



Joy

JOY

# Innovative, Recreational, Stress Relief Youth Empowerment Strategies

## Intellectual Output 2

### Youth burnout preventing and coping skills

### Training materials



MITRA FRANCE



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## **PROJECT PARTNERS:**

**MODULE 1: BURNOUT- "MITRA", FRANCE**

**MODULE 2: COMMON MISTAKES AND CORRECTIONS- "PALATUL  
COPILOR IAȘI", ROMANIA**

**MODULE 3: SIGNS AND SYMPTOMS- "ASOCIAȚIA DEMETRIUS", ROMANIA**

**MODULE 4: YOUTH GUIDE TO COPING AND PREVENTION- "GODALEN  
VIDEREGÅENDE SKOLE", NORVEGIA**

**MODULE 5: YOUTH GUIDE TO ENJOY LIFE- "ASOCIACIJA KURYBINES  
ATEITIE" IDEJOS, LITUANIA**

**MODULE 6: YOUTH GUIDE TO ENJOY LIFE AND PEER SUPPORT- "EESTI  
PEOPLE TO PEOPLE", ESTONIA**

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## **Introduction:**

The IO2 of the project Innovative, Recreational, Stress Relief Youth Empowerment Strategies – JOY it's a new learning material aimed to train health professionals of Youth burnout preventing and coping skills . It includes online and face to face content following the topics: understanding the concept of burnout in children and its causes, parents and educators mistakes and means of correcting them, children youth burnout signs and symptoms, guiding the youth to prevent burnout, enjoy life, to understand the role of inclusion.

This material is a result of a great synergy created by partners that worked together to make a complete and ready to use didactic resource. We used informal and non formal training methods that will be used in delivering the face to face course. Distinct pedagogic specifications and exercises are provided for special needs children in order to provide their burnout.

The Youth burnout preventing and coping skills training course it's the first course on this topic and will have an important impact on youth workers, teachers, trainers, parents dealing with youth affected by youth burnout or willing to get involved in preserving good mental health, equilibrium and life quality.

The IO2 is a functional training package ready to be used for face to face training sessions, as well as for online training and covers 21 hours (3 full training days) and its designed to be studied either with a tutor or as self-directed learning and a real support for health educators.

## MODULE 1: BURNOUT- FRANȚA, "MITRA FRANCE"

### 1. ONLINE COURSE AND OFFLINE COURSE

<b>LESSON 1</b>	BURNOUT
<b>GENERAL GOALS</b>	<p><b>Objective:</b> To equip the youth educators, parents, teachers and health professionals with the necessary knowledge, skills and competences to facilitate and raise awareness on youth burnout danger among the target groups.</p> <p><b>Methods:</b> Lectures, self-study, discussions based on case studies, educational film, self-assessment</p>
<b>EXPECTED OUTCOMES</b>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Recall what burnout is and how it appears</li> <li>List what may trigger your stress that leads to burnout</li> <li>Explain how stress influences teaching and learning ability</li> <li>Discuss how to help students face the stress and prevent burnout</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>Teach students about the causes of burnout</li> <li>Debate how to cope with stressful situations and prevent burnout</li> <li>Use meditation techniques useful in coping with stress</li> <li>Set up proper diet for stress management and burnout prevention</li> </ul> <p><b>COMPETENCES</b></p> <p>Plan valuable and helpful yoga and other exercises for burnout prevention.</p> <p>Organize how to stress proof the eating habits.</p> <p>Plan different scenarios and varied techniques in burnout prevention</p>

	<p>work.</p> <p>Identify risk factors and possible consequences.</p> <p>Discover approaches and techniques on how to enjoy life.</p>
<b>INSTRUCTION (for participants)</b>	<p>This module consists of the intro to five lessons, theoretical materials for reading, video, practical tasks, description of energizers and games.</p> <p>To navigate the module and its content in efficient way, participant has, first of all, to go through the module from the beginning till the end, then start with reading each lesson and useful articles and watching video.</p> <p>When the part of the theoretical materials will be finished, participants can start with tasks and practical materials which can be used during the training – energizers and games – to understand better how they can be used.</p> <p>It is important to complete self-assessment forms at the end of each lesson and also evaluation form with the aim to reflect on the learning process.</p>
<b>STRUCTURE OF THE MODULE</b>	<p>Lesson 1 – BURNOUT</p> <p>Lesson 2 – RECOGNIZE BURNOUT</p> <p>Lesson 3 – SIGNS AND SYMPTOMS</p> <p>Lesson 4 – COPING AND PREVENTION</p> <p>Lesson 5 – YOUTH GUIDE TO ENJOY LIFE</p>
<b>EVALUATION OF THE MODULE</b>	<p>At the end of the module participant has to answer to these questions.</p>

## LEARNING MATERIALS FOR EACH LESSON

<b>LESSON 1</b>	<ol style="list-style-type: none"> <li>1. 1. Definition of burnout.</li> <li>2. What factors may trigger young peoples' stress that leads to burnout.             <ol style="list-style-type: none"> <li>2.1. Symptoms of Burnout Syndrome</li> <li>2.2. emotional manifestations</li> </ol> </li> </ol>
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	<ul style="list-style-type: none"><li>2.3. physical manifestations</li><li>2.4. cognitive manifestations</li><li>2.5. behavioural or interpersonal manifestations</li><li>2.6. motivational or attitudinal manifestations;</li><li>3. How stress influences teaching and learning ability</li><li>4. How to help students face the stress and prevent burnout</li><li>5. Evaluation</li></ul>
<b>GOALS</b>	To address burnout from several points of view and highlight various factors and situations that may trigger and cause burnout.
<b>INSTRUCTION</b>	To navigate the module and its content, participants have to read intro to the lesson and then open the links and read articles to learn more about the particular topic. It is important to make self-assessment at the end of the lesson.

## LEARNING MATERIALS

### 1. BURNOUT

#### 1.1. Definition

Burnout translates into "physical, emotional and mental exhaustion resulting from prolonged investment in emotionally demanding work or study situations ". Maslach and Leiter describe burnout as "the disconnect between who people are and what they need to do. Burnout was conceptualized for the first time by the American psychiatrist Freudenberger in 1975.

#### 1.2. What factors may trigger young peoples' stress that leads to burnout.

He works on many projects without ever feeling that he has been fully accomplished his work (quality prevented), does not feel satisfaction with his work, cannot achieve the objective set, and, not receiving sufficient recognition from his professional entourage, gradually loses the meaning of his work (value conflicts).

Burnout then translates into "physical, emotional and mental exhaustion resulting from a prolonged investment in emotionally demanding work situations ".

This overworked worker literally exhausts himself to satisfy such high quantitative objectives that they may seem absurd to him.

Symptoms of Burnout Syndrome:

##### 1.2.1. Emotional manifestations:

The exhaustion felt by the individual, leading to a feeling of loss of control, can manifest itself in the following ways emotionally by ill-defined fears and nervous tension. It is also characterized by a sad mood or a lack of spirit. The individual may be irritable, tense, hypersensitive, or do not show any emotion.

##### 1.2.2. Physical manifestations:

Physical manifestations are the most frequent. There are more sleep disturbances, chronic fatigue due to sleep that is no longer restorative and muscular tension with spinal pain (back, neck). Sometimes there is a sudden weight gain or loss, headache, nausea, dizziness are also observed.

##### 1.2.3. Cognitive manifestations:

In cognitive terms, burnout has an impact on information processing capacities which is available to the individual: decreased concentration,





difficulty in performing several tasks at the same time, to nuance, to make decisions. Minor errors, mistakes, omissions are also noted.

#### 1.2.4. Behavioural or interpersonal manifestations:

On the interpersonal level, the individual may withdraw into himself, isolate himself socially, or behave aggressively, sometimes violently, showing a decrease in his tolerance for the frustration he feels professionally. Feeling hopelessly out of control, they may feel resentment and hostility towards the people they come into contact within the community of his work. Addictive behaviours can appear in the face of the tension felt: tobacco, alcohol, tranquillizers, drugs, etc.

#### 1.2.5. Motivational or attitudinal manifestations;

Feeling belittled at work, the individual may gradually disengage. Decreased motivation and low morale are accompanied by an erosion of the values associated with work. Unable to change the situation in which he finds himself, he may feel trapped.

### 1.3. How stress influences teaching and learning ability

Our findings indicate that stress within the classroom environment affects student's likelihood of exhibiting learning problems (difficulties with attentiveness, task persistence, and flexibility), externalizing problems (frequency with which the student argues, fights, disturbs ongoing activities, and acts impulsively).

### 1.4. How to help students face the stress and prevent burnout

#### 1.4.1. Time Management and Organization:

Effectively managing time and deadlines by employing a calendar is incredibly helpful for keeping track of priorities and deadlines, keeping heading in the right direction with responsibilities, and avoiding procrastination.

Students are less likely to experience burnout once they continue with their assignments during a timely fashion and prepare beforehand for exams.

#### 1.4.2. Breaking Down Responsibilities:

Breaking down long-term goals or massive projects into smaller, more achievable benchmarks can go an extended way toward avoiding the strain that happens with last-minute projects and trying to drag all-nighters. Burnout often occurs when people don't allow themselves to line smaller goals, achieve them, and feel good about their success



before moving on to the subsequent phase of a project.

#### 1.4.3. Set Reasonable Goals and persist with Them:

Although stress isn't the identical as burnout, stress certainly can cause burnout if not managed appropriately. Being unrealistic about goals and their ability to satisfy them, piling on more courses than they'll handle and having a social life that leaves little time for work will be a recipe for disaster. It's important not only to avoid too many classes but also to make sure that they need a mixture of courses. Even a student passionately fascinated by psychology may find taking only psych courses too taxing. Likewise, setting unattainable goals often ends up in students throwing within the towel instead of persevering.

#### 1.4.4. Maintain healthiness and Respect Personal Needs:

It appears like logic advice, and it is. Eating healthily, getting exercise, and having enough sleep are imperative to staying on a healthy course and not letting normal stress cause burnout. additionally, attempt to consistently make time for stress-reducing activities like taking relaxing walks, going for a swim or other workout, doing regular deep breathing, or the other activity that they find pleasurable and not stressful. confine mind that watching TV or killing time on the pc doesn't actually relieve stress – it often just lets it sit dormant. the foremost effective stress-reducing activities are either calming ones like meditation, yoga, walking, and breathing, or workout and sport- because they release positive endorphins and aids in sleep. Adding these activities to their routine make an enormous difference in feeling good and achieving a healthy life balance which will help them avoid burnout.

#### 1.4.5. “Go Dark” with a Social-Media Shutdown:

The constant presence of social media and Internet updates in their life can increase a way of overstimulation which will overwhelm them. It's important to require a prospect from school life, which doesn't just mean putting the books aside for every day far from studies. Disconnecting from social media is suggested for college kids and workers alike. a minimum of one hour before visiting sleep shut off mobile devices and social media. Not only can the knowledge run them ragged, but the sunshine screens in computers, smartphones, tablets, and other devices can interfere with their circadian rhythms and render them unable to cool down, rest or sleep through the night. Turning off and tuning out for a long time is also the simplest thanks to avoid burnout.



<b>LINKS</b>	<ul style="list-style-type: none"> <li>• <a href="https://youtu.be/3FMVECPf5is">https://youtu.be/3FMVECPf5is</a></li> <li>• <a href="https://travail-emploi.gouv.fr/IMG/pdf/Exe_Burnout_21-05-2015_version_internet.pdf">https://travail-emploi.gouv.fr/IMG/pdf/Exe_Burnout_21-05-2015_version_internet.pdf</a></li> <li>• The Washington Post, “What burnout really means, and what bosses and employees can do about it” by Angela Haupt, June 15, 2021.</li> <li>• <a href="https://www.audit.vic.gov.au/report/maintaining-mental-health-child-protection-practitioners?section=">https://www.audit.vic.gov.au/report/maintaining-mental-health-child-protection-practitioners?section=</a></li> <li>• <a href="https://www.youtube.com/watch?v=-pRFnLckYc0">https://www.youtube.com/watch?v=-pRFnLckYc0</a></li> <li>• <a href="https://www.youtube.com/watch?v=1eOcpZXrq-E">https://www.youtube.com/watch?v=1eOcpZXrq-E</a></li> </ul>
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<b>LESSON 2</b>	RECOGNIZE BURNOUT
<b>GOALS</b>	To highlight different symptoms and manifestations that burnout has. Hence, we are going to address emotional, physical, cognitive, behavioural and motivational manifestations.
<b>INSTRUCTION</b>	To navigate the module and its content, participants have to read short intro and then go to the links to learn more about the topics.

## LEARNING MATERIALS

### 2. COMMON MISTAKES AND CORRECTIONS

#### 2.1. Recognize burn-out by a narcissistic parent. Signals and preventions

##### 2.1.1. A high degree of dependency

Students of narcissistic parents often feel very dependent on their parents. the feeling that they'd not be able to live, or be happy without the help of their parents. instead of encouraging a toddler to steer his/her own life, with all the ups and downs that go together with it, a dependency is formed where guilt prevails.

##### 2.1.2. Competition with a toddler

Narcissistic parents compete with their kid. Even in trivial things, the parent wants to convince a kid. (a game of chess, football, cycling) The parent wants to be within the spotlight at the expense of the child.

##### 2.1.3. Have to perform for your own enjoyment

The performance of youngsters is utilized to enlighten the ego of the parent. The parent boasts with everything he/she has done to make this success possible.

##### 2.1.4. Belittling and degrading

At parties and gatherings the parent wants to be within the spotlight. If as a toddler you'd wish to taste a touch of this (appreciation/hearing/being seen) you will be belittled by your own parent or denigrating remarks are made.

##### 2.1.5. Have a perfect appearance

The idea that a narcissistic parent is merely too desirous to radiate that everything goes perfectly reception. A kid gets the feeling that this can be often reality, and makes it reality. it's only at a later age is it discovered that reality is different, which there was something lacking reception.

##### 2.1.6. No empathy

Everything had to travel the way the narcissistic parent wanted it to travel. When, as a child, you couldn't, or didn't desire it, you were expected to continue. we do not want to own anything to contribute,' you hear. there isn't any right to your own opinion. As a toddler of a narcissistic parent you've got need to settle and please your parent.

##### 2.1.7. Parents are always right

As the kid of a narcissistic parent, you always must conform. The



narcissistic parent was always right and you as a student are unimportant and do not seem to be heard or seen. As if you have got absolutely no power or thought of your own or anything you will be ready to do.

#### 2.1.8. Deep-rooted guilt

As a kid, you feel like you're failing your parents. A deep-rooted feeling of guilt is up to speed of you, well into adolescence.

#### 2.1.9. Longing for approval

You still desire you have to point what you'll do to your parents, while you've been out of the house for a protracted time. the desire to be approved by your parents is extremely great.

#### 2.1.10. No respect from the parent

You feel that your parent(s) don't have any respect for you as a kid. That you're not allowed to be who you're. that you simply must adapt to the requirements of your parent(s). Nuance: We always assume that a parent has the best intentions for kids. it is also true that every parent makes mistakes and sometimes chooses an excessive amount of for themselves. (because of whatever circumstances). The fact remains that a parent is and always are visiting be emotionally accountable for his or her kid. When you're burned out by a narcissistic parent, it's a good idea to urge counseling.

#### 2.1.11. Effects of a narcissistic parent on students

The narcissistic influence of a parent on a kid goes very far. Here are variety of them. we'll undoubtedly short-circuit altogether consequences, but little question you'll draw a conclusion from this for yourself.

#### 2.1.12. Bizarre performance drive

Originally you've been told that you simply just only count when you're the only of all. Everything you're doing that's but perfect therefore doesn't suffice. you will only stop when it's really fantastic. It's obvious that this finishes up in going far beyond your own boundaries.

#### 2.1.13. The feeling of not being there

Many students of narcissistic parents get the feeling that they shouldn't be there. They figure themselves far in favour of the alternative (young learned, old done) and show a high degree of please behaviour. given that the alternative person is additionally happy, is he also happy. The feeling that you simply shouldn't be there has far-reaching consequences. it should be that children start compensating at a later age



and want to be present exaggeratedly. It also happens that these children retreat far-off and almost start a hermit life.

#### 2.1.14. Not being a toddler

If you create a blunder at any point, you're visiting to go 'safe'. activate safe mode, do everything in such the way that it's correct and you can't be addressed, or as little as possible. As a toddler you soon walk on your toes and so the kid is gone. Being a kid within the sense of: making mistakes, picking up, laughing about it and enjoying all the fun things. The pressure from 'home' puts the fun away.

#### 2.1.15. Don't start living your own life

In everything the kid will eventually do, it feels as if the parent remains 'looking over the shoulder'. The opinion of parents is so influential that the child continues to adapt, whether or not he or she has passed the age of 30. Leading one's own life doesn't happen, which causes serious relationship problems on several occasions. It often happens that a baby of a narcissist finally ends up during a very relationship with a narcissist. Regardless of how unbelievable this sounds, for a narcissist's child it feels safe and familiar.

#### 2.1.16. Fear of failure and uncertainty

We know the aim '0' in our coaching conversations. The aim where it's alright, where you're allowed to look around and resign yourself to reality. We also call this the 'here and now'. the youngsters of a narcissist do not know this within the least. they're always trying to do and do even better. This also implies that the old isn't adequate. There should be action, always development, otherwise it's not adequate. the results of fear of failure and uncertainty are often overburdening, overstraining and burn-out.

### 2.2. Know how to guide the students how to cope with a narcissistic parent

To stay out of a burn-out by a narcissistic parent, you ought to take the following pointers to heart:

#### 2.2.1. Directing yourself

You decide how close you get to your parent. This could be that you just favour to have less contact with a parent. We call this self-protection.

#### 2.2.2. Living your own life

It is crucial that you simply start living your own life. It is going to rather be that a number of the norms and values you have got inherited from

home deserve a particular ‘recalibration’. It is best that you just decide for yourself what is right or wrong. That you just formulate core values for yourself that you just are visiting adhere to.

### 2.2.3. Left hand, right shoulder

Pat yourself on the rear. You are doing great. The very fact that you are reading this text means you are doing it to justify your impressions.

## 2.3. Recognise different types of belittling and degrading and discuss this with students

Belittling could be a sort of verbal abuse that may show up in several different ways:

### 2.3.1. Criticism

Comments or criticisms that cause you to feel insecure, specializing in the negative and designed to form self-doubt. Example: I do not think you have got what it takes.

### 2.3.2. Trivializing

A remark that trivializes your feelings, thoughts, experiences, or accomplishments, making you are feeling unimportant, invalidating your feelings, or downplaying your accomplishments. Example: That is not such a formidable achievement. Anyone could do this.

### 2.3.3. Put-Downs

Comments designed to elicit guilt or shame: this might be a style of emotional blackmail that creates you are feeling obligated. Example: After everything I have finished, you are so unappreciative.

### 2.3.4. Condescension

Shaming, embarrassing language: this is often meant to form you are feeling foolish, self-conscious, flustered, or humiliated. Example: You look ridiculous doing that.

### 2.3.5. Insults

Insults or put-downs: demeaning comments that cause you to feel inferior or worthless. Example: you are a disgrace.

### 2.3.6. Discounting

Bringing up past mistakes or failures: this may keep you stuck and unable to maneuver forward or improve. it is negative and disempowering. Example: Since you failed last time, what causes you to think now are any different?

### 2.3.7. Manipulation

Speculation over a circumstantial situation: fabricating something to



colour an unflattering picture of you. Example: the fact that your client decided to prevent working with you makes me seriously question your professionalism and competency.

#### 2.3.8. Undermining

Questions about someone's judgment or competency: this is often how to discredit or attack your faculties and cause you to feel inferior or incompetent. Example: I do not think you recognize what you are talking about.

### 2.4. Discuss with students how negative body image and perfection ideas will affect them

#### 2.4.1. Teach students regarding general health. this might include:

- Healthy lifestyles (healthy intake, active living, self-acceptance)
- Media acquisition
- Positive life skills (assertive communication, positive relationships, downside solving)
- ways that to wear down sexual, racial, or different harassment and look based mostly on teasing

#### 2.4.2. Prevention should happen on several levels:

- Encourage lecturers to appear at their own attitudes toward physical look and their own body image. Equip folks with ideas on the simplest way to accommodate shallowness, body image problems, and downside food and weight behaviours in their kids.
- Establish an associate economical school-wide policy on teasing and bullying. plan to respecting every other's purpose of reading, listening, respecting variations and difficult stereotypes.
- Develop a college health program wherever students receive consistent positive messages regarding healthy intake attitudes and behaviours and healthy body image. ensure the varsity employees befits treat students' bodies with all respect and do not build comments regarding students' body shapes and size.
- Involve food services at your faculty.

### 2.5. Discuss with students how lack of empathy will influence their lives

You may conjointly teach ways in which to handle nerve-wracking things, such as:





	<ul style="list-style-type: none"> <li>• Create a listing of the things you have to undertake to and place them therefore as of importance.</li> <li>• Apply talking absolutely to yourself to urge you through the results of a poor call or sad result: it had been one incident, not your whole life.</li> <li>• Keep a journal to help you perceive your feelings and thoughts.</li> <li>• Hatch new ways in which to cope and share them with others.</li> </ul> <p>Facilitate others to develop vanity supported qualities except for physical appearance: discuss and affirm characteristics that are not related to someone’s body. keep in mind that a healthy diet includes each frequently intake wholesome food and generally intake less wholesome, high calorie food.</p>
<b>LINKS</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.joinonlove.org">www.joinonlove.org</a></li> <li>• <a href="http://www.bodypride.ca">www.bodypride.ca</a></li> <li>• <a href="https://www.stylist.co.uk/health/mental-health/burnout-archetypes-selina-barker/549224">https://www.stylist.co.uk/health/mental-health/burnout-archetypes-selina-barker/549224</a></li> <li>• <a href="https://www.psychalive.org/the-problem-with-narcissistic-parents/">https://www.psychalive.org/the-problem-with-narcissistic-parents/</a></li> <li>• <a href="https://www.insider.com/children-of-narcissistic-parents-are-either-favourite-or-scapegoat-2019-1">https://www.insider.com/children-of-narcissistic-parents-are-either-favourite-or-scapegoat-2019-1</a></li> <li>• <a href="https://cbtpsychology.com/narcissisticmother/">https://cbtpsychology.com/narcissisticmother/</a></li> </ul>

<b>LESSON 3</b>	<p>SIGNS AND SYMPTOMS</p>
<b>GOALS</b>	<p>To see how stress is influencing teaching and learning abilities of youth.</p>
<b>INSTRUCTION</b>	<p>To navigate the module and its content, participants have to read short intro and then go to the links to learn more about the topics.</p>

## LEARNING MATERIALS

### 3.SIGNS AND SYMPTOMS

#### 3.1. Know the different signs and symptoms of Youth burnout

- Depression: They do not want to try to anything, they need lost interest in things they wish to do, and that they have decreased attention or effectiveness when doing things.
- Anxiety: Your student is feeling some anxiety for no known reason or acting overly anxious. The lack to relax, or not sleeping well (having nightmares, restlessness, etc) are all signs of tension.
- Insomnia: Your student is laid low with insomnia if they are unable to induce to sleep in the dark or they come to life and cannot return to sleep.
- Eating habits: Your student eats too much or not enough, which is a reaction to stress.
- Emotional behaviour: Your student is giving in to impulsive behaviour, quite normal, and is showing signs of emotional instability (extreme anger, fear or sadness), quite normal.
- Physical pain: Your student is experiencing neck or back pain.
- Missing periods: Many health conditions can cause your student girl to miss her menstrual cycle; stress is also one reason.
- Health issues: Your student is complaining of stomach-ache, dizziness, dryness of throat and mouth.
- Nervous behaviour: Your student is hyperactive, emotionally tense or unusually alert for their personality (including a high-pitched voice or nervous laughter).
- Risky behaviour: Increased risk-taking behaviour will be an indication of burnout. as an example, smoking, drinking alcohol, or experimenting with sex or drugs sometimes point to underlying problems like burnout.

#### 3.2. Know the stages of the burnout and how it evolves

Our guide is inspired by Winona State University's burnout study, similarly to our own psychological research.

Burnout can happen to anyone at any time in their lives. However, a recent study has shown that the typical professional experiences burnout by the age of 32. like any illness, symptoms of burnout change from person to person, however we've got identified that the subsequent five stages are commonly observed:



### 3.2.1. Honeymoon phase

In this first phase of burnout, you'll begin to experience predicted stresses of the initiative you're undertaking, so it's important to begin implementing positive coping strategies, like taking practical steps to support your wellbeing alongside your professional ventures. Job satisfaction

- Readily accepting responsibility
- Sustained energy levels
- Unbridled optimism
- Commitment to the work at hand
- Compulsion to show
- Free-flowing creativity
- High productivity levels

### 3.2.2. Onset of stress

The second stage of burnout begins with an awareness of some days being tougher than others. you will find your optimism waning, also as notice common stress symptoms affecting you physically, mentally, or emotionally.

Common symptoms include:

- High pressure
- Inability to focus
- Irritability
- Job dissatisfaction
- Lack of sleep or reduced sleep quality
- Lack of social interaction
- Lower productivity
- Unusual heart rhythms
- Anxiety
- Avoidance of higher cognitive process
- Change in appetite or diet
- Fatigue
- Forgetfulness
- General neglect of non-public needs
- Grinding your teeth in the dead of night
- Headaches
- Heart palpitations

### 3.2.3. Chronic stress

The third stage of burnout is chronic stress. this can be a marked change



in your stress levels, going from motivation, to experiencing stress on an incredibly frequent basis. you will also experience more intense symptoms than those of stage two.

Common symptoms include:

- Lack of hobbies
- Missed work deadlines and/or targets
- Persistent tiredness within the mornings
- Physical illness
- Procrastination at work and reception
- Repeated lateness for work
- Resentfulness
- Social withdrawal from friends and/or family
- Uptake of escapist activities
- Anger or aggressive behaviour
- Apathy
- Chronic exhaustion
- Cynical attitude
- Decreased physical attraction
- Denial of problems at work or reception
- Feeling threatened or panicked
- Feeling pressured or out of control
- Increased alcohol/drug consumption
- Increased caffeine consumption

#### 3.2.4. Burnout

Burnout itself enters the fourth stage, where the symptoms become critical. Continuing as normal is commonly unimaginable during this state because it becomes increasingly difficult to cope. We all have our own unique limits of tolerance, and it's key that you simply seek intervention at this stage (for clinical issues, please talk over with our partner Thrive Your Life).

Common symptoms include:

- Development of an escapist mentality
- Feeling empty inside
- Obsession over problems at work or in life
- Pessimistic outlook on work and life
- Physical symptoms intensify and/or increase
- Self-doubt
- Social isolation

- Behavioural changes
- Chronic headaches
- Chronic stomach or bowel problems
- Complete neglect of non-public needs
- Continuation or increase in escapist activities
- Desire to "drop out" of society
- Desire to maneuver aloof from work or friends/family

### 3.2.5. Habitual burnout

The final stage of burnout is habitual burnout. this suggests that the symptoms of burnout are so embedded in your life that you simply are likely to experience a major ongoing mental, physical or emotional problem, as critical occasionally experiencing stress or burnout.

Common symptoms include:

- Chronic sadness
- Depression
- Burnout syndrome
- Chronic mental fatigue
- Chronic physical fatigue

### 3.3. Know the risk factors involved in developing burnout

Workplace burnout is not just a tiny low thing that individuals must work out a way to endure. it's a difficult and impactful reality which will result in many negative consequences altogether areas of your life. People managing workplace burnout symptoms and job stress are often impacted within the following ways:

#### 3.3.1. Physical health issues:

- Excessive stress
- Fatigue
- Increased likelihood for cardiopathy
- Increased likelihood for top pressure
- Increased likelihood for type 2 diabetes
- Increased likelihood for respiratory issues
- Increased likelihood for death before age 45
- Mental health issues

#### 3.3.2. Depression:

- Anger
- Irritability
- Anxiety
- Increased likelihood for psychological state needs like

	<p>medication or hospitalization</p> <ul style="list-style-type: none"> <li>• Personal consequences</li> </ul> <p>3.3.3. Alcohol or drug abuse:</p> <ul style="list-style-type: none"> <li>• Isolation from friends and family</li> <li>• Irresponsibility with finances</li> <li>• Anger towards members of the family</li> <li>• Inability to satisfy responsibilities</li> <li>• Professional consequences</li> </ul> <p>3.3.4. Job dissatisfaction:</p> <ul style="list-style-type: none"> <li>• Withdrawing from colleagues and friends</li> <li>• Inability to try to job well</li> <li>• Drain on company resources</li> </ul> <p>As you'll see, the impact of job stress on all aspects of your life is extremely serious, and may not be taken lightly. the problems that stress in your job can create for you are strenuous and need attention to correct, before it's too late.</p>
<b>LINKS</b>	<ul style="list-style-type: none"> <li>• <a href="https://youtu.be/gRPBkCW0R5E">https://youtu.be/gRPBkCW0R5E</a></li> <li>• <a href="https://www.linkedin.com/pulse/why-people-burn-out-how-recover-bas/">https://www.linkedin.com/pulse/why-people-burn-out-how-recover-bas/</a></li> <li>• <a href="https://www.betterhelp.com/">https://www.betterhelp.com/</a></li> <li>• <a href="https://www.helpguide.org/articles/stress/burnout-prevention-and-recovery.htm">https://www.helpguide.org/articles/stress/burnout-prevention-and-recovery.htm</a></li> <li>• <a href="https://youtu.be/5QIkR7f9oSU">https://youtu.be/5QIkR7f9oSU</a></li> <li>• <a href="https://www.forbes.com/sites/travisbradberry/2016/11/08/7-powerful-ways-to-beat-burnout/">https://www.forbes.com/sites/travisbradberry/2016/11/08/7-powerful-ways-to-beat-burnout/</a></li> </ul>

<b>LESSON 4</b>	<b>COPING AND PREVENTION</b>
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<b>GOALS</b>	To study several techniques how to prevent and face burnout.
<b>INSTRUCTION</b>	To navigate the module and its content, participants have to read short intro and then go to the links to learn more about the topics.
<b>LEARNING MATERIALS</b>	<p><b>4. YOUTH GUIDE TO COPING AND PREVENTION</b></p> <p><b>4.1. Know concrete strategies for helping youth to manage stressful workloads</b></p> <p><b>4.1.1. Prioritize</b></p> <p>Important tasks are people who are meaningful or important to you, like doing well in class, playing computer games together with your friends, or practicing guitar.</p> <p>Important tasks are tasks you need to do for others, like getting your homework or home tasks done on time.</p> <p>Do your important tasks often become urgent? • Find out how long the most important projects or tasks will take.</p> <p>Find out how long larger projects or tasks will take.</p> <p><b>4.1.2. Manage your commitments</b></p> <ul style="list-style-type: none"> <li>• Important tasks are people who are meaningful or important to you, like doing well in class, playing computer games together with your friends, or practicing guitar.</li> <li>• Important tasks are tasks you need to do for others, like getting your homework or home tasks done on time.</li> <li>• Do your important tasks often become urgent? • Find out how long the most important projects or tasks will take.</li> <li>• Find out how long larger projects or tasks will take.</li> </ul> <p><b>4.2. Use lifestyle management as a coping or prevention tool</b></p> <p><b>4.2.1. Managing your time</b></p> <p>Get to understand yourself and the way long it takes you to complete various tasks and set your weekly plan accordingly.</p>



Putting everything on paper will facilitate your order sometime, so you will be able to be where you wish to get on time, and complete high-priority tasks before slighter ones.

Write down a handy reminder if you wish to ask an addict or teacher something List your class and activities schedule so you'll plan on what proportion time you would like to induce from one place or another.

Even as you set weekly and daily goals, use a calendar to assist you with longer-term planning.

1-Use a planner. 2-Make daily to-do lists. 3-Use a calendar. 4-Do not procrastinate.

#### 4.2.2. Staying Healthy

Taking control of your life also means recognizing what is out of your control: this can be an ungainly, rocky time in your life.

Teens mustn't persist weight-loss diets or try and change state by eating less unless recommended by your doctor.

Your teenage years are a tumultuous time, and there will be times once you feel stressed and overwhelmed.

Learning healthy, productive ways to pander to your emotions will not only facilitate your take hold of your life as a young person, it will also set you up for fulfillment as an adult.

Being active on a daily basis can facilitate your gain control over your changing body, keep a positive mindset, and helps you to easily have a good time.

1-Understand the physical and emotional changes 2-Eat right. 3-Learn to deal with stress and manage your emotions.

#### 4.2.3. Staying Grounded and Well-Rounded

If you are trying to try to choir and play soccer at an identical time, you'll burn yourself out or perform poorly in both.

Ask yourself if taking the time for any after-school activity or job will hurt your performance within the classroom.

Ask your parents, other trusted adults, and friends to assist you.

Sometimes it's tough for your parents to simply accept that you're growing up, and that they find yourself doing away with your sense of getting control over your life.

Try spending longer out and about along with your parents, like visiting the mall or to stores together, out to eat, and other activities you'd normally do with friends

1-Decide what your priorities and values are. 2-Do not overburden



yourself. 3-Ask for help. 4-Become independent. 5-Balance being a young adult with being a child.

#### 4.3. Understand the importance of a holistic approach to burnout prevention (Help youth promote understanding of one's strengths and weaknesses)

The Four Temperaments: supported a medical theory that dates back to Hippocrates.

- phlegmatic, choleric, melancholic, sanguine

John Trent's The Treasure Tree: a lion, a golden retriever, a beaver, and an otter

##### 4.3.1. Learning Style:

Do your students learn through sight (visual learners), hearing (auditory learners), touch (tactile learners) or bodily experiences (kinaesthetic learners)? Share this information together with your students and see if they think that how they learn really matters as they engage with your class. Ask them how their learning outcomes might change if they were to focus on their individual learning strengths as they set their self-improvement goals. Ask how they could take pleasure in working to sharpen a learning style that is not their strength. What and who might help them set about finding success in attempting that?

##### 4.3.2. Love Languages

In their book The 5 Love Languages of kids, authors Gary D. Chapman and Ross Campbell take an in-depth look at how children communicate. Here's a quick overview of the ways within which that works:

- Acts of service. These are the scholars who connect by being your helper. They like to serve.
- Gifts. These are the scholars who communicate their love with gifts, like drawing you pictures or bringing you flowers.
- Quality time. These students want and want plenty of time and a spotlight.
- Words of affirmation. These students thrive on affirming you by telling you ways nice you look or what proportion they love being with you.
- Physical touch. These are the scholars who love hugs, handshakes, and high-fives. you'll also find them by your side at every turn because physical proximity is very important to them.

How does knowing, understanding, and embracing these love languages change the way we interact with our students as we spotlight their

strengths? How about how they connect with one another? and the way can students extend this connection to their family? How might knowing a child's love language change how we interact with him or her on a daily basis? How about when there's a conflict?

#### 4.3.3. Interest Inventories

There are plenty of various ways to seek out out what our students have an interest in: First and foremost, just ask them. But be ready because they are likely to travel on and on. Ask questions like these: "What sparks your interest? What does one prefer to do best? What excites you and causes you to yearn to grasp more? What subject(s) does one like best? What subject(s) could you enjoy liking better? How might partnering with someone whose interests are like yours facilitate your growth? How might working with people whose interests don't align with yours in any respect stretch you?"

As an alternative choice, allow them to take a paper survey like this one to seek out out what they are captivated with. And while all of this information is helpful now, it may also help guide students as they are choosing their college and career paths down the road.

#### 4.3.4. Physical Stamina

We would be remiss in addressing strengths and weaknesses if we did not mention physical endurance and strength. Maybe we don't aspire to be gold-medal Olympians, but we will all do something to remain active and become stronger. Are students strong runners? Maybe they are good at kicking a ball. Swimming or water aerobics may be their thing. Hopefully, they are getting outdoors for twenty minutes on a daily basis to make physical strength. We will not ever know the areas during which we are able to shine physically if we do not venture out, riding skills we already accomplished, and take a look at new things to succeed in different heights.

#### 4.3.5. Character Strength

Has your school selected and arranged its core values? Use them as a discussion starter. Ask your students what traits they consider to be their strengths. Perhaps they see themselves as humble, trustworthy, respectful and kind. Encourage them to convey examples and share their stories. be told how they think people see them also. What would they are saying draws people to them and makes others want to attach with them? Who are their character role models whose example they need to emulate? Then challenge students to require an honest observe what

	<p>they might like improving by asking which virtues they have to figure on. Maybe they are not superb at playing by the foundations, surrendering their homework on time, or keeping their promises. Encourage students to seek out an accountability buddy so that they have someone to assist hold them responsible, cheer them on as they work to higher themselves, and celebrate with them when they've reached their self-improvement goals.</p> <p><b>4.4. Know the importance of a positive support network for youth with burnout</b></p> <p>A meta-analysis of 213 school-based prevention programs promoting social and emotional learning (SEL) checked out outcomes in six different domains: social and emotional skills, attitudes toward self et al., positive social behaviours, conduct problems, emotional distress, and academic performance.</p> <p>While each of those programs focuses on distinct issues and outcomes, research suggests that in adolescent-focused initiatives, many utilize the identical practice elements, including communication skills, problem solving, insight building, and behaviour modification.</p> <p>A number of school-based programs are developed to focus on specific outcomes, including problems like bullying, substance use, and antisocial behaviour.</p> <p>School-based prevention programs are initiatives implemented into school settings that aim to extend children's academic success and reduce high-risk problem behaviours.</p> <p>The results suggest that SEL programs have positive effects in all six areas, demonstrating the widespread impact of universal school-based prevention programs.</p>
<p><b>LINKS</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://www.wikihow.com/Fight-Burnout-at-Work">https://www.wikihow.com/Fight-Burnout-at-Work</a> <ul style="list-style-type: none"> <li>• <a href="https://frespiritpublishingblog.com">https://frespiritpublishingblog.com</a></li> <li>• <a href="https://en.wikipedia.org/wiki/Occupational_burnout">https://en.wikipedia.org/wiki/Occupational_burnout</a></li> <li>• <a href="https://www.healthline.com/health/mental-health/burnout-recovery#therapy">https://www.healthline.com/health/mental-health/burnout-recovery#therapy</a></li> <li>• <a href="https://www.guide2research.com/research/student-stress-statistics">https://www.guide2research.com/research/student-stress-statistics</a></li> </ul> </li> </ul>

<b>LESSON 5</b>	<b>YOUTH GUIDE TO ENJOY LIFE</b>
<b>GOALS</b>	To address various approaches on how to enjoy life.
<b>INSTRUCTION</b>	To navigate the module and its content, participants have to read short intro and then go to the links to learn more about the topics.
<b>LEARNING MATERIALS</b>	<p><b>5. YOUTH GUIDE TO ENJOY LIFE</b></p> <p><b>5.1 Know how positive body image can help you be happy</b></p> <p><b>5.1.1. Body Image and therefore the Media Are Closely Related</b></p> <p>As an example, in Ancient Greece the perfect somatotype for girls was “full-bodied;” during the Italian Renaissance, the “ideal” woman had a rounded stomach and many of curves; in the United States in the 1990s, women were often portrayed as very thin, without pronounced curves, with more androgynous features.</p> <p>They need a skinny waistline and curves "in all the proper places." The way men and ladies look within the media creates an unrealistic image of what we expect we must always seem like.</p> <p>Our attention is commonly focused on the connection between the media and body image for ladies, but the link exists for men additionally.</p> <p><b>5.1.2. The Lie That Media Tells</b></p> <p>The media shows us images we will not possibly live up to. Models, actors, and actresses not only have access to professional makeup artists, hairstylists, fashion designers, and private trainers but their appearances are heavily altered with Photoshop and other digital manipulation tools. Their skin is airbrushed to get rid of blemishes, their bodies thinned, their chests enlarged, muscles augmented.</p> <p>Many people do not understand they are trying to seem like something which may not even exist. The media is lying to us about the way the</p>



typical person looks, and it can make us want we must always look far different from what we do. This only serves to look at an unrealistic and negative perception of body types and image.

### 5.1.3. The Impact of Social Media

It absolutely was also found that social media causes people to possess lower self-esteem.

Studies show that individuals with low self-esteem spend the foremost time on social media.

## 5.2. Physical activities and motivation everyday techniques

An active lifestyle means you are doing physical activity throughout the day. Any activity that gets you up and moving is an element of a vigorous lifestyle. Physical activity includes exercise like walking or lifting weights.

The Psychological Benefits of Exercise:

### 5.2.1. Help for depression and anxiety

Exercise could be a scientifically proven mood booster, decreasing symptoms of both depression and anxiety. Physical activity kicks up endorphin levels, the body's famous "feel good" chemical produced by the brain and funiculus that produces feelings of happiness and euphoria. Even just moderate exercise throughout the week can improve depression and anxiety, most in order that some doctors recommend trying out an exercise regimen for these conditions before turning to medication.

### 5.2.2. Decreased stress

Another mental good thing about exercise is reduced stress levels—something which will make us all happier. Increasing your rate can actually reverse stress-induced brain damage by stimulating the assembly of neurohormones like norepinephrine, which not only improve cognition and mood but improve thinking clouded by stressful events. Exercise also forces the body's central and sympathetic nervous systems to speak with each other, improving the body's overall ability to retort to worry.

### 5.2.3. Increased self-esteem and self-confidence

From improving endurance to losing weight and increasing muscular tonus, there's no shortage of physical achievements that crop up from regular exercise. All those achievements can all add up to a whopping boost of self-esteem—and the arrogance that comes with it. You will



not start out for better-fitting clothes, a slimmer physique, and therefore the ability to climb a hill without getting winded. Often this happens before you even realize it. It is only one of the various benefits of physical activity that boost your body, mind, and spirit.

#### 5.2.4. Better sleep

If you have got trouble getting an honest night's sleep, exercise can help therewith, too. Physical activity increases blood heat, which might have calming effects on the mind, resulting in less sheep counting and more shuteye. Exercise also helps regulate your biological time, our bodies' built-in watch that controls after we feel tired and once we feel alert. (Although improved sleep may be a psychological good thing about exercise, sleep experts recommend not exercising near bedtime.).

#### 5.2.5. Brain boost

From building intelligence to strengthening memory, exercise boosts brainpower during several howes. Studies on mouse and human subjects indicate that cardiovascular exercise creates new brain cells – a process known as neurogenesis – and improves overall brain performance. It also prevents cognitive decline and amnesia by strengthening the hippocampus, the part of the brain chargeable for memory and learning. Studies also prove that physical activity boosts creativity and motive. So if you require inspiration, your big idea may well be just a walk or jog away.

### 5.3. Know and practice relaxation and meditation techniques

Following area unit six relaxation techniques which will facilitate you evoke the relief response and scale back stress.

#### 5.3.1. Breath focus

Throughout this easy, powerful technique, you are taking long, slow, deep breaths (also spoken as abdominal or belly breathing). When you breathe, you softly disengage your mind from distracting thoughts and sensations. Breath focus is particularly useful for folks with uptake disorders to help them specialize in their bodies through an additional positive method. However, this technique won't be applicable for those with health issues that create respiration troublesome, like metabolism ailments or failure.

#### 5.3.2. Body scan

This technique combines concentration on the breath with progressive muscle relaxation. Once some minutes of deep respiration, you target



one a district of the body or cluster of muscles at a time and mentally emotional any physical tension you're feeling there. A body scan will facilitate boost your awareness of the mind-body association. If you have had a recent surgery that affects your body image or different difficulties with body image, this technique may even be less useful for you.

#### 5.3.3. Target-hunting representational process

For this technique, you conjure soothing scenes, places, or experiences in your mind to help you relax and focus. You will be able to realize free apps and online recordings of calming scenes—just guarantee to decide on the representational process you discover soothing that has personal significance. Target-hunting representational process might facilitate your reinforce a positive vision of yourself, however, it should be troublesome for those who have intrusive thoughts or realize it arduous to stir mental pictures.

#### 5.3.4. Heedfulness meditation

This applies to involve sitting well, specializing in your respiration, and transfer your mind's attention to the present moment while not drifting into considerations regarding the past or the long-term. This fashion of meditation has enjoyed increasing quality in recent years. Analysis suggests it ought to be useful for folks with anxiety, depression, and pain.

#### 5.3.5. Yoga, tai chi, and qigong

These 3 ancient arts mix tripping respiration with a series of postures or flowing movements. The physical aspects of these practices provide a mental focus that can facilitate distract you from athletics thoughts. They will conjointly enhance your flexibility and balance. However, if you are not unremarkably active, have health issues, or a painful or disabling condition, these relaxation techniques may perhaps be too difficult. Consult your doctor before starting them.

#### 5.3.6. Repetitive prayer

For this technique, you wordlessly repeat a quick prayer or phrase from a prayer whereas active breath focus. This technique is additionally particularly appealing if faith or spirituality is pregnant to you. Rather than selecting just one technique, specialists suggest sampling many to work out that one works best for you. Arrange to apply for a minimum of twenty minutes on a usual, though even just a few minutes will facilitate. However, the longer and conjointly the additional usually you



	apply these relaxation techniques, the larger the benefits and thus the additional you will scale back stress.
<b>LINKS</b>	<ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=IggMqtnTJeE">https://www.youtube.com/watch?v=IggMqtnTJeE</a></li><li>• <a href="https://www.verywellmind.com/">https://www.verywellmind.com/</a></li><li>• <a href="https://youtu.be/NLk3SKmjZ7A">https://youtu.be/NLk3SKmjZ7A</a></li><li>• <a href="https://www.healthline.com/health/womens-health-active-lifestyle">https://www.healthline.com/health/womens-health-active-lifestyle</a></li><li>• <a href="https://www.themostlysimplife.com/simple-living/8-tips-living-active-lifestyle/">https://www.themostlysimplife.com/simple-living/8-tips-living-active-lifestyle/</a></li></ul>



## MODULE 2: COMMON MISTAKES AND CORRECTIONS- ROMANIA, "CHILDREN'S PALACE" IAȘI

### 1. ON LINE COURSE

<b>MODULE 2</b>	<b>TITLE:COMMON MISTAKES AND CORRECTIONS</b>
<b>GENERAL GOAL(S)</b>	To recognize parental behaviours belong to the narcissistic spectrum and effective coping strategies for the prevention of the phenomenon of burnout favoured by the relationship with a narcissistic parent.
<b>EXPECTED OUTCOMES</b>	Participant would know to: <ul style="list-style-type: none"> <li>• recognize harmful interpersonal strategies used by narcissists (minimization, guilt, cultivation of addiction, undermining self-confidence, exacerbated competitiveness, perfectionism, etc.);</li> <li>• distinguishes narcissistic communication and behaviour patterns from other parental typologies (authoritarian, rigid, anxious, permissive, etc.);</li> <li>• identify the effects of narcissistic parenting on teenagers / young adults (Echo syndrome, lack of autonomy, parenting, perfectionism, burnout syndrome);</li> <li>• use emotion-centered coping strategies, action-centered coping strategies, and nonviolent communication elements (the DESC model) in order to avoid exhaustion in a relationship with a narcissistic parent.</li> </ul>
<b>INSTRUCTION (for participants)</b>	Information about how to navigate the module and its content – the parts that it consists of: The module consists of 4 activities, designed to be covered successively, the concepts introduced are also correlated with each other.  Technical instruction on the way the module should be learnt and completed: group and frontal activities are proposed, using classical and IT educational tools.

<b>STRUCTURE OF THE MODULE</b>	<p>Lesson 1 - How do you recognize a narcissistic parent?</p> <p>Lesson 2 - The effects of narcissistic parenting on teenagers.</p> <p>Lesson 3 - Manifestation of burnout syndrome in adolescence, caused by narcissistic parents</p> <p>Lesson 4 - Ways to avoid exhaustion in a relationship with a narcissistic parent</p>
<b>EVALUATION OF THE MODULE</b>	<p><a href="https://my.surveio.com/wizard?new=1">https://my.surveio.com/wizard?new=1</a></p> <p><a href="https://en.actionbound.com/">https://en.actionbound.com/</a></p> <p><a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a></p>

## LEARNING MATERIALS FOR EACH LESSON

<b>LESSON 1</b>	TITLE: How do you recognize a narcissistic parent?
<b>GOALS</b>	<ul style="list-style-type: none"> <li>to recognize the harmful interpersonal strategies used by narcissists (minimization, blame, cultivating addiction, undermining self-confidence, exacerbated competitiveness, perfectionism, etc.);</li> </ul>
<b>EXPECTED OUTCOMES</b>	<p>Knowledge: Participant would know how to recognize harmful interpersonal strategies used by narcissists (minimization, guilt, cultivation of addiction, undermining self-confidence, exacerbated competitiveness, perfectionism, etc.);</p> <p>Skills: Participant is able to recognize the narcissistic typology in the relationship of the parent's interaction with the teenager.</p>
<b>INSTRUCTION</b>	<p>Information about how to navigate the module and its content – the parts that it consists of: The first part of the module includes 3 activities.</p> <p>Technical instruction on the way the lesson should be learnt and completed: group and frontal activities are proposed, using classical and computer educational tools.</p>
<b>LEARNING MATERIALS</b>	<p>PDF</p> <p>WORD</p> <p>JAMBORD</p>

<b>SELF ASSESSMENT TOOL</b>	– <a href="http://www.jambord.com">www.jambord.com</a>
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<b>LESSON 2</b>	TITLE: The effects of narcissistic parenting on teenagers.
<b>GOALS</b>	• to distinguish narcissistic communication and behaviour patterns from other parental typologies (authoritarian, rigid, anxious, permissive, etc.);
<b>EXPECTED OUTCOMES</b>	Knowledge: Participant would know to recognize and distinguish patterns of narcissistic communication and conduct.
	(Optional)Skills: Participant is able to recognize and distinguish patterns of narcissistic communication and conduct. Participant can analyse the behaviour of a narcissistic parent.
<b>INSTRUCTION</b>	Information about how to navigate the module and its content – the parts that it consists of: The second lesson contains 3 activities.  Technical instruction on the way the lesson should be learnt and completed: group and frontal activities are proposed, using classical and IT educational tools.
<b>LEARNING MATERIALS</b>	PDF WORD PPT
<b>SELF ASSESSMENT TOOL</b>	– <a href="http://www.jambord.com">www.jambord.com</a>

<b>LESSON 3</b>	TITLE: Manifestation of burnout syndrome in adolescence, caused by narcissistic parents
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<b>GOALS</b>	<ul style="list-style-type: none"> <li>to identify the effects of narcissistic parenting on adolescents / young people (Echo syndrome, lack of autonomy, parenting, perfectionism, burnout syndrome);</li> </ul>
<b>EXPECTED OUTCOMES</b>	Knowledge: E.g Participant would know how to identify the effects of narcissistic parenting.
	(Optional) Skills: Participant is able to identify if it has to do with a narcissistic parent. Participant can analyse the behaviour of a narcissistic parent.
<b>INSTRUCTION</b>	<p>Information about how to navigate the module and its content – the parts that it consists of: The lesson includes 3 distinct activities.</p> <p>Technical instruction on the way the lesson should be learnt and completed: group and frontal activities are proposed, using classical and computer educational tools.</p>
<b>LEARNING MATERIALS</b>	<p>PDF</p> <p>WORD</p> <p>PPT</p>
<b>SELF ASSESSMENT TOOL</b>	– <a href="http://www.canva.com">www.canva.com</a>

<b>LESSON 4</b>	TITLE: Ways to avoid exhaustion in a relationship with a narcissistic parent
<b>GOALS</b>	<ul style="list-style-type: none"> <li>use emotion-focused coping strategies, action-focused coping strategies, and nonviolent communication elements (the DESC model) as ways to avoid exhaustion in a relationship with a narcissistic parent;</li> </ul>
<b>EXPECTED OUTCOMES</b>	Knowledge: E.g Participant would know to use coping strategies
	(Optional) Skills: Participant is able to use coping strategies focused on emotions, on action, ways to avoid exhaustion in the relationship with a narcissistic parent.

	Participant can analyse coping strategies.
<b>INSTRUCTION</b>	Information about how to navigate the module and its content – the parts that it consists of: The lesson includes 3 activities. Technical instruction on the way the lesson should be learnt and completed: group and frontal activities are proposed, using classical and IT educational tools.
<b>LEARNING MATERIALS</b>	PDF WORD PPT
<b>SELF ASSESSMENT TOOL</b>	– <a href="http://www.jambord.com">www.jambord.com</a> <a href="http://www.canva.com">www.canva.com</a>

## 2. FACE TO FACE COURSE

<b>MODULE 2 :</b>	Common mistakes and corrections.
<b>TARGET GROUP:</b>	Teachers, trainers, tutors, youth workers.
<b>GENERAL GOAL(S):</b>	To recognize 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.
<b>LEARNING OUTCOMES:</b>	By the end of the module, participants will be able to: <ul style="list-style-type: none"> <li>• recognize harmful interpersonal strategies used by narcissists (minimization, guilt, cultivating addiction, undermining self-confidence, exacerbated competitiveness, perfectionism, etc.);</li> <li>• recognize the patterns of narcissistic communication and behavior from other parental typologies (authoritarian, rigid, anxious, permissive, etc.);</li> <li>• identify the effects of narcissistic parenting on teenagers / young people (Echo syndrome, lack of autonomy, parenting, perfectionism, burnout syndrome);</li> </ul>

	<ul style="list-style-type: none"> <li>• use emotion-centered coping strategies, action-centered coping strategies, and nonviolent communication elements (the DESC model) as ways to avoid exhaustion in a relationship with a narcissistic parent.</li> </ul>
<b>DURATION:</b>	<b>3' 50''</b>
<b>RESOURCES NEEDED:</b>	pens, white board, flipchart, paper, hand-outs
<b>ORDER OF ACTIVITIES:</b>	<p><b>Step 1: 60 MIN</b></p> <p><b>"How do you recognize a narcissistic parent?"</b></p> <p>In this activity we will identify the main characteristics of a narcissistic parent and how you can find out if you are / have a narcissistic parent. We will also capture the characteristics of narcissistic parents from a psychological point of view</p> <p><b>Planning of the activities:</b></p> <p>In the first stage of the activity, the teacher projects an image accompanied by a short anecdotal text representing a dialogue between father and son:</p> <p><a href="https://drive.google.com/file/d/1lgEmHbzZa38xyBPZeTyNntxrzYwd_bWH_/view?usp=drivesdk">https://drive.google.com/file/d/1lgEmHbzZa38xyBPZeTyNntxrzYwd_bWH_/view?usp=drivesdk</a> see <b>anexa 1</b>) <i>Father: - Son, how old are you?</i> <i>Son: -I'm 8 years old.</i> <i>Father: - I was 9 at your age!</i></p> <p>Participants are asked to state other similar parental statements, which they have heard or experienced (ex: Who has, to live them. Who does not, not to. want / The egg doesn't teach the hen / I give you birth you, I can kill you, / we weren't born in the same year etc.) The teacher generates a conversation on the topic of parental messages and typologies behind these expressions and introduces the narcissistic typology, using as a stimulus the famous painting Echo and Narcissus, by John William Waterhouse</p> <p><a href="https://drive.google.com/file/d/1lk5_aiys41KkC2NmH8mPN0qGtJqrp">https://drive.google.com/file/d/1lk5_aiys41KkC2NmH8mPN0qGtJqrp</a></p>

	<p><a href="#">pO-/view?usp=drivesdk see anexa 2</a>). Participants comment on the title of the activity, then it is stated by the teacher: <i>How do you recognize a narcissistic parent?</i></p> <p><b>In the second stage</b> of the activity, the participants watch an image that illustrates various parental reflections specific to the narcissistic typology. (<a href="https://drive.google.com/file/d/1P6CoKD-7Aweh11BddWGWETjrW- u1YoZS/view?usp=sharing see anexa 3">https://drive.google.com/file/d/1P6CoKD-7Aweh11BddWGWETjrW- u1YoZS/view?usp=sharing see anexa 3</a>) and makes, starting from them, a conceptual map of the main characteristics that define narcissistic parents, accessing this editable pdf document: <a href="https://drive.google.com/file/d/1bzDThsX2KYZ9q12zUDPIeItY2g_RH6c/view?usp=sharing see anexa 4">https://drive.google.com/file/d/1bzDThsX2KYZ9q12zUDPIeItY2g_RH6c/view?usp=sharing see anexa 4</a> During this stage, the teacher guides participants in identifying harmful interpersonal strategies used by narcissists and familiarizes them with specific psychological terms (need for control, lack of empathy, arrogance, grandiosity, perfectionism, minimization, guilt, exploitation, cultivation of addiction, under self-confidence). Throughout this stage, the teacher emphasizes the distinction between the common narcissistic spectrum, each of us being able to manifest narcissistic traits at a time in life, and the narcissistic personality disorder, of a psychiatric, severe nature.</p> <p><b>In the third stage of the activity</b>, participants are invited to access individually, on personal mobile devices, an online, interactive game and are asked to identify narcissistic parental behaviours and statements, from a series of descriptive items containing behaviours and statements belonging to a variety of defective parental typologies: authoritarian, rigid, anxious, permissive. The personal scores obtained at the end of the test game will be ranked in a ranking of participants. <b><u>see anexa 5</u></b></p> <p>At the end of the activity, participants are invited to provide feedback using the platform <a href="https://jamboard.google.com/">https://jamboard.google.com/</a>.</p>
	<p><b>Step 2:50 MIN</b></p> <p><b>"The effects of narcissistic parenting on teenagers"</b></p>



In this activity we will capture how young people are affected by the behaviour of a narcissistic parent and what are the effects that the adolescent feels - Echo syndrome.

### **Planning of the activity:**

**In the first stage of the activity**, the participants are presented with the stimulus material for the introduction to the topic of the activity: What effects does narcissistic parenting have on teenagers?

([https://drive.google.com/file/d/1W3BF6\\_BKyXrLdQMjuXzEsLmYC\\_HO20ITd/view?usp=sharing](https://drive.google.com/file/d/1W3BF6_BKyXrLdQMjuXzEsLmYC_HO20ITd/view?usp=sharing) see **anexa 6**). Through this material, young people are informed about the main personal think arising from the relationship with the narcissistic parent.

In the second stage of the activity, participants are invited to look again at the Echo and Narcissus paint, by John William Waterhouse

([https://drive.google.com/file/d/1lk5\\_aivs41KkC2NmH8mPN0qGtJqrpO-/view?usp=drivesdk](https://drive.google.com/file/d/1lk5_aivs41KkC2NmH8mPN0qGtJqrpO-/view?usp=drivesdk) see **anexa 7**), but this time it focused on the female character, the nymph Echo. On this occasion, participants are familiar with the term echoism or Echo syndrome, which is defined in the literature by American psychologist Craig Malkin, in his book, "Rethinking Narcissism" from 2015, as an effect of narcissism and also an absence of notes. healthy narcissists, necessary for any individual to build self-esteem.

Participants are asked to access the jambord application, where they will be tasked with defining potential Echo effects derived from the main narcissistic traits identified in the previous activity, at the stage of making the concept map: need for control, admiration, lack of empathy, arrogance, grandiosity, perfectionism, minimization, blaming, exploitation, cultivating addiction, undermining self-confidence. Through this activity, participants will thus make a mirror portrait of the effects of narcissistic parenting on children and will be aware of the multiple implications of this parental model on their emotional, social, professional development. (jamboard)

**In the third stage of the activity**, the participants are divided into 4 teams and are asked to make, through artistic means, a drawing to portray Echo, a person lacking decision-making autonomy, insecure,



	<p>dependent, with low self-esteem, unable to recognize emotions, with a confused self-identity, characterized by emotional, physical and mental exhaustion / burnout.</p>
	<p><b>Step 3:60 MIN</b></p> <p><b>"Manifestation of burnout syndrome in adolescence, caused by narcissistic parents"</b></p> <p>In this activity we will explore the types, stages and main sources that contribute to the appearance of burnout syndrome in adolescence, as well as the determining role of narcissistic parenting in its onset.</p> <p><b>Planning of the activity:</b></p> <p><b>In the first stage of the activity</b>, the participants are divided into groups, with the task of documenting the types, stages and respectively the main sources that contribute to the onset of the syndrome at the age of adolescence, through the available technological means. A representative of each group will present the team work. Subsequently, the attached material is browsed <b>(see anexa 8)</b></p> <p><b>In the second stage of the activity</b>, we suggest participants to write on three strips of paper three personal needs whose satisfaction he considers essential for their process of development, becoming. In turn, they are invited in front of the group, to communicate the three identified needs, and will keep the most important of them, which they will attach on a flipchart. After their inventory, the needs neglected by the narcissistic parent are selected and the connection between the adolescent's need for autonomy, the narcissistic parent and the burnout syndrome is presented, using the support material. (drive) At this stage of the activity it is emphasized that the perception of the child's lack of autonomy there's one of the catalysts the appearance of stress / burnout syndrome. The term PARENTIFICATION of children is introduced as a strategy to cultivate the child's dependence on the narcissistic parent.</p> <p><b>In the third stage of the activity</b>, another triggering factor of the burnout syndrome is discussed, cultivated by the narcissistic parent:</p>

	<p>PERFECTIONISM. The participants are divided into two groups, each of them having to argue if perfectionism is a quality, respectively a defect. This stage of activity aims to highlight the ambivalence of some erased factors or in our lives, so that the same situation can be perceived as overwhelming, but also constructive.</p>
	<p><b>Step 4: 60 MIN</b></p> <p><b>How to avoid exhaustion in a relationship with a narcissistic parent"</b></p> <p>In this module we will speak about the main how a teenager can avoid reaching exhaustion and can keep his balance when he notices that his parent has a narcissistic behaviour. We will identify emotion-focused coping strategies, action-focused coping strategies, and ways of non-violent communication through the DESC model.</p> <p><b>Planning of the activity:</b></p> <p><b>In the first stage of the activity</b>, young people are invited to create an acrostic that describes their personal qualities, starting from the letters of their first name. Later, he presents to the group the qualities identified, using the phrase: "I would not like to brag, but I am ...". This exercise aims to encourage participants to focus on personal resources, being an emotion-focused coping strategy, called by Lazarus himself, who introduced the phrase "coping strategies" psychologically, along with minimization, emotional support, dialogue, emotional support, etc. On this occasion, the term COPING STRATEGY is introduced and is defined as "the cognitive, emotional and behavioural responses that we develop in order to reduce, control or tolerate internal or external demands that exceed personal resources." (Lazarus et al., 1986, cit. In <a href="https://medanima.ro/cum-facem-fata-stresului-10-strategii-de-coping/psihiatric-psihologie-iasi">https://medanima.ro/cum-facem-fata-stresului-10-strategii-de-coping/psihiatric-psihologie-iasi</a>).</p> <p><b>In the second stage of the activity</b>, we will perform an exercise that highlights an action-focused decoupling strategy. If emotion-focused strategies are passive, focused on resolving the consequences of the stressor, action-focused strategies focus on solving the problem by finding a cognitive or behavioural response, not an affective one.</p>

	<p>We propose, therefore, to the participants divided into three groups, to draw on a sheet of paper a palm outline and to write on its fingers 5 narcissistic features discussed in previous activities and, perhaps, identified in relationships with their parents (the need for control, admiration, lack of empathy, arrogance, grandiosity, selfishness, perfectionism, minimization, guilt, exploitation, cultivation of addiction, undermining self-confidence) .Then for each of the identified characteristics, they are asked to find 2-3 effective solutions, focused on the problem and on resolving the relationship with the stressful parent.</p> <p><b>In the third stage of the activity</b>, we will equip the participants with non-violent communication skills, making a communication game using the DESC model: Describe the behaviour you don't like (when you...) – speak about your Emotions (I feel that...) - Specify the change you want (you could... / offer two or three options to select from) - show them what the Consequences are (because, look, how nice... / formulates advantages for both parties).</p> <p>The participants are grouped in pairs and must formulate a message according to the DESC model, starting from a problem-specific behaviour of the narcissistic parent, given, for example: “When you ask me to take only grades of 10, I feel that.... You could..., because, look, how nice...”</p>
<p><b>KEEPING LEARNERS SAFE:</b></p>	<p>E.G</p> <ul style="list-style-type: none"> <li>• Ensure that access to the activity available for all</li> <li>• Ensure room large enough to allow mobility for all learners.</li> </ul>
<p><b>EVALUATION OF THE MODULE:</b></p>	<p>The evaluation will be done by completing a questionnaire with items with multiple elections.</p>

## MODULE 3: SIGNS AND SYMPTOMS- ROMÂNIA, ASOCIAȚIA "DEMETRIUS"

### 1. ON LINE COURSE

<b>MODULE 3</b>	<b>TITLE: SIGNS AND SYMPTOMS</b>
<b>GENERAL GOALS</b>	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.
<b>EXPECTED OUTCOMES</b>	<p><b>Knowledge:</b></p> <p>Participant would know the different signs and symptoms of youth burnout</p> <p>Participant would recognize the stages of the burnout and how it evolves</p> <p>Participant would be aware of the risk factors involved in developing burnout</p>
	<p><b>Skills:</b></p> <p>Participant is able to identify signs and symptoms of youth burnout</p> <p>Participant can discuss and reflect upon the evolving of burnout in different stages</p> <p>Participant can discuss and reflect upon burnout occurrence in special needs youth</p> <p>Participant can determine various risk factors involved for different groups</p>
<b>INSTRUCTION (for participants)</b>	<p>This module consists of five lessons each one containing in theoretical materials, videos, podcasts as well as practical applications, examples and reflection questions.</p> <p>Participants should go through the lessons in order and perform the short evaluation foreseen for each lesson.</p> <p>A final evaluation section is also available for knowledge, skills and competences self-evaluation.</p>
<b>STRUCTURE OF THE MODULE</b>	<p>Lesson 1 - Signs and symptoms of youth burnout</p> <ul style="list-style-type: none"> <li>1.1 Cognitive signs and symptoms</li> <li>1.2 Emotional signs and symptoms</li> <li>1.3 Physical signs and symptoms</li> <li>1.4 Behavioural signs and symptoms</li> </ul> <p>Lesson 2 - Risk factors involved in developing burnout</p>

	<p>Lesson 3 - The 12 phases of burnout</p> <p>Lesson 4 - Burnout and special needs youth</p> <p>Lesson 5 - Instruments and scales useful in measuring youth burnout</p> <p>Evaluation</p>
<b>EVALUATION OF THE MODULE</b>	<p>At the end of the module participant has to answer to these questions:</p> <p>1.What are the most comon signs and symptoms of youth burnout? ..... .....</p> <p>2.What are the main risk factors involved in youth burnout? ..... .....</p> <p>3.Enumerate 6 of the 12 signs of youth burnout. ..... .....</p>

<b>LESSON 1</b>	<p>Signs and symptoms of youth burnout</p> <p>1.1 Cognitive signs and symptoms</p> <p>1.2 Emotional signs and symptoms</p> <p>1.3 Physical signs and symptoms</p> <p>1.4 Behavioural signs and symptoms</p>
<b>GOALS</b>	<p>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 to be able to identify them in youth.</p>
<b>EXPECTED OUTCOMES</b>	<p>Knowledge: Participant would know the different signs and symptoms of youth burnout</p>
	<p>Skills: Participant is able to identify signs and symptoms of youth burnout</p>

<b>INSTRUCTION</b>	Participants are invited to go through the learning materials in order and do not skip any activity, including the self-assessment exercise at the end of each lesson.
<b>LEARNING MATERIALS</b>	<p>Signs and symptoms of youth burnout</p> <p>Stress can be characterized as "a set of reactions we have when something happens that frightens us, annoys us extremely when excited or make us happy". It can be considered that any situation, good or bad, which leads to a human's homeostasis loss and enables an adaptation, it creates stress, but that is only harmful if there is a individual's predisposition.</p> <p>Stress develops when the requirements become superior to the individual's ability to overcome them, making it impossible to resist and to create strategies to deal with them. For some authors, child stress is similar to the adult in many aspects, such as difficulties of interaction and socialization, and can have serious consequences if it is excessive.</p> <p>In the period of intellectual, emotional and affective development, children are faced with numerous generating stress situations and, most often, do not yet have the ability to deal with these situations. However, not all children undergoing the same stress level develop stress symptoms and various social support forms that the child receives directly influence the stress level in childhood.</p> <p>Short and long term memory are affected by stress and directly influences the children's school. The presence of acute stress activates the release of corticotropin hormone (CRH), which affects the process by which the brain collects and stores the received information, causing significant changes in neuroplasticity process. Still, stress enhances synaptic plasticity and neurons function of the amygdala, which affects differently the hippocampus and prefrontal cortex. These factors may contribute to over activation of the neural circuitry that controls fear, anxiety and emotion. It can also generate a state of depression (Pittenger C, Duman RS. (2008).</p> <p>1.1Cognitive signs and symptoms may include:</p> <ul style="list-style-type: none"> <li>• Memory problems</li> </ul>

- Inability to concentrate
- Poor judgment
- Seeing only the negative
- Anxious or racing thoughts
- Constant worrying

#### 1.2 Emotional signs and symptoms:

- Depression or general unhappiness
- Anxiety, worry, agitation
- Moodiness, irritability, or anger
- Not able to relax
- New or recurring fears (fear of the dark, fear of being alone, fear of strangers)
- Feeling overwhelmed
- Loneliness and isolation
- Other mental or emotional health problems

#### 1.3 Physical signs and symptoms can include:

- Decreased appetite, other changes in eating habits
- Headache
- New or recurrent bedwetting
- Nightmares
- Sleep disturbances
- Upset stomach or vague stomach pain
- Other physical symptoms with no physical illness

#### 1.4 Behavioural signs and symptoms

- Clinging, unwilling to let you out of sight
- Crying, whining
- Not able to control emotions
- Aggressive or stubborn behaviour
- Going back to behaviours present at a younger age
- Doesn't want to participate in family or school activities
- Eating more or less
- Sleeping too much or too little
- Withdrawing from others
- Procrastinating or neglecting responsibilities
- Nervous habits (e.g. nail biting, pacing)

	<p>Burnout is one possible reason for school or favourite sport/ hobby burnout. It is always accompanied by exhaustion and negative attitude.</p> <p>Several studies indicate differences in stress levels between genders. To know about stress factors between boys and girls is fundamental to provide better learning conditions in schools, respecting the gender differences. It is also important to know these differences and what causes high levels of stress between genders, to be possible to develop in schools a guidance of parents and teachers in order to promote mental health and psychological well-being of children in development, respecting their particularities.</p> <p>Regarding comparisons between the genders, there is stress prevalence in females, the female are the one with a higher incidence of symptoms, even considering the social and cultural aspects.</p> <p>Watch the following video using automatic subtitling:</p> <p><a href="https://www.youtube.com/watch?v=Oyf9kEmLg7Y">https://www.youtube.com/watch?v=Oyf9kEmLg7Y</a></p> <p>Reflect on how often have you recognized presented signs and symptoms among the youth you are teaching to.</p> <p><b>Source:</b></p> <p>Pittenger C, Duman RS. (2008). Stress, depression, and neuroplasticity: a convergence of mechanisms. <i>Neuropsychopharmacology</i>,33:88-109.</p>
<p><b>SELF ASSESSMENT TOOL</b></p>	<p>– At the end of the module participant has to answer to these questions:</p> <p>1.What are the most common signs and symptoms of youth burnout at cognitive level? .....</p> <p>2.What are the most common signs and symptoms of youth burnout at emotional level? ..... .....</p>



	<p>3. What are the most common signs and symptoms of youth burnout at physical level?</p> <p>.....</p> <p>.....</p> <p>4. What are the most common signs and symptoms of youth burnout at behaviour level?</p> <p>.....</p> <p>.....</p>
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<b>LESSON 2</b>	<b>Risk factors involved in developing burnout</b>
<b>GOALS</b>	The second section of the module deals with the main risk factors involved in developing burnout and 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 serious 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.
<b>EXPECTED OUTCOMES</b>	Knowledge: Participant would be aware of the risk factors involved in developing burnout
	Skills: Participant is able to determine various risk factors involved for different groups
<b>INSTRUCTION</b>	Participants are invited to go through the learning materials in order and do not skip any activity, including the self-assessment exercise at the end of each lesson.
<b>LEARNING MATERIALS</b>	<p>Stress may be a response to a negative change in a child's life. In small amounts, stress can be good, but excessive stress can affect the way a child thinks, acts, and feels.</p> <p>Children learn how to respond to stress as they grow and develop. Many stressful events that an adult can manage will cause stress in a child. As a result, even small changes can impact a child's feelings of safety and security.</p>



Pain, injury, illness, and other changes are stressors for children. Stressors may include:

- Worrying about schoolwork or grades
- Problems with friends, bullying, or peer group pressures
- Juggling responsibilities, such as school and work or sports
- Changing schools, moving, or dealing with housing problems or homelessness
- Going through body changes, in both boys and girls
- Having negative thoughts about themselves
- Seeing parents go through a divorce or separation
- Living in an unsafe home or neighbourhood
- Money problems in the family

Watch the following video using automatic subtitling:

<https://www.youtube.com/watch?v=9Dx-fKrN0nU>

Reflection questions after the video:

1. How often overscheduling is an issue for your students?
2. Have you ever discussed about overscheduling as burnout risk factor with other teachers?
3. Have you discussed about overscheduling as burnout risk fact with class parents?

Watch the following video using automatic subtitling:

<https://www.youtube.com/watch?v=FhG-VoRtkKY>

Reflection questions after the video:

1. Has it occur to have in your class students confronting with issues mentioned in the video? What did you do? What will you do in the future in such situation?

2. Why do you think children are difficult speak about their problems with adults?

Watch the following video using automatic subtitling:

<https://www.youtube.com/watch?v=5DTIzzf6ncg>

	<p>Reflect about the good child pattern in your career.</p> <p><b>Additional readings:</b></p> <p>1.Children and Trauma: <a href="https://www.apa.org/pi/families/resources/children-trauma-update">https://www.apa.org/pi/families/resources/children-trauma-update</a></p> <p>2.Burnout in Athletes: <a href="https://link.springer.com/referenceworkentry/10.1007%2F978-3-662-49411-0_24-1">https://link.springer.com/referenceworkentry/10.1007%2F978-3-662-49411-0_24-1</a></p>
<p><b>SELF – ASSESSMENT TOOL</b></p>	<p>At the end of the module participant has to answer to these questions:</p> <p>1.Enumerate 3 important changes that may be a risk factor for burnout in a child.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2.What other risk factors triggering burnout cand you mention?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3.To what risk factors triggering burnout are your students more exposed?</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p><b>LESSON 3</b></p>	<p><b>The 12 phases of burnout</b></p>
<p><b>GOALS</b></p>	<p>This section details the 12 phases of burnout and provides an insight on the new signs and symptoms characteristic for each phase. Examples of burnout installation will be presented, together with exercises which may facilitate detection from early phases.</p>
<p><b>EXPECTED OUTCOMES</b></p>	<p>Knowledge: Participant would recognize the stages of the burnout and how it evolves</p>

	Skills: Participant is able to discuss and reflect upon the evolving of burnout in different stages
<b>INSTRUCTION</b>	Participants are invited to go through the learning materials in order and do not skip any activity, including the self-assessment exercise at the end of each lesson.
<b>LEARNING MATERIALS</b>	<p>Psychologists Herbert Freudenberger and Gail North have outlined 12 phases of burnout applicable also to children:</p> <ol style="list-style-type: none"> <li>1. <b>Excessive ambition.</b> Common for children starting a new school phase or undertaking a new task, too much ambition can lead to burnout.</li> <li>2. <b>Pushing themselves to work harder.</b> Ambition pushes them to work harder.</li> <li>3. <b>Neglecting their own needs.</b> They begin to sacrifice self-care like sleep, exercise, and eating well.</li> <li>4. <b>Displacement of conflict.</b> Instead of acknowledging that They are pushing themselves to the max, they blame the parents, the teachers, the demands of the school, or colleagues for their troubles.</li> <li>5. <b>No time for nonwork-related needs.</b> They begin to withdraw from family and friends. Social invitations to play, parties, movies start to feel burdensome, instead of enjoyable.</li> <li>6. <b>Denial.</b> Impatience with those around them mounts. Instead of taking responsibility for their behaviours, they blame others, seeing them as incompetent, lazy, and overbearing.</li> <li>7. <b>Withdrawal.</b> They begin to withdraw from family, school mates and friends. Social invitations to birthday parties, play, movies, time with family start to feel burdensome instead of enjoyable.</li> <li>8. <b>Behavioural changes.</b> Those on the road to burnout may become more aggressive and snap at loved ones for no reason.</li> <li>9. <b>Depersonalization.</b> Feeling detached from their life and their ability to control their life.</li> </ol>



10. **Inner emptiness or anxiety.** Feeling empty or anxious. They may turn to thrill seeking behaviours to cope with this emotion, such as substance use, gambling, or overeating.

11. **Depression.** Life loses its meaning and they begin to feel hopeless.

12. **Mental or physical collapse.** This can impact their ability to cope. Mental health or medical attention may be necessary.

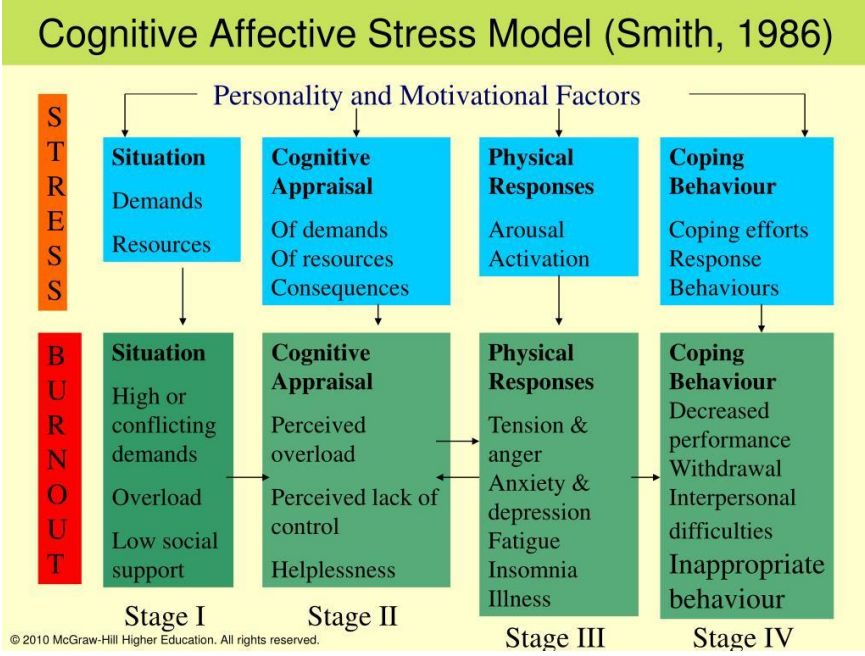
R. Smith developed a cognitive affective stress model in which he identified 4 stages. The thoughts and feelings of the young person's influence burnout:

-In stage 1 the situation demands exceed the resources producing stress

-In stage 2 takes place the cognitive appraisal: the situation is perceived as threat or challenge and the young person becomes anxious or excited.

-Stage 3 corresponds to the physiological responses: fight or flight due to appraisal.

-In stage 4 there appear the behavioural responses: performance issues, cohesion problems, withdrawal.

	<p style="text-align: center;"><b>Cognitive Affective Stress Model (Smith, 1986)</b></p>  <p style="text-align: center;">© 2010 McGraw-Hill Higher Education. All rights reserved.</p>
<p><b>SELF ASSESSMENT TOOL</b></p>	<p><b>Sources:</b></p> <p>Smith, R. (1986). Toward a cognitive-affective model of athletic burnout, <i>Journal of Sport Psychology</i> 8 (1): 40.</p> <p><a href="https://www.dominionsystems.com/blog/the-12-stages-of-burnout">https://www.dominionsystems.com/blog/the-12-stages-of-burnout</a></p> <p>At the end of the module participant has to answer to these questions:</p> <p>1.Enumerate at least 6 of the 12 phases of burnout in youth.          .....          .....</p> <p>2.How often could you recognize emergence of burnout in your students according to the first 3 phases? Were you aware student is heading for burnout?          .....          .....</p> <p>3.Did it happen to you to teach students in the last phases of burnout? Have you recognized burnout as the cause of what happened to them?          .....</p>

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## LEARNING MATERIALS FOR EACH LESSON

<b>LESSON 4</b>	Burnout and special needs youth
<b>GOALS</b>	The section focuses on the specific risk factors and manifestations of burnout in special needs youth and it will be particularly useful on drawing attention on 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.
<b>EXPECTED OUTCOMES</b>	Knowledge: Participant would know
	Skills: Participant is able to discuss and reflect upon burnout occurrence in special needs youth
<b>INSTRUCTION</b>	Participants are invited to go through the learning materials in order and do not skip any activity, including the self-assessment exercise at the end of each lesson.
<b>LEARNING MATERIALS</b>	<p><b>Children with behaviour and learning disorders</b></p> <p>Children susceptible to behaviour and learning disorders are more susceptible to developing depression and burnout. (Marotz, 2000)</p> <p>Specific Learning Disorder refers to learning difficulties and the use of academic skills, indicated by the presence of at least one of the following symptoms that have persisted for at least 6 months (although targeted interventions to these difficulties): reading words inaccurately or slowly and with effort; difficulties to understand the meaning of what is read; difficulties in orthography; difficulties with written expression (e.g. commits multiple errors in grammar or punctuation in the sentences, inadequate organization of paragraphs and written expression of ideas without clarity); difficulties to master the number sense, numerical facts or calculation, and difficulties in reasoning.</p> <p>Such learning difficulties start up during the school years, but do not show through until the demands by the affected academic skills exceed</p>



the limited capabilities of the individual. Still, learning difficulties cannot be explained by intellectual disabilities, visual acuity or uncorrected hearing problems, other mental or neurological disorders, psychosocial adversity, lack of proficiency in academic instruction language or inadequate educational instruction.

Children with learning disorders may be at high risk for developing mental disorders, as they tend to have low self-concept, high locus of external control, they are less socially accepted and more anxious than their peers without learning disabilities. Child stress directly affects the entire scholar and cognitive development process.

The children's stress can be considered an aggravating factor of such difficulties, since it has direct influence on the child's behaviour and can thus contribute to their school failure.

### **Gifted children**

A study made by Turkish researchers in 2018, focusing emotional and behavioural characteristics of gifted children and their families revealed interesting conclusions. The study included 49 gifted children aged 9-18 years and 56 age and gender-matched healthy children of normal intelligence.

Compared to children of normal intelligence, gifted children described themselves as more inattentive and lovely, social functionality was reported to be low and they had a worse perception of their physical health status. Gifted boys were determined to have more depressive symptoms than gifted girls.

Different social and emotional needs arise from the lack of synchronicity between the cognitive and physical development of gifted children and problems that may arise from them. Compared with their peers, gifted children can have different emotional and social needs in comparison with their peers. Studies reveal gifted children as being socially more isolated, less sensitive to thoughts of their peers, less adapted to their environment and society (Yun K, Chung D, Jang B, Kim JH, Jeong J., 2018).



Behavioural and emotional problems may occur more often in gifted children caused by extreme and unrealistic expectations of parents and teachers, their intense concerns, discordance between the child's ability and teaching, difficulties in peer relationships, difficulty in understanding by the social environment.

Moreover, gifted children encounter more often psychological problems such as inadequacy in learning, high test anxiety and general anxiety level, somatization, lack of self-confidence accompanied by depressive symptoms, attention deficit, hyperactivity disorder.

Findings obtained in this study suggest that gifted children are at risk in respect of mental health. Therefore, to be able to become healthy adults in a biopsychosocial aspect, it is important for the future of gifted children that this status can be identified at an early age, that they can receive appropriate education, that support and counselling are provided for emotional needs and that parents and teachers are fully informed.

#### **Predisposition to anxiety**

One of the most common signs of youth burnout is anxiety. Anxiety disorders are the most common mental illness among adults, for example in the US they affect 18% of the population, while anxiety disorders affect 1 of 8 children.

Symptoms emerge around 6 years old and few cases receive mental healthcare.

Some research suggests that ADHD symptoms can precede anxiety and vice versa if not treated. For example, a child with ADHD may have difficulty reading social cues, understanding body language, and have difficulty organizing social events, which can lead to the child feeling anxious or nervous in social situations. If this cycle continues, then an anxiety disorder may develop.

A child with a Learning Disability or ADHD may continuously have difficulty meeting deadlines or completing their work, which again, can cause children to be anxious if these patterns persist.

Children's temperaments vary, and so can their ability to cope with stress and daily hassles. Some are easy going by nature and adjust easily to

	<p>events and new situations. Others are thrown off balance by changes in their lives.</p> <p>All children improve in their ability to handle stress if they:</p> <ul style="list-style-type: none"> <li>• previously succeeded in managing challenges and feel able to do so;</li> <li>• have a strong sense of self-esteem;</li> <li>• have emotional support from family and friends.</li> </ul> <p><b>Source:</b> Marotz, L. (2000), Health, Safety, and Nutrition for the Young Child, Mass Market Paperback.</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6060660/#ref7">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6060660/#ref7</a> <a href="https://pubmed.ncbi.nlm.nih.gov/21483742/">https://pubmed.ncbi.nlm.nih.gov/21483742/</a></p> <p><a href="https://www.foothillsacademy.org/community-services/parent-education/parent-articles/making-sense">https://www.foothillsacademy.org/community-services/parent-education/parent-articles/making-sense</a></p>
<p><b>SELF ASSESSMENT TOOL</b></p>	<p>At the end of the module participant has to answer to these questions:</p> <p>1.How often do you pay special attention to your special needs students? ..... ..... .....</p> <p>2.Do you use a journal for noting different behaviours and reactions of students in your classes? ..... ..... .....</p> <p>3.How often do you discuss with students and parents about burnout risks, especially in more sensitive or special needs students? ..... ..... .....</p>

## 2. FACE TO FACE COURSE

<b>MODULE 1 :</b>	<b>SIGNS AND SYMPTOMS</b>
<b>TARGET GROUP:</b>	Youth workers and trainers
<b>GENERAL GOAL(S):</b>	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
<b>LEARNING OUTCOMES:</b>	By the end of the module, participants will be able to: <ul style="list-style-type: none"> <li>• Recognize signs and symptoms of youth burnout</li> <li>• Identify the stages of the burnout and how it evolves</li> <li>• Point to the risk factors involved in developing burnout</li> </ul>
<b>DURATION:</b>	3 hrs
<b>RESOURCES NEEDED:</b>	Pens, white board, flipchart, paper, hand-outs, equipment to show video.
<b>ORDER OF ACTIVITIES:</b>	<p><b>Step 1 Icebreaker exercise - 15 MIN</b></p> <p>a) <b>One word icebreaker</b> Trainer asks participants that everyone to describe their current mood in one word. Then trainer can ask participants to explain their one-word mood descriptor.</p> <p>b) <b>Trading Card Icebreaker</b> Use trading cards to represent participants personalities.</p> <ul style="list-style-type: none"> <li>• Hand out index cards and markers.</li> <li>• Tell everyone to draw a self-portrait and write their names, their nicknames (real or imaginary), and a fun fact.</li> <li>• Everyone jumps up and trades cards. People can trade as many times as they want, but they have to read each card they get before they trade.</li> <li>• After a few minutes, have everyone announce the name on the card they ended up with. People can even ask questions of the card's owner if they want.</li> </ul>

	<ul style="list-style-type: none"> <li>• Let the conversations flow!</li> </ul> <p><b>c)The Speed “Dating” Icebreaker</b></p> <p>Have participants sit near people they don’t work with. Tell everyone to look to their right and announce that they’ll be spending the next 5 minutes speed networking with the person next to them. The goal: 5 conversations in 5 minutes. Set a timer; every time the buzzer goes off, it’s time for people to find a new conversational partner.</p>
	<p><b>Step 2: Signs and symptoms of youth burnout – Jigsaw method -45 MIN</b></p> <ul style="list-style-type: none"> <li>• Trainer brings hand-out about the four types of youth burnout sign and symptoms.</li> <li>• Trainer splits the group into four equal groups by numbering from 1 to 4. Participants with the same number form a group, for example.</li> <li>• Trainer provides handouts containing one type of youth burnout sign and symptoms to each group.</li> <li>• Learners are reading carefully the handouts by themselves, e.g. group 1 will receive “Cognitive signs and symptoms”, group 2 “Emotional signs and symptoms”, group 3 “Physical signs and symptoms”, group 4 „ Behavioural signs and symptoms”.</li> <li>• Learners from the same group are discussing the type of youth burnout sign and symptoms they read about and try to provide examples from their professional experience.</li> <li>• Trainer writes on the flipchart 2 additional questions for discussion for all groups: <ul style="list-style-type: none"> <li>- “How easy/difficult have they recognized the burnout signs and symptoms?”</li> <li>- “Have they associated these signs and symptoms with burnout?”</li> </ul> </li> <li>• Learners are asked to prepare a short report about the type of youth burnout sign and symptoms they became experts in to the whole class.</li> <li>• Learners form a single group again and a representative from each small group is asked to present their report with as many examples as possible.</li> <li>• Learners have the task to remember as much as possible from the peers reports.</li> </ul>

	<ul style="list-style-type: none"> <li>Trainers evaluates the learners using evaluation questions.</li> </ul>
	<p><b>Step 3: Risk factors in developping burnout – 30 MIN.</b></p> <ul style="list-style-type: none"> <li>Mind mapping – 30 min.</li> <li>Trainer starts a mind mapping session about the risk factors of developing burnout using the flipchart and coloured pens Also a free app for mind mapping can be used for online maps, e.g. <a href="#">iMindMap</a> , <a href="#">MindMeister</a>, <a href="#">Visio</a> (Microsoft), and <a href="#">MindNode</a>.</li> <li>Trainer place the main problem in the middle of the flipchart sheet of paper by using an image and a key word.</li> <li>Learners draw the main branches with key words extending from the central image. The branches represent different burnout risk factors which the learners perceive as being relevant to the content of the key concept of the mind map. From these main branches, sub-branches are created.</li> <li>Trainer asks that each of the branches and sub-branches should contain pictures to aid in recalling the information. These sub-branches of key words or pictures can be linked together resulting in the integration of different parts of the mind map.</li> <li>Trainer reads and summarizes the mind map, bringing additional information about youth burnout risk factors from the presentation.</li> </ul> <p><b>Video watching and group discussion – 30 min.</b></p> <ul style="list-style-type: none"> <li>Trainer plays a short video (5.06 MIN) using automatic subtitling: The Golden Child syndrome, <a href="https://www.youtube.com/watch?v=JkSGP3Sk14U">https://www.youtube.com/watch?v=JkSGP3Sk14U</a></li> <li>Learners are asked to watch carefully and make short notes about similar experiences in their own life.</li> <li>Trainer provides the following questions for a 20 minutes group discussion: <ul style="list-style-type: none"> <li>How often have they met the golden child syndrome among their students?</li> <li>What are the risk factors of burnout golden child syndrome?</li> <li>How can the risk factors be prevented in the golden child syndrome?</li> </ul> </li> <li>Trainer draws conclusions.</li> </ul>

	<p><b>Step 4: The 12 phases of burnout – 35 MIN.</b></p> <ul style="list-style-type: none"> <li>• Trainer presents the burnout phases.</li> <li>• Trainer ask learners to ask questions for clarification.</li> <li>• Trainer splits learners in groups of 3 or 4 and asks them to draw a poster for raising awareness among their students and parents about the burnout danger in which the 12 phases of burnout to be also mentioned. Activity takes 15 minutes. Learners are provided flipchart paper, coloured pens, markers, other materials.</li> <li>• Each group choses a representative who presents their poster in front of the class, then sticks the poster on the wall.</li> <li>• In the end trainer gives participants a few minutes to walk around the room and admires the posters exhibition.</li> <li>• Trainer draws conclusions together with participants.</li> </ul>
	<p><b>Step 5: Burnout and special needs youth – 40 MIN.</b></p> <ul style="list-style-type: none"> <li>• Trainer splits the class into 2 groups.</li> <li>• Trainer gives presentation.</li> <li>• Learners are asked to ask for clarifying questions, if the case.</li> <li>• Trainer provides handouts about how burnout affects behaviour and learning disorders children to one group, asks the team to read the material and provide a case study based on the information read.</li> <li>• Trainer provides handouts about how burnout affects gifted children to the second group, asks the team to read the material and provide a case study based on the information read.</li> <li>• Trainer asks learners from each group to have a role play: teacher – school counsellor, if the case - student-parent, based on the case previously elaborated, in order to identify burnout signs, symptoms and risk factors.</li> <li>• Short group discussion after the two dialogues.</li> <li>• Trainer draws conclusions.</li> </ul>
<p><b>KEEPING LEARNERS SAFE:</b></p>	<ul style="list-style-type: none"> <li>• Ensure that access to the activity available for all.</li> <li>• Ensure room large enough to allow mobility for all learners.</li> <li>• Provide necessary materials and logistics for all activities.</li> </ul>



	<ul style="list-style-type: none"> <li>• Keep in mind group dynamic and organize coffee breaks when it is necessary.</li> </ul>
<p><b>EVALUATION OF THE MODULE:</b></p>	<p><b>Tutor asks participants to complete the questionnaire in written form -15`</b></p> <ul style="list-style-type: none"> <li>• Was this activity interesting for you?  <input type="checkbox"/> strongly agree   <input type="checkbox"/> agree   <input type="checkbox"/> disagree   <input type="checkbox"/> strongly disagree  Comments:</li> <li>• Are teaching methods useful for your training with your target groups?  <input type="checkbox"/> strongly agree   <input type="checkbox"/> agree   <input type="checkbox"/> disagree   <input type="checkbox"/> strongly disagree  Comments:</li> <li>• How can you apply burnout signs and symptoms in your daily work with young people?</li> <li>• Which of the topics were more useful for you and why?</li> <li>• What theoretical and practical materials and for what topics would you like to have in future?</li> </ul>

**MODULE 4: YOUTH GUIDE TO COPING AND PREVENTION- NORVEGIA,  
"GODALEN VIDEREGÅENDE SKOLE"**

**1. ONLINE COURSE**

<b>MODULE 4</b>	<b>YOUTH GUIDE TO COPING AND PREVENTION</b>
<b>GENERAL GOALS</b>	To equip the youth educators, parents, teachers and health professionals with the necessary knowledge, skills and competences to guide youth to enjoy life: relaxation and motivation everyday techniques, teach positive behaviour.
<b>EXPECTED OUTCOMES</b>	<p>This module contains two sections. Become aware of your own feelings and make good choices.</p> <p>After this module you will have the following skills and competencies;</p> <ul style="list-style-type: none"> <li>- Know concrete strategies for helping youth to manage stressful workloads</li> <li>- Know different ways of dealing with stress</li> <li>- Know the importance of a positive support network for youth with burnout</li> <li>- Know how empowerment works as a prevention tool</li> <li>- Be able to set up an individualised positive support network for youth with burnout</li> <li>- Be able to use empowerment as a specific tool for coping and prevention</li> <li>- Be able to set up an individual plan for dealing with stress and burnout</li> </ul> <p>Be able to use lifestyle management as a coping or prevention tool</p>
<b>INSTRUCTION</b>	This module is primarily practical and does not require much reading, but trainers should test the methods before their sessions
<b>STRUCTURE OF THE MODULE</b>	<p>The module consists of two sections:</p> <p>Become aware of your own feelings and make good choices.</p> <p>They take 2 hours each to perform</p>



<b>EVALUATION OF THE MODULE</b>	<p>Participants complete an online evaluation</p> <p>You may use <a href="http://www.mentimeter.com">www.mentimeter.com</a> <a href="http://www.surveymonkey.com">www.surveymonkey.com</a></p>
<b>LEARNING MATERIALS FOR EACH LESSON</b>	
<b>LESSON 1</b>	<b>TITLE: Become aware of your own feelings</b>
<b>GOALS</b>	Let participants become aware of their own feelings and how to cope with them
<b>EXPECTED OUTCOMES</b>	<p>After this module you will have the following skills and competencies;</p> <ul style="list-style-type: none"> <li>- Know concrete strategies for helping youth to manage stressful workloads</li> <li>- Know different ways of dealing with stress</li> <li>- Know the importance of a positive support network for youth with burnout</li> <li>- Know how empowerment works as a prevention tool</li> </ul>
<b>INSTRUCTION</b>	<p>In this module you will get to know yourself better. You will be given tools you can use to understand your thoughts and feelings, and how you can make good choices.</p> <p>Here most of the exercises are self-reflection based.</p>
<b>LEARNING MATERIALS</b>	PDF DRAWING
<b>SELF ASSESSMENT TOOL</b>	<u>Questions set up in online tool of your choice</u>
<b>LESSON 2</b>	<b>TITLE: Make good choices</b>
<b>GOALS</b>	Learning about making good choices

<b>EXPECTED OUTCOMES</b>	<p>Knowledge: Participant would be aware of the risk factors for negative choices.</p> <p>Skills: Participants are able to make good choices for themselves</p>
<b>INSTRUCTION</b>	This lesson is primarily practical and does not include a lot of theoretical background. The lessons should be tested before giving them to others.
<b>LEARNING MATERIALS</b>	PDF DRAWING
<b>SELF ASSESSMENT TOOL</b>	– Self assessment questions put in an online tool of your choice
<b>2. FACE TO FACE COURSE</b>	
<b>LESSON 1</b>	<b>Become aware of your own feelings</b>
<b>TARGET GROUP</b>	Teachers, trainers, tutors, youth workers.
<b>GENERAL GOALS</b>	Let participants become aware of their own feelings and how to cope with them
<b>LEARNING OUTCOMES</b>	<p>After this module you will have the following skills and competencies;</p> <ul style="list-style-type: none"> <li>- Know concrete strategies for helping youth to manage stressful workloads</li> <li>- Know different ways of dealing with stress</li> <li>- Know the importance of a positive support network for youth with burnout</li> <li>- Know how empowerment works as a prevention tool</li> </ul>
<b>DURATION</b>	4 HOURS
<b>RESOURCES NEEDED</b>	pens, white board, flipchart, paper, hand-outs
<b>ORDER OF ACTIVITIES</b>	<p><b>PART 1- 120 MIN</b></p> <p><b>Become aware of your own feelings</b></p> <p>Introduction to section:</p>



Thought, feeling and action belong together and influence each other. When we have strategies to strengthen our minds and take control of our emotions, it becomes easier to cope with life.

Coping with life is about self-confidence. To feel good enough as one is, no matter how well one performs. This means; getting to know and relate to oneself and learning to deal with and regulate your emotions and reactions.

At the same time, it is also about relating to others and feeling included. In this session we will start with a short film about emotions:

#### Activity 1: Short film

Watch the short film “You are not your thoughts”

<https://www.youtube.com/watch?v=0QXmmP4psbA>

Then think about how you can relate to what you see in this film.

Write down some notes for yourself

#### Activity 2: The four corners

##### **Introduction:**

The purpose of the exercise is to show that different people are affected by different things. Read out the statements below and let each corner of the room represent one answer.

##### **Activity:**

Those who choose their own proposal can write down what the proposal is about.

1. I get stressed by:

- Tasks I have to do, at school or at home.
- Relationships
- Negative thoughts
- Other (please write down)

2. If I often get a headache or stomachache, I usually do the following:

- Stop and try to feel for what the body is trying to tell me.
- Take some painkillers
- Seek help (for example from a nurse at school)
- Other (please write down)



3. I do the following to feel better:

- I work out
- I treat myself to do something fun
- I think positively
- Other (please write down)

4. When I get too stressed to be able to cope with it on my own, I prefer to seek help from:

- One in the family
- A friend
- A professional
- Other (please write down)

**Reflection:**

How did you experience the completion of this task?

Was there anything that surprised you about your answers?

Activity 3: Thought traps and emotions

**Introduction:**

Sometimes we get stuck in thought traps. It happens when our thoughts are based on wrong perceptions, old habits, or that we have received the wrong information, and all this can lead us to make wrong decisions. It is something we all come out for once in a while, but we can learn to identify these errors of thought and thus find alternative ways of thinking.

To achieve this, we must practice.

Can you name 8 thought traps that you think people get stuck in?

Write them down.

Example:

Labelling- this involves attaching a label to yourself thinking “I am hopeless” or “I am an idiot”. What could you think instead to avoid the thought traps?

**Activity:**

1. Review the different thought traps you wrote down and the identify the mistakes they initiate. Try to come up with alternative ways of thinking that are more constructive for each one.



**Emotional thinking:** to mix emotions and truths. I feel worthless, so I am worthless.

**Overgeneralization:** a single event is made into a pattern. He did not want to be with me, so I'll never have a boyfriend.

**Black and white thinking:** using words like never or always. I'm never allowed to join.

**Personalization:** blaming oneself for what others do. She did not greet me - she does not like me!

**Disaster thinking:** to come up with exaggerated horror scenarios. I do not go to the concert even if I want to, because there may be a terrorist attack.

**Mind reading:** believing that one can read other people's thoughts. She looks at me because I'm ugly!

**Magnification:** to make a feather for five hens. I got the test wrong, so now I'm going to fail!

**Disqualification:** to explain away positive incidents. It was just luck that I scored a goal in the match today.

**Must and should:** to make unreasonable demands. I have to make everyone happy, otherwise no one will be with me.

2. Reflection. To get out of the trap of thinking, one can, for example, ask the following questions:

- How true is that thought - what evidence is there for and against? What do others say about it?
- What is the worst that can happen - and how serious is it?
- What is the best thing that can happen?
- What is most likely to happen?
- What other perspectives can I have - how am I going to look at this in a year, how is this compared to things that have affected others?

3. After going through the traps,

Write joy, anger, fear and sorrow on the paper in front of you. Work with one feeling at a time and come up with other words for the feeling, and words that describe how this feels and what happens in the body.

For example:



- Joy: energetic, positive, kind, happy.
- Anger: irritated, cursed, angry, aggressive.
- Fear: restlessness, discomfort, trembling.
- Grief: sadness, depression, hopelessness, crying.

This exercise provides another opportunity to put into words and get to know different emotions. It can also show that different emotions can be experienced quite similarly and thus be difficult to keep apart.

#### 4. Psychological vitamins.

All thought traps can be treated, and the treatment is quite simple: You first take a psychological vitamin A and then a vitamin D. And should you need more, there is a vitamin K and a vitamin E in addition to two extra vitamins A. Unlike vitamins in the body, psychological vitamins are not orange-flavoured pills. They come in the form of words.

Here are the psychological vitamins:

**Vitamin A or the revealing vitamin:** helps you reveal thoughts you can't trust. There are three ways to reveal a thought trap: 1. They keep you away from the present, 2. Creates stress in your body, 3. Provides for your self-image.

**Vitamin D or the Discussion vitamin:** Any situation can be understood in at least three ways: as positive, negative or neutral. A thought trap will always try to make you believe that there is only one way to understand the situation - as negative. This means that you have to make an extra effort to come up with neutral and positive understandings of the same situation, you have to discuss it.

**Vitamin A2 or Acceptance vitamin:** The opposite of avoiding a thought is accepting the thought. The vitamin of acceptance is about telling oneself that life contains thought viruses, that they come and go, that they are sometimes many and other times few, but that they are harmless anyway.

**Vitamin A3 or activity vitamin:** It's about moving attention out of your head and onto practical chores. This vitamin is wise to use in situations where, despite revelation, discussion and acceptance, you react to what



the thought trap says. Activity can drown out the thought trap, and thus you do not react to it. Unfortunately, it only works for a short period of time.

**Vitamin K or Control Vitamin:** This is about shifting attention into your head. It means shifting attention from a thought with a thought trap to a thought without a thought trap. And back again. You do this to break the pattern. Start by finding a thought you like. The next step is to bring up this thought in a situation with a thought trap. It's hard to begin with, but eventually you will create a new pattern.

**Vitamin E or Exposure Vitamin:** Sometimes you have to do something you don't want to do. By exposure, you can see how skewed the traps of the world of thought are. The traps are dependent on you cowardly in the situations in question. But do not give up. The thought traps cannot endure for more than 15 minutes.

5. After going through the psychological vitamins you can answer some reflection questions.

Look at the text about psychological vitamins

**Reflection:**

What happens to us when the psychological immune system is weakened?

Today is Monday, and on Friday you will have an exam. You wake up with a thought trap in your head that tells you that you are going to fail. How do you use psychological vitamins to cope with the remaining time?

Activity 4: Helping hand

**Introduction:**

The helping hand is an evidence-based tool used much in Norway and was developed by Solfrid Raknes, and is part of Psychological First Aid kit from Gyldendal Akademiske publishing house.

The helping hand is a tool for mastering one's own feelings. It is a self-help tool that is made for children and young people, but can also be used by adults. The tool is based on the basic principles of cognitive



behavioural theory. In this exercise, a “helping hand” is used as a cleaning system.

**Activity:**

How the Helping Hand can be used:

1. Download the picture with the helping hand.

Start with the thumb, and chose a situation and described it you can move on to the index finger and so on.

Continue in the same way until you have written on all the points in your hand.

Red thoughts are negative automatic thoughts that make good health choices difficult.

Green thoughts are helpful/alternative thoughts that facilitate health promotion.

- a) Choose a situation and try to describe it neutrally. Feel free to choose a situation with a specific time and place (thumb)
- b) Identify emotion (index finger)
- c) Identify red thoughts, ie negative automatic thoughts (middle finger)
- d) Identify green thoughts, ie alternative thoughts (ring finger)
- e) Try to act on the basis of the green thoughts (little finger)
- f) Is there anyone in your network who can be of support (inside hand)?



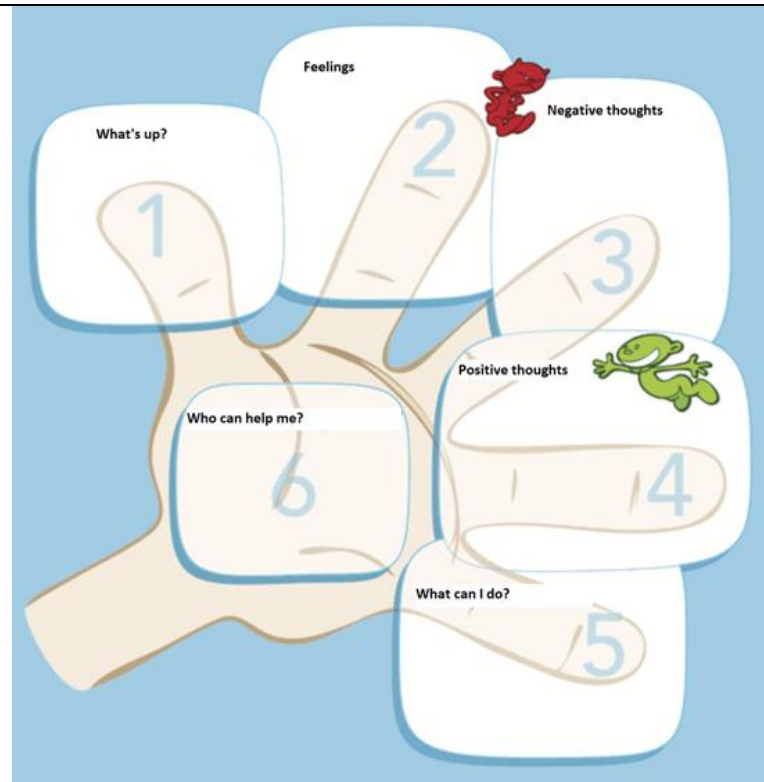


Figure 1: *Developed by Solfrid Raknes – Psychological first aid from Gyldendal Academic.*

For example:

1. What's up- I am currently not having any friends
2. Feelings- I feel alone, hurt, uncertain, small etc
3. Negative thoughts- I will never get a friend
4. Positive thoughts- Perhaps if I started doing something new and met new people...
5. What can I do? - Take karate classes and meet new people
6. Who can help me? - Perhaps my teacher

## **PART 2 -120 MIN**

### **Make good choices**

Introduction to section:

When we are stressed, we breathe faster and more superficially to ensure that more oxygen enters the blood. The heart beats faster and the tension increases throughout the body.



Of course, the body can't be in this state for so long but needs to get back in balance.

With prolonged stress, the memory center in the brain can be broken down by cortisol. Stress relief works best when we sleep. Exercise is also an effective way to de-stress. Going out into nature can help the body calm down.

In this session, we will start by seeing which areas of life you spend time on. Furthermore, you will be allowed to practice the use of a tool that is about prioritizing. Then we will look at what can help us recover from stress. We end the session by going into ourselves and feeling our body and our emotions.

**Purpose:**

Learning to make good choices so that you have a lifestyle that gives you the confidence to meet different challenges in life.

### Activity 1: My life wheel

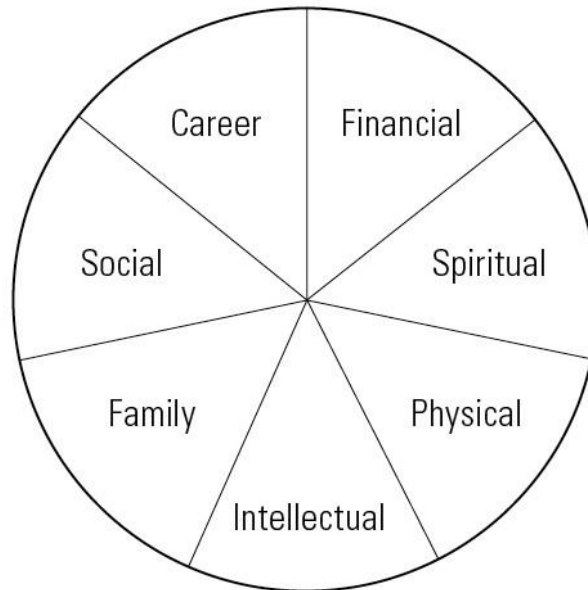
#### **Introduction and activity:**

1. Download the image of the Wheel of Life or draw your own based on the picture online. Now you can fill in all the areas in the wheel of life with how well each area works for you.

Closest to the center means "does not work at all", while the outer edge of the circle means "works perfectly". Explain that all areas are interconnected, so the more areas that work well, the better. We can replenish and change our wheel of life throughout life.

2. Once you have filled the wheel, you will create an action plan with specific goals to improve the areas that work worst and that you want to prioritize.

Emphasize how important it is to hurry slowly - choose one area at a time and focus on filling it slowly but surely with more content.



## Activity 2: What is important to me? Priorities.

### **Introduction:**

A task sorting form is a great tool to help you prioritize correctly.

It is important to be able to say no and prioritize some things from the to-do list to have more time for what you want to do, what you need to do, and what makes you feel good.

The form consists of four fields. The things you currently have on your to-do list, you fill in the various boxes to get an overview of what you should do first.

Make your own list type based on the one below and be ready to fill in.

We are often good at tackling what is in the "important and urgent" route. Once you have done what is written there, it is often the "urgent, but not important" route we focus on. But that's wrong. We should rather focus on the "important, but not urgent" route, because then we have the chance to get important tasks done without stress. The more we can focus on what is important, but not urgent, the less firefighting we have to do later. When there are many things in the "important" and "urgent" route, it is extra important to remember that you can ask for help.

Not important	Important	
Clean my room	Read to the test on Friday	<b>Urgent</b>
Check social media	Apply for summer job	<b>Not urgent</b>



**Activity:**

Draw this form on a piece of paper or create an excel sheet. Now you are going to practice filling out such a form with your own ideas.

Activity 3: How do we recover?

**Introduction:**

Exercise, sleep and food are important ingredients for good physical and mental health. Therefore, stress management should not contain elements that reduce exercise, sleep or food intake. Advice that is to skip the training session because you have too much homework, or not to meet friends because you are stressed, thus works against its purpose.

**Activity:**

1. Talk together with a good friend or parent about your experiences with how food, sleep and exercise affect health. Tips on how to get better they can also be shared with each other.
2. Write the ideas you get on a piece of paper

Activity 4: Body scan

The purpose is to help the you to get in touch with your own body and get to know the signals the body sends. Furthermore, the purpose of this exercise is to distribute the attention throughout the body and relax.

Sit comfortably on the chair, with your feet on the floor. Mark your buttocks against the chair. What do you feel there? Print? Weight? Heat? Unrest? You know what you know, and it's nice as it is.

Move your attention down to your feet. Feel the contact of your feet with the floor. What parts of the foot are down on the floor? Mark the toes. Bend and stretch them slightly. How is the foot felt now?

Mark your hands. Are they hot or cold? Heavy or light? Slowly fold your hands and extend your fingers again. How do your hands feel now? Can you feel the skin around your hands? Can you feel them from the inside?

	<p>Go through your whole body this way, from top to bottom or from bottom to top. Reflections afterwards may be related to which parts of the body they could feel and what they felt.</p> <p>Sources: Solfrid Raknes- Psychological first aid</p>
<b>Sources</b>	<i>Solfrid Raknes – Psychological first aid from Gyldendal Academic.</i>
<b>KEEPING LEARNERS SAFE</b>	<ol style="list-style-type: none"> <li>1. Disinfectant available</li> <li>2. Room with proper spacing</li> <li>3. Access for all</li> </ol>
<b>EVALUATION OF THE MODULE 1</b>	<p>At the end of the module participant has to answer to these questions:</p> <ol style="list-style-type: none"> <li>1. What happens to us when the psychological immune system is weakened? .....</li> <li>2. How do you use psychological vitamins to cope? .....</li> <li>3. How can you get out of the trap of negative thinking? ..... .....</li> <li>4. Can you name 8 thought traps that you think people get stuck in? ..... .....</li> </ol>
<b>EVALUATION OF THE MODULE 2</b>	<p>At the end of the module the participant has to answer to these questions:</p> <ol style="list-style-type: none"> <li>1. Explain the usage of „my life wheel” ..... ..... .....</li> <li>2. Explain how we use the exercise „Body scan”? ..... ..... .....</li> <li>3. When does stress relief work best? ..... .....</li> </ol>

## MODULE 5: YOUTH GUIDE TO ENJOY LIFE- LITUANIA, "ASOCIACIJA KURYBINES ATEITIE" IDEJOS

### 1. ON LINE COURSE

<b>MODULE 5</b>	<b>TITLE: YOUTH GUIDE TO ENJOY LIFE</b>
<b>GENERAL GOALS</b>	To equip the youth educators, parents, teachers and health professionals with the necessary knowledge, skills and competences to guide youth to enjoy life: relaxation and motivation everyday techniques, teach positive behaviour.
<b>EXPECTED OUTCOMES</b>	<p>Knowledge:</p> <p>Participant would know:</p> <p>How positive body image can help youth be happy</p> <p>Know and practice relaxation and meditation techniques</p> <p>The aspect of time management and how it helps youth take control</p> <p>How leading an active lifestyle influences mood and self-esteem</p>
	<p>Skills: Participant is able to reflect upon the influences of media on body image and self-esteem</p> <p>Discuss and reflect with youth which of friends and family that will be good for them</p> <p>Guide youth how to take control in their lives</p> <p>Participant can teach youth about negative consequences of exaggerated focus on body image</p> <p>Help youth set up a time management plan that can help them enjoy life</p> <p>Set up a week schedule for the youth that helps them enjoy life and still do chores</p>
<b>INSTRUCTION (for participants)</b>	<p>This module consists of the intro to three lessons, theoretical materials for reading, video, practical tasks, description of energizers and games.</p> <p>To navigate the module and its content in efficient way, participant has, first of all, to go through the module from the beginning till the end, then start with reading each lesson and useful articles and watching video.</p>

	<p>When the part of the theoretical materials will be finished, participants can start with tasks and practical materials which can be used during the training – energizers and games – to understand better how they can be used.</p> <p>It is important to complete self-assessment forms at the end of each lesson and also evaluation form with the aim to reflect on the learning process.</p>
<p><b>STRUCTURE OF THE MODULE</b></p>	<p>Lesson 1 - Introduction to well-being  1.1. Burnout correction methods  1.2. Basics of well-being (changing minds, emotions, behaviour)</p> <p>Lesson 2 - Relaxation and motivation everyday techniques  1.1. Relaxation techniques  1.2. Meditation techniques  1.3. Time management  1.4. Problem solving  1.5. How to overcome the fear of exams and tests</p> <p>Lesson 3 - Positive behaviour  1.1. Positive Behaviour Support  <a href="http://det.wa.edu.au/studentsupport/behaviourandwellbeing/detcms/navigation/positive-classrooms/positive-behaviour-support/">http://det.wa.edu.au/studentsupport/behaviourandwellbeing/detcms/navigation/positive-classrooms/positive-behaviour-support/</a>  3.2. Positive Behaviour Support Plan  3.3. Positive behaviour in classrooms</p>
<p><b>EVALUATION OF THE MODULE</b></p>	<ul style="list-style-type: none"> <li>Self-assessment questionnaire:</li> </ul> <p>1. My knowledge of Well-being is</p> <p>I cannot determine – 1      Limited - 2      Average – 3      Good – 4  Excellent – 5</p> <p>2. My experience in using Relaxation and motivation everyday techniques</p> <p>I cannot determine – 1      Limited - 2      Average – 3      Good – 4  Excellent – 5</p>

	<p>3. My knowledge on positive behaviour is:</p> <p>I cannot determine – 1      Limited - 2      Average – 3      Good – 4 Excellent – 5</p>
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## LEARNING MATERIALS FOR EACH LESSON

<b>LESSON 1</b>	<b>TITLE:</b> Introduction to well-being
<b>GOALS</b>	To equip the youth educators, parents, teachers and health professionals with the necessary knowledge on well-being, burnout correction methods, basic and domains on youth well-being
<b>EXPECTED OUTCOMES</b>	<p><b>Knowledge:</b> Participant would know:</p> <p>Connection between well-being and happiness</p> <p>Burnout correction methods</p> <p>Basic and domains on youth well-being</p> <p><b>Skills:</b> Participant is able to offer for youth burnout correction methods, suitable for concrete person</p>
<b>INSTRUCTION</b>	To navigate the module and its content, participants have to read intro to the lesson and then open the links and read articles to learn more about the particular topic. It is important to make self-assessment at the end of the lesson.
<b>LEARNING MATERIALS</b>	<p><b>Introduction to wellbeing</b></p> <p><i>“Happiness is the meaning and the purpose of life, the whole aim and end of human existence.”</i> The ancient Greek philosopher Aristotle said these words more than 2,000 years ago, and they still ring true today. Happiness is a broad term that describes the experience of positive emotions, such as joy, contentment and satisfaction. Being happy promotes a range of lifestyle habits that are important for overall health. Happy people tend to eat healthier diets, with higher intakes of fruits, vegetables and whole grains. Regular physical activity helps build strong bones, increase energy levels, decrease body fat and lower blood pressure.</p>



What's more, being happier may also improve sleep habits and practices, which is important for concentration, productivity, exercise performance and maintaining a healthy weight.

### **Burnout correction methods:**

#### **1. Recreation, environment and human interaction**

The concept of recreation is very broad. There are as many types of recreation, because everyone has different disadvantages, different psychophysical state. Drama, dancing, artistic creation, sports, games, travel, mind and language activities are the elements from which each person can model his recreation. Recreation provides satisfaction and enjoyment. Everyone understands this differently and strives for it differently as well.

Recreation is perceived and valued as an opportunity for human activity, energy conservation, pointing out that recreation is not only related to the recovery of human physical strength, health recovery, recreation and entertainment. Recreation also must be a discreet, pleasurable environment for a person's individual, pleasant feelings and experiences. It is a complex process in which person is directly involved in order to regain physical strength, psychological balance, mental, emotional state, to feel satisfaction in a recreational environment suitable, adapted, created or specially selected for that purpose. The process of recreation is the process of interaction between man and the environment, influenced by both personal characteristics and individual characteristics and internal and external factors that characterize the environment around a person. Recreation is the interaction of a person and a recreational environment, during which the recreational environment influences a person, restoring his strength, providing energy, restoring pleasant sensations and experiences.

Human is very closely connected with the environment around him. It is as a set of stimuli that, when constantly changing, irritate the receptors in the human body. Thus, changes in the environment are reflected in the activities of the human body, its various functions, including the work of the digestive glands, digestion of nutrients, their absorption and circulation, and more.

#### **2. Recreational activities and factors influencing it**

Recreational activity is described as a conscious human activity designed to restore physical and spiritual strength. It is needed by a person of any



age: from a new born to an elderly. We can choose each recreational activity freely according to our needs and possibilities. Recreational activities not only restore lost strength, but awaken a person's desire to improve as a personality.

### **3. Medication for burnout correction**

- Hormone therapy
- Psychostimulants
- Dopamine agonists
- Serotonergic: agonists and antagonists
- Trace elements
- Amino acids
- Herbal therapy
- Erythropoetins
- Energy providing
- Vitamins

### **4. Non-medical methods of fatigue correction**

- Recreational methods.
- Moderation physical activity
- Adapt daily life to your own rhythm
- Recreation, energy conservation, holidays
- Psychotherapy
- Self-help, activity diary
- Family and nurse involvement
- Exercise improves your ability to think
- Mental fatigue versus physical and vice versa
- Pay attention to the connection between ventilation and mental work
- Restoring attentiveness
- Sleep as a means of recovery
- Adjust diet and nutrition
- Stress management
- Social support
- Understanding of the problem

### **Basics of wellbeing**

Well-being is a positive outcome that is meaningful for people and for many sectors of society because it shows that people perceive that their



lives are going well. Good living conditions (e.g., housing, employment) are fundamental to well-being. However, many indicators that measure living conditions fail to measure what people think and feel about their lives such as the quality of their relationships, their positive emotions and resilience, the realization of their potential, or their overall satisfaction with life, i.e., their “well-being.” Well-being generally includes global judgments of life satisfaction and feelings ranging from depression to joy.

There is no consensus around a single definition of well-being, but there is general agreement that at minimum, well-being includes the presence of positive emotions and moods (e.g., contentment, happiness), the absence of negative emotions (e.g., depression, anxiety), satisfaction with life, fulfillment and positive functioning, (e.g., feeling very healthy and full of energy). In simple terms, well-being can be described as judging life positively and feeling good. The following areas have been examined by different disciplines and include six of the dimensional wellness categories:

- Physical well-being
- Economic well-being
- Social well-being
- Development and activity
- Emotional well-being
- Psychological well-being
- Life satisfaction
- Domain specific satisfaction
- Engaging activities and work

### **Domains of well-being**



	<div data-bbox="467 268 1122 909" data-label="Diagram"> </div> <p><b>Physical well-being</b></p> <ul style="list-style-type: none"> <li>• I care about proper diet and regular meals</li> <li>• I care about maintaining a healthy body weight</li> <li>• I have enough sleep to regenerate</li> </ul> <p><b>Psychological (mental, emotional) well-being</b></p> <ul style="list-style-type: none"> <li>• I care about my daily mood</li> <li>• I try to think positively about life</li> <li>• I try not to overwork</li> </ul> <p><b>Social well-being</b></p> <ul style="list-style-type: none"> <li>• I look for the opportunity to socialize with people</li> <li>• I care about friendship and relationships</li> <li>• I avoid conflicts with people in my neighbourhood</li> </ul> <p><b>Spiritual well-being</b></p> <ul style="list-style-type: none"> <li>• In difficult moments, I think about the meaning and purpose of my life</li> <li>• It helps me to think that there is a reality beyond our mind</li> <li>• I am guided by ethical values in life</li> </ul>
<p><b>SELF ASSESSMENT TOOL</b></p>	<p>1. What is characteristic of happy people?</p> <p>A. Happy people tend to eat healthier.</p> <p>B. Happy people have no complaints about sleep disorders.</p> <p>C. The health condition of happy people is better</p>



	<p>D. Happy people are able to concentrate and be more productive at work.</p> <p>2. At what age stage is recreational activity important?</p> <p>A. In infancy (0-2 years). B. In early childhood (2-6 years). C. In middle childhood (7-11 years). D. In adolescence (early 11–16 years, late about 16–19 years). E. At the age of a young adult (about 20-40 years). F. Middle-aged adult (about 40-65 years). G. In old age (from 65 years).</p> <p>3. Is it true that recreational activities not only restore lost strength, but also awaken a person's desire to develop as a personality?</p> <p>A. Yes B. No</p> <p>4. What is important for good physical well-being?</p> <p>A. Proper nutrition. B. Regular eating. C. Constant body weight maintenance. D. Quality sleep. E. Positive thinking. F. Constant communication with other people G. Conflict avoidance H. Adherence to ethical values.</p>
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<b>LESSON 2</b>	<b>TITLE:</b> Relaxation and motivation everyday techniques
<b>GOALS</b>	To introduce and practice relaxation and motivation techniques that can be consider as a useful tool in burnout prevention.
<b>EXPECTED OUTCOMES</b>	Knowledge: Participant would know about the importance of taking care of psychophysical condition - correlation between the quality of life and the need of taking care for it
	Skills: Participant is able to know and practice relaxation techniques
<b>INSTRUCTION</b>	Trainer explains the meaning of relaxation and motivation techniques and then introduces to the participants the techniques
<b>LEARNING MATERIALS</b>	<p>Meditation has many benefits. It reduces stress, increases calm and focus, and promotes greater physical and emotional well-being. Anyone can do it, and the rewards can come quickly. These guided meditations will help you get started.</p> <p>A relaxation technique (also known as relaxation training) is any method, process, procedure, or activity that helps a person to relax; to attain a state of increased calmness; or otherwise reduce levels of pain, anxiety, stress or anger. Relaxation techniques are often employed as one element of a wider stress management program and can decrease muscle tension, lower the blood pressure and slow heart and breath rates, among other health benefits.</p> <p>Source: <a href="https://en.wikipedia.org/wiki/Relaxation_technique">https://en.wikipedia.org/wiki/Relaxation_technique</a></p> <p><b>Breathing techniques</b></p> <p>They are the perfect solution to rapidly calm nerves, focus the mind and help you think more clearly. They can be done anytime, anywhere. If you are sitting down and it is safe to close your eyes that's fine, otherwise standing and with your eyes open is also ok. They are simple and very powerful.</p> <p>Conscious breathing</p>



- Become aware of yourself in your body as you are standing or sitting
- Notice your breath as it enters and leaves your body, following it all the way in and out
- Slowly inhale through your nose and exhale through pursed lips
- Let it get a little deeper and slower so that it goes down into your body more.
- Feel your tummy as well as your chest rising and falling
- Keep your focus on the breath for at least 4 or 5 full breaths.

**The Benson relaxation** response is a variation using numbers.

- Repeat the steps for conscious breathing
- Close your eyes
- On each out breath say a number in your mind. No. 1 for example.
- You can also visualize the number
- Another variation is to use a number on both the in and the out breath
- Saying the no 1 as you inhale and 2 as you exhale
- Visualize the numbers, give them a colour and an interesting shape.

Source: <https://clinicaltrials.gov/ct2/show/NCT04102969>

### **Progressive muscle relaxation**

Progressive muscle relaxation is a widely used technique which uses the tense of muscles to reduce stress. This technique requires everyday practice for at least of 6 months in order to reduce the time that you need to relax. It lasts from 30' to 45', needs a quiet place and needs you to lay down on bed, sofa or floor. It is important not to feel asleep before starting the technique, so it is better to avoid practicing before going to bed.

- Make sure that the room has good temperature and you aren't feeling cold or warm
- Take out your shoes and wear comfortable clothes
- Lay down on bed or sofa, carpet or a gym matrix with your hand palms open with the side on the floor
- Focus on your breathing, take some time to relax, breathing in and out.
- When you're ready shift your attention to your arms and hands. Take a moment to focus on the way they feel. Slowly tense the



muscles in your both arms, squeezing as tightly as you can, making fists and lifting them a bit of the floor hold for 6 sec and then relax. Repeat the exercise.

- Do the same exercise with your legs. Lift both legs from the floor, toes pointing to you, hold and relax. Repeat the exercise
- Now, lift your legs from the floor with toes pointing like in ballet, hold and relax. Repeat the exercise.
- Continue with neck and shoulders, tense muscles of neck and shoulders and bring shoulders towards your ears, hold and relax. Repeat the exercise
- Now as you lay down on the floor, try to raise gently your back like an arrow. Your hips and head remain on the floor. Hold and relax and then repeat.
- The last muscle group is face muscles. In order to relax them try to do an ugly face bringing as close as possible eyes and mouth, hold and relax. Repeat the exercise.
- Finally, check which group muscles aren't relaxed and give some time to repeat the exercise as previously.

If you have trouble practicing relaxation on your own, try to use an audio tape to help you concentrate on the voice or visit a specialist. It is important to give time to relax each muscle group, don't hurry to finish the exercise.

Source: <http://www.innovage-project.eu/innovage-publications>

### **Grounding and awareness building technique**

- Stand on a solid base with your feet a little apart and your knees slightly bent.
- Breath slowly and deeply a few times and follow the breath down into your body.
- Simply observe the breath.
- Move your attention to your feet and legs and imagine sending more weight down into them, so they become heavier.
- Say to yourself "I am standing here right now. I am present in my body"
- Look out through your eyes from a point just behind your eyes.
- Hear the sounds from a point just behind your ears.
- Let your attention run through your body and notice if it is comfortable.





- Notice if there are any areas of tension. If so, breathe into the area and focus on it for a few seconds and have the intention of letting the tension go.
- Notice the border between your body and the air around you.
- Notice if you are resting equally on both feet and imagine roots going out from your feet down into the earth underneath you.
- Say to yourself “Here I stand firmly rooted and safe”
- Let your attention go inside and notice thoughts and feelings.
- Imagine pulling heavy thoughts and feelings down into your legs and feet and flowing them out through the roots into the ground.
- Stand for as long as you want. Breathe deeply.

#### **Positive thought**

- Use conscious breathing
- Allow a pause between the breaths
- Say to yourself a positive affirmation for example –‘I am breathing in peace and blowing out tension’ or ‘I am calm and strong’ or ‘ I am safe and supported’
- Each time you exhale make sure you relax your face, jaw, shoulders and hands.

#### **Conscious eating (mindfulness)**

- Take a small piece of food, it can be for instance a piece of a fruit, bread with raisin
- Use conscious breathing
- Look at the food as if you saw it for the first time, give your full attention to the piece of food in front of you. Observe it. Don’t assess it, or think about it, or study it intellectually. Just observe it for what it is.
- Touch the food, explore its texture for a few moments, give your full attention to the sensations in your fingertips as you are touching the food.
- Smell the food
- Bite it slowly and enjoy its taste. It can be done with eyes closed  
You may be amazed at how different food tastes when eaten in this way! In the same way, you can use conscious smelling, conscious touching, conscious seeing and conscious listening.

	<p><b>Visualization</b></p> <p>Imagery is a normal, natural element of our mental processes, often unconscious and frequently depicting negative outcomes or even worst case scenarios and triggering the stress response. It is very useful to use imaginary in a resourceful way either to anchor a desired outcome (when we imagine the desired scenario of a future event) or just to introduce relaxation response.</p> <p><b>Positive Behaviour Support</b></p> <p>Positive Behaviour Support (PBS) is an approach that is used to support behaviour change in a child or adult with a learning disability. Unlike traditional methods used, the focus is not on ‘fixing’ the person or on the challenging behaviour itself and never uses punishment as a strategy for dealing with challenging behaviour. PBS is based upon the principle that if you can teach someone a more effective and more acceptable behaviour than the challenging one, the challenging behaviour will reduce. PBS suggests challenging behaviours are learned, and so are open to being changed.</p> <p><b>How to overcome the fear of exams and tests:</b></p> <ol style="list-style-type: none"> <li>1. Start revising early</li> <li>2. Make your own timetable</li> <li>3. Chart out a plan</li> <li>4. Mix subjects</li> <li>5. Allocate time for breaks</li> <li>6. Sleep well</li> <li>7. Take notes</li> <li>8. Write legibly</li> <li>9. Using highlighters</li> <li>10. Headings and subheadings</li> </ol>
<p><b>SELF – ASSESSMENT TOOL</b></p>	<ol style="list-style-type: none"> <li>1. Is it true that breathing exercises for quick calming, mind concentration can be done anytime, anywhere?             <ol style="list-style-type: none"> <li>A. Yes.</li> <li>B. No.</li> </ol> </li> <li>2. Why is it important to close your eyes when doing breathing exercises? .....</li> </ol>

<b>LESSON 3</b>	<b>TITLE:</b> Positive behaviour
<b>GOALS</b>	To introduce participants with positive behaviour, healthy lifestyle
<b>EXPECTED OUTCOMES</b>	Knowledge: Participant would know about positive behaviour as approach that can be used to support behaviour change in a child
	(Optional) Skills: Participant is able to support youth and help them start to live a balanced happy life
<b>INSTRUCTION</b>	Information about how to navigate the module and its content – the parts that it consists of introduction about positive behaviour, explanation how create positive behaviour change plan. Technical instruction on the way the lesson should be learnt and completed.
<b>LEARNING MATERIALS</b>	<p><b>Positive Behaviour Support</b></p> <p>Positive Behaviour Support (PBS) is an approach that is used to support behaviour change in a child. Unlike traditional methods used, the focus is not on ‘fixing’ the person or on the challenging behaviour itself and never uses punishment as a strategy for dealing with challenging behaviour. PBS is based upon the principle that if you can teach someone a more effective and more acceptable behaviour than the challenging one, the challenging behaviour will reduce. PBS suggests challenging behaviours are learned, and so are open to being changed.</p> <p>Positive behaviour support plan is a document created to help understand and manage behaviour in children and display behaviour that others find challenging.</p> <p>A behaviour support plan should be used in the settings a person goes to: home, school, day service, short breaks/ respite, family members/friend’s homes, out in the community or on holiday. Everyone who is supporting the person should follow the behaviour support plan.</p> <p>When everyone supporting the person uses the same approaches it helps the development of more socially acceptable ways of communicating needs. It is useful for anyone caring for the child or</p>

adult to see what is and what isn't working and enables carers to adapt or change strategies as necessary.

**Positive behaviour support plan:**

<b>My difficult situation</b>	<b>Behaviours I might display</b>
<b>What you can do to avoid this difficult situation?</b>	<b>What can you do if I display challenging behaviour</b>

**5 STEPS TO A BALANCED HAPPY LIFE**

Everyone wants to live a balanced happy life right? So why does it all seem so hard? Many of us want balance, health and happiness now. But the truth is, you need to take baby steps. Start your new balanced and happy life by setting some small yet achievable goals. By incorporating the following essential hints and tips, you will be well on your way to improved health and happiness.

**1. Enjoy Daily Exercise**

Daily exercise does absolute wonders to your health. Studies have shown that just 15 minutes of moderate-intensity exercise every day can improve your sleep, reduce your blood pressure, increase your metabolism and increase endorphin production. Try going for a brisk walk or jog, play with your kids outdoors or enjoy some Yoga or stretching.

**2. Focus on the Positives**

Stop any negative feelings in their tracks by always focusing on the positive. Remove all negativity by distancing yourself from negative people and changing negative behaviours. By practicing positivity and sharing your attitude with others, you will find it easier to remain positive in your own life.

**3. Reduce Added Sugars**

Added sugars in your diet can have a negative impact to your health and happiness. Added sugars can increase your risk of lifestyle diseases such as Diabetes, Heart Disease and some Cancers. Whilst eliminating added sugars can be a massive challenge, by doing so you can positively impact your entire health and wellness. When you reduce added sugars you will find an increase in concentration levels,

	<p>a decrease in headaches, you will feel less irritable, you will have clearer skin and simply look and feel amazing!</p> <p><b>4. Anticipate Happiness</b></p> <p>Happiness is a choice only you can make. Set daily happiness goals. List three reasons for happiness every day and reflect on those when you are feeling down or depressed. Create happiness by doing kind things for others, and always looking for the good in those around you. Strive to make every day a happy and joyful experience. And ensure you always share your happiness with others.</p> <p><b>5. Take Time Out</b></p> <p>Take just 10 minutes each day to just “be”. By taking some time out every day for yourself you will lower your anxiety levels and reduce stress. Create a daily ritual by including meditation or a yoga practice. Reconnect with nature by walking barefoot in the grass or on the beach. When surrounded by greenery, fresh air and the sound of birds singing, your stress levels will drop naturally.</p>
<p><b>SELF ASSESSMENT TOOL</b> –</p>	<ol style="list-style-type: none"> <li>1. How long should moderate-intensity exercise last each day to improve sleep quality, lower blood pressure, increase metabolism?             <ol style="list-style-type: none"> <li>A. 10 min.</li> <li>B. 15 min.</li> <li>C. 20 min.</li> <li>D. 30 min.</li> <li>E. 45 min.</li> <li>F. 60 min.</li> </ol> </li>   <li>2. What are the effects of reducing added sugar in food?             <ol style="list-style-type: none"> <li>A. Concentration on ongoing activities increases.</li> <li>B. Headaches reduce.</li> <li>C. Irritability decreases.</li> <li>D. Skin condition improves.</li> <li>E. Well-being improves.</li> </ol> </li>   <li>3. Why is it important to strive to be happy every day? .....</li>   <li>4. What helps to reduce a person’s stress level?</li> </ol>

	<p>A. Allocate time for yourself.</p> <p>B. Daily rituals.</p> <p>C. Meditation.</p> <p>D. Yoga.</p> <p>E. Walks in nature.</p> <p>F. Fresh air.</p> <p>G. Communicating with other people.</p> <p>H. Constant employment.</p> <p>I. Fast shopping.</p> <p>F. Acceptance of information provided by the media.</p>
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## 2.FACE TO FACE COURSE

<b>MODULE 5:</b>	YOUTH GUIDE TO ENJOY LIFE
<b>TARGET GROUP:</b>	Youth workers and trainers
<b>GENERAL GOAL(S):</b>	To equip the youth educators, parents, teachers and health professionals with the necessary knowledge, skills and competences to guide youth to enjoy life: relaxation and motivation everyday techniques, teach positive behaviour.
<b>LEARNING OUTCOMES:</b>	By the end of the module, participants will be able to: /sample below/ <ul style="list-style-type: none"> <li>• Point to the importance of goals setting.</li> <li>• Explain the connection between goals setting and the effectiveness of mentors and mentees work</li> </ul>
<b>DURATION:</b>	<b>2 hours</b>
<b>RESOURCES NEEDED:</b>	pens, white board, flipchart, paper



<p><b>ORDER OF ACTIVITIES:</b></p>	<p><b>Step 1: 15 MIN - A warm-up exercise</b></p> <p><b>Three truths and a lie</b></p> <p>Aim of exercise: to help people to get to know each other</p> <p>Supplies and facilities: sheet of paper, pencils</p> <p>Everyone writes their name, along with four pieces of information about themselves on a large sheet of paper. For example, <i>‘Alfonse likes singing, loves football, has five wives and loves PRA’</i>. Participants then circulate with their sheets of paper. They meet in pairs, show their paper to each other, and try to guess which of the ‘facts’ is a lie.</p> <p><b>Step2 (30 min): Basics of well-being</b></p> <ul style="list-style-type: none"> <li>• Trainer/tutor start session with brainstorming what is well-being. You as trainer can write all opinions from participants on the flipchart and summarize them or participants can write them on small papers and stick them on the flipchart and you read and summarize them.</li> <li>• Then participants make the presentation about well-being</li> </ul>
	<p><b>Step 3: 60 MIN - Relaxation and motivation everyday techniques</b></p> <p>activity will take place in a quiet room (with large space). Every participant will have the mattress. It is important that each trainee would wear sports outfit.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The trainer practices each technique with the participants</li> <li><input type="checkbox"/> At the end trainer enters short discussion: <ul style="list-style-type: none"> <li>- How did participants feel during practicing the techniques?</li> <li>- What was the easiest for them?</li> <li>- What was the most difficult, why?</li> </ul> </li> </ul> <p>The trainer gives the positive feedback to all participants encouraging them to practice. It always needs some time to see the benefits</p> <p>Homework: Participants receive “Relaxation Technique Report – where they write about their observations in practicing the techniques. (annex 3). It needs to be explained that they have to choose appropriate time, room – where they would not be disturbed and hurried up. They have to bring the observations to the last</p> <p>Examples of techniques:</p>



	<p><b>1. Deep Breathing Meditation</b></p> <p>When you start to feel overwhelmed, this deep breathing exercise can help you quickly rein in stress and feel more calm.</p> <p><a href="https://www.helpguide.org/meditations/deep-breathing-meditation.htm">https://www.helpguide.org/meditations/deep-breathing-meditation.htm</a></p> <p><b>2. Relaxation techniques:</b></p> <p><a href="https://www.youtube.com/watch?v=r20GqfO8v2c">https://www.youtube.com/watch?v=r20GqfO8v2c</a></p> <p><a href="https://www.youtube.com/watch?v=Yq328JCcHAY">https://www.youtube.com/watch?v=Yq328JCcHAY</a></p> <p><a href="https://www.youtube.com/watch?v=ZVHOKq91Uh4">https://www.youtube.com/watch?v=ZVHOKq91Uh4</a></p> <p><b>3. More meditations:</b></p> <p><a href="https://www.helpguide.org/home-pages/audio-meditations.htm">https://www.helpguide.org/home-pages/audio-meditations.htm</a></p>
	<p>Step 3: (duration 1 hour 15 min)</p> <ul style="list-style-type: none"> <li>• Trainer starts short discussion about the importance of well-being and positive behaviour</li> <li>• World Café method: trainer divide participants in to 5 groups. Session begins with the first of ten-minute rounds of conversation for small groups of four (five maximum) people seated around a table. At the end of the ten minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the “table host” for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.</li> </ul> <p>Questions for each table:</p> <ul style="list-style-type: none"> <li>What is characteristic of happy people</li> <li>Why is so important be in good physical well-being</li> <li>What helps to reduce a person’s stress level</li> <li>How teachers can help children change their behaviour</li> <li>How you can use positive behaviour and meditation technics in your daily job?</li> </ul> <p>After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group.</p>





<p><b>KEEPING LEARNERS SAFE:</b></p>	<ul style="list-style-type: none"> <li>• Ensure that access to the activity available for all</li> <li>• Ensure room large enough to allow mobility for all learners.</li> <li>• Keep in mind group dynamic and organize coffee breaks when it is necessary.</li> </ul>
<p><b>EVALUATION OF THE MODULE:</b></p>	<p><b>Tutor asks participants to complete the questionnaire in written form:</b></p> <ul style="list-style-type: none"> <li>• Was this activity interesting for you? <ul style="list-style-type: none"> <li><input type="checkbox"/> strongly agree   <input type="checkbox"/> agree   <input type="checkbox"/> disagree   <input type="checkbox"/> strongly disagree</li> </ul> <p>Comments:</p> </li> <li>• Are meditation methods useful for your training with your target groups? <ul style="list-style-type: none"> <li><input type="checkbox"/> strongly agree   <input type="checkbox"/> agree   <input type="checkbox"/> disagree   <input type="checkbox"/> strongly disagree</li> </ul> <p>Comments:</p> </li> <li>• How can you apply meditation techniques in your daily work with young people?</li> <li>• What meditation techniques are more suitable for you and why?</li> <li>• What theoretical and practical materials and for what topics would you like to have in future?</li> </ul>

## MODULE 6: YOUTH GUIDE TO ENJOY LIFE AND PEER SUPPORT- ESTONIA, "EESTI PEOPLE TO PEOPLE"

### 1. ONLINE COURSE

<b>MODULE 6</b>	YOUTH GUIDE TO ENJOY LIFE AND PEER SUPPORT
<b>GENERAL GOALS</b>	To equip the youth workers, educators, parents, teachers and health professionals with the necessary knowledge and skills to facilitate and raise awareness on youth burnout prevention and organise peer support.
<b>EXPECTED OUTCOMES</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• participant will know what is peer support;</li> <li>• what is mental health and mental hygiene in peers;</li> <li>• know the key skills of potential peer supporters;</li> <li>• understand strengths and weaknesses;</li> <li>• understand the main principles of prevention and intervention.</li> </ul>
	<p>Skills:</p> <ul style="list-style-type: none"> <li>• participant will be able to apply evidence-based approach;</li> <li>• identify youth who can become peer supporters;</li> <li>• reflect on inclusion strategies in youth groups;</li> <li>• discuss how youth peer support can empower young people.</li> </ul> <p>Participant will be able to generate ready- to- use materials or methods to improve situations, make an inclusion strategy plan for class/ school/youth group and utilize strategic storytelling in the peer support youth work for the burnout prevention.</p>
<b>INSTRUCTION (for participants)</b>	This module consists of the intro to three lessons, theoretical materials for reading, video, practical tasks, description of energizers and games.



	<p>To navigate the module and its content in efficient way, participant has, first of all, to go through the module from the beginning till the end, then start with reading each lesson and useful articles and watching video.</p> <p>When the part of the theoretical materials will be finished, participants can start with tasks and practical materials which can be used during the training – energizers and games – to understand better how they can be used.</p> <p>It is important to complete self-assessment forms at the end of each lesson and also evaluation form with the aim to reflect on the learning process.</p>
<b>STRUCTURE OF THE MODULE</b>	<p>Lesson 1 - Introduction to peer support. Lesson 2 - Emotional management and mental health. Lesson 3 - Storytelling for the burnout prevention. Evaluation</p>
<b>EVALUATION OF THE MODULE</b>	<p>At the end of the module participant has to answer to these questions:</p> <ol style="list-style-type: none"> <li>1. Are peer support methods useful for your target groups? <input type="checkbox"/> strongly agree <input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> strongly disagree</li> </ol> <p>Comments:</p> <ol style="list-style-type: none"> <li>2. How can you apply peer support in your daily work with young people?</li> <li>3. What peer support activities are more suitable and why?</li> </ol>

## LEARNING MATERIALS FOR EACH LESSON

<b>LESSON 1</b>	<ol style="list-style-type: none"> <li>1. Introduction to peer support.             <ol style="list-style-type: none"> <li>1.1 What is peer support.</li> <li>1.2 Mentoring.</li> <li>1.3 Tutors and tutees.</li> <li>1.4 Feedback.</li> </ol> </li> </ol>
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<b>GOALS</b>	Introduction presents educational concepts and practices of peer support. Based on them, youth educators, parents, teachers and health care professionals learn what methods and tools can be used to organise peer support, what is stress confidentiality and how to find strengths and weaknesses and prevent burnout.
<b>EXPECTED OUTCOMES</b>	<p>Knowledge: Participant would know what is peer support. They will understand relationships between mentors and mentees, tutors and tutees and how to get feedback.</p> <p>Skills: Participant will be able to use peer support methods in the work with their target groups – young people.</p>
<b>INSTRUCTION</b>	To navigate the module and its content, participants have to read intro to the lesson and then open the links and read articles to learn more about the particular topic. It is important to make self-assessment at the end of the lesson.
<b>LEARNING MATERIALS</b>	<p><b>Introduction to peer support</b></p> <p><b>1.1 What is peer support</b></p> <p>Peer support is very important for learning process. "Peer learning is an educational practice in which students interact with other students to attain educational goals." (O'Donnell, A. M.; A. King, 1999. Cognitive perspectives on peer learning. Lawrence Erlbaum).</p> <p>In peer learning, the peers help each other by sharing advice, feedback and thoughtful questions. There are many forms of peer learning, such as debates, dialogues, discussion and networking groups, peer coaching and mentoring, support and study groups, etc. Peer-learning can be organised by teachers/trainers/tutors or by students/learners themselves offline or online. These types of sharing can greatly enrich the learning and take to the actions in learning process.</p> <p>However, peer support is important not only in learning but also in private life for empowering young people. Peers help each other in different challenges and learn how to enjoy the life.</p>



### **Useful video:**

<https://www.youtube.com/watch?v=EFVHWQ5mpmg>

<https://www.youtube.com/watch?v=SaLgg8QrBCY>

<https://www.youtube.com/watch?v=DX0rT53yuWk>

### **List for reading:**

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.

### **1.2 Mentoring**

Mentoring is a protected relationship which supports learning and experimentation and helps individuals develop their potential. A mentoring relationship is one where both mentor and mentee recognise the need for personal development. Successful mentoring is based upon trust and confidentiality.

Mentoring in education involves mostly pairing young people with each other or with an older peer or volunteer, who acts as a positive role model. Mentors build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends.

### **List for reading:**

<https://www.southampton.ac.uk/chep/mentoring/what-is-mentoring.page>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/>

<https://academy.schooleducationgateway.eu/web/mentoring-in-schools>



<https://www.nap.edu/read/5789/chapter/2>

[https://www.femalefactor.global/post/the-difference-between-mentoring-and-coaching?gclid=Cj0KCQjw0oCDBhCPARIsAII3C\\_H\\_seP9JkcbfeaKAKeKGPaq30PbIv1A5qWRdWn23QuBL98WCELO-JEaAh0VEALw\\_wcB](https://www.femalefactor.global/post/the-difference-between-mentoring-and-coaching?gclid=Cj0KCQjw0oCDBhCPARIsAII3C_H_seP9JkcbfeaKAKeKGPaq30PbIv1A5qWRdWn23QuBL98WCELO-JEaAh0VEALw_wcB)

### **1.3 Tutors and tutees**

Tutoring is a vast step to encourage somebody in need. It help young people to improve their education, enhance their skills and achieve more progress in their life.

Mentors and tutors help to achieve positive attitudes. While a tutor helps a young person with their studies, a mentor is a role model, somebody that listens, takes an interest and can help with anything outside the curriculum. Tutoring focuses on growing academically, mentoring reaches far beyond by improving happiness and general wellbeing.

#### **List for reading:**

[https://escholarship.org/content/qt3g30r749/qt3g30r749\\_noSplash\\_35e88586356ff666b6961cec13b1ad76.pdf](https://escholarship.org/content/qt3g30r749/qt3g30r749_noSplash_35e88586356ff666b6961cec13b1ad76.pdf)

<file:///C:/Users/user/Downloads/education-08-00112.pdf>

<https://www.goodschoolsguide.co.uk/tutors/tutoring-vs-mentoring>

### **1.4 Feedback**

Feedback is a key element in learning and assessment process. It can improve confidence, self-awareness and enthusiasm. Effective feedback helps to reflect on learning strategies and to make better progress in skill development in order to plan the next steps for achieving new goals.

Peer feedback is important not only in formal education but also in

	<p>private life, sport, music and other creative activities. Positive peer feedback can prevent burnout, empower young people and help to enjoy life.</p> <p><b>List for reading:</b></p> <p><a href="http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx">http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx</a></p> <p><a href="https://www.pearson.com/content/dam/one-dot-com/one-dot-com/us/en/pearson-ed/downloads/Feedback.pdf">https://www.pearson.com/content/dam/one-dot-com/one-dot-com/us/en/pearson-ed/downloads/Feedback.pdf</a></p> <p><a href="https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-feedback.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-feedback.aspx</a></p>
<p><b>SELF – ASSESSMENT TOOL</b></p>	<ol style="list-style-type: none"> <li>1. Peer support is useful for: <ul style="list-style-type: none"> <li><input type="checkbox"/> learning <input type="checkbox"/> playing <input type="checkbox"/> singing <input type="checkbox"/> to enjoy life</li> </ul> </li> <li>2. What are peer learning forms? <ul style="list-style-type: none"> <li><input type="checkbox"/> debates <input type="checkbox"/> lectures <input type="checkbox"/> mentoring <input type="checkbox"/> meditation</li> </ul> </li> <li>3. Who can be mentor? <ul style="list-style-type: none"> <li><input type="checkbox"/> friend <input type="checkbox"/> teacher <input type="checkbox"/> mother <input type="checkbox"/> bully</li> </ul> </li> </ol>
<p><b>LESSON 2</b></p>	<ol style="list-style-type: none"> <li>2. Emotional management and mental health <ol style="list-style-type: none"> <li>2.1 Mental health and mental hygiene in peers.</li> <li>2.2 Skills of peer supporter.</li> <li>2.3 Strengths and weaknesses.</li> <li>2.4 Prevention and intervention.</li> <li>2.5 Inclusion strategy plan.</li> </ol> </li> </ol>
<p><b>GOALS</b></p>	<p>Lesson 2 of the module 6 focuses on the emotional management and mental health in peers and discussion about the key skills of peer supporters. Learners will discuss how to find strengths and weaknesses and correct burnout symptoms. Presented materials will support youth</p>

	workers in their activities about prevention and intervention programs and the youth empowerment.
<b>EXPECTED OUTCOMES</b>	Knowledge: Participant would know how to share experience between peers by sharing their own lives and moving from hopelessness to hope. They will find in the learning materials tools that provide strategies for self-empowerment and achieving a self-determined life. Participants will learn how to connect with their own inner strength, motivation, and desire to move forward in life, even when experiencing challenges. They will understand that peers can empower each other and understand that they deserve to be happy.
	Skills: Participant will gain peer supporter skills. They can analyse case study and create own inclusion strategy plan.
<b>INSTRUCTION</b>	To navigate the module and its content, participants have to read short intro and then go to the links to learn more about the topics.
<b>LEARNING MATERIALS</b>	<p><b>2. Emotional management and mental health</b></p> <p><b>2.1 Mental health and mental hygiene in peers</b></p> <p>Learning materials for this lesson provide different types of support, including emotional, informational that support health and wellness. There are materials about mental health and mental hygiene in peers.</p> <p>„Peer support encompasses a range of activities and interactions between people who have shared similar experiences of being diagnosed with mental health conditions. Peer support offers a level of acceptance, understanding, and validation not found in many other professional relationships”. (Mead and McNeil, 2006).</p> <p>Mental health promotion aims to strengthen an individual's capacity to regulate emotions, enhance alternatives to risk-taking behaviours, build resilience for difficult situations, and support involvement to the social networks. By sharing own experienced, peers help to develop goals, create strategies for self-empowerment, and take concrete steps towards building self-determined lives.</p>

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Participant will find materials about global mental health and coronavirus disease and learn about UPSIDES - Using Peer Support in Developing Empowering mental health Services.

**List for reading:**

[https://www.samhsa.gov/sites/default/files/programs\\_campaigns/brss\\_tacs/peers-supporting-recovery-mental-health-conditions-2017.pdf](https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tacs/peers-supporting-recovery-mental-health-conditions-2017.pdf)

<https://www.psychiatryadvisor.com/home/topics/general-psychiatry/exploring-the-value-of-peer-support-for-mental-health/>

[https://www.researchgate.net/publication/333669113\\_A\\_systematic\\_review\\_of\\_influences\\_on\\_implementation\\_of\\_peer\\_support\\_work\\_for\\_adults\\_with\\_mental\\_health\\_problems](https://www.researchgate.net/publication/333669113_A_systematic_review_of_influences_on_implementation_of_peer_support_work_for_adults_with_mental_health_problems)

<https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>

<https://link.springer.com/article/10.1007/s00127-019-01739-1>

<https://globalizationandhealth.biomedcentral.com/articles/10.1186/s12992-020-00622-y>

<https://www.mentalhealth.org.uk/a-to-z/p/peer-support>

**2.2 Skills of peer supporter**

There are many different skills important for peer supporter, such as listening, questioning, reflecting, etc. We suggest to concentrate on:

- \* communication skills,
- \* advocacy skills,
- \* recovery and resiliency skills,
- \* empowerment skills,
- \* decision making skills.



There are also specific skills demanding knowledge about domestic violence, alcohol and drugs awareness, etc. Young people often find it difficult to obtain correct information that concern sex, reproductive health, HIV/AIDS, etc. Peer can discuss and learn about a particular topic together. Young people feel to ask questions on taboo subjects.

It is important that peer supporter is one in five roles. He/she has to be friend, educator, activist, role model and team member.

The skills specific to each of these roles are covered in the training module: [https://oregontechsfcdn.azureedge.net/oregontech/integrated-student-health-center-documents/the-5-roles-of-a-peer-educator.pdf?sfvrsn=505fb960\\_2](https://oregontechsfcdn.azureedge.net/oregontech/integrated-student-health-center-documents/the-5-roles-of-a-peer-educator.pdf?sfvrsn=505fb960_2)

**List for reading:**

<https://mypeer.org.au/design-implementation/human-resources/training/peer-support-skills/>

[http://peersforprogress.org/pfp\\_blog/fundamentals-of-good-peer-support-strengthening-communication-skills/](http://peersforprogress.org/pfp_blog/fundamentals-of-good-peer-support-strengthening-communication-skills/)

[https://www.samhsa.gov/sites/default/files/programs\\_campaigns/brss\\_tacs/core-competencies.pdf](https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tacs/core-competencies.pdf)

<https://www.zippia.com/peer-educator-jobs/skills/>

### **2.3 Strengths and weaknesses**

Providing frequent and ongoing feedback which point out strengths and weaknesses is a significant means of improving achievement in learning process and also in private life. It involves the information about aspects of understanding and performance and can be given by peers if friendly way. It is good to have such feedback in written way, so peers can come back to it and analyse together or independently

Here is link to the blog with case, we recommend to discuss it with peer and to point out strengths and weaknesses. Then, please, write down your own story, share with your peer and find out strengths and



weaknesses in this story.

<https://blogs.lt.vt.edu/caseysblogs/2013/05/01/my-strengths-and-weaknesses-according-to-my-peers-extra-credit-blog/>



**List for reading:**

[C:\Users\user\Downloads\Sloan\\_grad.msu\\_0128D\\_15334.pdf](C:\Users\user\Downloads\Sloan_grad.msu_0128D_15334.pdf)  
[file:///C:/Users/user/Downloads/Sloan\\_grad.msu\\_0128D\\_15334.pdf](file:///C:/Users/user/Downloads/Sloan_grad.msu_0128D_15334.pdf)

[https://www.unodc.org/pdf/youthnet/action/message/escap\\_peers\\_01.pdf](https://www.unodc.org/pdf/youthnet/action/message/escap_peers_01.pdf)

## 2.4 Prevention and intervention

Prevention helps to avoid burnout and organize early intervention by finding peer and organizing peer work. Prevention seeks to identify individuals and groups at risk for particular problems.

**List for reading:**

<https://www.facs.nsw.gov.au/providers/children-families/interagency-guidelines/prevention-and-early-intervention/chapters/about>

<https://www.ojp.gov/pdffiles1/ojjdp/book1.pdf>

<https://hdfs.uconn.edu/prevention-and-early-intervention/>

## 2.5 Inclusion strategy plan

Inclusion strategy plan is a document tailored to individual circumstances and needs and it helps to create efficient activities to support peer education. This plan can include learning activities and also different activities which empower young people and help them to enjoy

	<p>life. It is very important to include music, sport, hobby and different creative activities to this plan. One of main point is networking, socialising and leisure time activities, so young person will be included in groups or other young people.</p> <p><b>List for reading:</b>  <a href="https://blog.trginternational.com/steps-develop-diversity-inclusion-plan">https://blog.trginternational.com/steps-develop-diversity-inclusion-plan</a>  <a href="https://citl.indiana.edu/programs/ai-support/resources/diversity-statements.html">https://citl.indiana.edu/programs/ai-support/resources/diversity-statements.html</a></p> <p>Create inclusion strategy plan having in mind your peer, show it to him/her and discuss strengths and weaknesses, edit and adopt for reality.</p>
<b>SELF – ASSESSMENT TOOL</b>	<ol style="list-style-type: none"> <li>1. Mental health promotion aims: <ul style="list-style-type: none"> <li><input type="checkbox"/> to strengthen capacity to regulate emotions</li> <li><input type="checkbox"/> to support involvement to the social networks</li> <li><input type="checkbox"/> to ignore feedback</li> </ul> </li> <li>2. Skills of peer supporter are: <ul style="list-style-type: none"> <li><input type="checkbox"/> communication skills</li> <li><input type="checkbox"/> birds watching skills</li> <li><input type="checkbox"/> decision making skills</li> </ul> </li> </ol>

<b>LESSON 3</b>	<ol style="list-style-type: none"> <li>3. Storytelling for the burnout prevention. <ol style="list-style-type: none"> <li>3.1 Offline and online methods.</li> <li>3.2 Peer games.</li> <li>3.3 Yoga to enjoy life.</li> </ol> </li> </ol>
<b>GOALS</b>	<p>The third lesson of the module is more practical. It is devoted to the different methods of storytelling, yoga, energisers and group dynamic activities.</p> <p>Participants will learn about cards games “Tell your story”, “More than story” and find links to other games with focus on the burnout prevention.</p> <p>Participant will learn yoga exercises which can be used individually and also in peers for physical and mental health.</p>

<b>EXPECTED OUTCOMES</b>	<p>Knowledge: Participant would know what card games exist at the moment and how they can be used in peer support. Participants will watch yoga video-lessons and choose which one can be suitable for peer support.</p> <p>Skills: Participant is able to use card games in the peer learning process. Participant can create own questions for the card games with focus on burnout prevention.</p> <p>Participant will watch yoga lessons and read about different energisers and decide which one will use during peer support.</p>
<b>INSTRUCTION</b>	<p>Participant have to read articles from the links and go through card games questions. Later he/she will play these games with peer and share own experiences with each other. Participant can create own questions based on what are on the cards.</p> <p>Participant have to watch video with yoga lessons and try to follow all movements. Later he/she with peer will do yoga together and help each other to make these excesses. They can do it also individually at home and then share own experiences.</p>
<b>LEARNING MATERIALS</b>	<p><b>Links about card games:</b></p> <p><a href="http://www.tellyourstorycards.com/home/">http://www.tellyourstorycards.com/home/</a>  <a href="https://amitycic.com/shop">https://amitycic.com/shop</a></p> <p><b>Useful links for energisers and group dynamic activities:</b>  <a href="https://confluence.dimagi.com/display/commcarepublic/Icebreaker%2C+Energizer+and+Recap+Activities">https://confluence.dimagi.com/display/commcarepublic/Icebreaker%2C+Energizer+and+Recap+Activities</a></p> <p><b>Virtual yoga to enjoy life:</b>  <a href="https://www.youtube.com/watch?v=Td6zFtZPkJ4&amp;list=PLui6Eyny-Uzx8YZ3Pw0r6jq6UuwYW61Rj&amp;index=5">https://www.youtube.com/watch?v=Td6zFtZPkJ4&amp;list=PLui6Eyny-Uzx8YZ3Pw0r6jq6UuwYW61Rj&amp;index=5</a>  <a href="https://www.youtube.com/watch?v=v7AYKMP6rOE">https://www.youtube.com/watch?v=v7AYKMP6rOE</a></p>

	<a href="https://www.youtube.com/watch?v=ZK2XBduF84I&amp;list=PLui6Eyny-Uzx8YZ3Pw0r6jq6UuwYW61Rj">https://www.youtube.com/watch?v=ZK2XBduF84I&amp;list=PLui6Eyny-Uzx8YZ3Pw0r6jq6UuwYW61Rj</a>
<b>SELF – ASSESSMENT TOOL</b>	<p>1. Are cards games useful for your target groups?  <input type="checkbox"/> strongly agree   <input type="checkbox"/> agree   <input type="checkbox"/> disagree   <input type="checkbox"/> strongly disagree  Comments:</p> <p>2. Is yoga useful for your target groups?  <input type="checkbox"/> strongly agree   <input type="checkbox"/> agree   <input type="checkbox"/> disagree   <input type="checkbox"/> strongly disagree  Comments:</p> <p>3. Are energisers and group dynamic activities useful for your target groups?  <input type="checkbox"/> strongly agree   <input type="checkbox"/> agree   <input type="checkbox"/> disagree   <input type="checkbox"/> strongly disagree  Comments:</p>

## 2.FACE TO FACE COURSE

<b>MODULE 6 :</b>	YOUTH GUIDE TO ENJOY LIFE AND PEER SUPPORT
<b>TARGET GROUP:</b>	Teachers, trainers, tutors, youth workers.
<b>GENERAL GOAL(S):</b>	The general aim of the activity is to realize how peer support can guide youth to enjoy life.
<b>LEARNING OUTCOMES:</b>	By the end of the module, participants will be able to: <ul style="list-style-type: none"> <li>• Understand what is peer learning;</li> <li>• What methods can be used for peer support.</li> </ul>
<b>DURATION:</b>	3,5 h
<b>RESOURCES NEEDED:</b>	Pens, white board, flipchart, paper, hand-outs, equipment to show video.
<b>ORDER OF ACTIVITIES:</b>	<p><b>Step 1. A warm-up exercise (15 min if 10 participants).</b></p> <p><b>a). Carousel:</b> participants stay in pairs face to face in the circle, ask names and answer to the question from the trainer/tutor then move to the next participant, ask name and answer other question. Only inner circle moves. Then participants who were at the same circle and did not meet</p>

	<p>each other will meet and introduce themselves and answer to the questions.</p> <p>Questions can be: Where are you from? What is your favourite colour? What is your favourite song? What do you like to do on weekend?</p> <p><b>b). Mirrors:</b> in pairs participants mirror each other: walk showing different gestures and movements, then switch leaders. Participants have to be innovative and create new gestures and movements.</p>
	<p><b>Step 2: Introduction to peer learning (20 min) – presentation from trainer/tutor</b></p> <ul style="list-style-type: none"> <li>• Trainer/tutor can 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.</li> <li>• Then you make presentation about peer learning (including short video).</li> </ul> <p>"Peer learning is an educational practice in which students interact with other students to attain educational goals." (O'Donnell, A. M.; A. King (1999). Cognitive perspectives on peer learning. Lawrence Erlbaum).</p> <p>Whether it takes place in a formal, non-formal or informal learning context, in small groups offline or online, peer learning manifests aspects of self-organisation that are mostly absent from pedagogical models of teaching and learning.</p> <p>In peer learning, the peers help each other to learn, for example, by sharing advice, feedback and thoughtful questions. However, additional types of sharing can greatly enrich the learning, for example, by sharing supportive challenges and accountabilities to take actions and to learn.</p> <p>There are many forms of peer learning, such as debates, dialogues, discussion and networking groups, peer coaching and mentoring, support and study groups, etc. Peer-learning can be organised by teachers/trainers/tutors or by students/learners themselves offline or online.</p> <p>Video about Peer-to-Peer Learning benefits (1,5 min):</p>



<https://www.youtube.com/watch?v=EFVHWQ5mpmg>

Peer learning occurs when participants engage in collaborative learning.

Peers can:

- Learn with each other.
- Learn from each other.
- One learns from the other.

Teaching, learning and interacting with peers is an incredibly useful strategy. Sometimes children and youth are far better at explaining an idea to another than teachers, trainers or tutors. They just have the capacity to speak to each other at the same level and this is potential to use peer learning for burnout prevention. The emphasis is on the learning process, including the emotional support that learners offer each other, as much as the learning task itself.

It is important to recognize that peer learning is not a single practice. It covers a wide range of different activities each of which can be combined with others in different ways to suit the needs of different activities.

It is important to consider who are the 'peers' in peer learning. Generally, peers are other people in a similar situation to each other who do not have a role in that situation as teacher, trainer or tutor. They may have considerable experience and expertise or they may have relatively little. They share the status as fellow learners and they are accepted as such. Most importantly, they do not have power over each other by virtue of their position or responsibilities. Peer learning is a far more instrumental strategy in which advanced children/students/youth take on a limited instructional role.

Introducing peer learning exercises can build applicable skills, easing young people into trainer and tutee roles. Exercises should always allow for active learning. After all, peer learning inherently relies upon communication and collaboration between young people. This means that activities should naturally present chances for youngsters to identify issues, ask questions and explain their ideas.





**Some popular options are:**

- Role plays.
- Case studies.
- Reading buddy sessions.

Collaborative peer learning involves young people to work together on a problem that has been presented to them by the teacher, trainer or tutor. Such approach as problem based learning and problem posing education is very popular in XXI century.

The teacher/trainer should act only as a facilitator and to encourage young people to find their voice and ensure that the potential solutions that arise are acceptable solutions for the problems faced. Students/young people should collectively problem-solve, drawing on their own experiences, learning and understanding to create better outcomes.

**Step 3: Stress confidentiality (40 min).**

- Trainer/tutor explains a peer learning activity, clarify why confidentiality is important.
- Participants/learners discuss the problem in peers.
- Participants provide their ideas and collect them using brainstorm or mind-mapping methods.

To stress confidentiality, consider running a discussion about how:

- Everyone learns at different speeds.
- Adapting to feedback isn't always easy.
- Exercises are learning experiences for both tutors and tutees.
- Discussing a tutor or tutee's performance outside of an exercise, except with a teacher/trainer can hurt their feelings.

Confidentiality plays a key role in peer learning ongoing success. If young people embarrass each other about trouble spots and knowledge gaps, they'll resist participating.



	<p>Feedback is a core aspect of peer learning, meaning teacher/trainer should instruct young people how to give it. They will inevitably give two types of feedback during peer learning activities:</p> <p><b>Positive feedback</b> acts as encouragement. Sometimes called praise, it should be honest and natural. Ask youngsters to think of meaningful compliments they've received. Using them as inspiration, they can write a list of positive feedback lines. Teach them to use a line when tutees overcome hurdles or solve tough questions.</p> <p><b>Corrective feedback</b> helps tutees revise their answers. When they make objective mistakes, tutors can explain what went wrong and demonstrate how to reach proper solutions.</p> <p>Think of feedback as the oil to the engine that is peer learning. Without it, activities can't smoothly run.</p>
	<p><b>Step 4: How to create peer learning groups (20 min).</b></p> <ul style="list-style-type: none"><li>• Trainer/tutor starts short discussion about the importance of peer support and <b>how</b> to create pairs.</li><li>• Participants look at video about the Protégé Effect: Three Ways to Maximize Peer-to-Peer Learning (1,5 min): <a href="https://www.youtube.com/watch?v=SaLgg8QrBCY">https://www.youtube.com/watch?v=SaLgg8QrBCY</a></li><li>• Participants share own experience and discuss how they can organize peer support for young people. They come with concrete list of recommendations. This part of the session can be done all together or in small groups, depend on the size of the group.</li></ul>
	<p><b>Step 5: Emotional management and mental health (30 min)</b></p> <ul style="list-style-type: none"><li>• Emotional management and mental health session can be organised as discussion in circle moderated by trainer with theoretical part and practical experiences from participants.</li><li>• Then participants in small working groups will create inclusion strategy plans, present them to the whole group and receive</li></ul>



feedback from trainer and participants.

Listening is one of important methods we as teachers/trainers/tutors are going to present in managing emotions to prevent burnout, especially listening well and with interest. We have to recall the noble attitudes that make it possible for the others to feel comfortable, close and safe. As we improve skills, we will see how young people open up more easily.

**Some of these attitudes as a listener are:**

- Closeness, respectful physical contact, looking into the eyes in a relaxed manner and showing affection, appreciation and delight in the other person.
- Being interested in knowing the history and details that accompany important events (both good and bad, and especially the earliest ones in our lives).
- Being relaxed, having time, without distractions and in a safe place (in which you can freely make noise). Finding the balance between being relaxed and interested is very important and makes a big difference.
- Remember that you have agreed to confidentiality and not to address the topics outside of the session.

**Some attitudes as a participant:**

- Take your time to explore your environment, who you are with, and comment on the first things that come to mind, memories, sensations, curiosities, etc. That will help you to relax and notice that the time you are taking is for you.
- Tell your listener something good that has happened to you lately. This also values something about yourself.
- See what sensations or situations have been affecting you lately and share some of them.
- Normally, the sensations we feel in the present come from the past. Take a little time and when you have a memory in your head (whatever it is) decide to tell your listener.

In the session, your main work and decisions will be telling the stories of your life with all kinds of details, regardless of your unwillingness to do so or to how little sense you believe it makes. Telling stories usually

brings about large amounts of relief and helps us reposition old information that got stuck.

### Step 6: Storytelling as peer learning method (40 min).

- Trainer/tutor presents to participants two cards games as samples for peer activity.
- Participants in peers play this card game.
- Participants in small groups discuss what own questions they can create for new cards to used for the burnout prevention with focus on youth guide to enjoy life.
- Representatives of the groups present new questions. Trainer/tutor collect them for future use and share with participants.

The aim of the “**Tell your story**”cards game is to help people start talking about themselves. About their experience. To get to know yourself and others. And to listen. Tell your Story cards not only encourage to share people’s life stories, but also develop communication, presentation and argumentation skills in order to successfully apply them in everyday life.



The method is based on the storytelling technique, which is developed through different questions and promotes active and clear expression of opinions. "Tell your Story" cards is the method that consist of 75 question cards and few informative cards. There is one sentence on each card that starts with " Tell...".

Read more on <http://www.tellyourstorycards.com/home/>

### **Non-formal education**

Cards can be used as a tool for introductions, team-building, and promotion of tolerance to different cultures, values, religions etc., for example "Tell what your interests are!". Cards in English can be really helpful in international projects to reduce stereotypes, find similarities between people, and become friends!

### **Educational institutions**

Cards can be differently used in schools, universities, and by adult education providers. They can be integrated into particular subjects, language learning, art of speaking, as well as individual consultations with students, for example, "Tell about the person that inspires you!". Cards can also be used as an entertaining game for leisure - "Tell funny story from the time you went to school!"

### **“More than story” card game**

More Than One Story is a card game which was co-designed with students and other members of the community of Simrishamn, Sweden, to build bridges between people of all ages, backgrounds and cultures. These cards are a wonderful way to bring people together, awakening empathy, compassion, understanding and appreciation for the unique experiences of each person. Each game card suggests a story which players can tell about themselves. There are various editions of these cards, and the suggestion on each card could be found in English, Arabic, Russian, Spanish and other languages.

Two or more players sit in a circle and take turns picking cards, telling stories about themselves and listening to others tell their stories. The carefully designed and tested suggestions, written in three different languages, work to support learning and understanding.

This game is opening hearts and minds wherever fears and prejudices tend to keep people isolated from those who seem different.

More Than One Story promotes integration and inclusion. Playing the



game:

- increases understanding between people by supporting strangers to get to know each other, or friends and colleagues to discover new things about people they thought they knew well;
- develops self-awareness through reflection when sharing stories;
- strengthens communication skills by encouraging active listening;
- builds trust by creating a space for everyone to speak and be heard;
- unlocks common experiences as people identify with other's stories.



Read more about this game on <https://amitycic.com/shop>

### Step 7: Wrap-up (15 min).

- Trainer/tutor summarizes offline activity and give own feedback.
- Trainer/tutor share list for the self-study and future reading and also links with useful video:

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:

	<p>Higher Education Academy.</p> <p>O'donnell, A. M., &amp; King, A. (2014). Cognitive perspectives on peer learning. London: Routledge.</p> <p>Riese, H., Samara, A., &amp; Lillejord, S. (2012). Peer relations in peer learning. International Journal of Qualitative Studies in Education, 25(5), 601-624.</p> <p>O'Donnell, A. M.; A. King (1999). Cognitive perspectives on peer learning. Lawrence Erlbaum.</p> <p><a href="https://www.youtube.com/watch?v=EFVHWQ5mpmg">https://www.youtube.com/watch?v=EFVHWQ5mpmg</a></p> <p><a href="https://www.youtube.com/watch?v=SaLgg8QrBCY">https://www.youtube.com/watch?v=SaLgg8QrBCY</a></p> <p><a href="https://www.youtube.com/watch?v=DX0rT53yuWk">https://www.youtube.com/watch?v=DX0rT53yuWk</a></p>
<p><b>KEEPING LEARNERS SAFE:</b></p>	<p>Trainer/tutor have to:</p> <ul style="list-style-type: none"> <li>• Ensure that there is safe and trustful environment in the group of participants.</li> <li>• Ensure room is large enough to allow mobility for all learners.</li> <li>• Keep in mind group dynamic and organize coffee breaks when it is necessary.</li> </ul>
<p><b>EVALUATION OF THE MODULE:</b></p>	<p>Evaluation can be organized by emails which will be sent individually to each of participant or participants can be invited to complete online questionnaire created in Google form.</p> <p>Evaluation of the module can be organized also verbally and in written form. We suggest to use both forms – verbal and written.</p> <p>* <b>Option 1:</b> Participants work in pairs to reflect on the following questions, and then return to the large group to share answers. Example of questions: What was particularly useful today? Why? What is unclear? <b>(5 min in pairs + 15 min to share answers).</b></p> <p>* <b>Option 2:</b> Trainer/tutor organizes evaluation session in the circle and asks participants how they understand learning materials, how useful these materials are and how they can be used in daily work and life <b>(20 min).</b></p>



- **Option 3:**

Written evaluation can be circulated on paper at the end of the course, sent by email individually to all participants or participants can be invited to complete online questionnaire created in Google form.

**Tutor asks participants to complete the questionnaire in written form:**

1. Was this activity interesting for you?

strongly agree  agree  disagree  strongly disagree

Comments:

2. Are peer learning methods useful for your training with your target groups?

strongly agree  agree  disagree  strongly disagree

Comments:

3. How can you apply peer support in your daily work with young people?

4. What peer support activities are more suitable for you and why?

5. What theoretical and practical materials and for what topics would you like to have in future?