JOY
Innovative, Recreational, **Str**ess Relief Youth Empowerment Strategi**es**

Intellectual Output 1

Curriculum outline and

course content

2021

Co-funded by the
Erasmus+ Programme
of the European Union

Joy

JOY project
Innovative, Recreational, Stress Relief Youth Empowerment Strategies

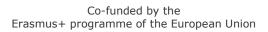# Intellectual output 1
Curriculum outline and course content

PEOPLE to PEOPLE
Estonia

MITRA FRANCE

KAI

D.A.

GODALEN
VIDEREGÅENDE SKOLE

Palatul Copiilor
I A Ș I

Thejoyproject.EU

Content:

Introduction:

In a typical formal education setting, a Curriculum is a set of courses and specific content offered for a given training. According to Portelli (1987), more than 120 definitions appear in the professional literature devoted to curriculum.

The curriculum is from New Latin (a post-medieval form of Latin used mainly in churches and schools and for scientific coinages), in which language it means "a course of study." It shares its ultimate root in classical Latin, where it meant "running" or "course" (as in "racecourse"), with words such as *corridor*, *courier*, and *currency*, all of which come from Latin *currere* "to run." (Merriam-Webster dictionary, September 2020).

Perhaps this has to do with the fact that it is an actual «race» for the students towards their diploma or grades. Even Plato and Aristotle used the word to describe the subjects taught during the classical period in Greece.
Our project's curriculum is the content for the planned teaching of the three-day course we have developed.

The basic idea of our curriculum is the following picked from the application;
«The curriculum will specify the training objectives, the methodology, the time and the resources needed. Methodology will include formal, informal and non-formal teaching methods».

The rationale of the project

Stress in young people is increasing at an alarming rate. All those in contact with teenagers have witnessed the increasing pressures placed on this age group, often without increasing the support available to them. High and continuous stress is overwhelming for children and adolescents, and it often has negative effects on their physical, emotional and mental health.
According to World Health Organisation, 10-20% of children and adolescents experience a diagnosable mental illness worldwide. 50% of these mental illnesses begin by the age of 14 and 75% by mid-20s (https://www.who.int/mental_health/media/en/785.pdf).

At the European level, the top 5 causes of illnesses among youth are depression and anxiety. In low and middle-income countries, suicide is the first cause of death among youngsters between 10-19 years old. In high-income countries, suicide is the second cause leading to death (http://www.euro.who.int/en/health-topics/noncommunicable-diseases/mental-health/areas-of-work/child-and-adolescent-mental-health).

Research conducted in the UK showed that from 2700 institutions found that 84% of secondary schools and 56% of primary schools offered counselling services for children and adolescents. However, the provided support is not enough because the school does not understand its importance and the expectations are not clearly defined (https://www.childrensmentalhealthweek.org.uk). Considering that in project countries, except for France and Norway, the school counselling system is not as well developed as in the UK, the children and adolescents' need for support and counselling is definitively higher.

The long term stress turns into burnout which can manifest in a variety of signs and symptoms which may be confusing for adults: poor energy, adverse changes in behaviour, acting irritably or moody, withdrawing from activities that used to give them pleasure, routinely expressing worries, complaining more than usual about the school, crying, displaying surprising fearful reactions, clinging to a parent or teacher, sleeping too much or too little, or eating too much or too little, significantly avoiding parents, abandoning long-time friendships for a new set of peers or expressing excessive hostility toward family members. Stress can also appear in physical symptoms such as stomach aches and headaches and leads to serious consequences: health problems, lack of motivation and involvement, school dropout, conflicts, criminality. Youth Stress and burnout are not taken seriously by youth, parents, educators, or health professionals. Although if relief measures can bring important positive consequences on youth well-being, school performances, relationships, family life, and the future. JOY is a project addressing youth aged 14-20 and youth educators, parents, teachers, health professionals.

Aim of the project

The project aims to raise awareness on youth burnout danger among the target groups and stakeholders as a highly important and stringent issue related to child
hood mental health. We will provide widely usable training solutions and burnout prevention and coping skills through partner cooperation and exchange of expertise, methodologies and good
practices to reduce the effects and consequences in the EU. The project will generate training and educational materials of high quality, taking into account the European social and cultural diversity. This will facilitate transferability across Europe.

Project objectives are:
• Raise awareness on burnout and equip over 10000 young people with active burnout preventing and coping skills by developing a training package, a workshop toolkit, a best practice collection and effective learning and career planning guidelines for better lifestyle management, healthier decisions, more rational perspectives on competitions, skills in

identifying and pursuing personal mastery goals, learning abilities and time management in 24 months.

• Raise awareness among over 30000 youth workers, teachers, parents and provide them practical and attractive tools to prevent burnout in youngsters during the two years of the project.

The initiative offers improved knowledge, skills and practices in youth burnout prevention and coping, a new and not enough approached topic widely affecting European youth, in a highly accessible and attractive manner using recognised and validated training methodology, burnout recovery best practice collection, therapeutic workshops and guidelines for developing their career and learning effectively.

The project partnership

The consortium covers a wide geographical and social dimension: Estonia, Lithuania, Romania, France, and Norway. The consortium includes a combination of "players", such as a public non-formal education provider, a school authority, and four non - governmental organisations experienced in youth activities, methods and techniques of youth social inclusion. All partners have experience working with youth in organising activities that empower and support young people to take positive action and participate actively in youth projects, intercultural activities, training courses, youth exchanges, awareness campaigns. In addition, all partners have various competencies in non-formal and informal education and have extensive dissemination networks, including formal education institutions, youth public authorities, and youth NGOs.

Course Modules

The course consists of 6 modules which include theoretical knowledge, reflection cases and practical exercises. The content of each module is described in relation to the objectives of EFQ at level 4 on the following pages.

MODULE 1: **BURNOUT**

MODULE 2: **COMMON MISTAKES AND CORRECTIONS**

MODULE 3: **SIGNS AND SYMPTOMS**

MODULE 4: **YOUTH GUIDE TO COPING AND PREVENTION**

MODULE 5: **YOUTH GUIDE TO ENJOY LIFE**

MODULE 6: **YOUTH GUIDE TO ENJOY LIFE AND PEER SUPPORT**

Learning outcomes

Given that one of the main features of the Bologna process is the need to improve the traditional ways of describing qualifications and qualification structures, all modules and programmes in third level institutions throughout the European Higher Education Area should be (re)written in terms of learning outcomes. Learning outcomes are used to express what learners are expected to achieve and how they are expected to demonstrate that achievement.

The use of learning outcomes has an impact on a range of education and training practices and policies. The main aim of transforming education provision by emphasising learning outcomes in curricula and qualifications is to enhance learning and to make that learning explicit. When it comes to curricula, the central role of learning outcomes is related to the willingness to actively engage learners in management of their learning process alongside their teachers.

If this shift is taking place, it should be possible to observe an impact of learning outcomes on pedagogy whereby teachers are increasingly adopting the role of learning facilitators alongside delivering instruction.

From a qualifications perspective, using learning outcomes contributes to:

• Better matching of qualifications with labour market expectations.

• Greater openness of education and training systems to recognise learning achievement independent of where it was acquired.

• Enhanced flexibility and accountability of education and training systems which are expected to deliver the defined outcomes

Learning outcomes need to be written so that they are fit for the purpose
   – of setting occupational and educational standards, describing single qualifications and curricula, outlining assessment criteria, and orienting learning and teaching processes. Use Bloom's taxonomy of verbs for the purpose

Learning outcomes are essential for recognition.

The principal question asked of the student, or the graduate will therefore no longer be "what did you do to obtain your degree?" but rather "what can you do now that you have obtained your degree?"

The following definition (ECTS Users' Guide, p. 47) of a learning outcome may be considered an excellent working definition:

«Learning outcomes are statements of what a learner is expected to know, understand or be able to demonstrate after completion of a process of learning».

How to formulate learning outcomes

Fry et al. (2000), when giving practical advice for writing learning outcomes, recommend the use of "unambiguous action verbs" and list many examples of verbs from Bloom's Taxonomy. To show the differences between the vocabulary used in writing aims and learning outcomes, the authors listed some examples of verbs as shown in the table below. (Fry et al., 2000 p. 51)

Teaching Aims	*Learning Outcomes*
Know	Distinguish between
Understand	Choose
Determine	Assemble
Appreciate	Adjust
Grasp	Identify
Become familiar with	Solve, apply, list

EQF- European qualification framework

The European Commission launched the proposal for the European Qualifications Framework in September 2006. This recommendation outlined an overarching framework to be set up in Europe to facilitate comparing qualifications and qualifications levels to promote geographical and labour market mobility and lifelong learning. The framework's core consists of 8 qualifications levels described through learning outcomes (knowledge, skills and competence).

Countries were invited to relate their national qualifications levels to the neutral reference established by the EQF.

The EQF represents a new approach to European cooperation in the field of qualifications. The introduction of learning outcomes based on reference levels/descriptors spanning all forms of qualifications and the entire range of qualifications levels has not been attempted previously.

EQF aims

The European Qualification Framework (EQF) aims to increase the transparency of qualifications throughout Europe.
It provides a standard European translation tool that facilitates comparing several thousands of different qualifications issued all over Europe. This European reference framework consists of eight levels that are defined according to so-called 'learning outcomes' – that is to say, with reference to the knowledge, skills and competencies acquired. The EU Member

States can relate the levels of their national qualifications to the eight standard reference levels. Using this tool, stakeholders abroad can assess the level of knowledge, skills, and competencies that a qualification holder has acquired.

The EQF Recommendation requires that the link between the levels of national qualifications and the levels of the EQF is defined based on learning outcomes.

Moreover, the recommendation also insists that individual qualifications should be described and defined in learning outcomes.

The 'learning outcomes' approach shifts the emphasis from the duration of learning and the institution where it takes place to the actual learning and the knowledge, skills and competencies that have been or should be acquired through the learning process. Even though it is considered to be relatively new, the 'learning outcomes' approach has been applied in various countries, in various sectors and for multiple purposes.

The EQF was not designed to classify educational programmes or occupations, but instead focuses on qualifications systems and frameworks. The EQF levels do not reflect participation in any particular education programmes or competencies required for specific tasks or occupations. Of course, qualifications are related to education and training and to the occupational world, and these elements are very important in the EQF. ISCED (International Standard Classification of Education) and ISCO (International Standard Classification of Occupations) are classifications specifically designed to classify education and occupations.

However, the EQF focuses on learning outcomes in the form of knowledge, skills and competence; these are seen autonomously of education programmes or occupational contexts.

(Source: https://europa.eu/europass/system/files/2020-05/EQF-Archives-EN.pdf)

Overview of relevant EQF level descriptors

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical or factual*.	In the context of EQF, skills are described as *cognitive* (involving the use of logical, intuitive and creative thinking), and *practical* (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of *responsibility and autonomy*.
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills are required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts in a field of work or study	A range of cognitive and practical skills is required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Source: https://ec.europa.eu/ploteus/content/descriptors-page

Curriculum outline

<table>
<tr>
<td colspan="2">
<h2 align="center">JOY project</h2>

A training programme developed for Innovative, Recreational, Stress Relief Youth Empowerment Strategies
</td>
</tr>
<tr>
<td colspan="2">
<h3 align="center">Overall objective:</h3>

The aim of the project is to raise awareness on youth burnout danger among the target groups and stakeholders
</td>
</tr>
<tr>
<td>Proposed EQF level: 4</td>
<td>Target group :

youth aged 14-20, youth educators, parents, teachers, health professionals</td>
</tr>
<tr>
<td colspan="2">
<h3 align="center">TRAINING THEME MODULE OUTLINE</h3>
</td>
</tr>
<tr>
<td colspan="2">
Module 1: BURNOUT

Module 2: COMMON MISTAKES AND CORRECTIONS

Module 3: SIGNS AND SYMPTOMS

Module 4: YOUTH GUIDE TO COPING AND PREVENTION

Module 5: YOUTH GUIDE TO ENJOY LIFE

Module 6: YOUTH GUIDE TO ENJOY LIFE AND PEER SUPPORT
</td>
</tr>
<tr>
<td colspan="2">
<h3 align="center">HOURS OF LEARNING</h3>
</td>
</tr>
<tr>
<td colspan="2">
Lecture hours = 19,5

Self-study hours = 3

Self-assessment hours = 1,5
</td>
</tr>
<tr>
<td>Total number of hours: 24 (3 days)</td>
<td>Total number of ECVET credits: 1,2</td>
</tr>
</table>

Co-funded by the
Erasmus+ Programme
of the European Union

Joy

MODULE 1

Number and name of the module:
1. BURNOUT

Overall objective and methods of this module:

Objective: To equip the youth educators, parents, teachers and health professionals with the necessary knowledge, skills and competencies to facilitate and raise awareness on youth burnout danger among the target groups.

Methods: Lectures, self-study, discussions based on case studies, educational film, self-assessment

Content:

- 1. Definition of burnout.
- 2. What factors may trigger young peoples' stress that leads to burnout.
    - o 2.1. Symptoms of Burnout Syndrome
    - o 2.2. emotional manifestations
    - o 2.3. physical manifestations
    - o 2.4. cognitive manifestations
    - o 2.5. behavioural or interpersonal manifestations
    - o 2.6. motivational or attitudinal expressions;
- 3. How stress influences teaching and learning ability
- 4. How to help students face the stress and prevent burnout
- 5. Evaluation

Professional competence & learning outcomes:

Knowledge - a*t the end of this module, the learner will be able to:*

- Recall what burnout is and how it appears
- List what may trigger your stress that leads to burnout
- Explain how stress influences teaching and learning ability
- Discuss how to help students face the stress and prevent burnout

Skills – *at the end of this module, the learner will be able to:*

- Teach students about the causes of burnout
- Debate how to cope with stressful situations and prevent burnout
- Use meditation techniques helpful in coping with stress
- Set up a proper diet for stress management and burnout prevention

Competences - *at the end of this module the learner will be able to:*

- Plan valuable and helpful yoga and other exercises for burnout prevention
- Organise how to stress-proof the eating habits
- Plan different scenarios and varied techniques in burnout prevention work
- Identify risk factors and possible consequences

Hours of total learning for the module:

Lecture hours = 4

Self-study hours = 2

Self-assessment hours = 1

Explanation module 1:

This module is an introduction to the curriculum.

1. We will define burnout from several points of view and address various factors and situations that may trigger and cause burnout.
2. Then, we are going to highlight different symptoms and manifestations that burnout has. Hence, we are going to address emotional, physical, cognitive, behavioural and motivational manifestations.
3. Then, we are going to see how stress is influencing the teaching and learning abilities of youth.
4. In the fourth section, we will study several techniques how to prevent and face burnout.
5. The critical part of this module and the whole curriculum is evaluation.

Pedagogical advice module 1:

The methodology of this module is based on the principles of non-formal education and especially the learning-by-doing approach. The methodology, resources and the programme can be shown and presented to the participants in the beginning of the training.

The trainer can start the day with various team-building activities and group dynamics to introduce the participants to each other. For this purpose, the trainer can use "Bingo" game. The trainers will deliver several copies of Bingo tables to the participants. They have to answer the questions while finding persons who have the following traits (features). Participants have to write a name in each box, but always a different one! The first who fulfils everything shouts Bingo! After the activity, participants can share some examples from their lives. They can keep reflecting on how can they find themselves in many different descriptions and share what differ or what they have in common. This activity promotes integration and inclusion and increases understanding by supporting strangers to get to know each other. This game also develops self-awareness through reflection when sharing stories. Consequently, it strengthens communication skills by encouraging active listening and builds trust by creating a space for everyone to speak and be heard.

Then participants can be divided into several groups (tables) where they will have to discuss and define burnout and its main features without using external sources. After their brainstorming, participants will present the outcomes of their discussions. Then the trainer will make a detailed frontal presentation about burnout. There will be time left for the discussion and questions.

The following session about different symptoms and manifestations that burnout has will start with a quiz. Then the participants will be presented with various academic literature (articles, surveys, researches, books) that address emotional, physical, cognitive, behavioural and motivational manifestations.

The third section of this module about stress influence on teaching and learning abilities of youth will have the form of World Cafe. This activity will allow participants to explore an issue from different angles and perspectives by discussing it in small table groups. The discussion will be held in multiple rounds of 15-20 minutes (depending on the size of the group) then participants will rotate tables.

In the fourth section, we will study several techniques how to prevent and face burnout. This will be done through the video lectures.

The methodology applies to a variety of workshops, ranging from frontal presentations to group work activities. It could be fine-tuned and upgraded to suit the needs of the local or international end-users. The complexity of the presentations and tasks could be adjusted according to several factors
such as previous knowledge of the participants, professional background, command of English.

Programme evaluation is an essential part of this module. Therefore trainers will collect feedback from participants both verbally and through written questionnaires. It will allow to assess the impact of the learning process and understand what works well and what needs to be improved.

MODULE 2

Number and name of the module:

2. COMMON MISTAKES AND CORRECTIONS

Overall objective and methods of this module:

Objective: : To recognise parental behaviours belonging to the narcissistic spectrum and effective coping strategies for the prevention of the burnout phenomenon favoured by the relationship with a narcissistic parent.

Methods: Lectures, self-study, discussions based on case studies, educational film, self-assessment

Content:

-

Professional competence & learning outcomes:

Knowledge - a*t the end of this module the learner will be able to:*

- How do you recognise a narcissistic parent?
- The effects of narcissistic parenting on teenagers.
- Manifestation of burnout syndrome in adolescence, caused by narcissistic parents.
- How to avoid exhaustion in a relationship with a narcissistic parent.

Skills - *at the end of this module the learner will be able to:*

- Recognise harmful interpersonal strategies used by narcissists
- Recognise the patterns of narcissistic communication and behaviour from other parental typologies
- Identify the effects of narcissistic parenting on teenagers / young people
- Use emotion-centred coping strategies, action-centred coping strategies, and nonviolent communication elements as ways to avoid exhaustion in a relationship with a narcissistic parent.

Competences - *at the end of this module the learner will be able to:*

- Teach students about how narcissism in parents leads to burnout.
- Devise strategies for countering belittling and degrading.
- Show students different online interventions for downplaying perfection ideas.

Hours of total learning for the module:

Lecture hours = 4

Self-study hours = 1,5

Self-assessment hours =0,5

Joy

Explanation module 2

This module is designed to present the common mistakes and corrections of youth burnout when dealing with parental behaviours belonging to the narcissistic spectrum, its phases, and measuring instruments.

1. How do you recognise a narcissistic parent?
   In this activity, we will discuss the main characteristics of a narcissistic parent and how you can determine if you are a narcissistic parent. We will also talk about the characteristics of narcissistic parents from a psychological point of view.
2. The effects of narcissistic parenting on teenagers.
   In the second activity, we will speak about how young people are affected by a narcissistic parent's behaviour and the effects that the adolescent feels, such as the feeling of failure and dependence.
3. Manifestation of burnout syndrome in adolescence, caused by narcissistic parents
   In this activity, we will explore the types, stages and main sources that contribute to the appearance of burnout syndrome in adolescence and the central role of narcissistic parenting since its onset.
4. How to avoid exhaustion in a relationship with a narcissistic parent
   In this activity, we will talk about how the adolescent can avoid reaching exhaustion and keep his balance when he notices that his parent has narcissistic behaviour. We will identify emotion-focused coping strategies, action-focused coping strategies, and ways of nonviolent communication through the DESC model.
5. Evaluation

Pedagogic advice

- The trainer presents in front the stimulus material (anecdote), inviting the participants to conversation regarding the dysfunctional parental typologies.
- The participants individually go through the descriptive material of the narcissistic typology and collectively elaborate the conceptual map of the associated harmful behaviours.
- The notions are fixed through an online game that participants access individually.
- The effects of narcissistic parenting on adolescents are presented by the method of exposure.
- Using the jam board application, participants comment on the effects of narcissistic parenting.
- The participants, guided by the trainer, make the portrait of the Echo character through artistic-plastic means.

- In a group activity, the participants document themselves from the online environment on the primary sources that contribute to the appearance of burnout syndrome in adolescence.
- Through a symbolic game, the participants reflect on the main needs of personal development.
- In this activity stage, the participants are familiar with emotional coping strategies by performing an acrostic starting from their first name, highlighting personal qualities and cognitive coping strategies - practical applications of the nonviolent communication model.
- The evaluation of the module will take place by recalling five features specific to the narcissistic typology.

Resources:

- Robert M. Pressman, Stephanie Donaldson-Pressman - The Narcissistic Family: Diagnosis and Treatment - Jossey Bass Publishers, 1997
- https://pngtree.com
- https://cbtpsychology.com/narcissisticmother/
- https://www.psychologytoday.com/us/blog/communication-success/201602/10-signs-narcissistic-parent)
- https://psychcentral.com/blog/coping-when-you-have-a-narcissistic-parent/
- https://emedicine.medscape.com/
- https://www.webmd.com/mental-health/narcissistic-personality-disorder
- https://www.mayoclinic.org/diseases-conditions/narcissistic-personality-disorder
- https://www.psychiatrictimes.com/view/new-insights-narcissistic-personality-disorder
- https://www.psychiatrictimes.com/view/narcissistic-personality-disorder-rethinking-what-we-know

Joy

MODULE 3

Number and name of the module:

3. SIGNS AND SYMPTOMS

Overall objective and methods of this module:

Objective: Equip youth educators, parents, teachers and health professionals with the knowledge, skills and competencies needed to identify and raise awareness of the causes, signs and symptoms of youth exhaustion

Method: Lectures, self-study, discussions based on case studies, educational film, self-assessment

Content:

1. Signs and symptoms of youth burnout
    1.1 Cognitive signs and symptoms
    1.2 Emotional signs and symptoms
    1.3 Physical signs and symptoms
    1.4 Behavioural signs and symptoms
2. Risk factors involved in developing burnout
3. The 12 phases of burnout
4. Burnout and special needs youth
5. Evaluation

Professional competence & learning outcomes:

Knowledge - a*t the end of this module the learner will be able to:*

- Know the different signs and symptoms of youth burnout
- Recognise the stages of burnout and how it evolves
- Be aware of the risk factors involved in developing burnout

Skills - *at the end of this module the learner will be able to:*

- Identify signs and symptoms of youth burnout
- Discuss and reflect upon the evolving of burnout in different stages
- Discuss and reflect upon burnout occurrence in special needs youth
- Determine various risk factors involved for different groups

Competences - *at the end of this module the learner will be able to:*

- Teach and guide youth in the signs and symptoms of burnout
- Teach and guide youth how burnout evolves and what signs different stages have
- Teach and guide youth about risk factors and how to identify them

Hours of total learning for the module:

Lecture hours = 4 hrs

Self-study hours = 1,5 hrs

Self-assessment hours =0,5

Explanation module 3

This module presents the signs and symptoms of youth burnout, its phases and measuring instruments.

1. Signs and symptoms of youth burnout

The first section of the module introduces useful information and examples on youth cognitive, emotional, physical, behavioural signs and symptoms so that youth educators, parents, teachers and health care professionals can identify them in youth.

2. Risk factors involved in developing burnout

The second section of the module deals with the main risk factors involved in developing burnout. It provides detailed examples and case studies that can help teachers, youth workers and parents to identify them in youth in time, as well as to take severe measures in preventing these risk factors. There will be specific information about how the learning process, family environment or sport and hobby activities may increase the risk of burnout occurrence.

3. The 12 phases of burnout

The third section details the 12 phases of burnout and provides an insight into the new signs and symptoms characteristic for each phase. Examples of burnout installation will be presented, together with exercises that may facilitate detection from early stages.

4. Burnout and special needs youth

The following section focuses on the specific risk factors and manifestations of burnout in special needs youth, and it will be beneficial on drawing attention to this category of youth when integrated in mass education or in adapting family and specific school education so that the burnout to be more easily prevented and diagnosed and coping measures to be efficiently taken when the case.

5. Evaluation

Pedagogical advice module 3:

- Participants have to start with homework and self-study hour (list of reading will be provided by trainer).
- Start offline session with brainstorming what is peer learning. You as trainer can write all opinions from participants on the flipchart and summaries them or participants can write them on small papers and stick them on the flipchart and you read and summaries them.
- Then you make presentation about peer learning (including short video).
- Emotional management and mental health session can be organised as discussion in circle moderated by trainer with theoretical part and practical experiences from participants.
- Then participants in small working groups will create inclusion strategy plans, present them to the whole group and receive feedback from trainer and participants.
- Storytelling session is practical peer learning with feedback at the end of the session.

Resources module 3:

Austin, E. J., Saklofske, D. H., & Egan, V. (2005). "Personality, well-being and health correlate of trait emotional intelligence", *Personality and Individual Differences*, 38, 547–558.

Goldbcrg L. R. (1990). An alternative description of personality": The Big-Five factor structure. Journal of Personality and Social Psychology. 59. pp 1216-1229.

Madigan, D. J., Toeber, J., & Passfield, L. (2016, 31 May). Perfectionism and changes in athlete burnout over three months: Interactive effects of personal standards and evaluative concerns perfectionism. *Psychology of Sport & Exercise*. Retrieved 1 November, 2018, from https://www-sciencedirect-com.lib-proxy.fullerton.edu/science/article/pii/S146902921630067X

Maslach Ch, Goldberg J. (1998). Prevention of burnout: New perspectives. Applied and Preventive Psychology (7)1., p.p. 63-74,

 Maslach Ch., Leiter M. P., Schaufeli W. (2008). Measuring Burnout. The Oxford Handbook of Organizational Well Being.

Sabato, T. M., Walch, T. J., & Caine, D. J. (2016, August 31). The elite young athlete: Strategies to ensure physical and emotional health. *Open Access Journal of Sports Medicine.* Retrieved 29 October 2020, from https://www.ncbi.nlm.nih.gov/pmc/articles/

Savicki, V. (2002). Burnout Across Thirteen Cultures: Work, Stress, and Coping in Child and Youth Care Workers. Westport, CT: Praeger.

https://www.bbc.com/news/av/business-51196808

https://www.youtube.com/watch?v=udXcx3LmgwY

https://www.youtube.com/watch?v=gOtVUmei9xI

MODULE 4

Number and name of the module:
4. YOUTH GUIDE TO COPING AND PREVENTION
Overall objective and methods of this module:

Objective: To equip the youth educators, parents, teachers and health professionals with the necessary knowledge, skills and competencies to facilitate and raise awareness on youth burnout danger among the target groups.

Methods: Lectures, self-study, discussions based on case studies, educational film, self-assessment

Content:

Become aware of your feelings (2 hours)
- Activity 1: Short film (5 min) + Talk (10 min)
- Activity 2: The four corners (10 min)
- Activity 3: Thought traps and emotions (50 min)
- Activity 4: Helping hand (30 min)

Make good choices (2 hours)
- Activity 1: My life wheel (15 + 15 min)
- Activity 2: What is important to me? (30 min)
- Activity 3: How do we recover? (30 min)
- Activity 4: Body scan (10 min)

Activity 5: Summary (15 min)

Professional competence & learning outcomes:

Knowledge - at *the end of this module the learner will be able to:*

- Know concrete strategies for helping youth to manage stressful workloads
- Know different ways of dealing with stress
- Know the importance of a positive support network for youth with burnout
- Know how empowerment works as a prevention tool

Skills - *at the end of this module the learner will be able to:*

- Identify youth at school who are in danger of entering a burnout phase
- Identify the different essential participants in a positive support network
- Understand what youth workers can do by the first signs of burnout
- Understand the importance of a holistic approach to burnout prevention

Competences - *at the end of this module the learner will be able to:*

- Set up an individualised positive support network for youth with burnout
- Use empowerment as a specific tool for coping and prevention
- Set up an individual plan for dealing with stress and burnout
- Use lifestyle management as a coping or prevention tool

Hours of total learning for the module:

Lecture hours = 4

Self-study hours = 1,5

Self-assessment hours =0,5

Self-study:

- https://www.youtube.com/watch?v=a9p3Z7L0f0U
- https://kidshealth.org/en/teens/stress-coping-center/stress-management/?WT.ac=en-t-stress-center-g

Explanation module 4:

In this module, students will get to know themselves better.

The module must be carried out in a circle. In a circle, everyone can see everyone, in turn, everyone speaks, and everyone is heard. Meeting and communicating in a circle increase the possibility of safe relationships and a psychosocial atmosphere characterised by collective attention. The leader of this joint gathering is responsible for facilitating security and participation so that the participants' experiences and reflections emerge.

Pedagogic advice module 4:

- In such exercises we have chosen here, it is essential that the students feel safe and dare to join in the activities. Make sure you create an atmosphere of good energy and make them feel safe.
- The module must be carried out in a circle. In a circle, everyone can see everyone, in turn, everyone speaks, and everyone is heard, but it is also challenging for those with anxiety etc. Go through before the exercises start how the sessions will be conducted so as to allow certain predictability for participants.
- It might be someone who gets an emotional breakdown when they get too close to their feelings. Be prepared for what to do in case this happens.

Resources module 4:

Abrahamsen, Kirsten Schack (1995): Felles skjebne - felles løft. Om sosiale nettverk, selvhjelp og livskvalitet.Oslo: Universitetsforlaget

Adamsen, L. og Rasmussen, J.M. (2001) Sociological perspectives on self-help groups: reflections on conceptualisation and social processes, Journal of Advanced Nursing, 35, 6, 909-917. http://www.ncbi.nlm.nih.gov/pubmed/11555039

Andresen, R. & S. Talseth (2000). Gjensidighet og ansvar for eget liv i ei selvhjelpsgruppe. I

R. Andresen, Fellesskap og sammenhenger yrkeshjelpere i grupper, nettverk og organisasjoner. Oslo, Gyldendal akademisk.

Bailey, T. S., Dollard, M., & Richards, P. A. M. (2015). A national standard for Psychosocial Safety Climate (PSC): PSC 41 as the benchmark for low risk of job strain and depressive symptoms. *American Psychological Association*, 20(1), 15–26.

Bultmann, U., Kant, I. J., Van Den Brandt, P. A., & Kasl, S. V. (2002). Psychosocial work characteristics as risk factors for the onset of fatigue and psychological distress: Prospective results from the Maastricht Cohort Study. *Psychological Medicine*, 32(2), 333–345.

Clarke, S., & Cooper, C. L. (2004). *Managing the risk of workplace stress*. London, Moduleed Kingdom: Psychology Press.

Conceptualisation and measurement of coping during adolescence: a review of the literature. Garcia C.J Nurs Scholarsh. 2010 Jun;42(2):166-85.

National Institute of Mental Health. (2004). What do these students have in common? Retrieved 10 August 2005 from www.nimh.nih.gov/publicat/students.cfm

National Mental Health Association. (2005). Finding Hope and Help: College Student and Depression Pilot Initiative. Retrieved 11 August 2005 from http://www.nmha.org/camh/college/index.cfm

Pawelek, J., & Jeanise, S. (March 2004). Mental Health Myths. *Health Tips from Army Medicine*. Retrieved 13 June 2008 from http://www.armymedicine.army.mil/hc/healthtips/13/200403mhmyths.cfm

Vitt, A., & Callahan, J. (April–May 2002). Suicide Warning Signs. *Health Tips from Army Medicine*. Retrieved 13 June 2008 from http://www.armymedicine.army.mil/hc/healthtips/08/suicidewarning.cfm

Psychological stress and anxiety in the middle to late childhood and early adolescence: manifestations and management. Washington TD.J Pediatr Nurs. 2009 Aug;24(4):302-13. DOI: 10.1016/j.pedn.2008.04.011. Epub 2009 13 March.

MODULE 5

Number and name of the module:

5. YOUTH GUIDE TO ENJOY LIFE

Overall objective and methods of this module:

Objective: To equip the youth educators, parents, teachers and health professionals with the necessary knowledge, skills and competencies to facilitate and raise awareness on youth burnout danger among the target groups.

Methods: Lectures, self-study, discussions based on case studies, educational film, self-assessment

• Content:

1. Introduction to well-being
    1.1.1.   Burnout correction methods
    1.1.2.   Basics of well-being
2. Relaxation and motivation everyday techniques
    2.1 Relaxation techniques
    2.2 Meditation techniques
    2.3 Time management
    2.4 Problem-solving
    2.5 How to overcome the fear of exams and tests
3 Positive behaviour
    3.1 Positive Behaviour Support
    3.2 Positive Behaviour Support Plan
    3.3 Positive behaviour in classrooms
4. Evaluation

Knowledge - at the end of this module the learner will be able to:

- Know how positive body image can help youth be happy
- Know how positive friends and family influence their sense of enjoying life
- Know the aspect of time management and how it helps youth take control
- Know how leading an active lifestyle influences mood and self-esteem

Skills - at the end of this module the learner will be able to:

- Reflect upon the influences of media on body image and self-esteem
- Discuss and reflect with youth who will be a good influence for them
- Guide youth how to take control in their lives

Competences - at the end of this module the learner will be able to:

- Teach youth about negative consequences of a high focus on body image
- Help youth set up a time management plan that can help them enjoy life
- Set up a weekly schedule for the youth that helps them enjoy life

Hours of total learning for the module:

Lecture hours = 4

Self-study hours = 1,5

Self-assessment hours =0,5

Explanation module 5:

This module is designed to examine the aspect of youth life satisfaction.

1. Introduction to well-being

The introduction presents the main features of well-being. Based on them, youth educators, parents, teachers and health care professionals learn what methods and tools can be used to correct burnout symptoms and change their (youth) lifestyle towards well-being.

2. Relaxation and motivation everyday techniques

The second part of the module focuses on the application of various techniques, as a result of which stress and fear of the situation will be reduced. The steps discussed in the second part allow youth to look more at themselves, take time for themselves, calm themselves and theirs' body. Daily attention to yourself also improves young people's life satisfaction and quality.

3. Positive behaviour

The third part of the module is devoted to the presentation of positive behaviour. Behaviour is not a static phenomenon. It can and must be changed, so the presented opportmoduleies ensure the expression of positive behaviour among young people. It also points to ways to develop activities so that behaviours change and produce the expected results.

4. Evaluation

Pedagogical advice module 5:

1. Before the workshop, pay due attention to an environment. The surrounding and especially annoying, irritating, distracting sounds should not be heard during the workshop, so choose a more secluded place. During the workshop, random people should not enter the room, so it is recommended to use many information messages directed outwards. Scents and relaxing music can be used during the workshop.

2. Appropriate speaking temp, intonation, volume are very important during the sessions. This must be taken into account when dealing with different topics.

3. During the workshops, each participant must be given the opportunity to find their place in the environment. This will allow participants to feel comfortable, safe, help to relax and feel complete. Therefore, do not restrict participants if they choose non-traditional workplaces in the classroom during the workshop.

4. Make extensive use of activating or soothing games during workshops. Some of them will help to start the participants for the activities, while others - on the contrary, help to calm down, immerse themselves, concentrate.

5. Given enough time to each participant because the differences between different people become apparent in social processes. But at the same time, be a professional time manager, showing that you are achieving more results when planning your time.

Resources module 5:

https://www.youtube.com/watch?v=r20GqfO8v2c
https://www.youtube.com/watch?v=74zqDg0NEwU
https://www.youtube.com/watch?v=CXmcvb_-BbI

Co-funded by the
Erasmus+ Programme
of the European Union

Co-funded by the
Erasmus+ programme of the European Union

Joy

https://www.youtube.com/watch?v=v2mY36Ho1Sk
https://www.thehealthhub.org.au/positive-behaviour-support-plans/
https://www.mayoclinic.org/tests-procedures/meditation/in-depth/meditation/art-20045858
https://corporatefinanceinstitute.com/resources/careers/soft-skills/time-management-list-tips/
https://www.mindtools.com/pages/article/newHTE_00.htm
https://bit.ly/3nCFKDY
https://bit.ly/2Kmw5D7
https://www.gamehouse.com/welcome
https://asq.org/quality-resources/problem-solving

MODULE 6

Number and name of the module:

6. YOUTH GUIDE TO ENJOY LIFE AND PEER SUPPORT

Overall objective and methods of this module:

Objective: To equip the trainers and target group with the necessary knowledge, skills and competencies to facilitate and raise awareness on youth burnout danger among the target groups.

Methods: Lectures, self-study, discussions based on case studies, educational film, self-assessment

• Content:

1. Introduction to peer learning.
   1.1 What is peer learning?
   1.2 Mentoring.
   1.3 Tutors and tutees.
   1.4 Feedback.
2. Emotional management and mental health.
   2.1 Mental health and mental hygiene in peers.
   2.2 Skills of peer supporter.
   2.3 Strengths and weaknesses.
   2.4 Prevention and intervention program.
   2.5 Inclusion strategy plan.
3. Storytelling for burnout prevention.
   3.1 Offline and online methods.
   3.2 Peer games.
4. Evaluation.

Professional competence & learning outcomes:

Knowledge - at the end of this module the learner will be able to:

- Help youth increase awareness of mental health in peers.
- Know the essential skills and traits of potential peer supporters.
- Help youth promote understanding of one's strengths and weaknesses.
- Understand the main principles of prevention vs intervention programs.
- Know about evidence based - Prevention and Intervention.

Skills - at the end of this module the learner will be able to:

- Apply evidence based approach and best practice perspective
- Identify youth who can become peer supporters
- Reflect on different inclusion strategies in youth groups
- Discuss how youth peer support can empower youth

Competences - at the end of this module the learner will be able to:

- Generate ready-to-use materials or methods to improve situations
- Make an inclusion strategic plan for a cohort/school/youth group
- Utilise strategic storytelling in the peer support for burnout prevention

Hours of total learning for the module:

Lecture hours = 4

Self-study hours = 1,5

Self-assessment hours =0,5

Explanation module 6:

This module is designed to explain what is peer learning and why it is crucial for enjoying life.

1. Introduction to peer learning.

The introduction presents educational concepts and practices of peer learning. Based on them, youth educators, parents, teachers and health care professionals learn what methods and tools can be used to organise peer learning and inclusion.

2. Emotional management and mental health.

The second part of the module focuses on emotional management and mental health in peers and discussion about the critical skills of peer supporters. Learners will discuss how to find strengths and weaknesses and correct burnout symptoms. Presented materials will support youth workers in their activities about prevention and intervention programs and youth empowerment.

3. Storytelling for burnout prevention.

The third part of the module is devoted to different methods of storytelling. Online and offline strategies will be presented. Participants will learn about card games "Tell your story", "More than a story", and other games focusing on burnout prevention.

4. Evaluation

Pedagogical advice module 6:

- Participants have to start with homework and self-study hours (list of reading will be provided by the trainer).
- Start offline session with brainstorming what peer learning is. You, as a trainer, can write all opinions from participants on the flipchart and summarise them or participants can write them on small papers and stick them on the flipchart, and you read and summarise them.
- Then you make a presentation about peer learning (including a short video).
- Emotional management and mental health sessions can be organised as discussions in a circle moderated by a trainer with theoretical and practical experiences from participants.

- Then participants in small working groups will create inclusion strategy plans, present them to the whole group and receive feedback from the trainer and participants.
- The storytelling session is practical peer learning with feedback at the end of the session.
- Evaluation can be done verbally in the circle and written form (3 questions are attached to the module).
- Participants will receive the second part of homework for reading and watching a video.

Resources module 6:

https://www.youtube.com/watch?v=EFVHWQ5mpmg
https://www.youtube.com/watch?v=SaLgg8QrBCY
https://www.youtube.com/watch?v=DX0rT53yuWk

Boud, D., Cohen, R., & Sampson, J. (2014). Peer learning in higher education: Learning from and with each other. London: Routledge.

Keenan, C. (2014). Mapping student-led peer learning in the UK. York: Higher Education Academy.

O'donnell, A. M., & King, A. (2014). Cognitive perspectives on peer learning. London: Routledge.

Riese, H., Samara, A., & Lillejord, S. (2012). Peer relations in peer learning. International Journal of Qualitative Studies in Education, *25*(5), 601-624.

LEARNING

Formal learning:

an organised and structured environment, explicitly designated as learning (objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.

Informal learning:

a type of learning which results from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is, in most cases, unintentional from the learners' perspective.

Non-formal learning:

is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, time or support). It is intentional from the learners' point of view.

Lifelong learning:

All learning activity is undertaken throughout life, which results in improving knowledge, know-how, skills, competencies or qualifications for personal, social and professional reasons.

Didactic principles

The JOY curriculum is also based upon research evidence on how to facilitate the best possible learning environment for target groups.

Trainer preparation

The trainer should prepare examples relevant to their own experience and to the context of the participants in the training. They should also develop a teaching plan that includes:

- A warm-up exercise
- Orientation to the content of the module(s)
- Time for group discussions & exercises
- Encouragement to participants to contribute examples from their practice
- Printed material

- An opportunity for reflective self-evaluation (for the trainer & trainees)
  - Reflect on what the trainer has learned during the JOY training day & ways of encouraging their trainees to do the same
  - Consider how they can use their newly acquired knowledge in their practice and ways of encouraging trainees to do the same.
- Scheduling coffee breaks and lunch

Self-directed learning :

- Allow 4-5 hours to read and consider the materials on the project website, including
  - JOY project Training Modules
  - Brochure
  - The web page itself- thejoyproject.eu
  - Additional material (only in English)
  - Relevant links and news
- After completing each module (including the exercises)
  - Consider whether and how you could apply your new knowledge in your practice
- Reflect on your own experience
  - How do you feel about your own experiences in the field? In what ways do these feelings influence your behaviour?
  - Do the experiences of your friends/colleagues have an impact on your behaviour?
  - How do these aspects influence your practice?
  - How do social determinants and mental health issues influence your work?
  - Discuss these experiences with your colleagues concerning their work
- Reconsider the material after further experience in practice

One day training course (see suggested outlines below)

- Duration of the course 3X 8 hours (including breaks and lunch)
- Suggested number of participants 10 – 25
- Possible teaching methods:
  - Interactive lectures, small group discussion, discussions in pairs, analysis of case studies,

Joy project Training Day 1 (example)	
8:00 – 8:30	WELCOME & INTRODUCTION
8:30 – 8:45	BACKGROUND OF THE COURSE
8:45 – 9:45	LEARNING GOALS AND AIMS OF THE COURSE
9:45 – 10:15	COFFEE BREAK AND JOINT REFLECTIONS
10:15 – 12:45	MODULE 1: **BURNOUT**
12:45 – 13:30	LUNCH
13:30 – 15:00	MODULE 1: **BURNOUT (continued)** MODULE 2: **COMMON MISTAKES AND CORRECTIONS**
15:00 – 15:30	COFFEE BREAK AND JOINT REFLECTIONS
15:30– 16:00	REFLECTIVE DISCUSSION ABOUT THE TRAINING CONCERNING THE PARTICIPANTS' WORKPLACES
16:00 –	WRAP UP

Joy project Training Day 2 (example)	
8:00 – 8:30	WELCOME & RECAP
8:30 – 8:45	SHORT CASE INTRODUCTION
8:45 – 9:45	MODULE 2: **COMMON MISTAKES AND CORRECTIONS**
9:45 – 10:15	COFFEE BREAK AND JOINT REFLECTIONS
10:15 – 12:45	MODULE 2: **COMMON MISTAKES AND CORRECTIONS**
12:45 – 13:30	LUNCH

13:30 – 15:00	MODULE 3: **SIGNS AND SYMPTOMS**
15:00 – 15:30	COFFEE BREAK AND JOINT REFLECTIONS
15:30– 16:00	REFLECTIVE DISCUSSION ABOUT THE TRAINING
16:00 –	WRAP UP

Joy project Training Day 3 (example)	
8:00 – 8:30	WELCOME & RECAP
8:30 – 8:45	SHORT CASE INTRODUCTION
8:45 – 9:45	MODULE 4: **YOUTH GUIDE TO COPING AND PREVENTION**
9:45 – 10:15	COFFEE BREAK AND JOINT REFLECTIONS
10:15 – 12:45	MODULE 4: **YOUTH GUIDE TO COPING AND PREVENTION** MODULE 5: **YOUTH GUIDE TO ENJOY LIFE**
12:45 – 13:30	LUNCH
13:30 – 15:00	MODULE 6: **YOUTH GUIDE TO ENJOY LIFE AND PEER SUPPORT**
15:00 – 15:30	COFFEE BREAK AND JOINT REFLECTIONS
15:30– 16:00	REFLECTIVE DISCUSSION ABOUT THE TRAINING CONCERNING THE PARTICIPANTS' WORKPLACES
16:00 –	WRAP UP

Joy