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An innovative model for career counselling
services to mental health NEETs



IO3 Unit Descriptor: MH NEET

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1. Aims

1.1 Whom is this unit for?

Education and career guidance for people in a situation of mental illness (MH people) is a demanding job for which no one is well prepared from the start. The multiple issues involved (health, individual needs, right to choose, time required by the process, service fragmentation, relations, safety net) make it difficult for a single professional, discipline or service to be prepared for all the challenges and needs at stake. It is very common that professionals starting to work with this population are confronted with their limits and feel the need to go beyond their usual ways and knowledge, developing new skills to become more attentive to people's special needs and more able to network with others. This Unit includes a range of tools and exercises combining group workshops, individual coaching sessions and peer sessions which aims at enabling professionals to be an effective education or employment adviser for MH NEETs. This Unit is for professionals working to support the career development and vocational rehabilitation of MH people and it is tailored to the special needs of MH NEETs in order to involve them, empower them and keep them motivated.

In order to use the Unit methodology in a responsible way, it is necessary that the chosen trainer(s):

- have some experience in the field of career guidance services and/or experience in MH people care counselling;
- must understand the manifestation and treatment of different mental disorders, and, based on this knowledge, adopt adequate actions and behaviours;
- need to be familiar with the concepts: recovery, stigma and self-stigma, competences developed by lived experiences, experts by experiences.

As Mental Health counselling and Career counselling usually have different identities (MH counsellors typically have identities in psychology, MH counselling, professional counselling, or related fields, while career services staff often have identities in business or education), if all these characteristics cannot be embodied by the same person, we recommend establishing a team of professionals integrating each other's missing professional and technical competencies.

Other main competencies required to use the Unit methodology are:

Table 1 - Trainers' Competences for the Unit

Ethical Competencies	Facilitating competencies
<ul style="list-style-type: none"> • Confidentiality • Integrity • Respect • Trustworthiness • Professional Responsibility 	<ul style="list-style-type: none"> • Systemic-oriented • Development-focused • Person-centred • Active listening • Appreciative • Resource-based view • Solution-oriented

- Ethical Competencies:
 - Confidentiality – To protect and secure clients' information, safeguarding privacy.
 - Integrity – To guarantee moral, honesty, and fairness in each step of the practice.
 - Respect – To ensure the client's rights, dignity, and worth at all times of the work, mindful of the cultural, and individual differences, as well as their impact on values, attitudes, and opinions.
 - Trustworthiness – To clarify roles, aims and methods of the practice to the client, always honouring the trust placed by the client in the practitioner by developing a professionally accountable, and reliable rapport.
 - Professional Responsibility – Guiding practice to the primary interest of the client, and committing to excellence in performance, as guaranteeing to be constantly attentive to any personal limitations or circumstances that may impair, conflict with or interfere technically in the practice or interpersonally in the professional relationship.
- Facilitating competencies:
 - Systemic- oriented – The ability to approach people and situations as complex and holistic systems made of interdependent elements within a wider environment with which is interactive.
 - Development-focused – The ability to orient the client to a belief and action planning towards an enhanced future situation.
 - Person-centred – The ability to set the client's autonomy, capacities, will, and self-determination as the centre of the counselling process.
 - Active-listening – The ability to focusing completely on the client's verbal and non-verbal communication, responding verbally or non-verbally in a thoughtful manner.
 - Appreciative – The ability to valuing everything the clients have and share within the counselling process.
 - Resource-based view – The ability to identifying and mobilising resources.
 - Solution-oriented – The ability to focusing on identifying positive outcomes, strategies, and plans to deal with a challenging situation rather than focusing on the situation-problem.

1.2 What pressing needs does it respond to?

The Unit aims to trigger substantial improvements in the education and career guidance system for MH NEETs. Based on the key findings of the WORK4PSY [Literature Review](#) (IO1) published in 2020 and information and tools of the [European Career Counselling MH NEETs Toolkit](#) (IO2), we know that existing education and career guidance works may work well, but often fails when people with mental health people (MH people) are involved. This is especially the case if we consider that mental illnesses can result in cognitive changes which may affect concentration, cause indecisiveness and forgetfulness.

Every human being is the result of a long process made by choices, experiences, success and failures and every individual has their richness worth of respect despite their health condition. Conventional wisdom in education and career guidance for MH people has been for people to wait until their symptoms of mental illness resolve before returning to work, pursuing employment or engaging in stressful activities; MH people report being told to 'lower their expectations' for the future. Instead, nobody has the right answer except the MH person themselves, so, sometimes, instead of an attitude of withdrawal and replacement seems to be better to listen to what the MH person has to say.

1.3 How does it empower MH NEETs to better achieve their goals?

We decided to work with an innovative counselling method based on Symbol Work (by Wilfried Schneider) because it allows to get more in deep with the MH NEETs. The traditional counselling methods can be often ineffective with MH people, who, for various reasons in their situation, find difficulties in expressing in words their situation, their needs and their goals for the future. Symbol work provide unique ways of detecting the needs and desires of clients who have additional barriers and allows the counselling process to be conducted without exacerbating clients' emotions and giving the client the possibility to manage the pace of counselling session. It represents a great asset for those organisations where vulnerable target groups represent the majority of the client base.

Also, it is recommendable to involve MH NEETs in an empowerment training to ease the re-entering in education or work and improve their chances to be able to keep on. Many MH NEETs who are not in education, employment or training have had poor previous experiences of education. They will need to be encouraged to engage. MH NEETs will need to learn how to overcome the most often barriers that they may experience, for example: course content and format, behaviour, attendance or attitude; lack of basic skills and learning to learn competence. Within the Unit, a session dedicated to Empowerment focuses on solving the above problems.

2 SCIENTIFIC BACKGROUND

2.1 What are the empirically identified needs of the target group this unit responds to in terms of career skills?

WORK4PSY partnership has come together to support educational and professional inclusion of MH NEETs by training professionals to provide suitable orientation, motivation and soft skills training in order for MH

NEETs to be able to start, continue and finish their education or training and enter the labour market. Indeed, MH NEETs need special support to carry it out – in how to organise their next steps and professional orientation for making the right decision regarding their education and professional life. Moreover, coping strategies in case of back draws, times of frustration or stress as well as reliable support networks have to be organised to assure that they can carry out their goals till the end. Skills which they often do not possess, as these are not taught in school or in their social environment.

2.2 What are the specific learning needs of the target group?

Employment and education are developmentally relevant pursuits, and the hopefulness that comes with opportunities to work towards a career and life as a participating community member have been described as essential elements of the recovery process.

People experiencing mental health issues, in combination with a lack of opportunities to participate in society and connect with community, are in a position that may include an increased risk for long-term marginalization and a need for continuing care ^{1 2}. Mental health problems have also been reported as one of the most frequently cited reasons for not completing studies ³ and several studies have shown that people with mental illness are less educated than peers of the same age, which puts them in a more vulnerable position in relation to the increased demands of the labour market ^{4 5}. Other studies show that for people with mental illness who dropped out of school, more than half wanted to return in order to develop skills and improve their job status, as well as to find opportunities for personal growth ^{6 7}.

Professionals can help to support personal recovery but recovery is a process driven by the individual. Therefore, it is up to the individual to set their goals and decide how to proceed for their achievement. This

¹ Jaakko Harkko, Marianna Virtanen, Anne Kouvonen, *Unemployment and work disability due to common mental disorders among young adults: selection or causation?*, European Journal of Public Health, Volume 28, Issue 5, October 2018, Pages 791–797, <https://doi.org/10.1093/eurpub/cky024>

² Patel V, Flisher AJ, Hetrick S, McGorry P. *Mental health of young people: a global public-health challenge*. Lancet, March 27, 2007, [https://doi.org/10.1016/S0140-6736\(07\)60368-7](https://doi.org/10.1016/S0140-6736(07)60368-7)

³ Mowbray, C. T., Megivern, D., & Holter, M. C. (2003). *Supported education programming for adults with psychiatric disabilities: Results from a national survey*. Psychiatric Rehabilitation Journal, 27(2), 159–167. <https://doi.org/10.2975/27.2003.159.167>

⁴ Burke-Miller, J., Razzano, L. A., Grey, D. D., Blyler, C. R., & Cook, J. A. (2012). *Supported employment outcomes for transition age youth and young adults*. Psychiatric Rehabilitation Journal, 35(3), 171–179. <https://doi.org/10.2975/35.3.2012.171.179>

⁵ Miles Rinaldi, Lynne Miller & Rachel Perkins (2010) *Implementing the individual placement and support (IPS) approach for people with mental health conditions in England*, International Review of Psychiatry, 22:2, 163-172, <https://doi.org/10.3109/09540261003720456>

⁶ Corrigan, P. W., Barr, L., Driscoll, H., & Boyle, M. G. (2008). *The educational goals of people with psychiatric disabilities*. Psychiatric Rehabilitation Journal, 32(1), 67–70. <https://doi.org/10.2975/32.1.2008.67.70>

⁷ Knis-Matthews, L., Bokara, J., DeMeo, L., Lepore, N., & Mavus, L. (2007). *The meaning of higher education for people diagnosed with a mental illness: Four students share their experiences*. Psychiatric Rehabilitation Journal, 31(2), 107–114. <https://doi.org/10.2975/31.2.2007.107.114>

Unit provides a holistic orientation and decision support tailored to the needs of MH NEETs in order to involve them, empower them and keep them motivated. At the end of the training the MH NEETs shall be able to take an educational/professional decision suitable to their current situation to improve their later chances of employment.

2.3 What is the empirical and theoretical grounding for the choice of didactical methods applied in this unit?

2.3.1 EDUCATION AND CAREER GUIDANCE

A. *An introduction to SymfoS methodology*

SymfoS methodology consists of an innovative education and career guidance method based the Symbol Work approach developed by social therapist Wilfried Schneider^{8 9}.



The materials and interventions used in the SymfoS Methodology are based on his approach of “Psychologische Symbolarbeit”. The approach has been defined and developed through project *SymfoS - Symbols for Success* (Project Reference: 2016-1-AT01-KA202-016681) where Symbol Work was tailored to the field of educational and vocational guidance for disadvantaged young people and CESIE (partner of project WORK4PSY) has transferred its results into other projects since then, delivering counselling to diverse vulnerable groups.

⁸ Wilfried Schneider, born in 1946 in Niederndorf, Siegen district, lives in Ahrensburg near Hamburg. Model maker, later attended the Technical College for Social Pedagogy in Hamburg. He worked as an educator (pre-school education, work with disabled people) and developed various projects in the educational field, including the street theatre group “Nebelhörner” with blind and visually impaired children and young people. Freelance journalist, he had numerous publications on radio, newspapers, books, including “Practical Media Education” (Beltz Verlag) with H. Mundzeck. From 1982 to 1997 he was member of the jury “Preis der deutschen Schallplattenkritik”, for 4 years member of the “Sesame Street working group” at NDR, he collaborated on television films, various teaching assignments and speaker activities (media education, social therapy, ecology). Trained as an integrative social therapist at AISF, Göttingen and hypnosis training (Dr. Halama, Hamburg). From Nov. 92 he was employed at COME IN! - Hamburg - Therapy Aid eV (2-year inpatient therapy with children and adolescents suffering from drug addiction) until the end of 2009. He has been developing creative therapy materials since 1994 and worked on a manual on “Therapeutic Interventions”. He developed and worked for publication of therapy cases and materials for creative and non-verbal interventions. From 2001 to 2007 he cooperated with RRJETA e. V. (Training and team support for employees, parents from drug work in Slovenia, Bosnia-Herzegovina, Kosovo). He has been holding numerous workshops in Europe every year, especially training and further education events on the topic of “Working with symbols as a method of intervention in therapy and counseling”, accompanying teams in development phases and teams in difficult situations (therapeutic and educational action, conflict resolution, communication and disputes, organization) and lectures. Lecturer at the IKP Zurich.

⁹ Wilfried Schneider, *Grundlagen für die Arbeit mit Symbolen* (2012), <http://schneider-therapiekoffer.de/Grundlagen.pdf>

SymfoS relies on Symbol Work for its capacity to enable people to explore themselves and express themselves better. Symbol Work reaches the unconscious in a more direct, quicker and more complete way than words. According to individual experience, a symbol may have many if not infinite meanings and is interconnected with multiple feelings, depending on the matter. Words can refer to only one thought at a time, while the symbol expresses the most diverse nuances, involving countless contexts, eventually leading to archetypal explanations. From the perspective of interplay between meanings and feelings there are no identical meanings corresponding to a symbol. Donald Sandner ¹⁰ describes a symbol as follows: *“A symbol is something that can convey a concept. It can be a word, a mathematical formula, an act, a gesture, a ritual, a dream, a work of art, everything that can transport a concept of linguistic-rational, imaginative-intuitive or emotional-evaluative nature. The key is an effective transfer by the symbol itself. The concept is the meaning of the symbol.”*

Where the word fails to explain, symbolic work begins. Making symbols available in the form of comprehensible objects, the doors of the soul open more quickly. Symbols thus work similar to an interpreter: they transmit information one cannot or does not want to share; that makes Symbol work extremely helpful in situations that are difficult or impossible to describe using other means of communication. Symbol Work helps to identify problems, barriers and fears. As soon as these difficulties have been properly identified, the counsellor can accompany the client to identify possible solutions and personal motivational strategies.

SymfoS methodology aims to support people who encounter difficulties in finding their own pathway within the education system and labour market to set their own goals for their future. It especially fosters engagement and self-responsibilities in clients, by them making their own decisions, considering people as experts of their own lives and is able to raise the counselling's success rate by overcoming clients' resistance and withdrawal.

Main characteristics of SymfoS are:

- **Basic systematic approach in developmental pedagogy.** SymfoS assumes a belief in a person's developmental capabilities and aims at reinforcing the person's personal strengths. Development is possible in any situation, and MH NEETs are capable of assuming responsibility for their own development. Counsellors assume the autonomy of the person seeking help and advice and view this person as a 'self-expert'. The unique experience of the individual is understood to be the subjective processing of their personal history and emotional and cognitive experiences of relationships.
- **An open, client-centric basic attitude.** Throughout the counselling process, the MH NEETs decide on the content of the work carried out together. They define the subject matter, together with the goals, objectives, and pace of the work, with the support of their counsellor and peers. Trainers run the risk

¹⁰ In his definition, Donald Sandner refers to an extensive and important work by Susanne K. Langer with the title "Philosophy in a New Key - A Study in the Symbolism of Reason, Rite, and Art". In this publication, there is a chapter with the title "The Logic of Signs and Symbols", which is especially relevant to our work.

of judging, categorising, and failing to listen and perceive with an open mind; this causes them to focus on their own issues, hypotheses, value systems or goals, and force their ideas upon the MH NEETs. A specific time is, therefore, planned into the counselling for them to express their own theories, ideas and suggestions. The MH NEETs listen to these and can decide which ones they will take on board and heed.

- **An accepting, appreciative basic attitude.** MH NEETs are first and foremost to be accepted and valued for who they are – with their own stories and personal backgrounds, character traits, unique characteristics, skills, strengths and weaknesses. This may initially sound banal or simple but happens to be a great challenge in practice. In addition to the accepting and supporting aspects, value also involves fostering and challenging independence and assumption of responsibility. The purpose of the counselling is not to relieve MH NEETs of their struggles or carry them through life, but to empower them to take the necessary steps themselves. At times, MH NEETs tend to avoid taking responsibility for their actions. They try to get the counsellor or the group to do the work for them. In such cases, it is important to push the ball back into the clients' court and to motivate them to work. Resource- and solution- orientated as well as unpleasant, provoking, or confrontational questions can sometimes be helpful here. When a MH NEET violates the rules or exhibits anti-social behaviour or behaviour that is not conducive to achieving the goals, the person should still be valued, but their behaviour should be questioned. The person should be confronted with the existing agreements, rules, the opinions of others, and the consequences of their behaviour. This technique is part of an approach that values the client and takes them seriously.
- **A resource- and solution-oriented basic attitude.** One of the goals of SymfoS is to help MH NEETs to discover (or rediscover) their abilities and skills and to expand on these. SymfoS begins with these personal competences and personality traits and brings in social, material, and infrastructural resources. Social resources include people from the MH NEET's family, friends and acquaintances, and people from their school, work and social environment; infrastructural resources include people, institutions, associations and public spaces from their living environment. Symbol work counselling primarily focuses on solutions, not the young people's problems. Biographical research serves to form a case history and highlights the resources listed above, which are helpful in defining and achieving goals.

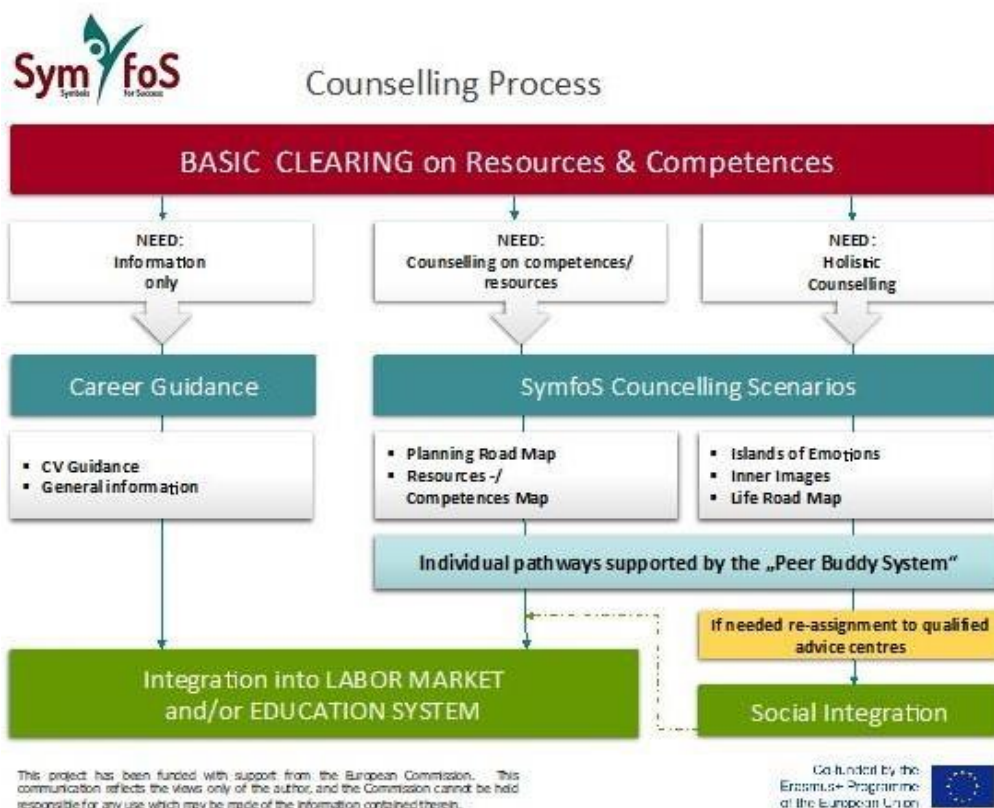


Figure 1 - SymfoS - Counselling Process

The SymfoS Counselling Process is mainly based on 4 different kinds of counselling tools:

1. Basic Clearing
2. Various SymfoS – Counselling Scenarios
3. Individual Pathways, supported by a Peer Buddy System

Since SymfoS methodology is very extensive and the people who want to work with it must complete at least a 6-day training course, this Unit include only the Basic Clearing assessment that is easy to learn and require no previous knowledge.

For extensive information regarding the SymfoS methodology, we recommend to download the resources developed by project *SymfoS - Symbols for Success* (Project Reference: 2016-1-AT01-KA202-016681) available at: <https://cesie.org/en/project/symfos/>

SymfoS Peer Buddy System

Additionally, SymfoS may make full use of the resources from a peer group to provide clients with support to complete their education or employment action plans developed throughout the SymfoS methodology. **A**

group of peers constituted in the counselling sessions has proved being very effective to strengthen the group feeling and support their colleagues during the whole training period in their challenging adventures of finding their right place. The time together will allow the group to bond and grow trustful of one another, garnering the bond required for trusted peer support.

In any walk of life, peers have the capability of providing insight and support and provide links to other networks and community supports that professionals will not always have access to. This type of informal networking can supplement the traditional professional guidance services that MH NEETs access, creating an increasingly holistic approach to professional networking.

The elements of best practice to facilitate this setting are outlined below:

- **Common feature should unite the group:** peer buddy systems allow a range of MH NEETs from a variety of backgrounds and experiences to come together to support one another with their goals. Indeed, the success of many groups relies on this diversity as MH NEETs learn about different experiences from their peers. However, in order for the group to have some sense of coherence there should be a common theme which the peers focus on e.g. employment prospects. This allows the peers to have a focus while also creating safe boundaries of what areas they are expected to support one another with.
- **Support from a counsellor should always be available:** while MH NEETs are a great support to one another through peer buddy systems, it has to be recognised that professional support may be needed at times. Guidelines should be established with the peer group about the availability of practitioners to support their peer interactions but also when it is essential for them to revert back to the practitioner e.g. if there are issues of potential danger.
- **Group contract:** a group contract should be created within the peer buddy group to ensure confidentiality and respect. This also encourages the MH NEETs to take responsibility for their own experience. This process should enable the MH NEETs to engage and express what they want to achieve from the process and also put boundaries and safety structures in place. A practitioner should be on hand to ensure this is appropriate and manageable.
- **Network building:** a key element of peer buddy support is allowing the MH NEETs to extend their social network through interaction with a diverse group of peers. The MH NEETs should be facilitated to meet as many people through this process to increase this network building. This can be done through group work or rotating of buddies. There may also be ways that organisations find more feasible for them to do this. It is important to provide space for the young people to reflect on this and document their learnings.
- **Motivation and confidence building:** one of the key advantages of peer buddy systems is the ability of peers to promote confidence and motivation in one another. Peer buddies should be facilitated to meet with each other or share their positive experiences. This exchange allows MH NEETs to see their peers achieve goals and builds their confidence that it is possible to also reach similar goals. Peers can support each other and this can create a positive motivation to follow through on their goals.

- **Reflection on learning:** peer buddy groups should be facilitated to reflect on their learnings from the peer buddy process used by an organisation. This can be done through group feedback or reflection sessions. Equally it can be done through a learning journal or log. Allowing the MH NEETs to discuss how they wish to record or acknowledge their learning from the peer buddy system during the development of the group contract can allow more ownership of this process for the young people.
- **MH NEETs should take as much control of the group as possible:** it is key to remember that this process should be peer led. The practitioner has a role to guide the MH NEETs through the process but at all times should be a secondary role within the interactions. The MH NEETs should be encouraged to take as much responsibility for the process as they can as this engagement is where the learning and extending of social networks through peer buddies occurs.

In WORK4PSY, the Peer Buddy System is optional. In peer sessions, the participants' personalities and attitude are important as there is a higher chance of the interventions working with the "right group". Individual sessions might work better for some MH people; not every person is an appropriate candidate for every group, and what works for one person might not work for the next person.

Which type of setting is better (individual or group counselling sessions) is really up to the group of MH NEETs selected for the training. This preliminary assessment is essential for counsellors so they can decide whether they need to spend more time preparing members, fostering the bonding process, or if participants will do better in individual sessions.

For those MH NEETs who have a severe social phobia, it might be difficult to speak in front of the group. Additionally, for members who have experienced traumatic events, it could be triggering or overwhelming to have to take part in discussions about abuse or trauma. And having to share intimate details of past experiences with relative strangers might be difficult for someone with social fears to do. Fragile patients may not be able to endure such practices without further emotional damage.

MH NEETs with behavioural issues and complex needs are very likely to find hard to trust their peers and display challenging behaviour in group settings. Involvement with the SymfoS methodology could benefit from an established group that know each other and whose familiarity and depth of interpersonal relationships could influence the quality of feedback and interpretation. It is important to ensure that peers are prepared to have a supportive attitude and demonstrate supportive behaviour. Some MH NEETs acting as Buddies may not be able to perform well in activities where they have to focus on other people's needs rather than on theirs, may speak just for a limited time and won't receive a detailed input until it's their turn. This stresses the importance of preparatory work by counsellors with the group prior to the intervention.

Also, there is a greater fear of rejection when interacting with a group than with just the counsellor: not only group would need to be composed of a favourable combination of members to avoid the potential for conflict, but some individuals may feel obligated to put their best foot forward in a group rather than make themselves open and vulnerable, or they might not be able to say as much as they need, therefore some time should be devoted to fostering the bonding process.

For extensive information regarding the Peer Buddy System, we suggest to read "[A Guide to the Peer Buddy System](#)" developed by project *SymfoS for Youth Care* (Project Reference: 2018-1-DE02-KA202-005183).

2.3.2 EMPOWERMENT - EMOTIONAL INTELLIGENCE

Emotional intelligence is the capability of individuals to recognize their own, and other people's emotions, to discern between different feelings and label them appropriately, to use emotional information to guide thinking and behaviour, and to manage and/or adjust emotions to adapt environments or achieve one's goal(s).

It is generally said to include three skills: **emotional awareness**; the ability to harness emotions and apply them to tasks like thinking and **problem solving**; and the ability **to manage emotions**, which includes regulating your own emotions and cheering up or calming down other people.

Emotional intelligence has five characteristics¹¹:

- **Self-Awareness** – People with high emotional intelligence understand their emotions. They know their strengths and weaknesses, and they work on these areas so they can perform better. It is said to be the most important part of emotional intelligence.
- **Self-Regulation** – This is the ability to control emotions and impulses and not be ruled by them, to think before acting. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.
- **Motivation** – People with a high degree of emotional intelligence are usually motivated and focused on long-term success.
- **Empathy** – This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of others, even when these may not be obvious, avoiding stereotyping and quick judging.
- **Social Skills** – It includes all skills that allow a good communication and interaction with others. Those with strong social skills are typically good at building and maintaining relationships.

A. Self-Confidence and Self-Awareness

The concept **Self-Confidence** as commonly used is self-assurance in one's personal judgment, ability, power, etc. Self-confidence is not the same as self-esteem, which is an evaluation of one's own worth (whether you appreciate and value yourself), whereas self-confidence is more specifically trust in one's ability to achieve some goal, complete a specific task (belief in yourself and your abilities, self-efficacy). One increases self-confidence from experiences of having mastered particular activities.

¹¹ Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

Mental Health issues often go with a lack of confidence. Indeed, a lack of confidence is a stress response when faced with a challenge that we are not sure we can cope with. Self-confidence is often mentioned in relation to **Resilience** – the ability of an individual or a social system to develop and grow in very difficult conditions; the ability, capability to cope, recover after experiencing extremely hard traumatic events.

One of the most important factors in building MH NEETs' self-confidence is working on their **Self-Awareness**.

Being self-aware is knowing:

- *What you want in your life?*
- *Your strengths and weaknesses?*
- *What motivates you and makes you happy?*
- *What you want to change about yourself or about your life?*
- *Your achievements so far?*
- *How you relate to others?*
- *You need to improve as a person?*
- *Your most important beliefs and values?*
- *How you see yourself as a person?*

If MH NEETs want to change their life in any way, they need to know themselves before they can act. Being self-aware is knowing if we are heading in the right direction, it makes people better able to choose a suitable education, career and lifestyle which will satisfy them. Self-awareness can enrich MH NEETs' quality of life because they can then move closer to living their values and realizing their goals.

B. *Autonomy & Self-Regulation*

Daniel Siegel defines self-regulation as *"the way the mind organizes its own functioning [...] fundamentally related to the modulation of emotion [...] Emotion regulation is initially developed from within interpersonal experiences in a process that establishes self-organizational abilities."*¹²

Regulation of emotion is the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed. The ability to regulate emotions is closely related to **autonomy**, the ability to make decisions without being controlled by anyone else.

Autonomy & Self-regulation in our life.

- **Self-regulation is a cognitive process that begins in infancy.** Every time a caregiver responds appropriately to an infant's cries, vocalizations, gestures, eye contact or other nonverbal

¹² Siegel, Daniel J. *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are*. New York: Guilford Press, 2012

communication, the infant is learning cause and effect. The infant learns to modify his or her own behaviour so that basic needs are met.

- **Self-regulation is an “executive function” of the human brain.** Individuals with neurological conditions such as ADHD, autism, seizure disorders, traumatic brain injury, and even those undiagnosable folks who aren’t quite neurotypical may find difficulty with self-regulation.
- **Self-regulation is intertwined with emotional development.** We all feel satisfaction when our needs are met, and some level of distress when we are not fulfilled. Most people learn how to soothe themselves during times of distress. Most people also learn when it is appropriate to express or suppress different types of emotion.
- **Self-regulation is intertwined with social development.** This means that every time a person interacts with another person, new social cues are absorbed, and behavior subtly adapts to new people and situations. The psychologist Lev Vygotsky, who was one of the first researchers to study self-regulation, wrote, “Through others we become ourselves.”
- The most important: **Self-regulation is an integrated learning process.** This is a learned behaviour, and no one learns it alone.

Emotional Hijack or Amygdala Hijack and how to control it

The term *Amygdala Hijack* describes emotional responses from people which are immediate and overwhelming, out of measure with the actual stimulus because something has triggered a much more significant emotional threat in them¹³.

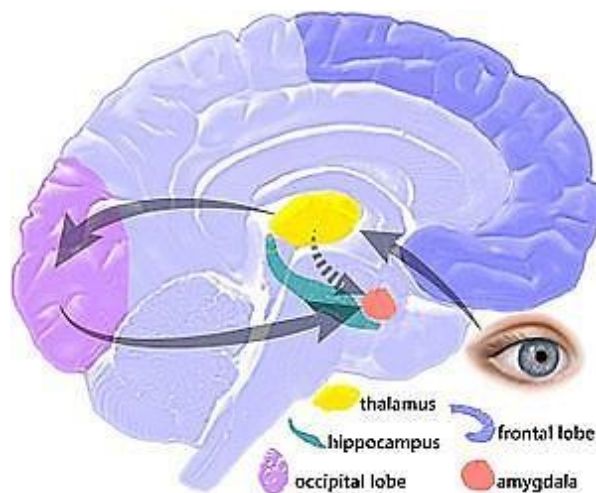


Figure 2 - Amygdala hijack—fear caused by optical stimulus

¹³ Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

Emotional hijacking happens when rational mind is overpowered by emotions. This is a normal response, biologically encoded in our brains and bodies. From the times that people were still living in wild nature under constant danger, human bodies developed a mechanism to provide us with speed of action and thus save our lives. For example, when a person is in danger (which is perceived by our sensory organs) the signal for the danger goes faster to the amygdala (part of our limbic system) than to the neocortex (our rational mind) and triggers the so famous “*Fight or Flight*” response. In this way it saves time, but also in order to do this it overrides rational mind. It happens in an instant and emotions seize power over actions.

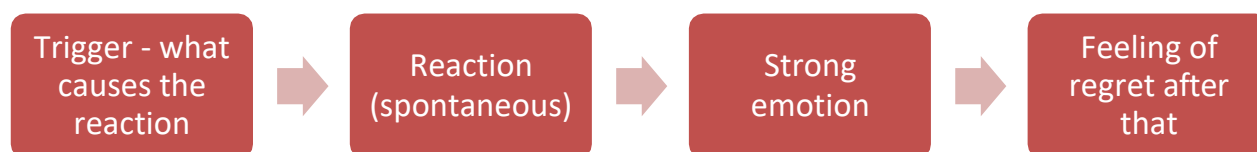


Figure 3 - Components of Emotional Hijack

In our nowadays lives this brings us more trouble than benefit. This response is triggered any time we feel threatened, which happens very often in social situations. For example, somebody says something offensive about us. We get emotionally hijacked and start shouting back. But such reactions do not save lives, they rather cause people more emotional trouble, going into a downward spiral of fighting. That is why it is worth learning to recognize and control this state.

To control this state, we must give time for the neocortex (our rational mind) to take back control and start thinking. All brain needs is a few seconds. Strategies to save this time include:

- Breathe – to take a few deep breaths (7-10) and concentrate our mind on the breath.
- Label – just the simple act of finding a name for the way we feel provokes our rational mind to take over. Think: *What do I feel now? Why?*
- Find distractions from anger-provoking thoughts.
- Muscle Relaxation – to progressively relax muscles. The way we behave influences our feelings.

C. Social awareness

Social awareness enables a person to understand and respond to the feelings of others. The ability to respond in different social situations helps MH NEETs to better interact with others so as to achieve the best in their interactions. Skills relating to social consciousness, are¹⁴:

- **Empathy:** ability to understand emotions, needs and concerns of others:
 - Attention to emotional cues and listening to them.
 - Display sensitivity and understanding of other points of view.
 - The giving of aid, based on the understanding of the needs and feelings of others.

¹⁴ Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

- **Organizational awareness:** the ability to understand the policies and rules in a community or organization and how they affect the people in it. The realization of social situations means carefully considering what people want, and plan to communicate with them in a way that is designed to meet those needs.
 - Respecting and making connections with people from different backgrounds.
 - Understanding of different worldviews and sensitivity to diversity.
 - Awareness of diversity as an opportunity. Understanding of key messages in a community or organization.
 - Detection of important social networks understanding of what formed the views and actions of others.
- **Orientation in services to other:** the ability to anticipate, recognize and meet the needs of others. This means:
 - Understanding the needs of people and directing them to the possibilities for satisfying them.
 - Offering appropriate assistance.
 - Counselling and offering ideas that develop the strengths and skills of others.
 - Confirmation and rewarding the strengths, achievements, and the development of others.
 - Giving positive feedback and identify people's needs for development.

Since humans are social beings, we constantly find ourselves in situations where we can be more empathetic. The practice of sensitivity to social situations is a habit: *try first to understand, then to be understood*¹⁵. When there is no empathy and when one does nothing to understand the needs of others, there is a significant loss of confidence and isolation, people close in their own world.

D. Social skills / Relationship management

Relationship management may be the most important element of Emotional Intelligence, because it is related to the creation of healthy and effective links with other people. Underdeveloped social skills lead to problems in school, affect the ability to learn and often cause aggressive behaviour. Later, this has a negative impact on social development and the ability to create social connections and interactions. It is crucial for MH NEETs to realize how to communicate with others and how to manage relationships with others, the messages that are sent, and how they can improve their methods of communication in order to make the interaction more effective.

MH NEETs who have deficits in developing healthy social skills, are vulnerable to:

- not following and non-compliance with the rules and regulations, including the requirements set by their parents and relatives;
- provoking negative reactions in others, leading to a higher risk of rejection from their social circle;
- the occurrence of symptoms of depression, aggression and anxiety;

¹⁵ Covey, Stephen R. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. 25th anniversary edition. New York: Simon & Schuster, 2004.

- poor school performance;
- lack of ability to create connections, distrust and closing themselves;
- lack of resilience to cope with difficult situations;
- inaptitude to resolve problem situations and conflicts;
- unrecognition of the own strengths and resources;
- development of criminal behaviour.

Social skills training helps MH NEETs to manage their relationship with the other focusing on building positive relationships through management of responses in different circumstances.

In the 6 social skills that are deemed necessary for the management of relations with others¹⁶, WORK4PSY focuses on:

- **Developing others.** The development of the other focuses on the recognition of the achievements and strengths of people and the ability to give feedback on this. This competence conforms to the basic human need, associated with the need for a person to be fully appreciated, and recognized. If a person is appreciated by others, this enhances the development of his/her abilities and potential.
- **Inspiring leadership.** The good relationship is based on the ability to listen and to accept the thoughts and feelings of others. Inspiration is a skill necessary for managing relationships with people and groups, as well as the ability to connect with people emotionally.
- **Initiate and manage change.** The initiation of change is a skill that is important where there is the need for change. This competence provokes new situations and is vital in situations where a change is needed and there is no support. Being able to manage change means be able to overcome the barriers that stop important changes in personal and professional plan.
- **Influence.** This skill is essential in managing relationships. It is acquired by listening to other people, making them feel important and valuable.
- **Conflict management.** Relationship management skills include the ability for constructive conflict management. People with conflict management skills are able to accept different points of view and to demonstrate self-control and respect for all. People with such skills are able to deal with difficult people and situations and to seek solutions that everyone can accept.
- **Teamwork and cooperation.** People with skills for effective relationship management have stressed the importance of teamwork. Teams that work well together, are more productive and efficient. This is the skill for shared objectives and joint efforts to achieve them, encouraging the participation of all and sharing of responsibilities and achievements.

¹⁶ Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

2.4 Methodology for the Workshops

This Unit intends to use the following pathway:

- A. **Education and Career Guidance** through SymfoS methodology (through individual or group sessions),
- B. **Empowerment** focused on Emotional Intelligence development (through participative training),
- C. **Crisis management** to develop the skills that are required for managing the negative moments in life as well as triggers that can affect the process of re-entering education or employment (through participative training).

In order to better perform activities in group, the proposed activities include also Team and Confidence Building activities, meant to support the trainers in building up a group atmosphere for the participative training and eventually the counselling sessions in group.

The Unit has been designed according to an open and modular group concept. The sessions are independent of each other and single activities can be used separately; they can also be easily combined with other therapeutic elements.

The training content can be applied on an outpatient, daytime or inpatient basis. The Unit may be implemented in different ways:

- individual counselling sessions per participant + participative training;
- individual counselling sessions per participant + counselling sessions in group + participative training;
- counselling sessions in group + participative training.

Counselling and training sessions should happen at least 1-2 week between each other, in order to involve MH NEETs via individual tasks between the counselling sessions.

2.4.1 GUIDELINES FOR IMPLEMENTATION

- **Positive reinforcement.** An open, friendly and appreciative atmosphere is the essential element of training. Trainers should promote this atmosphere, act and communicate according to this fundamental attitude. Humour is another key element that the trainer has to use in appropriate situations. A fun, interactive and playful approach during the training gives patients the opportunity to have positive experiences and encourages fun. Take every opportunity to provide positive feedback to individual patients and the group.
- **Collaboration.** While trainers must present information to group members, members are ultimately "their own experts" and draw from a wealth of knowledge based on their own life experiences.
- **Personalise.** When content is to be presented, it should in no way be presented in a rushed way. Both the pace and the extent of the depth of discussion of the individual elements should always be

adapted to the abilities of the respective participants. The focus of the training is on communicating information and carrying out practical exercises, but there should always be enough time for patients to share their opinions and personal examples.

- **Check for understanding.** Trainers should be sure that all group members hear and understand the information presented. This may require more time to explain a particular exercise and check understanding. If trainers are unsure, it is often helpful to explicitly ask group members before proceeding.

2.4.2 EDUCATION AND CAREER GUIDANCE

A. *SymfoS- Materials and Setting*

The Symbols

- **Where to find symbols:**
 - flea markets, 'everything for 1 Euro' shops, charity shops, online auctions (Ebay);
 - souvenir, toys and DIY shops;
 - in nature (on the beach, in the woods);
 - at home and with the help of friends, family, colleagues.
- **Basic criteria for choosing symbols:**
 - Recommended size for the objects is between 1 and 6 cm. The proportions must be maintained as much as possible, no object must differ in size too much from the others (e.g. a shower and a lighthouse should be of similar size).
 - Do not include too many human figures, with the exception of the witch (fairy tale character), the witch with the broom, the girl, the man, the ghost, the nun; people can be represented with symbols;
 - Choose symbols that you select symbols that lend themselves to several interpretations and different points of view. Human figures are easily 'bound' and their interpretation does not go far enough.
- **How many symbols to collect:**
 - You can work with at least 80 symbols;
 - It is advisable to work with a maximum of 300 symbols, otherwise the client will lose an overview.

Examples of objects contained in Wilfred Schneider's original set

- ❖ Objects: Bottle of alcohol, anvil, anchor, wristwatch, eye, "@" symbol, dot (magnet), plumb bob, batteries, petrol can, axe, tin, pencil, vat (wood), letter (magnet), iron, small book, "god, you're ugly" sticker, Che Guevara (symbol with inscription), banknotes, heart, shower, wedding rings, shopping (magnet), shopping trolley, metal hacksaw, "€" symbol (magnet), ticket, hoop, fur coat, fire extinguisher, ring, balls of string, glass container, question mark (magnet), football, coin (foreign), watering can, gate, globe, bell, gold ingots, light bulb, gold, symbol with the words "a kiss is never a duty", hands (two), handcuffs, hair clip, hearts, stick, wooden ball, wooden rings in different colours, horseshoes, lipstick, necklace, cone, chain, pram, piano, button, compass, bone, condom, spinning top, cross, crown, mousetrap, accordion, package, sewing machine, symbol with the words "I don't say, I don't see, I don't hear", treble clef, rolling pin, packet, perfume bottles, tank, pipe, gun, bullets, the "+" sign, rubber, abacus, cricket, gum, abacus, lifebelt, rings, rucksack, saw, hourglass, coffin, sunglasses, smile, sun with a face, mirror, slot machine, tokens, syringes, snack dispenser, stars, rudder, boot, finger, cap, matchbox, barcode, torch, toilet, skull, funnel, trumpet, box with lid, swing, seesaw, bell, scissors, sledge, small key, screw, spanner, dummy, shoe, clock, scales, clothes peg, sink with mirror, alarm clock, toolbox, gears, index finger, "to do" sign, diploma certificate.
- ❖ Buildings: houses, house with tower, lighthouse, castle.
- ❖ Transport: cars, bus, skateboard, ships, helicopter, truck, motorbike.
- ❖ Tech: mobile phone, robot, radio, PC keyboard.
- ❖ Kitchen: kettle, wine glass, hot water bottle, thermos, toaster, cup, fruit basket, frying pan, pot, spoon, fork, knife, cutlery, beer mug, bottle, bottle crate, beer caps, jug.
- ❖ Nature: flower, trees, shells Stones, stone with hole, Pine trees, sun, lightning bolt.
- ❖ Food: bananas, cake, mushroom.
- ❖ Animals: bear, dolphin, ducks, donkey, fish, bat, toad, frog, chicken, dog, cow, chick and egg, mouse, nest with chick and egg, horse, black sheep, pig, butterfly, dove, tiger, bird, sheep, snake, wasp.
- ❖ Human figures: dolls in various positions (sitting, crawling...), black doll, little wooden man, girl, Little man (Playmobil), nun, knight, skeleton.
- ❖ Fantasy: angel, ghost, witch, witch on broomstick, harlequin, fairy tale characters such as frog prince, mermaid, devil, Santa Claus.

Setting

Regarding the room and work environment for the SymfoS session, it should take preferably place in an ample and comfortable setting, where it is possible to use a blanket and pillows. The client is invited to sit on the floor with the practitioner and peers in such a way that a horizontal relationship and an informal communication is enhanced. It is very important that everyone feel comfortable and that the environment

is cosy for carrying out all the intervention. Physical barriers (such as desks or tables) should be avoided. Depending on the surface, the symbols are laid on the floor or a blanket.

The MH NEET (and eventually the Peer Buddies) shall be welcomed into the room upon arrival, and invited to sit on the floor. The MH NEETs will decide where they want to sit and, following that, the practitioner will seek to choose a place that facilitates eye contact throughout the entire session. It is important that the MH NEETs feel comfortable and safe. For this reason, the counsellor should inform the MH NEET that if they feel uncomfortable at any point, that they can express it. In a Peer Buddy setting, peers' availability to support the client should be thanked, and their crucial role in the process should be highlighted.

During the SymfoS interventions it is important to not touch the symbol work of the MH NEET. The idea is that only the client touches the symbols since they have assigned them a meaning and it could be rude and inconsiderate for someone else to touch something that has personal meaning.

B. *SymfoS - Basic Clearing*

For WORK4PSY, given the vulnerability of the target group addressed, **we will use the Basic Clearing assessment tool – the starting point of the SymfoS counselling methodology – to identify MH NEETs hidden resources and potentials, to get clearness about their goals and needs and to plan concrete next steps to do.**

The Basic Clearing assessment actually has two goals:

- 1) It offers MH NEETs the opportunity to clearly define a goal they want to achieve and to work out steps to achieve it and/or to describe an adverse situation, that should be changed and to analyse own capabilities to improve and to cope with.
- 2) It gives the counsellor the opportunity to find out whether MH NEETs are able to achieve this goal on their own or whether they need additional support from outside (e.g. in the form of therapy, etc.).

The Work Pad

The Basic Clearing Work Pad is structured like an atom, with a goal at the centre and relevant aspects of the MH NEET's life surrounding it.

The inner circle presents the GOAL and is surrounded by these 6 circles:

- Education & Training
- Hobbies, Volunteer or Work experience
- Living
- Health
- Support
- What else?



Figure 4 - Basic Clearing Work Pad



Figure 5 - Example of Basic Clearing Work Pad (1)



Figure 6 - Example of Basic Clearing Work Pad (2)

Goal setting

Taking responsibility for one's life is a significant point in the lives of MH NEETs. Setting goals is an important step towards self-responsibility. Finding this out is sometimes not so easy: some have never practiced it, some don't dare to say it, some are afraid to stand by their wishes, and others let themselves drift and give up responsibility.

The prerequisite for Basic Clearing assessment is the formulation of a concrete goal. It must therefore be clear from the formulation of the goal what the desired endpoint should look like. «*The term goal" refers to a state of affairs that lies in the future and is generally changed, desirable and desired in comparison to the present time. A goal is thus a defined and aspired end point of a process, usually a human action.*»¹⁷ In some cases, the counsellor and the MH NEET will have to clarify or reframe the goal, if it seems too vague, unclear or implausible.

There are a multitude of points in favour of formulating goals:

1. **Goals provide orientation and thus focus on one's own actions.** Some people have the feeling of being "lost" or not finding one's own place in life. Such feelings are often caused by drastic experiences, such as separations, failing exams or other setbacks. In these situations, goals can help to find orientation again. By setting goals, one's own focus and energy is concentrated on the present and future.
2. **Developing and achieving goals strengthens self-esteem.** Knowing our own goals and committing to them strengthens trust in our strengths and appreciation of our personality. This is an important part of self-responsibility and self-acceptance.
3. **Goals simplify decisions.** The more options are, the more difficult it is to make decisions. Difficulties in making decisions can be paralysing and impede activity. Goals help to narrow down the options and set priorities that make decisions easier.
4. **Achieving goals generates a feeling of well-being in the body.** The feeling of euphoria after passing an exam or achieving a long-awaited goal is caused by the release of dopamine in the body as a reward. Dopamine also has a motivational effect.
5. **Goals give meaning to life.** Since personal goals reflect a person's innermost needs and dreams, they are helpful in the process of turning dreams into reality. Achieving goals leads further in the direction of satisfying one's own needs.
6. **Goals increase self-efficacy.** Goals push 'forward' in life and give direction at the same time. To quote Albert Einstein: "*Life is like a bicycle. You have to move forward in order not to lose your balance.*"

For some people goals may be big, and for others they may be small - either is fine.

A clear formulation of goals requires the goal is:

- **Individually worked out and formulated with "I".** Goals should be formulated in a personal key, e.g. "*I will do...*", "*I will go...*", "*I will find*", to strengthen identification with the goal.

¹⁷ "Definition: Was ist ein Ziel?" (2011), <https://www.ziele-sicher-erreichen.de/blog/definition-was-ist-ein-ziel/>

- **Results-oriented.** goals should describe desired states or actions that will lead to a tangible and demonstrable outcome. A results focus can help to focus on what people really want: the reasons why they set goals.
- **SMART formulated.** The SMART formula is widely used for goal setting. This contains the following five goal criteria:

Table 2 - Formulating goals

S	Specific and Stretching	Goals must be described specifically, clearly, and positively	<ul style="list-style-type: none"> • Is the goal clear, precise and unambiguous? • Is the goal stretching in some way (but still realistically achievable)?
M	Measurable	The achievement of goals should be measurable	<ul style="list-style-type: none"> • Does the goal say what success will look like and how it will be measured, in terms of quantity or quality?
A	Achievable	The goal should be attractive	<ul style="list-style-type: none"> • Is the objective realistically achievable, taking into account the time-frame, resources and support that are available?
R	Relevant	The goal must be realistic	<ul style="list-style-type: none"> • Is the goal relevant? • Will it support the achievement of the overall goal?
T	Time-bound	The goal must be timely	<ul style="list-style-type: none"> • Has a specific date been agreed for when the goal should be completed?

Goal planning comprises two areas:

- **content planning**, in which sub-steps or tasks are planned to achieve the goal, and
- subsequent **time planning**, in which all tasks are put in chronological order.

Content planning and time planning will be useful in the final step of the Basic Clearing assessment, when MH NEETs will be demanded to define and fill their Action Plan. The counsellor can use the Action Plan to agree on the steps together with the MH NEET. This allows the MH NEET and the counsellor to find out what further action is required after the Basic Clearing assessment.

A big goal in the distance is harder to reach than several small sub-goals. Therefore, it is better to divide larger goals into activities or tasks and thus plan stages or phases. MH NEETs should be able to undertake the first smaller tasks to complete the first step and increase motivation.

The concept of time is important. Time management is also self-management, which means that already established goals must be met. Goals can be divided into short, medium, and long-term goals or goals can be divided into individual steps or milestones.

Milestones, also known as “checkpoints”, give the entire process manageable stages and intermediate goals. This means that on the way to the goal, it is always possible to pause and check how things stand, whether the direction needs to be changed or how the next milestone can be reached. Thus, milestones are decision points that come at the end of each phase. On the other hand, milestones are also those points on the path where something can go wrong, which are critical or represent a turning point in the process.

A “to-do list” is also often considered helpful. It will consist of little goals that can be tackled one at a time. However, care must be taken to ensure that not too many points are written down and that they can be achieved in the foreseeable future, otherwise the positive effect of having the list will be lost.

Basic Clearing - 5 steps

I. Starting point: Goal setting

Basic Clearing assessment starts with the MH NEET identifying their goal. The counsellor should facilitate this process, using sentences such as “*Now you have to choose a goal, a problem or any other issue you would like to work on during this session.*” The counsellor should discuss practicalities such as boundaries, and limits (see [Goal setting](#)) until a very specific topic/ goal/ theme/situation is pinpointed. Then the MH NEET should vocalise the topic out loud; rephrasing is essential to guarantee that the client has a clear topic in mind while constructing the symbolic representation.

Once the MH NEET has defined their goal, they choose a suitable symbol which will be placed in the middle of the Work Pad (*Goal circle*).

II. Choosing symbols for each aspect

The MH NEET then proceed to work through the Work Pad placing other symbols for the surrounding topics representing each of the areas relevant to their own lives (*Education & Training; Hobbies, Volunteer or Work experience; Living; Health; Support; What else?*). While developing the symbolic representation, the client must act alone, with no intervention from the counsellor. It is important that the client feels that they have time to embrace the task. However, this time should not be too much, since it is crucial that the composition is spontaneous to use the full potential of symbol work.

The very process of choosing and describing a symbol is to be observed. This involves an exploration of the emotions associated with the choice of object, particularly if the task had been difficult and the source of ambivalence. The counsellor may invite the young person to choose more than one symbol to adequately

represent what they are feeling or thinking. In some cases, MH NEET may leave some areas without a symbol, which also gives certain information.

III. Evaluate the situation in each area

The MH NEET is invited by the counsellor to assess their personal situation in each area by placing pathways between each symbol and their goal. These pathways have three different strengths (meanings): either solid ground, thick or thin ice:

- Solid ground; I feel very stable and safe here
- Thick Ice; I feel somewhat stable and safe but I feel a little wobbly
- Thin Ice; I am very shaky and the ice could break at any moment



Figure 7 - Pathways for Basic Clearing

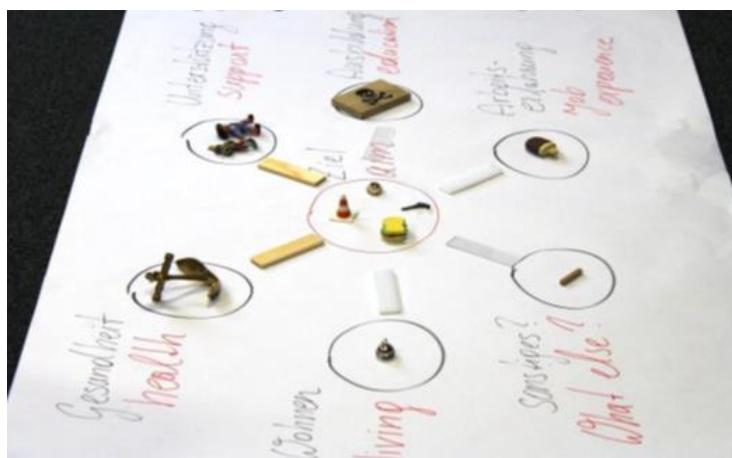


Figure 8 - Example of Work Pad completed

As soon as the MH NEETs has completed the work on the Work Pad, the Counselling session may begin. In Peer Buddy setting, this is when everyone sits down around the MH NEET and their model.

IV. Counselling session

The Basic Clearing assessment can be carried out on a one to one basis in individual sessions or in a peer setting (see [SymfoS Peer Buddy System](#)). The group setting can allow for extra interpretation and feedback from group members for the MH NEET; this can be enlightening for some clients and provide additional insight and support. Some clients however may find this uncomfortable and are more suited to the one to one interaction. The practitioner should use their knowledge and training to decide which setting suits a client's needs best.

When the Peer Buddy System is in place, the MH NEET should choose 1 to 3 peers, which will have an active role in the counselling session.

1. Presentation

The counsellor invites the MH NEET to present the symbol work that they have produced. During the presentation, the MH NEET should not be interrupted. The MH NEET should make the presentation in the order that they decide and be given as much time to do so as they need.

They should start by stating the heading/ topic of their presentation and then talk about what they have displayed; they are encouraged to “describe the symbol and its qualities” to cultivate exploration rather than provide an interpretation, allowing the subconscious to be more readily accessible. It is important the MH NEET goes through all the Work Pad stating which symbol they is talking about. (e.g. “this hand stands for...”).

During this presentation, [The Counsellor/ Everyone]¹⁸ must listen carefully to what is being said. While the client is speaking, [The Counsellor/ Everyone] observe gestures, mimicry, posture, breathing, pitch/ tone of voice. For example, Does the MH NEET show emotions? Does the MH NEET touch a symbol? And if so, which one?

2. Factual questions

The Factual Questions stage is the first point of interaction between the MH NEET and the Counsellor/Peer Buddies. [The Counsellor/ Everyone] ask factual questions referring to the symbols, to “what is visible”. Factual questions are about understanding, they are meant to get clarification concerning the composition on the Work Pad that has then been presented and to recall information that has already been given (usually beginning with “*Can you repeat...*”) These questions should not contain any interpretation at all: no “why”- or “how come”-questions should be asked. The MH NEET gives answers to the factual questions.

In Peer sessions, at this point, the role of the counsellors may be difficult, since they might have to intervene, cutting the peers off when they ask non-factual questions and explaining that this is not the moment for interpretation. It is important to act in these instances with kindness towards the peers and to remain focused on the client.

¹⁸ In the following pages we will proceed to the description of the different steps of the Counselling session. Given the possibility to proceed by individual sessions or peer sessions, we will indicate in brackets the actions to be carried out by the Counsellor or Peer Buddies respectively.

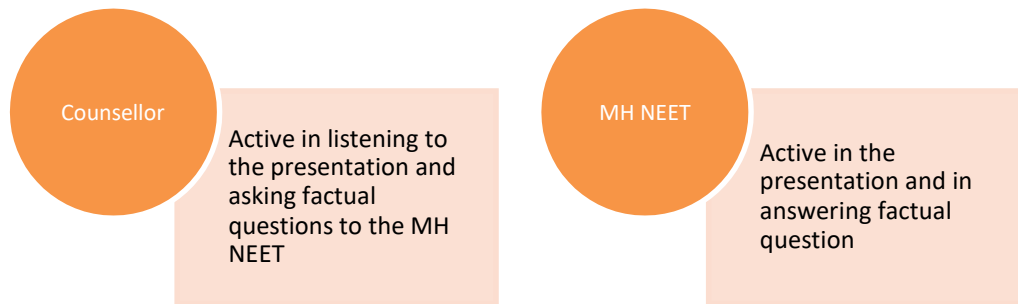


Figure 9 - Roles in Factual Question (individual sessions)

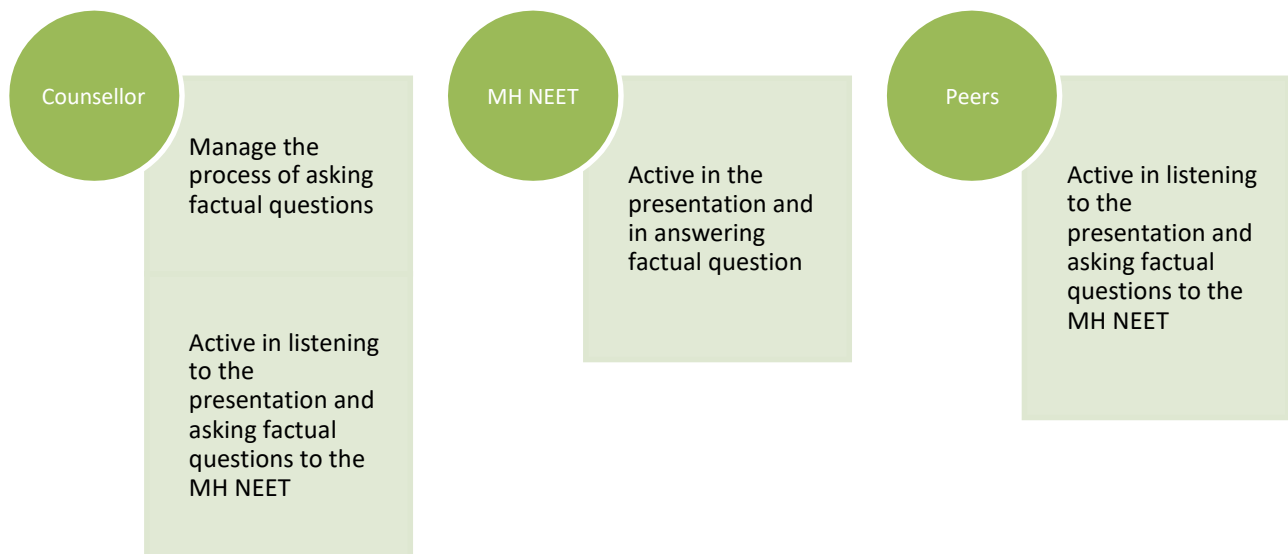


Figure 10 - Roles in Factual Question (peer sessions)

3. Perception

Perception is related to what was seen and heard during MH NEET's presentation of their composition on the Work Pad. At this stage, [The Counsellor/ Everyone] address the client directly describing everything they have perceived and observed during the presentation. The focus is now on describing only gestures, mimicry, pitch/tone of voice. If emotions are detected, they should be able to explain how they were perceived. Here are some suggestions to express perceptions: *"I noticed that your voice trembled and you talked faster when talking about school."*; *"You touched all the symbols, except the spoon"*; *"You used the word "weight / burden" four times during your presentation"*.

Interpretations should not occur. For example, *"You were happy when you talked about your family"* should be replaced by *"You smiled when you talked about your family."*

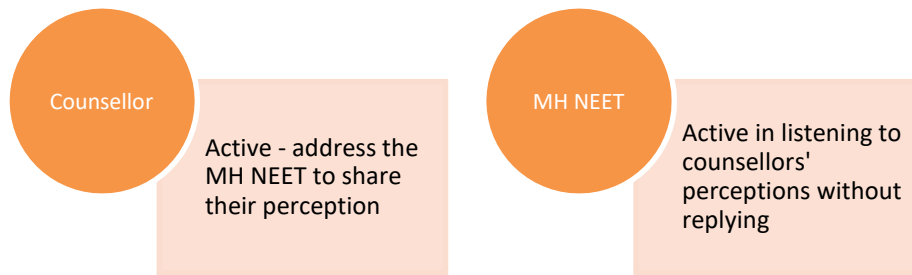


Figure 11 - Roles in Perception (individual sessions)

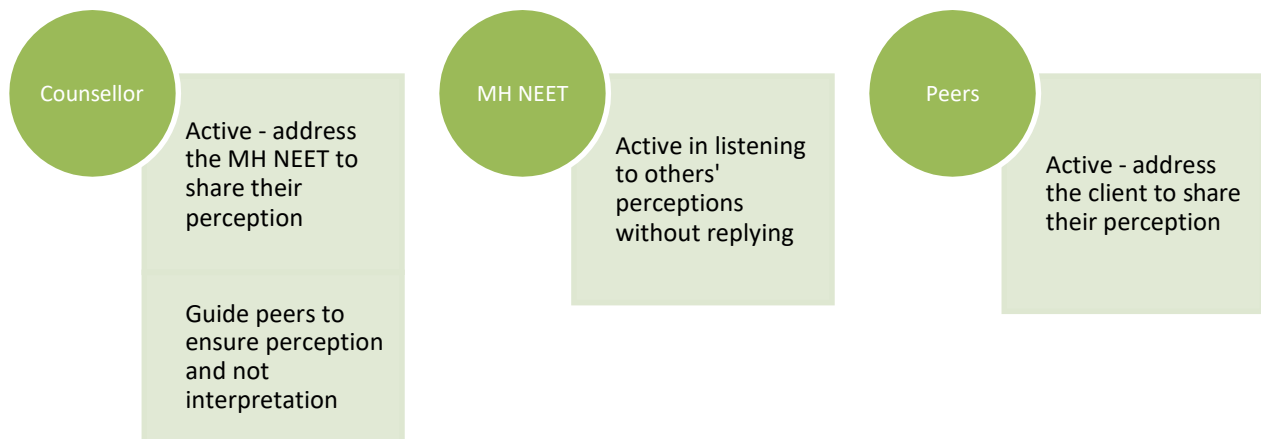


Figure 12 - Roles in Perception (peer sessions)

4. Interpretation/Suggestions

The phase of Interpretation is a key-moment in the Basic Clearing assessment. This phase starts by explaining to the client that they will heard the [The Counsellor/ Everyone] talk about them as if they have left the room. The idea is to comment, to raise hypotheses, and to interpret what has been said and how it has been said. This is a strong opportunity to introduce new perspectives on the topic to the MH NEET.

Peers should address each other and talk amongst themselves as though the MH NEET was not there. The counsellor and peers chat about their interpretation of the MH NEET's presentation, about the answers to factual questions and the client's attitude until that point. In individual sessions, the counsellor will think aloud as if they were sharing their interpretation with another person. They will think aloud, asking questions like "What is the problem?", "What should be different?", "What would they want to solve/understand/do?", "Where could be difficulties? Where not?", "Which resources do they have at their disposal?", "I noticed...".

In every case – with or without peers – in this phase **there is NO contact and interaction with the MH NEET. They must listen but not respond to what is said.**



Figure 13 - Roles in Interpretation (individual sessions)

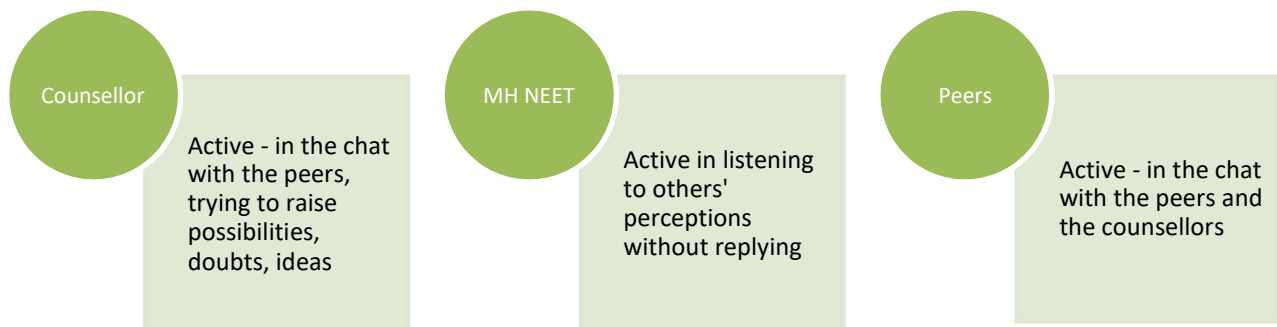


Figure 14 - Roles in Interpretation (peer sessions)

5. Agreement on actions

When [The Counsellor/ Everyone] has finished "thinking aloud", the MH NEET is finally allowed to provide **feedback** and express their thoughts regarding the considerations of the group. The counsellor can address the client, asking for their feedback with this kind of sentence: *"About everything you've heard so far:*

- *What did you already know?*
- *What was new?*
- *What is true? What is not?*
- *What did you like hearing?*
- *What did you not like hearing?*
- *What did you feel?*
- *What is especially important from the things said?*
- *What was helpful?*
- *What did you like or dislike?*
- *Where are insecurities? Are there doubts?*

After giving feedback, it is possible to invite the MH NEET to identify **potential changes**, and reformulate something in their composition. The point is to understand whether their starting point remains the same or if, after all of the stages, there has been any change. It can also be suggested that the client changes his

perspective by moving to another point in the room. It may be useful to have another view on the symbols they have used, and the composition they have made. The counsellor may use questions like:

- *At this stage, do you still consider that (initial topic) remains the same?*
- *Would you like to change something in your symbol composition?*

These actions lead into a discussion about the support needed and further steps for the MH NEET to reach their goal.

Filling Action Plan

Based on the previous processes, the counsellor facilitates the client to reach a realistic, short-term and self-generated Action Plan (see 10. Action Plan – Worksheet in the [Annexes](#)). An agreed action plan will help MH NEETs to transfer the education/employment choice resulting from counselling into real life.

Potential support, the next steps and the timeline to accomplish the action points are usually the main contents of the plan. Action points can be very small things, that lead to the bigger change.

Questions for facilitating MH NEET's reflection to this task may be:

- *Do you have any idea of a plan for this?*
- *What do you think the next step could be?*
- *Is there someone who can help you solve this?*

The counsellor's role here is to facilitate the process and not decide for the MH NEET. The Action Plan must be specific, clear, and objective. Together, the MH NEET and counsellor can review what strengths or barriers each area presents in relation to their goal and create a complete action plan based on this. The action plan allows the MH NEET and the practitioner to correctly identify the level of intervention that is required after the Basic Clearing assessment. **It is recommended to ensure a follow-up within the MH NEET's support system.**

A good way to finalise an agreement on action is to say to the client: *"It is always your choice. Are you satisfied with your choice?"* At the end, the client should be committed to agreed actions. They should be invited to take a picture of the Work Pad they completed; this is to ensure that they will remember the session and their commitment to the defined action plan.

Case study

- Name of the client: Sabrina (Name changed)
- Basic data of the client: 15-year-old, diagnosed with Major Depressive Disorder 1 year ago, Cognitive behavioural therapy, Living with parents, Individual setting

Starting point: Goal setting. Sabrina's goal is to work in something where art is the focus. She would like to work as art teacher.



Figure 15 - Basic Clearing - Case study: Sabrina

Counselling session

- 1 **Presentation:** Sabrina's placed a pencil and a tempera tube on the circle representing her goal. She talked about the drawings she does and talked about painting walls with his Dad (professional painter). He allowed her to do a mural in her room, but it is now covered in other drawing because she feels uncomfortable when she looks at it. She talks about her mood swings (*"I put a snake because I never know when and how my mood change"*) and persistent negative thoughts about her appearance and scholastic abilities (*"I feel stupid, ugly and stupid"*). She failed school and her family was in the process of looking for a new school. She had difficulties getting along with her classmates and most teachers were not supportive, considering her as a lost cause. She did an internship in a print shop, doing some graphic design, mostly corrections. Sabrina expressed an unstable connection (thin ice – see Basic

Clearing – 5 steps, Step III) with her work experience and education; but feels stable (solid ground) in the support she gets from family and therapist (*"I feel lucky because we do well, we have an house, my parents can pay for my stuff and doctors. Other guys in the Day Centre are not so lucky."*). She expressed a desire to complete her studies in an Art School but wasn't confident she could do it. Achieving good grades is difficult, especially in Literature and Maths. She also expressed anxiety over not being able to fit in at a new school (*"It'll be too hard; in the new school I will be the new girl and everyone will be younger and smarter than me"*).

- 2 **Factual questions:** Yes
- 3 **Perception:** Sabrina sat in a curved position on the floor, bent over the Work Pad. At the beginning she did not look directly at the counsellor during the presentation and looked extremely nervous; she relaxed a bit when starting touching the symbols. When choosing symbols she struggled to concentrate, keeping back on touching the tempera tube. During her presentation she cried several times and verbalized feelings of sadness, guilt, and low self-concept. She touched the tempera tube and the pencil when speaking about her goal of working as an art teacher and her interest in painting techniques. She pointed and touched the other symbols when talking about the themes, especially those in the *Support* area. She put her hands in her jacket's pockets when talking about school and classmates. She smiled when speaking about helping her Dad and her family.
- 4 **Interpretation/Suggestions:** It was observed how persistent negative thoughts prevented Sabrina from looking at new school as an opportunity to make a fresh start and find new friends and get along better with teachers and it's important to consider all pros and cons. Because she has an uncle who is a high school teacher it was suggested she could ask her uncle to help her reviewing the study programme of last year before going back to school. In order to improve their art skills, she could join a free Sketchcrawl club (Note: Sketchcrawl is an event where a group of artists of all abilities get together and have a day of sketching around a city).
- 5 **Agreement & Action-plan:** Sabrina said she would ask her uncle to help her. Sabrina agreed to arrange a time to discuss it with him. Sabrina said she would look for information about the Sketchcrawl club on Facebook in order to obtain permission from her parents to join certain activities or to find someone to accompany her. Regarding school, Sabrina agreed to consider her parents' options and agreed to consider pros/cons before taking a final decision.

Sabrina's ACTION PLAN

MY NAME: Sabrina, 15-year-old

MY GOAL: To become An Art teacher

AREAS	STRENGTH/BARRIER
EDUCATION & TRAINING)	Strengths: Good connection with her FATHER, likes her therapists AND goes regularly to her sessions, ALREADY HAD one internship provided by school Barriers: negative thoughts, ANXIETY, LACK of self-esteem, Failing grades, few supports from teachers in the past, difficulties getting along with her CLASSMATES FAMILY wants her to choose A new school
HOBBIES, VOLUNTEER OR WORK EXPERIENCE	
LIVING	
HEALTH	
SUPPORT	
WHAT ELSE?	

ACTION POINTS

	DESCRIPTION	WHEN WILL IT BE COMPLETED?
ACTION 1	Ask uncle for private tutoring next Saturday	25 March
ACTION 2	Look for information about SketchCRAWL club	29 March
ACTION 3	Visit the new school	31 March
ACTION 4	Make A list of pros/cons in going back to school	10 April
ACTION 5	Next Career counselling session	11 April, 4.15 pm

Figure 16 - Case Study: Sabrina's Action Plan

2.4.3 TEAM AND CONFIDENCE BUILDING

Part of the activities of this Unit are focused also on team building so that the group of MH NEETs learns to appreciate the advantages of being among peers and of building a support network for each other. We will systematically use this resource and empower participants to assist each other during activities in order to improve their teamworking capacities.

Such activities will make clear different working styles and their strengths and things participants have to be aware of. They also contribute to their strength as a group but will also improve life-skills they need in later student and professional life.

Such kind of activity is essential for the establishment of an effective support group. The Peer Buddy system is not compulsory in WORK4PSY, but it must be underlined that from experience in previous projects, a direct approach utilising a peer network increases the efficiency and effectiveness of the guidance process. Being a peer buddy also helps a participant to further develop social and leadership competences.

2.4.4 SUPPORT & PROBLEM SOLVING

Often mental illness is not the only thing going on in a MH person's life. Other conditions may also be present that further complicate the difficulties created by mental illness and represent a crisis, potentially hindering the process of re-entering education or employment.

Crisis can be defined as *"a time of intense difficulty or danger or when a difficult decision must be made"*. Many things can lead to a crisis; some examples of situations that can lead or contribute to a crisis include:

- Environmental Stressors, like unsafe living conditions, losses due to death or relocation, exposure to domestic violence, abuse, financial emergency
- Conflicts or arguments
- School or Work Stressors
- Other Stressors: accident or injury

During the re-entering in education or employment, it is important to support MH NEETs in creating and implementing a coping strategies to their ups and downs, and help them to develop the skills that are required to face these challenges.



Figure 17 - Steps in crisis management

3 INTENDED LEARNING OUTCOMES

3.1 Cognitive - knowledge of facts

The reader will:

- C.1.** Get insights about the SymfoS methodology and the SymfoS Counselling process;
- C.2.** Be equipped with the necessary information to perform the Basic Clearing technique for assessment of resources and competences;
- C.3.** Visualise how the counselling process may be applied to symbol work;
- C.4.** Consider the diversity and different types of learning.

The MH NEET will:

- C.5.** Be able to identify their skills and strengths as well as their weaknesses;
- C.6.** Know components of Emotional Intelligence;
- C.7.** Know their intelligence types according to Gardner's Multiple Intelligence theory.
- C.8.** Be able to identify counterproductive thinking;
- C.9.** Be able to identify support people and networks.

3.2 Pragmatic - applied knowledge

The reader will:

- P.1.** Have a guided experience through the implementation of a symbol work session;
- P.2.** Apply symbol work into Basic Clearing assessment tool;
- P.3.** Be able to provide opportunities for exploration, experimentation and failure;
- P.4.** Be able to activate a person's internal resources through counselling;
- P.5.** Be able to enhance a person's self-awareness;
- P.6.** Be able to catch, check and control counterproductive thinking;
- P.7.** Be able to define personal problem-solving strategies.

The MH NEET will:

- P.8.** Be able to take an educational/professional decision suitable to their current situation;
- P.9.** Be able to better understand their emotions;
- P.10.** Be able to create and implement personal strategies to cope with difficult situations;
- P.11.** Provide support for difficult or hard-to-navigate situation;
- P.12.** Increase their critical thinking skills.

3.3 Affective attitudes and values

The reader will:

- A.1.** Be able to provide and holds a safe space within which the participants can explore issues, hopes and goals, thus creating a healthy emotional environment;
- A.2.** Be able to suspends their judgments and assumptions of what is possible and what is not possible for the MH NEET based on past information or their own standards, values and beliefs;
- A.3.** Be able to create a hopeful vision for future employment.

The MH NEET will:

- A.4.** develop a sense of one's self-worth and capabilities;
- A.5.** be empowered in deciding the content of the work carried together with counsellors and peers;
- A.6.** take responsibility for their actions.

3.4 Social Competencies abilities in interaction with others

The reader will:

- S.1.** Understand the importance of behaving in a way that is real and transparent;
- S.2.** Understand the importance of using positive inspiring language.

The MH NEET will:

- S.3.** Be able to recognize one's emotions and their effects;
- S.4.** Be able to understand and respond to the feelings of others;
- S.5.** Be able to recognize the achievements and strengths of people;
- S.6.** Be able to give feedback;
- S.7.** Be able to accept different points of view and to demonstrate respect for all;
- S.8.** Exercise active listening.

4 OVERVIEW OF THE STRUCTURE

4.1 Organisation of the unit

A. *Building the group*

Duration	Topic	Exercise Name/Method
10 min	Welcome to the 1 st session	1_Welcome
20 min	Introduction of Participants	2_Choose a symbol
30 min	Getting to know each other	3_Photo language
40 min	Get to know the group	4_Cross the Stigma Line
50 min	Awareness of impact of MH	5_Flip Thinking
60 min	To get to know more about their actual situation and to learn from each other how to manage situations	6_Challenges & Chances as a MH person

20 min	Reflection of the day	7_My Symbol at the end of the day
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B. Professional Orientation of the group

Duration	Topic	Exercise Name/Method
20 min	Welcome to the 2 nd session	8_Check up
20 min	Warm up and group support	9_Human Knot
30 min	Participants shall receive a short overview about work with symbols and how it works	10_Introduction of the SymfoS Methodology
45 min	SymfoS session with one participant as client and others as observers	11_Basic clearing (with Peer Buddies)
45 min	SymfoS session with one participant as client and others as observers	11_Basic clearing (with Peer Buddies)
15 min	Results of the day – agreements – next steps	12_This day in a nutshell

C. Goal Focusing of the group

Duration	Topic	Exercise Name/Method
20 min	Welcome to 3 rd session	8_Check up
20 min	Warm up and get ready for activities	13_ "Big Picture" Puzzle Challenge
90 min	Check each other Action Plan	14_Action Plan
20 min	Group support	15_Alligator Swamp
35 min	By creating a motto from the group, they have something to remember or what carries them during the project	16_WORK4PSY Team Motto

D. Building Self-awareness

Duration	Topic	Exercise Name/Method
20 min	Welcome to 4 th session	8_Check up
15 min	Recognizing our feeling	17_My feeling
15 min	Theoretical input on Emotional Intelligence	Presentation
20 min	Expressing feelings	18_Express a feeling
20 min	Theoretical input on self-confidence and self-awareness	Presentation
15 min	Understanding our own self-confidence	19_High and low Self-Confidence
30 min	Developing self-confidence	20_Self-confidence Collage
20 min	Developing self-confidence	21_What Do You Believe about Yourself?
20 min	Developing self-confidence	22_To feel powerful and confident
15 min	Addressing individual differences	23_Multiple Intelligences Test

5 min	Acknowledge each person in the group, deepen sense of connection	24_I See You. Everyone Matters.
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E. Building the Self-management

Duration	Topic	Exercise Name/Method
20 min	Welcome to 5 th session	8_Check up
20 min	Theoretical background on self-regulation	Presentation
25 min	The way we behave influences our feelings	25_Character Building
20 min	Theoretical background on Emotional Hijack	Presentation
40 min	Keeping harmful or disruptive emotions in check and thinking before acting	26_Emotional Hijack
40 min	Identify the routines that help people keep well	27_Wellness Plan
15 min	Results of the day – agreements – next steps	12_This day in a nutshell

F. Building Social awareness

Duration	Topic	Exercise Name/Method
20 min	Welcome to 6 th session	8_Check up
20 min	Theoretical Background on Empathy	Presentation
50 min	Non-verbal ways of showing feelings and their identification by others	28_Card game
20 min	Understanding of the other and a manifestation of solidarity in different situations	29_To understand the other
30 min	Getting help to achieve our goals	30_Network of support
10 min	The importance and understanding of ways of communication	31_Origami
40 min	Be comfortable in expressing needs and asking help	32_Do positive requests
15 min	Results of the day – agreements – next steps	12_This day in a nutshell

G. Building Social Skills

Duration	Topic	Exercise Name/Method
20 min	Welcome to 7 th session	8_Check up
15 min	Experience of a situation of conflict and ways to avoid conflict	33_Chairs
20 min	To discover the steps to effective conflict resolution	34_Step by Step
35 min	Understand reasons behind conflicts	35_My needs in conflict situation
30 min	To devise a plan rather than engage in conflict	36_Beach Ball Pass
15 min	Results of the day – agreements – next steps	12_This day in a nutshell

H. Problem Solving

Duration	Topic	Exercise Name/Method
20 min	Welcome to last session	8_Check up
40 min	Evaluate the best solution	37_Problem-solving steps
50 min	Change inaccurate and counterproductive thoughts	38_Counterproductive Thinking
50 min	Change inaccurate and counterproductive thoughts	39_Catch it
50 min	Change inaccurate and counterproductive thoughts	40_Check it
50 min	Change inaccurate and counterproductive thoughts	41_Change it
30 min	To acknowledge the challenges of incorporating new skills into our everyday lives	42_Pins and Needles
15 min	Results of the day – agreements – next steps	12_This day in a nutshell

4.2 Training units' description in detail

Nr:	1
Exercise Name	Welcome
Specific objectives	Welcome to the training Provision of Information about the training structure and timetable
Duration	10 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor Material: <ul style="list-style-type: none"> • A welcome sign • Agenda of the session • 1. Group rules (see Annexes)
Description	Welcome participants, Give an overview of the day, Provide organizational information if needed, Set group rules Participants can suggest new rules, that have to be agreed.
Methodological advice	Let them feel comfortable

Nr:	2
Exercise Name	Choose a Symbol
Specific objectives	Participants give a short introduction of themselves
Duration	20 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor Material: The Symbols
Description	<u>Introduction</u> : Put different kinds of objects/symbols in the middle of the room on the floor.

	<u>Directions:</u> Participants choose an object/symbol and present themselves by this symbol and explain why they have chosen it.
Methodological advice	If you plan of adopting the SymfoS methodology, use the symbols from the symbol work. This exercise serves to get in touch with the symbol work in the later part of the training, at the same time it serves as an icebreaker as they can talk via the mean of the symbol and can talk about that what they want to present us.

Nr:	3
Exercise Name	Photo language
Specific objectives	Participants give a short introduction of themselves. To stimulate attentiveness on the part of all the group-members. To facilitate exchanges of inner views.
Duration	20 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor Materials: Set of images with different scenes, pieces from magazines and newspapers, Dixit cards
Description	<u>Introduction:</u> Ask each participant to come close to scattered photos, to examine them well and everyone to choose ONE photo with which they associate to their condition (how they feel, what they are, what they can say about themselves). Tell participants to get the photo which “ <i>speaks to them</i> ” the most. <u>Directions:</u> Each participant selects a photo and sits inside the circle. Sequentially or by choice everyone presents why they chose the specific picture. Other participants are invited to share what they see in the picture that is similar to or different from what was seen by the person who chose it. <u>Discussion and debrief:</u> Summarize highlighting things participants have in common.
Methodological advice	<ul style="list-style-type: none"> ▪ The trainer(s) will also choose a photo and participate in the group’s exchanges, just as any other group member does. ▪ The choice of a photo by each group member is made without any talking, in order to allow all the participants to think about and to make their choices.

Nr:	4
Exercise Name	Cross the Stigma Line

Specific objectives	Getting to know each other better and to create awareness about the similarities participants might have (sometimes they have more in common than they think).
Duration	40 minutes
Material/room	Setting: Comfortable room, no tables. The room is divided into two parts by a line drawn on the floor. Material: a string or adhesive tape to divide the space
Description	<p>Introduction: Participants are lined up along one wall of the room. Ask them: <i>"I would like to invite you to cross the stigma line if:"</i>. Whenever participant recognize themselves in the mood/statement pronounced, they have to take a step towards the line.</p> <p>Directions: Some examples:</p> <ol style="list-style-type: none"> 1. <i>you are nervous for this game</i> 2. <i>you have a step parent</i> 3. <i>you have a pet that is very important to you</i> 4. <i>you dare to be vulnerable</i> 5. <i>sometimes you are afraid</i> 6. <i>sometimes you feel judged by others</i> 7. <i>you've ever been judged or teased</i> 8. <i>you've ever felt pressure from your friends or an adult to do something you didn't want to do</i> 9. <i>you are good in saying 'no'</i> 10. <i>you're good in asking for help if you need a helping hand</i> 11. <i>you like chocolate</i> 12. <i>you like rain</i> 13. <i>you wish your life was better</i> 14. <i>sometimes you feel left out</i> 15. <i>sometimes you feel quite gloomy</i> 16. <i>you often feel alone, even when there are people around you</i> 17. <i>if your situation at home was or is not always nice</i> 18. <i>if you now feel more connected to each other</i> <p>Debrief and discussion: Discuss what participant felt and what they learned. Possible processing questions (suggested, not necessary to get through all of them)</p> <ul style="list-style-type: none"> • <i>What kind of feelings did you have as you participated?</i> • <i>How did you feel when there were very few of you on one side of the room?</i> • <i>What did you learn through this activity that can make our environment more welcoming?</i>
Methodological advice	<ul style="list-style-type: none"> ▪ You can adapt mood/statements to characteristics or the MH situation of participants. ▪ The activity might make people feel a bit uncomfortable or awkward, so there is no pressure to cross the room/line if one does not feel comfortable doing so. No one should feel under pressure to reveal anything about themselves that they don't want to.

	<ul style="list-style-type: none"> Those who wish can share their experience/opinion.
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Nr:	5
Exercise Name	Flip Thinking
Specific objectives	To be aware that having an experience of MH issue also has learning aspects, despite the difficulties experienced and the negative feelings felt. Through such experiences, it is possible to acquire skills and qualities that would otherwise be impossible to develop. These qualities can be used to integrate into education and the world of work and increase one's opportunities.
Duration	50 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor Material: 2. Flip Thinking - List of competences (see Annexes) – one per participant
Description	<p><u>Directions:</u> Ask participants to share an experience with being vulnerable. It doesn't matter what kind of experience they will share. It can be about mental health issues, addiction problems, losing their job, a relationship or a person they loved etc.</p> <p><u>Discussion and debrief:</u> The group discuss about the situation trying to find competences, qualities and or skills developed through the experiences, using the List of competences.</p> <p>---</p> <p>E.G. (remember that this could also be a less serious problem). <i>"For a year and a half, I heard a lot of voices in my head. These unseen people would comment about things I was doing. It was very hard for me to concentrate, to ignore the voices. I tried doing the opposite of what I had been doing in order to confuse the voices. It was my way of fighting back but I spent hours doing things that I actually didn't want or need to do. I tried listening to music, chatting on the phone with others... one thing that really helped was humming a song. I felt scared of telling my family and seeing a doctor but on an occasion, I broke down in tears in front of my P.E. teacher and she promised that she would help. I have been in therapy for almost a year and I think I heard voices just a few times."</i></p> <p>Qualities/skills/competences the group identified as acquired as a result of these experiences:</p> <ul style="list-style-type: none"> • Problem solving ability • To deal with aggression • Dealing with pressure • Creativity • Create/Find support
Methodological advice	<ul style="list-style-type: none"> No advices or solutions for the shared experience will be shared. Participants can ask questions for a better understanding.

Nr:	6
Exercise Name	Challenges & Chances as a MH person
Specific objectives	To be aware of the situation as a MH NEET and to learn from each other how to manage situations
Duration	60 minutes (instruction 5 – exercise 40 – presentation of each group 5)
Material/room	<p>Setting:</p> <ul style="list-style-type: none"> Comfortable room, no tables, chairs in a circle or pillows on the floor. Space for subgroups working <p>Material:</p> <ul style="list-style-type: none"> Board Flipchart paper Pens, Pencils, Markers
Description	<p><u>Introduction:</u> Divide participants in 3 subgroups. Provide each subgroup with flipchart paper.</p> <p><u>Directions:</u> Every subgroup should answer one of these questions:</p> <ul style="list-style-type: none"> <i>what are the challenges of being a MH NEET?</i> <i>what could be possible challenges during the training?</i> <i>what could help to overcome these challenges?</i> <p>Every group has around 5 minutes to present their answers / results.</p> <p><u>Debrief and discussion:</u> Each subgroup presents its results. Other subgroups comment validating answers, providing new inputs.</p>
Methodological advice	Provide the three questions on the provided flipchart or display them on a board so that the structure is clear to everybody.

Nr:	7
Exercise Name	My Symbol at the end of the day
Specific objectives	Reflection of the day and the effect on themselves
Duration	20 minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material: The Symbols</p>
Description	<p><u>Introduction:</u> Put different kinds of objects/symbols in the middle of the room on the floor.</p> <p><u>Directions:</u> Let participants select a symbol which represents their state of mind at the end of the day. Each participant selects a symbol and sits inside the circle.</p>

	<p>Debrief and discussion: Sequentially or by choice everyone answers these questions:</p> <ul style="list-style-type: none"> • <i>why they chose this symbol</i> • <i>what changed during the day compared to their first symbol</i> • <i>how they liked the day</i>
Methodological advice	<ul style="list-style-type: none"> ▪ The trainer(s) will also choose a symbol and participate in the group's exchanges, just as any other group member does. ▪ Participants may ask to keep the symbols as a memory of the day. Do it only if you have enough inspiring symbols to replace.

Nr:	8
Exercise Name	Check up
Specific objectives	Call back memories from last session; warming up
Duration	20 minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p> <ul style="list-style-type: none"> • Agenda of the session • 1. Group rules (see Annexes)
Description	<p>Sequentially or by choice everyone tells how he/she feels today and what happened between the training days.</p> <p>Presents the working schedule of the day.</p>
Methodological advice	The trainer(s) will also participate in the group's exchanges, just as any other group member does.

Nr:	9
Exercise Name	Human Knot
Specific objectives	<p>Team-building</p> <p>To solve the problem in a set time, cultivating skills like problem-solving and time management.</p>
Duration	20 minutes
Material/room	Setting: Comfortable room, no tables, chairs/pillows for debriefing
Description	<p>Introduction: Ask participants to form a circle facing each other. Tell them to put their right hand in the air and grab someone's hand from across the circle.</p> <p>Direction: Ask everyone to put out their left hand and grab someone's hand from the circle. The goal of this game to untangle themselves, in the shortest amount of time possible, without letting go of hands.</p> <p>Debrief and discussion: Possible processing questions (suggested, not necessary to get through all of them):</p> <ul style="list-style-type: none"> • <i>What did you find challenging about this initiative?</i>

	<ul style="list-style-type: none"> • <i>How well did you think the group worked together?</i> • <i>What could have been done differently?</i> • <i>Did anyone emerge as the “leader”? How did leadership roles shift as the activity progressed?</i> • <i>What skills did this activity develop? How might you transfer these skills to school and life outside this activity?</i>
Methodological advice	If after 10 minutes, a group is having difficulty, the trainer(s) may allow participants one unclasp and reclasp - they need to discuss and decide what unclasp-reclasp would be most useful.

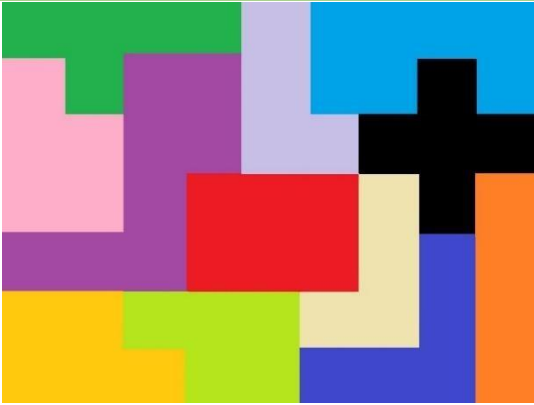
Nr:	10
Exercise Name	Introduction of the SymfoS Methodology
Specific objectives	Participants shall give a short overview about work with symbols
Duration	30 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor Material: <ul style="list-style-type: none"> • The Symbols • The Work Pad • 10. Action Plan - Worksheet (see Annexes)
Description	Introduction of the methodology, how it works and why we are working with this method in this project. Describe in details: <ul style="list-style-type: none"> • roles of participants and their tasks • how works the peer buddy support • rules for participants regarding respect and communication
Methodological advice	When used, the Peer Buddy System will empower participants as a group and implement a support within the group which should help to get everyone through the whole project. SymfoS methodology also helps a lot as it is a tool strengthening the self-responsibility, motivation and activation of the client.

Nr:	11
Exercise Name	Basic clearing (with Peer Buddies)
Specific objectives	Orientation intervention for 1 participant with peer support To find out his/her education/professional goal – do agreements for next steps to report effort to the counsellor or to fulfil with the counsellor in the individual sessions
Duration	45 minutes
Material/room	Setting: Comfortable room, no tables, pillows on the floor Material: <ul style="list-style-type: none"> • The Symbols

	<ul style="list-style-type: none"> • The Work Pad – for one person to work on it (2 Work Pads if you have parallel groups) • 10. Action Plan - Worksheet (see Annexes) • 11. SymfoS - Reminder for the 5 steps - for the participants acting as peer buddies (see Annexes)
Description	Refer to instructions given in 2.4.2 Education and Career Guidance of this Training Unit. The Trainer(s) will do the counselling with one person, while the others participate as peer buddies. Whilst the participant prepares his/her scenario, the trainer(s) will check with the other participants their tasks.
Methodological advice	<ul style="list-style-type: none"> ▪ Requires delivering of 10_Introduction of the SymfoS Methodology ▪ You can divide the group in two as they like and do similar sessions with each smaller group. Requires 2 trainers/counsellors. ▪ Encourage participants to take a picture of their completed Work Pad. Take a picture yourself and print it for them as a reminder. ▪ If you cannot record the session, ask someone to take notes about what will be said, this will be relevant for the production of the Action Plan.

Nr:	12
Exercise Name	This day in a nutshell
Specific objectives	Evaluation of the results of the day, reminder on the agreements in front of the group, reassure mutual support
Duration	15 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor
Description	Everybody is asked to give feedback on the day with 4 words and feedback to the support of the group in one sentence.
Methodological advice	The trainer(s) will also participate in the group's exchanges, just as any other group member does.

Nr:	13
Exercise Name	"Big Picture" Puzzle Challenge
Specific objectives	Understand the benefits of having a plan
Duration	25 minutes
Material/room	Setting: <ul style="list-style-type: none"> • Comfortable room, tables and chairs or pillows on the floor • Space for subgroups working Material: Puzzles with similar level of difficulty

	 <p>e.g.</p>
Description	<p>Introduction: Divide participants into subgroups. Give each team a puzzle. Don't give them the "Big Picture" of what it will look like when completed.</p> <p>Directions: Ask participants to complete the puzzle as quickly as possible. Interrupt the process after about 3 minutes and ask, "What's missing? What's making this difficult?" Likely they will identify the absence of the completed "Big Picture" to use as a guide. After you give them the picture, ask them to complete the puzzle. They will do this much faster.</p> <p>Debrief and discussion: Explain that having the perspective and clarity of the Big Picture helps one to plan weekly and day-to-day activities much more effectively. If NO Big Picture is available, then time is spent on urgencies, likes and what others want one to do.</p>

Nr:	14
Exercise Name	Action Plan
Specific objectives	To provide peer support to participants in following their Action Plan
Duration	90 minutes
Material/room	<p>Setting: Comfortable room, tables and chairs or pillows on the floor and provide one clipboard per participant</p> <p>Material:</p> <ul style="list-style-type: none"> • One clipboard per participant if working without tables • Action Plans participants have drafted during 11_Basic clearing • Picture of their Work Pad • 10. Action Plan - Worksheet (see Annexes) • Pens, pencils
Description	<p>Introduction: Ask participant to bring their Action Plan.</p> <p>Directions: Sequentially or by choice everyone talks about their progresses with the Action Plan. It is important to define for each participant next steps or to discuss how to overcome difficulties that hinder participants'</p>

	<p>progresses. Underline the learning raising even from failure and push for participants to support others in finding alternatives.</p> <p><u>Debrief and discussion:</u> Participants need to upload their Action Plan, marking what they have learnt from trying to achieve their smaller goals.</p>
Methodological advice	<p>It is important to remember what was shared during 11_Basic clearing. Use pictures of participants' Work Pads to stimulate memory of the Basic Clearing session and notes taken by the trainer(s) if necessary.</p>

Nr:	15
Exercise Name	Alligator Swamp
Specific objectives	Fostering group support; Improve team or group effectiveness
Duration	20 minutes
Material/room	<p>Setting:</p> <ul style="list-style-type: none"> Comfortable room, no tables, chairs in a circle or pillows on the floor for debriefing Establish a clearly marked start and finish line. <p>Material: Potato sacks, cardboard, carpet squares or anything that players can easily stand on and carry.</p>
Description	<p><u>Introduction:</u> Define the goal of the game: to get all participant from one side of the room to the other without touching the floor (lava). The group should come up with a strategy on how to get all of teammates across safely.</p> <p>Participants receives an equal number of potato sacks, one less than the number of people in the group.</p> <p><u>Directions:</u> Players can only be in the lava zone if they are standing on a potato sack. If players step off the potato sack and into the lava, they must return back to the other side of room. If a potato sack is placed into the lava without being constantly touched by a player, it is lost (trainer(s) remove it) and the whole team must return back to the other side of the room, being short of one sack. Participants get three trials.</p> <p><u>Debrief and discussion:</u> Possible processing questions (suggested, not necessary to get through all of them):</p> <ul style="list-style-type: none"> What did you find challenging about this initiative? How well did you think the group worked together? What could have been done differently? Did anyone emerge as the "leader"? How did leadership roles shift as the activity progressed? What skills did this activity develop? How might you transfer these skills to school and life outside this activity?

Methodological advice	<ul style="list-style-type: none"> Choose the amount of potato sacks based on the experience level of the group. Less potato sacks makes the game harder. If participants succeed in a short time, you can add complexity. Have players figure out their plan before they start and then remain silent during the game. Brainstorm strategies and give examples if needed. Randomly blindfold or silence a few members of the group.
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Nr:	16
Exercise Name	WORK4PSY Team Motto
Specific objectives	By creating a motto from the group, they have something to remember or what carries them during the project
Duration	35 minutes (Individual selection 10 minutes; Small groups, 15 minutes.; Final round, 15 minutes.; Recheck, 5 minutes)
Material/room	<p>Setting:</p> <ul style="list-style-type: none"> Comfortable room, no tables, chairs in a circle or pillows on the floor Space for subgroups working <p>Material:</p> <ul style="list-style-type: none"> White paper sheets Pens, pencils, markers
Description	<p><u>Introduction:</u> Divide participants into subgroups. Give each team white paper, pens, markers.</p> <p><u>Directions:</u> Ask participants to write a name, slogan, symbol, ... which they think suits best for the project and the group.</p> <p><u>Debrief and discussion:</u></p> <ol style="list-style-type: none"> Group of 2-3: Discuss and decide for one card. Every group nominates a speaker who represents them in the final round. Group decide for one motto for the whole group in the finalround.
Methodological advice	You can also let each participant chose a symbol which is suitable for the group and then let them negotiate which one suits for all.

Nr:	17
Exercise Name	My feelings
Specific objectives	To become more aware of our emotions and learn to describe them To encourage to think of ways to get to a target emotion, such as happiness
Duration	15 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor

Description	<p><u>Introduction:</u> Knowing how we feel is part of our self-awareness. The more we are aware of our feelings, the better we can control our behaviours and understand those of others.</p> <p><u>Directions:</u> When the participants come in, ask them <i>“How do you feel?”</i>. Invariably, most people would say they are fine. Once everyone is seated, explain that you just asked everyone if they were fine. Ask, <i>“Why do we almost always say we are fine, even though when we are not?”</i> Expand the conversation based on the responses you get. Use the following as example questions:</p> <ul style="list-style-type: none"> • <i>“Do you find it easy to talk about your feelings?”</i> • <i>“What makes it hard to talk about your feelings?”</i> • <i>“Can you consciously shift your feelings from one to another?”</i> <p><u>Debrief and discussion:</u> Explain that it is beneficial to know the range of feeling a person can experience so you are aware of how else you can feel and how others might be feeling at any given moment. You can then take steps to change the way you feel.</p> <p>Questions: <i>Do you think you came up with many emotions? Was it easy? Are you surprised there are so many emotions? Was it easy to switch from one emotion to another?</i></p>
Methodological advice	You can run this exercise at the beginning or after a break.

Nr:	18
Exercise Name	Express a feeling
Specific objectives	Expressing feelings through non-verbal communication
Duration	20 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor
Description	<p><u>Introduction:</u> Participants sit in a circle. One volunteers to express a feeling nonverbally to the one next to him/her, who passes it on to the next, and so on until it goes all around the circle</p> <p><u>Debrief and discussion:</u> Possible processing questions (suggested, not necessary to get through all of them):</p> <ul style="list-style-type: none"> • <i>“What was easy to communicate without words? Hard?”</i> • <i>“What part of your body did you use most?”</i> • <i>“Did you learn any ways to improve your nonverbal communications or to make your meaning clearer?”</i> • <i>“Did you find yourself exaggerating your usual expressions or adding new ones?”</i>
Methodological advice	Try several rounds and variations of the exercise.

Nr:	19
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Exercise Name	High and low Self-Confidence
Specific objectives	Understanding our own self-confidence
Duration	15 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor Material: 19. High and low Self-Confidence – Input sheet (see Annexes) – to be showed to participants
Description	<p><u>Introduction:</u> The level of self-confidence can be made visible in many ways: behaviour, body language, how people speak, what people say, and so on.</p> <p><u>Directions:</u> Show participants the comparisons of common confident behaviour with behaviour associated with low self-confidence. Ask participants which thoughts or actions they recognize in themselves and people around them.</p> <p><u>Discussion and debrief:</u> Low self-confidence can be self-destructive, and it often manifests itself as negativity. Confident people are generally more positive – they believe in themselves and their abilities, and they also believe in living life to the full.</p>
Methodological advice	

Nr:	20
Exercise Name	Self-confidence Collage
Specific objectives	To remind what a valuable individual we are Developing self-confidence
Duration	30 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor Material: <ul style="list-style-type: none"> • Set of images with different scenes, pieces from magazines and newspapers • Markers • Scissors • Glue • Pictures from magazines, photo
Description	<p><u>Introduction:</u> Many people lose their self-confidence when they forget about their hopes, aspirations, and abilities – or when they let others eclipse them with hurtful comments.</p> <p><u>Directions:</u> Ask participants to make a self-collage in a poster board with pictures that represent themselves, their talents, abilities, and aspirations. This will help them to remember who they are, and what they are capable of – not what others say they are capable of.</p>
Methodological advice	You can assign this activity as homework.

Nr:	21
Exercise Name	What Do You Believe about Yourself?
Specific objectives	Developing self-confidence
Duration	20 minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p> <ul style="list-style-type: none"> 21. How Baby Elephants Are Trained –Input sheet (see Annexes) 21. What I Believe –Worksheet (see Annexes) (1 per participant) Pens, pencils
Description	<p><u>Introduction:</u> Read “How Baby Elephants Are Trained – Input sheet to participants. Humans operate in a similar way. We learned something about ourselves at an early age and still believe it as an adult. Even though it may not be true, we operate as if it is. Fortunately, humans are born with the ability to make conscious choices - an important step in changing how you perceive yourself.</p> <p><u>Directions:</u> Ask participants to complete 21. What I Believe –Worksheet to uncover the beliefs they learned when they were young that continue to influence their self-esteem.</p> <p><u>Discussion and debrief:</u> Ask participants if these beliefs support or hinder them in increasing their self-esteem.</p>

Nr:	22
Exercise Name	To feel powerful and confident
Specific objectives	<p>To transform participants' attitude, feelings and actions when they are experiencing low self-esteem</p> <p>To transform uncomfortable and painful situations allowing participants to feel powerful and confident</p>
Duration	20 minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p> <ul style="list-style-type: none"> 22. Self-Confidence –Worksheet (see Annexes) 1 per participant) Pens, pencils
Description	<p><u>Instructions:</u> Use Worksheet to explore and identify what makes participants feel good and bad.</p> <p><u>Discussion and debrief:</u> Ask participants to answer these questions using the information they provided in the worksheet:</p> <ul style="list-style-type: none"> <i>When I am in this situation:</i>

	<ul style="list-style-type: none"> ○ <i>What positive statement could I say to myself to be reminded of my power?</i> ○ <i>What could I do that would help me feel differently? (For example, create a visualization in which I remember how I felt)</i> ○ <i>What could I do differently, next time I am in this situation?</i> ○ <i>What actions would empower me?</i>
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Nr:	23
Exercise Name	Multiple Intelligence Test
Specific objectives	Addressing individual differences
Duration	15 minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p> <ul style="list-style-type: none"> • 23. Multiple Intelligence Test – Worksheet (see Annexes) (1 per participant) • 23. Multiple Intelligence Test – Restitution (see Annexes) • Information about the Intelligence types for debriefing • Pens, pencils
Description	<p><u>Introduction:</u> Gardner's (1983) theory conceptualized intelligence as consisting of several distinct intelligences rather than a singular cognitive capacity. These intelligences appear in different skills and abilities. All human beings apply these intelligences to solve problems. His concept that celebrates individual differences is the theory of Multiple Intelligences.</p> <p><u>Directions:</u> Ask participants to take the test.</p> <p><u>Discussion and debrief:</u> Compare results among participants, verify their reaction to the results, provide information regarding the learning styles that are more suitable for their intelligence type.</p>

Nr:	24
Exercise Name	I See You. Everyone Matters.
Specific objectives	<p>Strengthen social awareness by recognizing and mentally acknowledging peers and the value of each person</p> <p>Foster self-awareness by recognizing their role within a larger group</p>
Duration	5 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor
Description	<p><u>Instructions:</u> Invite everyone to stand and take a moment to respectfully honour one another's presence by looking into the faces, and when possible, the eyes of everyone in the room, around the circle. If participants are willing, they can offer one another a smile. It is important they offer a gentle attending gaze to everyone in the room. Explain that In this way the</p>

	<p>group brings to life the intention of being with others respectfully, of giving everyone attention as they embark on a learning journey together.</p> <p><u>Directions:</u> Take one minute in silent awareness of each other. Repeat this phrase together “<i>I see you. Everyone matters,</i>” or “<i>We see you. Everyone matters.</i>”</p>
Methodological advice	

Nr:	25
Exercise Name	Character Building
Specific objectives	To understand how different things make us feel physically and mentally and how might this affect the way that we hold our body and walk.
Duration	25 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor for debriefing
Description	<p><u>Instructions:</u> Ask participants to walk around the room. They need to fill the space. They shouldn't interact with other participants.</p> <p><u>Directions:</u> As they are walking around the room, give them the instructions, and they should do this until the next instruction is given to them. After each instruction, allow participants to time to take it on board.</p> <ul style="list-style-type: none"> • <i>Walk faster.</i> • <i>Walk slower</i> • <i>It's your birthday</i> • <i>You're happy</i> • <i>You're sad</i> • <i>You're angry</i> • <i>You're scared</i> • <i>You're confident</i> • <i>You're in a hurry</i> • <i>You're tired</i> • <i>You are a ballet dancer</i> • <i>You are a clown</i> • <i>You are a builder</i> • <i>You are a superstar</i> <p><u>Debrief and discussion:</u> Different emotions and even what we do for a living might have an effect the way that we walk. Possible processing questions (suggested, not necessary to get through all of them):</p> <ul style="list-style-type: none"> • <i>How do we hold our body if we are feeling sad, is this different if we are feeling happy and why?</i> • <i>Does someone who is confident walk differently to someone who is scared?</i> • <i>Why?</i>

	<ul style="list-style-type: none"> Does what someone does for a living effect their body and how they might walk?
Methodological advice	If the participants are not giving all their energy, instead of 'Walk happy.' you can say 'As if it is the most beautiful day, everyone is being really nice to you today, everyone wants to be your friend, and everything is wonderful'.

Nr:	26
Exercise Name	Emotional Hijack
Specific objectives	Keeping harmful or disruptive emotions in check and thinking before acting
Duration	40 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor Material: <ul style="list-style-type: none"> 26. Emotional Hijack – Worksheet (see Annexes) (1 per participant) Pens, pencils
Description	<p><u>Introduction:</u> Theoretical introduction. Remember the components of the emotional hijack. Refer to 2.3.2 Empowerment - Emotional Intelligence.</p> <p><u>Directions:</u> Ask participants to complete the worksheet.</p> <p><u>Debrief and discussion:</u> Discuss the described situations. Processing questions:</p> <ul style="list-style-type: none"> What is common in the situations? What is the resemblance between the triggers (causes for them)? What can you conclude from that? What can be done in a different way in order to manage the situation better? <p>Emphasize the importance of identifying the specific emotions they/others feel and practice strategies for self-regulation.</p>

Nr:	27
Exercise Name	Wellness Plan
Specific objectives	To identify the routines that help people keep well and routines that that can have a negative effect on mental health and wellbeing
Duration	40 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor Material: <ul style="list-style-type: none"> 27. Wellness Plan – Input Sheet (see Annexes) 27. Wellness Plan- Worksheet /1 (see Annexes) (1 per participant) 27. Wellness Plan- Worksheet /2 (see Annexes) (1 per participant)

	<ul style="list-style-type: none"> 27. My Weekly Schedule for Keeping Well - Worksheet (see Annexes) (1 per participant) Pens, pencils
Description	<p><u>Introduction:</u> Theoretical introduction: introduce the topic of wellness plan and routines referring to information contained in 27. Wellness Plan – Input Sheet.</p> <p><u>Directions:</u> Ask the group to complete their 27. Wellness Plan- Worksheet /1 and /2. Refer to 27. Wellness Plan – Input Sheet to guide the conversation.</p> <p><u>Debrief:</u> Asks the group to complete 27. My Weekly Schedule for Keeping Well – Worksheet.</p>
Methodological advice	You can assign 27. My Weekly Schedule for Keeping Well – Worksheet as homework.

Nr:	28
Exercise Name	Card game
Specific objectives	Understand the nonverbal expression of feelings
Duration	50 minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p> <ul style="list-style-type: none"> 28. Feelings Cards (see Annexes)
Description	<p><u>Introduction:</u> Participants seated in a circle. Distribute cards so that each participant receives two or three cards. Participants examine their cards, but so that others cannot see what is written on them.</p> <p><u>Directions:</u> Each participant must enact one of the feelings written on the cards, without speaking. Others observe the performance and try to recognize the feeling. This continues until everyone has enacted one feeling. Nonverbal presentation ends when each participant performs all the feelings of their cards and others have tried to identify them.</p> <p><u>Discussion and debrief:</u> Draw the attention to non-verbal ways of expressing feelings. Encourage the sharing of observations and opinions of the participants. Focuses on:</p> <ul style="list-style-type: none"> <i>the methods of identification</i> <i>the accompanying difficulties and skills to uncover the depth of feelings</i>
Methodological advice	<ul style="list-style-type: none"> The trainer(s) will also take 3 cards and participate in the group's exchanges, just as any other group member does. The discussion is aimed at discussing the ways of expression of feelings and ways of recognizing them. Focus on body language, posture, facial expression, gesture, gaze and expression on the face.

Nr:	29
Exercise Name	To understand the other
Specific objectives	Understanding empathy and how it can manifest itself in different situations Understanding of the other and a manifestation of solidarity in different situations
Duration	20 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor
Description	<p><u>Introduction:</u> Explain what empathy is and why to be empathetic improves communication and relationships with others. Refer to 2.3.2 Empowerment - Emotional Intelligence.</p> <p><u>Directions:</u> Reads these stories and makes the participants to consider:</p> <ul style="list-style-type: none"> <i>You are at the checkout at the grocery store. The sales person does very slow account of the purchased products because he/she is new to their work. Even though you may be disappointed, you can understand that when someone learns something, he's not doing so quickly. You can imagine that you are a cashier, who probably is very depressed that people are eager to work and grumble. If you are involved, you can decide to be patient and understanding.</i> <i>Imagine that your friend just realizes that her parents are getting divorced. Maybe your parents are still married and you have no experience with this. But you might want to consider how you will feel to hear this news and respond in a way that you want someone to respond, if you were in the shoes of your friend. You might say: "I'm sorry to hear that. What are you going to do?"</i> <p><u>Discussion and debrief:</u> Discuss about what empathy is and how it can manifest itself in different situations. Encourage sharing from each participant.</p>

Nr:	30
Exercise Name	Network of support
Specific objectives	Rationalization of the supporting network Understanding how to navigate to others for help
Duration	30 minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p> <ul style="list-style-type: none"> 30. Getting help to reach our goals –Input sheet (see Annexes) 30. My supporters - Worksheet (see Annexes) (1 per participant) Board Pens, pencils

Description	<p><u>Introduction:</u> Remind that the person communicates with others and gets support from them (understanding, sympathy, advice, knowledge, information, care, service, joyous experiences, etc.). Refer to 30. Getting help to reach our goals – Input sheet.</p> <p><u>Directions:</u> Ask participant to draw a list of support persons with contacts by completing 30. My supporters – Worksheet. Sequentially or by choice participant talk about one person and why they chose him/her.</p> <p><u>Debrief and discussion:</u> Introduce the topic of support people (part 2 of Input Sheet). Sequentially or by choice participants answer to this question: <i>What would you like to do or discuss with a support person?</i> Collect answers on a board.</p>
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Nr:	31
Exercise Name	Origami
Specific objectives	Understand ways of communication
Duration	10 minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p> <ul style="list-style-type: none"> • Instructions on how to fold paper to create origami shape (https://en.origami-club.com/ - For each shape, check diagrams for written instructions) • Paper sheets (for participants)
Description	<p><u>Introduction:</u> Give everyone a piece of paper the size of a sheet of A4. Tell the group that you will begin to give them instructions on how to fold the paper to create origami shape. Emphasize that while giving them instructions, they must keep their eyes closed and may not be able to ask any questions.</p> <p><u>Directions:</u> Start with sequential instructions that alternate folding sheets and detachment of the piece (for example, the upper right corner), and then ask them to expand the paper and put it in front of themselves.</p> <p><u>Discussion and debrief:</u> Compare the papers of each and the shapes to which they have arrived. Specify that each sheet looks different, although you have given the same instructions to all. Processing questions:</p> <ul style="list-style-type: none"> • <i>What does this mean?</i> • <i>Do you think the results would have been better if you had kept your eyes open or were allowed to ask questions?</i> <p>Usually communication is not easy, all information we receive we interpret differently, which is why it is very important to know, how ask questions and confirmation of understanding ensures that we are understood and we understand correctly what was said by the other.</p>

Methodological advice	You can divide participants in pairs and give them instructions.
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Nr:	32
Exercise Name	Do positive requests
Specific objectives	Be comfortable in asking help To practise non-verbal communication skills.
Duration	40 minutes
Material/room	Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor
Description	<p><u>Introduction:</u> Sometimes it can be embarrassing to ask others to do something for us. Underline that everyone needs help and that if we learn to make positive requests well, we are more likely to get others to help us. The key to the skill is to say how the things people do for us make us feel. To express pleasant feelings, it is important 1- to keep eye contact, 2- to say exactly what you would like the person to do, 3- to say how this would make you feel. We can use the formula "when you do _____, I feel _____."</p> <p><u>Directions:</u> Divide participants in pairs. Describe a situation in your life in which you would like to make a positive request: practice making a positive request and non-verbal communication skills in a role-play of this situation, while the other person practices active listening skills. When making a request, participants should use phrases such as:</p> <ul style="list-style-type: none"> • "I would like you _____." • "Would you mind _____?" • "I would really appreciate it if you could _ _____." <p>"It is really important to me that you help me _____."</p> <p><u>Discussion and debrief:</u> Explain participants that people may not do what you ask of them, but by using the skill of making a positive request, participants are more likely to get people to do things to help them to achieve their goals.</p>

Nr:	33
Exercise Name	Chairs
Specific objectives	Understand ways of communication
Duration	15 minutes
Material/room	Setting: Comfortable room, no tables, chairs or pillows on the floor Material: <ul style="list-style-type: none"> • Instructions for each participant
Description	<u>Introduction:</u> Prepare three types of instructions written on small sheets of paper. Gives to each participant an instruction (a, b or c):

	<p>A. <i>instruction: arrange all chairs/pillow in the room in a circle. (10 minutes)</i></p> <p>B. <i>instruction: arrange all the chairs/pillow near the door. (10 minutes)</i></p> <p>C. <i>Instruction: arrange all the chairs/pillow near the window. (10 minutes)</i></p> <p>Distribute the variations among the participants evenly. Participants examine their cards, but so that others cannot see what is written on them.</p> <p><u>Directions:</u> Ask everyone to follow the instructions they have received. Participants work on their task 10 min.</p> <p><u>Discussion and debrief:</u> Ask participants to answer these questions:</p> <ul style="list-style-type: none"> • <i>Did you follow the instructions?</i> • <i>How did you socialize with people who wanted to do the task in a different way?</i> • <i>Did you argue, did you cooperate?</i> • <i>If you were confronted, what did you do?</i> <p>Summarize the results and makes connection with the essence of the conflict, as well as the reasons which provoke the conflict.</p>
Methodological advice	Intervene only when the task is at risk of being terminated earlier.

Nr:	34
Exercise Name	Step by Step
Specific objectives	<p>To discover the steps to effective conflict resolution</p> <p>To create a conflict-resolution process that can be used in any conflict</p> <p>To create buy-in to the conflict-resolution process</p>
Duration	20 minutes
Material/room	<p>Setting:</p> <ul style="list-style-type: none"> • Comfortable room, no tables, chairs in a circle or pillows on the floor • Space for subgroups working • An empty wall to stick paper sheets <p>Material:</p> <ul style="list-style-type: none"> • White paper sheets • Pen, pencils, markers • Adhesive tape or Patafix (removable and reusable glue pads)
Description	<p><u>Introduction:</u> Write the word <i>Conflict</i> on one sheet of paper and the word <i>Resolution</i> on another, stick them on two opposite sides of the wall. Split participants into subgroups.</p> <p><u>Directions:</u> Invite the teams to brainstorm the specific steps necessary to get from <i>Conflict</i> to <i>Resolution</i>. As the steps are agreed upon, have team members write them on sheets of paper and place them on the wall/on the table between the <i>Conflict</i> and <i>Resolution</i> sheets.</p>

	<p><i>Steps to Conflict Resolution: 1. Acknowledge the conflict. 2. Identify the real conflict. 3. Listen to all points of view. 4. Together, look for ways to resolve the conflict. 5. Get agreement on a resolution. 6. Follow up to review the resolution.</i></p> <p><u>Discussion and debrief:</u> Ask participants to answer these questions:</p> <ul style="list-style-type: none"> • <i>What has to happen right before "Resolution"?</i> • <i>Is there an additional step after "Resolution"? What could be added?</i> • <i>How does it benefit us to have a step-by-step approach to conflict?</i> • <i>How can we remember these steps in conflict situations?</i>
Methodological advice	If participants are having trouble, you may suggest that they reverse-engineer the steps.

Nr:	35
Exercise Name	My needs in conflict situation
Specific objectives	Understand conflict situations
Duration	35 minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p> <ul style="list-style-type: none"> • Board • Markers
Description	<p><u>Introduction:</u> Ask participants to list feelings they had when facing to conflict situations, then list them of a board.</p> <p><u>Directions:</u> Ask participants to share a personal experience of conflict situations (ensure the person speaking describes parties involved, occasion, the characteristics of the dispute, any inequality in the situation (for example, someone being physically hurt or offended, etc.). Give other participants the opportunity to ask questions about the case clarified. Give a few minutes for reflection and everyone shares what they think about the conflict. Write on the board other feelings expressed. Ask participants to put themselves in the shoes of the other party involved and think about how they felt.</p> <p><u>Discussion and debrief:</u> Sequentially or by choice each participant must complete this sentence using three of feelings from the board: "When I am..., I need...".</p> <p>Ask participants to come up with general rules in solving a conflict situation.</p>
Methodological advice	It is important to note that the sharing can include no names, only if the participant so desires. If it concerns another participant in the group, this must be by mutual agreement.

Nr:	36
Exercise Name	Beach Ball Pass
Specific objectives	To positively take control and devise a plan rather than engage in negative communication and conflict
Duration	30 minutes
Material/room	<p>Setting:</p> <ul style="list-style-type: none"> Comfortable room, no tables, chairs in a circle or pillows on the floor for debriefing Space for group playing <p>Material: Inflatable beach ball for each team</p>
Description	<p><u>Introduction:</u> Put participants in a circle. The goal of this activity is to hit the ball twice as many times as there are team members (8 members need 16 hits). Rules: no team member can hit the ball twice in a row, or volley the ball back and forth over and over with another member.</p> <p><u>Directions:</u> Ask the group too pass the ball among them. Once the team achieves their goal number of hits, give them a new challenge, which is to hit the ball an equal number of times as there are team members (8 members need 8 hits). This time there is a new rule: each team member can hit the ball only one time.</p> <p><u>Discussion and debrief:</u> Ask participants to answer these questions:</p> <ul style="list-style-type: none"> Was this activity more difficult than you originally thought it would be? If so, did your assumptions lead to any communication challenges or conflict? How did you and your team deal with the conflict? In the second round, the goal was even more difficult. Did you experience the same communication or conflict challenges as the first round? Why or why not?
Methodological advice	This activity requires some space and is best played outdoors (which can make it even more difficult due to weather conditions such as wind).

Nr:	37
Exercise Name	Problem-solving steps
Specific objectives	<p>Specify problems</p> <p>Consider all possible solutions</p> <p>Evaluate the best solution</p> <p>Devise a plan</p> <p>Execute and evaluate the result</p>
Duration	40 minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p>

	<ul style="list-style-type: none"> 37. Problem-solving steps – Input sheet (see Annexes) 37. Problem-solving steps – Worksheet (see Annexes) (1 per participant) Pens, pencils
Description	<p><u>Introduction:</u> Introduce the topic of Problem-solving steps and the 5-step strategy. Refer to: 37. Problem-solving steps – Input sheet</p> <p><u>Directions:</u> Ask participant fill 37. Problem-solving steps – Worksheet.</p> <p><u>Discussion and debrief:</u> Sequentially or by choice, participants talk about their problem and the plan they created.</p>
Methodological advice	Last section of 37. Problem-solving steps – Worksheet is about executing and evaluation a plan; you can assign it as homework.

Nr:	38
Exercise Name	Counterproductive Thinking
Specific objectives	Learn how to change inaccurate and counterproductive thoughts
Duration	minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p> <ul style="list-style-type: none"> 38. Counterproductive Thinking – Input sheet (see Annexes) 38. Identifying Thoughts - Worksheet (see Annexes) (1 per participant) Pens, pencils
Description	<p><u>Introduction:</u> Describe participants this scenario: “Someone bumps into you in the street and you immediately think that they did it on purpose to hurt you.” Ask the group the following questions:</p> <ol style="list-style-type: none"> 1. How would you feel in this situation? 2. Would you yell at the person or push him/her? 3. Would this make you want to be more or less in among people? <p>Finally, ask participants: 4. Can you see how the thought influenced your emotions and actions?</p> <p><u>Directions:</u> Talks about counterproductive thinking and connection among Thoughts, Emotions and Behaviour. Refer to 38. Counterproductive Thinking – Input sheet</p> <p><u>Discussion:</u> Ask the group the following questions:</p> <ol style="list-style-type: none"> 1. What positive emotions have you had in the last week? Where were you? Do you remember what you were doing? What were you thinking about? 2. What unpleasant feelings did you have in the last week? Where were you? Do you remember what you were doing? What were you thinking?

	<u>Directions:</u> Participants are asked to fill 38. Identifying Thoughts - Worksheet
Methodological advice	You can assign the Worksheet as homework.

Nr:	39
Exercise Name	Catch it
Specific objectives	Learn how to change inaccurate and counterproductive thoughts
Duration	minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p> <ul style="list-style-type: none"> • 39. Catch it – Input sheet (see Annexes) • 39. Catch Thoughts - Worksheet (see Annexes) (1 per participant) • Pens, pencils
Description	<p><u>Introduction:</u> Introduce the 3C. Refer to 39. Catch it – Input sheet.</p> <p>Display examples of unclear thoughts on a board:</p> <ul style="list-style-type: none"> ▪ <i>It is useless to try. Things will never get better.</i> ▪ <i>I can't trust anyone.</i> ▪ <i>People won't like me because I have a mental illness.</i> ▪ <i>I can't change the way I am. I was born like this.</i> ▪ <i>I'm too sick to do what I have to do or to enjoy myself.</i> <p><u>Discussion and debrief:</u> Asks the group the following questions:</p> <ol style="list-style-type: none"> 1. <i>What do you notice about these thoughts?</i> 2. <i>Would these thoughts help you to achieve your goals?</i> <p>Emotions are important signals that let us know when to catch our thoughts. We should look for our thoughts when we have an unpleasant feeling, such as fear, anger or sadness, because a thought is linked to an emotion. The unpleasant emotion is a 'red flag' for detecting thoughts.</p> <p><u>Direction:</u> Ask participants to fill 39. Catch Thoughts – Worksheet.</p>
Methodological advice	Connect this activity with activities 40_Check it and 41_Change it. You can assign the Worksheet as homework.

Nr:	40
Exercise Name	Check it
Specific objectives	Learn how to change inaccurate and counterproductive thoughts
Duration	minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p> <ul style="list-style-type: none"> • 40. Check it – Input sheet (see Annexes)

	<ul style="list-style-type: none"> • 40. Check Thoughts – Worksheet (see Annexes) (1 per participant) • 40. Thinking Errors – Input Sheet (see Annexes) • 40. Catch and Check Thoughts – Worksheet (see Annexes) (1 per participant) • Pens, pencils
Description	<p>Introduction: Recap from previous activity. Introduce the topic of Checking thoughts. Refer to 40. Check it – Input sheet.</p> <p>Directions: Ask participants to randomly find evidence in favour and evidence against the thoughts they had caught. Explain the 6 Thinking Errors. Refer to 40. Thinking Errors – Input Sheet. Display examples of thoughts on a board and ask the group to identify the thinking error:</p> <ul style="list-style-type: none"> ▪ <i>I will never make friends.</i> ▪ <i>My voices will make me do something bad.</i> ▪ <i>I am afraid, so something bad will happen to me.</i> ▪ <i>No one likes me.</i> ▪ <i>My doctor doesn't like me.</i> ▪ <i>Nobody was listening to me - my ideas are stupid!</i> ▪ <i>I will never be able to find a job.</i> ▪ <i>I know he was talking about me, because he stopped talking when I came in.</i> <p>Discussion in group: Ask the group the following questions:</p> <ul style="list-style-type: none"> • <i>Has there been a time during this week when you have been sick?</i> • <i>Can you remember what you were thinking about?</i> • <i>Was it an error in thinking?</i> <p>Debrief: tell participants that each of us has thinking errors that have become habits. Ask participants to identify the mistake they make most often.</p> <p>Directions: Ask participants to fill 40. Catch and Check Thoughts – Worksheet</p>
Methodological advice	<p>Connect this activity with activities 39_Catch it and 41_Change it. You can assign the Worksheet as homework.</p>

Nr:	41
Exercise Name	Change it
Specific objectives	Learn how to change inaccurate and counterproductive thoughts
Duration	minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p> <ul style="list-style-type: none"> • 41. Change it – Input sheet (see Annexes)

	<ul style="list-style-type: none"> 41. Generating alternative thoughts – Worksheet (see Annexes) (1 per participant) 41. 3C – Worksheet Example (see Annexes) (1 per participant) 41. 3C – Worksheet (see Annexes) (1 per participant) Pens, pencils
Description	<p><u>Introduction:</u> Recap from previous activity. Introduce the topic of changing counterproductive thoughts. Refer to 41. Change it – Input sheet</p> <p><u>Direction:</u> Divide participants in pairs or subgroups and ask them fill 41. Generating alternative thoughts – Worksheet</p> <p><u>Discussion and debrief:</u> Ask participants to share their answers. Show the filled example 41. 3C – Worksheet Example</p> <p><u>Directions:</u> Ask participants to fill 41. 3C – Worksheet</p>
Methodological advice	Connect this activity with activities 39_Catch it and 40_Check it. You can assign the Worksheet as homework.

Nr:	42
Exercise Name	Pins and Needles
Specific objectives	To acknowledge the challenges of incorporating new skills into our everyday lives
Duration	30 minutes
Material/room	<p>Setting: Comfortable room, no tables, chairs in a circle or pillows on the floor</p> <p>Material:</p> <ul style="list-style-type: none"> White paper sheets Paper, pens
Description	<p><u>Introduction:</u> Acknowledge that making some of the changes required to become more effective may have participants on pins and needles.</p> <p><u>Directions:</u> Create teams (at least 3). Give each person a sheet of paper and have participants write down one thing that is making them nervous or concerned about applying their newfound skills in their everyday lives. Collect the sheets of paper, then shuffle them and pass them out again. Have each small team brainstorm ways to overcome the challenges identified (make sure they write down their ideas on the original paper). After five minutes, have the teams pass their sheets of paper to another team to brainstorm.</p> <p><u>Discussion and debrief</u> have the teams present their concerns and solutions to the large group. There may be some duplicate concerns, which just proves that we are more alike than we think!</p>

ANNEXES



CESIE / 15 December 2021 / Italy

Partner Organizations



1. Group rules

- 1) PLEASE ARRIVE ON TIME SO WE CAN ALL START TOGETHER.
- 2) PARTICIPANTS AND TRAINER(S) S ARE COMMITTED TO MAINTAINING THE CONFIDENTIALITY OF PERSONAL INFORMATION DISCUSSED IN THE GROUP: EVERYTHING THAT IS DISCUSSED IN THE GROUP, STAYS IN THE GROUP!
- 3) EVERYONE HAS THE RIGHT TO SPEAK OR REMAIN SILENT. EVERYONE CAN DECIDE FOR HIMSELF/HERSELF IF AND WHEN HE/SHE WANTS TO SAY SOMETHING OR REMAIN SILENT AND HOW MUCH HE/SHE WOULD LIKE TO SHARE.
- 4) PLEASE TREAT OTHERS WITH RESPECT AND RESPECT THE OPINIONS OF OTHERS! IF YOU WANT TO CRITICISE, FOCUS ON THE SPECIFIC BEHAVIOUR OR POINT OF THE DISCUSSION, NOT ON THE PERSON (E.G. THIS IS WRONG BEHAVIOUR NOT YOU ARE A WRONG PERSON!).
- 5) PLEASE LISTEN AND LET OTHERS FINISH TALKING!
- 6) PLEASE SPEAK IN THE FIRST PERSON! ("I" INSTEAD OF "ONE")
- 7) DON'T BE AFRAID TO MAKE MISTAKES. MISTAKES ARE WELCOME IN THE GROUP BECAUSE BY MAKING MISTAKES YOU LEARN!
- 8) IF SOMEONE CANNOT ATTEND A MEETING DUE TO OTHER COMMITMENTS OR HAS TO LEAVE THE SESSION BEFORE THE MEETING CLOSES, INFORM THE TRAINER(S) BEFORE THE MEETING STARTS!
- 9) IN CASE OF A CRISIS OR OPEN QUESTIONS, PLEASE TALK TO THE THERAPIST AT THE END OF THE SESSION (OR EARLIER, IF NECESSARY)!

2. Flip Thinking - List of competences

1. ATTENTION TO DETAIL	21. DIDACTIC SKILLS	41. INNOVATIVENESS	61. ENVIRONMENTAL AWARENESS	81. MULTITASKING
2. ADAPTABILITY	22. DISCIPLINE	42. INTEGRITY	62. INDEPENDENCE	82. SOCIABILITY
3. BEING ACCURATE	23. DISCUSS	43. CUSTOMIZABLE	63. NEGOTIATE	83. HANDLING STRESS
4. ADVISE	24. HANDLE DIVERSITY	44. ACTING COST-CONSCIOUS	64. ENTERPRISING	84. TACT
5. KEEP ONE'S DISTANCE	25. SET GOALS	45. CRITICAL THINKING	65. MAKING JUDGEMENTS	85. TEAMBUILDING
6. AMBITIOUS	26. ASKING FURTHER QUESTIONS	46. QUALITY FOCUS	66. SOLUTION-ORIENTED	86. TIME MANAGEMENT
7. ANALYSE	27. PERSEVERANCE	47. LEARNING ABILITY	67. ORGANISATIONAL SENSITIVITY	87. RESPONSIBLE
8. ANTICIPATE	28. CREATE/FIND SUPPORT	48. TO LEAD	68. ORGANISATIONAL TALENT	88. TO MEET
9. ARGUE	29. DARE	49. LOYAL TO ORGANIZATION	69. CONVINCE	89. SELL
10. ASSERTIVENESS	30. EMPATHY	50. ACTIVE LISTENING	70. PREPONDERANCE	90. INNOVATION-ORIENTED
11. AUTHENTICITY	31. ENERGETIC	51. DEVELOPING EMPLOYEES	71. PRESENT	91. VISION DEVELOPMENT
12. INFLUENCE	32. GIVING FEEDBACK	52. KNOWLEDGE OF HUMAN NATURE	72. MOTIVATION TO ACHIEVE	92. MONITOR PROGRESS
13. DECISIVE	33. RECEIVING FEEDBACK	53. ORAL COMMUNICATION	73. SET PRIORITIES	93. TO CHAIR AN EVENT
14. INVOLVEMENT	34. FLEXIBLE	54. MOTIVATE	74. PROBLEM SOLVING ABILITY	94. ASKING QUESTIONS
15. COACHING	35. FOCUSING	55. NETWORKING	75. REFLECT	95. WORKING IN A TEAM
16. TEAM SPIRIT	36. INTERVIEW SKILLS	56. TAKING NOTES	76. RESULTS-ORIENTED	96. SELF-CONTROL
17. COMMERCIAL INSIGHT	37. GET AN OVERVIEW	57. OBSERVING	77. COLLABORATE	97. SELF-KNOWLEDGE
18. HANDLE CONFLICT	38. MANAGING INFORMATION	58. TO DEAL WITH AGGRESSION	78. IMPROVE COLLABORATION	98. SELF-REFLECTION
19. CREATIVITY	39. INITIATIVE	59. DEALING WITH RESISTANCE	79. WRITTEN COMMUNICATION	99. INDEPENDENCE
20. DELEGATE	40. EMPATHY / SENSITIVITY	60. DEALING WITH PRESSURE	80. SENSITIVITY / EMPATHY	100. SELF-CONFIDENCE

10. Action Plan - Worksheet

MY NAME:

MY GOAL:

AREAS	STRENGTH/BARRIER
EDUCATION & TRAINING	
HOBBIES, VOLUNTEER OR WORK EXPERIENCE	
LIVING	
HEALTH	
SUPPORT	
WHAT ELSE?	

ACTION POINTS		
	DESCRIPTION	WHEN WILL IT BE COMPLETED?
ACTION 1		
ACTION 2		
ACTION 3		

11. SymfoS – Reminders for the 5 steps

Preliminary Steps: One person will be working alone on the Work Pad for 10-15 minutes. The others cannot comment on his/her work.

1. Presentation

The chosen person presents the work that they have produced on the Work Pad. During the presentation, do not interrupt the person. You must listen carefully to what is being said. While the person is speaking, observe their gestures, mimicry, posture, breathing, pitch/tone of voice. For example, Does he/she show emotions? Does he/she touch a symbol? And if so, which one?

2. Factual questions

Everyone can ask factual questions referring to the symbols, to “what is visible”.

You can get clarification concerning the composition on the Work Pad that has then been presented or ask to repeat information that has already been given (usually beginning with “*Can you repeat...*”) These questions should not contain any interpretation at all: no “why”- or “how come”-questions should be asked.

3. Perception

Perception is related to what was seen and heard during MH NEET’s presentation of their composition on the Work Pad. At this stage, you can address the person directly describing everything you have perceived and observed during the presentation. The focus is now on describing only gestures, mimicry, pitch/tone of voice. If emotions are detected, explain how you perceived them. Here are some suggestions to express perceptions: “*I noticed that your voice trembled and you talked faster when talking about school.*”; “*You touched all the symbols, except the spoon*”; “*You used the word “weight / burden” four times during your presentation*”.

Do not give interpretations. For example, “*You were happy when you talked about your family*” should be replaced by “*You smiled when you talked about your family.*”

4. Interpretation/Suggestions

In this phase you can comment, raise hypotheses, and interpret what has been said and how it has been said. You must talk with others as though the chosen person was not there. **He/She must listen but not respond to what is said.**

This is a strong opportunity to introduce new perspectives. You can chat about your interpretation of the presentation, about the answers to factual questions and the person’s attitude until that point. Try answering questions like “*What is the problem?*”, “*What should be different?*”, “*What*

would they want to solve/understand/do?”, “Where could be difficulties? Where not? “, “Which resources do they have at their disposal?”, “I noticed...”.

5. Agreement on actions

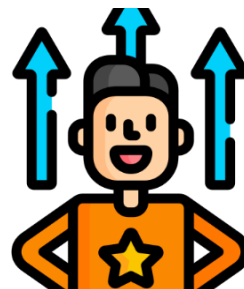
When everyone has finished "thinking aloud", the person can provide feedback and express their thoughts regarding the considerations of the group.

After giving feedback, the person will decide if their goal will change or remain the same and then they will identify their starting point and the stages to reach their goal. With the support of the group, the person start writing their Action Plan.

19. High and low Self-Confidence – Input sheet

CONFIDENT BEHAVIOR

- Doing what you believe to be right, even if others mock or criticize you for it.
- Being willing to take risks and go the extra mile to achieve better things.
- Admitting your mistakes, and learning from them.
- Waiting for others to congratulate you on your accomplishments.
- Accepting compliments graciously. *“Thanks, I really worked hard on that. I’m pleased you recognize my efforts.”*



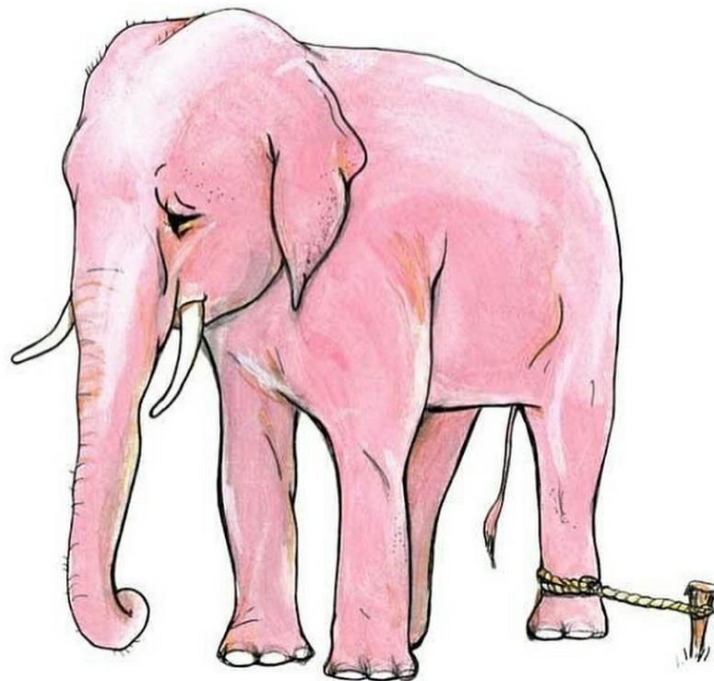
BEHAVIOR ASSOCIATED WITH LOW SELF-CONFIDENCE

- Governing your behavior based on what other people think.
- Staying in your comfort zone, fearing failure, and so avoiding taking risks.
- Working hard to cover up mistakes and hoping that you can fix the problem before anyone notices.
- Extolling your own virtues as often as possible to as many people as possible.
- Dismissing compliments offhandedly. *“Oh that was nothing really, anyone could have done it.”*



21. How Baby Elephants Are Trained – Input sheet

Elephants in captivity are trained, at an early age, not to roam. One leg of a baby elephant is tied with a rope to a wooden post planted in the ground. The rope confines the baby elephant to an area determined by the length of the rope. Initially the baby elephant tries to break free from the rope, but the rope is too strong. The baby elephant "learns" that it can't break the rope. When the elephant grows up and is strong, it could easily break the same rope. But because it "learned" that it couldn't break the rope when it was young, the adult elephant believes that it still can't break the rope, so it doesn't even try!



21. What I Believe - Worksheet

Complete the What I Believe Worksheet to identify your beliefs.

Keep your completed What I Believe Worksheet handy. The next time you are feeling low self-esteem, unhappy or are judging yourself harshly read your Worksheet and identify the beliefs that detract from positive self-esteem and then create a new belief to boost self-confidence. Then notice your attitude change.

1. WHEN YOU WERE A CHILD OR TEENAGER, WHAT DID THESE PEOPLE SAY ABOUT YOU?

Mother	
Father	
Brothers or Sisters	
Friends	
Teachers	
Others	

2. WHICH OF THESE MESSAGES CONTINUES TO INFLUENCE THE WAY YOU THINK ABOUT YOURSELF TODAY?

3. WHAT MESSAGES MAKE YOU TRUST YOURSELF, MAKE YOU HAPPY AND SATISFIED WITH YOURSELF? WHAT MESSAGES MAKE YOU FEEL SICK, SAD OR DISCOURAGED?

4. ARE THESE MESSAGES TRUE OR ARE THEY JUST BELIEFS (I.E. THOUGHTS YOU HAVE BEEN THINKING ABOUT FOR SO LONG THAT YOU BELIEVE THEM TO BE TRUE)?

5. WHAT THOUGHTS WOULD YOU LIKE TO CHANGE TO IMPROVE YOUR SELF-ESTEEM?

6. WRITE DOWN THE NEW THOUGHTS YOU CHOOSE TO BELIEVE IN THAT MAKE YOU TRUST YOURSELF AND MAKE YOU FEEL GOOD.

22. Self-Confidence - Worksheet

PART 1: FEELING GOOD

Think of a situation in which you experienced confidence and a feeling of satisfaction and self-worth. Then answer the following questions:

DESCRIBE THE SITUATION	
WHAT WERE YOU SAYING/THINKING TO YOURSELF ABOUT THIS SITUATION (YOUR SELF-TALK)?	
HOW DID YOU FEEL - PHYSICALLY AND EMOTIONALLY?	
WHAT ACTIONS DID YOU TAKE?	

PART 2: FEELING BAD

Think of a situation in which you experienced a lack of confidence and low self-esteem. Then answer the following questions:

DESCRIBE THE SITUATION	
WHAT WERE YOU SAYING/THINKING TO YOURSELF ABOUT THIS SITUATION (YOUR SELF-TALK)?	
HOW DID YOU FEEL - PHYSICALLY AND EMOTIONALLY?	
WHAT DO YOU DO AS A RESULT OF THIS?	

23. Multiple Intelligences Test - Worksheet

SCORE THE STATEMENTS: 1 = MOSTLY DISAGREE, 2 = SLIGHTLY DISAGREE, 3 = SLIGHTLY AGREE, 4 = MOSTLY AGREE IN THE WHITE-OUT BOXES ONLY.

	Score							
1. I like to learn more about myself								1
2. I can play a musical instrument								2
3. I find it easiest to solve problems when I am doing something physical								3
4. I often have a song or piece of music in my head								4
5. I find budgeting and managing my money easy								5
6. I find it easy to make up stories								6
7. I always been physically well-coordinated								7
8. When talking to someone, I think to listen to the words they use not just what they mean								8
9. I enjoy crosswords, word searches or other word puzzles								9
10. I don't like ambiguity; I like things to be clear								10
11. I enjoy logic puzzle such as 'sudoku'								11
12. I like to meditate								12
13. Music is very important to me								13
14. I am a convincing liar (if I want to be)								14

15. I play a sport or dance								15
16. I am very interested in psychometrics (personality testing) and IQ tests								16
17. People behaving irrationally annoy me								17
18. I find that the music that appeals to me is often based on how I feel emotionally								18
19. I am a very social person and like being with other people								19
20. I like to be systematic and thorough								20
21. I like graphs and charts easy to understand								21
22. I can throw things well – darts, skimming pebbles, frisbees, etc								22
23. I find it easy to remember quotes or phrases								23
24. I can always recognise places that I have been before, even when I was very young								24
25. I enjoy a wide variety of musical styles								25
26. When I am concentrating, I tend to doodle								26
27. I could manipulate people if I choose to								27
28. I can predict my feelings and behaviours in certain situations fairly accurately								28
29. I find mental arithmetic easy								29
30. I can identify most sounds without seeing what causes them								30
31. At school one of my favourite subject is / was English								31

32. I like to think through a problem carefully, considering all the consequences								32
33. I enjoy debates and discussions								33
34. I love adrenalin sports and scary rides								34
35. I enjoy individual sports best								35
36. I care about how those around me feel								36
37. My house is full of pictures and photographs								37
38. I enjoy and am good at making things - I am good with my hands								38
39. I like having music in the background								39
40. I find it easy to remember telephone numbers								40
41. I set myself goals and plans for the future								41
42. I am a very tactile person								42
43. I can tell easily whether someone likes me or dislikes me								43
44. I can easily imagine how an object would look from another perspective								44
45. I never use instructions for flat-pack furniture								45
46. I find it easy to talk to new people								46
47. To learn something new, I need to just get on and try it								47
48. I often see clear images when I close my eyes								48

49. I don't use my fingers when I count								49
50. I often talk to myself – out loud or in my head								50
51. At school I loved / love music lessons								51
52. When I am abroad, I find it easy to pick up the basics of another language								52
53. I find ball games easy and enjoyable								53
54. My favourite subject at school is / was maths								54
55. I always know how I am feeling								55
56. I am realistic about my strengths and weaknesses								56
57. I keep a diary								57
58. I am very aware of other people's body language								58
59. My favourite subject at school is / was art								59
60. I find pleasure in reading								60
61. I can read a map easily								61
62. It upsets me to see someone cry and not be able to help								62
63. I am good at solving disputes between others								63
64. I have always dreamed of being a musician or singer								64
65. I prefer team sports								65

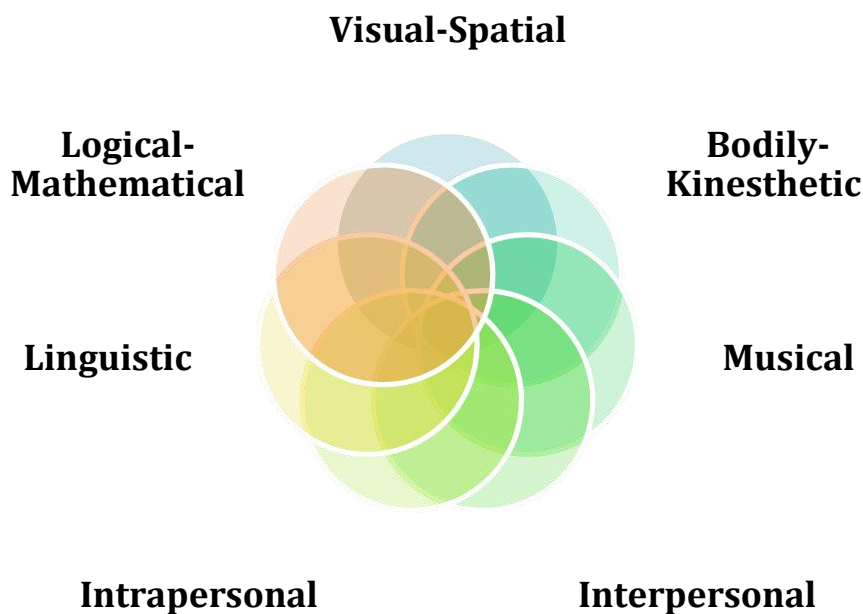
66. Singing makes me feel happy								66
67. I never get lost when I am on my own in a new place								67
68. If I am learning how to do something, I like to see drawings and diagrams of how it works								68
69. I am happy spending time alone								69
70. My friends always come to me for emotional support and advice								70

<p>ADD THE SCORES OR TICKS IN EACH COLUMNS AND WRITE THE TOTAL FOR EACH COLUMN IN THE BOXES ON THE RIGHT.</p> <p>YOUR HIGHEST SCORES INDICATE YOUR NATURAL STRENGTHS AND POTENTIAL – YOUR NATURAL INTELLIGENCES.</p> <p>THERE ARE NO WRONG ANSWERS.</p> <p>MY STRONGEST INTELLIGENCES ARE (WRITE THEM HERE):</p>	INTELLIGENCE TYPE							YOUR TOTALS							
	LINGUISTIC														
	LOGICAL-MATHEMATICAL														
	MUSICAL														
	BODILY-KINAESTHETIC														
	SPATIAL-VISUAL														
	INTERPERSONAL														
	INTRAPERSONAL														

YOU ARE HAPPIEST AND MOST SUCCESSFUL WHEN YOU LEARN, DEVELOP, AND WORK IN WAYS THAT MAKE BEST USE OF YOUR NATURAL INTELLIGENCES (YOUR STRENGTHS AND STYLE AND BRAIN-TYPE. THIS INDICATOR CAN HELP YOU TO FOCUS ON THE SORT OF LEARNING AND WORK THAT WILL BE THE MOST FULFILLING AND REWARDING FOR YOU

23. Multiple Intelligences - Restitution

According to Gardner's Multiple Intelligences theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."



Visual-Spatial - think in terms of physical space, as do architects and sailors. Very aware of their environments, good at working with colours and pictures. They like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

Bodily-kinesthetic - use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They take in information through the use of their body and touch, a hands-on education and carrying out the activity themselves is more effective than listening to an explanation. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.

Musical - show sensitivity to rhythm and sound. They have the capacity to discern pitch, rhythm, timbre, and tone. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

Interpersonal - understanding, interacting with others. These students learn through interaction, work best in groups and social elements help improve their concentration. They also have the most empathy when it comes to others. They can be taught through group activities, seminars, debates, dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

Intrapersonal - proficient in self-reflection, they have good understanding of their own interests, goals. These learners work best when they are alone. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

Linguistic - using words effectively. These learners have highly developed auditory skills and often think in words. Whether information is spoken or written, these learners memorise information through language use. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read, write and tell stories. Tools include computers, games, multimedia, books, tape recorders, and lecture.

Logical-Mathematical - work best using numbers, structures and reasoning. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games, investigations, mysteries. They need to learn and form concepts before they can deal with details.

YOU ARE HAPPIEST AND MOST SUCCESSFUL WHEN YOU LEARN, DEVELOP, AND WORK IN WAYS THAT MAKE
BEST USE OF YOUR NATURAL INTELLIGENCES (YOUR STRENGTHS AND STYLE AND BRAIN-TYPE).

THIS INDICATOR CAN HELP YOU TO FOCUS ON THE SORT OF LEARNING AND WORK THAT WILL BE THE MOST
FULFILLING AND REWARDING FOR YOU

26. Emotional Hijack – Worksheet

Remember 2 situations when you were emotionally hijacked.

SITUATION 1, PLEASE DESCRIBE IT:
WHAT CAUSED THE SITUATION (TRIGGER)?
HOW DID YOU REACT? HOW DID OTHER PEOPLE REACT?
WHAT WAS THE RESULT?
WHAT COULD YOU HAVE DONE IN A DIFFERENT WAY?

SITUATION 2, PLEASE DESCRIBE IT:
WHAT CAUSED THE SITUATION (TRIGGER)?
HOW DID YOU REACT? HOW DID OTHER PEOPLE REACT?
WHAT WAS THE RESULT?
WHAT COULD YOU HAVE DONE IN A DIFFERENT WAY?

27. Wellness Plan – Input Sheet

When someone receives a diagnosis – or experiences life-changing events – it is easy to lose a sense of who they are. This in itself can be highly distressing. You are many things other than your diagnosis, such as friend, art lover, student, football supporter or parent.

Many people find that a key to their recovery is remembering they are more than just a diagnosis or set of problems (for example (i.e. not defining oneself as “bipolar” or “schizophrenic”).


Some find it helpful to think about who they really are and what they are usually like when they are feeling well. This can be described as a Wellness plan. You can think about these aspects of yourself by circling those things listed in the box below that best describe you. You can add other words using the blank spaces provided.


[Participants complete the Wellness Plan- Worksheet /1]

Part of a wellness plan is also to identify the routines that help people keep well as well as the routines that can have a negative effect on mental health and wellbeing.

Having a regular routine and things to do can be helpful to maintain wellness. These can balance your life and give you a structure to build on. Think about the day-to-day things you need to do to remain well. These may be things that you are already doing or things that you want to do because they would make you feel better.

Some examples may include:

<p>Positive routines</p>		<ul style="list-style-type: none"> • Preparing and eating healthy meals at regular times • Going for a walk and enjoying nature • Working in a garden • Going to work or college • Reading a book, newspaper or magazine • Playing with your pets • Meeting up with friends or relatives • Talking to, or telephoning a friend, a peer, partner, neighbour or relative • Doing something creative like painting or drawing • Practicing mindfulness and/or meditation • Writing down your thoughts and feelings in a daily diary • Checking in with yourself to see how you are doing physically, emotionally and spiritually
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		<ul style="list-style-type: none"> • Getting enough sleep (going to bed at a reasonable and consistent time)
Negative routines		<ul style="list-style-type: none"> • Not getting enough sleep • Sitting around doing nothing • Having too much caffeine either through coffee, tea or soft drinks • Drinking too much alcohol or taking illicit drugs • Smoking cigarettes • Meeting with people who you find difficult to get on with • Anything else that you find unsettles or worries you

In the following activity, you can select and list things you can do or things you can avoid to remain well.

[Participants complete the Wellness Plan- Worksheet /2]

In the following Worksheet you can place the things “you do to remain’ well” into a schedule to create a wellness timetable. You can make changes to the schedule as you go as you learn what works best for you.

[Participants complete the My Weekly Schedule for Keeping Well - Worksheet]

27. Wellness Plan- Worksheet /1

It is helpful to think about who we really are and what we are usually like when we are feeling well. You can think about these aspects of yourself by circling those things listed in the box below that best describe you. You can add other words using the blank spaces provided.

WHAT I AM LIKE WHEN I AM FEELING WELL:			
Sociable	Cautious	Happy	Adventurous
Outgoing	Introverted	Thoughtful	Serious
Impulsive	Energetic	Pessimistic	Easy-going
Confident	Opinionated	Industrious	Outspoken
A loner	Athletic	Encouraging	Hard-working
Talkative	Extroverted	Responsible	Curious
Quiet	A fast-learner	Supportive	Optimistic
Enthusiastic			

27. Wellness Plan- Worksheet /2

Having a regular routine and things to do can be helpful to maintain wellness. These can balance your life and give you a structure to build on. Think about the day-to-day things you need to do to remain well. These may be things that you are already doing or things that you want to do because they would make you feel better.

In the following boxes, you can select and list things you can do EVERYDAY and SOME DAYS throughout the week to remain well.

THINGS TO DO EVERYDAY TO REMAIN WELL:
•
•
•
•
•
•
•
•

In the box below, write down things you can do WEEKLY or on SOME DAYS OF THE WEEK to remain well.

THINGS TO DO WEEKLY OR ON SOME DAYS TO REMAIN WELL
•
•
•
•

•
•
•
•

It can also be helpful to think about things you should avoid in order to help you remain well. In the box below, list the things you need to avoid in order to remain well.

THINGS TO DO AVOID TO REMAIN WELL
•
•
•
•
•
•
•
•
•

27. My Weekly Schedule for Keeping Well - Worksheet

Here you can place the things 'you do to remain' well into this schedule to create a wellness timetable. You can make changes to the schedule as you go as you learn what works best for you.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
MORNING							
AFTERNOON							
EVENING							

28. Feelings Cards

NERVOUS	UPSET	DESTROYED	ANGRY
GUILTY	TENSE	CONCERNED	PROUD
STUNNED	HAPPY	ANNOYED	JUBILANT
DISAPPOINTED	CRUSHED	CONFUSED	ANXIOUS
EMBARRASSED	JOYFUL	SORROWFUL	AMAZED
SCARED	ASHAMED	LONE	HOPEFUL
CONTEMPT	FURIOUS	BORED	IN LOVE

30. Getting help to reach our goals – Input sheet

1/ There are many people who could help us achieve our goals. Some support people are professionals (doctors, therapists, tutors, teachers). Other support people are family members and friends who are close to us. Other support persons can also help with professional matters, such as finding a job, taking a course or moving to a new place to live. Some of them know us well enough to notice changes in our moods, behaviours and thinking (sometimes even before we notice them ourselves). These support persons can be of great help to us when we do not realise that we are becoming overwhelmed by stress or if our illness is getting worse.

Different support persons are helpful for different issues.

How do you choose a support person to help you?

- Think about people who know you well, whom you can trust and who are willing to help you without being critical.
- Think of people who are open-minded and understanding of your MH situation and who can give you accurate and positive feedback.
- At least one of these people should be someone you see often and who is willing to help you.
- They may be friends, spouses, other relatives, members of the health care team or other professionals in the community, anyone you can think of to ask for help to achieve your goals.
- You can decide that you don't want support, or would like support only in specific circumstances. Also you can have more than one supporter if you choose.
- It's important to have supporters, but it is also important to consider people you would like to avoid when experiencing a crisis.

[Participants complete the My supporters - Worksheet]

2/ Now that you have identified the supportive people in your life, here is a list of the types of help you can possibly get from them:

- Help with transport to appointments (e.g. taking the bus, getting directions)
- Finding time for weekly outings (e.g. going to the beach or to dinner)
- Fill your time with enjoyable activities (work, volunteering, recreation)
- Help with finances or problems with benefits
- Enrolling in a course
- Comforting you when you were feeling very upset.
- Helping you notice early signs of crisis.

When you are experiencing a crisis, there may be some things that people do which make you feel better and other things that make you feel worse. It may be useful to think back to people who you found helpful when you were experiencing a crisis in the past – what was it that they did?

30. My supporters - Worksheet

In the box below, you can write down 1) who your supporters are and 2) your preferred contact person(s) in times of emergency. Your supporters can be your family members, peers, friends, or other people you trust like neighbours or members of your faith in your community.

It is also important to discuss in advance with the supporters you list here, whether they are willing to help in times of crisis.

MY SUPPORT PEOPLE			
NAME	THEIR CONNECTION TO ME (e.g. friend, relative, social worker)	PHONE NUMBER AND/OR EMAIL	HOW THEY CAN HELP



37. Problem-solving steps – Input sheet

The steps to problem solving are expressed clearly as your efforts to solve a problem of yours, face a challenge or step towards a goal.

1. **Specify:** What is the problem? Frame it as a question. Don't make it too big. Make it a specific but important step towards achieving your goals that you can reach within the next week.
2. **Consider all possible solutions:** brainstorm and generate solutions without evaluating them. We will evaluate them in the next step.
3. **Evaluate the best solution:** Identify the positives and negatives of each possible solution and choose the best one.
4. **Prepare a plan:** What will you do first, second, third? Who will do what, how and when? What will you need (e.g. time, support persons, things, transport, money)?
5. **Execute and evaluate:** Did your plan work? How well did it work? Can it be improved? Do you need to try another solution?

Use this 5-step strategy to solve the problems and challenges that arise.

EXAMPLE: finding a means of transport	
SPECIFY THE PROBLEM: WHAT IS THE PROBLEM? FRAME IT AS A QUESTION. BE SPECIFIC.	
<i>Specify: define the problem; be specific.</i>	
How can I go to the shop to buy A new shirt for my interview?	
CONSIDER ALL POSSIBLE SOLUTIONS: BRAINSTORM THEM. JUST GENERATE THEM, DON'T EVALUATE THEM!	
<i>Consider all possible solutions; brainstorm, generating solutions without evaluating them.</i>	
<ol style="list-style-type: none"> 1. I take the bus. 2. I walk. 3. I Ask my roommate for A ride. 4. I Ask my tutor to Accompany me. 5. I borrow A bicycle. 	
CONSIDER THE BEST SOLUTION: BRAINSTORM ALTERNATIVES. GENERATE THEM WITHOUT EVALUATING THEM!	
<i>Evaluate the best solution: Choose two solutions that you like best and identify the positives and negatives of each.</i>	
1. I take the bus.	2. I Ask my roommate for A ride.

<p>Pros:</p> <ol style="list-style-type: none"> 1. I don't need to rely on Anyone else. 2. I can I can go on my own schedule. <p>Cons:</p> <ol style="list-style-type: none"> 1. I don't have A bus pass, so it will be expensive. 2. It's A long journey. 	<p>Pros:</p> <ol style="list-style-type: none"> 1. It will be the fastest way to get to the shop. <p>Cons:</p> <ol style="list-style-type: none"> 1. I MAY HAVE to give my roomMAtE gas money. 2. He MAY not be Able to go when I need him.
<p>MAKE A PLAN: SELECT ONE OF THE TWO SOLUTIONS AND PLAN HOW YOU WILL APPLY IT. WHAT WILL YOU DO FIRST? SECOND? THIRD? AND SO ON. LIST THE THINGS AND PEOPLE YOU WILL NEED. WITHOUT DETAILS!</p>	
<ol style="list-style-type: none"> 1. Ask my roomMAtE how much the bus ticket is. 2. Put Aside enough money to buy the ticket. 3. I identify the bus And the correct route to the store. - How do you do this? You MAY need to use 5-steps Again for this problem. 4. Choose A time to go that does not conflict with my schedule. 	
<p style="text-align: center;">Express a self-assessment: Will I succeed? (mark an X on the line):</p> <div style="text-align: center; margin: 10px 0;">  </div> <div style="display: flex; justify-content: space-between; margin: 0 100px;"> 0 5 10 </div> <div style="display: flex; justify-content: space-between; margin: 0 100px;"> I will fail/ I will do badly Uncertain? I will succeed/ I will be very good! </div>	
<p>EXECUTE AND EVALUATE: DID THE PLAN WORK? WHAT WENT WELL? WHAT DID NOT GO WELL? IS THERE A NEED FOR ANOTHER SOLUTION?</p>	
<p><i>Did your plan work? How well did it work? Can it be improved? What went wrong? How can it be remedied? Do you need to try another solution?</i></p>	
<p style="text-align: center;">Express a self-assessment: Did I succeed? (mark X on the line):</p> <div style="text-align: center; margin: 10px 0;">  </div> <div style="display: flex; justify-content: space-between; margin: 0 100px;"> 0 5 10 </div> <div style="display: flex; justify-content: space-between; margin: 0 100px;"> I failed/ I did badly Uncertain? I did it/ I was very good! </div>	

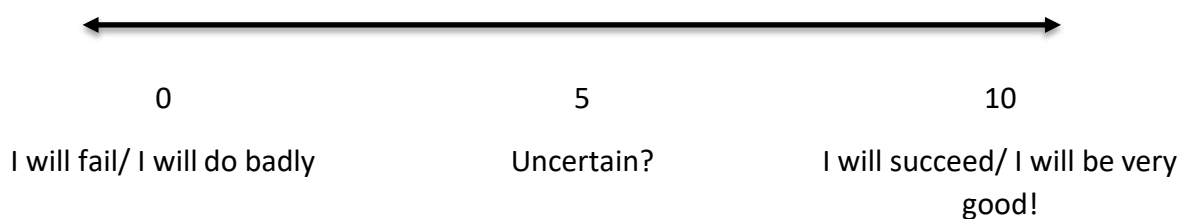
After elaborating a plan (step 4), we check our thoughts on the plan. If you think a plan will fail, you may not try it. The only way to know for sure whether a plan will work is to execute it and evaluate whether it was successful or not. In order for the strategy to work well, we need to control our thoughts about each plan to make sure that counterproductive thoughts do not prevent us from trying.

37. Problem-solving steps - Worksheet

SPECIFY THE PROBLEM: WHAT IS THE PROBLEM? FRAME IT AS A QUESTION. BE SPECIFIC.	
CONSIDER ALL POSSIBLE SOLUTIONS: BRAINSTORM THEM. JUST GENERATE THEM, DON'T EVALUATE THEM!	
1. 2. ..	
CONSIDER THE BEST SOLUTION: BRAINSTORM ALTERNATIVES. GENERATE THEM WITHOUT EVALUATING THEM!	
1.	2.
Pros: 1. 2. 3. Cons: 1. 2. 3.	Pros: 1. 2. 3. Cons: 1. 2. 3.

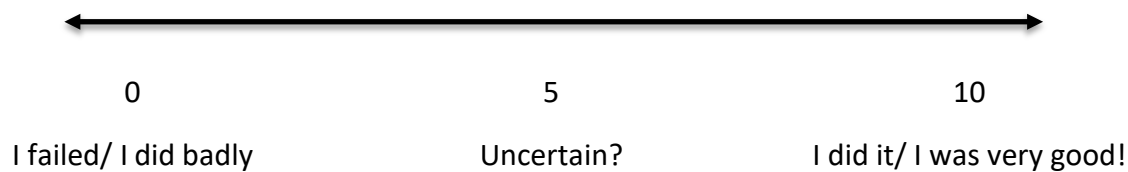
MAKE A PLAN: SELECT ONE OF THE TWO SOLUTIONS AND PLAN HOW YOU WILL APPLY IT. WHAT WILL YOU DO FIRST? SECOND? THIRD? AND SO ON. LIST THE THINGS AND PEOPLE YOU WILL NEED. WITHOUT DETAILS!

Express a self-assessment: **Will I succeed?** (mark an X on the line):



EXECUTE AND EVALUATE: DID THE PLAN WORK? WHAT WENT WELL? WHAT DID NOT GO WELL? IS THERE A NEED FOR ANOTHER SOLUTION?

Express a self-assessment: **Did I succeed?** (mark X on the line):

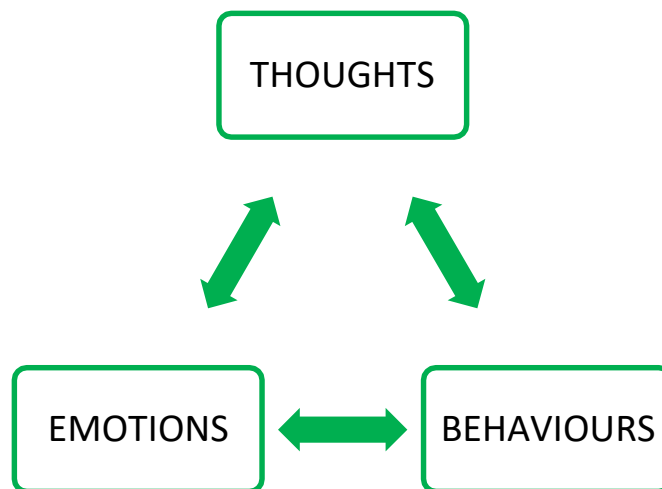


38. Counterproductive Thinking – Input sheet

Counterproductive thoughts can prevent us from working towards our goals and make us feel bad. They can also make it difficult to distinguish real from unreal experiences or to interact with other people. Counterproductive thoughts can make it difficult to have relationships, work or go to school.

Counterproductive thoughts are only errors in thinking that can be corrected by testing them and gathering all the facts. Everyone makes thinking errors. We must learn to change the inaccurate thoughts that prevent us from achieving our goals.

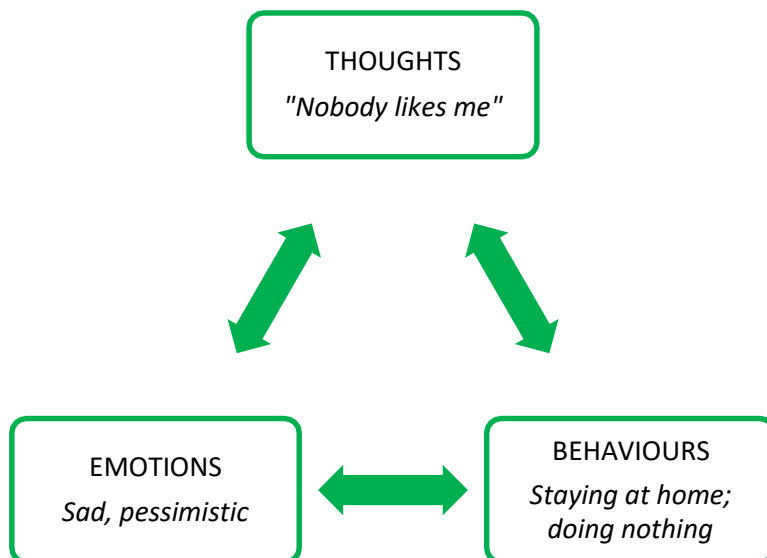
What is the connection Thoughts - Emotions - Behaviour?



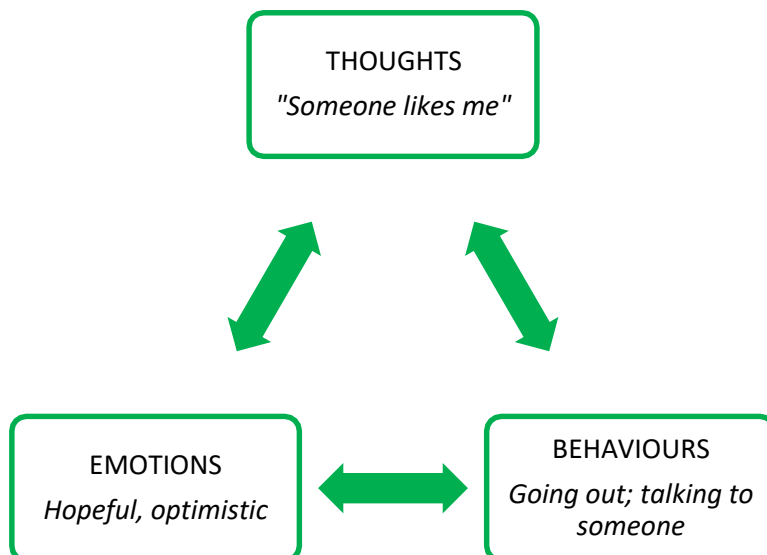
DEFINITIONS

- ❓ **Thoughts** are all the things we say to ourselves. For example, "I think I can achieve my goals".
- ❓ **Behaviours** are actions. They are what we do. For example, watching TV, talking to someone or taking a walk.
- ❓ **Emotions** are the many feelings and moods we experience. They can be summed up in one word, such as 'happy', 'sad', 'scared'.

It is important to make sure that our thoughts are accurate and useful. We all make mistakes in our thinking. The good news is that we can learn to change the way we think, and this can affect what we do and how we feel. Our thoughts can help us achieve our goals or prevent us from achieving them.



Now, change the inaccurate thinking:



SOME PLEASANT EMOTIONS (feeling...)			
Happy	Understood	Calm	Full of hope
Respected	Optimistic	Satisfied	Excited
Productive	Appreciated	Indispensable	Proud
Worthy	Legitimate	Joyful	Relaxed
Loved	Relieved	Hopeful	Encouraged
Caring	Rested	Satisfied	Available

SOME UNPLEASANT EMOTIONS (feeling...)			
Blue	Rejected	Bored	Anxious
Scared	Frustrated	Guilty	Alone
Tired	Disappointed	Angry	Defeated
Hurt	Worried	Betrayed	Overwhelmed
Stressed	Nervous	Annoyed	Embarrassed
Doubtful	Powerless	Challenged	Irritated

Notice how all the emotions in both lists are only one word. Thoughts, on the other hand, are almost always more than one word. Thoughts include all the things one says to oneself. Thoughts can include statements (e.g. "Nobody likes me"), questions (e.g. "Why is that person staring at me?"), images (e.g. pictures in our mind) and memories.

⇒ RECAP



- ② **The Thoughts - Emotions - Behaviour nexus:** our thoughts, emotions and behaviour influence each other. Our thoughts influence *how* we feel and *what* we do.
- ② **Thoughts can be accurate or inaccurate, useful or counterproductive.** If we correct inaccurate and counterproductive thoughts, we can feel better and get on with the things we want to do.
- ② **Thoughts vs. Emotions:** emotions are expressed with one word; thoughts are expressed with more than one word

38. Identifying Thoughts - Worksheet

Try to notice what you are thinking about while you are trying to do some actions. Write down this thought and whether you think it was helpful or counterproductive.

ACTION TO DO	THOUGHT	CIRCLE ONE OF THE TWO:	
<i>Example: Saying "hello" to someone at the day care centre</i>	<i>"No one would want to have me as a friend."</i>	<i>Useful</i>	<i>Counterproductive</i>
		<i>Useful</i>	<i>Counterproductive</i>
		<i>Useful</i>	<i>Counterproductive</i>
		<i>Useful</i>	<i>Counterproductive</i>
		<i>Useful</i>	<i>Counterproductive</i>
		<i>Useful</i>	<i>Counterproductive</i>

39. Catch it – Input sheet

The primary skill we will use to help change our way of thinking is the 3Cs:

1. CATCH IT

2. CONTROL IT

3. CHANGE IT

But, **what** should we capture, control and change? A thinking that may be accurate or incorrect. Changing errors in thinking is a skill that takes practice, like learning to ride a bicycle.

- **Catch it: Capture your thoughts.**

The first C is to learn to recognize and write down your thoughts.

- **Check it: is the thought accurate or inaccurate? Useful or counterproductive?**

The second C is to decide whether the thought is inaccurate or counterproductive.

- **Change it: change incorrect thoughts to accurate and useful thoughts.**

If a thought is inaccurate or counterproductive, the third C is to change it to a more accurate and useful thought that can help us feel better and do things to achieve our goals.

REMEMBER

UNPLEASANT EMOTIONS ARE UNPLEASANT EMOTIONS ARE 'RED FLAGS'

When you experience an unpleasant emotion, ask yourself:

"What was going through my mind a moment before I felt that emotion?"

39. Catch Thoughts - Worksheet

Capture a thought when you try to do some actions or when you notice a 'red flag' emotion. Take note of the situation, the emotion and the actions related to it.

1) SITUATION: WHAT HAPPENED? WHERE WAS I? WHEN DID IT HAPPEN?	EMOTIONS: HOW WAS I FEELING?
	ACTIONS: WHAT WAS I DOING?
CATCH IT: WHAT WAS I THINKING IN THIS SITUATION? WHAT WENT THROUGH MY MIND? WHICH THOUGHT BEST EXPLAINS HOW I WAS FEELING OR WHAT I WAS DOING?	
2) SITUATION: WHAT HAPPENED? WHERE WAS I? WHEN DID IT HAPPEN?	EMOTIONS: HOW WAS I FEELING?
	ACTIONS: WHAT WAS I DOING?
CATCH IT: WHAT WAS I THINKING IN THIS SITUATION? WHAT WENT THROUGH MY MIND? WHICH THOUGHT BEST EXPLAINS HOW I WAS FEELING OR WHAT I WAS DOING?	

40. Check it – Input sheet

This step consists of considering all the evidence to decide whether a thought about a given situation is accurate.

Our thoughts may be **accurate** or **inaccurate**. Thoughts can also be **helpful** or **counterproductive**. One way to **Check** is to act like a scientist or detective. Evaluate the evidence, facts in favour and facts against a certain thought.

How can we find **evidence in favour** of a thought? Often this will be the easiest step, because we pay more attention to the things that confirm our thoughts. How can we find **evidence against** (disconfirming) a thought? Sometimes this can be very difficult.

Try asking yourself:

- *Are there alternative explanations?*
- *If someone else had this thought, what would I tell them?*
- *Am I overlooking some fact that contradicts my thought?*
- *Does this thought help me to achieve my goals or to feel better?*

40. Check Thoughts – Worksheet

Look at thoughts you captured in Activity Sheet: Catch Thoughts. Find evidence in favour and evidence against the thoughts you caught.

YOUR THOUGHT:	
EVIDENCE IN FAVOUR	EVIDENCE AGAINST

40. Thinking Errors – Input Sheet

There are several common mistakes we all tend to make when thinking. These mistakes can cause us to have counterproductive or inaccurate thoughts that block us from our goals or make us feel bad.

Common thinking errors

ALL-OR-NOTHING	JUMPING TO CONCLUSIONS
READING THOUGHTS	CATASTROPHISING
PLAYING THE ORACLE	EMOTIONAL REASONING

1. ALL OR NOTHING

See things as either totally good or totally bad. Everything is either black or white, with no shades of grey.

- For example, "*I always fail*". All-or-nothing thoughts make use of words such as ALWAYS, NEVER, NONE and ALL. This assumes that the thought is true 100% of the time. It only takes ONE case to prove that the thought is false. For example, if you are successful once, you are proven to be a failure ALWAYS.



2. READING MINDS

Being convinced that you know what others are thinking.

- For example, someone looks at you or bumps into you and you think, "*He's angry at me or wants to hurt me.*" What else could this mean?



3. DOING THE ORATION

Being convinced that things will go wrong in the future.

- For example: "*I will not learn anything new*" or "*I will never be able to find a job*". The only way to know if you can succeed is to try.



4. JUMPING TO CONCLUSIONS

You do not collect enough evidence before making a decision.

- For example, a voice tells you that it will hurt you if you do not do what it says. You believe the voice, so you do what you are told. But what the voice says is not enough evidence to prove that it can harm you. If it has never hurt you before and the drugs make the voice go away, it may not be able to hurt you.



5. CATASTROPHISING

Believing that one unfortunate experience is the worst thing that can happen. When we jump to conclusions, we are often also catastrophists.

- For example, a person denies you a date, so you think you will never get a date and will be alone forever.



6. EMOTIONAL REASONING

Use emotions rather than objective evidence as the only basis for what you think or decide.

- For example, I am scared, so I think: "*Something terrible is going to happen to me*". This may not be true. It may be the opposite. My fear may be triggered by an inaccurate thought that something bad is going to happen.



40. Catch and Check Thoughts – Worksheet

SITUATION: WHAT HAPPENED? WHERE WAS I? WHEN DID IT HAPPEN?		EMOTIONS: HOW WAS I FEELING?
		ACTIONS: WHAT WAS I DOING?
CATCH IT: WHAT WAS I THINKING IN THIS SITUATION? WHAT WENT THROUGH MY MIND? WHICH THOUGHT BEST EXPLAINS HOW I WAS FEELING OR WHAT I WAS DOING?		
CHECK IT: CHECK WHETHER THE THOUGHT IS ACCURATE BY LISTING THE EVIDENCE FOR AND AGAINST IT. ALSO, CHECK WHETHER THE THOUGHT IS THE RESULT OF AN ERROR IN THINKING.		
EVIDENCE IN FAVOUR	EVIDENCE AGAINST	THINKING ERRORS
		<input type="checkbox"/> ALL-OR-NOTHING <input type="checkbox"/> READING THOUGHTS <input type="checkbox"/> PLAYING THE ORACLE <input type="checkbox"/> JUMPING TO CONCLUSIONS <input type="checkbox"/> CATASTROPHISING <input type="checkbox"/> EMOTIONAL REASONING <input type="checkbox"/> OTHER: _____

41. Change it – Input sheet

In the "Change it" step, you develop a more useful and accurate thought that better matches the evidence found in the "Check it" step. It is important that the new thinking you develop is realistic, useful and makes sense to you.

It is useful to ask yourself:

- *Which alternative thought is best suited to the evidence?*
- *Which alternative thought could help me achieve my goals?*

For every counterproductive and inaccurate thought you might have, there are many other thoughts that might be more accurate and useful. Let's first see an example of how this can be done, and then we will practise changing thoughts.

If we change inaccurate thoughts into more accurate useful thoughts, we can feel better and achieve our goals.

Practice makes it easier to generate alternative thoughts.

41. Generating alternative thoughts – Worksheet

Try to identify alternative thoughts to the following situations.

SITUATION: WHY DO PEOPLE LOOK AT ME IN THE MALL?

THOUGHT: "THEY THINK I AM WEIRD AND WILL LAUGH AT ME".

ALTERNATIVE EXPLANATIONS:

1. They might think I look like someone they know and want to say hello.
2. Maybe they are not looking at me, but at the shop behind me.
3. They may think I am attractive.
- 4.
- 5.

SITUATION: THE PHONE BILL WAS NOT DELIVERED ON THE DAY I WAS EXPECTING IT.

THOUGHT: 'SOMEONE IS STEALING MY MAIL'.

ALTERNATIVE EXPLANATIONS:

1. There was a holiday, so the delivery was delayed.
- 2.
- 3.

SITUATION: WHY SHOULD SOMEONE TELL ME "NO" WHEN I ASK FOR A DATE?

THOUGHT: "NOBODY WANTS TO GO OUT ON A DATE WITH ME".

ALTERNATIVE EXPLANATIONS:

- 1.
- 2.
- 3.

SITUATION: WHY WOULD SOMEONE BUMP INTO ME WHILE WALKING ALONG THE PAVEMENT?

THOUGHT: 'HE WANTS TO HURT ME'.

ALTERNATIVE EXPLANATIONS:

1.

2.

3.

SITUATION:

THOUGHT:

ALTERNATIVE EXPLANATIONS:

1.

2.

3.

41. 3C – Worksheet Example

SITUATION: WHAT HAPPENED? WHERE WAS I? WHEN DID IT HAPPEN?		EMOTIONS: HOW WAS I FEELING?
I WAS on my way to the orientation center to register for A course.		Pessimist, hopeless
		ACTIONS: WHAT WAS I DOING?
		I did not enrol in the course; I went home.
CATCH IT: WHAT WAS I THINKING IN THIS SITUATION? WHAT WENT THROUGH MY MIND? WHICH THOUGHT BEST EXPLAINS HOW I WAS FEELING OR WHAT I WAS DOING?		
"I will not pass the course"		
CHECK IT: CHECK WHETHER THE THOUGHT IS ACCURATE BY LISTING THE EVIDENCE FOR AND AGAINST IT. ALSO, CHECK WHETHER THE THOUGHT IS THE RESULT OF AN ERROR IN THINKING.		
EVIDENCE IN FAVOUR	EVIDENCE AGAINST	THINKING ERRORS
<p>In the last course I attended course I attended I got A low grade.</p> <p>People tell me that studying is too difficult for me.</p>	<p>I have already got good grades in the past.</p> <p>Some courses are easier than others.</p>	<p><input type="checkbox"/> ALL-OR-NOTHING</p> <p><input type="checkbox"/> READING THOUGHTS</p> <p><input checked="" type="checkbox"/> PLAYING THE ORACLE</p> <p><input checked="" type="checkbox"/> JUMPING TO CONCLUSIONS</p> <p><input type="checkbox"/> CATASTROPHISING</p> <p><input type="checkbox"/> EMOTIONAL REASONING</p> <p><input type="checkbox"/> OTHER: _____</p> <p>_____</p>
CHANGE IT: WHAT COULD BE A MORE ACCURATE AND MORE USEFUL THOUGHT? IF THERE WAS AN ERROR IN THE THOUGHT OR IF THE THOUGHT WAS INACCURATE, DEVELOP A MORE USEFUL THOUGHT BASED ON THE EVIDENCE THAT YOU HAVE LISTED.		
"It might be difficult, but I might learn something if I try."		

41. 3C – Worksheet

SITUATION: WHAT HAPPENED? WHERE WAS I? WHEN DID IT HAPPEN?		EMOTIONS: HOW WAS I FEELING?
		ACTIONS: WHAT WAS I DOING?
CATCH IT: WHAT WAS I THINKING IN THIS SITUATION? WHAT WENT THROUGH MY MIND? WHICH THOUGHT BEST EXPLAINS HOW I WAS FEELING OR WHAT I WAS DOING?		
CHECK IT: CHECK WHETHER THE THOUGHT IS ACCURATE BY LISTING THE EVIDENCE FOR AND AGAINST IT. ALSO, CHECK WHETHER THE THOUGHT IS THE RESULT OF AN ERROR IN THINKING.		
EVIDENCE IN FAVOUR	EVIDENCE AGAINST	THINKING ERRORS
		<input type="checkbox"/> ALL-OR-NOTHING <input type="checkbox"/> READING THOUGHTS <input type="checkbox"/> PLAYING THE ORACLE <input type="checkbox"/> JUMPING TO CONCLUSIONS <input type="checkbox"/> CATASTROPHISING <input type="checkbox"/> EMOTIONAL REASONING <input type="checkbox"/> OTHER:
CHANGE IT: WHAT COULD BE A MORE ACCURATE AND MORE USEFUL THOUGHT? IF THERE WAS AN ERROR IN THE THOUGHT OR IF THE THOUGHT WAS INACCURATE, DEVELOP A MORE USEFUL THOUGHT BASED ON THE EVIDENCE THAT YOU HAVE LISTED.		