

MENTAL HEALTH IN YOUTH WORK

Training manual



Colophon

This is a publication of Don Bosco Youth-Net ivzw. Don Bosco Youth-Net ivzw is an international network of Salesian youth work offices and youth organizations which work in the style of Don Bosco.

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Project summary

Description

“Mental Health in Youth Work” is an entry-level training course, aimed at youth workers between 18-30 years old. The main aim of the training course is to improve the participants’ skills and develop ways in which they can support young people in improving their mental health. The training course took place from the 1st to the 7th April 2023 in Bollington (UK).

With this programme we wanted to focus on improving the youth work in our organisations during and after the COVID-19 crisis. For youth work now and after the pandemic we wanted to focus on improving the mental health of the children and young people we work with. They suffered throughout the pandemic for various reasons. This international activity aimed at youth workers. We wanted to improve their skills and develop ways in which they can support their target groups in improving their mental health. They discovered different tactics like relaxation exercises, mindfulness, yoga and focussing on healthy food. All activities that could improve the mental health of young people. Our aim was not to focus on counselling, but we also introduced our safeguarding policy during the activity. The safeguarding policy form DYBN helped our youth workers to know which steps they could take when hesitating about the needs of a young person. The youth dimension of this project was that children and young people in our organisations, reached by the participating youth workers. On their turn, they can act as multipliers within their organisations.

This project, however, mainly focussed on softening the impact of the COVID-19 crisis on youth work organisations, youth workers, children and young people, especially the most vulnerable. We wanted to work on the protection of young people’s fundamental and human rights through youth work. In this way we upheld the values of the CoE. Starting from the challenges young people face and the needs resulting from that, we empowered youth workers to cope with it and to support their target groups through youth work. Through the multiplying actions of the participants in this project, we wanted to empower the youth work organisations in our member organisations to cope and act upon the consequences of the COVID-19 crisis within Europe.

Objectives

The main aim of the training course is to have youth workers get a better understanding of mental health. The main objectives of this training course are

- To discover different tactics to improve or stabilise mental health like relaxation exercises, mindfulness, yoga or focus on healthy food
- To have the youth workers develop knowledge, skills and competences to work with children and young people who are struggling with their mental health.
- To support our youth workers with good practices and specific activities that can be learned from trainers and other participants, originating in their own organisations.
- To pass on the knowledge and guidelines we have in our safeguarding policy.
- To act as multipliers within youth organisations

Some of the competences, we wanted to develop were:

- Social and civic competence
- Communication in a foreign language
- Sense of initiative and entrepreneurship
- Social awareness
- Learning to learn

The aim was to train the skills of the animators, to give them a broader view on these topics and to find new ways to implement them in their vocation as a youth leader.

Pax will learn a lot from the exchange between young European animators in a non-formal context.

Profile participants

The participants of this training course were familiarised with mental health concepts and how to implement good practices to safeguard it in daily life for oneself and the young people they are in charge of. In order to attain this outcome, we put forward the following profile:

- 18-30 years old
- Active English knowledge (good basic understanding and willingness to talk)
- Willingness to learn about mental health, and (first) signs of declining mental health
- Familiar with Don Bosco
- Active in local partner organisations of DBYN
- Being able to act a multiplier within the local community and/or DBYN after the activity

In this training course, 8 entities from 7 countries participated, including Don Bosco Youth-Net. Every organisation has done its best to send 2 participants. DBYN contributed with 2 trainers and SYM UK contributed with the hosting (including one of the experts and chaplains).

Salesian good mornings & good nights

As DBYN is a faith-based organisation, it was important for us to assign time in the programme for the participants to reflect on what gives meaning in their lives.

In the Don Bosco Movement, there is a tradition of over 176 years (since May 1847) closing the day with a “Salesian goodnight”. This is a tradition which all organisations, schools, youth care facilities... in the Don Bosco Movement maintain up to today. DBYN uses this as well in all its activities. It creates a recognisable identity, as all participants are familiar to this. At the same time, it offers the opportunity for intercultural dialogue, as all countries have a different tradition. In DBYN we also start the day with a “Salesian good morning”, to offer more participants to deliver such a reflection.

For that reason, we decided to do the good mornings and good nights with the collaboration of our participants. This was a possibility to change spirituality perspectives and open the intercultural dialogue and share this prayer moments together.

Programme overview

Daily timetable	Saturday 01/04/2023	Sunday 02/04/2023	Monday 03/04/2023	Tuesday 04/04/2023	Wednesday 05/04/2023	Thursday 06/04/2023	Friday 07/04/2023	
Theme of the day	Arrival of Participants	Introduction day	Mental health in YW	MH and Safeguarding	Mental health and Media in non-Formal Education	Mental health and Media in non-Formal Education	Departure	
08:30 – 09:10		Breakfast						
09:15 – 09:30		Good morning						Departure of the participant
09:30 – 11:00		Introduction to the programme (Fears and expectations)	Definition of Mental health + Needs of children and young people	Safeguarding to Mental Health and Human Rights	Expert session: Mental health + youth and social media	Expert session: Second expert session, MH + use of online tools between youth		
11:00 – 11:30		Coffee Break						
11:30 – 13:00		Team building + getting to know each other	Sharing good practices in Special Needs	Safeguarding to Mental Health and Human Rights	Mental health and Non-Formal Education	Tying loose knots		
14:00 – 15:00		Lunch						
15:00- 16:30	Free time – Mindfulness / relax time						Departure of the team	
16:30 –18:30	Visit to the hostel and introduction to the programme of the week	Practical exercise: Mindfulness ‘MENU’	Reflection and exchange on role of Youth Work	Outdoor activity-Rome	How to adapt to change	Evaluation of the week and educational impact		
18:30 – 19:00		Coffee break						
19:00 – 20:00		Working Style of Don Bosco	Reflection and exchange on role of Youth Work II + resources	Outdoor activity-Rome	Implementing good practices in the local YW realities	Holy mass		
20:00 – 21:00		Reflection and evaluation					Mass	
21:00 – 22:00	Dinner							
22:00 – 23:00	Welcome + Getting to know each other	Intercultural evening	Games night	Games night	Games night	Farewell party		
23:00 – 23:15	Good night							
23:15-00:00	Free time							

Overview of the days

ACTIVITY PROGRAMME FOR AN INTERNATIONAL ACTIVITY					
Activity n°	I – TRAINING COURSE MENTAL HEALTH IN YOUTH WORK				
Participating organisations	Confederación de Centros Nacionales Don Bosco de España, Jeugddienst Don Bosco vzw, Salesian Pastoral Youth Service Malta, Turismo Giovanile e Sociale, Federazione Nazionale Servizi Civili e Sociali-Centro Nazionale Operesalesiane-SC/CNOS Associazione, Domka, Salesian Pastoral Youth Service, Aktionszentrum Benediktbeuern, Salesianer Don Boso Austria, Don Bosco Youth-Net.				
JE			Duration		
City/Town	Country	Start date	End date	Activity duration (excluding travel days)	Travel days
Bollington	UK	01/04/2023	07/04/2023	5	2
Activity Programme					
Timetable	Activities	Non-formal and informal learning methods used			

ALL DAYS		
AM/PM	Good morning / Good night	<p>Description: Every morning or night. In turns, the participants of each organisation will prepare a reflection on a topic that concerns them, interests them, or want to share in groups: they can introduce a story, a personal experience, etc. This will contribute to create an open, relaxed, and distended environment among the participants.</p> <p>Objectives: To create a climate of participatory reflection.</p>
AL/PM	Free time and a moment to reflect / rest / mindfulness	<p>Description: Every after lunch or after dinner. Every free time we will leave in the schedule we will propose several activities to the participants to relax, reflect and share with other participants experiences, what helps them to relax, etc. We will give them several resources and tools to cover this time. This activity will be up to whoever wants to take this time in this way. This will contribute to create an open, relaxed, and distended environment among the participants.</p> <p>Objectives: To create a climate of participatory reflection and relaxing/sharing time for everyone.</p>
PM	Daily evaluation and reflection	<p>Description: At the end of the training day, there will be a moment for self-reflection and self-analysis in which participants will indicate the knowledge acquired, information on how to do it in their local reality, as well as experiences, etc. Likewise, there will be a group reflection and it will be a moment of exchange of enriching opinions.</p> <p>Objectives: To create a positive climate of group reflection and enhance self-evaluation as a learning method.</p>
AM/PM	Coffee break/ free time	<p>Description: The participants should have moments to establish contact with their peers informally. For this reason, a couple of coffee-breaks are proposed at mid-morning and mid-afternoon, as well as after lunch. In those periods of time, they participants could enjoy the facilities of the hostel. It would be recommendable for the participants to establish links and create a network of European contacts, with whom they can continue working in the future.</p> <p>Objectives: To provide rest time for the participants, and to encourage informal contact among the participants.</p>

DAY I	ARRIVAL DAY	
AM/PM	Preparation meeting of the team	<p>Description: The team will meet to have a last reunion to tie the final aspects needed and close some possible aspects.</p> <p>Objectives: To have everything prepared for the arrival of the participants. To see if there's something else missed during the preparation time.</p>
AM/PM	Arrival and accommodation of the participants	<p>Description: Participants will arrive in Manchester airport. We will give pick up them to go together in several turns to Bollington by car, to our venue 'Savio House'. We will give them their room to have rest and accommodate until the whole group arrive to the venue.</p> <p>Objectives: To give the participants the most important information to get the venue and take a special accompanying to the group of participants. To give the participants the possibility to rest until the whole group has arrived.</p>
PM	Welcome	<p>Description: We will visit 'Savio House' in order to show our participants the facilities of the accommodation. We want them to feel comfortable during their stay Bollington. We will assign their rooms and go for a walk in the surroundings in order to enjoy a natural environment. Our aim will also be to facilitate the interaction between the participants.</p> <p>Objectives: To create a good welcoming atmosphere, to play several introduction games and starting to get to know each other.</p>
PM	Free first night	<p>Description: Very nice energetic way to be welcomed, learning a bit more about the group, sharing first dynamics and dances and getting to know each other.</p> <p>Objectives: Feeling welcome, creating a good atmosphere from the beginning, learning names and a bit of everyone.</p>

DAY 2	INTRODUCTION DAY	
AM	Introduction to the programme	<p>Description: Through an integrative and participatory group dynamic, young people will be able to express the objectives and motivations they have for participating in training. In the same way, possible fears will be appearing before this participation (language, group, etc...) The results of this dynamic will be considered by the trainers and the hosting team, in the development of the training sessions.</p> <p>Objectives: To introduce the program, to establish standard rules, and to address administrative issues. To create a pleasant and trusting climate and to encourage active listening and participation. To know what the expectation are that the participants have for the training, and to show the concerns and fears before the TC.</p>
AM	Team building + Sharing the work of the participants in each organisation	<p>Description: Through the realisation of a game or a dynamic of presentation, each organisation will have time to present his/her organisation and the work they do there. This presentation should be previously prepared for the representatives of each organisation.</p> <p>Objectives: To discover what is done in the different participating organisations. To find out the different channels of participation that young people can use, to encourage participations in their own organisations and in other youth forums at local, regional, state, and European level.</p>
PM	Practical exercise: mindfulness 'MENU'	<p>Description: Participants will have the first individual moment of the international activity. In this, they will have time to practice some personal reflection and group reflection following the material given.</p> <p>Objectives: To present a new form of starting the week and reflection about us and the reasons they come to the activity. It will be a good opportunity as well to start sharing with other participants when the dynamics says so.</p>
PM	Working style of Don Bosco Mass with the parish	<p>Description: We will address the content to the methodology of Don Bosco, the main aspects, and the Preventive System. We will prepare the Sunday Mass with the participants taking in count that will be Palm Sunday.</p> <p>Objectives: To present good practices, challenges, and innovation in the European sphere, as well as progress in the development of youth services. To let the participants knowing more about Don Bosco Educational approach. To live a celebration in community and in a communion feeling.</p>
PM	Intercultural evening	<p>Description: It will be prepared with the collaboration of all participants, hosting team, trainers, etc. Participants will share and explain the food they will bring to the table, several traditions and other cultural aspects they wish.</p> <p>Objectives: To conclude the first day in a relaxed and playful way, to foster interpersonal relationships and interculturality.</p>

DAY 3	MENTAL HEALTH IN YOUTH WORK	
AM	Definition of Mental Health + Needs of children and young people	<p>Description: The trainer will present, the concept and the basic aspects of the content of the training course. The participants will make contributions by giving opinions on these topics, their experience and opinions.</p> <p>Objectives: To provide participants with knowledge about the concept and start giving the content of the week.</p>
AM	Sharing good practices / Special Needs theory	<p>Description: Sharing about special needs that we can find inside youth work activities and within the whole amalgam of activities of our oratories.</p> <p>Objectives: To provide the participant creative resources that could implement in their entities and how to best deal with difficult situations.</p>
PM	Reflection and exchange of the role of the Youth Worker	<p>Description: Presentation of the relation between youth work and Mental Health. To be an inclusive leader requires putting into practice a set of skills and behaviours that allow to create, to lead, to involve, to motivate and to develop multicultural and diverse groups. An atmosphere of flexible communication will be created, the trainer will also work on the importance of conflicts and how the to see them as a source of creativity and innovation.</p> <p>Objectives: To know what to do during the implementation of projects and activities when something goes wrong, or a problem comes up.</p>
PM	Games night	<p>Description: The participants will share a relaxed and calmed night sharing games they are used to play at their playgrounds, table games, table tennis, table football...</p> <p>Objectives: To have a night atmosphere, learn about each other, share good and healthy time.</p>

DAY 4			MENTAL HEALTH AND SAFEGUARDING
AM	Safeguarding to Mental Health and Human Rights	<p>Description: Through different dynamics we will work about the meaning of safeguarding, the different policies, the way of implementing them and how to create more awareness between the group of volunteers our participants are part of. We will show them the importance of these procedures and how they can manage a difficult situation.</p> <p>Objectives: To give the content and the differences about NFE, Formal education and Informal Education. Reflect and grow with them their awareness about their learning process sharing their experiences.</p>	
AM	Mental Health and Youth Work	<p>Description: Through different participative dynamics, the trainer will present the most important and useful link between MH and YW. How we can promote MH in our activities and safeguarding.</p> <p>Objectives: To promote this material and method with the participants. To provide them the resource and let them know how to search inside and select the correct session to their groups.</p>	
PM	Outdoor activity: White Nancy walk	<p>Description: This afternoon and evening we will enjoy a walk in the countryside of Bollington. The whole team (trainers, participants, and hosting team) will go to visit the White Nancy. An important place uphill near Bollington and Savio House.</p> <p>Objectives: To visit the surroundings of the village, knowing more about the roots and traditions of the local people and to share a good and fresh afternoon outside with the whole group</p>	

DAY 5			MENTAL HEALTH AND MEDIA IN NON-FORMAL EDUCATION
AM	Expert session: mental health + youth and social media	<p>Description: To reflect about the effects, benefits and inconveniences of using that much social media between youth.</p> <p>Objectives: To promote the sharing between the participants and to see how comparing different circumstances and realities they can also learn and participate in the common reflection.</p>	
AM	Mental health in non-formal education	<p>Description: On the assumption that the idea that the whole educational intervention is a learning that gives us different skills, knowledge, and competences. We will focus on continuing to learn and take advantage of that baggage to develop our educational work with young people. For this, we will carry out different participatory group dynamics in which we will observe the competences that the participants have, and we will make them aware of them, relating everything with how to increase a good mental health and how to take it in count in every programmed session.</p> <p>Objectives: Promote permanent and meaningful learning and raise awareness of the importance of using our own skills and being aware of MH and adapting.</p>	
PM	How to adapt to change	<p>Description: The trainer will give the participants divided in different groups, different situations in which they will have to apply all the content learnt and reflected during the week.</p> <p>Objectives: To guide a reflection in which the participants will develop possible methodologies to implement all the aspects seen, and overall, how to adapt to change and challenging situations.</p>	
PM	Farewell party	<p>Description: We will provide general table games, music, a guitar, speakers, music to the participants to make them chose and select what they want to do during the night. We will suggest a chill night in which they can sing, play games and talk.</p> <p>Objectives: To share a good time together before going to sleep, sharing good games, and sharing a calm leisure time.</p>	

DAY 6			MENTAL HEALTH AND MEDIA/NFE + CLOUSURE DAY
AM	Working groups 2 nd expert session (double session)	<p>Description: The trainer will guide the participants into the reflection of the previous day, about 'Mental health between youth and social media'. Then they will design the implementation and organisational processes of how they can manage better the use of SM and how will be the ideal tool for them to prevent MH issues.</p> <p>Objectives: To guide a reflection in which the participants will develop possible projects or activities to implement what was developed during the TC in their sending organisations.</p>	
AM	Evaluation + Evaluation of the educational impact on the participants	<p>Description: The trainers will kindly request the participant to evaluate the TC as well as their personal educational impact. The evaluation will be active and participative, they will evaluate in groups and individually in a relaxing atmosphere and respecting all the opinions.</p> <p>Objectives: To evaluate the TC, with its content, as well as the organisation in general and their personal and group participation in the proposed activities. To assess the objectives and expectations of the first day and to observe in what aspects it could be improved.</p>	
PM	Preparation of the Mass - MASS	<p>Description: We will prepare the different aspects of the mass for celebrating together. Holy Thursday.</p> <p>Objectives: To involve everyone in the different aspects and moments in the mass. To create a good and communion feeling of celebration.</p>	
PM	Farewell party	<p>Description: It would be an event and night feast to celebrate the time that the participants have spent together. It will be prepared with the collaboration of all participants, hosting team, trainers, etc. Participants will be encouraged to participate in groups in a natural way throughout what is considered our country: a dance, a song, a game, etc.</p> <p>Objectives: To finish the training course in a shared and fun way, thanking all the participants their attendance.</p>	
DAY 7			DEPARTURE DAY
AM/PM	Departure of the participants and departure of the team	<p>Description: all the participants, trainers and team will come back to their homes. We will organize the group to provide help to the participants that may need it.</p> <p>Objectives: to organize the participants to provide everyone someone to go with to the airport or train station if it's possible.</p>	

Session Outlines

Team Building + Getting to know each other

Timing in the programme	Sunday morning
Background/rationale	It was introduced the programme of the process for the whole week
Aim(s) and objectives of the session	<ul style="list-style-type: none"> To create a safe environment where people can share their experience and reflect about their realities.
Description session (Methodology, methods, timing)	<p>Name game (10 minutes) Everyone writes her/his name on a piece of tape. The piece of tape is to be put on the back of your neighbour on your right, and again, and again. Now the goal is to catch your name without losing the name you have on your back. The game stops when everyone has his/her right name back</p> <p>World Café (60 minutes) Participants are seated in groups of 5 in the corner of the room. Every 20 minutes some participants change groups. Every turn a facilitator will give some question to know some aspects of their life.</p> <p>The new social media The issue of every social media is related to the fact that we show what we want to show. So, we will give to some groups different flipcharts to create a new social media (15 minutes).</p> <p>After they will explain to the other groups their piece of art.</p>
Outcomes	Participants felt at home and the atmosphere created was healthy.
Evaluation	Very nice energetic way to be welcomed!
List of materials & space required	<ul style="list-style-type: none"> Audio & music Several small dynamics and games prepared WhatsApp group prepared to give them some reminders and the programme of the week.
Further reading	n/a
Appendices	Appendix I. Cards for the café with different questions.

Practical exercise: Mindfulness MENU

Aim(s) and objectives of the session	<ul style="list-style-type: none"> To get the participants to the reflection of the topics we propose. To make them be inside a good net and group feeling To start a self-reflection and relax moment to begin the week To share with others their experience of this session
Description session (Methodology, methods, timing)	<ul style="list-style-type: none"> Every participant will receive the 'Mindfulness MENU' The trainer will give them some guidance, but they will have to follow the instructions written inside the Menu. We will give them some minutes to collect the materials and things they want to take for this session outside or inside the house. We will control the timing given to all and keep some final minutes to share in a big group how was the experience.
Outcomes	<ul style="list-style-type: none"> The participants liked a lot the dynamic and the guided of the MENU of Mindfulness. They commented that they would love to have more time during free times in the week to do it again and take in advance the good weather and feelings this dynamics creates inside them.
Evaluation	<p>Positive:</p> <p>A good way to get to think about fears, contributions, and expectations, how their minds are in these moments and how to keep some time for themselves.</p>
List of materials & space required	<ul style="list-style-type: none"> Mindfulness MENU Pen + notebook (optional) Other optional Stuff to do the reflection moment (headphones, music, tea, coffee...)
Further reading	n/a
Appendices	<ul style="list-style-type: none"> Appendix II. Mindfulness MENU

Sharing practices and resources

Background/ rationale	After a short coffee break, participants are coming back in the room continuing the same reflection related to YW.
Aims/ objective of the session	<ul style="list-style-type: none"> To share their realities, to find issues related their local situation and to looking for practical resources to increase quality of life at work
Description of the Session	<p>We will start the session doing some energizers leaded by the participants.</p> <p>Clock analysis (90 minutes) 3 turns, 3 tables, 3 groups of participants. Facilitators give some white sheets to every table. The 3groups are located in the 3 tables.</p> <ul style="list-style-type: none"> - First turn (20 minutes): Every group should write some 3 concrete issues related to Youth work in their localities. - Second turn (20 minutes): Facilitator moves the sheets from a table to another and ask to the group to find 3 solutions for every practical issues. - Third turn (20 minutes): Facilitator moves the sheets from a table to another and ask to the group to criticize the solutions focusing on quality of life at work <p>Debriefing in plenary</p>
Outcomes	Participants showed a good sharing of the problems and situations they found in their local realities.
Evaluation	They worked very well in groups and cooperated to design the task, it will be great to give more time to reflect and extend the session.
Materials and spaces	<ul style="list-style-type: none"> Flipcharts Post its Pens Different separated tables, not necessary in different rooms
Future reading	n/a
Appendices	n/a

Definition of Mental Health and needs of children and Young people

Aims/ objective of the session	<ul style="list-style-type: none"> To introduce the participants the importance of the topic in youth work Participants being able to difference challenges of MHYW To make participants reflect on their own experiences of the topic
Description of the Session	<p>Development: we will put out all the MH Challenges in Youth and all the percentages mixed around on the floor. Participants get the task to order the challenges towards the percentages. The task should be completed as a group. After that the trainer gives the solution with information around the study, she/ he chooses. All will discuss what was surprising, not surprising, interesting etc. (45 min)</p> <p>They will go into groups of 4-5 people and get a flipchart with a role description. Their task is to write down from the perspective of the role-card person: What are my challenges, what are my strengths, what do I need from people around me, what should and shouldn't happen in an Oratory/ Playground so that I feel comfortable? Pax present their Role card and Discuss about the roles. (40 min)</p> <p>Group discussion: Did I experience Children with mental Health problems as an Animator or do I need adaption myself? How did it feel? What went right/ wrong? ...</p>
Outcomes	The whole group was very interested. Would be great to have more studies from different countries. Discussion at the end was really deep and participants shared a lot of personal experiences.
Materials and spaces	<ul style="list-style-type: none"> Printed out MH challenges in youth and the % mixed around. Flipcharts with different Roles (name, age of child, MH-challenge or individual character). Markers Paper if needed to take notes Post its Pens
Appendices	n/a

Sharing good practices / Special Needs realities

Background/rationale	Participants are coming back after a walk and lunch. They already talked about mental health and need of children.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To start with an introduction of what is a Special Need • To grow knowledges between participants of types of disabilities and need they can find • To raise awareness and the quality of the attention and protection they can give to these factors
Description session (Methodology, methods, timing)	<p>Introduction We will start the session defining 'What is a child/youth person/adult with special needs?' with all the participants. We will break some myths and incorrect ideas of what is and what is not. With a short brainstorming we will ask them to think individually as well, the different types of necessities they know, and to think also an example in their daily youth work activities in which they find it.</p> <p>Development of the presentation and reflection with the participants We will continue talking about the biological or environmental factors that can make appear the disorders. We will open the discussion and the conversation to all the participants to express first by a Mentimeter their thoughts and they to reflect all together. They will have to share the experiences they want to all the group and together will arrive to a common point refereeing to what the theory says. (See the presentation). 'Nature or education', will be the following aspects we will see. We will ask the participants their experiences, opinions and what they though before this session about the fact of 'The outcome of a story depends on protective and risk factors' all of us experienced and continuing to feel them every day.</p> <p>Active activity in groups To link the theory with the active practical aspects of it, they will have to think about one of the previous experiences of special needs they know and to see and think which protective and risk factors influence in their lives. Through a small presentation individually or in groups, they will give their peers an example of one of every special need category and how might be related with these factors.</p> <p>Conclusion of the session To finish the session and appeal to our own personalities and experiences, we will talk around the diamond of every perspective/important dimension of the person. With this, we would like to ask them to reflect about their 3 risk and 3 protective factors they had during their most important phases of their lives: childhood adolescence and now the young adulthood.</p>
Outcomes	Participants got involved very deep in the session, they asked a lot of questions and even during the individual parts of reflection they wanted to compare and then share a lot with their peer's experiences. The session created a goof trust atmosphere and feeling of accompanying and listening in all the members of the group.

List of materials & space required	<ul style="list-style-type: none"> • Markers • Paper • Flipcharts (diamond, factors, attachment theory) • Other materials the participants may need.
Appendices	Appendix V. Presentation Special Needs

Reflection and exchange on the role of the Youth Worker

Background/rationale	Participants are coming back after a walk and lunch. They already talked about mental health and need of children.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> • To reflect about Youth Work in civic society. • To share experiences, opinions, and their own awareness about YW • To build a common sense of the Importance of YW in society
Description session (Methodology, methods, timing)	<p>Icebreaker Using a Johari Window dynamics</p> <p>Role play about YW (Work and babies) -An adaptation of a Compass game (pp.337 - 339). -Participants are divided in groups of 5. -Every group select a different EU country -Facilitator read out loud the scenario</p> <p><u>The scenario</u> “Maria has been unemployed for almost a year and is looking hard for a job. Ten days ago she went for an interview for her dream job – it was exactly what she was looking for! Everything went well and she was offered the position. The company asked her to have a meeting with Mr. Wladstock, the personnel officer, in order to sign her contract. She had already discussed her duties and other job-related issues at the interview. Just as Maria was about to sign the contract, Mr. Wladstock said that a condition of the job was that she signs a declaration that she will not have a baby for the next two years.” -Every group selects 3 “Mr. Wladstoc” and 2 “Maria”. They should continue the story in the country that they select.</p> <p>Reflection:</p> <ul style="list-style-type: none"> • Was anyone surprised at the situation? Does it happen in your country? • How did the groups decide what the outcome should be? • Were the endings realistic? What were the good points – and weaker points – about the ways that Maria handled the situation? How hard is it to be assertive in such situations rather than aggressive or submissive? • In your country, what rights do women have in the workplace when they get pregnant? • Why would the company want to impose such a condition on Maria? Is it fair? Why not? • Were any human right being violated? If so, which ones? • If Maria were a man, would the same thing happen? Why? Why not?

	<ul style="list-style-type: none"> • In what ways do men differ from women in the way that they perceive this issue? • What should be done to promote and protect women's reproductive rights?
Outcomes	The participants were very involved during the roleplay. Each one of them get involved a lot and gave their opinion. Some of them commented the difficult of the role play and the topic brought to the table of the analysis.
List of materials & space required	<ul style="list-style-type: none"> • Markers • Paper • Flipcharts • Other materials the participants may need.
Further reading	n/a
Appendices	n/a

Mental Health and Youth Work

Timing in the Program	Tuesday afternoon second session.
Background / rationale	We will take in count which content and what was missing, and we couldn't finish in the day before. Also see session: 'inclusion in all youth realities'
Aims and objective of the session	- To reflect on the role of emotions at work and to the importance of a good recovery for personal and organizational mental health.
Description of the Session	<p>Icebreaker</p> <p>Slides about Great resignation</p> <ul style="list-style-type: none"> • Focus group about "what are you looking for in your work?" • What is the main stressors that you found at your workplace? • What would you like to change in your workplace • What would be your ideal place of work/volunteering? • Slides about Recovery <p>Personal way to recovery</p> <ul style="list-style-type: none"> • Facilitators will ask to participants to describe their personal way to recovery. • Focus group about recovery
Evaluation	Maybe move this session to this time frame to make the link between session better.
Materials and Spaces	<ul style="list-style-type: none"> • Personal notebooks • Pens • Flipcharts • Presentation
Appendices	Slides Recovery / Great Resignation

Mental Health and Non-Formal Education

Background / rationale	After the participants had a session from the expert about MH, youth, and social media.
Aims / objective of the session	- Reflecting about Non-Formal Education and prepare them to use it during their daily life.
Description of the Session	<p>Icebreaker</p> <p>Slides about Non-Formal Learning and MH</p> <p>Case work</p> <p>You are Toby Flenderson and you should find some way to increase the quality of life in your organization. Use your imagination!</p> <p>Case 1: FOMO (Fear of Missing Out)</p> <p>Case 2: Social Addiction</p> <p>Case 3: FOBO (Fear of a Better Option)</p> <p>Debriefing in the group</p>
Materials and Spaces	<ul style="list-style-type: none"> • Timeline on the ground with tape • Row of tables • Time points on moderating cards on the tables • Pens • Post-its for participants
Future reading	n/a
Appendices	Appendix Iv. MH and NFE

Expert session: Youth work and youth with social media

Background/rationale	Revision and theoretical aspects about MH in relation to social media, the uses given to them and the problems/dictions that can be generated.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> To give the participants enough compared and based information to realized how much social media affect our mental health. To explain and share different testimonies and realities to make grow their awareness. To work with them the possibilities they have to change the uses, effects, and bad impacts it has in their lives.
Description session (Methodology, methods, timing)	The session will be followed with a presentation added in the annexes/appendixes.
Outcomes	<ul style="list-style-type: none"> The participants were very involved and interested in the topics discussed. The two sessions dedicated to this expert session were short, especially when it came to the practical exercise.
List of materials & space required	<ul style="list-style-type: none"> Projector Speakers Computer Notes paper Presentation
Appendices	Appendix VI. MH linked to social media

How to adapt to change

Aim(s) and objectives of the session	<ul style="list-style-type: none"> To build resilience and finding tools to face mental health challenges in the participants and their youth that works with them.
Description session (Methodology, methods, timing)	<p>Introduction: first we will present the comfort zone model. (15min).</p> <p>Development: Rounding tables. The participants will be divided in four groups. Each one will start in one table with a different question/situation to solve and comment. The group will discuss and argument their proposals and after all they will change to the next topic/situation.</p> <p>Conclusion: After every group will pass and see all the proposals, we will reflect on the inputs they give and how the situation can be solved with the best adaptable situation-solution.</p>
Evaluation	The group worked very well in groups during the development of the session, and they liked a lot the explanation and sense related to the out of the comfort zone situations as animators in youth work they can live and also the youth they have in their groups too.
List of materials & space required	<ul style="list-style-type: none"> Flipcharts 4 for each table for the development Internet Post-its Pens Comfort-zone model beamer Different spaces semi-divided
Appendices	n/a

Implementing good practices in the local Youth Work realities

Background/rationale	The participants have seen in the previous day some theory and practices of promoting mental health and the well-being of youth people and themselves. Now it's the time for them to create some dynamics and games.
Aim(s) and objectives of the session	<ul style="list-style-type: none"> To create good ideas to implement good an easy practice that promote mental health in youth work. The participants know the basics on how hormones influence in Mental health and how we can influence hormones.
Description session (Methodology, methods, timing)	<p>- Presenting the hormones, what they influence in MH and in our body and with what activities we can influence the hormones positively. (20min)</p> <p>- Creative part: Participants go into groups of 5-8 People and create a Playground/ Oratory Activity that includes the promotion 2 Hormones or more. 30min</p> <p>- Presentation: Participants will show their activity and do the activity together with the whole group if possible. (30min)</p> <p>- Feedback. We will have a small talk with all the participants to know how they feelings were and how they experienced the whole creative process.</p>
Outcomes	<p><i>Redaction of one of the GAMES:</i></p> <p>Snowman chocolate</p> <p>All the participants in the game are seated in a circle and in the middle there's a chocolate band with several winter clothes (gloves, winter hat and scarf). The objective of the game is to eat chocolate as much as you can and want but only putting all these winter accessories first. How to be the one selected in the centre to be able to eat? All the participants will be rolling the dice and they will be able to access the winter clothes and chocolate if they have a 5. The game finishes when the chocolate does too.</p>
List of materials & space required	<ul style="list-style-type: none"> Hormones presentation. Specific material for the games the participants create Projector + laptop + speakers
Further reading	The websites of the different pools of trainers
Appendices	Appendix III. Hormones presentation

Appendixes

Appendix I – [Coffee cards](#)

Some examples:

(More used during the session given in the link above)



Appendix II – Mindfulness MENU



MINDFUL MENU

APPETIZER

STRETCH

Stretch your body in a gentle way (5Min)

DRINK

Drink a glass of water or tea.

DRINK

Drink a glass of water or tea.

MAIN COURSE

CLIMBING

Go to the climbing wall and try it out. Feel, how your body feels like - is it shaking? where does the strength come from? How can you trust your arms/legs to support you? (15Min)

CALM DOWN

Go to a calm place, sit or lay down and feel the difference in your body after the exercise. Write down your thoughts (10Min)

DESSERT

HELP

Help someone with something or take care that someone is feeling good (15min)

CARE

TAKE

MINDFUL MENU

Appetizer

Drink a glass of water or tea.

Empty your mind - take your moment to be still for 5min.

Breath in, breathe out - feel the flow of your breath (5min).

Main Course

Walk outside for 10min & find a place with a nice view. Take an "inner picture" of it.

Go to the seminar room and take a yoga mat. Join one yoga lesson with Adriane (english) or with Mady Morrison (german). Ask the trainers for inspiration if needed. (15Min)

Think about some unpleasant moments that later became a "lesson learnt" for you.

Dessert

Find someone who positively contributed in your life and express gratitude.

CARE

TAKE



MINDFUL MENU

Appetizer

BREATH IN, BREATH OUT

Feel the flow of your breath. (5min)

TEA TIME

Make yourself a cup of tea.

MUSIC SESSION

Listen to your favourite music. (5min)

Main Course

ORGANIZER

Take 5min to organize and clear your thoughts.

REFRESHMENT

Go outside and feel the fresh air on your skin and in your throat. Find 5 things you can see, 4 things you can hear, 3 things you can feel, 2 things you can smell and 1 thing you can taste. (10Min)

TALKTALK

Have a short conversation with someone for 10Min and give a compliment. (optional)

NEW OPPORTUNITIES

Think about something that makes you feel uncomfortable/unpleasant and try to translate it into something that gives you new opportunities.

Dessert

FREE YOUR FEELINGS

get creative (paint, draw, play music....) and journal or write your feelings



Appendix III – Hormones presentation

Mental Health & Biology

Bollington 2023

The Hormons

Dophamine

Serotonin

Endorphins

Oxitocine

Dophamine

Felling good

The "Feel Good" neurotransmitter that drives your brain's reward system. To stimulate



Endorphins

Natural painkiller

The brain's natural painkiller. Reduces stress and increases pleasure.



Serotonin

Mood stabilizer

Mood stabilizer that improve sleep, reduces anxiety and increase happiness.



Oxytocin

Bonding Hormone

"Bonding Hormone" - released when we feel connected to people. To stimulate:



Task



In Groups of 5-6 People:
Create a youth work activity of max. 15 minutes,
that promotes 2 or more hormones in the youth
group.

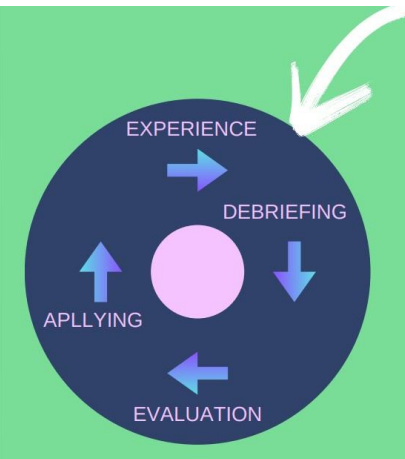
Appendix IV – MH + Non-Formal Education

NFE & Mental Health



NON FORMAL EDUCATION

In 1984 David Kolb published **Experiential learning**: *experience as the source of learning and development*. His theory suggests that there are **four phases** in the learning process.



CASEWORK

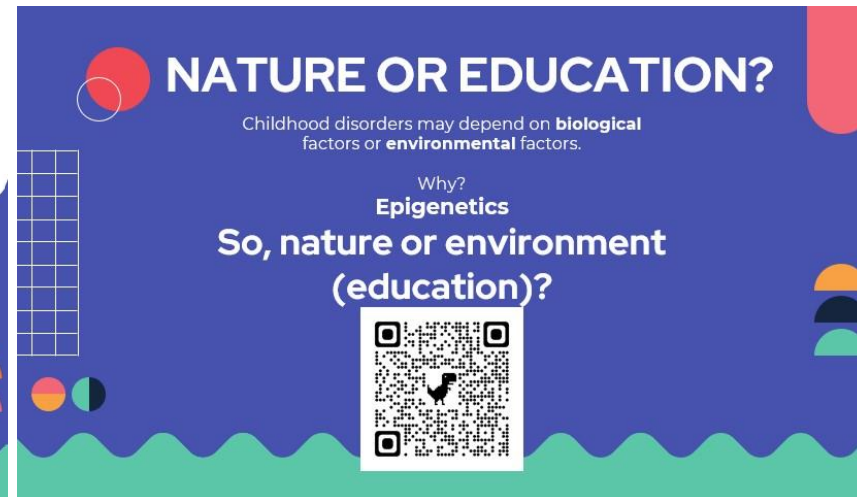
You are Toby Flenderson and you should find some way to increase the quality of life in your organization. Use your imagination!

FOMO

SOCIAL ADDICTION

FOBO

Appendix V – Special needs presentation



We are the result of many stories

STORIES GOOD
ENOUGH

STORIES NOT
GOOD ENOUGH

The outcome of a story depends on **protective**
and **risk factors**

PROTECTIVE FACTORS

Protective factors are **resources, skills or support** that help prevent or mitigate mental health problems and promote psychological well-being.

For example, having a social support network, having good resilience, having sufficient family support.

RISK FACTORS

Risk factors are **conditions, experiences or behaviors** that increase the likelihood of developing mental or behavioral health problems.

For example, drug-addicted parents, social isolation, lack of family support, or difficulties with peers.

WHAT ARE YOUR FACTORS?

Write 3 protective factors and 3 risk factors

Some factors can be both risk and protective; it depends on the person's subjective perception!

Diamond



Appendix VI – Expert session [presentation](#)

Please click on the hyperlink to access the complete presentation.



Team

Rules

- The team meets every night after dinner.
- The trainer who starts the day will introduce the pax every day to the programme.
- The team uses a WhatsApp group for communication.

Role division

Trainers

- Francesco Buscema (IT)
- Svenja Kleegrewe (DE)
- Begoña Ros Gras (SP)
- Matthew Borg – expert (MT)
- Bob Gardner – expert (UK)

Project coordination

- Aubérie Samson: Resource person, overall coordination, leading team meetings, reports of team meetings, organisational support, and financial administration.
- Aubérie Samson and Begoña Ros: Communication work.
- Begoña Ros: Reporting.

Volunteer staff

- Jonathan Dearden: hosting team, organisation, cooking, venue and link to the house and community of 'Savio House'.

Salesian chaplain

- Bob Gardner

Preparations

- Each session has a trainer in charge of developing and leading the session, and a trainer in support. The trainer in charge initiates the communication with the supporting trainer.
- The trainer is responsible for developing the session using the template provided in the draft trainer manual. The drafts are uploaded in a Google drive.

Safeguarding

Introduction

Both Don Bosco Youth-Net and the hosting organisations want to offer a safe and warm environment to the young people who attend the activities of the network. Safeguarding is a tool to create this welcoming, cordial, and respectful way of dealing with one another. Therefore, safeguarding doesn't focus on issues to be forbidden or restricted but takes human dignity and the importance of every single young person as a reference on how to deal with one another. As this safe environment where everyone is treated with respect is vital to the network, all trainers of Don Bosco Youth-Net are given training on safeguarding-issues during the training courses.

Defining abuse

Child abuse occurs when the behaviour of someone in a position of greater power than a child or young person abuses that power and causes harm to that child or young person. Child abuse can be categorised into four groups: emotional abuse, physical abuse, sexual abuse, and neglect.

Code of behaviour

This code of behaviour wants to safeguard all the participants of activities related to Don Bosco Youth-Net, regardless participants' age. Even although the majority of the participants is over 18 years old, great care should be taken in the relationship between trainers/facilitators/responsible persons on one hand and participants on the other hand.

- Youth-workers should not engage in or tolerate any behaviour – verbal, psychological or physical – that could be construed as bullying or abusive.
- The physical integrity of participants must be respected at all times.
- Physical punishment of participants is not permissible under any circumstances.
- Verbal abuse of children or telling jokes of sexual nature in the presence of children can never be acceptable. Great care should be taken if it is necessary to have a conversation regarding sexual matters with a child or a young person.
- Only age-appropriate language, material, or media products (such as camera, phones, internet, and video) and activities should be used when working with children and young people. Sexually explicit or pornographic material is never acceptable.
- Being alone with a participant may not always be wise or appropriate practice. If a situation arises where it is necessary to be alone with a participant, another responsible adult should be informed immediately.
- All participants must be treated with equal respect; favouritism is not acceptable.
- A disproportionate amount of time should not be spent with any participant or group of participants.
- Under no circumstances should youth-workers give drugs to participants.
- Drugs must not be used by who are preserving or working with children or young people.
- Alcohol:
 - Non-alcoholic drinks should be available at all time.
 - Youth-workers are a model to young people when it comes to the proper and moderate use of alcohol. At any time, youth-workers show responsibility towards the children and young people they look after.

- Alcohol can be provided to participants in reasonable amounts if in accordance with the legal situation of the country and taking into account the age of the young people.
- Trainers should talk within their team about the topic of alcohol-consumption before the start of a training course or seminar.
- At any time, youth-workers should abide by the civil law of the country.
- The hosting team can be a great help in this and for instance prepare a briefing-note on what is (not) allowed.

Responding to a participant making a complaint

Do	Don't
<ul style="list-style-type: none"> • Listen calmly and take them seriously. Only ask questions for clarification. Do not ask leading or intrusive questions. Do not suggest words; use theirs. Allow the participant to continue at his/her own pace • Adopt an emphatic listening style which is compassionate, calm, and reassuring. Do not register feelings of shock or horror at what they say. • Reassure the participant that, in disclosing the abuse; they have done the right thing. • Let them know that you will do what you can to help • Tell them they are not to blame for the abuse • Offer to accompany the person to the support person • Report abuse to your responsible • If you have not been able to take notes, write down and sign what was said as soon as possible • Explain to the participant that this information will need to be shared with others and at the end of the discussion tell them what you plan to do next and with whom this information will be shared 	<ul style="list-style-type: none"> • Do not dismiss their concerns. Do not panic. Do not probe for more information. Do not make assumptions or speculate. • Do not make negative comments about the accused person. • Do not question beyond checking what has been said. There must be no probing for detail beyond that which has been freely given. • Make no promises that cannot be kept, especially with regards to secrecy, but note carefully what is being sought. So, do not 'promise not to tell anyone' or say 'you'll keep it a secret'. • Do not disclose the details of the allegation to anybody else, even if the allegations involve them in any other way.

Reporting abuse or concern of abuse

- Report (concern of) abuse to the responsible trainer/ group leader of the activity.
- If the activity takes place at a Salesian house, the responsible trainer reports (concern) of abuse to the SDB director of the house.
- The responsible for the activity reports the (concern of) abuse to the safeguarding officers, the president, and the general secretary of DBYN.
- Further steps to be taken by the people involved
- In the steps taken, abide by the legislation of the country, respect the civil law.

Safeguarding officers

Don Bosco Youth-Net ivzw appoints a team of safeguarding officers. This team consist of members linked to the network who have received professional training in safeguarding. The team can provide training and support to the network and its members in the topic of safeguarding.

Participants of our activities are informed before the start of an activity that they can address a complaint to the safeguarding officers through email: safeguarding@donboscoyouth.net or the specific safeguarding officer in the training course. Trainers or members of the host team can also directly contact the safeguarding officers if they themselves have an issue to report. Furthermore, in case the participants have/had doubts, problems, or any difficult situation.

We explained safeguarding and the safeguarding officers. On the training course itself, Jonathan Dearden (hosting coordinator from Salesian Youth Ministry of UK) was the responsible person concerning safeguarding for this training course.

[illegible]

[illegible]

[illegible]

Austria	 JUGEND EINE WELT	 Don Bosco center Podgorica	Montenegro
Austria	 SALESIANER DON BOSCOS	 SPYS	Malta
Belgium	 Jeugdwerk Don Bosco		Poland
Czech Republic	 SADBA	 DOMKA	Slovakia
France	 Mouvement Salésien des Jeunes FRANCE & BELGIQUE-SUD	 mladinski ceo	Slovenia
Germany	 Aktionszentrum Benediktbeuern	 Confe Don Bosco	Spain
Italy	 Salesiani per il sociale	 Don Bosco Youthnet Nederland	The Netherlands
Italy	 Turismo Giovanile e Sociale	 DON BOSCO UKRAINE	Ukraine
Ireland	 SALESIANS OF DON BOSCO IRELAND	 Don Bosco 1815 - 2015	United Kingdom

... and still growing!

Mission statement DBYN

We, the partners of Don Bosco Youth-Net, wish to contribute to the total development of all young people by bringing them together through various international activities. We hereby look to broaden the opportunities for these young people who are, through various reasons, excluded. By concrete activities of co-operation, we wish to be a living example of tolerance and mutual understanding.

Through our own Salesian identity, we aim to keep the heritage of Don Bosco alive and look to offer a 'youthful voice' in the Europe of today. By doing this, we want to make a real difference in the lives of all young people, especially for those most in need.