



**SAFESPACE4YOUTH**  
YOUTH COMMUNITY

# **Session 1:**

**Early Intervention Measures for  
Mental Health & Well-Being**



## Introduction to the Session

Early intervention methods for mental health and well-being are crucial in supporting young people, who may be struggling with their mental health. Youth professionals, such as educators, counsellors, and social workers, play a vital role in identifying early warning signs and providing appropriate support to young people. Research has shown that early intervention can significantly improve mental health outcomes for young people. The earlier a young person receives support, the more likely they are to recover and avoid the development of more severe mental health conditions. Early intervention can also help to reduce the stigma associated with mental health issues by normalising seeking support and treatment.

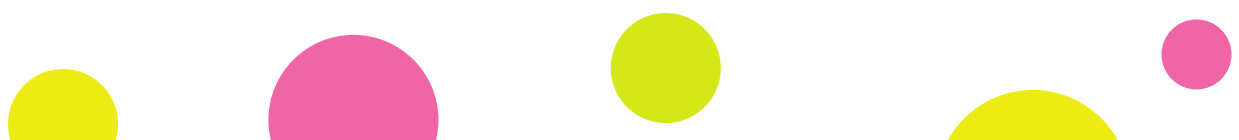
One effective early intervention method is psychoeducation, which involves providing young people with information about mental health and well-being. This can include teaching them about the signs and symptoms of mental health conditions, how to manage stress and anxiety, and how to access support if they need it. By increasing young people's understanding of mental health, they are better equipped to recognise when they or someone else may need support and to seek help early on.

Mindfulness-based interventions are also an effective early intervention method for mental health and well-being. Mindfulness involves paying attention to the present moment and accepting thoughts and feelings without judgment. Mindfulness-based interventions have been shown to improve mental health outcomes for young people, including reducing symptoms of anxiety and depression and improving self-esteem and resilience.

Collaborative care models, which involve a team-based approach to mental health care are also effective early intervention methods. In a collaborative care model, youth professionals work together with mental health professionals to provide comprehensive care to young people. This can include regular check-ins, support with medication management, and access to a range of evidence-based treatments.

Finally, peer support can also be an effective early intervention method for mental health and well-being. Peer support involves connecting young people who are experiencing similar mental health challenges and providing them with a safe space to talk and support each other. Peer support has been shown to reduce social isolation, improve self-esteem, and increase access to mental health services.

Early intervention methods for mental health and well-being are essential for supporting young people who may be struggling with their mental health. Youth professionals can play a vital role in identifying early warning signs and providing appropriate support to young people. Psychoeducation, mindfulness-based interventions, collaborative care models, and peer support are all effective early intervention methods that can significantly improve mental health outcomes for young people. By providing early intervention and support, we can help young people to develop the skills they need to manage their mental health and prevent the development of more severe conditions.





# Coaching Agreement

	Coach	Coachee
Name		
Email		
Phone Number		
Video Conference ID		
Other		

What areas would you like coaching in?

What would you like to achieve by the end of this session?

What are your expectations from the programme?

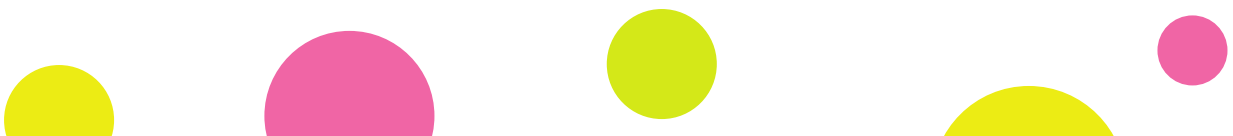
What ground rules should be established?

**Confidentiality Statement:**

I agree to keep our conversations confidential unless both parties agree to do otherwise (unless there is a mandatory reporting issue).

Coach \_\_\_\_\_ Date: \_\_\_\_\_

Coachee \_\_\_\_\_ Date: \_\_\_\_\_





# Coaching Session Log

<b>Coach</b>	
<b>Coachee</b>	
<b>Organisation</b>	
<b>Session</b>	session 1 <input type="checkbox"/> session 2 <input type="checkbox"/> session 3 <input type="checkbox"/> session 4 <input type="checkbox"/> session 5 <input type="checkbox"/> session 6
<b>Date</b>	
<b>Date of Next Session</b>	

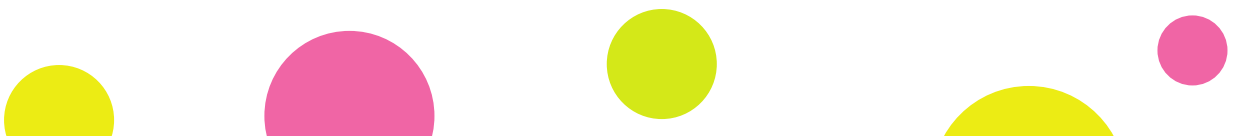
**Actions/objective achieved from last session.**

**Challenges, solutions, and outstanding objectives**

**Topic(s) for this session**

**Steps for achieving objectives set at this session (e.g., resources required, responsibility, etc.)**

**Topics/Actions for next coaching session**





# Coachee Action Plan

<b>Coach</b>	
<b>Coachee</b>	
<b>Organisation</b>	
<b>Start-Date</b>	
<b>Completion-Date</b>	

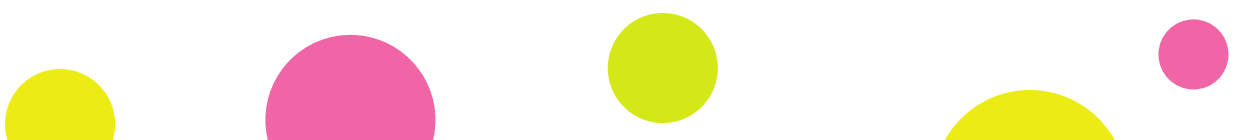
## Short-term goals

Goal	Deadline
1)	
2)	
3)	

## What actions do I need to take to achieve my goals?

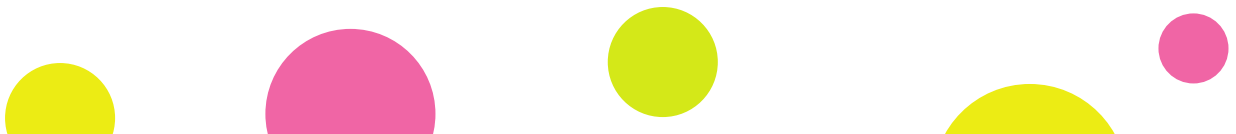
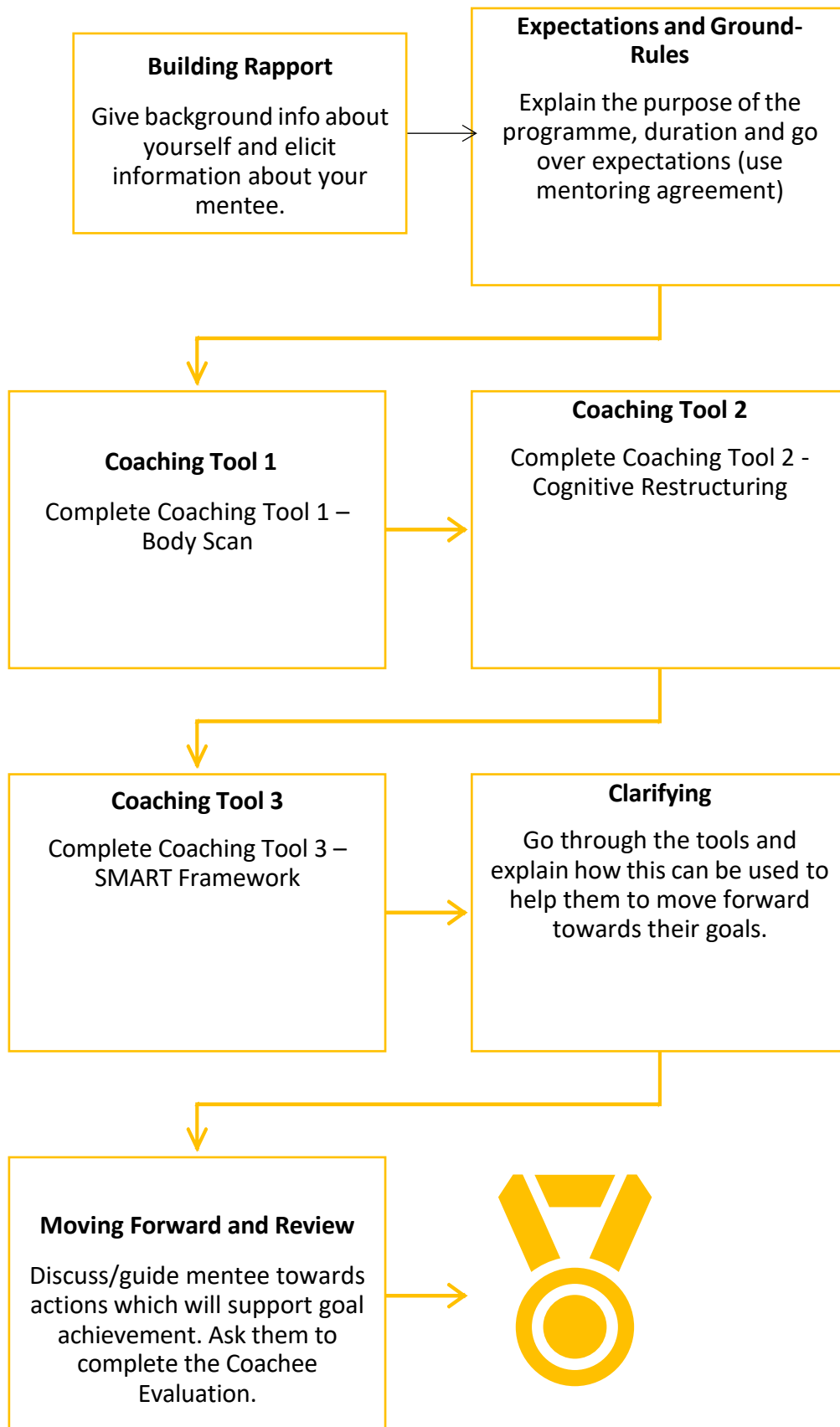
## Milestones

## Success Indicators/Outcomes





# Session Plan: Early Intervention Measures for Mental Health & Well-Being





## Session 1 – Early Intervention Methods for Mental Health and Wellbeing

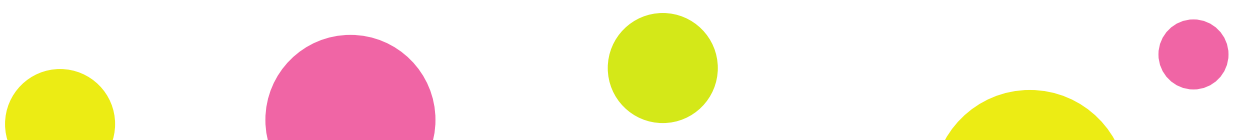
*“A lot of early intervention is key.”*

**-Liana Simon**

In this session, we will explore the importance of early intervention in promoting mental health and well-being and discuss practical strategies and tools for supporting individuals in this area. We will explore competences that can be gained through early intervention, such as self-awareness, coping strategies, and goal setting. By the end of this session, you will have a deeper understanding of the benefits of early intervention and be equipped with practical tools to support individuals in improving their mental health and well-being.

- 1.1. Self-assess one's own self-awareness by exploring their emotions, thoughts, and beliefs.
- 1.2. Aware of a range of coping strategies that can help one to manage stress, anxiety, and other mental health challenges.
- 1.3. Ability of setting goals.

To help your coachee in learning more about Early Intervention Methods for Mental Health and Wellbeing at this level find below 5 powerful coaching questions to start with.





## Powerful coaching questions for Early Intervention Methods for Mental Health and Well-Being

### Session 1 Competencies

- 1.1. What are you feeling right now? Can you describe your emotions and where you feel them in your body?
- 1.2. What are your current stressors or challenges? How are they impacting your mental health and well-being?
- 1.3. What are your values, and what is most important to you in your life?
- 1.4. What are some of the negative beliefs or self-talk that you have been struggling with lately?
- 1.5. What are some small steps you can take today to help improve your mental health and well-being?

### COMPETENCE 1

#### COACHING TOOL 1 BODY SCAN

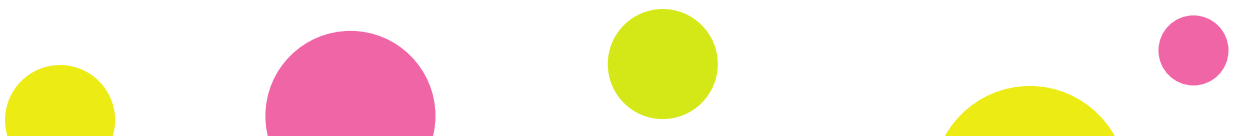
*The ability to focus your attention on yourself and assess whether your actions, thoughts, or emotions are consistent with your internal values and beliefs.*

The body scan is a mindfulness technique that involves paying attention to physical sensations in the body. Doing a body scan can benefit coachees in early intervention measures for mental health and well-being in several ways, such as developing self-awareness, promoting relaxation, and cultivating mindfulness. Coachees can recognise when they are experiencing stress, anxiety, or other mental health challenges, become more grounded and centred, and develop greater awareness and acceptance of their experiences, contributing to improving their mental health and well-being.

### STEP BY STEP GUIDANCE

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided.

<b>Step 1</b>	Find a comfortable and quiet place where you won't be disturbed. Sit or lie down in a relaxed position, with your arms and legs uncrossed.
<b>Step 2</b>	Take a few deep breaths and close your eyes. Focus your attention on your breath and notice the sensation of air moving in and out of your body.
<b>Step 3</b>	Begin to scan your body, starting from the top of your head and moving slowly down to your toes. Notice any physical sensations, such as warmth, tension, or tingling, without judging or scrutinising them.



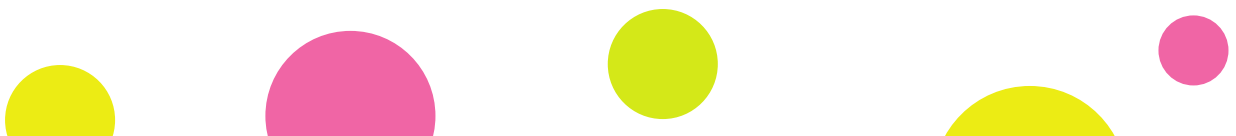




<b>Step 4</b>	If you notice any areas of tension or discomfort, take a deep breath, and imagine sending your breath to that area of your body. As you exhale, release any tension, or discomfort you are holding in that area.
<b>Step 5</b>	Continue to scan your body, noticing any sensations you feel. If your mind starts to wander, gently bring your focus back to your breath and the physical sensations in your body.
<b>Step 6</b>	When you are ready to end the body scan, take a few deep breaths and slowly open your eyes. Take a moment to notice how you feel and any changes in your physical or emotional state.

### RESOURCES BOX

- [Body Scan Meditation.](#)
- [Mindful Body Scan Meditation for Mental Health](#)
- [Body scan meditation: 7 benefits and how it works](#)





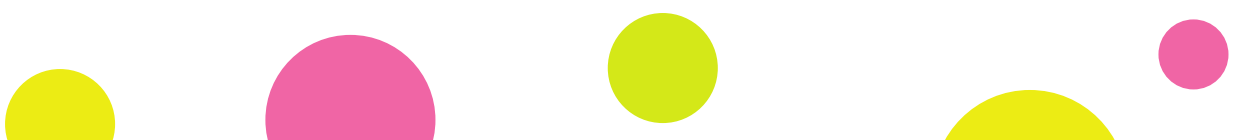
## Coaching Vignette

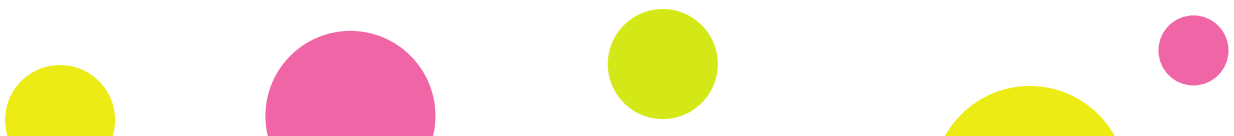
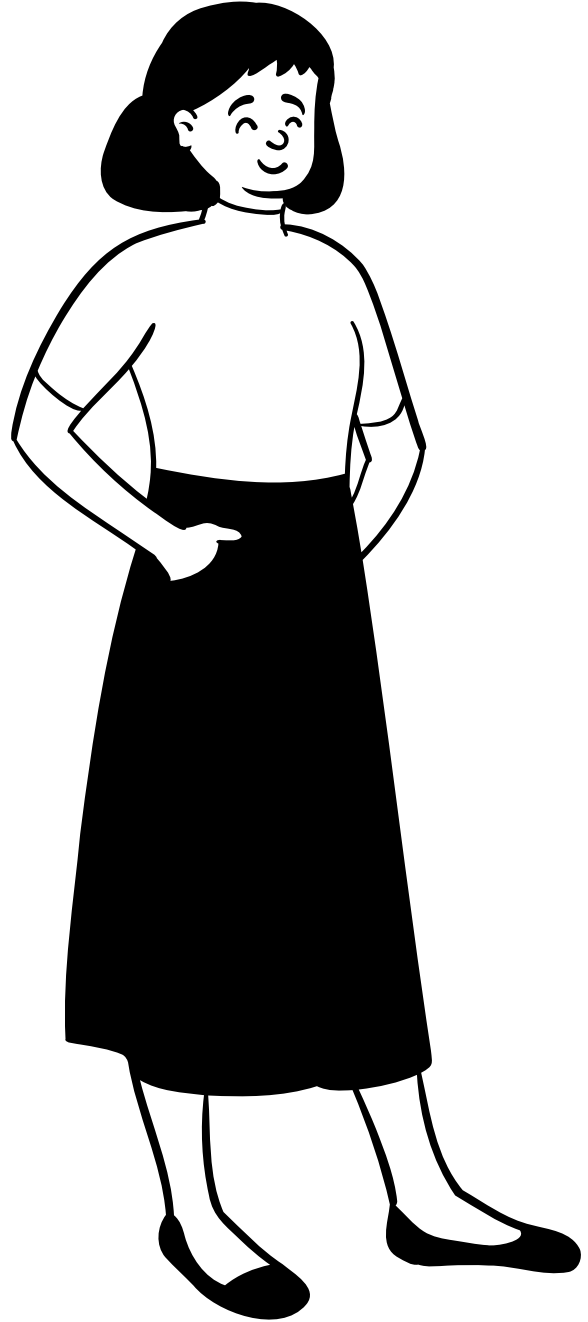
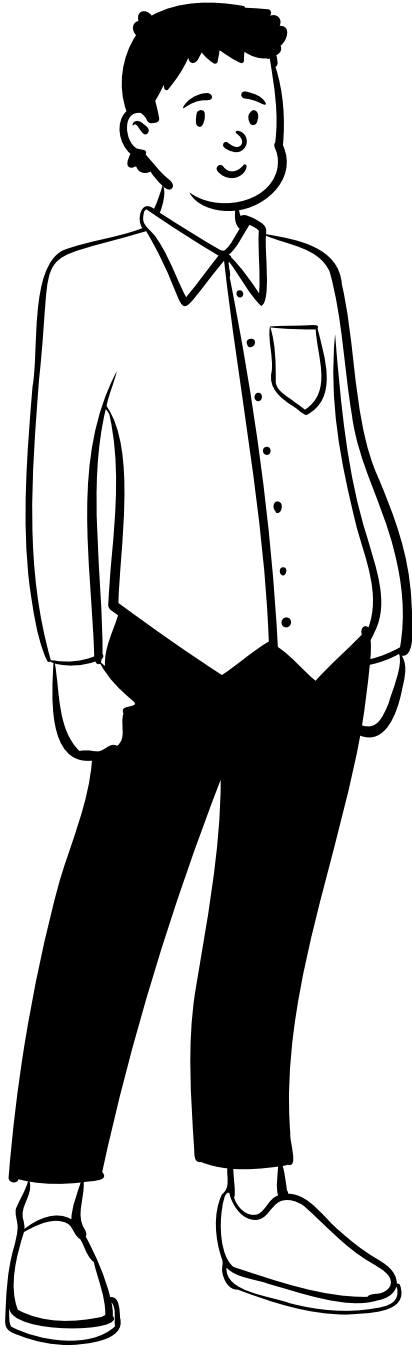
Once you've completed your body scan, you can further enhance your awareness of your body by colouring one of the illustrations below. Consider using colours that correspond to your physical sensations for a visual representation of your body's state.

- **Green:** This colour represents areas of your body that feel good, indicating a sense of well-being.
- **Orange:** Use this colour to represent areas that feel just okay, indicating that they may need some attention.
- **Red:** This colour signifies areas of your body that feel bad and require immediate attention, indicating a need for self-care and intervention.

**It is important to remember that there is no wrong or right way to do this activity.**

**Colour, Write or Draw what you feel! Get creative!**







**COMPETENCE 2**

**COACHING TOOL 2 COGNITIVE RESTRUCTURING**

*The ability to replace negative thoughts with positive ones, promoting resilience, coping skills, and overall mental well-being.*

Cognitive restructuring is an effective coaching tool for early intervention measures in mental health and well-being. It helps individuals identify and challenge negative thoughts, develop coping strategies, and build resilience. This can prevent more serious mental health problems from developing and promote good mental health.

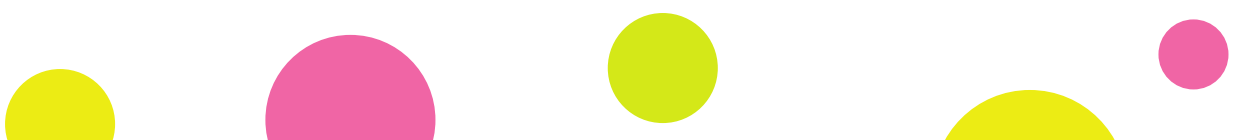
**STEP BY STEP GUIDANCE**

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided; and for step 6 the suggested action plan template.

<b>Step 1</b>	<b>Identify negative thoughts:</b> Notice when negative thoughts or self-talk occur and write them down.
<b>Step 2</b>	<b>Challenge negative thoughts:</b> Ask yourself if the negative thoughts are accurate or helpful. If not, try to find evidence that supports a more positive and realistic perspective.
<b>Step 3</b>	<b>Reframe negative thoughts:</b> Replace negative thoughts with more positive and constructive ones. For example, instead of thinking "I can't do this," try thinking "I can do this if I take it one step at a time."
<b>Step 4</b>	<b>Practice positive self-talk:</b> Use positive affirmations or self-talk to reinforce the new, positive thoughts.
<b>Step 5</b>	<b>Repeat regularly:</b> Practice the new thoughts regularly, especially when negative thoughts come up.
<b>Step 6</b>	<b>Monitor progress:</b> Track progress and celebrate successes to reinforce the new, positive thinking patterns.

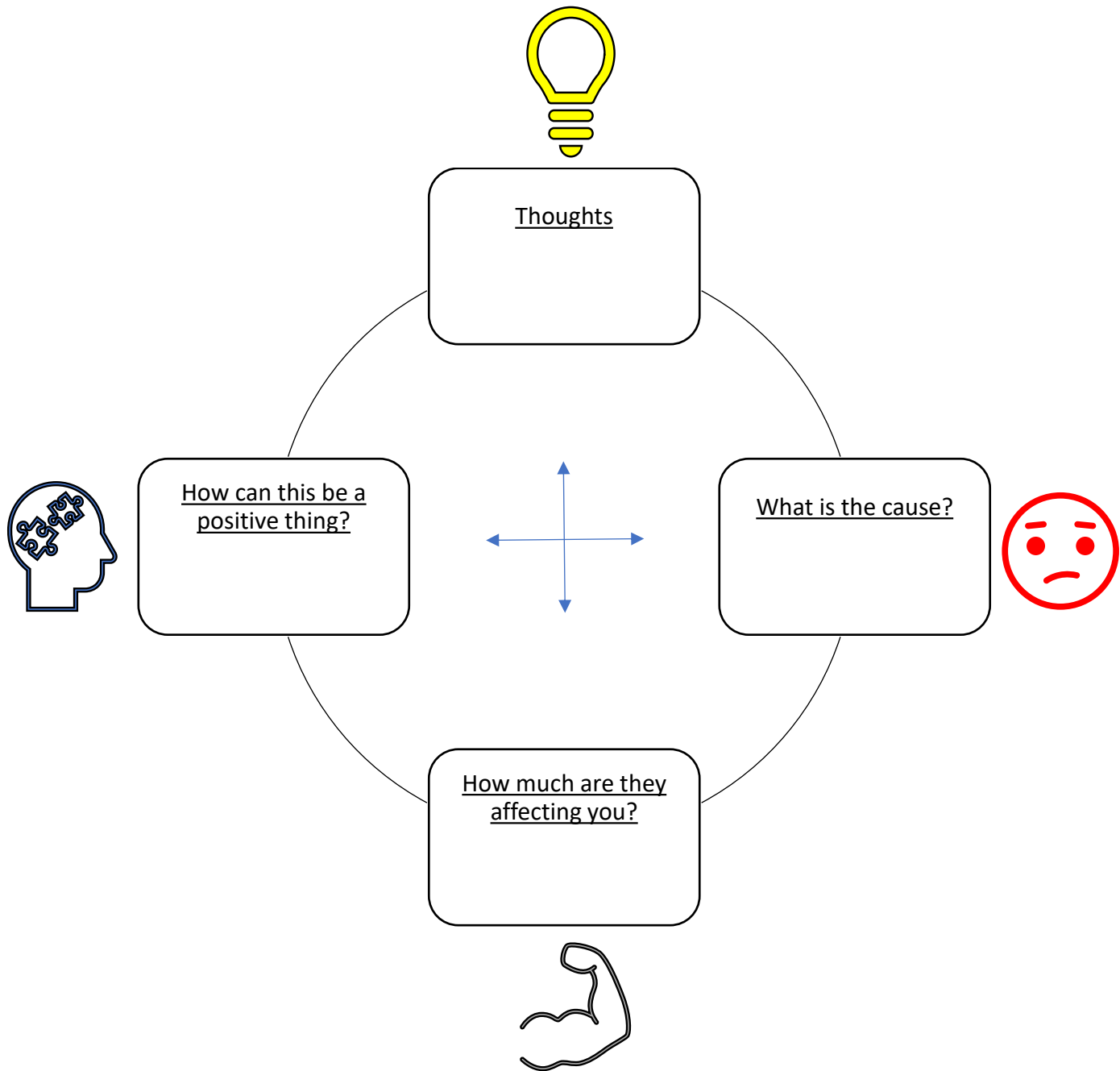
**RESOURCES BOX**

- [Examples of cognitive restructuring.](#)
- [How to Change Negative Thinking with Cognitive Restructuring](#)
- [Cognitive restructuring and its techniques](#)





# Coaching Vignette





## COMPETENCE 3

### COACHING TOOL 3 SMART FRAMEWORK

*The ability to increase motivation, focus, and progress towards achieving meaningful and realistic goals through goal setting.*

The SMART framework is a useful coaching tool for early intervention measures for mental health and well-being. It helps individuals set realistic and attainable goals that are relevant and meaningful, which increases motivation, focus, and progress towards their goals. Using the SMART framework can promote self-efficacy and well-being.

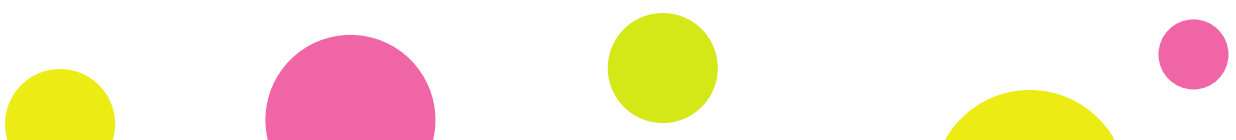
### STEP BY STEP GUIDANCE

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided; and for step 6 the suggested action plan template.

Step 1	<b>Specific:</b> Set a specific goal that is clear and well-defined, such as "I want to start exercising regularly."
Step 2	<b>Measurable:</b> Identify how you will measure progress towards your goal, such as "I will track how many times I exercise each week."
Step 3	<b>Achievable:</b> Set a goal that is realistic and attainable, given your current situation and resources, such as "I will start by exercising 2-3 times per week and gradually increase as I get stronger."
Step 4	<b>Relevant:</b> Ensure your goal is relevant and aligned with your values and overall life goals, such as "I want to exercise regularly to improve my physical and mental health."
Step 5	<b>Time-bound:</b> Set a deadline or timeline for achieving your goal, such as "I will exercise regularly for the next 3 months and evaluate my progress."
Step 6	<b>Review and adjust:</b> Regularly review your progress towards your goal and adjust as needed, such as increasing or decreasing the frequency or intensity of your exercise routine.

### RESOURCES BOX

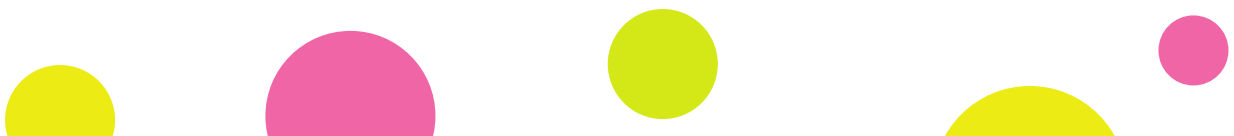
- [Creating S.M.A.R.T. Goals.](#)
- [SMART Goals & Mental Health](#)
- [How to Set SMART Goals to Improve Your Mental Health](#)





## Coaching Vignette

<b>SPECIFIC</b>	
<b>MEASURABLE</b>	
<b>ATTAINABLE</b>	
<b>RELEVANT</b>	
<b>TIME</b>	





## Coaching Scheme Aid: Coachee Evaluation

Name of Coachee:	Agree	Neither Agree nor Disagree	Disagree
1. The coaching programme has been relevant and useful for me.			
2. I have gained confidence in moving to my next steps.			
3. I have achieved the goals I set for myself at the start of the programme.			
4. I am confident about taking actions identified in my action plan.			
5. I would recommend this programme.			
6. Please give reasons to explain your answer to Q5.			
7. What are the key things you have learnt/reflected upon from the programme? (Please include up to 3 key points).			
8. What actions will you take following this programme?			
9. Any other comments?			
Are you interested in becoming a coach through the SS4Y Wellness and Wellbeing Coaching Scheme? Y/N			
Please provide your preferred contact details so that we can follow up on your request to become an SS4Y Coach.			





**Short Handout - ACTION PLAN FOR COACHEE / COACH**

Coach Details		Coachee Details	
Name:		Name:	
Contact number:		Contact number:	
Email:		Email:	

**Brief Description of Wellness & Wellbeing Coaching Idea**

**Long term Goals**

**Short term Goals**

Goal	Steps	Resources	Agreed Timeline	Success Deliverables
	1.			
	2.			
	3.			

# SAFESPACE4YOUTH

YOUTH COMMUNITY



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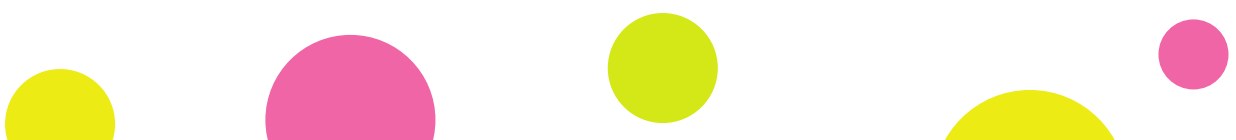
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# Session 2:

**Mental Health, Well-Being, Self-Awareness Self-Purpose**



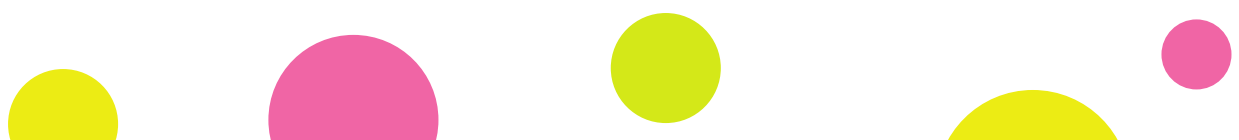


## Introduction to the Session

Mental health, well-being, self-awareness, and self-purpose are all interconnected aspects of a young person's overall development. As youth professionals, it is important to understand how these aspects influence each other and how we can support young people in developing a positive sense of self. Mental health is a key component of overall well-being, and young people face a range of challenges that can impact their mental health. These challenges can include academic stress, social pressures, and family conflict, among others. Youth professionals can support young people in maintaining good mental health by providing them with coping strategies, connecting them with resources, and creating a safe and supportive environment.

- Well-being goes beyond mental health and encompasses a holistic approach to health and an overall sense of happiness. Well-being includes physical health, emotional health, social connectedness, and a sense of purpose. As youth professionals, you can support young people in developing a strong sense of well-being by promoting healthy lifestyle habits, encouraging positive relationships, and providing opportunities for personal growth and development.
- Self-awareness is an important aspect of well-being, as it involves an understanding of one's own emotions, strengths, and weaknesses. By developing self-awareness, young people can better understand their own mental health needs and make informed decisions about their well-being. Youth professionals can support self-awareness by creating opportunities for reflection, encouraging self-expression, and providing feedback and support.
- Self-purpose refers to a sense of meaning and direction in life, and it is closely linked to well-being and mental health. Young people who have a sense of purpose are more likely to feel motivated, engaged, and fulfilled in their lives. Youth professionals can support young people in developing a sense of self-purpose by providing opportunities for goal setting, encouraging exploration and experimentation, and helping young people connect their passions and interests to a larger sense of purpose.

Mental health, well-being, self-awareness, and self-purpose are all interconnected and crucial aspects of a young person's development. As youth professionals, you can support and guide young people to navigate these complex and important issues. By creating safe and supportive spaces, encouraging positive relationships, promoting healthy lifestyle habits, and providing opportunities for personal growth and development, it is possible to help young people develop the skills and resilience they need to thrive both now and in the future.





# Coaching Agreement

	Coach	Coachee
Name		
Email		
Phone Number		
Video Conference ID		
Other		

What areas would you like coaching in?

What would you like to achieve by the end of this session?

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What ground rules should be established?

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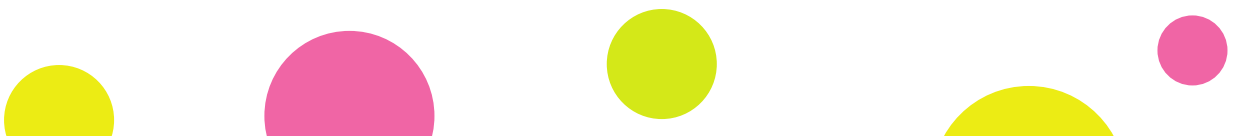
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Coach \_\_\_\_\_

Date: \_\_\_\_\_

Coachee \_\_\_\_\_

Date: \_\_\_\_\_





# Coaching Session Log

<b>Coach</b>	
<b>Coachee</b>	
<b>Organisation</b>	
<b>Session</b>	session 1 <input type="checkbox"/> session 2 <input type="checkbox"/> session 3 <input type="checkbox"/> session 4 <input type="checkbox"/> session 5 <input type="checkbox"/> session 6
<b>Date</b>	
<b>Date of Next Session</b>	

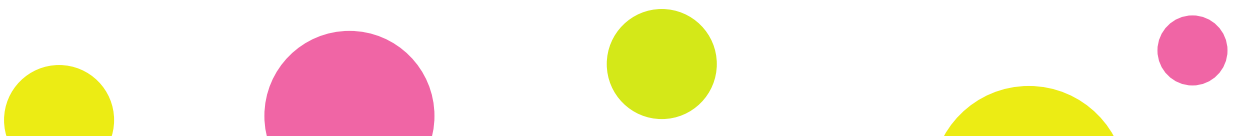
**Actions/objective achieved from last session.**

**Challenges, solutions, and outstanding objectives**

**Topic(s) for this session**

**Steps for achieving objectives set at this session (e.g., resources required, responsibility, etc.)**

**Topics/Actions for next coaching session**





# Coachee Action Plan

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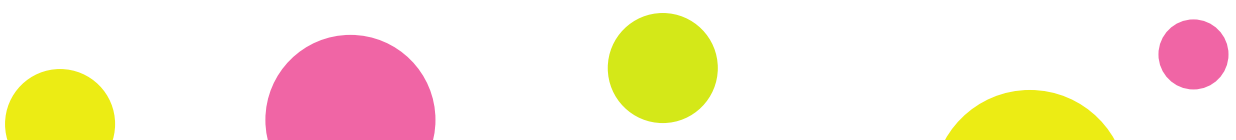
## Short-term goals

Goal	Deadline
1)	
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## What actions do I need to take to achieve my goals?

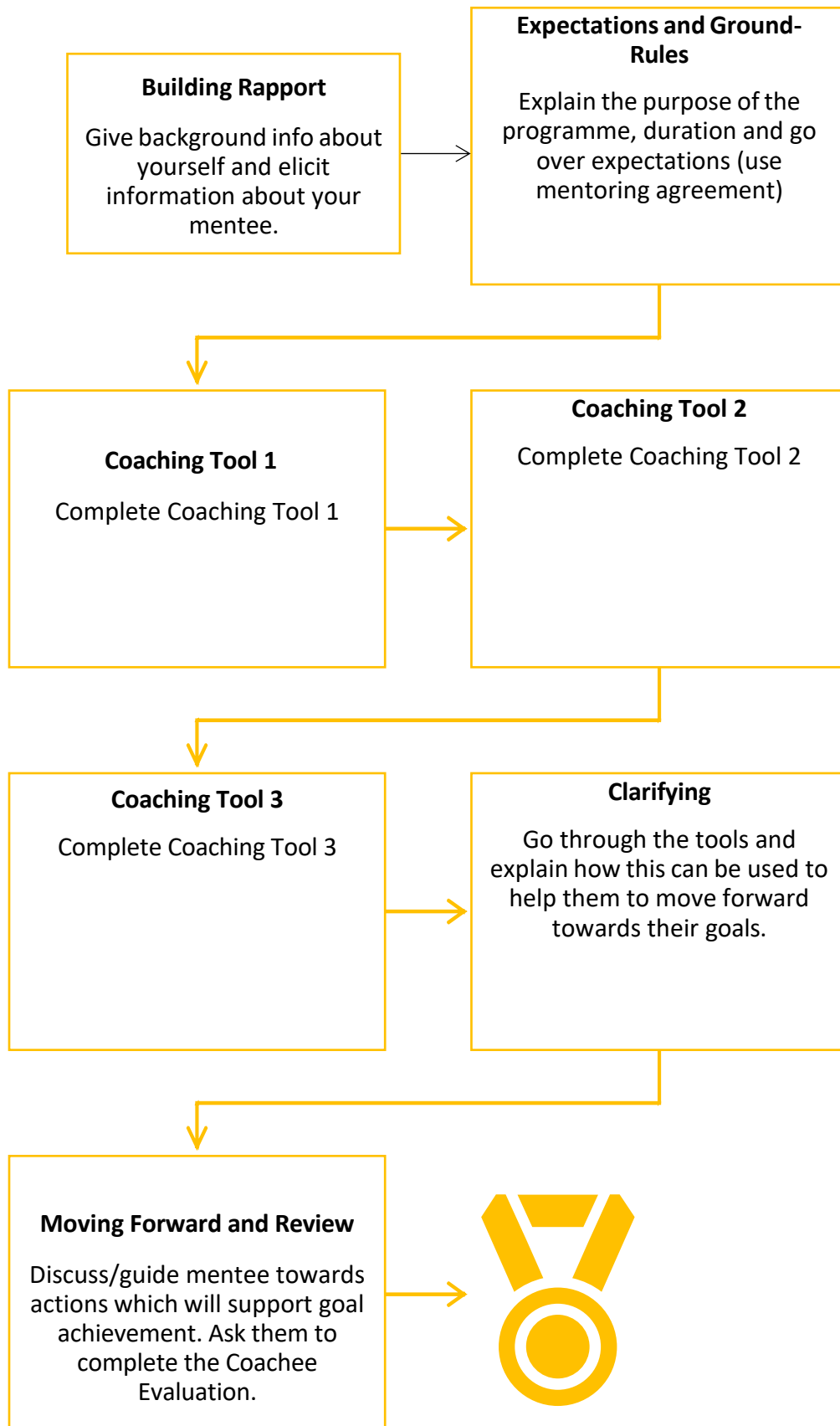
## Milestones

## Success Indicators/Outcomes





# Session Plan: Mental Health, Well-Being, Self-Awareness, and Self-Purpose







## Session 2 - Mental Health, Well-Being, Self-Awareness, and Purpose

*“Being able to be your true self is one of the strongest components of good mental health.”*

**-Lauren Fogel Mersy**

In this session, we will explore mental health, well-being, self-awareness, and self-purpose. We will discuss practical tools to enhance personal growth and self-awareness for a fulfilling and purposeful life.

### 1.1. Emotional Regulation

### 1.2. Resilience

### 1.3. Self-Care

To help your coachee in learning more about Mental Health, Well-Being, Self-Awareness, and Self-Purpose at this level find below 5 powerful coaching questions to start with.

### Powerful coaching questions for Session 2

#### Session 2 Competencies

- 1.1. What are the things that bring you the most joy and fulfilment in life? How can you prioritise those things in your daily routine?
- 1.2. What are some of the patterns of behaviour or thought that are contributing to your mental health challenges? How can you start to challenge those patterns and make positive changes in your life?
- 1.3. What are some of the things that you need to let go of to improve your mental health and well-being? How can you start to release those things and make space for more positive and healthy experiences?
- 1.4. What are some of the things that you can do to cultivate self-awareness and a greater sense of purpose in your life? How can you integrate those practices into your daily routine?
- 1.5. What are some of the values that are most important to you, and how can you align your actions with those values? How can you use your values to guide your decision-making and create a sense of meaning and purpose in your life?



**COMPETENCE 1**

**COACHING TOOL 1 GRATITUDE PRACTICE**

*The ability to replace negative thoughts with positive ones promotes mental resilience, coping skills, and overall well-being, which makes it an important early intervention measure for mental health.*

Practising gratitude can help coachees develop an optimistic outlook on life, increase feelings of happiness and well-being, and improve their relationships with others. It can also enhance self-awareness by helping individuals recognise and appreciate the positive aspects of their lives, which can lead to greater fulfilment and a stronger sense of self-purpose.

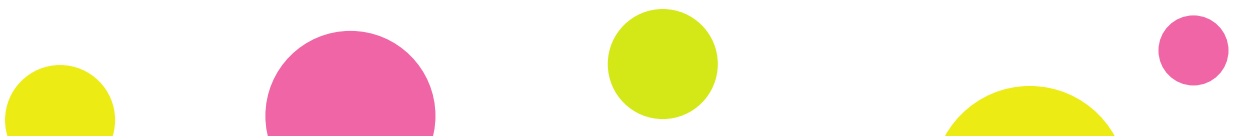
**STEP BY STEP GUIDANCE**

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided.

<b>Step 1</b>	<b>Set aside time:</b> Take a few minutes each day to focus on your gratitude practice.
<b>Step 2</b>	<b>Reflect:</b> Think about the things in your life that you are grateful for, such as relationships, experiences, or personal strengths.
<b>Step 3</b>	<b>Write them down:</b> Write down 3-5 things you are grateful for using a journal or gratitude app.
<b>Step 4</b>	<b>Be specific:</b> Be specific about why you are grateful for each item on your list and how it has positively impacted your life.
<b>Step 5</b>	<b>Express gratitude:</b> Take time to express your gratitude to others, such as thanking a friend or family member for their support or writing a thank-you note.
<b>Step 6</b>	<b>Repeat:</b> Make gratitude practice a regular habit by repeating these steps each day or as often as you like.

**RESOURCES BOX**

- ✓ [What is gratitude? 5 ways to be thankful](#)
- ✓ [The Science Behind Gratitude \(and How It Can Change Your Life\)](#)
- ✓ [Gratitude: The Benefits and How to Practice It](#)





## Coaching Vignette

Today, I Am  
Feeling...



Today I Am  
Grateful For...



Something I Am  
Proud Of Is...



Today, I Am  
Feeling...



Today I Am  
Grateful For...



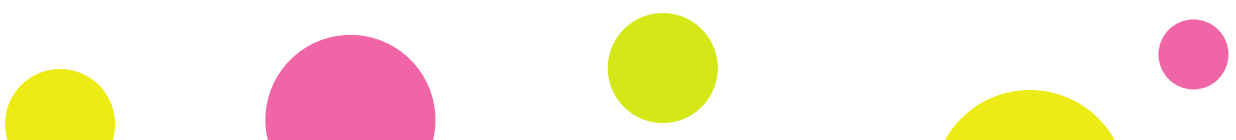


<b>COMPETENCE 2</b>	<p><b>COACHING TOOL 2 RESILIENCE SELF-ASSESSMENT</b></p> <p><i>The ability to identify one's strengths and areas for growth in coping with challenges and adversity.</i></p> <p>A resilience self-assessment can help coachees identify their strengths and areas for growth in coping with challenges and adversity. By developing a greater awareness of their resilience, coachees can build on their strengths and implement strategies to improve their ability to manage stress, bounce back from setbacks, and maintain a positive outlook on life. This can lead to improved mental health, well-being, and a stronger sense of self-awareness and self-purpose.</p>
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### STEP BY STEP GUIDANCE

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided; and for step 6 the suggested action plan template.

<b>Step 1</b>	<b>Understand the concept:</b> Learn about what resilience is and why it's important for mental health and well-being.
<b>Step 2</b>	<b>Identify your strengths:</b> Reflect on your personal experiences and identify instances where you have demonstrated resilience and coped with adversity.
<b>Step 3</b>	<b>Use a validated tool:</b> Use a validated tool to assess your resilience levels.
<b>Step 4</b>	<b>Review your results:</b> Review your results and identify areas where you scored high or low and use this information to inform your personal development.
<b>Step 5</b>	<b>Set goals:</b> Set specific goals to improve your resilience in areas where you scored lower on the assessment.
<b>Step 6</b>	<b>Monitor progress:</b> Monitor your progress regularly and reassess your resilience periodically to track improvements and identify areas that may still need work.





# Coaching Vignette

## Resilience Scale Assessment

	1	2	3	4	5
I can usually find a way to solve problems.					
I feel confident in my ability to overcome challenges.					
I am adaptable to change easily.					
I have a positive outlook on life.					
I have a strong sense of purpose and meaning in my life.					
I can manage stress effectively.					
I have a supportive network of family and friends.					
I am able to learn and grow from my mistakes.					
I am able to set realistic goals for myself.					
I am able to bounce back quickly from setbacks.					

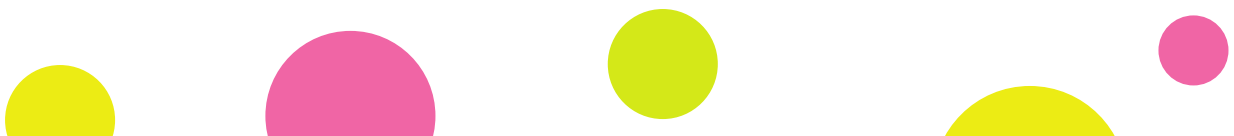
**1 = strongly disagree, 2 = somewhat disagree, 3 = neutral, 4 = somewhat agree, 5 = strongly agree**

### Scoring:

Add up your scores for each statement, with higher scores indicating higher levels of resilience. A total score of 40 or above is considered high resilience, while a score below 30 may indicate a need for additional support in building resilience.

### Note:

This is just an example of a resilience scale assessment and should not be used as a substitute for a comprehensive assessment conducted by a licensed mental health professional.





**COMPETENCE 3**

**COACHING TOOL 3 Sleep Hygiene**

*The ability to improve one's mental health and well-being, increase self-awareness, and cultivate a stronger sense of self-purpose.*

Completing a sleep hygiene worksheet can help coachees improve their sleep habits and establish a healthy sleep routine, which can positively impact their mental health, well-being, and overall quality of life. It can also increase self-awareness by helping individuals recognise the factors that may be impacting their sleep and identify solutions to address them, leading to a greater sense of self-purpose.

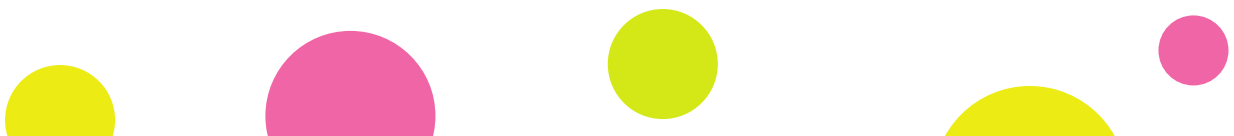
**STEP BY STEP GUIDANCE**

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided; and for step 6 the suggested action plan template.

<b>Step 1</b>	<b>Track your sleep:</b> Start by tracking your sleep patterns, including the time you go to bed, the time you wake up, and the quality of your sleep.
<b>Step 2</b>	<b>Identify problem areas:</b> Use your sleep log to identify areas where you are struggling with sleep, such as difficulty falling asleep or waking up frequently during the night.
<b>Step 3</b>	<b>Create a sleep routine:</b> Develop a consistent sleep routine that includes going to bed and waking up at the same time every day, winding down with relaxing activities before bed, and avoiding stimulating activities such as using electronic devices or exercising right before bedtime.
<b>Step 4</b>	<b>Make changes to your sleep environment:</b> Create a sleep-conducive environment by making sure your bedroom is quiet, cool, and dark and removing any distractions that might keep you awake.
<b>Step 5</b>	<b>Address lifestyle factors:</b> Review your lifestyle factors, such as diet, exercise, and caffeine intake, and make changes as needed to support healthy sleep.
<b>Step 6</b>	<b>Monitor progress:</b> Use your sleep log to monitor your progress over time and adjust your sleep hygiene routine as needed.

**RESOURCES BOX**

- ✓ [Tips for Better Sleep.](#)
- ✓ [Sleep Hygiene](#)
- ✓ [10 Healthy Sleep Hygiene Habits](#)





## Coaching Vignette

### **Sleep Duration**

*How many hours do I sleep at night?*

### **Problem Areas**

*What factors could be affecting my quality of sleep?*

### **Sleep Routine**

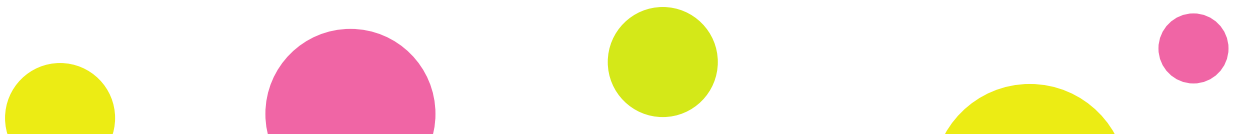
*What can I do to improve my quality of sleep?*

### **Lifestyle factors**

*How could my lifestyle contribute to my sleep quality?*

### **Monitor Progress**

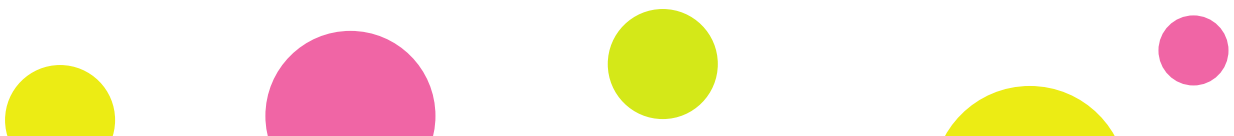
*How can I monitor my sleep quality?*





## Coaching Scheme Aid: Coaching Evaluation

Name of Coachee:	Agree	Neither Agree nor Disagree	Disagree
10. The coaching programme has been relevant and useful for me.			
11. I have gained confidence in moving to my next steps.			
12. I have achieved the goals I set for myself at the start of the programme.			
13. I am confident about taking actions identified in my action plan.			
14. I would recommend this programme.			
15. Please give reasons to explain your answer to Q5.			
16. What are the key things you have learnt/reflected upon from the programme? (Please include up to 3 key points).			
17. What actions will you take following this programme?			
18. Any other comments?			
Are you interested in becoming a coach through the SS4Y Wellness and Wellbeing Coaching Scheme? Y/N			
Please provide your preferred contact details so that we can follow up on your request to become an SS4Y Coach.			





**Short Handout - ACTION PLAN FOR COACHEE / COACH**

Coach Details		Coachee Details	
Name:		Name:	
Contact number:		Contact number:	
Email:		Email:	

**Brief Description of Wellness & Wellbeing Coaching Idea**

**Long term Goals**

**Short term Goals**

Goal	Steps	Resources	Agreed Timeline	Success Deliverables
	1.			
	2.			
	3.			



# SAFESPACE4YOUTH

YOUTH COMMUNITY

**back**  
/// **slash**

SEMwell

M▶ **tionDigital**

**fip**  
Future In  
Perspective



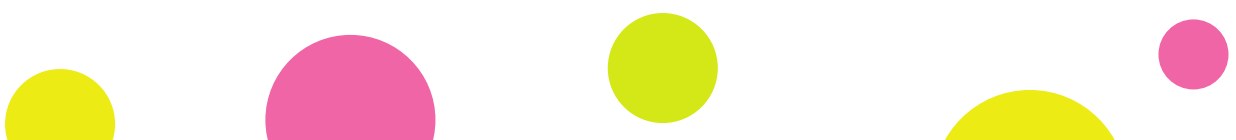
Co-funded by  
the European Union

SAFESPACE4YOUTH  
YOUTH COMMUNITY



# Session 3:

## Creating and Implementing Safe-Spaces





## Introduction to the Session

Creating a safe space for youth involves establishing an environment where young people feel **physically, emotionally, and psychologically safe.**

### Physical space safety:

Creating a safe physical space for youth work is critical in ensuring the well-being of young people. Feeling physically safe also positively influences emotional and psychological safety. Some key factors for physical space safety to consider are:

- Adequate adult supervision.
- Safe equipment and materials.
- Accessible emergency equipment (such as first aid kits and fire extinguishers).
- Safe and accessible environment: This includes ensuring that the space is well-lit, no tripping hazards or obstacles, and the space is clean and well-maintained. Also ensuring the space is physically accessible for youth in diverse bodies and physical abilities, e.g., ensuring there are elevators, bathrooms, adequate sizes of doors and hallways for people on wheelchairs or with reduced mobility or other disability.
- Setting clear boundaries and rules of behaviour in the physical space (to ensure that youth understand what is expected of them and what behaviour is acceptable).

### Emotional and psychological safety:

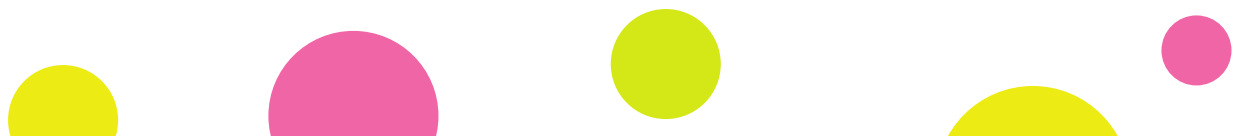
“The degree to which individuals feel comfortable taking positive interpersonal risks (such as trying something new) is known as **psychological safety**. When individuals feel psychologically safe, they can exercise their agency to engage in experiences and interactions throughout life.” ([Wanless, S.B. 2016 - The role of psychological safety in human development](#)).

Psychological safety refers to the feeling of being able to express oneself without fear of negative consequences, such as rejection or judgment. In youth work, psychological safety is important because it allows young people to feel comfortable and confident in sharing their thoughts, feelings, and experiences with youth workers and other youth in the program. When youth feel psychologically safe, they are more likely to participate in group activities, ask for help, and take risks in their personal and social development.

Creating a psychologically safe environment involves establishing a culture of respect, trust, and open communication. Youth workers can encourage this by:

- Being non-judgmental.
- Actively listening and showing empathy towards the youth they work with.
- Setting clear boundaries and expectations of what behaviour is expected and what is not acceptable in the safe space.
- Creating an atmosphere of confidentiality, where youth can share their thoughts, feelings, and experiences without fear of it being shared with others outside of the group.
- Ensuring inclusivity regardless of background, identity, or beliefs. This means creating a space where everyone feels welcome and valued.
- Encouraging empowerment: letting youth take ownership of the space by giving them opportunities to participate in decision-making and leadership roles.
- Creating a sense of belonging within the group.

Psychological safety in youth work is about creating a safe and supportive environment where young people can grow and develop to their full potential.





# Coaching Agreement

	Coach	Coachee
Name		
Email		
Phone Number		
Video Conference ID		
Other		

What areas would you like coaching in?

What would you like to achieve by the end of this session?

What are your expectations from the programme?

What ground rules should be established?

**Confidentiality Statement:**

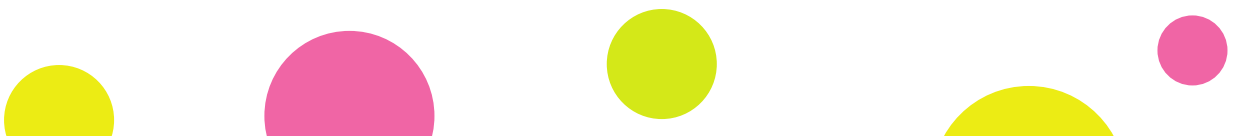
I agree to keep our conversations confidential unless both parties agree to do otherwise (unless there is a mandatory reporting issue).

Coach \_\_\_\_\_

Date: \_\_\_\_\_

Coachee \_\_\_\_\_

Date: \_\_\_\_\_





# Coaching Session Log

<b>Coach</b>	
<b>Coachee</b>	
<b>Organisation</b>	
<b>Session</b>	session 1 <input type="checkbox"/> session 2 <input type="checkbox"/> session 3 <input type="checkbox"/> session 4 <input type="checkbox"/> session 5 <input type="checkbox"/> session 6
<b>Date</b>	
<b>Date of Next Session</b>	

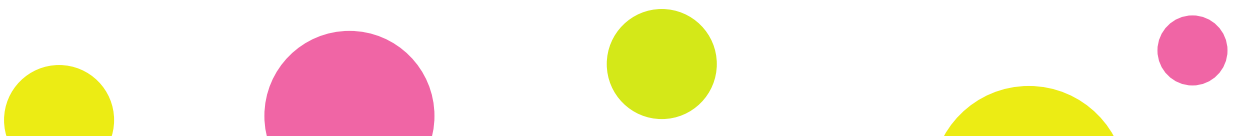
**Actions/objective achieved from last session.**

**Challenges, solutions, and outstanding objectives**

**Topic(s) for this session**

**Steps for achieving objectives set at this session (e.g., resources required, responsibility, etc.)**

**Topics/Actions for next coaching session**





# Coaching Action Plan

<b>Coach</b>	
<b>Coachee</b>	
<b>Organisation</b>	
<b>Start-Date</b>	
<b>Completion-Date</b>	

## Short-term goals

Goal	Deadline
1)	
2)	
3)	

## What actions do I need to take to achieve my goals?

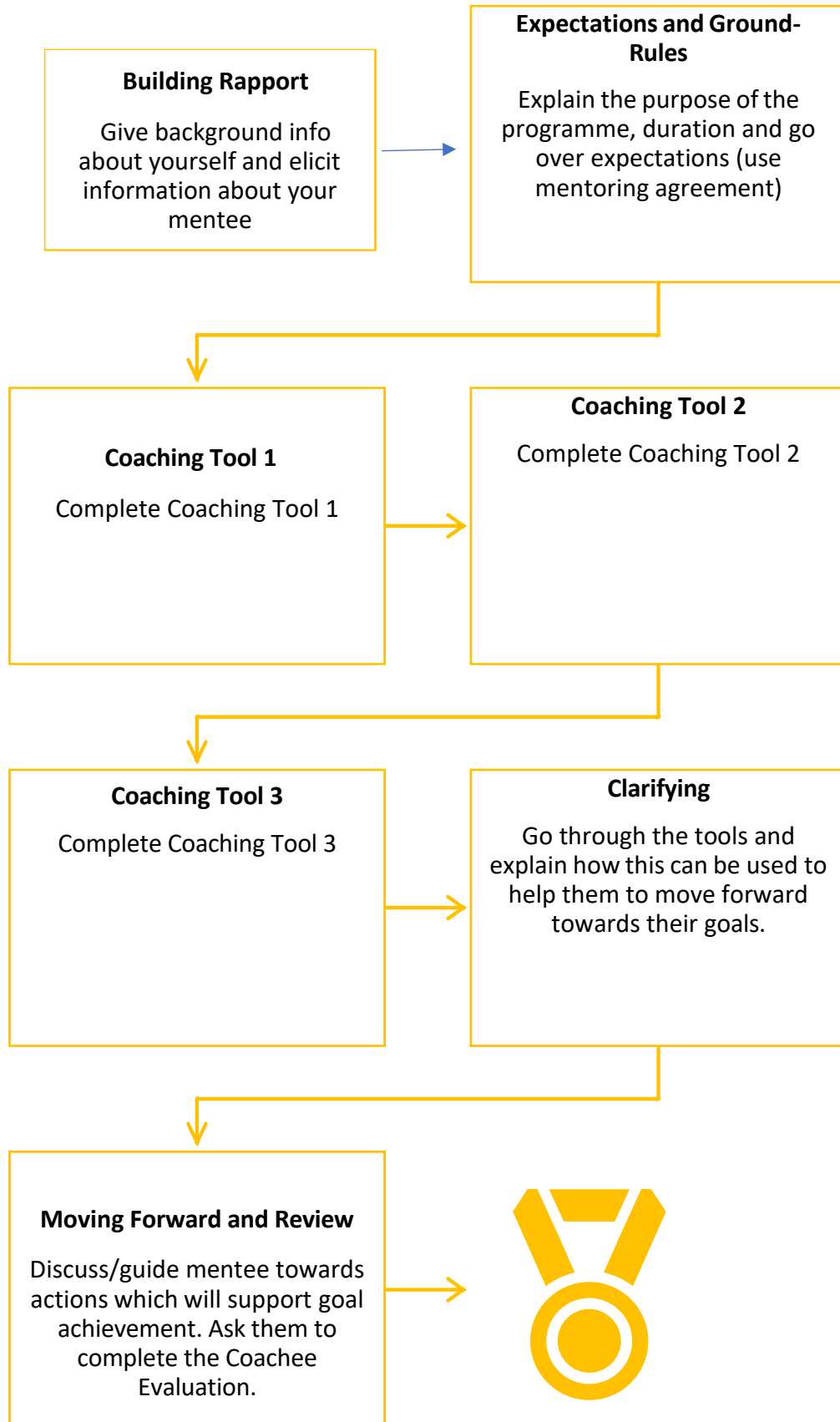
## Milestones

## Success Indicators/Outcomes





# Session Plan: Creating Safe-Spaces







## Session 3 – Creating and Implementing Safe-Spaces

*"Psychological safety is the belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes."*

**Amy Admondson**

In this session, we will explore the importance of establishing physically and psychologically safe spaces for youth and discuss practical strategies and tools for supporting youth workers and youth in this area. We will explore competences youth workers shall demonstrate and model for youth, such as creating accessible physical spaces, setting clear rules and boundaries and active listening. This session will also include coaching tools and activities youth workers can use with the young people to support their feeling of safety and empowerment.

**1.1. Assessing and creating accessible, inclusive, and safe spaces for youth**

**1.2. Setting clear rules and boundaries for psychological safety**

**1.3. Active listening and facilitating respectful communication.**

To help your coachee (youth worker) in learning more about creating safe spaces for youth at this level find below 5 powerful coaching questions to start with.

### Powerful coaching questions for Creating safe spaces for youth

#### Session 3 Competencies

- 1.1. What does a safe space mean to you?
- 1.2. What are some behaviours or actions that make you feel unsafe?
- 1.3. How can we promote inclusivity and diversity in this space?
- 1.4. What are some things we can do to show respect for each other's perspectives?
- 1.5. How can we check in with each other regularly to ensure that everyone feels heard and respected?

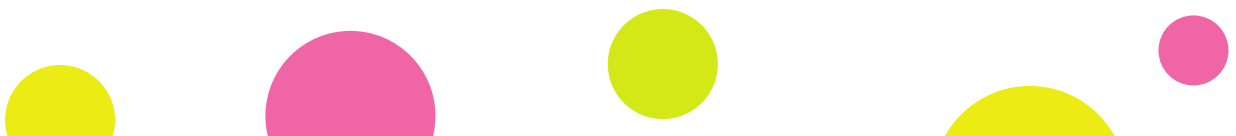


<b>COMPETENCE 1</b>	<p><b>INCLUSIVE AND SAFE SPACE CHECK-LIST</b></p> <p><i>Create a checklist of things to consider when creating a safe and inclusive space for youth for regular meetings and/or special events.</i></p> <p>A checklist helps to ensure that all necessary considerations are addressed consistently across all meetings and events, promoting fairness and equality. It helps promote consistency, clarity, efficiency, preparation, accountability, feedback, and sustainability, enhancing the well-being of all individuals in the youth community. In the preparation phases, it can be used to check the inclusive language and visual communication materials (websites, leaflets, learning materials), event registration forms, event facilitation, feedback forms and event evaluation.</p>
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### STEP BY STEP GUIDANCE

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided.

<b>Step 1</b>	<p><b>DESCRIBE YOUR GROUP</b></p> <p>As best as you can with the resources available, describe the youth group you are (will be) working with. Use the following pillars of the diversity checklist:</p> <ul style="list-style-type: none"> <li>• Age group</li> <li>• Gender &amp; Gender identity (male, female, non-binary, or gender-nonconforming)</li> <li>• Nationality/Ethnicity/Race (different cultural practices, languages, and histories, recognising various social privileges or discrimination)</li> <li>• Different physical, sensory, intellectual, and developmental abilities and disabilities</li> <li>• Religion and belief</li> <li>• Socio-economic status (recognising that access to resources and opportunities can impact opportunities and experiences)</li> <li>• Setting (school, youth club, sports club...)</li> </ul>
<b>Step 2</b>	<p><b>COLLECT ADDITIONAL INFORMATION</b></p> <p>If you lack any information in Step 1, think if it is possible to find it out sensibly (ask in the registration forms questionnaires; ask the adults working with the group like teachers or other youth workers or parents). It is OK if all information cannot be collected but expect to consider all the pillars of diversity mentioned in Step 1 in the next steps.</p>
<b>Step 3</b>	<p><b>PHYSICAL SPACE CHECKLIST</b></p> <p>Based on the description of the group (Step 1) and the activity/event you are planning, what might be the needs of the individuals and the group in terms of physical space? Write it down (e.g., well-lit, clean, and aired space, no tripping hazards or obstacles, accessibility of the space for wheelchairs, inclusive bathrooms, chairs, or other</p>





	furniture arranged so that everyone can see/hear/participate, are all props you plan to use safe/appropriate...).
<b>Step 4</b>	<p><b>INCLUSIVE LANGUAGE CHECKLIST</b> Try to self-assess if you can use inclusive language (gender-sensitive, age-sensitive, race-sensitive, health and body diversity sensitive, trauma-sensitive). Check the additional resources in the resources box below or find additional training in inclusive language.</p> <p>Be determined but also kind to yourself: The important matter of publicly and officially recognising and respecting the wide range of human diversity in various languages is still relatively new across the world. Even linguists are not in full agreement on how to approach inclusive language. Remember that it is not easy to change how you were taught to write and speak, which could have been sometimes discriminating or judgmental. It's OK to make mistakes. The important thing is to try, to keep learning and doing your best.</p>
<b>Step 5</b>	<p><b>OPPORTUNITIES CHECKLIST</b> Based on the activity you are planning, write down the list of opportunities you will practice the safety checklist (from steps 1-4):</p> <ul style="list-style-type: none"> <li>• information material (website, leaflets, registration forms, learning material, social media)</li> <li>• physical space renting/adjusting.</li> <li>• props renting/adjusting.</li> <li>• types of activities</li> <li>• setting rules and boundaries</li> <li>• facilitating language</li> <li>• feedback forms and evaluation process</li> </ul>
<b>Step 6</b>	<p><b>EVALUATION</b> After the activity/event, go back to the checklist form and reflect on how the opportunities for creating and holding a safe space were managed. What worked, what did not work? what can be done differently next time? what resources will you need next time? what skills/knowledge/competencies would you like to work on?</p>

**RESOURCES BOX**

- [Gender sensitive communication toolkit by EU](#)
- [Inclusive Communication: Council Info and EU Publications](#)
- [The Role of Psychological Safety in Human Development](#)





## Coaching Vignette

### SAFE AND INCLUSIVE SPACE CHECKLIST FOR YOUTH WORKERS

<b>Name of the event:</b>	<b>Date of the event:</b>
<b>DESCRIBE YOUR GROUP</b>	
Age	
Gender & Gender Identity	
Nationality/Ethnicity/Race	
Physical and mental ability & disability	
Religion and belief	
Socio-economic status	
Setting	
Additional information	
<b>PHYSICAL SPACE CHECKLIST (mark <input checked="" type="checkbox"/>)</b>	<b>INCLUSIVE LANGUAGE CHECKLIST (mark <input checked="" type="checkbox"/>)</b>
Well lit	Gender sensitive
Clean	Age sensitive
Possible to air (windows, AC...)	Race sensitive
No tripping hazards or obstacles	Health and body diversity sensitive
Accessible for wheelchairs/decreased mobility	Trauma sensitive (informed)
Inclusive bathrooms	Other
Chairs or other furniture arranged so that everyone can see/hear/participate	
Safe/appropriate props	
Other	



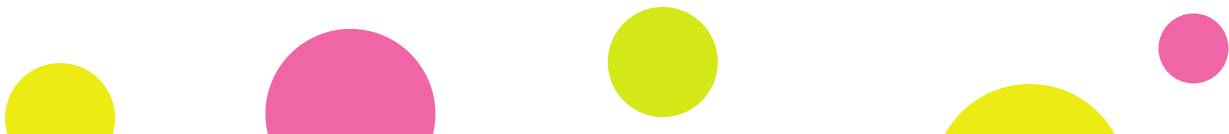
**OPPORTUNITIES CHECKLIST (mark )**

Inclusive language in information material: <ul style="list-style-type: none"> <li>• Website</li> <li>• Leaflets</li> <li>• Social media</li> <li>• Registration forms</li> <li>• Learning material</li> <li>• Other material</li> </ul>	Setting rules and boundaries
Physical space renting/adjusting	Facilitating language
Props	Types of activities
Furniture	Feedback forms and evaluation process

**EVALUATION - reflect on the physical and psychological safety after the event/activity**

**Date:**

What worked well?	
What did not work?	
What resources will I need next time?	
What skills/knowledge/competencies would I like to work on?	
Other comments	





**COMPETENCE 2**

**AGREEMENT POSTERS**

*Creating agreement posters with rules and boundaries for the activities*

Setting clear rules and boundaries is essential for creating a safe and supportive environment in youth work that promotes positive youth development and well-being. Clear rules and boundaries are important for several reasons: safety, respect, accountability, empowerment, and inclusivity. To stress the benefits for everyone, you may approach them and call them AGREEMENTS instead of RULES which might sound like one person imposing something on others. Make sure you involve the young people in the process of setting the agreements for the whole group.

**STEP BY STEP GUIDANCE**

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided; and for step 6 the suggested action plan template.

<p><b>Step 1</b></p>	<p>Introduce the activity to the whole group of youth: “We meet here (we will be meeting regularly) to have <i>fun, to share, to have a good time, to learn, to make a change in the community...</i> (fill in according to your context). So, we will spend valuable time together. To feel comfortable and get the most out of this activity, it is important that we set up agreements on how to speak, how to listen, and how to behave when we are together.”</p>
<p><b>Step 2</b></p>	<p>Split the whole group into 3 or 4 smaller groups and give each group a big blank flipchart paper and markers. Give them the following instructions: “Talk together in the group and write down a few points that you would need from others and from yourself to have a good and useful time here.” Let the small groups work for about 5 min.</p>
<p><b>Step 3</b></p>	<p>Now ask one person from each group to read the points loud. You might notice that some points repeat (respect, confidentiality, no judgement...). But give importance to all stated needs. Facilitate the discussion of some silly or inappropriate points (like “I need John to leave the group” or “I need Lucia to sleep with me” etc.,). Even though you intend to be inclusive and hear all individual needs, you are still the responsible adult/leader to make clear what is not appropriate.</p> <p><b>NOTE: if you do not have enough time for the small groups’ activity, you may just verbally ask the whole group and write down the points on a flipchart by yourself based on the ideas from the group. Always ask for the needs and ideas of the group. If they are quiet, suggest the rules yourself.</b></p>
<p><b>Step 4</b></p>	<p>Take a new blank flip chart paper and write down all points the whole group agrees on with your guidance. Consider the following agreements:</p>





	mutual respect, no judgement even if you have a different opinion, no interrupting if someone is speaking, “I” statements, no wrong questions or answers, confidentiality (don’t speak about what others share outside of the group/share only your own experiences), right to pass, regular bathroom or snack breaks, no running/climbing (depending on the physical space and activity), absolutely no violence - physical or verbal. Get more inspiration in the Resource box.
<b>Step 5</b>	Display the final list of agreements in the room (on the wall). Invite everyone to a brief physical <u>gesture signalling that everyone agrees</u> - e.g., put one hand on the heart/let everyone raise one arm/let everyone clap 3 times/let everyone say I AGREE at the same time/everyone can sign the poster.
<b>Step 6</b>	Agree with the group on what will happen if someone would break the agreement. You might agree on a system of 3 warnings and then either direct the person to a counsellor or you can speak with the parents or consider the possibility of exclusion from the group. Or set up a different system based on your setting, group purpose and possibilities.

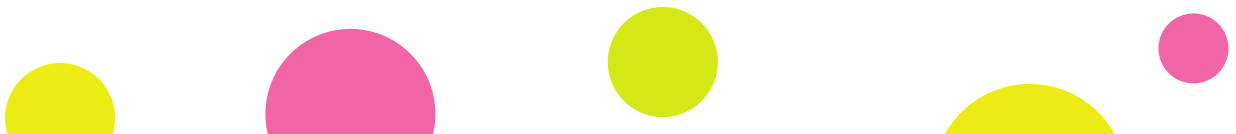
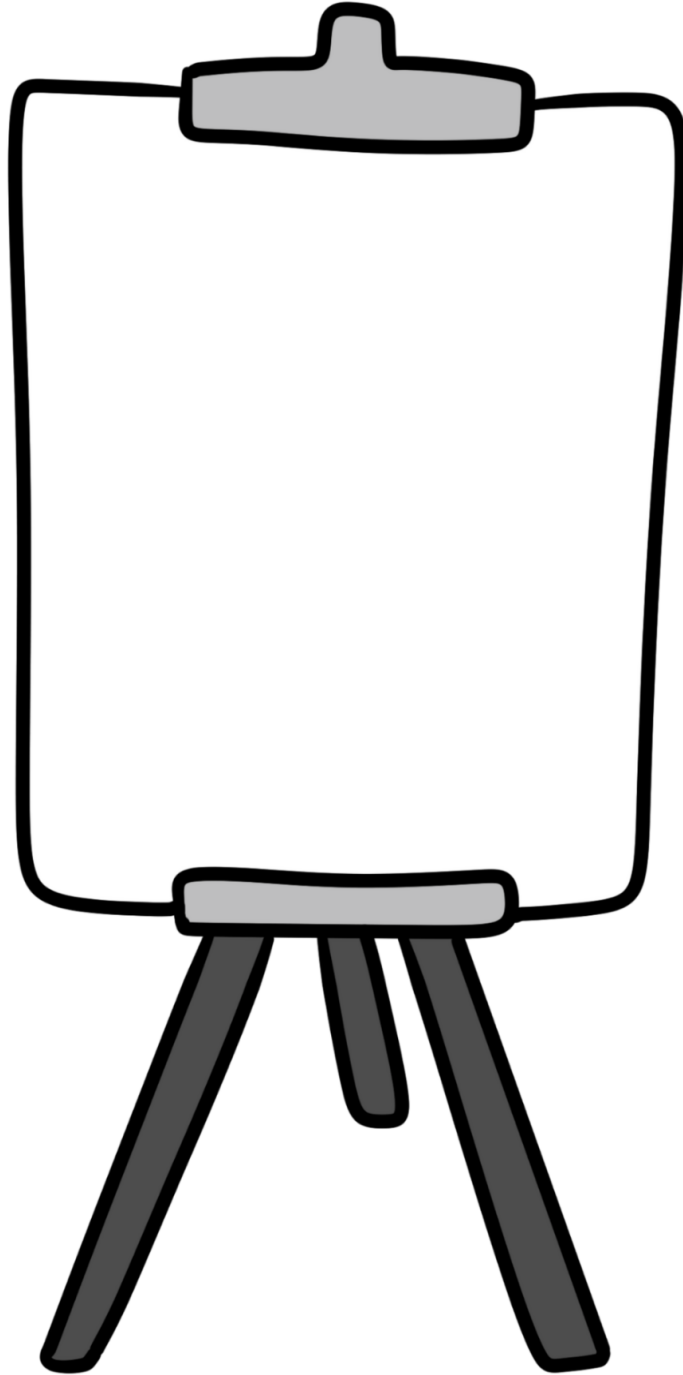
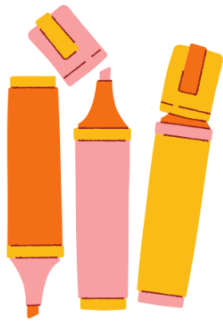
#### RESOURCES BOX

- [4 Simple Tips to Creating Safety with Group Agreements](#)
- [Setting Group Agreements with Youth](#)
- [Creating a Group Agreement Short Video](#)





# Coaching Vignette





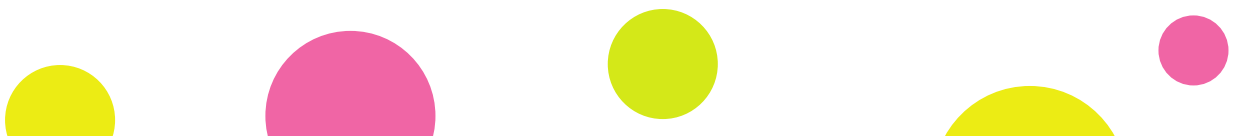


<b>COMPETENCE 3</b>	<p><b>ACTIVE AND MINDFUL LISTENING IN DYADS</b></p> <p><i>Practicing active and mindful listening</i></p> <p>Active listening is a communication technique that involves fully focusing on, understanding, and responding to the speaker in a way that demonstrates respect, empathy, and openness. Active listening involves several key elements, including:</p> <ul style="list-style-type: none"> <li>• paying full attention to the whole body - with no interrupting, gentle eye contact, body language suggesting openness, presence, and empathy</li> <li>• withholding judgement or fixing problems (unless asked for advice)</li> <li>• it may include summarising or paraphrasing what we have heard and asking for clarification</li> </ul>
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### STEP BY STEP GUIDANCE

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided; and for step 6 the suggested action plan template.

<b>Step 1</b>	You will need a bell or a phone app that makes a bell/chime sound. Divide the group into dyads and make them decide who will speak first. You may suggest that the person with the darker colour top will start. Make them listen to full instructions first.
<b>Step 2</b>	<p><b>Instructions:</b> “When I ring the bell for the first time, speaker no 1 will speak for 2 min about a fun or pleasant event they experienced in the last few weeks. The other person actively listens - do not interrupt and be present with your mind and body. When I ring the bell for the second time, stop talking and just sit quietly for a few moments.”</p> <p>You can ask for any clarification questions and then ring the bell.</p>
<b>Step 3</b>	Ring the bell for the second time and allow about 30 seconds for everyone to settle in silence. Then continue with the instructions: “When I ring the bell again, the person who was listening will summarise what he/she heard and will ask for clarifications in case he/she did not remember or understand. You will have 2 minutes again”. Ring the bell, count for 2 minutes, and ring the bell again. Wait for another 30 seconds so that everyone settles down in silence again.
<b>Step 4</b>	Now encourage the pairs to switch roles. The person who has been talking first will listen actively. Follow the same steps (2 and 3).
<b>Step 5</b>	Then allow both people to talk freely for 2 minutes anyway they want to.
<b>Step 6</b>	<p>You can finish the activity with a discussion and a reflection on the following questions:</p> <ul style="list-style-type: none"> <li>• How was it to talk with no interruption?</li> <li>• How was it to only listen with no questions or additions?</li> <li>• How was it to summarise what the other person said?</li> </ul>

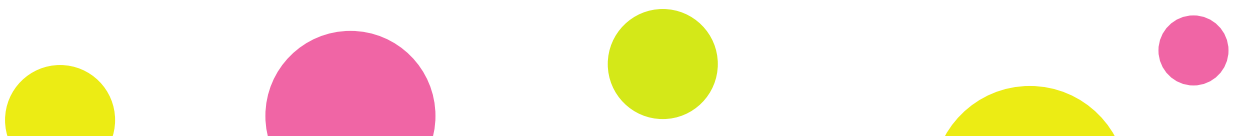




- How was it to not give advice or judgement?
- How was it to not get advice or judgement?
- When you were listening, did you want to talk about yourself in a similar situation and with a similar experience? If yes, how was it not to redirect the attention from the person speaking to you?

### RESOURCES BOX

- [What is active listening](#)
- [Active listening short video](#)
- [How to Practice Mindful Listening](#)





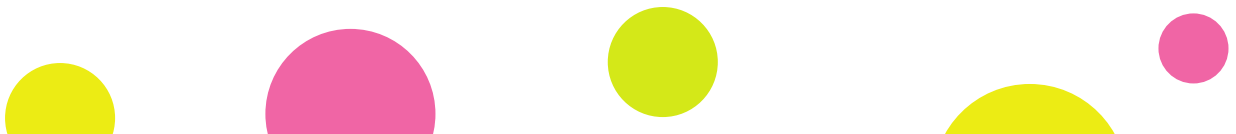
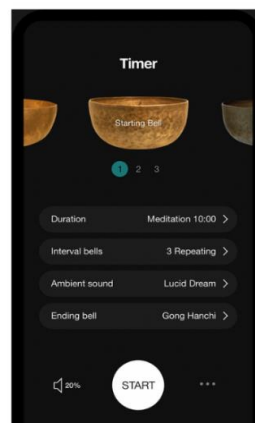
## Coaching Vignette



### Bells, chimes, bowls



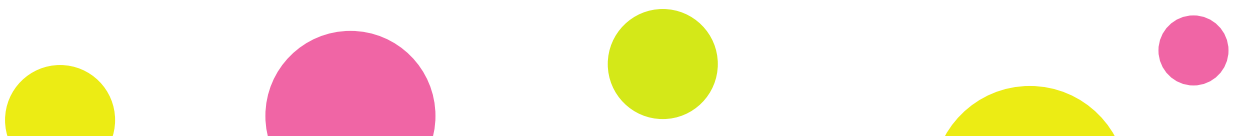
### Insight Timer App





## Coaching Scheme Aid: Coachee Evaluation

Name of Coachee:	Agree	Neither Agree nor Disagree	Disagree
1. The coaching programme has been relevant and useful for me.			
2. I have gained confidence in moving to my next steps.			
3. I have achieved the goals I set for myself at the start of the programme.			
4. I am confident about taking actions identified in my action plan.			
5. I would recommend this programme.			
6. Please give reasons to explain your answer to Q5.			
7. What are the key things you have learnt/reflected upon from the programme? (Please include up to 3 key points).			
8. What actions will you take following this programme?			
9. Any other comments?			
Are you interested in becoming a coach through the SS4Y Wellness and Wellbeing Coaching Scheme? Y/N			
Please provide your preferred contact details so that we can follow up on your request to become an SS4Y Coach.			



**Short Handout - ACTION PLAN FOR COACHEE / COACH**

Coach Details		Coachee Details	
Name:		Name:	
Contact number:		Contact number:	
Email:		Email:	

**Brief Description of Wellness & Wellbeing Coaching Idea**

**Long term Goals**

**Short term Goals**

Goal	Steps	Resources	Agreed Timeline	Success Deliverables
	1.			
	2.			
	3.			

# SAFESPACE4YOUTH

YOUTH COMMUNITY





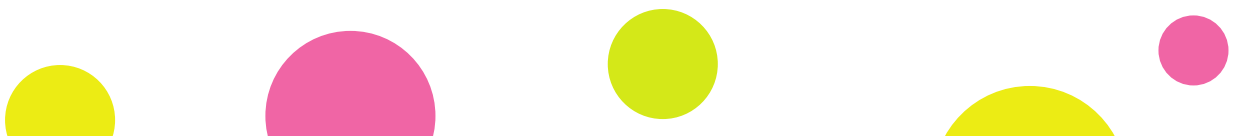
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the European Union

SAFESPACE4YOUTH  
YOUTH COMMUNITY



# Session 4:

## Wellness and Resilience Coaching





## Introduction to the Session

**Wellness in youth** refers to the state of overall **well-being** and optimal health among young people. It encompasses various aspects of physical, mental, and emotional health, as well as social well-being. Promoting wellness in youth involves creating an environment that supports their growth, development, and overall happiness.

**Physical Wellness:** This aspect focuses on maintaining good physical health through regular exercise, proper nutrition, adequate sleep, and avoiding harmful habits such as smoking or substance abuse. It also includes preventive measures such as vaccinations and regular check-ups to monitor growth and address any health concerns.

**Mental and Emotional Wellness (psychological well-being):** It encompasses positive self-esteem, stress management, coping skills, emotional intelligence, and a balanced emotional state. It is important to support young people in developing resilience, managing emotions, and seeking help when needed.

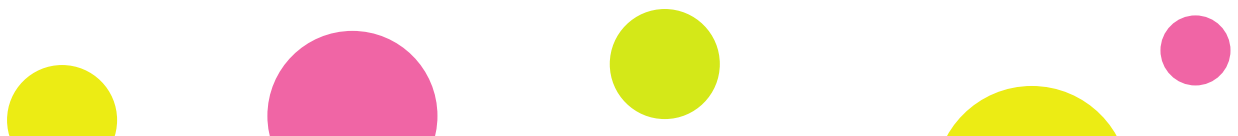
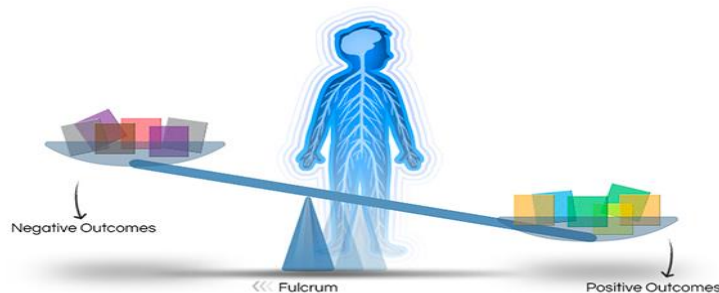
**Social Wellness:** Social wellness refers to the quality of relationships and interactions with family, friends, and the community. It involves fostering healthy relationships, effective communication skills, empathy, and respect for others.

**Intellectual Wellness:** Intellectual wellness focuses on stimulating mental growth and development. It includes promoting curiosity, critical thinking, creativity, and a love for learning.

**Spiritual Wellness:** Spiritual wellness encompasses finding meaning, purpose, and connection to something greater than oneself. It does not necessarily imply religious beliefs but may involve personal values, ethics, or a sense of belonging.

**Environmental Wellness:** Environmental wellness involves having a safe, clean, and supportive physical environment. It includes access to clean air, water, and nutritious food, as well as promoting sustainability and awareness of environmental issues.

**Resilience** might have different meanings or attributes given based on the settings. When it comes to psychological or emotional resilience usually refers to the **ability of a person to “bounce back,” recover or even thrive amidst adversities**. Center on the Developing Child at Harvard University suggests the following visual to help us understand the development of resilience. Try to visualise a balance scale or seesaw. Protective experiences and coping skills on one side counterbalance significant adversity on the other. Resilience is evident when a child’s health and development tips toward positive outcomes — even when a heavy load of factors is stacked on the negative outcome side (Center of the Developing Child Harvard University, n.d.).







# Coaching Agreement

	Coach	Coachee
Name		
Email		
Phone Number		
Video Conference ID		
Other		

What areas would you like coaching in?

What would you like to achieve by the end of this session?

What are your expectations from the programme?

What ground rules should be established?

**Confidentiality Statement:**

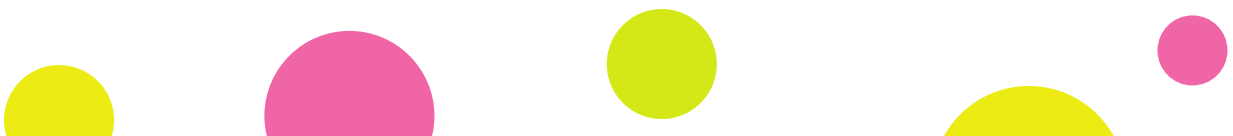
I agree to keep our conversations confidential unless both parties agree to do otherwise (unless there is a mandatory reporting issue).

Coach \_\_\_\_\_

Date: \_\_\_\_\_

Coachee \_\_\_\_\_

Date: \_\_\_\_\_





# Coaching Session Log

<b>Coach</b>	
<b>Coachee</b>	
<b>Organisation</b>	
<b>Session</b>	session 1 <input type="checkbox"/> session 2 <input type="checkbox"/> session 3 <input type="checkbox"/> session 4 <input type="checkbox"/> session 5 <input type="checkbox"/> session 6 <input type="checkbox"/>
<b>Date</b>	
<b>Date of Next Session</b>	

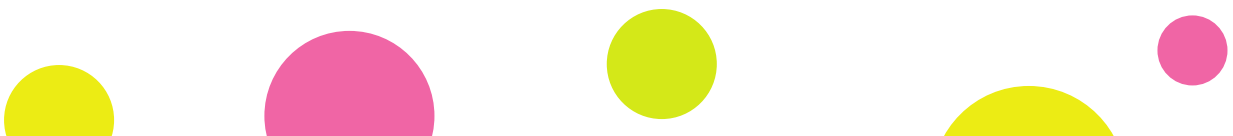
**Actions/objective achieved from last session**

**Challenges, solutions, and outstanding objectives**

**Topic(s) for this session**

**Steps for achieving objectives set at this session (e.g., resources required, responsibility, etc.)**

**Topics/Actions for next coaching session**





# Coachee Action Plan

<b>Coach</b>	
<b>Coachee</b>	
<b>Organisation</b>	
<b>Start-Date</b>	
<b>Completion-Date</b>	

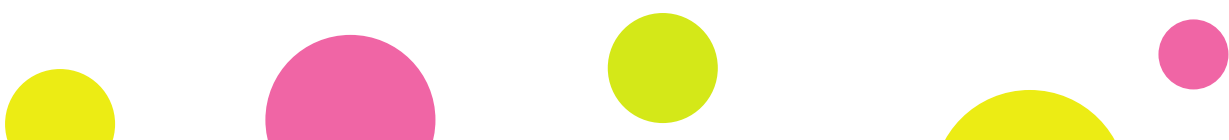
## Short-term goals

Goal	Deadline
1)	
2)	
3)	

## What actions do I need to take to achieve my goals?

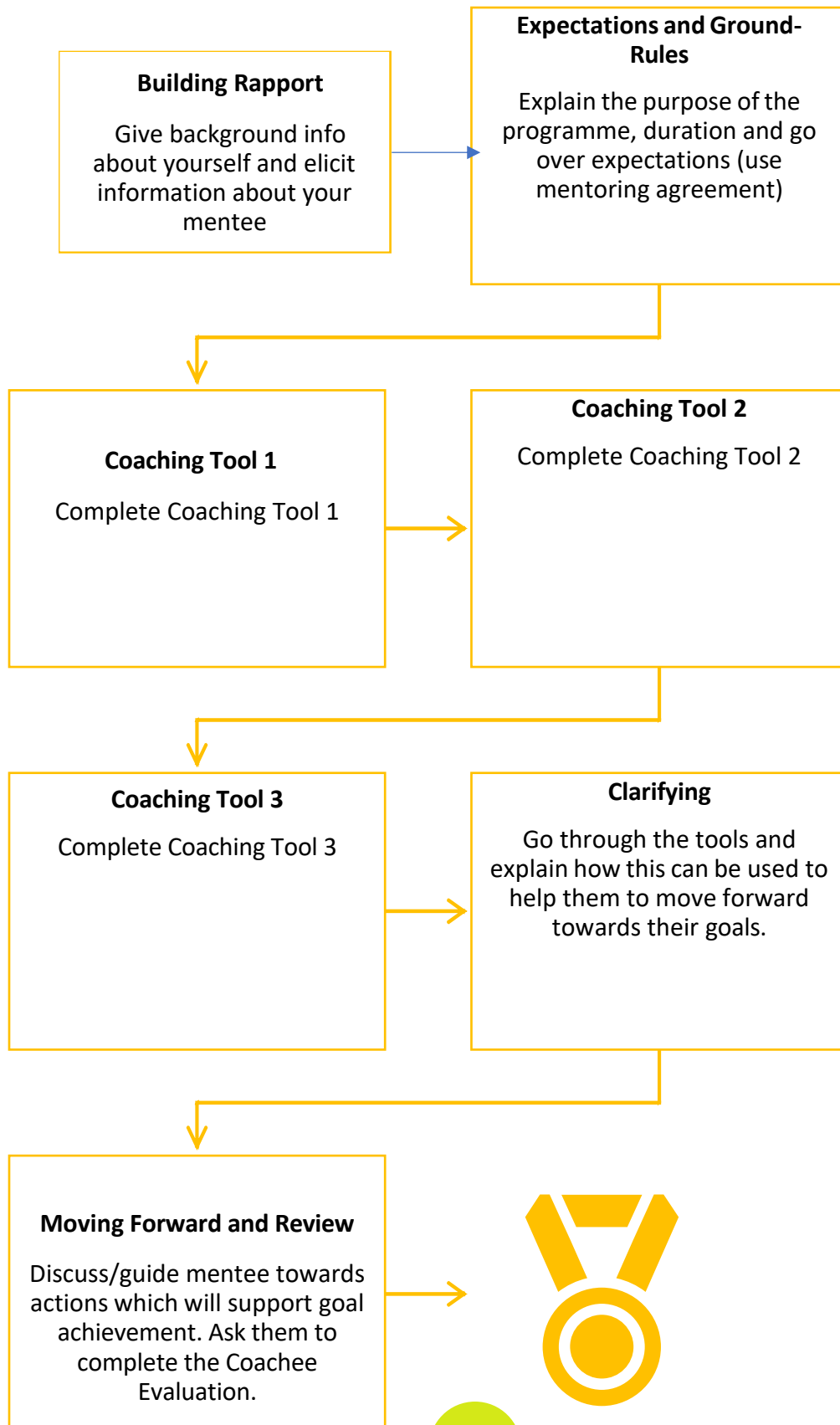
## Milestones

## Success Indicators/Outcomes





# Session Plan: Wellness and Resilience Coaching





## Session 4: Wellness and Resilience Coaching

*"The greatest wealth is health."* **Virgil**

In this session, we will explore the importance and tools to help young people and youth workers to support their well-being and to build resilience. Wellbeing support and self-care are as critical for the youth as it is for the youth workers. "Self-care is not selfish. You cannot serve from an empty vessel." - Eleanor Brown. Also, neuroscience and interpersonal neurobiology show that human well-being is interconnected. Our nervous systems communicate with each other, so the adults' wellbeing is directly influencing the well-being of the children and youth they work with ([Siegel, Interpersonal Neurobiology](#)).

**1.1. Promoting physical wellness through inclusive physical exercise games**

**1.2. Recognising, validating, and regulating emotions of stress**

**1.3. Promoting a sense of happiness through regular gratitude practice**

To help your coachee (youth worker) in learning more about creating safe spaces for youth at this level find below 5 powerful coaching questions to start with.

### Powerful coaching questions for promoting wellness and resilience

#### Session 3 Competencies

- 1.1. On a scale of 1 to 10, how satisfied are you with your physical, emotional, and mental health? Why?
- 1.2. What self-care practices or activities bring you joy, peace, or a sense of balance?
- 1.3. How can you incorporate more of those activities into your daily or weekly routine?
- 1.4. Reflect on a challenging situation you've faced in the past. How did you overcome it? What strengths or resources did you rely on?
- 1.5. What strategies or coping mechanisms do you currently use to bounce back from stress?

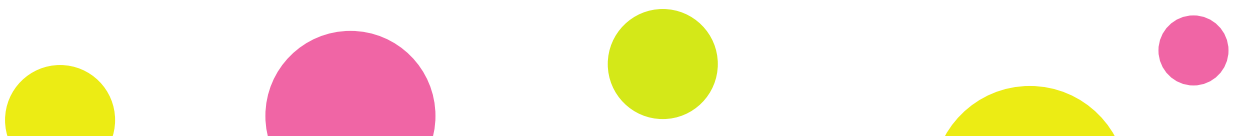


<b>COMPETENCE 1</b>	<p><b>FITNESS RITUAL</b></p> <p><i>Start and finish every session with a short fun fitness ritual.</i></p> <p>A fun fitness ritual can help ground the group into the present moment, into their body and the group work. The fun movement will get the blood and energy moving, refresh the mind and establish a sense of belonging and teamwork. You can implement the ritual at the start of your sessions, use it in the middle if you see the energy and attention is low or close the session. Helping youth get into their bodies also cultivates a sense of self-awareness and promotes building regular fitness habits. Regular exercise also elevates the mood, and research shows that it helps prevent and combat mental health illness.</p>
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### STEP BY STEP GUIDANCE

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided.

<b>Step 1</b>	Make sure you have enough safe physical space with no obstacles or furniture in the way. If possible, air the room before you start this exercise. Invite everyone to stand in a circle. Everyone should have enough space around their bodies to spread their arms out to the side and turn around.
<b>Step 2</b>	Explain that you will invite everyone to demonstrate a physical movement one by one. You will start. There is no right or wrong movement, no movement “technique” is required. Do not correct anyone’s movement. It can be jumping, squatting, dancing, stretching, turning... Once the person demonstrates the movement to the group, the whole group repeats the movement 5 times.
<b>Step 3</b>	The person who demonstrated their movement then passes on the turn to the next person in the circle. Everyone repeats step 2 until everyone has a turn.
<b>Step 4</b>	When everyone had a turn, instruct the group to take a moment for a short-standing BODY-SCAN: “Stand still for a moment and direct your attention to your body. What do you feel after the fitness ritual? Any sensations of vibration, pulsing, sweat, heat, cold, the rhythm of the breath? <i>pause...</i> We are not looking for any specific sensations, just be curious about what you feel in your body now... <i>pause....</i> Maybe you don’t feel much, and that’s OK too.... <i>pause....</i> OK, now take a deep breath in and out.”
<b>Step 5</b>	<p>You may ask the group for a few reflections on the ritual using the following questions:</p> <ul style="list-style-type: none"> <li>● Would anyone like to share what you feel in the body?</li> <li>● How is your breath? Fast, slow?</li> <li>● How is your mood?</li> <li>● What movement did you enjoy most today?</li> </ul> <p>Remember there is no right or wrong answer. Thank everyone for sharing.</p>



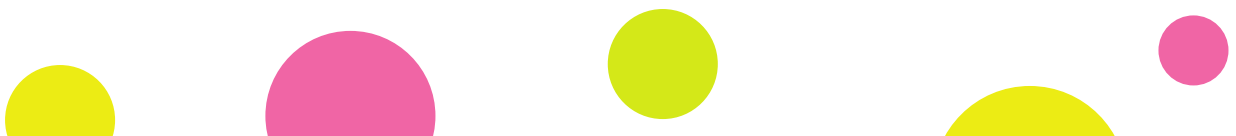


Step 6

**NOTE: You will find movement inspiration in the Resource box and the Coaching Vignette.**

**RESOURCES BOX**

- [The Joy Workout video \(six research-based moves to improve your mood\)](#)
- [11 Easy Kids Dance Moves to Get Them Moving & Grooving \(With Videos\)](#)
- [Yoga in My School - resources for practicing yoga & mindfulness with teens](#)

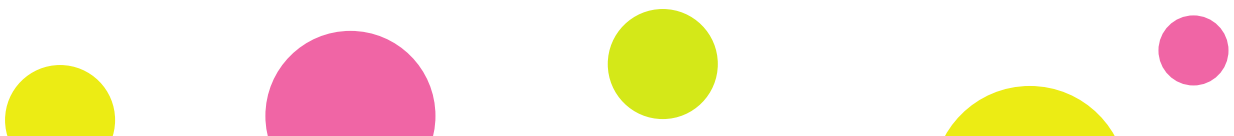




## Coaching Vignette



Picture Resource: canva.com







**COMPETENCE 2**

**DEFINE YOUR STRESS SIGNATURE**

*Learn how to recognise stress in the body and regulate strong emotions.*

Stress is a natural and necessary part of being human. It is an evolutionary response of our bodies to protect us from danger. Stress is good when it activates us, motivates us, and helps us achieve our goals.

Stress is a physiological reaction of our nervous system that releases stress hormones into the body. We can feel stress in our body as tension, elevated heart rate, faster breath, sweating, stomach-ache, headache, and trembling. In a state of optimal well-being, our body knows how to regulate the stress and calm down the physiological reactions after the stressful situation passes.

Stress becomes dangerous for us when we do not give our nervous system and body enough time to restore calm. We might find ourselves in a state of chronic stress, which can cause inflammation in the body. When we are in a state of stress, one of the physiological reactions of our body is also suppressing logical thinking, so it is hard to make wise decisions.

By learning how to recognise the body's stress reaction early, we can regulate and calm down the stress before it becomes dangerous and restore logical and rational thinking.

**STEP BY STEP GUIDANCE**

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided; and for step 6 the suggested action plan template.

<b>Step 1</b>	Introduce the topic of stress as being a normal part of our life. You can use the basic points about how stress works from the introduction box to this coaching tool above.
<b>Step 2</b>	<p>Invite the coachee or the group to think of a recent stressful situation they were in. Encourage them to think of a situation that is not overwhelming or deeply traumatic, something they can handle recalling without ruining their present moment. It can be a fight with a friend or a test at school.</p> <p>Ask them to try to recall the situation as best as they can, give them a minute to do that.</p>
<b>Step 3</b>	<p>Ask them to try to notice what emotions arise. Sometimes it's hard to name emotions. These are the most common emotions associated with stress, so you can help them with the following prompts:</p> <ul style="list-style-type: none"> <li>● anger</li> <li>● sadness</li> <li>● fear</li> <li>● disappointment</li> <li>● irritation</li> </ul>

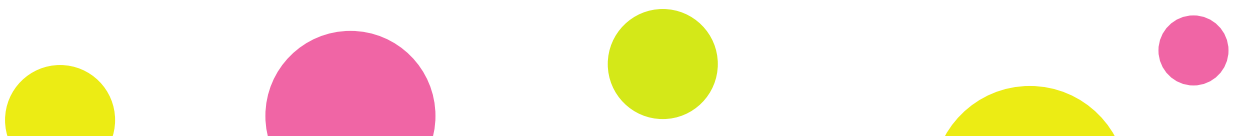




	<ul style="list-style-type: none"><li>● confusion</li></ul>
<b>Step 4</b>	<p>Now encourage them to notice if they feel the emotions in their bodies as physical sensations. Again, you may offer them the following prompts:</p> <ul style="list-style-type: none"><li>● tension</li><li>● constriction in the throat, chest, or stomach</li><li>● pulsing</li><li>● heat, sweating.</li><li>● trembling or shivering</li></ul>
<b>Step 5</b>	<p>Invite them to draw their “stress signature” into the blank figure provided in the Coaching vignette below. They can use different colours, patterns, dots, and intensity.</p> <p>Discuss that knowing our stress signature (where in the body the stress shows for us) will help us notice the stress faster. By noticing, we can start regulating the stress and calm down.</p>
<b>Step 6</b>	<p>Discuss ways to calm the stress in the body:</p> <ul style="list-style-type: none"><li>● take a few deep breaths in and out.</li><li>● find a pleasant object to look at (trees outside, nice picture on the wall)</li><li>● shake and jump up and down (physical exercise can help manage stress)</li><li>● call a friend.</li><li>● practice calming meditation (you can find meditation apps suggestions in the Resource box)</li></ul>

### RESOURCES BOX

- ✓ [The Emotion Wheel: What It Is and How to Use It](#)
- ✓ [Doing What Matters in Times of Stress \(WHO Illustrated Guide\)](#)
- ✓ [12 of the Best Meditation Apps](#)



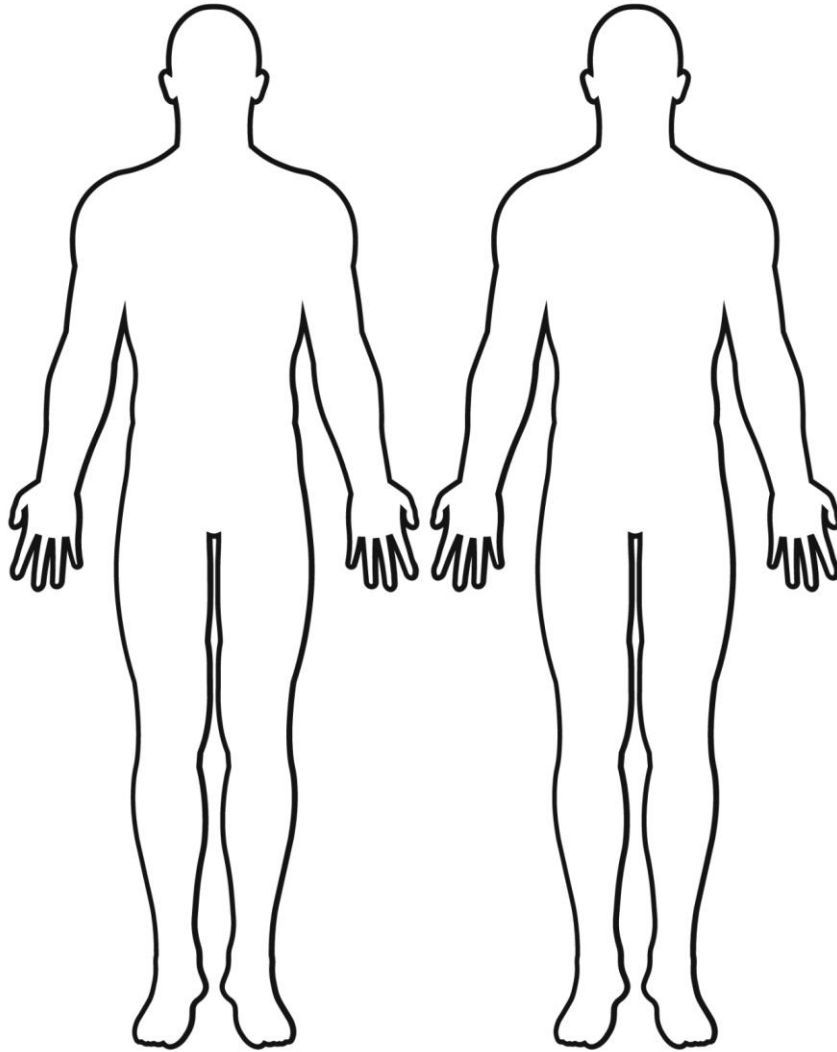


# Coaching Vignette



FRONT BODY

BACK BODY



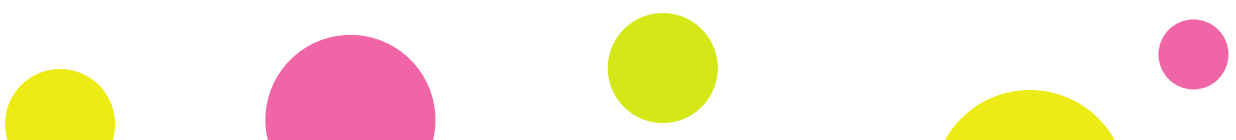


<b>COMPETENCE 3</b>	<p><b>GRATITUDE JOURNAL / JAR</b></p> <p><i>Practicing regular gratitude enhances overall happiness</i></p> <p>There is a lot of research showing that practising and expressing gratitude enhances overall happiness, resilience, and well-being. You can find some interesting research articles in the Resource box below. Our brain is evolutionarily wired to notice and remember the negative experiences. It is a programme that protects us from danger. Neuroscientists call it the “negativity bias.” Neuroscience also shows that we can reprogram the brain to be happier by purposefully noticing and prolonging the happy moments of our lives. One of the methods is to purposefully notice and express gratitude even for small things in our lives that go well instead of taking them for granted.</p>
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**STEP BY STEP GUIDANCE**

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided; and for step 6 the suggested action plan template.

<b>Step 1</b>	There are several ways to systematically and purposefully practice and express gratitude. If you are working with an individual coachee, you can encourage them to start a DAILY GRATITUDE JOURNAL. If you are working with a group, you can have a GRATITUDE JAR in the space you meet regularly.
<b>Step 2</b>	<p><b>GRATITUDE JOURNAL INSTRUCTIONS:</b></p> <p>Encourage your coachee to write 3 things he/she is grateful for at the end of each day. It can be small things, like having a good breakfast or even making it out of bed. Encourage them to write small and big achievements for several weeks. If you are meeting your coachee regularly, check in with him/her every session how the gratitude journaling goes and how his/her feelings of happiness change.</p>
<b>Step 3</b>	<p><b>GRATITUDE JAR INSTRUCTIONS:</b></p> <p>Bring a big empty jar to the space where you meet with your group. Next to the jar, place a pack of post-it or empty notes and a pen. At the end of each session, encourage the youth to write down at least one (or more) gratitude notes. The notes can be related to their own personal lives or the activities with the group. The notes can be anonymous or signed (depending on the setting of your group).</p> <p>At the end of each month, sit in a circle and pass the jar around. Each person in the circle pulls out one gratitude note and reads it loud. Let the jar go around until all notes are read.</p>

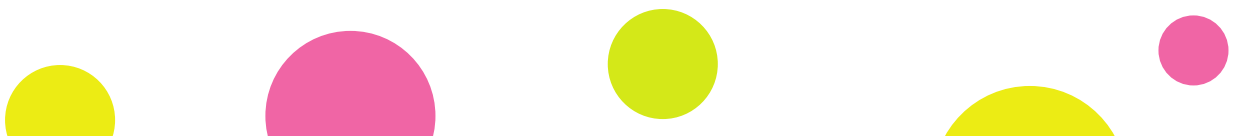




<b>Step 4</b>	You can have a discussion with the group or individual coachees about how writing and reading gratitude notes makes them feel and how it influences their daily moods and well-being.
<b>Step 5</b>	<b>NOTE: expressing gratitude and noticing all the good in our lives doesn't mean we suppress or ignore our problems or difficulties. We learn to acknowledge both and balance the negativity tendency in our brains.</b>

#### RESOURCES BOX

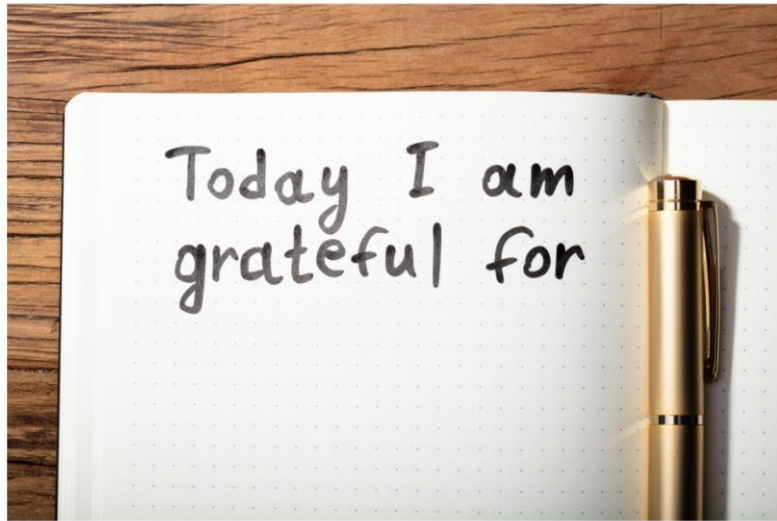
- [Giving thanks can make you happier \(Harvard Health Publishing\)](#)
- [The Science of Gratitude short video](#)
- [5 Minute Guided Meditation for Gratitude](#)





## Coaching Vignette

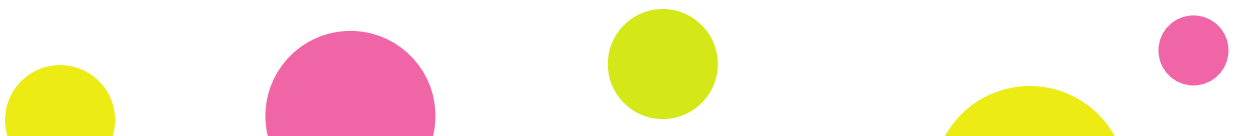
### PRACTICING GRATITUDE





## Coaching Scheme Aid: Coachee Evaluation

Name of Coachee:	Agree	Neither Agree nor Disagree	Disagree
1. The coaching programme has been relevant and useful for me.			
2. I have gained confidence in moving to my next steps.			
3. I have achieved the goals I set for myself at the start of the programme.			
4. I am confident about taking actions identified in my action plan.			
5. I would recommend this programme.			
6. Please give reasons to explain your answer to Q5.			
7. What are the key things you have learnt/reflected upon from the programme? (Please include up to 3 key points).			
8. What actions will you take following this programme?			
9. Any other comments?			
Are you interested in becoming a coach through the SS4Y Wellness and Wellbeing Coaching Scheme? Y/N			
Please provide your preferred contact details so that we can follow up on your request to become an SS4Y Coach.			



**Short Handout - ACTION PLAN FOR COACHEE / COACH**

Coach Details		Coachee Details	
Name:		Name:	
Contact number:		Contact number:	
Email:		Email:	

**Brief Description of Wellness & Wellbeing Coaching Idea**

**Long term Goals**

**Short term Goals**

Goal	Steps	Resources	Agreed Timeline	Success Deliverables
	1.			
	2.			
	3.			





# SAFESPACE4YOUTH

YOUTH COMMUNITY





# **Section 5:**

## **Social Inclusion and Civic Participation Through Mental Health**



## Introduction the Session

Mental health is understood as a state of **psychological, emotional, and social well-being** in which people can cope with the various social pressures of everyday life and in which they can develop without compromising their individual psychological state (Congress of Colombia, 2013). That is why we see social exclusion as a risk factor for people that can seriously affect their mental health.

Today we understand social inclusion as the integration of a person into society in terms of employment or social integration. It is about considering each person as an equal, without prejudice of any kind. It is about social cohesion, justice, and integration, as well as improving the situation of people who are disadvantaged because of their identity.

One of the engines we can use to achieve this social inclusion and prevent poor mental health is participation, especially **youth participation**.

***"Participation is the ability to express decisions that are recognised by the social environment and that affect one's own life and/or the community life in which one lives".***

***(Roger Hart, 1993)***

We consider forms of youth participation to be the different ways in which young people take part in public affairs, such as actions, dialogues, and campaigns. **They can participate individually or socially through organised collective participation.**

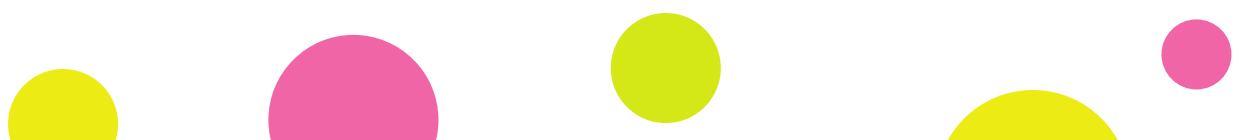
Youth participation is permeated by several trends related to the socio-economic, political, and cultural context in which current youth trajectories are developing.

We must not forget that to have good and active participation that creates a change in society, the person who participates must have good mental health. We cannot participate in social inclusion or any other kind of action if we do not have good mental health ourselves.

There are various social movements around the world working for good mental health for young people. For example, in Valencia, Spain, there is the "Federación de Salud Mental de la Comunidad Valenciana". This organisation offers different resources to people throughout the Valencian Community, such as "MENTAL HEALTH PROMOTION AND EXCLUSION PREVENTION SERVICE".

Relying on this kind of support for good mental health can help us a lot in our daily work as youth workers, either by providing useful resources that we can use or by being a safe space where we can refer young people with more mental health problems that we work with.

Through this module, we will go deeper into the terms explained above and how we can work on participation with our young people.





# Coaching Agreement

	Coach	Coachee
Name		
Email		
Phone Number		
Video Conference ID		
Other		

What areas would you like coaching in?

What would you like to achieve by the end of this session?

What are your expectations from the programme?

What ground rules should be established?

**Confidentiality Statement:**

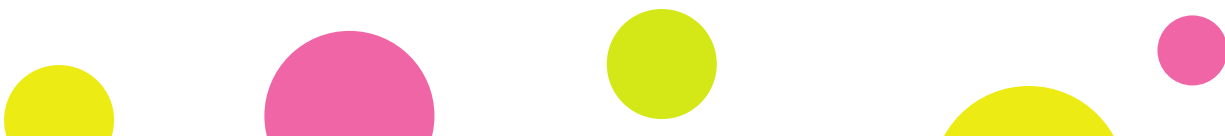
I agree to keep our conversations confidential unless both parties agree to do otherwise (unless there is a mandatory reporting issue).

Coach \_\_\_\_\_

Date: \_\_\_\_\_

Coachee \_\_\_\_\_

Date: \_\_\_\_\_





# Coaching Session Log

<b>Coach</b>	
<b>Coachee</b>	
<b>Organisation</b>	
<b>Session</b>	session 1 <input type="checkbox"/> session 2 <input type="checkbox"/> session 3 <input type="checkbox"/> session 4 <input type="checkbox"/> session 5 <input type="checkbox"/> session 6
<b>Date</b>	
<b>Date of Next Session</b>	

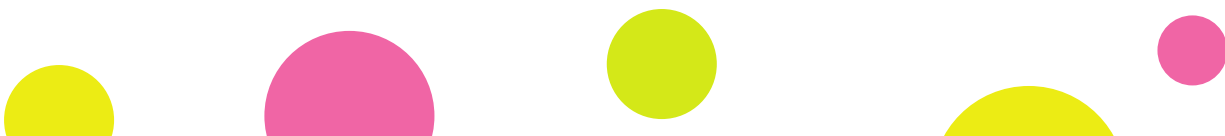
**Actions/objective achieved from last session.**

**Challenges, solutions, and outstanding objectives**

**Topic(s) for this session**

**Steps for achieving objectives set at this session (e.g., resources required, responsibility, etc.)**

**Topics/Actions for next coaching session**





# Coachee Action Plan

<b>Coach</b>	
<b>Coachee</b>	
<b>Organisation</b>	
<b>Start-Date</b>	
<b>Completion-Date</b>	

## Short-term goals

Goal	Deadline
1)	
2)	
3)	

## What actions do I need to take to achieve my goals?

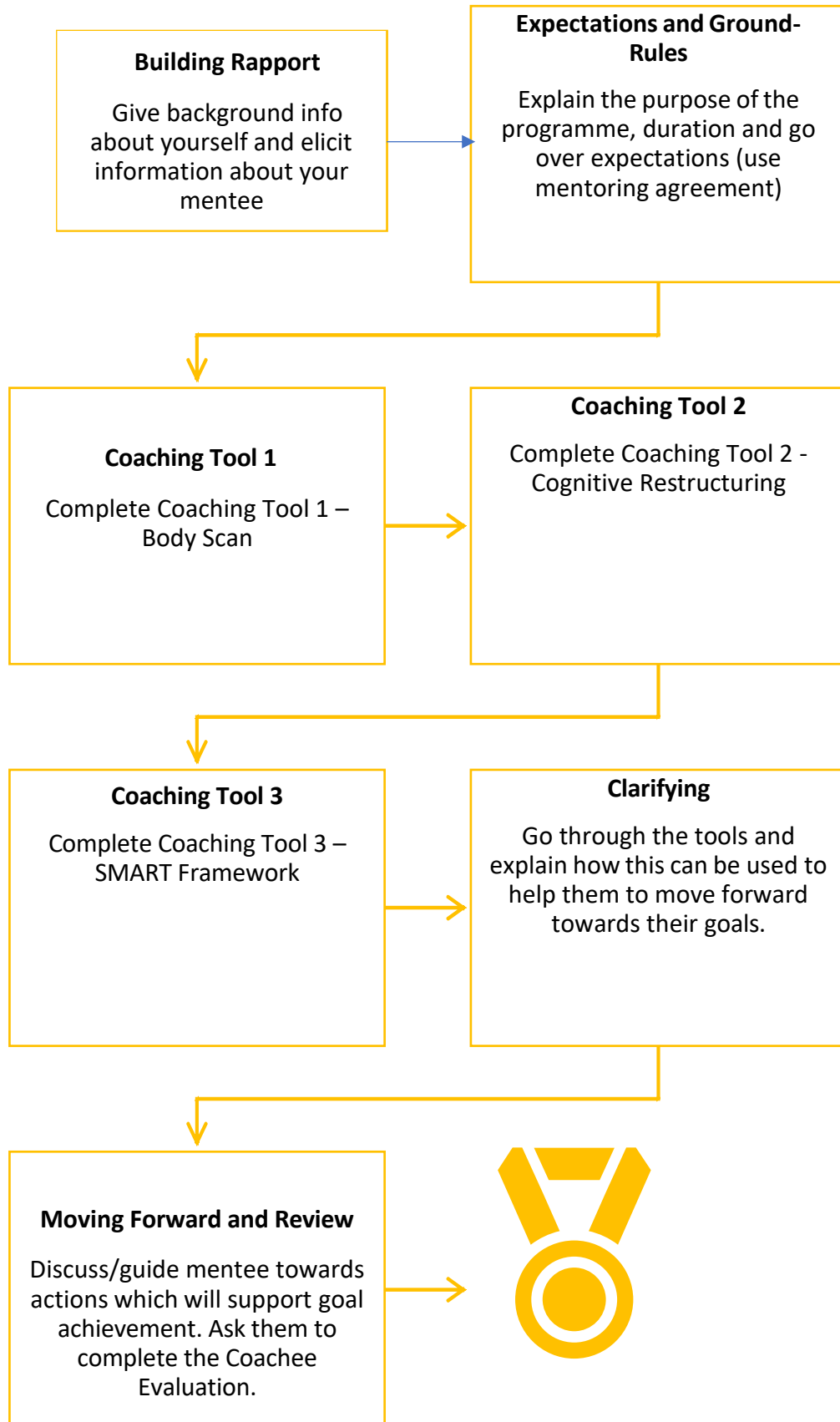
## Milestones

## Success Indicators/Outcomes





# Session Plan: Civic Participation through Mental Health





## Session 5 – Participation and mental health

Before we start talking about mental health and participation, we need to lay the foundations and concepts. In this first session, we will define Participation, Social Inclusion and Mental Health.

- 1.1. Definition of Participation and social inclusion
- 1.2. What is mental health?
- 1.3. Mental Health in the World of Participation

To help your coachee in learning more about Participation and mental health at this level, find below 5 powerful coaching questions to start with.

### Powerful coaching questions for Session 5

#### Session 5 Competencies

- 1.1. Can you define participation? And youth participation?
- 1.2. How do you think participation in social spaces affects your mental health?
- 1.3. What is a good condition of mental health for you? And a bad one?
- 1.4. Do you know of any organisation or association that is dedicated to promoting good mental health?
- 1.5. What do you do for good mental health? What are your tricks or techniques?





<b>COMPETENCE 1</b>	<p><b>COACHING TOOL 1</b> Cloud of concepts</p> <p><i>Define as a group the concepts of Participation and Social Inclusion. Help your group to generate its own definition.</i></p> <p>This activity aims to analyse and mark the starting point of the participants on the concepts that we are going to work on during the 3 sessions. We will encourage teamwork and joint reflection while defining the concepts of mental health, social inclusion, and participation.</p>
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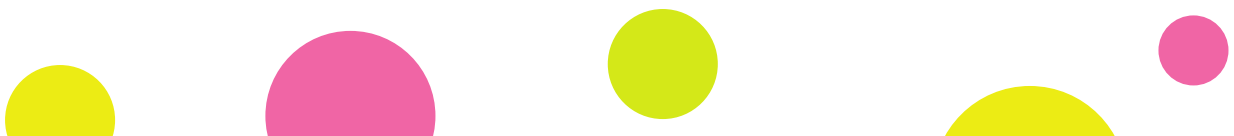
### STEP BY STEP GUIDANCE

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided.

<b>Step 1</b>	We start the session by projecting the Mentimeter.com website onto a screen. This is an online platform that allows us to create word clouds quickly and easily over the phone. The participants will have to connect to the Mentimeter session using the code provided by the platform. ( <a href="#">Presentaciones interactivas para todos - Mentimeter</a> )
<b>Step 2</b>	Once all participants have logged on to the Mentimeter, we will ask them to use a maximum of two words in each message to define what Participation and Social Inclusion are for them. Each time the definitions or messages they send are the same, they will be grouped, and the largest concept will appear on the screen.
<b>Step 3</b>	Once all participants have contributed, we will see the result of the word cloud. We will read them all and clear up any doubts about the contributions made.
<b>Step 4</b>	We will now divide the group into pairs and give them about 10 minutes to write a definition of each concept using the concepts and contributions they have made together.
<b>Step 5</b>	After 10 minutes we put the pairs in groups of 4, and they must put the definitions together to create a common definition. Then in groups of 8 and so on until we come back to the general group where they write their definition in big letters on the board or a continuous piece of paper.
<b>Step 6</b>	Once we have the definitions they have created, we will project our own definitions for each term (the definitions are in the resources box).
<b>Step 7</b>	We will have a final round of reflection on the definitions they have generated and their similarity or otherwise to the actual definitions of the concepts.

### RESOURCES BOX

- [Definitions and concepts of participation, youth participation, social inclusion, and mental health](#)
- [Link to the MENTIMETER platform](#)
- [Explanatory video on mental health](#)
- [Video explaining social inclusion.](#)





# Coaching Vignette

## Mentimeter

Go to [www.menti.com](http://www.menti.com) and use the code 3233 4703

The code lets your audience join the presentation and expires in 2 days.

Mentimeter

# Training reflection

Participation, Social Inclusion and Mental Health

## Word Cloud

Mentimeter



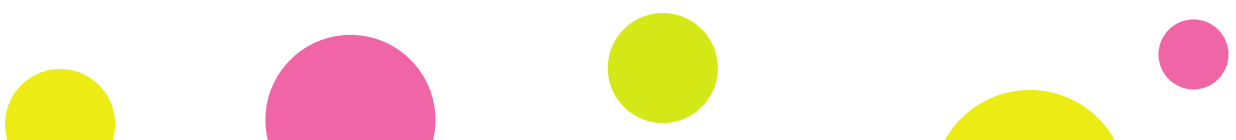


<b>COMPETENCE 2</b>	<p><b>COACHING TOOL 2 Mental Health</b></p> <p><i>We will define the concept of mental health and discuss some of the effects we can have when suffering from anxiety or any other symptoms of poor mental health.</i></p> <p>The OMS defines mental health as "a state of well-being in which each individual fulfils his or her potential, can cope with the stresses of life, can work productively and fruitfully, and can contribute something to his or her community".</p> <p>We will do some dynamics to concretise what mental health is and learn how to detect the symptoms of poor mental health.</p>
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### STEP BY STEP GUIDANCE

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided; and for step 6 the suggested action plan template.

<b>Step 1</b>	<p>We will start the session by defining the concept of mental health. We will need to draw a large tree with a trunk, roots, and branches with leaves on a continuous piece of paper. We will explain to the participants that the tree represents mental health, the trunk is where we will define the concept of mental health, on the roots they will write the things both external and internal that can affect mental health and on the branches the symptoms they cause.</p> <p>We will make two trees, one about good mental health and the other about poor mental health.</p>
<b>Step 2</b>	<p>After allowing time for participants to reflect on and contribute to the two trees, we will read out all the contributions and resolve doubts if necessary.</p> <p>After reading them, we will reflect on the contributions with the following questions:</p> <ul style="list-style-type: none"> <li>- Do you know, or have you experienced any of the situations in the section on roots?</li> <li>- Have you ever had any of these symptoms on the branches and leaves?</li> <li>- What do you think we can do to avoid the situations that generate bad mental health?</li> </ul>
<b>Step 3</b>	<p>To know if a person is in a bad state of mental health, we must be able to detect the symptoms that this state generates.</p> <p>To do this we will create a bullet journal with the participants in which they will analyse their mental and emotional state for a whole month to find out how their mental health is.</p> <p>We will explain to participants that: We understand a bullet journal as a higher-level diary, not only for writing but also for drawing and charting. Instead of blank lined pages, bullet journal sections for recording daily tasks, keeping a monthly or weekly</p>





calendar, jotting notes, tracking physiological and mental health, and recording short- and long-term goals.

**Step 4**

To start keeping a bullet journal, you'll only need two things: a notebook with a dot grid and a pen that won't draw blood. Look for a notebook with a flat spine, high-quality paper, a light, eye-friendly dot grid, and numbered pages. If you want to use your bullet journal as an opportunity to be creative, go for it. You should stock up on coloured gel pens, watercolours, and stickers... really, the sky's the limit.

A bullet journal can be a calendar, a to-do list, a goal tracker, and a diary all in one, but it does not have to be all those things. We are going to design it with the idea in mind that we want to record things like anxiety levels, moods of the day, etc.

**Step 5**

Our recommendations when designing this journal are:

- Page numbers: Start by numbering the pages for easy reference.
- A table of contents: The first page of your bullet journal should be the table of contents. We will make a list of the items to be recorded in the bullet journal.
- A weekly (or daily or monthly) summary: Regardless of how you use the bullet journal, it should be created chronologically. So, creating a summary at the beginning of each week (or day or month, depending on how often you plan to use it) will help them keep track of everything they want to accomplish. This can include a calendar of appointments, a set of to-dos, activity targets or whatever works best for them. At the beginning of the next week (or day or month), they can look at the summary to see what appointments have moved, what items remain to be completed and what targets have been met.
- A task and goal tracking system: They should define a series of symbols or check marks to indicate the status of tasks to be completed. "I put a square next to each item on my to-do list. When I finish the task, I fill in the square. If it is in progress, I put a slash through it. If it needs to be carried over to the next week, I put an arrow. And if it no longer needs to be done, I just cross it out. For ease of reference, it is useful to include a key to these symbols on your index page.

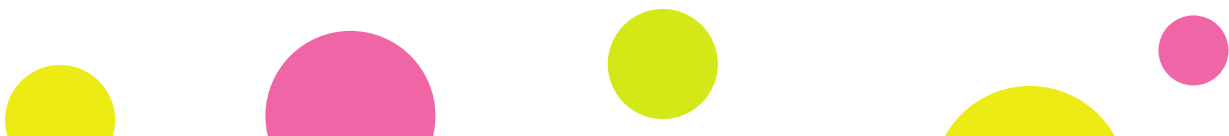
Once we have the more general pages clear, we can start to design the pages that record aspects such as anxiety, mood, list of intrusive thoughts, record of good habits...

**Step 6**

Keeping track of these emotions and moods allows us to assess our overall state of mental health in each month and therefore enables us to act in situations where our mental health is not at its best.

The bullet journal can be used for many things, such as keeping track of tasks, keeping track of books you want to read, and music you listen to, as a calendar. But it can also be used to track our mental health. For example, we can do the following:

<b>Contacts in case of:</b>	<b>Set goals:</b>	<b>Habit monitoring:</b>
<ul style="list-style-type: none"> <li>• I feel lonely.</li> <li>• I feel stressed.</li> </ul>	<ul style="list-style-type: none"> <li>• To enjoy more free time with</li> </ul>	<ul style="list-style-type: none"> <li>• Meditation sessions</li> </ul>





<ul style="list-style-type: none"> <li>• I feel euphoric.</li> <li>• I need advice.</li> </ul>	<p>my friends and family.</p> <ul style="list-style-type: none"> <li>• Have more time for myself.</li> <li>• To be more tolerant of myself</li> <li>• Regulate the intensity of my anger.</li> <li>• Regulate how frustration affects me</li> </ul>	<ul style="list-style-type: none"> <li>• Walking</li> <li>• Going to bed before XX o'clock</li> <li>• Reading a chapter of my book of the moment</li> <li>• Listening to music at least once a day</li> <li>• Not drinking alcohol</li> <li>• I have slept more than X hours</li> </ul>
<p><b>Monitoring the state of mind:</b></p> <ul style="list-style-type: none"> <li>• Happy</li> <li>• Tired/Exhausted</li> <li>• Angry</li> <li>• Frustrated</li> </ul>	<p><b>Logging of screen hours:</b></p> <ul style="list-style-type: none"> <li>• On the mobile</li> <li>• On TV</li> <li>• On the computer</li> <li>• On the tablet</li> </ul>	<p><b>Recording intrusive thoughts:</b></p> <ul style="list-style-type: none"> <li>• I am not able to do X task.</li> <li>• My friend thinks X about me</li> </ul>

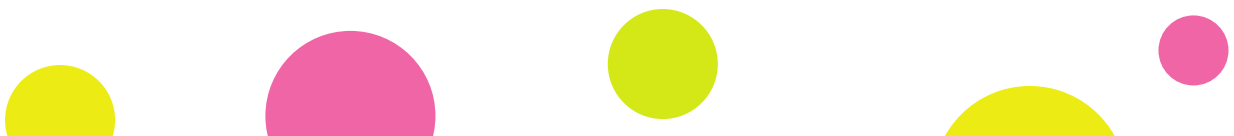
We need to make it clear to participants that bullet journals, especially if they are used to improve their mental health, are a matter of perseverance and time and that they do not just have to record their status and wait for something to change.

Recording and detection is the first step to solving mental health problems, but it takes time and involvement and often support from a psychological professional. You cannot put all the responsibility on the bullet journal.

We will end the session by evaluating aloud the resource you have just generated and reflecting on the importance of detecting symptoms early.

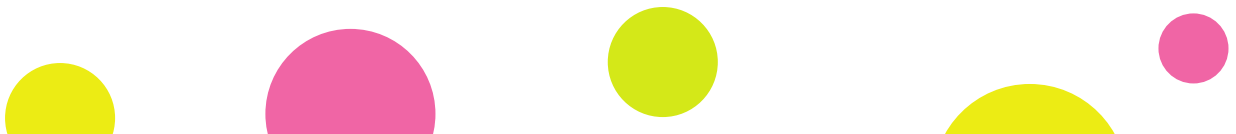
RESOURCES BOX

- ✓ [Tree with roots](#)
- ✓ [Examples of bullet journal for mental health](#)





## Coaching Vignette



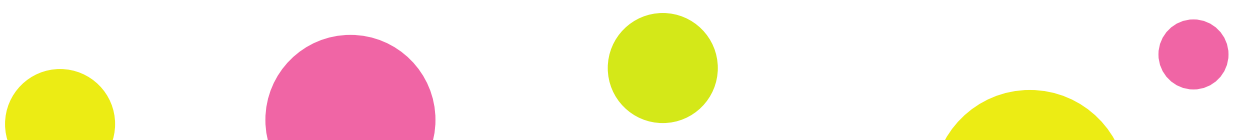


<b>COMPETENCE 3</b>	<p><b>COACHING TOOL 3 Our healthy participation</b></p> <p><i>We will talk about social participation and the different forms of participation and how this should be done without harming our mental health.</i></p> <p>We will start the session by analysing the different types of participation that exist using Sherry Arnstein's "Ladder of Participation". We will analyse the different forms of participation and look at techniques for maintaining good mental health while actively participating in society.</p>
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### STEP BY STEP GUIDANCE

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided; and for step 6 the suggested action plan template.

<b>Step 1</b>	To begin with, we will recall with the participants the meaning of the term "Participation". We will do this by asking the group questions and generating a discussion among the participants.
<b>Step 2</b>	We are going to generate a continuous paper which looks like an 8-step ladder. Each step presents a type of youth participation. On the other side, we will give the participants the names of the different types of participation and their characteristics. These characteristics will be mixed up and not ordered.
<b>Step 3</b>	First, the participants will have to match each type of participation by its characteristics and then place them on the ladder. On the lower rungs of the ladder the types of participation that have a lesser value or are of lesser importance should be placed on the lower rungs of the ladder. With the higher value participation types at the top of the ladder.
<b>Step 4</b>	Once you have organised the types of participation onto the different rungs, we will review the ladder and reflect on the types of participation that exist. Some questions you can use for reflection are: <ul style="list-style-type: none"> <li>• Can you put forward an example of the type of participation at the bottom of the ladder?</li> <li>• What do you think is the most appropriate type of participation?</li> <li>• Do you think that these different types of participation can affect the mental health of the person participating?</li> </ul>
<b>Step 5</b>	Participation, especially at the higher rungs of the ladder, depends on group work. The way the group works can affect the mental health of the participants. In the following steps, we will practice techniques to improve teamwork and avoid or alleviate stress and situations that can lead to poor mental health during group work, such as poor communication or conflict management. <p><b><i>Conflict resolution dynamics:</i></b></p>





The group will reflect aloud on the following questions:

- a. What is a conflict?
- b. How do you feel when you find yourself in one?
- c. How do you self-regulate emotionally?

Afterwards, we will ask the participants to write down on a piece of paper a minor conflict that may have arisen during the work and life of the group or a conflict that they think may arise.

With these conflicts, we will generate a role-play. We will choose two to three volunteers to role-play the conflict. Two of them will act out the conflict and the third will try to manage it.

Once the role-play has been carried out and the conflict has been managed, the rest of the group will reflect on how the person in the role-play has managed the conflict and will give advice and constructive criticism for better management.

***Communication dynamics:***

This activity consists of putting together the pieces necessary for the team to complete all the cards you have assigned them. It is a quite simple and revealing exercise, which will allow you to highlight the communication skills used by the participants, their usefulness, and the ways they have developed to negotiate with each other. You will need four cards for each participant.

- Make two diagonal cuts on each card, so that you get four triangles from each card. Mix up all the pieces and put the same amount into as many envelopes as you have in groups.
- Give each team an envelope and then give them three minutes to organise the pieces they have; determine which ones you need to complete their cards and strategies how to negotiate for them.
- After this, let them know that they have ten minutes to swap the pieces as they prefer, individually or as a group. When the time is up, count the cards that each team managed to complete the team with the most wins in the round.

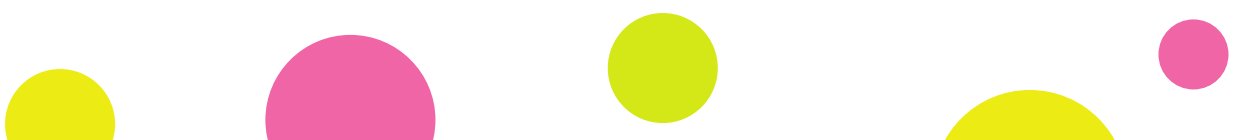
To end the activity, ask each team to identify the strategies they used. Ask them which ones worked, which ones did not, what they could have done differently and what skills they found beneficial. One suggestion: write down all your observations as you leave - this exercise provides a lot of information.

**Step 6**

We will end the session by reflecting on how they participate in the different spaces and whether this participation is healthy. They will analyse how they communicate and manage conflicts and how this affects their mental health.

**RESOURCES BOX**

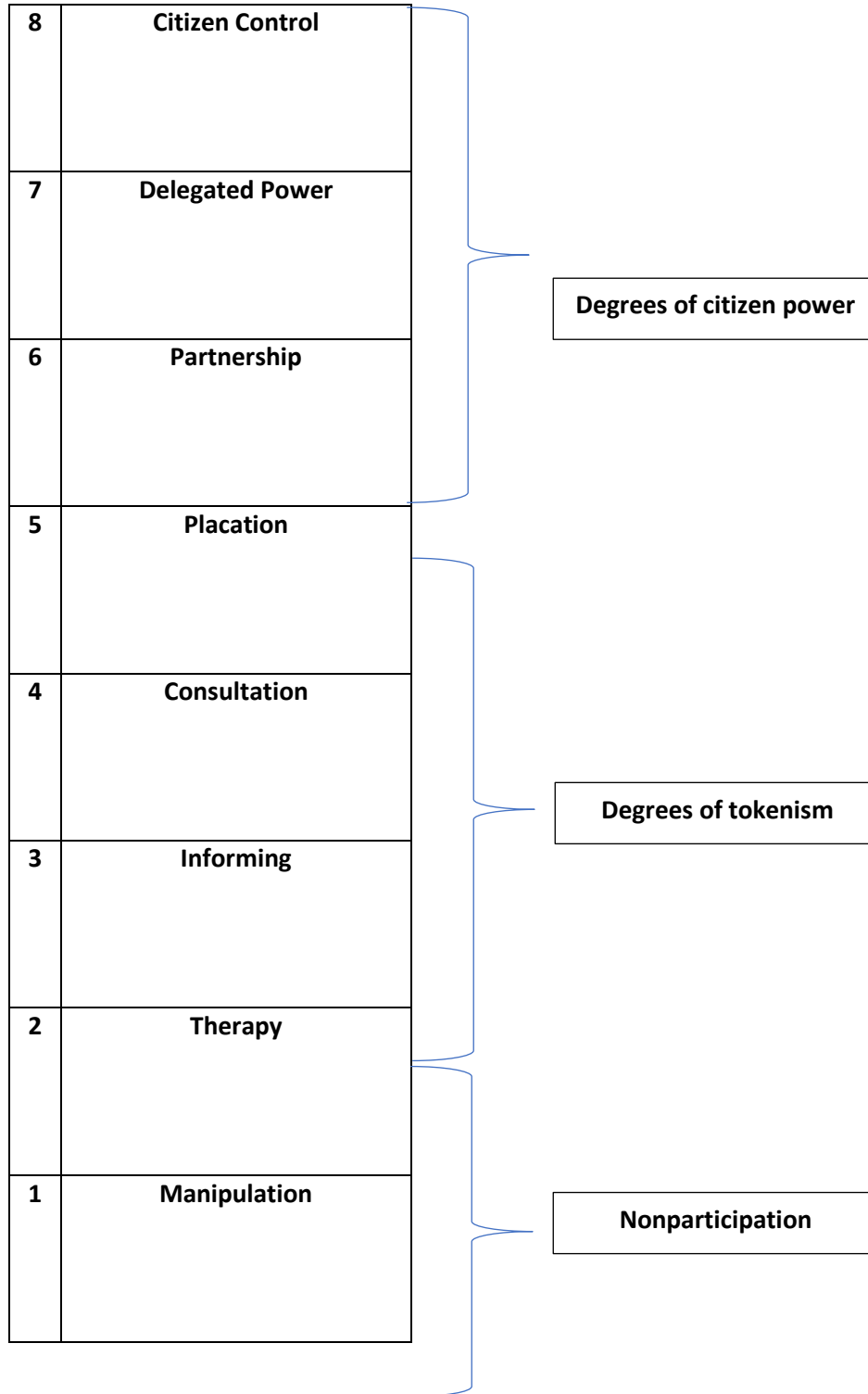
- [Ladder of participation](#)







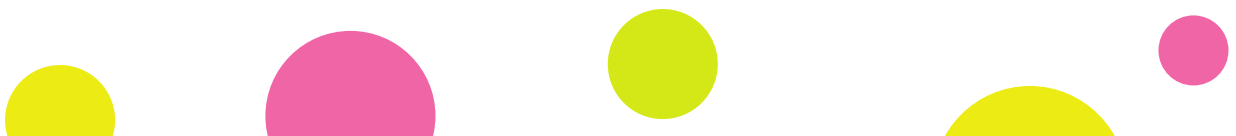
## Coaching Vignette





## Coaching Scheme Aid: Coachee Evaluation

Name of Coachee:	Agree	Neither Agree nor Disagree	Disagree
1. The coaching programme has been relevant and useful for me.			
2. I have gained confidence in moving to my next steps.			
3. I have achieved the goals I set for myself at the start of the programme.			
4. I am confident about taking actions identified in my action plan			
5. I would recommend this programme.			
6. Please give reasons to explain your answer to Q5.			
7. What are the key things you have learnt/reflected upon from the programme? (Please include up to 3 key points).			
8. What actions will you take following this programme?			
9. Any other comments?			
Are you interested in becoming a coach through the SS4Y Wellness and Wellbeing Coaching Scheme? Y/N			
Please provide your preferred contact details so that we can follow up on your request to become an SS4Y Coach.			



**Short Handout - ACTION PLAN FOR COACHEE / COACH**

<b>Coach Details</b>			<b>Coachee Details</b>	
<b>Name:</b>			<b>Name:</b>	
<b>Contact number:</b>			<b>Contact number:</b>	
<b>Email:</b>			<b>Email:</b>	
<b>Brief Description of Wellness &amp; Wellbeing Coaching Idea</b>				
<b>Long term Goals</b>				
<b>Short term Goals</b>				
<b>Goal</b>	<b>Steps</b>	<b>Resources</b>	<b>Agreed Timeline</b>	<b>Success Deliverables</b>
	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>			

# SAFESPACE4YOUTH

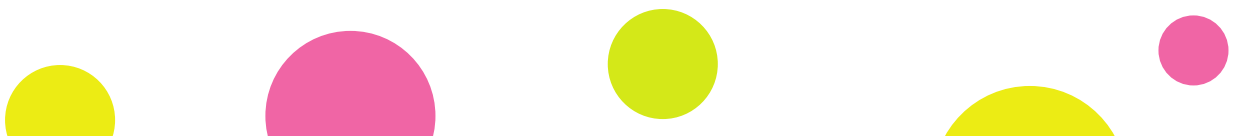
YOUTH COMMUNITY





# Session 6:

## Modern Tools to Promote Wellness and Well-being Among Young People





## Introduction to the Session

Nowadays, technologies have become an integral part of young people's lives. They have both positive and negative impacts on their mental health and well-being, so it is important for the youth to be aware of these both sides to obtain the maximum benefit when using them. Technology can influence life of young people as it plays a significant role in shaping their experiences and behaviours. It influences their social interactions, self-perception, and access to information. Understanding the influence of technology is essential for promoting mental health and well-being among young people.

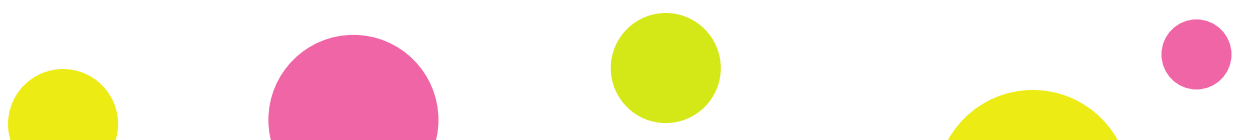
There is much research that show the relationship between the use of technology in young people and an increase of problems affecting mental health such as stress, anxiety, or decreased self-esteem. The main causes are the number of stimuli to which young people are subjected on social networks and how hyperconnected they are, which leads to the phenomenon known as FOMO (Fear of Missing Out).

Another factor that affects is comparison of social media and real life. Social media platforms often display idealised versions of others' lives, leading to social comparison and negative self-perception. Young people may feel pressure to meet unrealistic standards set by their peers online. Addressing these challenges involves fostering healthy perspectives on social media and promoting self-acceptance.

Therefore, it is important to promote a proper use of technologies in young people so that they can extract all the benefits of modern tools such as:

- **Supportive Digital Environment:** recognising that young people are part of multiple environments (family, school, online communities), modern tools aim to create a supportive digital environment. They provide opportunities for self-expression, skill development, and meaningful connections, catering to the psychological needs of autonomy, competence, and attachment.
- **Harnessing Technology for Well-being:** modern tools leverage technology's potential to promote mental health and well-being. They provide resources for self-care, stress reduction, and skill-building. By using technology effectively, these tools empower young people to navigate the digital landscape in a positive and healthy way.

By considering these perspectives, modern tools are designed to address the specific challenges and opportunities posed by new technologies. They aim of the activities proposed in this session is to make young people reflect on how social media affects in their lives and give them digital tools to manage their emotions and helping in the setting goals process.





# Coaching Agreement

	Coach	Coachee
Name		
Email		
Phone Number		
Video Conference ID		
Other		

What areas would you like coaching in?

What would you like to achieve by the end of this session?

What are your expectations from the programme?

What ground rules should be established?

**Confidentiality Statement:**

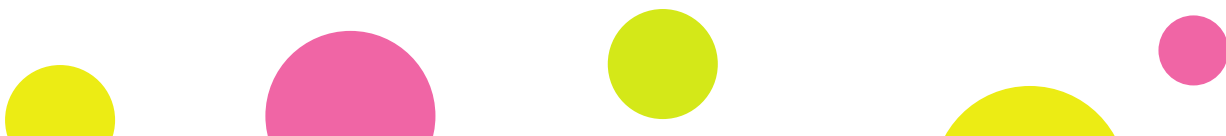
I agree to keep our conversations confidential unless both parties agree to do otherwise (unless there is a mandatory reporting issue).

Coach \_\_\_\_\_

Date: \_\_\_\_\_

Coachee \_\_\_\_\_

Date: \_\_\_\_\_





# Coaching Session Log

<b>Coach</b>	
<b>Coachee</b>	
<b>Organisation</b>	
<b>Session</b>	session 1 <input type="checkbox"/> session 2 <input type="checkbox"/> session 3 <input type="checkbox"/> session 4 <input type="checkbox"/> session 5 <input type="checkbox"/> session 6
<b>Date</b>	
<b>Date of Next Session</b>	

**Actions/objective achieved from last session**

**Challenges, solutions, and outstanding objectives**

**Topic(s) for this session**

**Steps for achieving objectives set at this session (e.g., resources required, responsibility, etc.)**

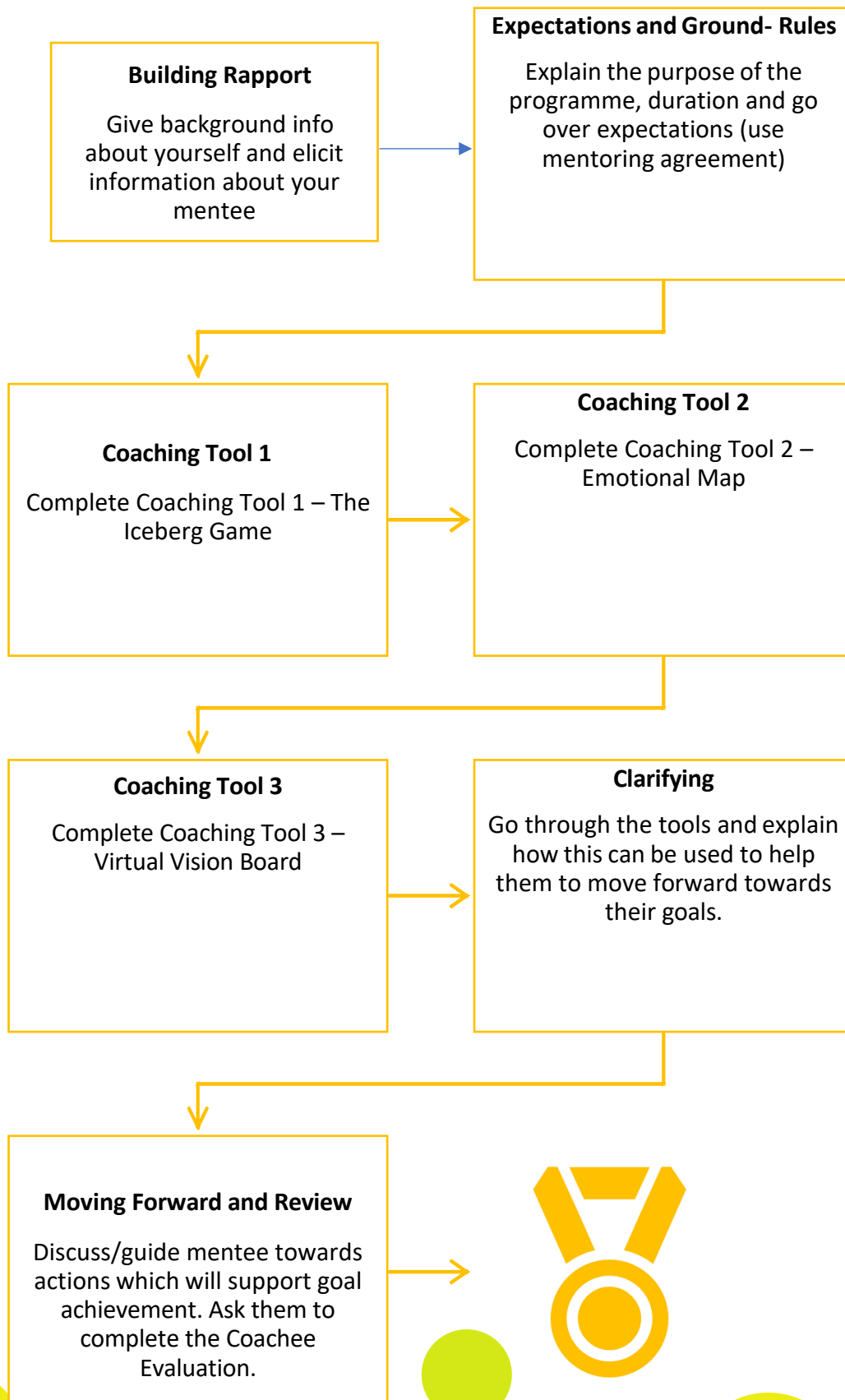
**Topics/Actions for next coaching session**







# Session Plan: Modern Tools to Promote Wellness and Well-Being Among Young People





## Session 6 - Modern Tools to Promote Wellness and Well-Being Among Young People

*“The only person with whom you have to compare yourself is you in the past.”*

**Sigmund Freud**

In this session, we will understand how social media can affect our well-being and mental health and get some tools to manage their impact on our lives. Also, as the comparison of social media and real life is common, we would like to provide young people with useful tools to set their goals out of the influence of social media. Using these activities, the coachee will develop the following competences:

- 1.1. Media Literacy and Critical Thinking in social networks**
- 1.2. Emotional Intelligence and Self-Management in social networks**
- 1.3. Goal setting and action planning through visualisation**

To help your coachee in learning more about Modern tools to promote wellness and well-being among young people at this level, find below 5 powerful coaching questions to start with.

### Powerful coaching questions for Modern tools to promote wellness and well-being among young people

#### Session 6 Competencies

- 1.1. Which pros and cons do you find in using social media regarding your well-being and mental health?
- 1.2. What do you feel when comparing your life with others in social media?
- 1.3. How do you feel when you are using social media? Which emotions appear? Do you feel them as positive or negative?
- 1.4. How do you manage your emotions? What online strategies do you know to help you to manage your emotions?
- 1.5. How do you imagine your way to reach your goals? Which strategies can you use online to help you set goals?



<b>COMPETENCE 1</b>	<p><b>COACHING TOOL 1 The iceberg game</b></p> <p><i>Explore the gap between social media personas and reality, recognise the impact of unrealistic expectations on self-esteem.</i></p> <p>This activity aims to raise awareness about of how different we present ourselves in social media compared to the reality of our daily lives. Going under the surface of the iceberg will allow the coachee to explore social media from another perspective. As social media like Instagram is used to show a perfect life, it is easy for young people to compare themselves with this virtual reality and set their expectations about life at a level that is not real; often resulting in poor self-esteem.</p>
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### STEP BY STEP GUIDANCE

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided.

<b>Step 1</b>	Think about what other people can see from you on social networks. Using the Iceberg template, you can write or draw your ideas on the surface of the iceberg in the way they are better represented for you. You can think in the colours you choose the firmness of the line.
<b>Step 2</b>	Repeat the first step thinking now about what people can NOT see from you in the media. You can represent this under the water in the Iceberg Template.
<b>Step 3</b>	Now, select two posts on your social networks, one from a close person and another from a famous person.
<b>Step 4</b>	Repeat both Steps 1 and 2 with the two posts you have selected.
<b>Step 5</b>	Take some time to compare the three situations and think if they share something in common and what makes them different.
<b>Step 6</b>	<p><b>Individual or group reflection:</b></p> <ul style="list-style-type: none"> <li>- <i>Is there something in common between you, a close friend and a famous person and your appearance on social media?</i></li> <li>- <i>How do you feel when looking at other people's lives on social media?</i></li> <li>- <i>Have this activity made you change the way you perceive reality in social media?</i></li> </ul>

### RESOURCES BOX

- [Ted Talk: Social media isn't real](#)
- [Social media vs real life](#)





## Coaching Vignette

**What others can see**



**What only I can see**





**COMPETENCE 2**

**COACHING TOOL 2 Emotional map in social networks**

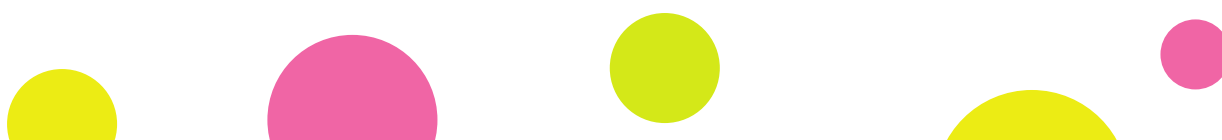
*With this activity you can be aware of the negative feelings and emotions that interacting in social networks can cause in you and get tools to combat them.*

This activity facilitates the growth of self-awareness and empathy by engaging the coachees in a series of quiz questions to encourage them to identify and understand their negative emotions when they are using social networks such as Instagram, Facebook or TikTok, as well as the reactions these emotions trigger within themselves. Recognising and accurately defining these emotions is a crucial step for coachees to effectively manage and navigate their emotional experiences and be able to have a positive relationship with social networks.

**STEP BY STEP GUIDANCE**

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided; and for step 6 the suggested action plan template.

<b>Step 1</b>	Take a moment to calmly answer the Quiz Template about unpleasant/negative feelings when using social networks.
<b>Step 2</b>	<p>Once you have recognised these negative emotions and the factors that produce them (Q1 and Q2), it's time to place them on the left side of the Emotional Map Template. Emotions and factors can be located up or down depending on if they raise or lower your energy level. Also, the closer you place them from the left to the centre line, the less negative they are, and vice versa.</p> <p><b>For example:</b></p> <p><b>-Feeling:</b> anger</p> <p><b>-Fact:</b> seeing someone make fun of a person because of their physical condition</p> <p>This can make you feel your level of energy rise, and it's also a negative situation, so you should place this in the upper-left quadrant of the diagram.</p>
<b>Step 3</b>	Now, it's the moment to transform these negative emotions into positive ones. Think about what you've answered in Q3 and Q4. From that point, you can start thinking of alternative actions you can take when you're facing these unpleasant feelings to make them positive.
<b>Step 4</b>	<p>Place these actions with the new feeling they produce on the right side of the Emotional Map. The closer you place them to the centre line, the less pleasant they are, and vice versa.</p> <p>In the example of step 2:</p> <p><b>-Alternative action:</b> report the account and stop following people who are against your values.</p>

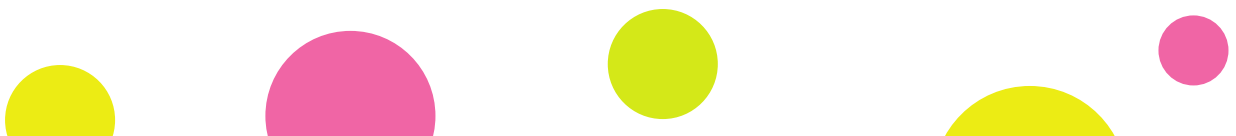




	As this is a quite positive and medium energy action, you can place it on the right side of the diagram, on the horizontal line.
<b>Step 5</b>	You can update your Emotional Map every time you're facing unpleasant feelings and track if you're applying the actions you set to avoid them.
<b>Step 6</b>	<b>Individual or group reflection:</b> <i>-How do you manage your emotions when using social media?</i> <i>-How can this activity help you in dealing with unpleasant emotions when using social media?</i>

#### RESOURCES BOX

- [Dealing with difficult emotions](#)
- [What are negative emotions and how to control them](#)
- [Atlas of emotions](#)





## Coaching Vignette

### Quiz

#### Unpleasant feelings in social networks

**Q1. Which of these (or other) unpleasant emotions do you usually feel when using social networks?**

FEAR

SADNESS

ANGER

ENVY

SHAME

GUILTY

FRUSTRATION

LONELINESS

**Q2. In general, WHEN is this emotion provoked (from an external factor)?**

When you SEE...

When you HEAR...

When you FEEL...





Q3. How do you usually REACT to that emotion?

What do you/ don't do?  
What do you say/ don't say?  
How do you feel in your body?

Q4. How do you DEAL with this emotion?

You start DOING...

You IMAGINE that...

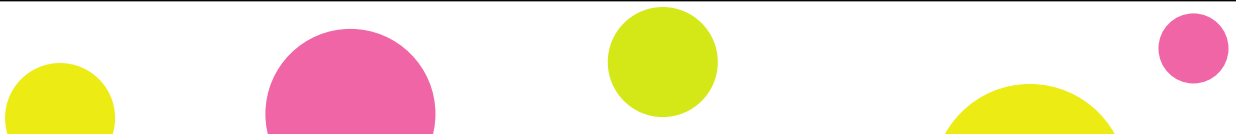
*Emotional Map*

+ Energy

Unpleasant

Pleasant

- Energy





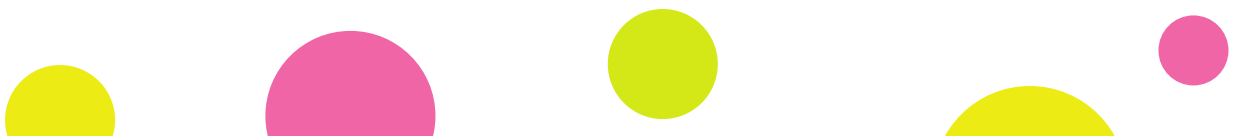


<b>COMPETENCE 3</b>	<p><b>COACHING TOOL 3 Virtual vision board</b></p> <p><i>To clarify, motivate, and take goal-oriented action by visually representing your aspirations, track your progress, and cultivate a positive mindset.</i></p> <p>Creating a virtual vision board offers the benefits of clarity, motivation, and self-reflection. It helps coachees focus on their goals and aspirations, inspiring them to act. Visualising desired outcomes helps to cultivate a positive mindset and belief in possibilities. The activity encourages goal setting and action planning, transforming dreams into concrete steps. Through regular use, individuals develop visualisation skills and track progress. Overall, the virtual vision board serves as a powerful tool for personal growth and accountability. Moreover, as it is virtual, it can always be at hand on the computer or mobile phone, which makes it easier to update.</p>
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### STEP BY STEP GUIDANCE

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the coaching questions to enhance the competence provided; and for step 8 the suggested action plan template.

<b>Step 1</b>	Set an aim or desire you would like to achieve.
<b>Step 2</b>	Close your eyes and visualise yourself achieving this goal. How did you arrive there? Who was with you? How did you feel when you achieved it? How will this affect your future?
<b>Step 3</b>	<p>Now, it's time to look for images. You can do both the online and offline versions of your vision board.</p> <p><b><u>Online version</u></b></p> <p>Look for pictures on the Internet that represent all these scenarios you've visualised and save them in a folder. You can use Google images and free access websites like Pinterest, where you can even create your own inspiration folders.</p> <p><b><u>Offline version</u></b></p> <p>You can look for pictures in magazines, newspapers, print the ones you want, and attach different materials such as tickets, entrances, etc.</p>
<b>Step 4</b>	<p>It's time to create!</p> <p><b><u>Online version</u></b></p> <p>You can select an online free access platform as Canva to create your visual board. You can choose a template or start from a white page and set the pictures you've saved.</p> <p><b><u>Offline version</u></b></p> <p>Also, you can do it in a blank paper of the size and texture that you like, a canvas, wooden board, cardboard. Feel free to select the support for your visual board.</p>

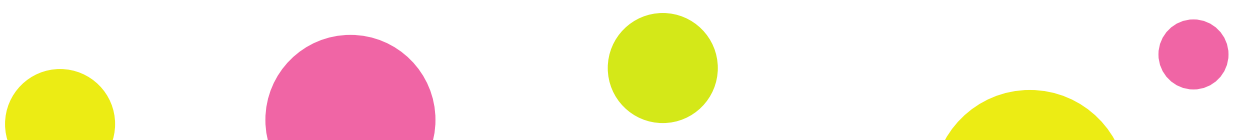




<b>Step 5</b>	Be as creative as you can. In your visual board you can set the pictures randomly or organised by categories. you can add words, patterns or any visual element that helps you to represent your goal.
<b>Step 6</b>	You can do this activity only with a concrete desire or goal, but also thinking about different categories of life such us: relationships, job, studies, health.
<b>Step 7</b>	Once you finalise your vision board, you can set it in a place that you can see regularly to inspire you, or you can just keep it virtual and check regularly to track if you're going in the direction of your dream.
<b>Step 8</b>	<b>Individual or group reflection</b> <ul style="list-style-type: none"><li>- <i>What was the hardest part of this activity?</i></li><li>- <i>How do you think this visual board can help you in achieving your goals?</i></li><li>- <i>Which other strategies can you use when you want to achieve your goals?</i></li></ul>

#### RESOURCES BOX

- [Canva Visual Board free template](#)
- [Pinterest](#)
- [Visuapp: app to create virtual vision boards](#)





## Coaching Vignette

### MY VISION BOARD

Personal

Health

Family

Relationships

Career

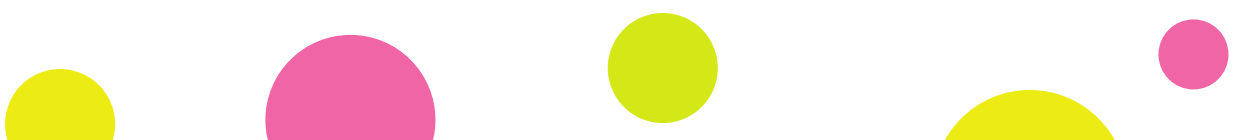
Lifestyle





## Coaching Scheme Aid: Coachee Evaluation

Name of Coachee:	Agree	Neither Agree nor Disagree	Disagree
1. The coaching programme has been relevant and useful for me.			
2. I have gained confidence in moving to my next steps.			
3. I have achieved the goals I set for myself at the start of the programme.			
4. I am confident about taking actions identified in my action plan			
5. I would recommend this programme.			
6. Please give reasons to explain your answer to Q5.			
7. What are the key things you have learnt/reflected upon from the programme? (Please include up to 3 key points).			
8. What actions will you take following this programme?			
9. Any other comments?			
Are you interested in becoming a coach through the SS4Y Wellness and Wellbeing Coaching Scheme? Y/N			
Please provide your preferred contact details so that we can follow up on your request to become an SS4Y Coach.			



**Short Handout - ACTION PLAN FOR COACHEE / COACH**

Coach Details		Coachee Details	
Name:		Name:	
Contact number:		Contact number:	
Email:		Email:	

**Brief Description of Wellness & Wellbeing Coaching Idea**

**Long term Goals**

**Short term Goals**

Goal	Steps	Resources	Agreed Timeline	Success Deliverables
	1.			
	2.			
	3.			

# SAFESPACE4YOUTH

YOUTH COMMUNITY

