comment can hurt people") examples.
12. Intervene if role-play escalates into real conflict; bring the group back to reflection.
13. Close with reinforcement:
"You have the right to be safe and respected. You also have the power to support others."

Scenario 1: Standing Up For a Friend
You're in a group of friends, playing an online game together. One member of the group is extremely committed to winning and highly competitive. When they get frustrated during the game, they often yell and criticize other players with condescending comments.

One of your friends has a slightly harder time speaking English. Because of this, they sometimes take longer to understand instructions or may interpret them differently than others. The frustrated friend repeatedly brings this up and makes fun of them.

At one point, your upset friend says they want to quit the game, but your angry friend silences them by accusing them of being a 'downer.' You can clearly sense that your friend is hurt. The game is fun, but the tension is starting to bother you.

Scenario 2: Social Cohesion and Inclusion
You're sitting at a café with your friends. Everyone is talking about TV shows and movies. You're listening, but they're discussing series and films you've never seen. Sometimes, they use expressions and references you've never heard before, and you don't understand what they mean. They laugh and joke with each other. You want to join in the laughter too, but you don't know what they're talking about.

It feels like there's a game being played and you don't know the rules. You try to speak, but no one seems to hear you. Your words are interrupted or ignored. Everyone is having fun among themselves, and even though you're physically there, you feel alone. It's like being in a cage, watching from the outside but unable to enter. You feel bored, disconnected, and excluded.

Scenario 3: Right to Choose
You're meeting up with a group of friends. You've just met them and want to feel closer, to become part of the group. The conversation flows, everyone is laughing, joking, and enjoying themselves together. Then one of them says, "Let's go for hookah!"

You've never tried it before and you don't want to. But you also want to stay included. You all move to the café, and everyone takes turns smoking. The conversations deepen. At one point, someone hands you the hookah and says, "Come on, just try it." Another laughs and makes fun of you. Everyone is now looking at you. You don't want to smoke, but you feel like if you say no, you'll be excluded. A voice inside you asks: "Is this really your decision?"

Scenario 4: Political Participation and Inclusion
You recently moved to a new city and heard about a "Youth Council" being formed at school. Everyone seemed very excited. You'd get to share your thoughts on school rules, social activities, and even local neighborhood issues. You were thrilled. Finally, a place where your voice could be heard!

Back in your old town, similar councils existed, and you had always been eager to participate and bring in new ideas. The day of the meeting arrived. You lined up with excitement, impatient to get inside. At the door, a staff member asked, "Can I see your ID?" You handed it over. They examined it closely, then gave it back and said, "I'm sorry, you can't join with this document."

Annex: Extended Facilitator Guidance – Activity 1

(Prepared for facilitator. If shared with participants, summarize and simplify.)

Purpose of the Activity

- To promote awareness of rights, discrimination, and inclusion through experiential role-play. The activity encourages empathy, perspective-taking, and assertive communication, while providing a safe space to practice calling-in and calling-out strategies.

Scientific Background

- Discrimination and microaggressions: Everyday exclusion, mocking language, or ignoring voices are subtle but harmful. They undermine self-esteem, belonging, and participation.
- Rights-based framework: International human rights conventions (e.g., CRC, UDHR) guarantee equal treatment and non-discrimination, including for immigrants and minorities.
- Impact of stigma: Research shows that exclusion and bias increase vulnerability to mental health problems and risky behaviors. Empathy-building and social support act as protective factors.
- Assertive communication: Teaching respectful confrontation (e.g., "I-statements," calling-in/out) empowers youth to stand up for themselves and others without escalating conflict.

Pedagogical Notes

- Role-play allows safe rehearsal of difficult situations. Switching roles (discriminator, target, bystander) deepens empathy and awareness.
- Short debriefing after each enactment ensures emotions are processed and linked to learning.
- Scenarios should be rehearsed several times with role changes so every participant experiences multiple perspectives.
- Guiding questions keep focus on values, feelings, and rights, not on blaming individuals.

Cultural Sensitivity

- Scenarios may touch on sensitive issues (e.g., language barriers, substance use, political participation). Adapt to the group's lived experiences.
- Avoid imposing facilitator views, let youth explore multiple strategies.
- Validate cultural norms while affirming universal rights: e.g., respect for elders and freedom of choice.
- Be aware that migrant youth may carry trauma histories; frame role-plays as skill practice, not personal disclosure.



2.8.2. Activity 2:
Rights Map – Exploring the Convention on the Rights of the Child

Objective:
To help participants understand key rights outlined in the Convention on the Rights of the Child (CRC) and reflect on how these rights apply to their everyday lives.

Themes:
- Human Rights
- Awareness
- Critical Thinking

Learning Outcomes:
- Identify and understand selected articles from the CRC
- Connect rights to real-life situations
- Strengthen awareness of personal and collective rights

Duration: 45–60 minutes

Participants: Flexible group size; small groups recommended

Materials: Printed CRC article cards (simplified language), large poster or blank paper for a "Rights Map," markers, stickers, or drawing tools

Instructions:

• Briefly explain what the CRC is and why it matters.
"The Convention on the Rights of the Child is an agreement between countries to protect and promote the rights of all children and youth."

1. Rights Card Activity (15 minutes)
Distribute simplified CRC article cards11 (e.g., right to education, protection from violence, freedom of expression).

Ask participants to:
• Read their card aloud
• Give an example of how this right shows up in their life
• Place the card on the "Rights Map" poster

Note to facilitator: The facilitator should prepare CRC article cards in advance.

PDF

A children' s version of the UN convention of the rights of the child in english can be found here:

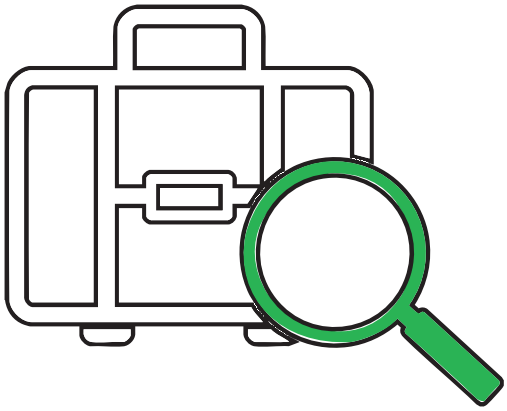
PDF

A version in arabic can be found here

2. Group Reflection (15 minutes)

Discuss:
• Which rights feel most important to you?
• Are there rights you didn't know about before?
• Are there rights you feel are not respected in your community?

3. Creative Wrap-Up (10 minutes)
Invite participants to draw or write one thing they can do to protect or promote rights: for themselves or others.



2.8.3. Activity 3:
Youth Employment Rights Roleplay

Objective: To help participants understand their rights in employment settings and practice assertive communication in workplace scenarios.

Themes:
- Human Rights
- Communication
- Empowerment

Learning Outcomes:
- Recognize basic employment rights for youth (e.g., fair pay, safe working conditions, protection from exploitation)
- Practice identifying and responding to unfair treatment
- Build confidence in navigating workplace challenges

Duration: 45–60 minutes

Participants: Small groups (3–5 participants recommended)

Materials: Scenario cards (e.g., unfair pay, unsafe tasks, discrimination), role cards (e.g., employee, employer, observer), flip chart or whiteboard

Instructions:

1. Introduction (10 minutes)
• Briefly explain youth employment rights (based on local laws and international standards).
"Even young workers have rights: like fair pay, safety, and respect. Let's explore what that looks like."
Note to facilitator: The facilitator's explanation of youth employment rights should reflect local laws and standards. Relevant topics are:
• Written employment contracts and fair compensation
• Work hours and breaks
• Safe and healthy working conditions
• Protection against discrimination
• Access to necessary training

2. Scenario Roleplay (20 minutes)
Divide into small groups. Each group receives a scenario and role cards.
Examples:
• A young worker is asked to work overtime without pay
• A manager makes jokes about someone's background
• A worker is denied breaks during a long shift
Groups act out the scenario and then switch roles.
Note to facilitator: The examples used for roleplays should reflect the specific youth group. Relevant areas to consider when creating examples are for example:
• Participants' age and maturity
• Types of jobs are available for this youth group
• Experiences youth have previously shared about workplace situations

3. Group Discussion (15 minutes)
Use guiding questions:
• What rights were involved in this situation?
• How could the worker respond?
• What support systems could help?
Notes to facilitator: The facilitator should research local support systems related to youth employment and share information about these systems with the youth group

4. Wrap-Up (10 minutes)
Create a list of "Workplace Rights Tips" on the board.
Encourage participants to share one thing they learned or one question they still have.

3 Additional Materials



3.1. Definition and Purpose of Energizers and Icebreakers

"Icebreakers" and "energizers" serve different purposes within a training context. While icebreakers are mainly used at the beginning of a session to help participants get to know each other and create a comfortable group atmosphere, energizers are designed to re-activate attention and motivation during the training. Both contribute to building engagement, but at different stages and with distinct goals.

3.1.1. Icebreaker

An icebreaker is a short introductory activity used at the beginning of a training or workshop to help participants get to know each other, feel comfortable, and build trust within the group. It breaks down initial social barriers, reduces tension, and creates a positive and open atmosphere for learning and participation. Icebreakers often involve simple games or conversations that encourage participants to share something about themselves or interact in a relaxed way.

3.1.2. Energizer

Sometimes, especially during long sessions, the group's energy and attention may naturally decrease. In such moments, using a short energizer activity or taking a brief movement break can help participants refocus, recharge, and reconnect with one another. These activities are designed to bring positive energy into the room, stimulate participation, and create a sense of togetherness before continuing with the main program.

An energizer is a quick and dynamic activity used during a training session, often after breaks or when energy levels drop, to re-engage participants and refresh their focus. Unlike icebreakers, energizers are not primarily about introductions but about movement, laughter, and reactivation. They help restore concentration, improve group dynamics, and maintain a lively and productive learning environment.



3.2.1. Icebreaker: Circle

Learning Outcome: Helping participants get to know one another

Duration: 10 minutes + (may vary depending on the number of participants)

Participants: Suitable for groups with an even number of participants

Materials: Stopwatch and whistle (Alternative: phone timer and alarm sound)

Instructions:
1. Participants are asked to form a large circle.
2. The facilitator begins by asking every second person, starting with themselves, to take one step forward. In this way, two interlocking circles are formed.
3. The facilitator must ensure that both the inner and outer circles have the same number of people, and that everyone has a partner standing directly across from them.
4. The facilitator then asks questions to help participants get to know each other. Each pair is given approximately 45 seconds.

Example questions:
- What is your name?
- How do you feel today? (You can describe it using a color, season, weather, or object.)
- What is your favorite ...? (color, food, game, song, etc.)
- What is something you're most curious about today? (The facilitator can give examples from the activities planned for the day.)
- What is something you'd like to learn one day? (such as playing guitar, coding, learning a sport, etc.)
- In large groups, the duration can be shortened to 30 seconds.
- When the time is up, the whistle/alarm signals the end of the round. The people in the outer circle stay in place, while those in the inner circle move one person to the right.
- The activity continues with new pairs. When the inner circle returns to its starting position, the game ends.

The facilitator concludes by thanking the participants:
- "Thank you for joining the introduction game. We met many people in the circle today. There may still be some friends you haven't spoken to yet. You can continue chatting during breaks and throughout the day's activities. Now, if we're ready, let's begin our first activity."



3.2.2. Icebreaker: My Sweet Age

Learning Outcome: Helping participants get to know one another

Duration: 10 minutes + (may vary depending on the number of participants)

Participants: Suitable for large groups

Materials: A ball

Instructions:

1. Participants are asked to form a large circle.

2. Each participant introduces themselves using the following sentence:

- "My name is Arzu, and I am a rice pudding years old."
- Here, the age is expressed not by a number but by the person's favorite dessert.

3. After completing the sentence, the participant throws the ball to someone else.

4. The person who catches the ball first repeats the name and dessert-age of the person who threw it, then introduces themselves.

- **Example:** "This is Arzu, she's rice pudding years old. My name is Burcu, and I am tiramisu years old."

5. The game continues until everyone in the circle has had a turn.

6. The facilitator closes the activity with a short reflection:

- "Thank you all. Now everyone in our circle has introduced themselves and shared their 'sweet age'. We'll continue to get to know each other better throughout the activities."



3.2.3. Icebreaker: Yarn Connection

Learning Outcome: Helping participants get to know one another

Duration: 10 minutes + (may vary depending on the number of participants)

Participants: Suitable for large groups

Materials: A ball of yarn

Instructions:
1. Participants are asked to form a large circle.
2. The facilitator explains the aim of the game:
• "In today's introduction game, we'll be using a piece of yarn. This yarn will symbolize the connection and friendship between us. As we throw the yarn to one another, we'll create a web that links all of us together."
3. The facilitator holds the yarn, introduces themselves, and models how to play:
• "My name is Ecrin, and I'm very excited to be here. I love the color purple and riding my bike."
4. After introducing themselves, the facilitator keeps hold of one end of the yarn and throws the ball of yarn to another participant.

The facilitator clearly explains this step:
• "After introducing yourself, hold one end of the yarn in your hand and throw the ball to someone else in the circle. This way, the yarn will stay connected to you and reach your friend."
5. The participant who receives the yarn introduces themselves, holds a section of the string, and throws the rest to another participant.
6. In this way, everyone takes turns introducing themselves, and a web-like pattern of yarn forms in the middle of the circle.
7. When everyone has introduced themselves, the game is complete.
8. The facilitator ends the activity by thanking everyone:
• "Thank you all. Together, we've created a web of yarn that represents our friendship and the time we'll spend together today. Now, we can begin our first activity."



3.2.4. Energizer: **Mazinga**

Learning Outcome: Strengthening group focus and sense of rhythm; increasing energy

Duration: 10 minutes + (may vary depending on the number of participants)

Participants: Suitable for large groups

Materials: None

Instructions:

1. Participants are asked to form a large circle.

2. The facilitator explains the three basic movements of the game:

- Participants, one after another, say "ma," extend their hands forward, and slightly bend their knees.
- The next person repeats the same movement while saying "ma."
- This continues until the last person in the circle kneels down.
- When the last person kneels, everyone stands up at the same moment, jumps, and loudly says "zinga."

3. Facilitators are encouraged to watch the following example video:

VİDEO

3.2.5. Energizer: Body Percussion

Learning Outcome: Helping participants develop bodily awareness and increase energy

Duration: 10 minutes

Participants: Suitable for large groups

Materials: None

Instructions:
1. Participants are asked to stand up.

2. The facilitator introduces body percussion:
• "Today we're going to do body percussion together. What might this concept mean? As a small hint, I can say it means 'using our bodies like musical instruments.' Body percussion is a musical activity in which we create rhythm and sound using our hands, feet, and different parts of our body, without any musical instruments. Every part of our body produces a different sound. Now we'll move a little and listen to the sounds our bodies can make. Let's gather our energy before we begin the rest of our activities."
• Because the word "percussion" may be difficult to understand, the facilitator may use the simpler term "rhythm."

3. The facilitator demonstrates the movements step by step, asking participants to begin at a slow pace. As they move downward toward the knees, the rhythm should speed up. The cycle is then repeated in reverse, slowing down as it moves upward.

Movement sequence:
• Finger snap
• Light tapping on the chest
• Light tapping on the abdomen
• Light tapping on the upper thigh
• Light tapping on the knees

4. As the cycle repeats, the facilitator may ask reflective questions:
• "Can you hear your own sound?"
• "Can you notice the rhythm of your friend next to you?"
• "How does the rhythm we're creating together make you feel?"

5. The cycle ends with a final finger snap.

6. Closing with a breathing practice:
• Participants are asked to raise their arms upward and stretch their entire bodies. The facilitator explains the movement with imagery, such as: "Imagine you are picking apples from a tree."
• After stretching upward, the facilitator continues: "Now gravity comes into play... Exhale and let your arms and body relax."
• "Inhale... reach up and gather the apples... And release... exhale and let your body soften."

7. The facilitator thanks the participants and ends the practice.



3.2.6. Energizer: Zip–Zap–Zop

Learning Outcome: Developing attention, quick reaction, and group interaction skills

Duration: 10 minutes + (may vary depending on the number of participants)

Participants: Suitable for large groups

Materials: None

Instructions:
1. Participants are asked to form a large circle.
2. The facilitator explains the rules:
• *"I will start the game: First, I will point at someone and say 'zip.' The person I point to will point to someone else and say 'zap.' The person who receives the 'zap' will point to someone else and say 'zop.' After 'zop,' the next person continues again with 'zip.' We will try to play as quickly as possible. If someone hesitates or says the wrong word, they will be out of the game. It may feel confusing at first, but we'll try it right away. If you're ready, let's begin!"*
3. The sequence repeats, and when only three people remain, the game ends.
4. The facilitator closes the activity by thanking the participants:
• *"Great! Thank you all, our game has now ended."*

3.2.7. Energizer: Match the Cards

Learning Outcome: Building semantic connections; strengthening group relationships

Duration: 15 minutes + (may vary depending on the number of participants)

Participants: The number of participants must be even

Materials: Paper and pens to prepare word cards

Instructions:
It is recommended to use this activity at the beginning of a new module. The facilitator selects concept pairs that reflect the core messages and key themes of the session they will cover. (For example: during Module 2, the concept pair "emotion regulation" may be chosen. At the end of the game, the facilitator can explain the relationship between trauma/stress responses and emotion regulation.)

- The facilitator selects the appropriate number of concept pairs based on group size. The first half of each pair is written on one card, and the second half on another card.
(Example: The word "conscious" is written on one card, and the word "choice" on another.)
- The total number of cards must equal the number of participants (the number of concept pairs must be half the number of participants. For example, for a group of 8 participants, 4 concept pairs are selected.)
- The prepared cards are placed into a bag. Each participant randomly draws a card.
- Without saying their word out loud, participants walk around and look at other participants' cards to find the one that semantically complements their own.
- Once two participants find their matching concept pair, they go to the facilitator to confirm whether the two words form a correct pair.
- The facilitator writes each confirmed pair on the board.

- **After all participants complete the matching task, the facilitator explains the concept pairs:**
- "Yes friends, we have now completed all the concept pairings. Thank you for participating. What do these pairs remind you of?"
- (The facilitator selects 1–2 pairs at random and invites brief reflections.)
- "Look, here we have the pair 'digital balance.' What does this remind you of?"
- A few answers are taken, and the facilitator thanks those who contribute. Then, the facilitator explains the relevance of the concept to the module covered that day.

Suggested Concept Pairs: (These are examples; facilitators may adapt them as needed.)
- **Module 1:** healthy happiness, risk factors, protective environment, independent self, passive smoking, social support
- **Module 2:** emotion regulation, body awareness, normal reactions, controlled breathing, my strength
- **Module 3:** internal resources, external resources, support systems, life purpose, social connections
- **Module 4:** ideal self, present self, multidimensional, future goals, adaptation
- **Module 5:** saying no, critical thinking, conscious decisions, peer pressure, alternative evaluation
- **Module 6:** digital balance, achievable goals, regular routines, self-care, sleep quality, time management
- **Module 7:** active listening, taking responsibility, respectful communication, problem definition, exploring options
- **Module 8:** right to choose, child rights, equal treatment, self-respect, social participation

3.2.8. Energizer: Orchestra

Learning Outcome: Enhancing focus and attention, group coordination, leadership and following roles

Duration: 10+ minutes

Participants: Suitable for large groups

Materials: None

Instructions:
• Participants may sit or form a circle; however, if the physical space allows, a standing arrangement is recommended for ease of movement.
• The facilitator assumes the role of the orchestra conductor. Before starting the activity, the facilitator explains the concepts of orchestra and conductor.

Orchestra: An orchestra is a large ensemble of musicians who play various musical instruments (strings, winds, percussion, etc.). They perform a piece of music in harmony, with each musician playing their part in coordination. In short, an orchestra is a structured and unified musical body formed by many different pieces coming together.

Conductor: A conductor leads a choir or musical ensemble. The conductor sets the rhythm and tempo of the piece and indicates, through hand movements, when musicians should start and stop, and which parts should be played louder or softer. Their essential role is to guide the group so they perform in harmony.
The facilitator then divides the group into two sides: right and left.
• Participants on the right tap their knees to create rhythm.
• Participants on the left clap their hands to create rhythm.

The facilitator explains that:
• When their arms are raised, the volume should be loud.
• When their arms are lowered, the volume should be soft.
Loud: fast and strong tapping/clapping
Soft: slow and light tapping/clapping
The facilitator may give rhythm instructions or encourage participants to create their own.

Example rhythms:
• 3 claps, 1 knee tap, 2 claps, 2 knee taps (clap-clap-clap → tap → clap-clap → tap-tap)
• 2 knee taps, 3 claps, 1 knee tap (tap-tap → clap-clap-clap → tap)
The facilitator conducts the orchestra for 2–3 rounds. Depending on time, participants may also take turns being the conductor.



3.2.9. Energizer: Find Your Word

Learning Outcome: Strengthening ability to remember and associate concepts

Duration: 15 minutes

Participants: Suitable for large groups

Materials: Board and marker or chalk (alternatively, each group may use a sheet of paper)

Instructions:

The facilitator divides the group into three equal teams. Each team is positioned so they face the same board, standing one behind another in a line.

- The board is divided into three equal vertical sections. In the section in front of each team, an alphabetical list from A to Z is written. Depending on time, group size, age, and literacy level, the number of letters can be reduced.
- The facilitator explains the instructions:
- "We will start with the letter A. When I say '1, 2, 3, Go!,' each team will send one person to the board to write a word related to 'What we need / what we should do for a healthy life?' (e.g., Belonging). After writing the word, they should quickly return to the back of the line and hand the marker to the next teammate."
- The next person must write a word starting with the letter B, and the activity continues alphabetically until Z.
- The first team to complete the alphabet wins.
- The facilitator reviews the lists to ensure all words are valid and meaningful.
- *"Thank you for participating. Here, we have written all the words we need for a healthy life. The important part is practicing these skills and habits in our daily lives."*



3.2.10. Energizer: Clap and Jump

Learning Outcome: Increasing energy; enhancing attention

Duration: 15 minutes

Participants: Suitable for large groups; the number of participants must be even

Materials: None

Instructions:

- Participants form pairs of two and stand facing each other.
- The facilitator demonstrates the activity with a co-facilitator or a volunteer from the group.

The facilitator says "1," the volunteer says "2," and the facilitator says "3." Then the volunteer says "1," the facilitator says "2," and the volunteer says "3." This cycle is repeated several times.

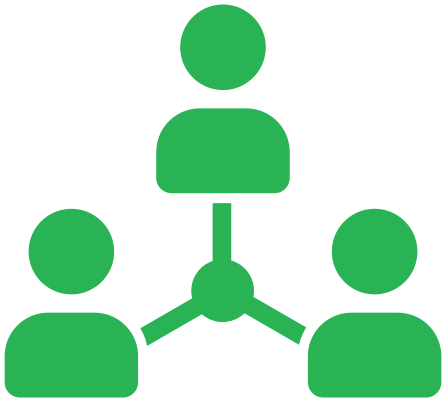
- Next, the rule changes: instead of saying "1," participants must jump.

The facilitator jumps, the volunteer says "2," the facilitator says "3." This cycle is repeated.

- Then another rule is added: instead of saying "2," participants must clap.

The volunteer jumps, the facilitator claps, and the volunteer says "3." This cycle is repeated.

- Because this activity requires following rhythm, sequence, and physical movement at the same time, it is more challenging than it appears. Participants must think with each action and respond quickly.
- Throughout the activity, the facilitator should remind participants that making mistakes is normal and that the main goal is to laugh, relax, and enjoy the process.
- Depending on group dynamics, additional numbers and tasks may be added.

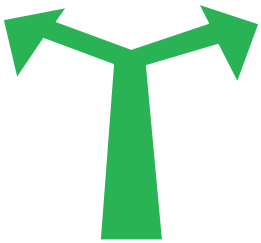


3.2.11. Energizer: **Speed Dating**

Goal: To break the ice, have fun, and get to know each other better in a fast and easy way!
Why we do it: It's easier to talk and work together when we actually know each other. This activity helps build connections, spark curiosity, and create good vibes in the group.

How it works:
1. Make two lines of chairs facing each other (or one big circle if the group is small).
2. Everyone sits down and faces a partner.
3. You have 1-2 minutes to chat before switching partners.
4. Use the questions below to get started, but feel free to ask other questions that comes to mind.
5. Print the questions to hand out in each pair, so they know what to talk about.
6. When time's up, one line moves one seat to the right.

Questions to start with:
- If you were an animal, what would you be and why?
- What's one meal you could eat every single day?
- Are you usually late, early, or right on time?
- If you could be anything you want, what would that be?
- What's the weirdest food you've ever tried, or would be brave enough to try?
- What kind of music do you never listen to?
- If you had a superpower for one day, what would it be?



3.2.12. Energizer: "Would You Rather?" Fun Dilemmas Edition

Goal: To warm up the group, create laughter, and help everyone get comfortable talking and sharing ideas in a playful way.

Why we do it: Having fun together builds trust and helps everyone feel more relaxed. This activity gives everyone a voice, and reminds us that it's okay to be different, silly, and creative!

How it works:
1. Gather the group in a circle or open space.
2. The facilitator reads one "Would you rather..." question at a time.
3. Participants choose their answer by:
- moving to one side of the room for option A, and the other side for option B, or
- write the letters A and B on a piece of paper and raise the hand with the letter that they want to go with.

Examples of dilemmas:
Would you rather...
- ...fly or be invisible?
- ...never use your phone again or never eat pizza again?
- ...live by the beach or in the mountains?
- ...always be 10 minutes late or 20 minutes early?
- ...speak all languages or talk to animals?
- ...have wings like a bird or be able to breathe underwater?
- ...travel to the future or go back in time?
- ...be able to turn invisible or run super fast?



3.2.13. Energizer:
Human Line-Up

Goal: Team-building and non-verbal communication **Why we do it:** It helps participants practice cooperation, patience, and awareness of others, without relying on language. This makes it especially good for mixed-language groups or participants who are still learning the local language.

How to do it:
1. Ask everyone to form a line in order of their birthdays (from January to December).
2. They are not allowed to talk, they must use gestures, body language, and facial expressions to communicate.
3. When they think they're done, check if the order is correct.

Variation:
• Try lining up by height, shoe size, or distance from the workshop venue, still without speaking!



3.2.14. Energizer: Vote with Your Feet

Goal: To get people moving, thinking, and expressing their opinions in a fun and active way.
Why we do it: It helps the group wake up, connect, and explore different opinions in a light and respectful way. It also encourages speaking up and listening to others.

How it works:
1. Mark two sides of the room, one as "Agree" and the other as "Disagree."
2. You can also make a spot in the middle for "Not sure / In between."
3. Read one statement at a time (see examples below)
4. Participants move to the side that matches their opinion.
5. Ask a few volunteers to briefly explain why they chose that side.

Tips:
- Mix serious and funny statements.
- Keep it fast paced and positive.
- Make sure everyone feels safe to choose any side, there are no wrong answers!

Examples of statements:
- It's easy for me to talk to new people.
- I believe most people are kind.
- Social media makes life better
- I'd rather stay up late than wake up early.
- Cats are better than dogs.
- I could survive without my phone for one week
- Summer is better than winter.

3.3. Facilitation Tips for Working With Migrant and Multilingual Youth

Facilitators may adapt the following optional practices to create a more inclusive, culturally responsive, and supportive environment for migrant youth. These small adjustments can help participants feel recognized, valued, and comfortable expressing themselves during the activities.

3.3.1. Use Simple Multilingual Greetings:

At the beginning of the program or an activity, facilitators may choose to use simple greetings in Arabic, such as "Marhaba" (Hello) or "Keef halak/halik?" (How are you?) to foster a welcoming atmosphere for Arabic-speaking participants. A brief greeting in the participants' home language can strengthen their sense of belonging without requiring any additional expertise from the facilitator.

3.3.2. Invite a Simple Group Agreement:

Before starting the icebreakers, facilitators may introduce a brief group agreement such as: "We all come from different places and speak different languages. In this space, everyone is welcome to express themselves in the way they feel most comfortable." This supports psychological safety and promotes mutual respect.

3.3.3. Count in Multiple Languages During Rhythm Activities:

During rhythm-based activities (Mazinga, Body Percussion, Clap & Jump), facilitators can optionally count rounds in both Turkish and Arabic (e.g., wahad 1, etneen 2, talata 3...). This helps multilingual participants feel represented and strengthens group unity.

Arabic numbers 1–10:

- 1 wahad (**واحد**)
- 2 etneen (**اثنين**)
- 3 talata (**ثلاثة**)
- 4 arba'a (**أربعة**)
- 5 khamsa (**خمسة**)
- 6 sitta (**ستة**)
- 7 sab'a (**سبعة**)
- 8 tamanya (**ثمانية**)
- 9 tis'a (**تسعة**)
- 10 'ashara (**عشرة**)

3.3.4. Provide Multilingual Support for Word-Based Activities:

For activities such as Match the Cards or Find Your Word, facilitators may write the Arabic translation in small letters under the Turkish or English concept on each card. This supports participants who feel more confident reading in Arabic and enhances understanding without changing the structure of the activity.

3.3.5. Allow Participants to Use Any Language During Introductions:

In introductory activities like My Sweet Age or Yarn Connection, facilitators may encourage participants to share a favorite word, dessert, or expression in any language they speak (e.g., Arabic, Kurdish, Turkish, English). This practice celebrates multilingual identity and invites participants to bring their cultural backgrounds into the activity.

Example:

"My name is Sara, and my favorite word is noor (light)."

3.3.6. Use Culturally Familiar Examples:

For "My Sweet Age," instead of only "tiramisu"/"rice pudding," add:
- Optional examples: künefe, baklava, qatayef, halva, umm ali; depending on what participants enjoy.
- This celebrates cultural diversity without making assumptions.

Using recognizable examples increases comfort and relatability without altering the structure of the activity.

3.3.7. Normalize Language Diversity and Reduce Performance Pressure:
Some participants may prefer to speak less or may feel nervous using English. Facilitators should reassure the group that speaking slowly, mixing languages, or using gestures is completely acceptable. Language differences should not be corrected; instead, facilitators should focus on encouraging participation and connection.

3.3.8. Avoid Physical Contact Unless Initiated by Youth:
Some participants may feel uncomfortable with physical proximity due to personal, cultural, or religious reasons. Facilitators should avoid suggesting physical contact (e.g., touching shoulders or hands) unless participants naturally choose it. Circle formations and movement-based activities without contact remain the most inclusive approach.

3.4. Activity Materials
3.4.1. Module 1, Activity 2

Scenario:

"He had been thinking for a long time. He felt both … and a … inside him. He thought, 'What's the harm in trying once?' and started. At first, everything felt … It seemed helpful, and he thought he could handle it. Over time, he realized he needed … . He spent all his … on it, and his … were slipping away. When he was … , he felt … , … , and … . He started … from others, drifting from his … , and experiencing … with family and friends. He decided to stop. But after a while, he …"

Word Bank

curiosity	*fear*	*enjoyable*	*more*	*time*
money	*lost*	*Unable to access*	*tense*	*restless*
weak	*distancing*	*goals*	*problems*	*restarted*

3.4.2 Module 1, Activity 3

Factors That Increase Addiction:	Factors That Reduce Addiction:
Families not spending time together	Families frequently talking with their children
Rules being too strict or non-existent	Solving problems together
Family members showing negative examples (e.g., constant phone use, smoking)	A home environment with love and respect
Neglect or excessive pressure at home	Parents listening to children
Poor school performance	Parents modeling good behaviorschool and studying
Lack of teacher support	Support for attending school and studying
Experiencing bullying or exclusion	Helping young people choose suitable careersschool
Stressful work environments	Educating about addiction in schoolwork
Lack of exercise	Promoting healthy living at work
No enjoyable activities	Encouraging participation in sports, art, and hobbies
Friends using substances	Choosing the right friends
Friends persistently offering substances or tobacco	Saying no to negative peer offers
Advertisements in media encouraging substance use	Increasing safe spaces such as parks and sports areas
Influencers promoting use	Producing media content that promotes healthy living
Showing smoking, alcohol, or substance use as “cool”	Providing content that explains the harms of addiction
Low self-awareness or self-confidence	Public figures being positive role models
Not knowing how to manage emotions	Supporting self-awareness and understanding desires
Lack of goals	Encouraging expression of emotions
Saying “yes” to everything to fit in	Learning stress management strategies
Not having healthy ways to spend free time	Learning to say no
	Encouraging healthy habits

3.4.3 Module 2, Activity 3
Alarm System:



3.4.4 Module 3, Activity 2
Six-Part Story Template:

6 part story making method

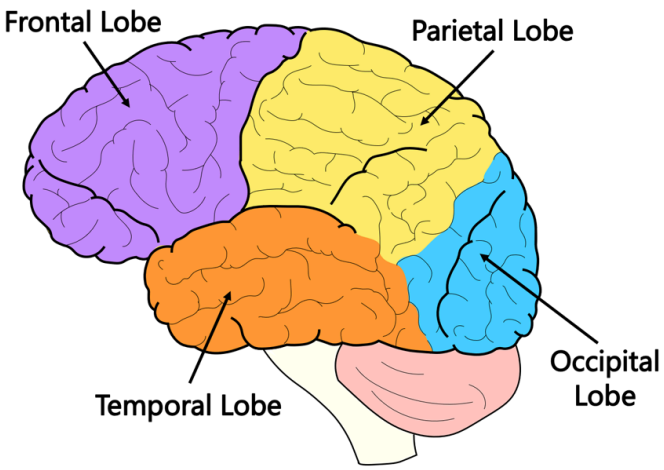
Different Planet Arts

Section 1: Main character in setting In this section draw the main character in their setting, not someone you know or yourself.	Section 2: Task Main character set a task. In section draw to represent the task/mission/goal(s) of the main character	Section 3: Helpful factors Main character finds/ meets some guardians or special powers to help them. Draw to represent the kinds of support/ resources your character has that he/she could call upon while seeking to achieve his/her task
Section 4: Obstructing factors Either a character or 'force' appears to make achieving the task harder Draw to represent obstacles that might stand in the way of the character achieving his/her task/mission/goal(s)	Section 5: Main action or turning point. Is the obstacle overcome and the task achieved or not? Draw to represent ways the character might cope with and overcome the obstacles or what happened if they didn't.	Section 6: Main Consequences of main action. What happened next – the consequences of the main action. Draw to represent how the story ends.

3.4.5. Module 6, Activity 3
Examples of Symptom Cards:

Examples of Symptom Cards:
"I check my phone right before sleeping and immediately after waking up."
"I prefer online friends over meeting friends in person."
"I constantly feel the need to check notifications."
"Staying up late for games or social media disrupts my sleep."
"I cannot eat without watching something."
"Negative comments on my social media posts affect my mood."
"I mostly spend my time at home on my phone or playing games."
When I'm studying or working, my mind keeps going back to my phone or computer.
"I find it hard to turn off my phone or put it away."
"When I'm bored, I immediately look at my phone or screen."
"When I spend a long time in front of a screen, my eyes get tired or hurt."
"Sometimes I spend too much time on my phone and have to postpone the homework or tasks I want to do."
"I see posts on social media that make me uncomfortable."
"When my friends invite me to an online game, I can't say no even if I don't want to."

3.4.6. Module 7, Activity 1:





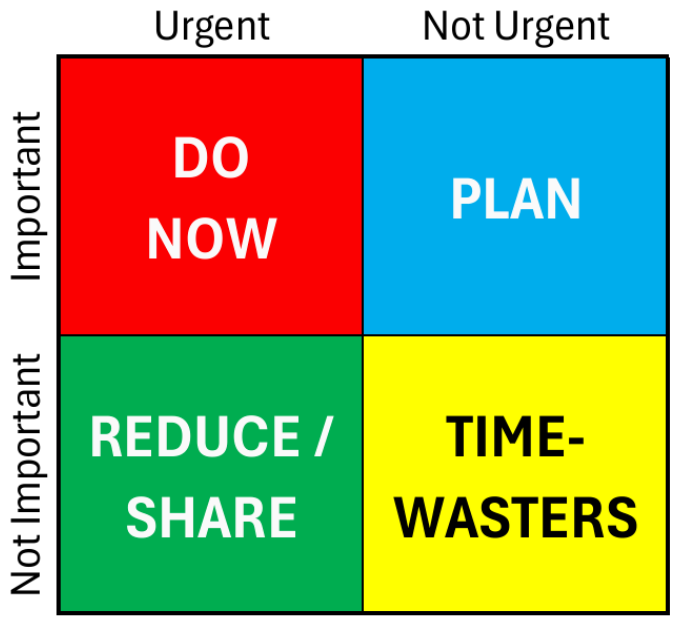
3.4.7. Module 7, Activity 2
Problem Cards:

A friend wants you to do something you don't want to do.	Your parents misunderstand you and start shouting.
You cannot finish a task at home/school/work on time.	You moved to a new place and want to join a group of peers.
You want something from your family, but they refuse.	Two friends are fighting, and you are caught in the middle.
You argued with your family because of phone/game time.	You are asked to speak in public but feel shy.
You receive a negative comment on social media.	A friend keeps teasing you in a joking manner.

Emotion Cards:

Sad 😭	Lonely 😕	Angry 😒	Confused 🧐	Surprised 🤩
Scared 😬	Excited 😮	Nervous 😳	Relaxed 😌	Disappointed 😣
Curious 🤨	Embarrassed 😥	Frustrated 😫	Proud ☺️	

3.4.8. Module 7, Activity 3
Priority Matrix:



3.4.8. Module 7, Activity 3
Priority Matrix:

Emotions:			
Happy 😀	*Curious* 🤨	*Hopeful* ☺️	*Angry* 😠
Bored 🙄	*Sad* 😭	*Disappointed* 😣	*Thankful* 🥰
Excited 🤩	*Calm / Relaxed* 😌	*Lonely* 😕	*Worried* 😟
Jealous 😋	*Guilty* 😢	*Proud* ☺️	*Ashamed* 😥

Tasks:	
Urgent and Important (DO NOW)	*Important but Not Urgent (PLAN)*
Finish tomorrow's math homework	*Do regular exercise*
Go to the doctor's appointment	*Join a new school club*
Make final preparations for the exam	*Spend quality time with family*
Support a friend who is going through a difficult time	*Read a book*
Prepare in the evening to be ready for school/work tomorrow	*Clean the house*
Take care of a sick family member at home	*Spend time on hobbies*

Urgent but Not Important (REDUCE / SHARE)	**Neither Urgent nor Important (TIME-WASTERS)but Not Important (REDUCE / SHARE)**
A friend asks to meet because they are bored, while you still have homøework	*Spending hours on TikTok/Instagram*
While cleaning, receiving an instant gaming group message inviting you to play	*Playing video games all night long*
Getting casual WhatsApp group notifications while playing with your sibling	*Watching 5 episodes of a series in a row*
A friend asks you to do their homework	*Scribbling random notes in class just to pass the time*
Your teacher is giving you extra work when you already have a lot to do	*Checking your phone every 2 minutes*

3.4.9. Module 7, Activity 5
Conflict Scenario Cards:

Two friends want to join different after-school activities on the same day (football vs. drawing workshop) and want the other to come with them.	Two players want to play in the same position during the game.
One friend wants to copy homework, the other feels uncomfortable with it.	Two siblings want to use the same phone/tablet/computer at the same time.
A group of friends have different ideas about what activity to do together (football, walking outside, or playing a board game).	Two classmates both want to be the group leader for a school project.
Two friends want to spend their free time differently (one wants to rest, the other wants to be active/play outside).	A friend borrowed something (book, charger, ball) and did not return it on time, which causes tension.
One student wants to take a break, the other wants to finish quickly without stopping.	Two friends want to sit in the same seat in the classroom or learning center.

3.4.10. Module 7, Activity 6

Negative	Positive
"You don't understand."	*"I think I need to explain better, let me try again."*
"I am right."	*"This is how I see it, I'd like to hear your opinion too."*
"It's always your fault."	*"Both of us may have contributed; how can we solve this?"*
"Your opinion doesn't matter."	*"I'd like to hear your opinion; a different perspective can help."*
"You can't do anything right."	*"This may be challenging, but you can succeed if you keep trying."*
"It's your fault this happened."	*"This outcome happened; how can we fix it together?"*

3.4.11. Module 8, Activity 2





3.4.12. Module 8, Activity 3

Scenario Cards:

A young worker is asked to work extra hours but is told they will not be paid for it.
A supervisor tells a youth to lift or carry something heavy alone, even though it feels unsafe.
A manager makes jokes or comments about a youth's accent or background.
A youth worker is told to continue working without taking any breaks.
A young worker is told, "Don't worry about a contract, just start working."

Role Cards:

Role Card: Employee (Youth Worker) Share how you feel, what you need, and which right might be affected.
Role Card: Employer / Supervisor Respond to the situation. Decide whether you will support or challenge the request.
Role Card: Observer Watch the roleplay and describe what happened afterward.

References

References

• Arnett, J. J. (2015). Emerging adulthood: The winding road from the late teens through the twenties (2nd ed.). Oxford University Press.
• Berry, J. W. (2019). Acculturation: A personal journey across cultures. Cambridge University Press.
• Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2017). Treating trauma and traumatic grief in children and adolescents (2nd ed.). Guilford Press.
• Covey, S. R. (2020). The 7 habits of highly effective people: 30th anniversary edition. Simon & Schuster.
• Dent-Brown, K., & Wang, M. (2006). The Six Part Story Method: Primary findings from a systematic review of a narrative technique. The Arts in Psychotherapy, 33(4), 316–330.
https://doi.org/10.1016/j.aip.2006.03.002
• Erasmus+ Programme Guide, The essential guide to understanding Erasmus+ Glossary of terms - Youth - https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-youth
• Erikson, E. H. (1968). Identity: Youth and crisis. Norton.
• Gülerce, R., (2024). İnsan Hakları Bağlamında Geçici Koruma, Yetkin Yayınları.
• Hannes Kolar. (2016, May 6). How to explain trauma to youth [Video]. YouTube.
https://www.youtube.com/watch?v=HImHjDjyz6M
• Hantke, L., & Görges, J. (2012). Handbuch Traumakompetenz: Basiswissen für Therapie, Beratung und Pädagogik. Junfermann.
• Institut Berlin. Exercises (English). https://institut-berlin.de/downloads/exercises-english/
• International Labour Organization. (1973). Minimum Age Convention (No. 138).
• International Labour Organization. (1999). Worst Forms of Child Labour Convention (No. 182).
• Jensen, L. A., & Arnett, J. J. (Eds.). (2019). Cultural identity and youth: Theoretical insights and applied implications. Springer.
• Kabat-Zinn, J. (2013). Full catastrophe living: Using the wisdom of your body and mind to face
stress, pain, and illness (Rev. ed.). Bantam Books. (Original work published 1990)
• Lahad, M., & Ayalon, O. (2013). The Six Part Story Making (6PSM) technique. In M. Lahad
(Ed.), Creative methods in therapy and crisis intervention. Nord/Coalition Institute.
• Max Planck Institute of Psychiatry. (2019, February 3). 2: Flight and Trauma - Self-Help
[Video]. YouTube. https://youtu.be/DpMrdR1h10E?si=KJZtaiIKSlaOwWoe
• Meca, A., Gonzales-Backen, M., Davis, R., Rodil, J., Soto, D., & Unger, J. B. (2020).
Discrimination and ethnic identity: Establishing directionality among Latino/a youth.
Developmental Psychology, 56(5), 982–992. DOI: 10.1037/dev0000890.
• Miller, R. W., and Rollnick, S. (2013). Motivational interviewing: Helping people change (3rdedition). The Guilford Press.
• Moen, L. F., Haugstvedt, H. & Rørendal M. (2014). Manual for individual cannabis detox. City
of Oslo - Agency for Social and Welfare Services. Ross, L. J. (2021). Calling in the calling-out culture.
• Schwartz, S. J., & Zamboanga, B. L. (2020). "The intersection of identity and culture in youth development." Child Development Perspectives, 14(3), 145–150.
• Shapiro, F. (2018). Eye movement desensitization and reprocessing (EMDR) therapy: Basic principles, protocols, and procedures (3rd ed.). Guilford Press.
• Suárez-Orozco, C., & Qin, D. B. (2020). "Immigrant youth and identity negotiation: The role of culture, context, and connection." Annual Review of Psychology, 71, 559–583.
• Turun Kriisikeskus. (2015, May تمرين التوتر والاسترخاء. (27 (Arabic) Progressive Muscle Relaxation [Video]. YouTube. https://youtu.be/6txS-PNHoYI?si=pCuWZfbtT2bSs-9k
• Ungar, M. (2012). The social ecology of resilience: A handbook of theory and practice. Springer.
• United Nations. (1989). Convention on the Rights of the Child. https://www.un.org/
• White, M., & Epston, D. (1990). Narrative means to therapeutic ends. W. W. Norton.
• World Bank, Inclusion Matters: The Foundation for Shared Prosperity (2013) p. 4.

Suitcase:
Tools for Healthy Living and Resilience

Training Content for Facilitators, Trainers, and Youth Workers

2023-2-TR01-KA220-YOU-000180027
Erasmus+ Cooperation Partnerships in Youth (KA220-YOU)

This publication is supported by the European Commission within the scope of the Erasmus+ Programme. However, the views expressed here are the responsibility of the author(s) only and the content in no way reflects the official views of the European Commission and the Turkish National Agency; the institutions cannot be held responsible for the content and its use.

Funded by
the European Union

SUITCASE

TOOLS FOR HEALTHY LIVING AND RESILIENCE

Training Content for Facilitators, Trainers, and Youth Workers



Oslo
UKE HAMBURG
Institute of Population and Social Research
YEŞİLAY