



Wellcore

TRAINING PROGRAM



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Defoin

Highlights  e.V.
MIND, TECH, LIFELONG LEARNING

 Impact
Drive

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Context

“A significant and increasing number of young people across Europe are expressing their concern at the prevalence of mental health issues such as high stress, anxiety, depression and other mental illnesses amongst their peers. Young people cite the immense societal pressures they face today and express a need for better youth mental health provision” by the Structured Dialogue Cycle VI Thematic Report: Mental Health and Wellbeing. (Moxon, D., & Bárta, O. 2018).

The origin of the motivation to develop this Wellcore training program came from a common understanding and purpose from youth workers/trainers on the necessity to work on wellbeing in youth work with physical presence, contact with nature and with a multidimensional approach. This intention came as a response to the reality and the challenges which youth workers and organisations have been dealing with in recent years. These trainers met at the long term ToT from SALTOYouth in 2021/2022. As part of the training practice project (TPP) some of us developed a 1-week training for youth workers on wellbeing. The seed of this project was planted there in the small town of Flecken-Zechlin, Northern Germany (May 2022). Participants' feedback showed that the majority of training was highly satisfactory and impactful (89%) but there was also some feedback for improvement to extend the training, more time to share practices, deepen some content and eliminate others and to have some continuity with the participants meeting online before and after.

We have worked now nurturing this SALTO ToT seed to dive deeper into the topic developing this training program with modules that have been produced, designed and published as a tool for other youth workers.

The Wellcore training aims to upskill trainers to be able to encourage youth participation and to empower them to actively shape their own well-being. Through creative approaches and emotional intelligence development, it fosters self-expression and critical thinking, enabling youth to become informed and engaged citizens who contribute positively to our organisations and society.



The target of the training program

WELLCORE Training Program is aimed at different actors of the Youth work ecosystem, the main target group is youth workers and youth organisations to then implement the proposed activities that you can find here with their young participants:

- **Youth workers:** We understand youth workers here, as people who work directly with young people and with vulnerable young people. People more than 18 years old who are linked to the youth work in Youth Centres, youth associations, local associations and youth services in public institutions; including professionals working with youth from different fields and sectors and whether they work for an organisation, as a freelancer or as a volunteer.
- **Youth organisations and organisations working with youth:** including administrative staff, directors and young youth workers and volunteers.
- **Vulnerable youth 18 to 30 years old:** We understand this group as those people who for socio-economic reasons, social barriers, rural areas and or mental health problems or addictions are at risk of social exclusion.

The proposed activities of this training program are prepared to upskill youth workers, trainers and people working with youth through experiential learning by testing in their own body different techniques and resources to sense, reflect and improve their own wellbeing and so they can be supporters and facilitators of these process with the young people they work with.

Identified needs on the Youth Work Ecosystem

By implementing this training and the following activities of this project, we aim to address several critical needs:

1. Mental Health Support: Young people and youth workers are increasingly facing mental health challenges, such as anxiety, stress, and emotional instability, often exacerbated by social, economic, and environmental pressures. The past three years have contributed to the creation of an unprecedented atmosphere of instability and uncertainty, deeply marking the state of mental health of the population in Europe.

2. This is what emerged from the Headway - Mental Health Index 2.0, carried out by The European House - the part of the population most affected by the effects of the pandemic and the events of the last 3 years are adolescents: anxiety (28%), depression (23%), loneliness (5%), stress (5%) and fear (5%) are the most commonly encountered mental health problems.



3. Resilience Building: Many young individuals lack the skills and knowledge to cope with life's challenges effectively. Different studies show that burnout is one of the most common issues in youth work (not only in the EU) .

4. Mental Health Literacy: There is a significant gap in mental health literacy among young people, particularly in understanding how to identify and manage mental health issues.

5. Digital burnout and contact with nature. 210 million people worldwide suffer from addiction to social media or the internet. 71% of young people sleep next to their smartphones and 10% look at their phone more than ten times per night. It has also been proven that teenagers who spend more than five hours a day on their smartphones are twice as likely to develop depressive symptoms. So, we can see how young people are vulnerable in the face of social media (Engin Eroglu, EU Parliament 2020).

6. Empowerment of Youth Workers: Youth workers often lack sufficient training or resources to adequately support the mental health needs of young people. Gender equality in youth work conditions. Despite the changing environment, women still put in an average of 18.4 hours of unpaid work (EIGE 2023) per week without relying on the old support systems of the past such as close relatives. In the EU, 7.7 million women do not participate in the labour market due to performing unpaid work, which is valued at €242 billion. By comparison, only 450,000 men are affected by that problem. In this regard, paying attention to gender equality in unpaid work, urgent measures to protect the mental and physical health of women and young women are necessary. To this we would like to add the insufficient support for work-life balance that impacts both health and family of many women, which is acknowledged by the recently adopted EC directive 1158/2019 providing measures to support working families.

7. Community Engagement: There is a need to foster supportive communities where mental health discussions are normalised and accessible.

Objectives

- To develop a training programme to facilitate wellbeing improvement processes within youth work.
- To enhance youth workers and youth organisations capacity to improve their own and youth wellbeing.
- To exchange good practices in well-being in youth work.
- To test the adequacy and effectiveness of the training programme and improve it
- To pilot the program with at least 10 youth workers at a national level, 40 in total
- To support bridges between the training and the longer impact and practical use of the learnt.

Modules

The identified topics covered by the WELLCORE training program are divided in these sections:

- Wellbeing (self-perception and care for inner well-being) through movement therapies.
- Mental health and Connection through nature and theatre (safe connection awareness and consent).
- Cooperation and the topic of consent through circus and Acro-Yoga.
- Resilience (Dealing with failure, circus games and the power of play).



Training structure

We have divided the suggested content of the 4 modules into 5 training days and organise the activities according to the topic/module and the moment they should be implemented with the expected evolution of the group.

However, all the activities can be implemented independently with a group of young people or other youth workers.

Please note we have used the metaphor of the tree as a red thread that brings all the training together. If you deliver the full training we suggest using this or other metaphor that resonates with your team and participants.

- **Day 1:** Landing, roots and gathering around the tree.
- **Day 2:** Climbing and discovering the branches of the tree.
- **Day 3:** Enjoying the view from the top of the tree.
- **Day 4:** Picking the fruits and climbing down.
- **Day 5:** Enjoying all the fruits together in the forest.

Each day is divided into 4 different sessions Including:

- Slow start session/ self awareness . 15-30 minutes activity to check in i-e yoga, mindfulness, chikung, reflection, painting/handcraft or exercise/activity.
- Morning session: 3 hours with different activities on the topic.
- Afternoon session: 3 hours with different activities on the topic. At the end of the afternoon session we propose to have a reflection and exchange moment and do a small activity to wrap up the day.
- Night session: Session after dinner a bit more informal i.e nurturing night, relaxation, peer-support session (30-90 minutes session).

If you aim to apply for the full week program we recommend having different trainers / facilitators involved in one day to avoid having one facilitator leading too many hours.

Getting to know each other

ACTIVITIES DESCRIPTION

Day 0: Getting to know each other

Thread: Landing, roots and gathering around the tree.

- Main activity: Getting to know the space, each other and the program.
- Connection with oneself self-awareness, self-discovery, the group, nature/ the environment.

Get to know each-other - scenario cards

Type of session	Night session Day 0
Session name	Get to know each-other - scenario cards
Estimated time	30/45 min
Session objective	• To create initial connections among participants • To break the ice in a light and engaging way • To encourage open communication and curiosity • To build a safe and playful group atmosphere from the start
Session description/ Content	This is a dynamic icebreaker using “scenario cards” (Deck 1 – Self) to stimulate conversations between participants. Through movement, playful interaction, and guided questions, participants will: • Learn each other’s names • Engage in short, meaningful 1:1 conversations • Rotate and connect with multiple people • Begin building trust and openness within the group

Method/ Procedure	1. Name Circle + Gesture (10 min) ◆ Participants stand in a circle ◆ One by one, each person says their name and adds a gesture/movement that represents them ◆ The group repeats the name + gesture together ◆ Continue until everyone has shared 2. Introduction to Activity (2–3 min) ◆ Briefly explain the use of scenario cards Emphasize: ◆ No right or wrong answers ◆ Share only what feels comfortable ◆ Listening is as important as speaking 3. Scenario Cards Interaction (15–20 min) ◆ Each participant draws one card (pre-selected easy/self-reflective cards) Flow: ◆ Participants find a partner ◆ One asks their card question → the other answers ◆ They switch roles and the other asks their question (optional: both answer both questions) ◆ They exchange cards ◆ Move on and find a new partner ◆ Repeat the process with multiple partners 4. Short Reflection Circle (5 min) ◆ Gather participants in a circle ◆ Ask if they did discover something interesting about someone else ◆ Keep it quick and voluntary 5. Soft Closing ◆ Participants are free to: - Go to sleep - Continue playing with the cards - Stay and chat informally
Material	Scenario cards (Deck 1 – Self, pre-selected easy questions)
Facilitation tips	● Keep the energy light and informal (it's a night session) ● Model openness but don't force depth ● Encourage movement and mixing (avoid people staying in fixed pairs) ● Gently support participants who seem shy or excluded ● Remind participants they can pass or keep answers light ● Optional: use clear time signals to keep the flow dynamic ● Smile, keep tone relaxed—this sets the group climate for the days ahead

Comments	• Ideal as a Day 0 activity to set group tone • Works well with mixed groups who don't know each other • Can be adapted by: - Reducing or enhancing movement (e.g. smaller spaces, or a get to know each other walk, or a speed date setting) - Increasing depth (more reflective cards added)
Who + ToDo's	Trainer: • Bring the deck • Pre-select appropriate scenario cards (easy, accessible questions) • Prepare a clear explanation of the activity • Hold time and energy of the group • Encourage inclusion and participation

Connection and mental health through nature and theatre

Day 1: Connection and mental health through nature and theatre.

Slow start: Find your bubble/species

Type of session	Slow start Day 1
Session name	Find your bubble/species
Estimated time	30 min
Session objective	• Link the opening night session and subsequent deep dive into knowing each other • Open the gathering to know the group • Easy funny start of the day and group dynamics
Session description/ Content	Funny and easy going exploration of the group using the metaphor of animals and encouraging the people to find similarities and connection. Brief sequence of animal games and a couple of questions to start talking
Method/ Procedure	Procedure: 1. Round one: Imitate an animal: we give a selection of 4 animals, written on 16 pieces of paper; each participant takes one piece and has the task to imitate this animal. While he/she does that has to find the other animals in the room that are the same as her/him. Discussion in the small groups (same animal): Find one common thing among the participants in the group 2. Round two: Now each one in the room has to choose a favorite animal, one that he/she connects with its energy

	and feeling and again has to imitate it. While imitating its animal, the participant has to search the room for animals like her/him or from the same family). Discussion in the plenary: How do I see myself in the animal I chose? How does it relate to me? 3. Round three: We give a piece of paper to all participants. We ask them to write in a paper the first animal that comes to their mind and the 3 qualities that represent them mostly (qualities they admire or they consider as good capacities/qualities) once they are done we ask them to write a second animal and 3 qualities; then repeat with a third animal and the 3 qualities. We give them the “supposed meaning” of each one of them after they have written it which are: the first animal is how you see yourself, the second one is how others perceive you and the third one is how you are
Material	Paper
Facilitation tips	Make room, ensure the sequence of the tasks.
Comments	
Who + ToDo's	TRAINER 1: Prepare the room (enough space); prepare the 4 sets of paper pieces with animals written. Prepare one piece of paper and a pen per participant

Morning session: Looking to the Future

Type of session	Morning session Day 1
Session name	Looking to the Future
Estimated time	3 hours
Session objective	• Presenting the program and flow of the training • Engaging the participants with their needs and learning goals • Capturing the hopes, fear, uncertainties regarding the training • Working with the concept for the future embracing change, dynamics and uncertainties
Session description/ Content	This workshop has 2 parts: 1) Uses the training guidelines and explains the tree concept of the program with its 5 training days

	2) Uses the game "Window to the future", developed by Anita Silva
Method/ Procedure	<u>Preparation (before session)</u> Program • Draw the tree and prepare cards (sheets) for each day and sessions • Scenario between trainers on how to present Set up group stations (I have 3 sets of the game/ will try to find 4 set - so hopefully 4 groups with 4 people): • game set • printed handouts with the rules • space to lay the game (table or floor) • colored markers, pens • post-its <u>Session flow:</u> 1. The Wellcore tree - program presentation - 20 min ◆ Day 0 and 1: Connection and mental health through nature and theatre. Thread: Landing, roots and gathering around the tree ◆ Day 2: Resilience and the power of play work-life balance. Thread: Climbing and discovering the branches of the tree ◆ Day 3: Wellbeing and its different branches)through movement therapies and theatre Thread: Enjoying the view from the top of the tree ◆ Day 4: Cooperation through circus and acroyoga (consent) Thread: Picking the fruits and climbing down ◆ Day 5: Sharing and reflecting Thread: Enjoying all the fruits together in the forest 2. Learning goals - Learning out of the Box cards - 20 min ◆ Cards are spread, participants are invited to use them and define their learning goals (alternatively the cards could be used to scale goals - not only for learning but for self-exploration and development goals, e.g. I want to find my best self..) ◆ Participants put their goals on post-it and add them to the Wellcore tree ◆ Share their goals with the group 3. Feeling self during the training - 20 min: Participants are invited to add on post-it their: hopes, fear, uncertainties,

what I want to overcome or reach/affirm regarding the training

4. Activity set up: Place the board on a table or a wall.
 - ◆ Place all seven Badge Cards face up and let participants read them before the activity. Add the dice and the Living in the Future card facing up.
 - ◆ Place the Ask a Futurist cards on a pile face down.
 - ◆ Give each participant a pack of post-its and a pen.
 - ◆ To define the place on the board where each round will be played, write the 3 rounds on post-its and add them to the board. You will also need a timer or watch.

Break (30 min)

5. Explain rules - 10 min: Provide general idea(introduction), provide hands-out to each participant. Set groups (4 groups of 4 participants)
6. Round 1: Today's View - 15 min: Each participant writes on separate post-its 1, 2 or 3 trends, challenges or opportunities they see happening in the present that will influence the future of society. Two minutes to write and eight minutes for everyone to place their post-its in the "Today's View" section of the board, read their post-its outloud, and give any extra explanation needed. Any time left is to discuss the trends identified.
7. Round 2 - 15 Years Ahead - 30 min
 - ◆ Task 1 (15 min): The Area cards are shovelled, and each team member gets one (some cards areas stay out or participants use extra cards). Each participant writes one post-it (simplified sentence or drawing) with an imagined scenario, 15 years from now, for each of their areas (there are two areas per card). If one cannot think of a prediction in a certain area, can use Ask a Futurist card. Place the post-its (or Ask a Futurist cards) on the board and read/share their predictions for each area in the group.
 - ◆ Task 2 (10 min.): One by one, each participant throws the dice and verbally describes the life of someone living in that future according to the number they got on the "Living in the Future" card. These descriptions are not written down. Each participant just improvises their story for about 30 seconds and then passes the dice to the next one until all have described a situation of a person living in that future scenario.

	◆ Task 3 (5 min.): Team comments on the future scenario they've created together. 8. Round 3 - A Better Future - 30 min ◆ Participants collaborate to envision a more desirable scenario for 15 years into the future by collectively reimagining the earlier predictions, transforming them into new visions they aspire to. Participants may use new 'Ask a Futurist' cards. The scenario should be hopeful yet achievable. All previous predictions should remain visible for comparison. ◆ One by one, each participant now has to throw the dice and verbally describe the life of someone living in that future according to the number they got on the "Living in the Future" card, as they did before. ◆ Group discuss/share their feelings about the new scenario created. 9. Badge Awarding - 5 min: Participants review the badges and decide, which ones the team or individual members have earned. 10. Debriefing - 30 min
Material	Individual materials: ● Big drawing of a tree (could be 2 or 4 flipchart sheets together), red (colourful thread), place on a wall, fat colour markers. ● Magnet/post-it bigger cartoons (I have) to add session names ● Youth pass learning cards ● "Window to the Future" game sets ● Printed handouts with the rules ● space to lay the game (table or floor) ● Regular post-it papers ● colour markers, pens ● A4 white/colourful paper
Facilitation tips	● Working with expectation - provide feeling of a safe space, give time ● Normalize different interpretations (no right/wrong) ● Explain game rules, repeat to be sure rules are clear ● Manage time carefully during game parts ● During sharing, gently support quieter participants, give space
Comments	● I need to have the trainers in the session beginning to jointly present the program (and ourselves if not done it earlier in the day)

Who + ToDo's	Trainer 1: • Prepare the setting (could use help with the drawings), present the program storyline and sessions. • Facilitate the Learning goals and Feeling self part. • Facilitate the Windows to the future • Brings 3/4 sets of the game • Bring big post-it for the program • Bring colour thread for the program • Bring Youth pass learning cards Trainer 2: Supports facilitation of program, learning goals and feeling self parts and connects to morning session ALL TRAINERS (if there are more than 2 trainers): Present jointly program storyline (with the thread) and sessions. If not presented in the morning, present themselves. Host trainer (can be the same as 1 or 2): • Provide post-it variety of types if possible and paper materials • Provide markers/pens, etc. • If any visual facilitation colours to make tree better (fat markers, sponges and paints)
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Afternoon session: Introspection with tarots and crafting

Type of session	Afternoon session Day 1
Session name	Introspection with tarots and crafting
Estimated time	3 hours
Session objective	• Connection with oneself • Introspection • Self-awareness through imagery, intuition, and creativity • Self-discovery • Getting to know the group • To provide a practical method participants can later use for journaling
Session description/Content	This workshop uses tarot (Major Arcana) as a symbolic language to explore personal insights and future directions.

Method/ Procedure	<u>Preparation (before session)</u> Set up each participant's station with: • 1 A4 sheet • 1 A4 cardboard • 1 covered Major Arcana tarot card (starting card) • 1 pencil Prepare shared materials table: • Colored markers • Magazines (for cutting words/images) • Scissors and glue • Printed blank Major Arcana cards • Second tarot deck (Major Arcana) for drawing • Printed meaning sheets for each Major Arcana <u>Session flow:</u> 1. Introduction to Tarot (10/15 min) ◆ Basic explanation of tarot (focus on symbolism, not prediction) ◆ Address fears/misconceptions ◆ Interpretation keys: symbols, colors, facial expressions, elements (emotions, thoughts, material, passion) 2. Starting Card (included in intro) ◆ Participants turn over the card at their station (starting point) 3. Drawing the "Direction" Card (5 min) ◆ Each participant draws a new card (future direction/wish/augury for themselves) 4. Observation & Reflection (5–10 min) ◆ Participants observe details and write: - Symbols noticed - Particulars observed - Emotions, thoughts, associations 5. Coloring Activity (10 min) ◆ Distribute blank version of drawn card ◆ Participants color it (to deepen observation) with the colors they prefer 6. Meaning Input (5 min) ◆ Distribute meaning sheet of the card ◆ Participants integrate symbolic meaning into reflection 7. Collage Creation (30/45 min depending how much time we do have)
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	◆ Provide magazines, scissors, glue ◆ Participants create a collage including: - Images - Words - Colored card (if they want) - Personal interpretations (they have at disposal all the materials and they can do whatever they prefer in their collage) 8. Oracle Card Closing (5 min) ◆ Participants draw an oracle card ◆ Write its message on the back of the collage Break (30 min) 9. Restitution and sharing (40 min) ◆ Each participant presents their collage (approx. 2 min each) (what card they found, what card the drawn, what is in their collage, what was the oracle message received, and if any of these “spoke”, meant something to them) ◆ Another option is to divide participants in small groups of 4 / 5 participants, and let them have 40 min in the small group to allow more deep presentations (approx. 8-10 min each). 10. Tarot Deep Dive (15–20 min) ◆ Explanation of Major Arcana meanings (can also be integrated during their restitution) 11. Daily Practice Integration (10 min) ◆ Explain journaling method using tarot: - Draw a daily card - Observe and reflect - Write or creatively express insights Participants can transform elements of the session into a personal daily journaling practice (10–15 minutes), such as drawing a card, noting emotions, symbols or insights, and adding colors, stickers, or small creative touches. There are no strict rules: the aim is to collect simple practices from the workshop and adapt them into a meaningful everyday routine.
Material	Individual materials: ● A4 paper (1 per participant) ● A4 cardboard (1 per participant) ● Covered Major Arcana card (1 per participant) (1 deck) ● Pencil (1 per participant) Share materials:

	• Tarot decks (Major Arcana) (1 to be distributed in the participants' stations, 1 to draw cards) • Blank printed Major Arcana cards • Printed meaning sheets • Presentation with Major Arcana meaning + instruction for journaling • Colored markers • Magazines in different languages • Scissors • Glue
Facilitation tips	• Emphasize that tarot is a reflective tool, not predictive • Normalize different interpretations (no right/wrong) • Encourage intuition over "correct meaning" • Create a safe, non-judgmental sharing space • Manage time carefully during collage phase (participants may get absorbed) • During sharing, gently support quieter participants
Comments	• Can be emotionally engaging - monitor group energy • Adapt timing depending on group size • Suitable for personal development, coaching, or creative facilitation contexts • Can be shortened by reducing collage or sharing time
Who + ToDo's	Trainer 1: • Prepare the room with all materials in advance • Set up participant stations • Prepare presentation • Manage timing and group dynamics, facilitate the activity • Prepare arcana sheets and blank cards (to be printed by Highlights) • Bring 2 tarot decks Trainer 2: • Print arcana sheets and blank cards (provided by Sciara) • Provide - Colored markers - Scissors (1 each would be amazing but if not possible as many as possible) - Glues (1 each would be amazing but if not possible as many as possible) - Pencil (1 per participant) - A4 paper (1 per participant) - A4 cardboard (1 per participant) Please note if you have international group bring Magazines in all their native languages

Resilience and the power of play work-life balance

Day 2: Resilience and the power of play work-life balance.

Thread: Climbing and discovering the branches of the tree

Main activity: working with inner child and finding happiness, self reflection on inner strength and resilience, Balance (life and work evaluation tools, self-support strategies) Coping with the Future.

Resilience from a critical/political perspective (it is not really a method/tool but focus).

Slow start: Chikung sequence

Type of session	Slow start Day 2
Session name	Chikung sequence
Estimated time	20 min
Session objective	• To provide a brief introduction to the practice of chikung/qigong • To experience a brief chikung/qigong sequence through a video online • To observe the potential impact of the practice (mind and body)
Session description/ Content	The session will be an initial look at chikung/qigong with a brief introduction of what it is and a short chikung sequence experience guided through a video.

	Basic info about Chi Kung (Qigong) is a Chinese physical and energy discipline based on gentle movements, controlled breathing and mental concentration to regulate “Qi” (vital energy). Its origins date back more than 4,000 years to ancient China, where it is linked to Taoism, traditional Chinese medicine and longevity practices. Its benefits include: • Improved physical and emotional balance, • stress reduction, • increased energy and • strengthening of the immune system. Unlike yoga or Pilates, Chi Kung places greater emphasis on the internal circulation of energy and the mind-body connection from an energetic perspective. It also differs from tai chi in that it is more static and therapeutic, whilst tai chi is more martial and sequential. Qi (Chi) is the vital energy which, according to Chinese tradition, sustains physical, mental and emotional functions. • It circulates through the body via channels called meridians, connecting organs and systems. • Its balance is associated with physical and mental health. • When it becomes blocked or weakened, illness or discomfort may arise.
Method/ Procedure	Procedure: 1. Arrange the participants so that they are standing in the room, in such a way that they can see the video and have enough space between them to stretch out their arms 2. Follow the sequence protected through the video projector/TV: https://youtu.be/00mA8bBTbZ0 3. Invite participants to do a brief observation of their perceived impact of the practice in their mind and body. Sharing optional. 4. Provide some basic information if participants are interested.
Material	Proyector/TV and audio
Facilitation tips	• Make sure that the participants can see the video and are aware of their breathing while doing the exercise. • Ask participants if they have any injury and ask them to respect their body limitations or stiffness and to be gentle with themselves.

Comments	
Who + ToDo's	Trainer 1 and 2: Prepare the room (without chairs) and have the projector / tv and video ready.

Morning session: Exploring roles and balances. Support system. Leadership

Type of session	Morning session Day 2
Session name	Exploring roles and balances/ Support system/ Leadership (3 subsequent sessions)
Estimated time	3 hours
Session objective	• Exploring the work-personal life balance and putting it into gender perspective • Get visible understanding of patterns in life and understanding what provokes them • Resilience building • Exploring methods for self/support • Share resources on leadership (e.g. preventing self-sabotage, etc.)
Session description/ Content	This workshop has 3 sessions: 1) Mapping housework, maternal (family), work and social duties (activity) - checking the % a “culturally gender related work (each of us) overtake in both paid and unpaid job 2) Exploration of models and practises towards creation of (self) support system 3) Share some key leadership practices that could be used in youth work or when working with communities (also useful to reduce stress and prevent burnout)
Method/ Procedure	<u>Preparation (before session):</u> Elaborate a long list of activities on long roll paper, distributed in paid and unpaid work categories. <u>Session flow:</u> 1. Session 1 - 60 min 1.1. Participants will be asked to put a small post-it with their name on it on every action that is predominantly their “duty” (ex. driving the kids

	to school, cooking at home, organising travels and social life for friends, community work, etc.). 1.2. Participants are asked to count the post-its with their names for paid and for unpaid jobs. Through very visual experience we will check if the paid or unpaid work is prevalent and if there are imbalances. 1.3. Debrief: more on output level - are surprised/overwhelmed with the number of post-it; did you expect it; are you relieved; do you share enough with a partner (if any)." Break (15 min) 2. Session 2 - 60 min 1.4. Use the Soul Mirror Cards to explore what the coaching question reveals for my work-life balance pattern. What internal need/belief does this pattern support? Sharing in the big circle 1.5. Guided visualisation to meet the part of us that struggles with work-life balance//holds the limiting belief. What happened? What does this part need? Inner Child healing 1.6. Brainstorming what personal practices, resources and tribe we can use when we need additional support or we lack confidence, competences or balance - share in couples and then in a bigger group. Create a poster with ideas we can leave open to be filled in at any point of the training. Break (15 min) 3. Session 3 - 60 min 1.7. Presentation of resources and techniques on topics like: - Self-sabotage (fear of success) - how to recognise it and self-reflect - Blaming - concept of blame (e.g. Brene Brouwn) - Reframing, embodiment and other methods that connect body and mind in overcoming them.
Material	• Roll-on white paper from IKEA or similar (at least 4-5 meters long), • small post-its (indexes) • Space to put it on the wall (alternatively we will use the floor). • Flipchart (paper),

	• Soul Mirror Card Deck (we will bring it) • Projector/TV (hdmi cable) • Regular post-it papers • colour markers, pens • A4 white paper
Facilitation tips	• Manage the chaos in session one, explain several times and be in support to participants • Working with expectation - provide feeling of a safe and quiet space, give time to explore, connect with oneself • Normalize different interpretations (no right/wrong) • Give time in sharing, allow people not to share • gently support quieter participants, give space
Comments	
Who + ToDo's	Trainer 1 • Prepare the list of activities on the roll paper • Prepare material: post-it, paper, markers/pens, etc. • Arrange the hall for the session • Facilitate the sessions Trainer 2: • Support dynamics and participants during role activity.

Afternoon session: Energy and Resources

Type of session	Afternoon Session Day 2
Session name	Energy and Resources
Estimated time	3 hours
Session objective	• Accessing points of strength of each person • building map of internal and external resources • Strategies to remove energy-consumers and release free energy resources
Session description/ Content	The session is aimed to build resilience in participants through evaluation of their resources, strong sides of personality and energy-consumers and energy-givers things in life.

Method/ Procedure	<u>First Part: Resources 70 min</u> 1. First Task: Participants receive two papers. On each paper, there is one large circle. They fill the circles with words or small drawings: Inner resources (what is already within the person) ◆ Personal qualities (e.g. patience, courage, sensitivity, persistence) ◆ Ways of thinking (e.g. positive mindset, ability to reframe, humor) ◆ Emotional capacities (e.g. staying calm, feeling deeply, empathy) ◆ Experience (what you've already gone through and learned from) ◆ Body-based resources (e.g. ability to slow down, breathe, notice signals) External resources (what supports from outside) ◆ People (friends, colleagues, mentors, community) ◆ Spaces (home, nature, a specific place that feels safe) ◆ Structures (job, routines, financial stability, therapy, groups) ◆ Tools (books, practices, apps, knowledge) ◆ Access (education, opportunities, networks) Participants are invited to work intuitively, without overthinking. Participants share their maps in pairs. Then they switch partners. 2. Second task (new pairs) Each participant: ◆ Writes down a current challenge ◆ Explains to their partner how they are managing it Focus of the conversation: ◆ Which resources are already being used? ◆ Were there any resources they didn't notice before? Participants can add new resources to their map if something becomes clear. Reflection questions Participants are guided with: ◆ What is difficult about this situation? ◆ What is still working despite it?
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- ◆ What could this situation be teaching or strengthening?

Participants switch pairs again.

The same exercise is repeated, but with a different context: if the first challenge was professional, the second is personal, and vice versa.

Discussion in pairs again.

Personal Resilience Plan

Each participant notes:

- ◆ One inner resource they would like to strengthen
- ◆ One external resource they can influence or activate

Break

Second part: Energy awareness 90 min

1. First Task: Participants create two columns:

- ◆ Energy givers
- ◆ Energy drainers

Let them write freely.

Questions:

- ◆ What leaves you feeling expanded?
- ◆ What leaves you heavy, tense, or tired, especially small things?

Short pause:

- ◆ Where do you feel the energy drain in your body?

2. Second Task: Sharing in pairs

Participants exchange in pairs again.

Deepening

Participants reflect on their energy drainers::

- ◆ Which are necessary?
- ◆ Which could be resolved in one or two hours (or within a day)?
- ◆ Which are self-created?

3. Third Task: Back to energy givers

Participants return to the second column and continue adding:

- ◆ Energy-giving activities, moments, people (especially people!)
- ◆ No need to structure, just let it come

Then share again in pairs.

4. Fourth Task: Values connection

The facilitator introduces a list of values.

	50 Life Values <table border="0"> <tr> <td>1. Family</td><td>26. Career</td></tr> <tr> <td>2. Romantic relationships/partnership</td><td>27. Recognition</td></tr> <tr> <td>3. Friendship</td><td>28. Achievement</td></tr> <tr> <td>4. Children</td><td>29. Fun</td></tr> <tr> <td>5. Community</td><td>30. Humor</td></tr> <tr> <td>6. Authenticity</td><td>31. Pleasure</td></tr> <tr> <td>7. Honesty</td><td>32. Adventure</td></tr> <tr> <td>8. Morality</td><td>33. Travel</td></tr> <tr> <td>9. Respect</td><td>34. Excitement</td></tr> <tr> <td>10. Loyalty</td><td>35. Beauty</td></tr> <tr> <td>11. Health</td><td>36. Creativity</td></tr> <tr> <td>12. Fitness</td><td>37. Art</td></tr> <tr> <td>13. Sport</td><td>38. Music</td></tr> <tr> <td>14. Energy</td><td>39. Nature</td></tr> <tr> <td>15. Wellness</td><td>40. Knowledge</td></tr> <tr> <td>16. Mental health</td><td>41. Learning</td></tr> <tr> <td>17. Freedom</td><td>42. Personal Growth</td></tr> <tr> <td>18. Independence</td><td>43. Religion</td></tr> <tr> <td>19. Security</td><td>44. Spirituality</td></tr> <tr> <td>20. Stability</td><td>45. Purpose, intentionality</td></tr> <tr> <td>21. Peace</td><td>46. Contribution</td></tr> <tr> <td>22. Free time</td><td>47. Legacy</td></tr> <tr> <td>23. Money</td><td>48. Minimalism</td></tr> <tr> <td>24. Wealth</td><td>49. Influence / Power</td></tr> <tr> <td>25. Success</td><td>50. Popularity</td></tr> </table> Participants: ◆ Connect their energy-giving activities with underlying values ◆ Notice what really matters to them Then ◆ Choose 5–7 core values Exchange and discuss discoveries in pairs. 5. Fifth Task: Final exchange: Participants reflect on the overall process and, if appropriate, share key insights or values in the group.	1. Family	26. Career	2. Romantic relationships/partnership	27. Recognition	3. Friendship	28. Achievement	4. Children	29. Fun	5. Community	30. Humor	6. Authenticity	31. Pleasure	7. Honesty	32. Adventure	8. Morality	33. Travel	9. Respect	34. Excitement	10. Loyalty	35. Beauty	11. Health	36. Creativity	12. Fitness	37. Art	13. Sport	38. Music	14. Energy	39. Nature	15. Wellness	40. Knowledge	16. Mental health	41. Learning	17. Freedom	42. Personal Growth	18. Independence	43. Religion	19. Security	44. Spirituality	20. Stability	45. Purpose, intentionality	21. Peace	46. Contribution	22. Free time	47. Legacy	23. Money	48. Minimalism	24. Wealth	49. Influence / Power	25. Success	50. Popularity
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Material	Pens, notebooks, flipchart and markers																																																		
Facilitation tips	Give them time and go with the flow of the workshop, the break in between is flexible																																																		
Comments																																																			
Who + ToDo's	Trainer																																																		

Night session: Nurturing night

Type of session	Night session Day 2
Session name	Nurturing night
Estimated time	80 min
Session objective	• Enhancing inner and group connection among participants. • Relax and discover different elements that can support self care. • Propose participants to incorporate in their lives the concept of “nurturing space” (reflect on the elements they would keep/ incorporate) and the potential needed variations with their users.
Session description/ Content	Ritual with everyone, creating a relaxed and experiential atmosphere for a “nurturing night” with music, incense, rolls for self massage, scarves, animal spirit tarot cards/dixit/ book with motivational sentences ... where each person can go and experience what they pleased.
Method/ Procedure	Procedure: 1. Everyone comes in with socks only in the room, keep the room in silence, walking in one by one → starting with a very short intro of the space & what we will do + if talking only whispering if necessary 2. Pax lay down and we walk around with the scarfs, instruments, smells (oil and incense) 3. Everyone sits up again and we invite them to discover the room → inviting them to see and explore, (balls, crystals, shakti... etc.) We will offer herbal tea and a piece of chocolate for opening & or closing/ sharing briefly the experience. 4. Finishing together: closing the eyes, settling in the Closing Circle.

Wellbeing and its different branches through movement therapies and theatre

	- shakti mat (Dina) - pens +paper
Facilitation tips	- Make sure that the participants are aware of the instructions (no shoes in the room, barefoot/shocks, try to be in silence during the activity. - If a participant is reluctant to take part, you can do purpose them to find a spot and write on the things that help them feel piece of mind - Make sure to have a comfortable space with no loud background noise and that all material is ready. - It ´s advisable to have 2 facilitators in the room
Comments	
Who + ToDo's	Trainer 1 and 2: Prepare the room, material and tea with support from the second facilitator.

Day 3: Wellbeing and its different branches through movement therapies and theatre

Thread: Enjoying the view from the top of the tree

Main activity: Movement therapies , theatre Mindfulness based activities

Open Space for sharing wellbeing methods and techniques.

Slow start: PMR - Progressive muscle relaxation

Type of session	Slow start Day 3
Session name	PMR - Progressive muscle relaxation
Estimated time	25 min
Session objective	• To arrive in your own body. • To experience a wellbeing practice / exercise. • To explore how this practice might be included in everyday life. • To increase self-awareness at the start of the day.
Session description/ Content	The session is meant to experience the PMR and have a short reflection about it and how it can be used in everyday life for better wellbeing. Progressive muscle relaxation (PMR) is a method of deep muscle relaxation that does not involve any medications, meaning it is a non-pharmacological intervention. The idea behind progressive muscle relaxation is that there is a relationship between a person's mind and body. The body responds to its environment by creating certain mind or body states such as anxiety, stress, and fear. When the body is in these states, the muscles tense up. Progressive muscle

	relaxation aims to reverse these body states back to more neutral, relaxed states. In the technique, a two-step process is being used. In this method, the participants will first tense a certain muscle group and then relieve the tension in order to relax. After releasing tension, attention is directed towards the differences felt during tension and relaxation so that the person learns to recognize the contrast between those two states. Progressive muscle relaxation is used in many ways. It can influence conditions like anxiety, insomnia, stress, depression, and pain and may have beneficial long term effects. It is also effective for many populations, including both children and adults. People in many different situations can learn to perform progressive muscle relaxation. It is simple to learn and is used in hospital and non-hospital settings.
Method/ Procedure	1. Arrival & Grounding (3 min) ◆ Invite participants into a calm atmosphere ◆ Set the tone: slow, quiet, no pressure, optional participation 2. Introduction to the method PMR (3 min) ◆ Explain what the letters stand for ◆ Give a quick overview on how it is usually used ◆ Invite participants to try it out and make sure, that they know they can leave anytime in case they need to - but to please do that silently in order not to disturb others ◆ ask the participants to choose their position (or decide which version suits better): either seated, upright position in a chair or sitting on the floor (can be included more easily into daily life situations) or laying down on the back if they want, they can close their eyes for the activity 3. PMR (5, 10-15 or 20 min, depending on the version that you choose - short, medium or long) 2 Options: 1. Play a version of a guided PMR through a video or recorded version 2. Use the paper to read out the different steps and guide the PMR as a trainer. If you choose option 2 you can vary and make it spontaneously short or longer in total and/or also vary with the intro and/or outro. 4. Optional Sharing (5-10 min)

	Invite (not require) participants to share: ◆ How was the experience for you? ◆ Do you feel more relaxed? (or less?) ◆ Could you imagine integrating this practice into your daily life? If so, how? What could be ways to integrate it in your working environment or private environment? (ideas can optionally be collected and written down to share with others) Can be done: ◆ In plenary, only those who want share something (few voices) ◆ In pairs or small groups (and then plenary a few voices) 5. Closing (2-3 min) ◆ Thank participants for participating and sharing ◆ Explain how PMR can be integrated in daily life and that it has a (longer) effect if you practice it regularly ◆ Transition into the next activity of the day
Material	● Optionally PMR recorded version or video. Some video options: ○ PMR 5 min video: https://youtu.be/5q3K-6HvQIk?si=REvjEvNkqcJyZOy8 ○ PMR 9 min video: https://youtu.be/SNqYG95j_UQ?si=6DgFhpMNR-f47lId ○ PMR 15 min video: https://youtu.be/86HUcX8ZtAk?si=WmciERrVyuODvAow ● Optionally PMR written version + timer or something similar ● Optionally something to sit or lay down on
Facilitation tips	● Keep a calm, grounded presence (you set the tone) ● Practice reading the PMR once beforehand (if you choose the version to read out) ● Try out the PMR once yourself for yourself in order to experience it yourself first ● Emphasize that it does not need to be a practice for everyone and perhaps this is also ok ● Do not force sharing—silence is part of the process
Comments	● Can be repeated daily as a ritual (shorter or longer versions but better shorter) ● Usually this practice needs some repetition in order to really feel a difference.

Who + ToDo's	Trainer 1: • Print 1 copy of a written version of PMR in English (short and longer version) to hand out later as well • Search for a recorded version (as optional)
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Morning session: From Consent to Wellbeing. Awareness, Nature & Collective Reflection

Type of session	Morning session Day 3
Session name	From Consent to Wellbeing. Awareness, Nature & Collective Reflection
Estimated time	3 hours
Session objective	• To explore wellbeing through embodied, reflective, and creative practices • To increase awareness of consent, boundaries, and personal needs • To experience mindfulness and presence as tools for self-connection • To connect with nature as a resource for wellbeing • To generate practical ideas and strategies for sustaining wellbeing
Session description/ Content	This session guides participants through a progressive wellbeing journey: Starting from consent and boundaries, participants explore how to listen to themselves and others. Through mindfulness practices, they develop presence and awareness, which is then deepened through nature connection and creative expression (mandala). The experience culminates in a World Café discussion, where participants reflect collectively on wellbeing and generate practical insights they can apply in daily life and future facilitation contexts.
Method/ Procedure	1. Consent Exercise – “May I?” (30 min) Set-up: ◆ Participants form two lines facing each other (pairs) ◆ Establish eye contact with the participant standing on the opposite side. ◆ Slowly walk towards your partner and try to find the optimal closeness/distance without speaking. The question is: how to come close to

the other person and yet feel comfortable? An even more difficult question is: how to find the distance which is good enough for both persons?

Rounds:

The participants have to formulate the question starting with “May I....?” to the respective pair, and follow the action corresponding to the answer, if it is a yes, the couple do it, if it is a no they pass to the next question; both partners cover the roles of asking and responding (several times). E.g. May I take your place? May I touch your hand (shoulder, hair...?) May I hug you? May I say something nice to you? May I tie your shoes? May I try your glasses?

1. Free yes/no (6 min circa)
2. Only “no” allowed and the one receiving the no has to thank the pair (6 min circa)
3. Only enthusiastic yes (6 min circa)

Debrief (8-10 min):

- ◆ Was it easy to say no?
- ◆ Was it easier to ask questions or to answer?
- ◆ Was it easy to receive a no?
- ◆ Did your questions change depending on the rules of each round?
- ◆ Are you used to saying no in your everyday life?
- ◆ Have you learned it in some way or was it natural to you?
- ◆ Are you used to think if you are truly enthusiastic about something or you do it for pleasing the others..?

Key message:

Consent is:

- ◆ Freely given
- ◆ Reversible
- ◆ Enthusiastic
- ◆ Informed
- ◆ Specific

Link to wellbeing: respecting others starts from respecting ourselves

2. Mindfulness – Raisin Exercise (10 min)

Guided sensory mindfulness exploration (observe, touch, smell, taste slowly)

Debrief:

- ◆ What did you notice?
- ◆ Was it easy to stay present for the full exercise?

Message: Awareness is the basis for authentic choices, consent and connection with oneself and the others.

3. Walk & Nature Collection (30 min)

- ◆ Walk outdoors

	◆ Focus on senses and surroundings (try to be present as during the previous exercise). Suggest participants to not talk with others and keep distance to enable full presence. ◆ Collect natural elements that will be used for creating your natural mandalas 4. Nature Mandala Creation (20 min) Create a mandala using collected materials (on A4 paper, glued) Prompt: ◆ Let your creation reflect your inner state Coffee Break (30 min) 5. World Café_Wellbeing Exploration (45 min rounds) Set-up: ◆ 4 tables, 1 question each, 1 facilitator each ◆ Small groups rotate between tables Table questions (10 min in each table): 1. What does wellbeing truly mean for you? ◆ When do you feel genuinely well? ◆ What is often missing? ◆ Is wellbeing a state, a practice, or a balance? 2. What helps or prevents us from expressing boundaries and consent? ◆ When is it hard to say no? ◆ How do you react to a no? ◆ Where do you notice lack of consent in everyday life (small things too)? 3. What helps you be truly present? ◆ What distracts you? ◆ What practices support presence? 4. What truly nourishes your wellbeing? ◆ What gives you energy? ◆ What drains you? ◆ Are you making space for what nourishes you? ◆ What practices or habits support you? 5. Restitution (20 min) ◆ Each table's facilitator shares key insights ◆ Highlight: - Common themes - Practical ideas - Surprising reflections 6. Final reflection (15 min): ◆ What are you taking with you? ◆ What is one small action you can apply?
Material	Individual materials: ● 1 raisin (or similar) per participant

	• A4 paper Shared materials: • Natural materials (collected outside) • Markers • Flipcharts / table papers for World Café • Scissors • Glue
Facilitation tips	• Set a safe and respectful atmosphere from the beginning • Be very clear in instructions (especially for consent exercise) • Hold silence intentionally during mindfulness activities • Normalize all experiences (there is no right way) • Keep energy balanced: alternate quiet and active phases • During World Café, encourage concrete examples
Comments	• Requires access to outdoor space (or adapt with indoor alternatives, like drawing mandala instead) • Highly adaptable to group size and context
Who + ToDo's	Trainer 1: • Prepare the room with all materials in advance (raisins, paper, glue...) • Manage timing and group dynamics, facilitate the activity • Pre-set World Café tables with questions • Guide debriefs and connect learning points • Prepare materials Support trainer: • Engage actively in exercises • Contribute to discussions • Reflect on personal experience

Afternoon session: Participatory session. Share your wellbeing secrets

Type of session	Afternoon Day 3
Session name	Participatory session_ Share your wellbeing secrets
Estimated time	3 hours
Session objective	• Provide an open space for participants to share their own techniques, practices for wellbeing

	• Support participants to facilitate/lead a small activity for the rest of the participants • Empower participants • Encourage peer support and learning
Session description/ Content	During this session we will coordinate the voluntary participation session in order to give participants a supported and safe space to facilitate one session for the rest of participants. This will reinforce peer and horizontal learning, to have the experience of running a session and reflect on it.
Method/ Procedure	Procedure: 1. Ask participants during the registration process if they would like to propose any activities for the participatory session. 2. Review all proposals from the selected participants. Contact them and check length and any possible material required for the facilitation before the training. Decide depending on the proposals and timeframe on how much time the activities should be (min.- max.) 3. Program them in a coherent order considering 5 minutes in between each activity. 4. Once on site, during the first or second day of the training, inform all participants of the order they will have on the participatory session and check with them they have everything ready and facilitate support if needed. If there's room for more activities, ask participants and trainers to think of more activities. If there's not enough time for all you can propose a free evening to be also arranged as a participatory session. 5. The trainers will be on participant roles unless they have been asked to be supporters. 6. After the session we will ask facilitators to reflect on the experience, what they learn from themselves as facilitators (recomendable to write about it) and perhaps have a mentoring session with the trainers from their country.
Material	The required by the facilitators
Facilitation tips	• Make sure that the participants are aware of the time they have. • Ask participants if they need any help, support or materials to facilitate the session.

Cooperation through circus and acroyoga

Day 4: Cooperation through circus and acroyoga (consent)

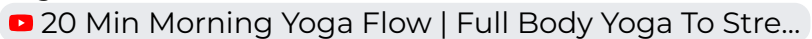
Thread: Picking the fruits and climbing down

Main activity: cooperation through group games, Circus and acroyoga, topic of consent

Sharing good practices: from book

Slow start: Yoga and Guided Body Scan Meditation

Type of session	Slow Start session- Day 4
Session name	Yoga and Guided Body Scan Meditation
Estimated time	45-60 min
Session objective	• Increase body awareness • Improve attention and body-mind connection • Create a relaxed and calm mood for the subsequent sessions • Experience an easy meditation technique
Session description/ Content	This yoga and meditation session combines classical, open-level hatha yoga exercises with a guided body scan meditation at the end in a lying (savasana) position. The yoga sequence includes warm-up, main part, and cool-down exercises, suitable for all levels, including complete beginners. The guided meditation is practiced in a lying position and is also accessible for newcomers to meditation. Yoga mats will be provided by Highlights e.V.
Method/ Procedure	<u>Before the session:</u>

	• Prepare the room or outdoor space for a yoga session, ensuring there is enough space and no furniture in the way • Place the yoga mats nearby • Encourage participants to wear soft, comfortable clothing <u>During the session:</u> Warm-up (10–15 min) • Gentle activation and mobility exercises Main sequence • A mix of balance, stretching, and strength exercises Cool down • Passive stretching and relaxing floor exercises Body scan meditation • Guided meditation in a lying position
Material	• Blankets • Yoga mats • Comfortable clothes
Facilitation tips	Yoga should be guided by a certified teacher or someone with many years of personal practice The body scan meditation can be guided by anyone who is experienced in practicing it • Body Scan YouTube: https://youtu.be/7ZHSR-HQrSw?si=zR_cn_p-cwKc3qW • Yoga: 
Comments	
Who + ToDo's	Trainer: Check the weather, prepare mats

Morning session: Cooperation through circus

Type of session	Morning session- Day 4
Session name	Cooperation through circus
Estimated time	3 hours
Session objective	• Enhancing connection among participants, build self confidence and trust among the group • Improve cooperation skills through physical games and group interaction.

	Introduce participants to circus skills (juggling and partner acrobatics/ pyramids)
Session description/ Content	The session will be divided in 3 parts <u>Part A: Introduction to Juggling (1 hour)</u> We will do an introductory and progressive session to basic juggling skills using a group game, exercises to improve dissociation and basic juggling techniques with scarves and juggling balls. <u>Part B: Contact & Trust building exercises (1 hour).</u> With a gentle and progressive approach we will be working on contact and trust, we will explore how to hold and be held exploring the limits in a safe context. <u>Part C: Intro to partner acrobatics/pyramids & acroyoga.</u> We will try some pair and group shapes and sequences on partner acrobatics/ pyramids and acroyoga adapting to participants interest and capacities.
Method/ Procedure	<u>Before the session:</u> - Getting the room and participants ready for a physical and active session without furniture on the way. Prepare materials and get mats ready nearby . - In the previous session ask participants to come to this session with comfortable clothing that allows free movement. The session: 1. WARM UP (10 min) Before the session starts, ask participants to stand up in a circle and ask if anyone has an injury or pain the group needs to be aware of. Start with a gentle warm up, make sure to mobilise all joints gently and get muscles a bit warm before the session to avoid strains or injuries. 2. Start circus techniques part. We propose to follow the suggested order so the cooperation goes on a progressive level for building trust. <u>Part A: Juggling and coordination (personal and group). Time: 1 hour</u> 1. Ball pattern (15 min) In a circle we name someone and pass the ball, that person names another one and passes the ball and we continue until everyone has had it. The last person

passes it to the first (the person leading the exercise) , to “close the circle”.

We ask participants to remember the person they received the ball from and the one they passed it to and we ask them to keep the same pattern all the time. The leading person will introduce more balls / objects “reading” the capacity of the group until there are nearly as many objects flying as participants.

2. Exercises for the two hands - disassociation (10 min)

We will do some exercises to swap finger position to improve the capacity to do different thing with each hand (i.e rabbit and gun and swap , point finger and thumb up and swap, tommy circles and tapping head)

3. Juggling (Metaphor of Juggling life) (30 min)

We will start with scarves. 1 scarf passing from right to left hand, pass and clap, adding to scarves with parallel and crossed throws, 2 scarves and clap and 3 scarves. We will try the same exercises but with a juggling ball/ 2 juggling balls.

4. Story of giving up and resilience (5 min)

We will tell very briefly the story of Jorge Bucay *The Chained Elephant* ask them to reflect on when they have experienced this feeling.

We will ask them to reflect on some other similar stories about overcoming our own limits and resilience.

5. Juggling in pairs. We will try to juggle 2 and 3 balls with 2 people together.

Part B: trust exercise in pairs and groups (learn how to hold and be holded). Time: 1 hour+15/30 minutes

1. Sticks pairs (10 min)

In pairs we will give a wooden stick to each participant, they will stand in front of each other and hold the stick with index fingers. The exercise is to try to move around the room without the sticks falling (they both need to control the pressure and weight they are giving to the stick).

This exercise helps them to understand the importance of mutual listening and counterweight.

2. Partner trust falls (15 min)

In pairs one person will let themselves fall backward with arms wide open and the other one will receive and catch the weight and lift back up and then swap.

We can also try in a group, one lets him/herself fall from a chair and the group is forming a corridor with arms intertwined.

3. Pendulum in 2 groups (15 min)

The group is standing in a close circle (nearly touching shoulder to shoulder). One person stands in the middle, with feet still and together and let themselves swing the weight with straight legs. The group is controlling the swing of the person in the middle.

- Here we can ask the person in the middle to close their eyes to experience a different feeling.
- It's important to remark here to be gentle on the touch and the way they accompany the weight and puss. Also it's important that the person in the middle places their arms in a way they will feel comfortable for the group to touch them.

4. I'm falling I'm flying game (15 min)

Group exercise. We ask participants to walk around the room. Any person can say loudly at any time I'm falling or I'm flying. As soon as someone says that the group goes close to that person. If the person says I'm falling, they will let themselves fall backwards with leg and core straight and engage and arm wide open. the group will receive , hold and even lift the person.

If the person says I'm flying they will let themselves fall forwards with leg and core straight and engage and arms wide open. the group will receive , hold and even lift the person.

5. The concert (15 min)

The group will stand very close together shoulder to shoulder in three high position (similar composition to a football team official picture)

One voluntary person will be in front of the group and they will run toward the group and jump (like a music star) . The group will be ready beforehand with arms up to receive and hold the person's weight and bring down slowly.

All the group can try to be the star and jump towards the group.

6. The blind corridor (optional) (15 min)

All the groups stand in two lines (one opposite the other) forming a corridor . One person stay at one end and with close eyes runs forwards, the group serves as a "safety cushion" and ask the blind runner to stop when they arrive to the end of the corridor

	<u>Part C: partners acrobatics and pyramids.</u> We will propose some group pyramids with the bases on table position or squat position. <u>Final</u> To finish the session do a warm down and a stretching session (10 minutes)
Material	• Scarves • Juggling balls • Acrobalance cards • Yoga mats • Guide Videos to teach juggling ○ Tutorial How to get started at Juggling, Three Scarves: https://www.youtube.com/watch?v=4aHcmUAWo7I ○ How to Juggle 3 Balls: Beginner's Tutorial https://www.youtube.com/watch?v=bjtP-2TaYRM ○ Tutorial, Duo Juggling with 3 Balls: https://www.youtube.com/watch?v=Emkm1C7_hCk
Facilitation tips	Make sure to ask participants to communicate any pain or injury. Do an introduction about contact and the importance of asking for permission/ acceptance beforehand. If a participant is reluctant to take part, you can propose an easier version of the exercise or ask them to observe and to participate when they feel ready.
Comments	
Who + ToDo's	Trainer: Prepare the room and material

Afternoon session: Cooperation, Consent, Connection in partner and group acrobatics/acroyoga

Type of session	Afternoon session- Day 4
Session name	Cooperation, Consent, Connection in partner and group acrobatics/acroyoga
Estimated time	3 hours

Session objective	• Finding a common understanding of the concept of “consent” • Enhancing connection among participants, build self confidence and trust among the group • Improve cooperation skills through physical games and group interaction. • Introduce participants to circus skills (juggling and partner acrobatics/ pyramids) • Enhancing wellbeing through connection, playfulness and physical activity
Session description/ Content	The session will be divided in 3 parts <u>Part A: Understanding the concept of consent (45 min)</u> We will talk about different roles in partner and group acrobatics: flyer, base and spotter For each role and switching roles it is important to understand and foster the concept of consent - as well as understanding and communicating one's own boundaries. <u>Part B: Practising consent in acroyoga/partner acrobatics (1 hour, 30 min)</u> In this part we will try out different exercises of acroyoga / partner acrobatics, both L-basing and standing. Participants are encouraged to try out different roles and practising different ways of giving consent or saying no. <u>Part C: Debriefing and transfer of learned practises of the day (45 min)</u> In this part we will transfer the learned circus methods into the working environment: Participants will collect ideas on how they can implement activities from today in their working environment - on the focus of consent, playfulness and connection through cooperation.
Method/ Procedure	<u>Before the session:</u> • Getting the room and participants ready for a physical and active session without furniture on the way. Prepare materials and get mats ready nearby • In the previous session ask participants to come to this session with comfortable clothing that allows free movement. <u>The session:</u> <u>Part A: Understanding the concept of consent (45 min)</u> 1. Boundary - Check • Participants team up and decide who starts with which role. They will stand a few meters apart and look into each other's eyes/faces. First, one

	person walks towards the other until the walking person FEELS/senses that their partner would like them to stop. They stop then. • The exercise is being repeated but this time the partner that is standing still needs to signal ONLY verbally when they want the other person to stop. • The exercise is being repeated a third time but this time the partner standing still needs to signal their boundary NON-verbally. • After completing the 3 rounds, the partners switch roles and it starts again. • Debriefing: Exchange with your partner: How did this feel for you? Which role was easier for you? How was it to “sense” the other person’s boundary? First they exchange with their partner, later people are allowed to share in plenary (no one is forced) 2. Yes - No Conversation (If there is time for a second exercise) • Participants team up with another person and stand in front of each other, with space in between the couples. • They will have 2 min to have a “conversation” in which they try to convince the other person. In this conversation, though, each person only can use ONE word. One person gets the “yes”, the other person the “no”. They can do everything but not use any (physical) violence. • After 2 min, they switch roles/the words and start again. • Optional: one of the two (the one that has the word “yes”) is standing on a chair, the other one on the floor • Debriefing: Exchange with your partner: How did this exercise feel for you? With which word did you feel more comfortable? Can you see any connection with situations in life? (Work? freetime?) 3. General debriefing, either directly in plenary or in small groups first, depending on the time • How did these two exercises feel for you? Which connections can you make between the exercises and your life? What does “consent” mean for you? Which ways of saying “no” do you know and feel comfortable using, in order to show your
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	boundaries? Which ones do you find difficult to use and/or to understand? • After that, the trainer will give a short overview of the concept of consent in the context of circus and acroyoga/partner acrobatics and an overview on different ways of saying “no” <u>Part B: Practising consent in acroyoga/partner acrobatics (1 hour 30 min)</u> 1. Introduction of the activity 2. Trying out different poses and flows in acroyoga - giving participants the option to start with standing or L-basing After the warm up, the basics of posture and alignment will be explained for the 3 roles. While they are doing this, they should focus on consent of all people involved and check in every time (e. g.: Who would like to fly/base/spot? Where can I spot you? Do I feel safe if you spot me? Do I feel safe spotting you (alone)?) and try to communicate differently each time if they would like a change in the constellation <u>Part C: Debriefing and transfer of learned practises of the day (45 min)</u> 1. In groups of 4 participants, mixed from different countries, participants will gather and think about an activity of today and how they could implement it in their working environment. There will be some leading questions for this group exercise: - What is useful for my working environment? - How can I use these exercises in my work without being a circus person myself? - How can I connect with the topics of consent and connection through cooperation as well as (physical) playfulness? - How can I implement ideas in my working environment? Each group should come up with a way of implementation and should present it briefly to the group. They can decide whether they show a short activity or just describe it - preference for showing. 20 min group discussion and preparation; 15 min for presentation of the 4-5 groups 2. Plenary discussion 10 min final debriefing in the plenary, ending the day together and checking out.
Material	• Yoga mats

		• comfortable clothes • papers, markers
Facilitation tips		Make sure to ask participants to communicate any pain or injury. Do an introduction about contact and the importance of asking for permission/ acceptance beforehand. If a participant is reluctant to take part, you can propose an easier version of the exercise or ask them to observe and to participate when they feel ready.
Comments		Co-host the session at least with another facilitator so that you have a better mood in the room and the availability of the participants. Please note that there are beginner friendly videos on youtube but we highly recommend better to have a professional teachers in the team who could lead the activity
Who ToDo's	+	Trainer 1 and 2: Prepare the room and the positions play role of supporters

Sharing and reflecting about Wellbeing and the training process

Day 5: Sharing and reflecting about Wellbeing and the training process

Thread: Enjoying all the fruits together in the forest

Main activity: Youth Pass, creative reflection and evaluation, including group reflection/ appreciation of togetherness / strengths in solidarity

Slow start: Morning Check-in – Theatre Improv Statues

Type of session	Slow start Day 5
Session name	Morning Check-in – Theatre Improv Statues
Estimated time	15 min
Session objective	• To activate body and mind at the start of the day • To increase presence, spontaneity, and group energy • To explore non-verbal communication and creativity • To strengthen confidence, creativity and connection through play
Session description/ Content	A dynamic theatre-improvisation warm-up combining movement games and “living statues.” Participants first awaken attention and coordination through playful walking commands, then use body language to create and transform group statues. The activity encourages expression, quick thinking, and communication without words.
Method/ Procedure	1. Activation Walks (5 min) Participants move freely through the space, filling all areas and staying aware of others.

	Facilitator gives commands: • Walk = move • Stop = freeze Gradually increase pace and energy. Then introduce reversals: • When facilitator says Walk, participants stop • When facilitator says Stop, participants walk Add new commands: • Jump • Clap Then reverse these as well (Jump = Clap / Clap = Jump). Purpose: wake up attention, listening, and mental flexibility. 2. Statue Transformation Game (10 min) 2.1. Step 1 – First Statue Invite one volunteer to enter the space, think of something, and create a frozen pose (statue). 2.2. Step 2 – Group Observation: Ask the group: • What do you see? • What could this represent? Gather quick interpretations and agree on one meaning. 2.3. Step 3 – Transform the Scene Invite a second volunteer to enter, connect physically to the statue, and change the meaning by adding a new pose. Ask again: • What do we see now? 2.4. Step 4 – Continuous Change The first participant leaves. A third participant enters and changes the statue again. Repeat several fast rounds, always keeping one person from the previous image and adding one new participant. Encourage quick transitions, creativity, and bold physical choices.
Material	No materials required
Facilitation tips	• Keep the pace lively and playful • Demonstrate commands clearly before reversing them • Encourage big body language and clear poses • Keep interpretations light and spontaneous • Invite many volunteers quickly (avoid overthinking) • Maintain safety and creativity: no “wrong answers” • Invite participants to be mindful regarding physical connection and search consent from the others when interacting

Comments	• Excellent energiser for mornings or after breaks • Works across languages and multicultural groups
Who + ToDo's	Trainer 1:: • Lead commands with clear voice and energy • Manage pace and transitions • Encourage inclusive participation Participants: • Engage physically and creatively • Observe others attentively • Participate with openness and playfulness

Morning session: Tasting the Fruits

Type of session	Morning session Day 5
Session name	Tasting the Fruits
Estimated time	3 hours
Session objective	• presenting YouthPass • reflection on learning and experience • practicing kindness and gratitude
Session description/ Content	Closing the TOT with series of sessions: 1) Reflexive exercises 2) Explorative feedback - use of reflection exercises of the leaflet Valued by You, Valued by Others 3) Youth Pass - presentation 4) Circle of gratitude 5) Letter of kindness and appreciation from each one to each one in the group
Method/ Procedure	<u>Preparation (before session)</u> • prepare handouts for the reflection activities • prepare stations for feedback questions • set the hall arrangement for Sharing session • set the place for group photo <u>Session flow:</u> <u>Part 1: Reflexive exercises (Valued by You, Valued by Others) - 60 min</u> • Pyramid of Learning (self-reflection and then discussion in pairs) • Other reflection exercise, according to the group and needs of the participants

	<u>Part 2: Feedback - 40 min</u> • Explorative feedback (set of questions around the room with feedback questions) • Debriefing and group discussion Break (30 min) <u>Part 3 Youth Pass - 40 min</u> • Youth Pass - presentation <u>Part 4 Sharing - 30 min</u> • Circle of gratitude (immersive exercise, where all participants and trainers sit in a circle, backs to the center of the circle; all close eyes, except the facilitator. The facilitator then lightly touches someone in the circle and he/she/they enters in the circle and lightly touches these from the group that he/she/they appreciated or bonded with the most during the training) • Notes (post-it) of kindness and appreciation from each one to each one in the group (participants are asked to take post-its and write small notes of kindness and appreciation to other participants/trainers. The task is to give the notes secretly to one that the note is addressed to). *We recommend presenting this activity the day before so participants have enough time to write the notes. <u>Part 5 - Group photo - 10 min</u>
Material	• Flipchart (paper), • Youth pass learning cards • Projector/TV (hdmi cable) • Regular post-it papers • colour markers, pens • A4 white paper
Facilitation tips	
Comments	
Who + ToDo's	Trainer 1 • Share with participants the task to prepare small notes of kin • prepare the reflection and feedback handouts and stations, • arrange the hall for the sharing phase • facilitate the sessions Trainer 2;

	• Present the Youth Pass. Support dynamics and participants. • Organise setting for group photos. Provide equipment for the photo (camera, etc. if possible)
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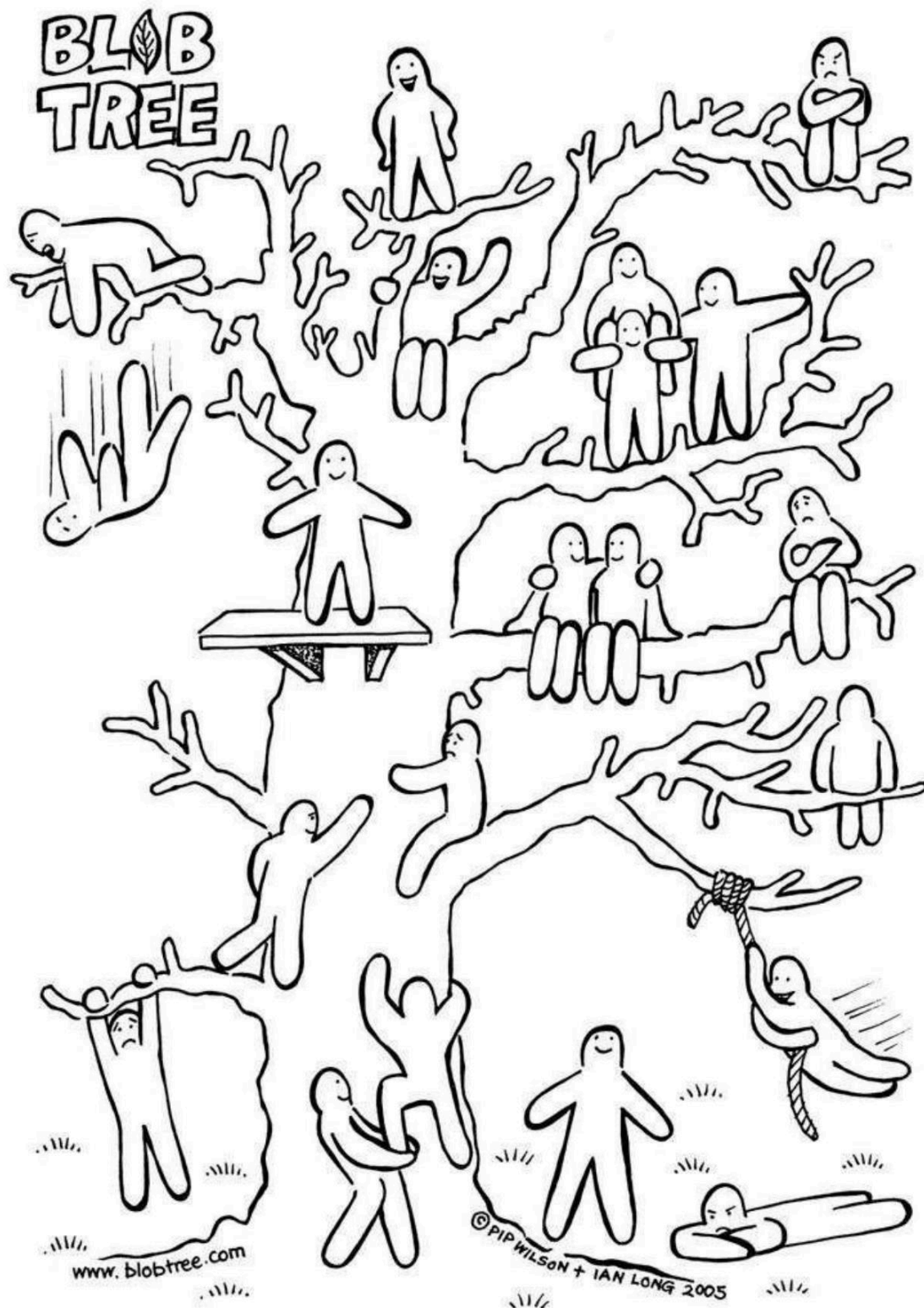
Reflection exercise: Check-in – Blob Tree Reflection

Type of session	Slow start Day 5
Session name	Check-in – Blob Tree Reflection
Estimated time	15 min
Session objective	• To support participants in checking in with their emotional state, considering especially this open the last and evaluation session • To increase self-awareness at the start of the day • To create a gentle and mindful transition into the closure session • To encourage non-verbal reflection and expression
Session description/ Content	This is a quiet, reflective activity using the “Blob Tree” visual tool. Participants will: • Tune into their internal state (emotion, energy, mindset) • Identify with a character on the Blob Tree • Express their current feeling through coloring • Optionally share their state with the group • The activity promotes awareness, emotional intelligence, and presence without requiring verbal processing.
Method/ Procedure	1. Arrival & Grounding (3–5 min) • Invite participants into a calm atmosphere • Put music • Set the tone: slow, quiet, no pressure 2. Introduction to the Blob Tree (2–3 min) • Distribute printed Blob Tree sheets (1 each) • Explain: - Each figure represents a possible emotional or mental state - There is no right or wrong interpretation - Choose intuitively

	3. Individual Reflection & Coloring (5–10 min) Participants: - Observe the Blob Tree - Identify the figure they resonate with - Color it Optional prompts: “Where am I today?” “What describes my energy this morning?” 4. Optional Sharing (5–10 min) Invite (not require) participants to share: - Which figure they chose - Why (if they want) Can be done: - In plenary (quick round) - In pairs or small groups 5. Gentle Closing (2–3 min) - Acknowledge the different states in the room - Normalize all emotions - Transition into the next activity of the day
Material	- Printed Blob Tree sheets (1 per participant) https://drive.google.com/file/d/1pVYH1rbFAyv7GDkNNjP3AQm0gCgIkZKS/view?usp=drive_link - Colored pens/pencils/markers
Facilitation tips	- Keep a calm, grounded presence (you set the tone) - Avoid over-explaining—let intuition lead - Emphasize that all states are valid - Do not force sharing—silence is part of the process - Observe group energy (this gives useful info for the day) - For TOT: highlight how simple tools can create meaningful check-ins
Comments	- Can be repeated daily as a ritual - Works well at the beginning of intensive training days towards the mid journey or for introducing the evaluation
Who + ToDo's	Trainer 1: - Prepare the Blob tree to be printed - Prepare music - Prepare a clear explanation of the activity - Hold time - Print 1 copy per participant of Blob Tree

Annexes

Blob Tree Reflection Template



Progressive muscle relaxation guide

Progressive Muscle Relaxation (PMR)

Progressive muscle relaxation (PMR) was developed by Dr Edmund Jacobson and published first in 1929. It is based on the premise that muscle tension increases significantly when feeling restless or anxious. Moving systematically from muscle group to muscle group in one's body, one first tenses muscles for a few seconds before relaxing them again and paying attention to how the muscles feel like when relaxed.

PMR?

- PMR can help you relax.
- You do a series of exercises in which you tense up certain muscle groups as you breathe in, hold the tensing for a few seconds while you are breathing evenly and release the tension in your muscle as you breathe out.
- You focus on the transition from tension to relaxation.

Before Starting the Exercise

- Try to sit or lie down comfortably: e.g. open or loosen a belt that is too tight.
- Take off your glasses beforehand.
- PMR is usually carried out with your eyes closed. If you find it difficult to keep your eyes closed, then leave them open and find a point in the room to fixate.
- Try not to be disturbed by noises from outside. In the relaxed state, stomach noises also occur. This is completely normal and should not bother anyone or be embarrassing.
- During the exercise you might feel your mind wandering. Do not try to get these thoughts away, just acknowledge you have them and move forward with the exercise!
- When tensing the muscles do not go beyond your pain limit. Tense up muscles gently and carefully and take care not to hurt yourself.

What is the aim of PMR?

PMR is a behavioural technique for relaxation which derives from the observation that anxiety and muscle tension can reinforce each other. For a meta-analysis of potential health benefits, please see [Carlson & Hoyle \(1993\)](#).

Who Should Not Use PMR?

People with particular diseases, for example

- severe asthma,
- cardiovascular conditions,
- epilepsy,
- acute psychosis,
- tendency to dissociate,
- hypochondriac disorder,
- muscular diseases

should first consult their doctor before trying to do PMR exercises.

A Simple PMR Exercise

- There are many versions.
- Many versions start with a short breathing exercise or are combining PMR with other relaxing techniques.
- PMR lasts a few minutes up to one hour, depending on how many muscle groups are included.
- PMR can be done either sitting or lying.
- For better results try PMR at least once daily.

In the following, a short version is presented that you can try while sitting on a chair and that takes up to 5 minutes. After each exercise step, attend to how your body might feel differently:

- Scrunch your face (nose scrunched, frown, eyes closed, teeth together grinded) as you inhale, hold on for 5 seconds while you breathe evenly, then with the next long exhale, relax your face.
- Tense up your arms (lifted arms, balled fists) as you inhale, hold on for 5 seconds while you breathe evenly, with the next long exhale relax.
- Tense up your shoulders and chest (lifted tensed shoulder and upper chest) as you inhale, hold on for 5 seconds while you breathe evenly, with the next long exhale relax.
- Tense up your legs (lift your legs, toes facing towards you) as you inhale, hold on for 5 seconds while you breathe evenly, with the next long exhale relax.

References and Resources

- You can try other versions of PMR in English or German with or without background music. For example (in German): [external video link](#)

Further References:

- Berking, M. (2015). *Training emotionaler Kompetenzen* (3rd ed.). Springer-Verlag.
- Carlson, C. R., & Hoyle, R. H. (1993). *Efficacy of abbreviated progressive muscle relaxation training: A quantitative review of behavioral medicine research*. Journal of Consulting and Clinical Psychology, 61(6), 1059–1067.
- Jacobson, E. (1977). *The origins and development of progressive relaxation*. Journal of Behavior Therapy and Experimental Psychiatry, 8(2), 119–123.
- Mackereth, P. A., & Tomlinson, L. (2010). *Progressive muscle relaxation: a remarkable tool for therapists and patients*. Integrative Hypnotherapy, 82–96.

Any Questions?

If you have further questions, please see the contact details for mental health support that are listed in our leaflet „[Mental Health Support](#)“, as well as the references and links in this document. Please note that while we select links to external websites carefully, we cannot guarantee for the accuracy or quality of these websites.



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