

**Welcome Positive Attitude**



**for Youth**

# **Toolbox for mental health strategies**



**Co-funded by  
the European Union**

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# 1. Positive mindset in youth work

## a. What is it?

Positive mindset refers to a set of attitudes and beliefs that predispose people to face life's challenges with optimism, resilience and a proactive outlook. In the context of youth work, positive mindset becomes an essential transversal competence that not only enhances individual well-being, but also fosters an environment in which young people can fully develop both personally and interpersonally.

This mindset is not simply a disposition to superficial optimism; instead, it involves a deep and critical understanding of one's own emotions, thoughts and behaviours, and how these can influence an individual's ability to cope with difficult situations. A positive mindset enables young people to cognitively restructure their experiences, transforming obstacles into opportunities for learning and personal growth.

From a psychological approach, positive thinking is underpinned by cognitive and behavioural theories that postulate that the perception of reality is mediated by thought patterns. Beck (1967), in his cognitive model of depression, highlights how negative automatic thoughts can contribute to negative emotional states and a pessimistic view of the future. In contrast, a positive mindset approach promotes the replacement of these negative patterns with constructive thoughts that promote well-being and effective action. This process of cognitive restructuring is essential in working with young people, where the aim is to equip them with tools to face the challenges of the modern world, especially those arising from constant interaction with social networks and other digital media.

The importance of a positive mindset in youth work is also reflected in Bandura's (1977) theory of self-efficacy, which suggests that belief in one's ability to manage situations is crucial for personal motivation and success. Young people who develop a positive mindset are not only confident in their ability to overcome adversity, but are also more inclined to adopt healthy behaviours and set realistic but challenging goals. This self-efficacy is reinforced through positive feedback and social validation, elements that are central to youth development programmes.

Furthermore, positive thinking in young people is closely related to the concept of resilience, defined by Masten (2001) as the dynamic process that enables individuals to adapt well in the context of significant adversity. Resilience is not an innate trait, but a skill that can be cultivated through educational practices that foster reflection, self-control and emotional resilience. In this sense, work with young people should focus on building these pillars of resilience through activities that promote self-regulation, positive relationship building and community connection.

Developing a positive mindset also involves a holistic approach that encompasses both mental and physical well-being. Research has shown that practices such as meditation, mindfulness and regular exercise not only improve physical health, but also contribute significantly to mental health, reducing levels of stress and anxiety, and improving overall mood (Shapiro, Carlson, Astin and Freedman, 2006). These practices are essential in youth work programmes, which seek not only to address immediate emotional needs, but also to establish long-term healthy habits.

Likewise, emotional education plays a crucial role in the formation of a positive mindset. Goleman (1995), in his work on emotional intelligence, highlights the importance of the ability to recognise, understand and manage one's own and others' emotions as a key component of personal and professional success. In the youth context, fostering emotional intelligence is vital to help young people navigate the complexities of social relationships, especially in a digital world where interactions often lack the depth and context of face-to-face communications.

Finally, it is important to consider that the development of a positive mindset in young people does not occur in a vacuum, but is influenced by the social, cultural and family environment. Educational institutions and youth organisations play a critical role in creating environments that reinforce and sustain this mindset. Programmes such as those promoted by Dweck (2006), which emphasise the growth mindset, suggest that when young people are encouraged to see their abilities as malleable and subject to improvement through effort, they are more willing to face challenges with an open and resilient mindset.

In summary, positive mindset in youth work is a key competence that needs to be developed through a combination of educational practices, emotional support and the promotion of healthy habits. This mindset not only prepares young people to face today's challenges, including those related to the use of social media and digital life, but also lays the foundation for a balanced and fulfilling adult life.

## **b. How can we work on it?**

Developing a positive mindset in young people is a complex and multifaceted process that requires the implementation of various educational, psychological and social strategies. This process must be holistic, meaning that it must address not only the cognitive and emotional aspects of the mindset, but also the behaviours and social interactions that reinforce this mindset. The following explores in detail the methodologies and practices that can be used to foster a positive mindset in young people.

### **1. Cognitive-Behavioural Approach: Cognitive Restructuring and Development of Coping Skills**

One of the most effective methods of cultivating a positive mindset is through cognitive restructuring, a central technique in cognitive behavioural therapy (CBT).

Cognitive restructuring involves identifying and challenging negative or dysfunctional thought patterns, and replacing them with more realistic and positive thoughts. This approach is especially relevant for young people, who are often at a developmental stage where their thoughts and beliefs about themselves and the world are still forming.

To apply cognitive restructuring in working with young people, a number of techniques can be used. One of them is the use of cognitive journaling, where young people record situations that generate negative emotions for them, identify the automatic thoughts associated with those emotions and then re-evaluate those thoughts in the light of a more balanced perspective. This exercise not only promotes self-awareness, but also teaches young people to question the validity of their negative thoughts and replace them with more constructive alternatives.

In addition, it is crucial to teach young people coping skills that enable them to manage stress and negative emotions effectively. Coping skills include relaxation techniques, such as deep breathing and meditation, as well as problem-solving strategies that help young people deal with challenges in a direct and proactive way. According to Lazarus and Folkman (1984), effective coping is a process that involves both emotional regulation and problem-oriented action, both of which are essential components of maintaining a positive mindset.

## **2. Emotional Education: Developing Emotional Intelligence**

The development of emotional intelligence is another fundamental pillar for working on the positive mindset of young people. Goleman (1995) defines emotional intelligence as the ability to recognise, understand and manage our own emotions, as well as to recognise, understand and influence the emotions of others. In the context of youth work, emotional intelligence is crucial to help young people navigate complex social interactions and build healthy interpersonal relationships.

To foster emotional intelligence, educational programmes should include activities that help young people identify and express their emotions in a healthy way. This can include role-playing, debates on ethical and moral dilemmas, and mindfulness exercises that promote self-reflection and self-awareness. In addition, young people should be taught how empathy and understanding others' perspectives can improve interpersonal relationships and reduce conflict. These skills not only strengthen positive mindsets, but also contribute to overall emotional well-being and to building more cohesive and caring communities.

## **3. Fostering the Growth Mindset: Cultivating a Learning Perspective**

Carol Dweck (2006), in her influential research on growth mindset, argues that the way people interpret their skills and capabilities can have a profound impact on their success and resilience. A growth mindset, which is the belief that skills can be developed through effort and practice, contrasts with a fixed mindset, which considers skills to be innate and immutable. Working on a positive mindset involves promoting a growth mindset among young people.



To cultivate this mindset, it is essential that educators and youth workers focus feedback not only on results, but on effort, perseverance and strategies used. For example, rather than praising a young person for being 'smart', praise should be given for effort and the ability to deal with challenges. In addition, it is useful to expose young people to stories and examples of people who have overcome difficulties through dedication and hard work. These examples can be especially powerful in inspiring young people to adopt a growth mindset and to see failures as learning opportunities, rather than as reflections of their personal worth.

#### **4. Promoting Physical Well-being: Integration of Physical and Mental Health**

Physical and mental well-being are intrinsically linked, and fostering a positive mindset cannot be achieved without considering care of the body. Research has shown that regular exercise, adequate nutrition and quality sleep are essential components of positive mental health (Babyak et al., 2000). In working with young people, it is important to integrate activities that promote a healthy lifestyle, as these practices not only improve physical fitness, but also have beneficial effects on mood and cognitive ability.

Youth work programmes can include physical activities such as sports, outdoor walks, yoga and mindfulness exercises. In addition, nutrition and health workshops can be organised, where young people learn about the importance of a balanced diet and how food can influence their energy and emotional state. The aim is for young people to understand that taking care of their body is an integral part of taking care of their mind, and that both dimensions are mutually reinforcing in the development of a positive mindset.

#### **5. Creating Supportive Environments: Building Positive Communities**

A supportive social environment is fundamental to the development of a positive mindset. According to Bowlby's (1969) attachment theory, secure and supportive relationships provide a solid foundation from which individuals can explore the world and face challenges. In working with young people, it is essential to create communities where they feel valued, respected and supported.

This can be achieved through the creation of peer support groups, where young people can share their experiences, receive feedback and encouragement, and develop a sense of belonging. Youth leaders and educators should model positive behaviours, demonstrate empathy and foster an environment of mutual respect. In addition, group activities that promote cooperation and teamwork, such as community projects, can strengthen social bonds and provide young people with meaningful experiences of collaboration and support.

#### **6. Integration of Technology in a Conscious Way: Critical Use of Social Media**

In the digital age, young people are constantly exposed to social media and other forms of technology, which can have both positive and negative effects on their mental well-being. While technology can be a powerful tool for education and social connection,

it can also contribute to social pressure, negative comparison and anxiety if not used critically and consciously.

Working on a positive mindset involves educating young people about the healthy and critical use of technology. This includes teaching them to be aware of how social media can distort reality, promote an unrealistic image of life and negatively affect their self-esteem. Programmes can include workshops on digital literacy, where young people learn how to identify misleading content, manage their time online effectively and maintain a healthy balance between their digital and offline lives.

## **7. Focus on Resilience and Problem Solving: Preparing for Adulthood**

Finally, working on a positive mindset also means preparing young people for adult life by equipping them with the necessary skills to deal with challenges in a resilient manner. Resilience, as mentioned above, is the ability to bounce back from adversity, and is a key competency that must be cultivated through experiences that challenge young people and allow them to practice problem-solving in a safe and supportive environment.

Programmes can include simulations of real-life situations, discussions of ethical issues and decision-making workshops. These exercises not only teach practical skills, but also reinforce the idea that challenges and difficulties are opportunities for personal growth and the development of a positive mindset. In addition, it is important that young people receive positive and constructive feedback during these processes, which will help them develop confidence in their ability to handle difficult situations in the future.

## **Conclusion**

Developing a positive mindset in young people is a fundamental goal in youth work and requires a holistic approach that encompasses multiple dimensions of well-being. From cognitive restructuring and the development of coping skills, to emotional education, the promotion of physical well-being and the creation of supportive environments, each of these aspects plays a crucial role in the formation of a resilient and optimistic mindset. Furthermore, in the context of modern technology, it is essential to teach young people to use digital tools critically and consciously, integrating these practices into a framework that also includes resilience building and preparation for adulthood. By taking a holistic and evidence-based approach to positive mindset work, youth work practitioners can help young people face the challenges of the modern world with an empowered and constructive perspective.



## 2. Ways of approaching the development of positive mindsets in young people

### SPAIN

#### a. Methodologies and tools to achieve a positive mindset.

**Name of resource:** Practice positive psychology

**Origin of the resource:** European Institute of Positive Psychology

**Type of resource:** Podcast

**Link:** <https://www.youtube.com/@iepsicologiapositiva/featured>

**Website of the entity:** <https://www.iepp.es/>

**Name of resource:** Recorded meditations

**Origin of the resource:** With full awareness

**Type of resource:** Podcast

**Link:** <https://www.conplenaconciencia.com/meditaciones/>

**Website of the entity:** <https://www.conplenaconciencia.com/>

**Name of resource:** Everyday Dharma

**Origin of the resource:** Mindfulness Granada

**Type of resource:** Short audios/recommendations

**Link:** <https://mindfulnessgranada.es/tipo/dharmas/>

**Website of the entity:** <https://mindfulnessgranada.es/>

**Name of resource:** Guided meditations

**Origin of the resource:** Mindfulness Granada

**Type of resource:** Recordings

**Link:** <https://mindfulnessgranada.es/tipo/meditaciones/>

**Website of the entity:** <https://mindfulnessgranada.es/>

**Name of resource:** Meditations: How to create your sanctuary

**Origin of the resource:** Emociona

**Type of resource:** Video

**Link:** <https://www.youtube.com/watch?v=sNuNAWPg9YA&list=PLRrDV77ubjaSmMNDwEe6xS5i4DKwpL3CM>

**Website of the entity:** <https://www.emociona.es/>

**Name of resource:** Social networks and young people's mental health

**Origin of the resource:** Social Networking Channel and Youth Mental Health

**Type of resource:** Podcast

**Link:** [https://www.ivoox.com/podcast-redes-sociales-salud-mental-jovenes\\_sq\\_f12317715\\_1.html](https://www.ivoox.com/podcast-redes-sociales-salud-mental-jovenes_sq_f12317715_1.html)

**Website of the entity:** [https://www.ivoox.com/escuchar-canal-redes-sociales-salud-mental-de\\_nq\\_1632627\\_1.html](https://www.ivoox.com/escuchar-canal-redes-sociales-salud-mental-de_nq_1632627_1.html)

**Name of resource:** Promoting the healthy adaptation of our adolescents

**Origin of the resource:** Ministry of Health

**Type of resource:** Methodology

**Link:** <https://www.sanidad.gob.es/areas/promocionPrevencion/entornosSaludables/escuela/adolescentes.htm>

**Website of the entity:** <https://www.sanidad.gob.es/home.html>

**Name of resource:** A practical guide to mental health for young people

**Origin of the resource:** Feafes Salud mental Extremadura

**Type of resource:** Methodological guide

**Link:** [https://www.feafesextremadura.com/wp-content/uploads/2022/10/Reedicion\\_guia-Croqueta.pdf](https://www.feafesextremadura.com/wp-content/uploads/2022/10/Reedicion_guia-Croqueta.pdf)

**Website of the entity:** <https://www.feafesextremadura.com/>

**Name of resource:** National health system mental health strategy (2022-2026)

**Origin of the resource:** Ministry of Health

**Type of resource:** Methodology

**Link:** [https://www.sanidad.gob.es/bibliotecaPub/repositorio/libros/29236\\_estrategia\\_de\\_salud\\_mental\\_del\\_Sistema\\_Nacional\\_de\\_Salud\\_2022-2026.pdf](https://www.sanidad.gob.es/bibliotecaPub/repositorio/libros/29236_estrategia_de_salud_mental_del_Sistema_Nacional_de_Salud_2022-2026.pdf)

**Website of the entity:** <https://www.sanidad.gob.es/home.htm>

**Name of resource:** How to Foster Optimism in Young People by COP Madrid

**Origin of the resource:** Colegio Oficial de Psicología de Madrid

**Type of resource:** Video/Article

**Link:** <https://www.copmadrid.org/web/ciudadania/psicologia-para-la-vida-cotidiana/mayores/optimismo>

**Website of the entity:** <https://www.copmadrid.org/web/el-colegio/bienvenida/>

## b. Good practices

**Name:** Activate with Positivity Programme.

**Objectives:** Promote optimism, resilience and emotional well-being in unemployed young people.

**Description:** The activities have foreseen as a first step, a welcome and employability diagnosis, analyzing curricular data, skills and labor competences, personal and social data and possible interests or training needs, and an individual itinerary, in order to establish an action plan for the acquisition of skills and the work of transversal competences. Individualized follow-up and accompaniment actions were then carried out with the aim of accompanying and supporting the participant in his or her socio-labor itinerary, and labor insertion actions, in which training and capacity building actions were implemented through different Employment Schools (Job Orientation, Active Job Search Resources and Employability Training) adapted to the needs of each participant.

In addition, personal, cultural and social support actions were carried out, i.e. actions to support autonomy, independent living and health and well-being, breaking the digital divide and empowering participants in different social areas.

**Results achieved:** Increased motivation, improved stress management, improved self-esteem and job search skills.

**Implementing entity:** Adecco Foundation

**Link to good practice:**

<https://fundacionadecco.org/programas-de-empleo/empleoparatodos-programa-de-inclusion-activa/>

**Name:** Move for mental health.

**Objectives:** Promoting physical activity as a tool to improve mental health.

**Description:** Several activities were carried out, including the creation of a storytelling "Fuig, bèstia" (aimed at children, with workshops with families), a theatrical sketch "Construction Kit: Refent Identitats", a book sale on mental and emotional health to break the stigma, exhibitions and interactive games on mental health and stigma, stress-free space (a comfortable space to sit, rest and talk about the prevention of anxiety and stress, offering advice and guidance) and a radio program called Nikosia.

**Results achieved:** Reduced symptoms of anxiety and depression, increased psychological well-being.

**Implementing entity:** SMC - Salut Mental Catalunya

**Link to good practice:**

<https://fundacio.tmb.cat/es/tmb-solidario/escoge-tu-causa/muevete-por-la-salud-mental>

**Name:** Programa Desconnect@.

**Objectives:** Prevention of Internet and social network addiction among young people.

**Description:** Through a multidisciplinary therapeutic model, they adopt a holistic approach, that is, they work on the personal, individual, social and family environment of the adolescent, as they recognize that all these aspects directly influence well-being. The program offers a variety of activities to prevent Internet and social network addiction among young people. These activities include: workshops for young people in schools, youth centers and other venues, on topics such as responsible use of the internet and social networks, online time management, cyberbullying, online privacy; talks and conferences for parents, educators and other professionals on the risks of excessive internet use, how to help young people develop healthy online habits and signs of internet and social network addiction.

They offer a variety of online resources, such as guides and tips for parents and educators, games and activities for young people, information about the risks of excessive internet use and conduct awareness awareness campaigns through social networks, media and public events to raise awareness about the risks of excessive internet use. Programa Desconect@ also offers an individualized counseling service for young people and families who are struggling with internet or social network addiction.

**Results achieved:** Increased awareness of the risks of excessive internet use, development of healthy online habits.

**Implementing entity:** Asociación PantallasAmigas

**Link to good practice:** <https://www.programadesconecta.com/>

**Name:** Adana Foundation

**Objectives:** Promoting the mental health and well-being of young people through research, training and awareness-raising.

**Description:** Activities aimed at children and young people include various activities such as individual psychological treatment, early care therapeutic groups (TAG) for preschool children with risk indicators of ADHD or behavioural disorders, psychoeducational reeducation for children and young people aged 6 to 18 with the aim of improving school performance and adaptation, and socioemotional skills groups for children and young people aged 6 to 14 with the aim of improving social relations, self-esteem and self-control.

In addition, recreational and sports therapeutic activities such as sports groups, summer camps and colonies are offered.

**Results achieved:** Development of new interventions for the prevention and treatment of mental health problems, training of health care personnel, and the development of a new program for the prevention and treatment of mental health problems.

**Implementing entity:** Adana Foundation

**Link to good practice:** <https://www.fundacionadana.org/espacio-joven/>

**Name:** AEPNYA

**Objectives:** Promoting child and adolescent mental health in Spain.

**Description:** EPNyA works to promote child and adolescent mental health in Spain. Its activities include awareness raising (information campaigns, events and seminars,



informative material for parents, teachers and professionals), training (training courses for mental health professionals, didactic material, internship programs for students), research (research funding, publication of scientific articles, congresses and conferences), policy and program development (collaboration with governmental institutions, participation in round tables, promotion of prevention interventions).

**Results achieved:** Raising awareness of children's mental health problems, training of professionals.

**Implementing entity:** Spanish Association of Child and Adolescent Psychiatry.

**Link to good practice:** <https://aepnya.es/>

### a. Examples of activities you can implement

**Title:** Stigmatizing mental health through arts and entertainment.

**Objectives:**

- Destigmatizing mental health through arts and entertainment.
- Reduce the stigma surrounding mental health issues through engaging and relatable content.
- Encourage open conversations and normalize help-seeking.
- Create awareness of available mental health resources.

**Results achieved:**

- Increased understanding and empathy for youth with mental health issues.
- Reduced self-stigma and fear of seeking help.
- Potential increase in help-seeking behaviour.

**Resources required:** Human resources (e.g., psychologists, artists), financial resources, space for activities.

**Title:** Promote awareness and relaxation techniques.

**Objectives:**

- Increase awareness of the importance of mental health among youth.
- Educate youth about relaxation techniques and their effectiveness in improving mental health.

**Results achieved:**



- Increased knowledge and understanding of mental health among youth.
- Development of stress and anxiety management skills among youth.
- Increased use of relaxation techniques to improve mental health.
- Reduced self-stigmatisation and seeking professional help.

**Resources required:** Human resources (psychologists, social workers, experts in relaxation techniques), financial resources, space for activities.

**Title:** Peer support networks

**Objectives:**

- Create a sense of belonging and community among youth with similar experiences.
- Provide safe spaces for open communication and peer support.
- Encouraging youth to advocate for their own mental health needs.

**Results achieved:**

- Improving social connectedness and reducing feelings of isolation.
- Improved coping skills and emotional resilience.
- Increased confidence and motivation to seek help.

**Resources required:** Human resources, financial resources, spaces for activities.

**Title:** Mental health workshops for youth.

**Objectives:**

- Educate youth on the importance of mental health self-care.
- Provide coping strategies for stress, anxiety and depression.

**Results achieved:**

- Increased mental health literacy among participants.
- Increased utilisation of healthy coping mechanisms.

**Resources required:**

- Workshop facilitators (mental health professionals, counselors).
- Venue for workshops.
- Materials for interactive activities and discussions.

**Title:** Youth mental health screening program.

**Objectives:**

- Conduct mental health surveys of youth to identify at-risk individuals.
- Refer youth to appropriate mental health services.
- Increased knowledge and awareness of youth about mental health problems.

**Results achieved:**

- Early detection and intervention in case of mental health problems.
- Improved access to specific mental health treatment.
- Significant increase in young people's understanding and awareness of mental health problems.

**Resources required:** Digital resources.

## ITALY

### a. Methodologies and tools to achieve a positive mindset.

**Name of resource:** Practice positive psychology

**Origin of the resource:** European Institute of Positive Psychology

**Type of resource:** Podcast

**Link:** <https://www.youtube.com/@iepsicologiapositiva/featured>

**Website of the entity:** <https://www.iepp.es/>

**Name of resource:** Psicologia e benessere

**Origin of the resource:** GuidaPsicologi

**Type of resource:** Podcast

**Link:** <https://open.spotify.com/show/0rnqBvAxj4mL2xTDpiJC1M>

**Website of the entity:** <https://www.guidapsicologi.it/>

**Name of resource:** Psicologia e benessere

**Origin of the resource:** GuidaPsicologi

**Type of resource:** Podcast

**Link:** <https://open.spotify.com/show/0rnqBvAxj4mL2xTDpiJC1M>

**Website of the entity:** <https://www.guidapsicologi.it/>

**Name of resource:** Guided meditations

**Origin of the resource:** Italy Mindfulness

**Type of resource:** Guided meditations

**Link:** <https://www.italiamindfulness.it/meditazioni-guidate/>

**Website of the entity:** <https://www.italiamindfulness.it/>

**Name of resource:** Gli adolescenti si fanno male

**Origin of the resource:** Gli Ascoltabili (Furio Ravera)

**Type of resource:** Podcast

**Link:** <https://www.gliascoltabili.it/serie/adolescenti/>

**Website of the entity:** <https://www.gliascoltabili.it/>

**Name of resource:** Scuola di salute - Guida per parlare ai ragazzi di salute

**Origin of the resource:** Cittadinanza attiva

**Type of resource:** Methodological guide

**Link:**

[https://www.cittadinanzattiva.it/multimedia/edocman/ASCUOLADISALUTE\\_guidaCittadinanzattiva.pdf](https://www.cittadinanzattiva.it/multimedia/edocman/ASCUOLADISALUTE_guidaCittadinanzattiva.pdf)

**Website of the entity:** <https://www.cittadinanzattiva.it>

**Name of resource:** Mindful Eating Italia

**Origin of the resource:** Mindful Eating

**Type of resource:** Website/Guided meditations

**Link:** <https://www.mindfuleatingonline.it/esercizi>

**Website of the entity:** <https://www.mindfuleatingonline.it/>

**Name of resource:** Salute mental e la ricerca dell'equilibrio

**Origin of the resource:** TEDxLUISS

**Type of resource:** Video

**Link:** <https://www.youtube.com/watch?v=L34pwZTEFTQ>

**Website of the entity:** <https://www.youtube.com/user/TEDItalia>

**Name of resource:** #OnMyMind

**Origin of the resource:** UNICEF

**Type of resource:** Online campaign/Video

**Link:** <https://www.unicef.org/on-my-mind>

**Website of the entity:** <https://www.unicef.it/>

**Name of resource:** Salute mentale, oltre i pregiudizi

**Origin of the resource:** TEDxTreviso

**Type of resource:** Video

**Link:** <https://www.youtube.com/watch?v=8aY7JlFfXWk>

**Website of the entity:** <https://www.youtube.com/user/TEDItalia>

**Name of resource:** Mindful Yoga

**Origin of the resource:** Interpersonal Mindfulness

**Type of resource:** Meditation guides

**Link:** <https://mindfulnessinterpersonale.com/meditazioni-guidate/>

**Website of the entity:** <https://mindfulnessinterpersonale.com/>

**Name of resource:** Come essere felici ogni singolo giorno

**Origin of the resource:** TEDxRovigo

**Type of resource:** Video

**Link:** <https://www.youtube.com/watch?v=UjtjSi6dGY>

**Website of the entity:** <https://www.youtube.com/user/TEDItalia>



## b. Good practices

**Name:** Le scuole della felicità

**Objectives:**

- Promote mental well-being and resilience among students and teachers.
- Disseminate a culture of happiness in schools.
- Improve school climate and interpersonal relationships.
- Providing tools for managing emotions and developing positive thinking.

**Results achieved:**

- Conducting training courses for teachers and students.
- Development of didactic materials on topics related to happiness and well-being.
- Organisation of events and initiatives in schools.
- Collection of positive testimonials from teachers and students.

**Implementing entity:** Le scuole della felicità

**Link to good practice:** <https://www.lescuoledellafelicitita.it/progetto/>

**Description:** It is a project that aims to spread a culture of happiness in schools. Through training courses, teaching materials, events, and initiatives, the project aims to promote mental well-being and resilience among students and teachers, improve school climate and interpersonal relationships, and provide tools for managing emotions and developing positive thinking.

**Name:** DentroTutti

**Objectives:** It is a project that aims to spread a culture of happiness in schools. Through training courses, teaching materials, events and initiatives, the project aims to promote mental well-being and resilience among students and teachers, improve school climate and interpersonal relationships, and provide tools for managing emotions and developing positive thinking.

**Results achieved:**

- Creation of a series of EduBox titles for classroom experimentation.
- Participation of several Italian regions as experimentation territories.
- Development of an interactive workbook dedicated to active citizenship.

**Implementing entity:** Smemolab in cooperation with the Ministry of Education

**Link to good practice:** <https://www.dentrotutti.org/>

**Description:** The DentroTutti project aims to build a community of active and aware citizens through the dissemination of reliable and innovative educational content. The initiative offers a range of distance learning tools, including the EduBox series and an interactive workbook dedicated to active citizenship.

**Name:** M@t - Settimana della Salute Mentale

**Objectives:**

- To promote reflection on the topic of mental health and well-being.
- Raise public awareness on issues related to mental health.
- Encourage the dissemination of a culture of mental health.
- To promote inclusion and the fight against stigma.
- To provide opportunities for meeting and confrontation between experts, citizens and people with experiences of mental discomfort.

**Results achieved:**

- Participation of a wide and diverse public.
- Raising awareness on issues related to mental health.
- Promotion of a culture of mental health.
- Reduction of stigma and discrimination.
- Strengthening the network of mental health services.
- Development of new projects and interventions.

**Implementing entity:** AUSL Modena - Department of Mental Health and Pathological Addictions

**Link to good practice:** <https://www.matmodena.it/#prefazione>

**Description:** The Modena Mental Health Week is an annual event that has been taking place since 2010. The event aims to promote the mental health and well-being of citizens through a rich program of events, including conferences, seminars, shows, exhibitions, and workshops.

**Name:** Piattaforma Giovani2030

**Objectives:** The platform aims to provide young people with tools and support to reach their full personal and professional potential by offering a wide range of resources.

**Results achieved:** Increased youth participation in social programs, and greater awareness of youth concerns.

**Implementing entity:** Ministry of Youth - Italy

**Link to good practice:** <https://giovani2030.it/le-iniziativa/bandi-e-opportunita/>

**Description:** Giovani2030 is the digital platform of the Italian Ministry of Youth aimed at young people aged 18-34. It aims to provide them with the tools and support necessary to reach their full personal and professional potential. It offers a variety of resources, opportunities, and initiatives, including information and resources (job search, housing, education, scholarships, volunteer programs, etc.), funding opportunities (grants and competitions for innovative youth projects), training and events (courses, workshops, conferences and debates on topics relevant to young people), exchange programs (opportunities to study, work or volunteer abroad), community connection (forums, online communities and events that allow young people to connect with each other and with youth organizations).

**Name:** Serenity: mindfulness application

**Objectives:** Promote mental health and well-being through mindfulness and meditation.

**Results achieved:** Reduce stress and anxiety, improve concentration and sleep, and increase self-awareness and compassion.

**Implementing entity:** Serenity

**Link to good practice:** <https://serenitymeditationapp.com/>

**Description:** Serenity is a free app that offers guided meditations and mindfulness programs to improve mental health and well-being.

## **b. Examples of activities you can implement**

**Title:** Sessions of Conscious Meditation

**Objectives:**

- Cultivate mindfulness and self-awareness among youth and youth workers.
- Reduce stress and anxiety levels.
- Improve focus and concentration.

**Results achieved:**

- Improved emotional regulation and resilience.
- Increased sense of calm and clarity.
- Increased ability to cope with challenges.

**Resources required:** Space for meditation. Guided meditation scripts or recordings.

**Title:** Workshops of Creative Expression

**Objectives:**

- Encourage self-expression and creativity.
- Provide an outlet for emotions and thoughts. Increase self-confidence and self-esteem.

**Results achieved:**

- Improved emotional intelligence and self-awareness.
- Improved problem-solving skills.
- Greater sense of accomplishment and pride.

**Resources required:**

- Art supplies (e.g., paints, markers, clay).
- Facilitator (best with experience in arts or creative therapies).

**Title:** Outdoor adventure retreats

**Objectives:**

- Promote physical activity and outdoor exploration.
- Foster teamwork and cooperation.
- Provide opportunities for personal growth and challenge.

**Results achieved:**

- Increased resilience and confidence.
- Improved physical fitness and well-being.
- Strengthened bonds between participants.

**Resources required:**

- Outdoor location with hiking trails or adventure activities.
- Safety equipment (e.g., helmets, harnesses).
- Trained staff or guides.

**Title:** Workshops on Positive Affirmation

**Objectives:**

- Encourage self-love and acceptance.
- Challenge negative self-talk and beliefs.
- Cultivate a positive self-image.

**Results achieved:**

- Improved self-esteem and self-confidence.
- Increased resilience in the face of setbacks. Increased motivation and goal achievement.

**Resources required:**

- Human resources.
- Flipchart paper or whiteboard.
- Positive affirmation prompts or cards.

**Title:** Mindfulness walks

**Objectives:**

- Connect with nature and the present moment.
- Reduce stress and promote relaxation.
- Increase awareness of surroundings and sensations.

**Results achieved:**

- Improved mood and mental well-being.
- Reduced reflection and negative thinking.
- Increased appreciation for the beauty of nature.

**Resources required:**

- Access to green spaces or outdoor parks. Comfortable walking shoes.
- Guided mindfulness exercises or meditations.

## ROMANIAN

### a. Methodologies and tools to achieve a positive mindset.



**Name of resource:** Diaphragmatic breathing

**Origin of the resource:**

**Type of resource:** Breathing, relaxing, mindfulness

**Link:** <https://www.youtube.com/watch?v=JIHHnSr7prM>

**Website of the entity:**

**Name of resource:** Bee the breath

**Origin of the resource:**

**Type of resource:** breathing, relaxation

**Link:** <https://www.youtube.com/watch?v=eGBSg3z98Qc>

**Website of the entity:**

**Name of resource:** YogaForWellbeing / Beginner level

**Origin of the resource:** Get well together toolkit

**Type of resource:** wellbeing, relaxation

**Link:** <https://nevoparudimos.ro/wp-content/uploads/2024/02/Get-Well-Together-ENG.pdf> page 19

**Name of resource:** Identifying Needs

**Origin of the resource:**

**Type of resource:** Maslow's Hierarchy of Needs. The five levels of the hierarchy are physiological, safety, love/belonging, esteem, and self-actualization

**Link:** <https://www.simplypsychology.org/maslow.html>

**Website of the entity:** Simply Psychology

**Name of resource:** Recognizing emotions

**Origin of the resource:**

**Type of resource:** Emotions, balance

**Link:** <https://www.oohctoolbox.org.au/how-recognise-emotions>

**Website of the entity:** Emotion Regulation

**Name of resource:** The emotion stars

**Origin of the resource:** Book: Udo Baer / The ABC of Emotions

**Type of resource:** Expression of emotions

**Link:** <https://nevoparudimos.ro/wp-content/uploads/2024/02/Get-Well-Together-ENG.pdf> page 23

**Name of resource:** Conflict Resolution in the Workplace

**Origin of the resource:**

**Type of resource:** Communication skills

**Link:** <https://mediate.com/13-tools-for-resolving-conflict-in-the-workplace-with-customers-and-in-life/>

**Website of the entity:** Mediate

**Name of resource:** Assertive Communication in the Workplace

**Origin of the resource:**

**Type of resource:** Effective communication

**Link:** <https://www.coursera.org/articles/assertive-communication>

**Website of the entity:** Coursera

**Name of resource:** Empathy in the Workplace

**Origin of the resource:**

**Type of resource:** Strengthen relationships

**Link:** <https://individuals.neuroleadership.com/importance-of-empathy-in-workplace>

**Website of the entity:** Neuroleadership

**Name of resource:** Teamwork skills

**Origin of the resource:**

**Type of resource:** Functional teamwork

**Link:** <https://www.notion.so/blog/teamwork-skills>

**Website of the entity:** Notion

## b. Good practices

**Name:** Get well together

**Objectives:** The project objectives are:

- Capacity building of 9 youth workers in combining their work with ecological skills, sports activities, healthy nutrition methods and other essential elements that contribute to mental well-being.
- Increasing the participation and involvement of 45 marginalized young people, giving them a model of a healthy mindset and giving them different opportunities to engage and increase their self-esteem to be more aware of their own strengths.
- Developing a guide for the NGO sector on how to work with marginalized groups using innovative methods on mental health and social inclusion.

**Results achieved:** A toolkit with methods on mental health and wellbeing

**Implementing entity:** Amaro Drom EV., Nevo Parudimos

**Link to good practice:** <https://nevoparudimos.ro/wp-content/uploads/2024/02/Get-Well-Together-ENG.pdf>

**Description:** Within a world filled with uncertainty, challenges, and the constant pursuit of overall well-being, the project "Get Well Together" arises as an educational approach to empowerment, resilience, and an alternative approach to inclusion. Youth who are marginalized are confronted with difficulties that require a compassionate and tailored response. This project emerges from this particular environment as it undertakes an important effort to tackle the different needs of disadvantaged youth and enhance their mental wellbeing by means of the committed efforts of youth and social workers. Amaro Drom e.V. from Germany developed and implemented this project together with its partners, Association Nevo Parudimos from Romania and Cor-Biz from Turkey, under the support of Erasmus+ KA2 Strategic Partnerships, small-scale projects. The primary aim of this project is to create a more equitable, inclusive, and empowered world for all young people, especially those who have fewer opportunities.

**Name:** Always look on the bright side of life!

**Objectives:**

- to develop the knowledge about mental health and wellbeing for 36 participants from 6 countries, during the youth exchange;

- to develop the knowledge of 36 young people from rural areas about different stress-release methods during the mobility;
- to develop skills and knowledge for 36 young people, from 6 countries, to organise awareness campaigns and multiplier events about healthy lifestyle and wellbeing in their communities, during and after the exchange, using online and offline tools;

**Results achieved:** Different stress released methods were developed by the participants during the youth exchange. A video was shared worldwide (What makes me smile?) as the participants came from several EU and Non EU countries, from Africa, Asia and Europe.

**Implementing entity:** Asociatia Deschide Zambete

**Link to good practice:**

**Description:** A youth exchange which brought together 36 young people and 6 group leaders from Ukraine, Spain, Greece, Bulgaria, Romania and Hungary (but the participants from Hungary were all migrants coming from Egypt, Tunisia, Morocco, Kenya, Japan) and teach them in a friendly non formal environment about different stress release methods, including: yoga, breathing, ecstatic dance, laughter, nature walks and connections to self.

**Name:** Mental Health (M.H.)

**Objectives:**

- Raising awareness of mental and emotional wellbeing for 30 participants coming from 3 countries for the duration of the project.
- Developing theoretical competences and practical abilities for 6 leaders and 3 youth organisations in relation to mental health among youth, through the implementation stages of the project.
- Strengthening a network of organisations on an International and regional level aimed at taking corrective action in relation to mental health, in the follow up stages of the project.

**Results achieved:** The project aimed to achieve several outcomes for young participants and organisations:

For young participants:

- Improved communication skills
- Enhanced problem-solving abilities and quick decision-making
- Developed relaxation skills to promote emotional and mental well-being
- Dealt with emotional distress associated with people and environments

- Increased confidence, self-esteem, and assertiveness to enhance emotional and mental well-being
- Acquired valuable knowledge about volunteering, the Erasmus+ programme, and the European Solidarity Corps
- Explored multiculturalism, improved language skills, and learned to accept others and different ways of life

For organisations:

- Partner organisations gained valuable new networks for future collaboration
- Participants became valuable human resources for their sending organisations, potentially kickstarting their Erasmus+ futures.

The project aimed to better understand the needs of young people across Europe and increase awareness of youth community needs

The project also anticipated impactful outcomes at local, regional, and European levels:

A public event held in the city of Reșița had a local impact by fostering interaction among local NGOs, volunteers, and students from the National College "Diaconovici-Tietz". This event aimed to raise awareness among parents and students about the importance of mental health.

The project promoted the Erasmus+ programme and European values by distributing leaflets to people on the street.

One outcome of the event was the creation of a blog and a Facebook page, potentially motivating young people from Romania and beyond to participate in youth exchanges or international projects, with the blog's impact potentially reaching European or international levels.

The project aimed to strengthen partnerships among the organisations involved, potentially impacting a European level.

**Implementing entity:** Pro Vitam Association Resita

**Link to good practice:** <https://www.facebook.com/AsociatiaDeBinefacereProVitam>

**Description:** The Mental Health project aimed to foster positive mental health through specific tools and resources that would enable participants to understand and enhance their approach to mental health. Despite a growing acceptance of individuals with mental health issues across Europe, especially among younger generations, official services to support learners were lacking at the time. Consequently, individuals with mental health issues were disproportionately represented in early dropout and unemployment statistics, with a heightened risk of long-term unemployment.

To tackle these challenges, the project developed a series of tools and resources designed to promote inclusion and well-being among young people. The aim was to



encourage them to stay in education, develop essential employability skills, and embark on fulfilling careers, thereby enhancing long-term social inclusion.

The main objectives of the project included supporting individuals in acquiring and developing basic skills and key competences related to mental health:

**Raising awareness about mental health:** This aspect of the project aimed to educate individuals about the critical importance of mental and emotional health in all aspects of life, emphasizing its fundamental role in overall health and well-being.

**Deepening understanding of emotional wellness and its challenges:** The project focused on exploring how emotional well-being can deteriorate, manifesting in conditions such as depression, anxiety, panic attacks, and self-harm. It also examined the life periods or situations that might trigger these mental and emotional struggles and explored potential recurrence or exacerbation triggers.

**Implementing corrective measures:** The project introduced essential skills, attitudes, and behaviors to help individuals better cope with life's challenges in a positive and constructive manner. The goal was to achieve better outcomes, leading to a higher quality of life and increased personal happiness.

Through these efforts, the project aimed to empower individuals to take control of their mental health, improve their overall well-being, and navigate life's obstacles more effectively.

**Name:** Conflict managers

**Objectives:** The goal is to educate critical thinking, manage emotions and impulses healthily, and enhance teamwork efficiency.

**Results achieved:** Young students understand how to solve conflicts in different environments

**Implementing entity:** Schools from Romania

**Link to good practice:**

**Description:** One or two individuals are chosen, depending on the group size, who have mediation skills. These are people with high emotional intelligence, mental strength, above-average objectivity, who have the ability to manage conflicts harmoniously.

When a conflict arises, if those directly involved fail to resolve it objectively, they turn to the mediator. If, for various reasons, the conflict cannot be resolved this way, it is escalated to the authority figure in the institution.

**Name:** Hugging at work

**Objectives:** Making your colleagues feel appreciated, connect with each-other, being confident

**Results achieved:** Employees with a better mental health, more productive, eager to be a team and work properly.

**Implementing entity:** Amaro Drom EV, Germany- Berlin

**Link to good practice:** Ref. person: Busra Akdogan - Pamfil

**Description:** Every time the colleagues meet, sometimes after few days and in some cases even every day, the people in Amaro Drom office hug each other as a sign of deep appreciation of their work and company. The feeling of being appreciated increases the working concentration for the employees of Amaro Drom and creates team cohesion.

### c. Examples of activities you can implement

**Title:** Sports and physical activities

**Objectives:** Promote a healthy and active lifestyle by organising sports and recreational activities, such as soccer, basketball, hiking, or yoga. These activities will not only help young people maintain their physical health but also develop teamwork skills and competitive spirit.

**Title:** Volunteering in the community

**Objectives:** Organise volunteer activities in the local community, such as park clean-ups, visits to nursing homes, or serving meals at social kitchens. This will help young people feel connected to their community and understand the importance of social involvement.

**Title:** Personal and professional development workshops

**Objectives:** Host workshops and training sessions to help young people develop their personal and professional skills, such as communication skills, problem-solving, critical thinking, and career planning.

**Title:** Environmental and sustainability projects: community garden

**Objectives:** Engage young people in projects that promote environmental protection and sustainability, such as tree planting, recycling, or community education about sustainable practices.

**Title:** Cultural and intercultural activities

**Objectives:** Organise events and activities that promote understanding and appreciation of cultural and intercultural diversity, such as themed culinary nights, presentations about participating countries and cultures, or workshops on traditional dance and music.

**Title:** Artistic and creative projects

**Objectives:** Encourage young people to explore their creativity by participating in artistic projects, such as painting, sculpting, theatre, or photography. Host exhibitions or shows to provide them with a platform to showcase their work.

## TURKEY

### a. Methodologies and tools to achieve a positive mindset.

**Name of resource:** Pozitif Yaşam

**Origin of the resource:** Pozitif Yaşam Derneği

**Type of resource:** Online portal

**Link:** <https://www.pozitifyasam.org/>

**Website of the entity:** <https://www.pozitifyasam.org/>

**Name of resource:** Mindfulness ve Duygusal Zeka

**Origin of the resource:** Mindfulness Türkiye

**Type of resource:** Meditation guides

**Link:** <https://www.mindfulnessinstitute.com.tr/>

**Website of the entity:** <https://www.mindfulnesssturkiye.org/>

**Name of resource:** Gençlerde Mental Sağlık

**Origin of the resource:** Türkiye Psikiyatri Derneği

**Type of resource:** Podcast / Video

**Link:** <https://www.youtube.com/watch?v=x66plqUt-ps>

**Website of the entity:** <https://psikiyatri.org.tr/>

**Name of resource:** Fiziksel Aktivite ve Ruh Sağlığı

**Origin of the resource:** Türkiye Sağlıklı Yaşam Derneği

**Type of resource:** Articles/Podcast

**Link:**

**Website of the entity:** <https://www.saglikliyasam.org/>

**Name of resource:** Kendi Kendine Yardım ve Stres Yönetimi

**Origin of the resource:** İstanbul Bilgi Üniversitesi

**Type of resource:** Educational guides

**Link:** <https://www.bilgi.edu.tr/tr/>

**Website of the entity:** <https://www.bilgi.edu.tr/tr/>

**Name of resource:** Duygusal Farkındalık ve Rahatlama Teknikleri

**Origin of the resource:** Türkiye Aile ve Sosyal Politikalar Bakanlığı

**Type of resource:** Relaxation methods

**Link:** <https://www.ailevecalisma.gov.tr/>

**Website of the entity:** <https://www.ailevecalisma.gov.tr/>

## b. Good practices

**Name:** Pozitif Gençlik Programı

**Objectives:** Promote mental well-being and resilience in vulnerable young people

**Results achieved:** Increased emotional well-being and reduced anxiety among participants.

**Implementing entity:** Pozitif Yaşam Derneği

**Link to good practice:** <http://www.pozitifyasam.org/>

**Description:** A programme offering workshops and psychological support sessions for young people in vulnerable situations, with the aim of developing coping skills and improving resilience.

**Name:** Sağlıklı Gençler İçin Hareket Programı

**Objectives:** To promote physical activity as a tool to improve mental health.

**Results achieved:** Improved physical and mental health, enhanced social interaction.

**Implementing entity:** Türkiye Sağlıklı Yaşam Derneği

**Link to good practice:** <https://www.saglikliyasamdernegi.org/>

**Description:** A set of organised physical activities, including outdoor walks and yoga, to reduce stress and improve the emotional well-being of young people.

**Name:** Ruh Sağlığı ve Destek Hatlar

**Objectives:** To provide emotional support to young people through telephone helplines.

**Results achieved:** Increased access to psychological support, decrease in emotional crises

**Implementing entity:** Türkiye Psikiyatri Derneği

**Link to good practice:** <https://www.psikiyatri.org.tr/>

**Description:** They offer immediate emotional support to young people facing mental health problems, with professionals trained in active listening and counselling.



**Name:** Gençler için Mindfulness Programı

**Objectives:** To teach mindfulness techniques to young people to improve emotional self-regulation.

**Results achieved:** Improved emotional self-regulation and reduction of anxiety

**Implementing entity:** Mindfulness Türkiye

**Link to good practice:** <https://www.mindfulnesssturkiye.org/>

**Description:** This programme includes mindfulness sessions designed for young people to help them manage stress and anxiety.

**Name:** Kriz Müdahale Programı

**Objectives:** To provide crisis intervention for youth at risk.

**Results achieved:** Reduced rate of emotional crises, increased long-term mental stability.

**Implementing entity:** Türkiye Aile ve Sosyal Politikalar Bakanlığı

**Link to good practice:** <https://www.ailevecalisma.gov.tr/>

**Description:** A programme offering immediate intervention for young people in crisis situations, with a focus on emotional stabilisation and ongoing support.

#### **d. Examples of activities you can implement**

**Title:** Atölye: Stres Yönetimi ve Rahatlama Teknikleri

**Objectives:** To teach young people techniques to manage stress and anxiety.

**Results achieved:** Improved stress management, reduced anxiety among participants.

**Resources required:** Expert workshop facilitators, materials for relaxation exercises, quiet space

**Title:** Doğa Yürüyüşleri ve Mindfulness

**Objectives:** To promote connection with nature and mindfulness practice.

**Results achieved:** Increased mental calmness, improved perception of physical and emotional wellbeing

**Resources required:** Natural space, trained mindfulness guides, transport for participants.

**Title:** Yaratıcı İfade ve Sanat Terapisi Atölyesi

**Objectives:** To encourage self-expression through art and improve emotional intelligence.

**Results achieved:** Improved self-expression, increased self-esteem and confidence.

**Resources required:** Art materials (paints, clay, etc.), art therapy facilitators, creative space

**Title:** Gençler İçin Meditasyon ve Farkındalık Seansları

**Objectives:** To improve concentration and reduce stress through guided meditation.

**Results achieved:** Improved concentration, significant reduction of stress and anxiety.

**Resources required:** Meditation space, trained meditation guides, recordings of guided meditations

**Title:** Empati ve İletişim Becerileri Atölyesi

**Objectives:** To develop communication skills and empathy among young people.

**Results achieved:** Improved interpersonal relations, reduced conflicts

**Resources required:** Facilitators with experience in interpersonal communication, materials for group activities, adequate space for workshops.

## 3. Awareness raising

### a. Prevention

#### 1. Education and Awareness:

Alison was founded in Galway, Ireland, in 2007 and has grown organically to become a major force in free online education and skills training. Today, with more than 40 million learners in 195 countries, Alison is changing how the world learns and up-skills.

We are committed to equality and access to education and skills training irrespective of gender, geography, economic status or any other barriers that can so often stunt potential. So we offer a range of free courses that meet the many diverse

needs of our learners. The UN declared in Article 26 of the 1946 Declaration of Human Rights that "Education shall be free...". This statement will always inspire us Workshops & Trainings based on data from psychology, medicine, applied neuroscience and tested in many years of practice in the field of mental health. This web site offer companies the opportunity to provide to a large number of employees, at a low cost, the tools needed to develop emotional resilience and a positive mindset.

Mind" website has training courses on the following topics:

1. mental health awareness
2. managing mental health at work
3. mental health and how to support someone
4. customer support and mental health

## **2. Skill Building:**

If you want to learn more about mindfulness Meditation, brain, why awareness is so important, meditation and work you can apply on The Path To Wisdom and Success from Alison online web site: ([alison](#)).

Learn problem solving with online courses and programs. Whether you're in school, at work, or at home, learning how to solve problems effectively is essential to completing nearly any task. Learn problem-solving skills with online courses delivered by edX.([edx](#))

## **3. Also you can use this books for self-help:**

Start with What You Don't Like is the right read for you. Discover 21 ways to help you stop procrastinating and get more done in less time. Brian Tracy offers simple, easy-to-make suggestions to maximize your productivity. The book is not only about tools that will give a boost to your effectiveness, but also about those that will help you discover what you do best. Later, you'll learn to prioritize your tasks so you can do the things you're best at as best you can. Starting with what you don't like will make you understand the power of lists and the importance of doing the most complicated thing first.

The Book of Relief is a collection of notes, lists, and stories written over the years to remind you that things are not always as they seem. With literary sources ranging from literature and philosophy to history, science and even inspirational personal experiences, the book talks about empathy and simple things that can bring you closer to yourself.

The 7 Habits of Effective People is a revolutionary guide, the result of decades of experience and research, that helps you achieve success in family life, business and society. This book has transformed the lives of millions of people - from presidents to CEOs to parents.

The 5-second rule is an exhortation to take your heart in your teeth and fight one of your worst enemies - stepping on the spot. All your life there have been people around you who have pushed you from behind - parents, teachers, friends. But the secret to a happy and fulfilled life lies in knowing how to motivate yourself. This perfect self-help book for men, women and teens alike responds to one of the most watched TEDx talks in the world (with over 22 million views) and is a tool to help increase productivity, collaboration and communication between people. Using the science behind habits, interesting stories, and truths from the worlds of art, history, and business, Mel Robbins explains the power of the push moment-those few seconds that make the difference between who you are and who you could be. This book puts you face to face with yourself and makes you understand that the only person who prevents you from living up to your potential is... you. Reading makes you forget about excuses and reasons, stop lying to yourself and change your attitude while you count to five.

Managing stress effectively is crucial for maintaining both physical and mental health. The key to stress management is not to eliminate stress completely, but to learn how to control it and reduce its harmful effects. Here in this next web site are five best practices to help control stress.

## b. Recovery

### **1. Free emotional support for those moments when you just need somebody to talk to.**

We've all been there. We've all had moments where we didn't feel our best. Sometimes what we really need in these situations, is just somebody to talk to, - somebody who cares, somebody who won't judge, and will listen without bias. This is not always possible to find in our own circles of family and friends. BuddyHelp will connect you to trained active listeners - compassionate, caring volunteers who will listen, support, and be there for you.

### **2. Therapeutic Relationship**

Therapeutic Crisis Intervention focuses on establishing a supportive and empathetic rapport with the child in crisis, providing an environment where they feel understood and respected. by validating their feelings and actively listening, professionals employ various techniques such as de-escalation, problem-solving, and collaborative goal-setting to help guide the child toward effective solutions and lasting recovery. TCI emphasizes the importance of self-care and prevention strategies to minimize the risk of future crises and promote overall mental well-being.

### **3. Peer support is proven to help those that are facing emotional and behavioural healthcare challenges.**

First, Peer Support has been shown to improve the quality of life, increase and improve engagement with services, and can increase whole health and self-management (Mental Health America, 2018).

Second, Peer Support decreases the severity and frequency of depression, anxiety, stress, and other mental and emotional health challenges. Our own studies have shown that video based peer support meetings can reduce the severity of depression, for example, by 33%. [Click here](#) to receive a copy of our white paper on the effectiveness of online Peer Support.

Third, multiple studies have demonstrated that peer support reduces hospital readmissions by as much as 72% resulting in significant cost savings for providers, payers, employers and care management organisations.

### c. Digital Resources to Support Activities

An Apple Best of 2018 award winner, Calm's offerings run the gamut from masterclasses (on things like creativity and holistic health) and guided videos on stretching, to sleep stories (think soothing bedtime stories for grownups) and meditation series that address specific areas in life, like anxiety, focus, self-esteem, and self-care. There are meditations for college students and meditations and sleep stories for kids as well. Each day, there is a new "Daily Calm" meditation with a different theme, and you can track the number of days and minutes you meditate.

More than six million people use the free meditation app Insight Timer. It offers courses on how to meditate, a fan-favorite meditation timer (for those who prefer unguided meditations), and an expansive free library of more than 35,000 guided meditations (including for sleep) with renowned teachers like Tara Brach, Jack Kornfield, Thich Nhat Hanh, and Kristin Neff.

Smiling Mind was the brainchild of two mindfulness and meditation enthusiasts in Australia. They set out to make mindfulness and meditation accessible to everyone, whatever their budget, and wherever they might be. All you need is 10 minutes a day. This app offers guided meditations for adults but is mostly geared toward children to improve their mental health and academic performance. Since 2012, the app has successfully reached 4.1 million young people.

**INSCAPE** has a brick and mortar meditation studio in New York City, but regardless of where you are in the world, with its app, you can focus on the areas in your life that you're most looking to improve. Depending on whether you'd like to de-stress, sleep better, boost your confidence, or be more efficient at work, INSCAPE will suggest a practice that will be most beneficial to your goals. Sessions include breathing exercises, guided positive visualizations, meditations, and more.



## Best for Stress Stop, Breathe, Think

This app was created by the folks at the nonprofit Tools For Peace, which teaches mindfulness and meditation to teens and empowers them to become more compassionate. Developed for adults, teens, and children, it is perfect when you're overwhelmed by intense emotions like anxiety, stress, sadness, or anger. When you notice intense feelings arise, you can turn to the app, and it guides you through the practice of stopping, calming your mind and body through breathing, observing your thoughts, and then participating in a short meditation.

Created by the Veterans Affairs National Center for PTSD and the U.S. Department of Defense National Center for Telehealth and Technology, PTSD Coach is designed to assist people who suffer from-or who may suffer from-post-traumatic stress disorder. It offers a self-assessment to help determine whether you may be suffering from PTSD, resources on how to reach out and get professional care, and tools to help manage the stresses of day-to-life. There are relaxation exercises and activities to help with anger management as well as positive self-talk.

Happier was created to be a "personal mindfulness coach," and to help you observe and regulate your emotions throughout the day while maximizing joy, peace, and happiness. It offers inspirational quotes, meditation exercises, a place to record things for which you're grateful, courses on happiness and well-being, and an opportunity to communicate with likeminded people who are also using the app.

**NAMI Podcasts and Webinars** are for people interested in learning more about mental health. Listen in to learn more about personal stories of hope and recovery, expert advice and research, and strategies for ending stigma and living well. ([nami](#)).

A collection of TED Talks (and more) on the topic of Mental health.( [ted](#) ).

Many individuals experience fear, worry and anxiety in some form, often ruining their daily lives. Anxiety is a natural and human response to danger that can keep us safe, but sometimes people require professional help to manage their overwhelming distress. This free online course provides guidelines and toolkits for dealing with uncontrollable emotions, which establishes a good foundation for a career in professional anxiety counselling. Read Less ( [alison](#) ).

## Mental well-being

Verywell Mind, there's no one-size-fits-all approach when it comes to mental health and wellness because we're living it every day with you. That's why this platform is the

only one dedicated mental health and wellness platform that's there for you in all aspects of your life-whether you're living with a mental health condition, managing day-to-day stressors, looking to level up your relationships, or tapping into fascinating psychology theories, Verywell hope you'll leave feeling empowered to take the next steps toward showing up as your best self: [Verywell](#).

## 4. Planning and monitoring

### a. Tips for successful implementation

To ensure the successful implementation of the activities, all communities at all levels where the results of the implementation of the project will be applied should benefit from the creation of learning opportunities with long-term effects and the development of a network to support the creation of new actions.

At all levels, the implementation and dissemination of the projects should aim to achieve the objectives of the Erasmus+ program and contribute to the implementation of the European strategy for growth, social equity and inclusion, therefore all those directly or indirectly involved in the project should work across Europe through the identification and analysis of differences and similarities that can lead to the recognition of common models, protocols, guidelines, structures, mechanisms, policies, processes, etc. related to good practices that promote mental wellbeing and positive attitude.

The dissemination of the products of the activities should provide educational content and support broader lifelong learning among European communities at all levels.

The aim of the projects is to enable the exchange of good practices both in terms of cultural exchange and in terms of improving the social and personal competencies of the participants.

In general, the implementation of the activities should aim to help the partner organisations to manage the project in a more efficient and effective way.

It should have an impact at the regional level, so that local resources available to promote mental health and positive attitude are better known, fostering a better understanding of effective practices and strategies at the local level; at the national level, so that the dissemination of project information and activities will stimulate greater interest in the promotion of mental health and positive attitude, encouraging adherence to similar initiatives; and at the European/international level, as it should help to build bridges between different European communities, fostering awareness of the importance of these practices for both the individual and social well-being of young people.

The active involvement of all participants will be encouraged at all stages to ensure the successful implementation of the activities, thus raising awareness of the importance of mental health promotion and motivating everyone to contribute to the activities.

The project should include the participation of people who already have experience in the field of mental health and emotional well-being and in working with young people, as well as ensuring the direct active participation of international networks and resources in the specific field.

Regular communication and exchange of information through collaborative platforms will be important to ensure effective coordination and optimal collaboration between the participating organisations. It will also be necessary to monitor and evaluate all sessions to ensure that the objectives of each activity are met.

In general, the organisations contributing to this project should both benefit from and contribute to the impacts that the implementation of the training process supported by this project will have, so they should be involved in both directions driven by a common goal.

Therefore, the pre-existing network of collaboration and partnership will be consolidated through the creation of a collaborative environment that will enable team-building dynamics and group growth.

From a practical-operational point of view, participation in the management and implementation of the activities should represent an element of growth for each partner organisation, as well as for the participants, as it will consolidate good practices, methodologies, and strategies for the management of youth education processes.

Through the implementation of the activities, all partners will gain more experience and skills, and continuous improvement in the management of the good practices used is necessary and should be supported by the participation of the partners in this project.

Ultimately, the implementation of the activities should help all members of the organisations to better manage their competencies and improve their overall organisational effectiveness.

Through the implementation of the activities, all partners will gain more experience and skills and continuous improvement in the management of the good practices used is necessary and should be supported by the participation of the partners in this project.

Ultimately, the implementation of the activities should help all members of the organisations to better manage their competencies and improve their overall organisational effectiveness. Through these suggestions, we hope to ensure a positive impact on the productivity of the organisations in terms of their impact on young people, which will lead to greater involvement and participation of young people and thus to better integration of young people in the field of social activities, thus ensuring a direct impact both during the implementation of the activities and in a longer-term perspective.

Therefore, in order to ensure the long-term success of the project and its positive impact on young people, it is essential to consider several crucial aspects during the implementation phase of the activities.

Ensuring the active participation of all communities at all levels, direct and indirect involvement of all stakeholders, and collaboration and open communication between partner organisations are essential for effective coordination and sharing of knowledge and best practices.

The existing collaborative network should be consolidated and expanded to create a collaborative learning and growth environment for all participants.

Project activities should provide long-term learning opportunities for all participants, fostering social, personal and professional skills development and the dissemination of project products should provide educational content and support broader lifelong learning among European communities.

Project activities should have a positive impact at regional, national and European/international levels, and regular monitoring and evaluation are essential to ensure achievement of objectives and to make continuous improvements.

By focusing on these key aspects during the implementation phase of the activities, the project will be able to achieve its objectives and have a lasting impact on the lives of young people and society at large. Collaboration, learning and skills development, positive impact and sustainability are essential elements for the success of the project.

## **b. Example of planning**

During the planning phase, the coordination team should first define roles and responsibilities.

The coordination team should then meet to discuss project organisation, task distribution and logistical issues to be considered. Tasks and roles should be assigned in an equitable manner, ensuring that each member is responsible for the activities most congruent with his or her background and experience.

Registration questionnaires will need to be developed, one for the young coordinators and one for the participants, and a rough timetable for the implementation of the activities will need to be drawn up.

The various protocols for prevention, safety and security measures for the participants will be planned.

The prevention measures should also include the physical and psychophysical well-being of the participants, so as to ensure that the participants are not exposed to a greater risk than they are exposed to in their daily lives.

The defined guidelines and protocols will be included in a risk assessment document, which will be studied in detail by the team that will manage the local activities, so that it can contribute and support during the field activities and be able to intervene in case of emergency or criticality of any kind and ensure the safety of the activities at all times.



During this phase, therefore, the coordination team will have to focus on drawing up a plan for the activities to be carried out.

During this phase, therefore, the coordination team will need to focus on developing a detailed plan for implementing the activities.

The team will need to clarify the specific objectives it intends to achieve with each planned activity. These may be the acquisition of certain skills by the participants, raising awareness of certain issues, or the implementation of specific actions. And it should plan in detail each of the activities foreseen in the program, determining their content, duration and time sequence, and assessing the resources needed to carry them out, including personnel, materials, space, equipment, etc.

A method should be planned to evaluate the effectiveness of the activities and the achievement of the objectives set, and another to manage possible risks that may arise during the implementation of the activities (risks related to the safety of the participants, logistical problems, obstacles in the implementation of the activities, etc.).

It will be important to plan communication and promotion activities to inform potential participants about the planned activities and actively involve them in their implementation.

### **Practical Example of an Activity: Outdoor Adventure Retreats**

**Objectives:** to promote physical activity and outdoor exploration, encourage teamwork and cooperation, and provide opportunities for personal growth and challenge.

**Expected results:** increased resilience and confidence, improved fitness and well-being, and strengthened bonds between participants.

**Resources needed:** an outdoor venue with hiking trails or adventure activities, safety equipment, trained staff, or guides.

During the planning phase, it will be necessary to plan guided hikes and outdoor activities to encourage the active involvement of participants and to specifically organise how they will be carried out to have a positive impact on youth (e.g., organise group activities, group reflection/discussion sessions at the end of each activity).

In this phase, identify outdoor locations that are safe and suitable for the planned activities and that ensure accessibility and therefore participation of all participants.

Consideration will be given to the necessary safety equipment, such as protective equipment that may be required to ensure the safety of participants in the activities.

A risk assessment will be conducted to identify potential threats to the safety of participants and develop mitigation plans, and ensure the safety of all participants.



A risk assessment will be conducted to identify potential threats to the safety of participants and develop mitigation plans, and ensure that all personnel involved are adequately trained in safety procedures and emergency protocols.

A promotional campaign for the activities will be organised and a methodology will be developed to record participants' reactions.

The planning phase is fundamental to the success of any project. At this stage, the objectives, activities, resources and responsibilities necessary to achieve the desired results are defined.

In the specific case of an outdoor adventure retreat project for youth, the planning phase takes on even greater importance, as it is necessary to ensure the safety and well-being of the participants.

It is important to devote sufficient time to planning all aspects of the project, from activities to safety measures, from reporting to follow-up, as careful planning will help ensure the success of the project and make the experience a positive one for all participants.

Therefore, it is important to first define the specific objectives of the project, plan the activities in detail, specify the content, duration, schedule and resources required, develop a method to evaluate the effectiveness of the activities and the achievement of the objectives, identify and manage potential risks, plan communication and promotional activities, and ensure the safety and well-being of the participants.

## 5. Conclusions

The development of this toolbox represents a concerted effort to address the complex and multifaceted challenges that young people face in an increasingly interconnected and digitised world. In a context where social media and digital platforms play a central role in young people's daily lives, it is imperative that young people not only understand the potential benefits of these tools, but also that they are equipped with the skills and mindset to navigate the associated risks, keeping their mental health as a central priority.

Throughout this toolbox, several negative aspects of the use of social networks and the digital environment have been identified and discussed in depth, such as social pressure, insomnia, decreased self-esteem, reduced concentration, violation of privacy, decreased interpersonal skills and distortion of reality. These challenges, if not adequately addressed, can have a profound and lasting impact on young people's mental health and general well-being. Mental health, understood as a state of well-being in which young people can fulfil their potential, manage life stresses, work productively and contribute to their community, is particularly threatened by these digital challenges.

However, this toolbox does not stop at merely identifying problems. Instead, it focuses on providing practical strategies and positive approaches that young people can use to mitigate these risks and transform their digital experiences into opportunities for personal growth. Key to these strategies is the development of a positive mindset, a concept that has been explored in detail and is presented as a crucial cross-cutting competency for modern life. This approach is fundamental to strengthening young people's mental health, equipping them with the necessary tools to face everyday challenges without compromising their psychological well-being.

Positive thinking is not just a tool for dealing with the adverse effects of digital use; it is a holistic approach that fosters resilience, self-efficacy, emotional intelligence and the ability of young people to face challenges with a proactive perspective. Equipping young people with these skills not only prepares them to handle the difficulties of the present, but also provides them with a solid foundation for future success and well-being. In this sense, developing a positive mindset acts as an essential pillar in promoting robust mental health, helping young people to maintain a healthy emotional balance in an often tumultuous digital environment.

A key aspect of developing a positive mindset is the interrelationship between mental and physical wellbeing, as well as the crucial role of supportive communities and healthy social environments. This holistic approach is essential to ensure that young people are not only given tools to improve their digital lives, but also understand the importance of taking care of their health in all aspects, from nutrition and exercise to interpersonal relationships and emotional management. The mental wellbeing of young people depends on a deep understanding of how these elements interconnect and contribute to a holistic state of health.

Furthermore, the integration of digital literacy and the critical use of social media within emotional education underlines the need to prepare young people for a world in which digital and physical reality are inextricably intertwined. The ability to discern information, manage digital identity and maintain a healthy balance between their online and offline lives are essential competences that this toolbox actively promotes. These competences are vital not only for success in the digital sphere, but also for the preservation and improvement of young people's mental health, protecting them against the negative effects of stress and anxiety induced by excessive or inappropriate use of technology.

This project has also highlighted the importance of international collaboration and exchange of good practices among participating countries. By sharing methodologies and experiences, mutual understanding has been enriched and more robust and adaptable approaches have been developed to address common challenges. This collaboration not only benefits young people within each participating country, but also contributes to a global dialogue on promoting youth mental health and well-being in the digital age.

In conclusion, this toolbox is an invaluable resource that offers young people, educators and youth workers a set of practical, evidence-based and culturally adapted tools to foster a positive mindset and healthy use of social media, with a particular focus on protecting and promoting mental health. By implementing the proposed strategies and activities, it is hoped that young people will not only develop greater resilience and well-being, but also become agents of positive change within their communities, promoting a more mindful, empathetic and sustainable digital culture. The success of this initiative depends largely on the continued commitment of all actors involved to keep the dialogue open, adapt to changes in the digital environment and continue to innovate in youth support practices, always with mental health as a primary goal.

This project is a testament to the power of collaboration and education as tools for social change, and represents a crucial step towards creating an environment where young people can thrive in both the digital and real world, keeping their mental health and well-being at the centre of their lives.

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