

Keep  
Dreaming

TOOLKIT

Tools to manage
Mental Health in

* Participation Activities



Co-funded by
the European Union

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INTRODUCTION



Keep  Dreaming

Project description

The **Keep Dreaming** project (2022-3-ES02-KA210-YOU-000096531) aims to enhance young people's involvement in social participation and community volunteering by supporting their mental health. This project focuses on all stages of youth engagement and how to turn an anxious and stressful experience into a healthier and more effective one. Improving young people's mental health can have a direct impact on their active citizenship.

By providing ways to have healthier engagement, young people will be able to get more involved in their local communities, start taking action at different levels from towns, larger cities or even at the national or global levels.

For more information on the project, its activities and results, please visit the **Keep Dreaming** project website: <https://youth-keepdreaming.eu/>

Partner organisations



Keep Dreaming project's coordinator, **Fundación Plan B Educación Social** is a Spanish non-profit private foundation from Salamanca, Spain. Their mission is to create social change to improve the lives of children and youth by giving them a chance for personal, social and educational growth. Their expertise involves designing innovative projects that are implemented on the national and international levels that benefit a wide range of target groups that include children and youth, as well as adults and the elderly. On the international level, the foundation has carved a position as a reliable coordinator and partner in many projects within Erasmus+ (KA1 and KA2) as well as within the European Solidarity Corps and CERV programmes. All of these actions are linked to what they think is the major good: developing the local community through their socio-educational interventions with youth in Europe and beyond.



Idee in Movimento

Idee In Movimento is an extremely active cultural association based in Giardini Naxos, Italy. They are engaged in various fields: a) Environmental Protection, green economy & sustainability, b) Inclusion & Mental Health, c) Sport & Social Inclusion, d) Youth empowerment & entrepreneurship, and e) Cultural & Volunteering activities. Their experience has allowed them to acquire the know-how for the development of activities in the field of Erasmus+ programme projects, giving them the opportunity to participate in and develop more than 20 projects in the last 2 years, both KA1 and KA2.



Established in 2006, **Volunteers Centre Skopje** has implemented nearly 100 projects under the "YiA" and "Erasmus+" programmes, as

well as initiatives funded by local, national, and international donors. Focused on connecting, engaging, and empowering young people through volunteering, VCS promotes European values and offers diverse opportunities for youth participation. VCS is involved in Macedonian policy development, contributing to the “law of volunteerism” and “law on youth participation and youth policies.” Their active participation extends to monitoring national youth policies, while they actively engage in public discussions on youth empowerment and engagement.



InterMediaKT, based in Patras, Greece, has been active since 2012 in education, training and innovation at the European level. Through technological tools and the exchange of best practices, they work to achieve their main goal of knowledge transfer. They combine non-formal education and technology for empowerment of vulnerable groups. Their work has three main pillars: the development of digital tools, supporting social entrepreneurship and innovation, and enhancing 21st century skills (soft skills and employability competences). So far, their organisation has participated more than 50 times in local and transnational projects, along with many more volunteer activities. They have served more than 27,000 direct beneficiaries and their work has been awarded on the national and European levels.

What is youth participation?

Throughout the Keep Dreaming project, both project partners and the project’s target group—**young people with fewer opportunities, aged 15 to 25** - explored the concept of youth participation from different perspectives. Since the project aimed to examine how young people’s mental health and emotional state could influence their level of participation in society, it was important to consider ways in which young people could participate both in their local communities and abroad. As the project partners discovered through research and project activities, many young people had a very basic understanding of what participation consists of and were often unaware of how they could engage in their communities. Thus, it is essential to properly define participation from different points-of-view and clearly understand that not only is it something that can help young people become more involved in daily life, but it is also a right.

According to the United Nations, participation is a fundamental right.¹ It is also one of the guiding principles of the Universal Declaration of Human Rights.² This means that all citizens should be able to get involved in their communities and have their voices heard. Contrary to what some may believe, this right is not only for adults, but also extends to youth. In 2021, Eurostat confirmed that a significant portion of the EU population, about 16.3%, were youth (aged 15-29 years old)³. These young people play an important role in shaping the present

¹ <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-participation.pdf>

² Ibid

³ <https://data.europa.eu/en/publications/datastories/understanding-youth-engagement-europe-through-open-data>

and the future of Europe, so it is very important for them to have the tools and resources to participate actively.

However, many young people do not partake in participation activities and often do not have the resources to do so. The Covid-19 pandemic and the subsequent shift to online activities put participation activities on a back burner and caused lower levels of youth participation in the project partner's organisations.

The causes for this drop in participation are complex, but youth workers and civic organisations can address this problem by properly equipping young people with the tools and resources to get involved. It is also essential to remind them of the importance of active participation. It empowers young people to contribute to their own development as well as that of their communities, and also teaches them important life skills, as well as knowledge on human rights and citizenship, which will benefit both them and their communities in the long run.⁴

In terms of how to participate, young people can take part in many different initiatives. One example is **to be involved in decision-making for their communities**.⁵ This could refer to voting in local elections when they are old enough, or participating in a local youth council and giving their opinion on important community matters, such as climate change or education. When people start getting involved early in local actions that affect their communities, they develop civic values and social trust and strengthen their democratic values.⁶

Another way to participate is by **volunteering** in their community or abroad. This helps young people to develop their civic engagement, determine their priorities, hone their leadership skills, and learn about other realities.⁷ There are many options for volunteering. Youth can choose to volunteer in local NGOs or nonprofit organisations, perhaps focusing on a specific group of people or area of their city or town. They can also look for opportunities in other countries, such as through the European Solidarity Corps programme for European citizens and residents.

Young people can also **participate in non-formal learning activities** related to active participation, such as workshops, youth exchanges, or training courses. These kinds of activities help them to develop cross-cultural competences, as well as strengthen their social and personal skills and civic responsibility.⁸ There are many examples of these opportunities available for young people through programmes like Erasmus+ for European citizens and residents, and also through local NGOs and youth organisations.

⁴ <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-participation.pdf>

⁵ <https://www.unicef.org/serbia/en/participation-and-engagement>

⁶ Ibid

⁷ <https://knowledge.unv.org/theme/youth-and-volunteering>

⁸ <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/youth-participation>

In conclusion, participation is a fundamental right that young people should exercise. Not only does it contribute to their personal and professional development, but it also greatly benefits their local communities. There are many different ways that young people can actively participate and youth organisations and NGOs can do their part in providing them with the tools and resources to do so, and also lead them in the direction of opportunities that suit them well.

Additionally, **young people's emotional well-being and mental state can influence their level and quality of participation**. As project partners have discovered in the Keep Dreaming Transnational Study, **it also affects their likelihood to participate actively or to continue participating**. Thus, it is essential to provide them with the tools to manage their mental health and well-being while they take part in participation activities.

How to use this toolkit

In this toolkit, partner organisations share different tools and activities developed, tried and tested throughout the Keep Dreaming project. They incorporate different aspects of mental well-being, emotional intelligence, individual reflection, group work and confidence-building in order to ensure that young people have a positive participation experience.

The activities are divided into different types: **getting to know each other**, **group work**, and **individual reflection**. There are several that incorporate both **group work and individual reflection** as well.

Each activity has its own objectives, but all of them are centred around managing participants' mental health in participation activities. They can be adapted accordingly depending on group size, dynamics and preferences.

Take note that some of the activities require materials, while others do not. Optional materials are mentioned in cases where it could be helpful. Some of these materials are available in the toolkit annexes at the end of this document. Most of the activities can also be adapted digitally.

The Keep Dreaming partners hope you find this toolkit helpful for your participation activities with youth.

TOOLS



Keep  Dreaming

Getting to know each other: Mandala activity

Introduction

This activity combines drawing and creating mandalas, and encourages collaboration, communication, and self-expression. It allows participants to learn about each other's interests, values, and personalities while giving a sense of unity and collective creativity.



Time

30 min

Materials needed

Paper circles (one per participant), coloured pencils, markers

Steps

1. Begin by introducing the concept of mandalas as a symbol of wholeness, creativity, and connection. Explain that this activity will use mandalas to represent individual and group identities.
2. Each participant receives one paper circle. They are asked to draw something that represents them or their "superpower" – a quality, talent, or trait that makes them unique.
3. Once everyone has completed their individual mandalas, participants are divided into smaller groups. In these groups, they share their drawings and discuss whether they have anything in common, such as shared values, interests, or experiences.
4. After the small group discussions, participants come together to create one large mandala using their individual circles. This large mandala is placed on the floor, symbolising how their individual identities come together to form a collective whole.
5. The activity concludes with a short debriefing:
 - ❖ When discussing with others, what common traits or interests did you discover?
 - ❖ What did you learn about yourself or others through this activity?
 - ❖ How did it feel to see your individual mandalas come together to form a larger, group one?

Getting to know each other: Mental health and active participation bingo

Introduction

The goal of this activity is to encourage interaction and help participants learn interesting facts about one another. Participants will fill out their bingo cards by finding people who match the descriptions on the card, continuing until someone gets a bingo.



Time

15- 20 min

Materials needed

[bingo cards](#), pens or markers

Steps

1. Give each participant a [bingo card](#) and a pen or marker. The card can be found in [Annex 1](#) of the toolkit.
2. Ask participants to move around the room, introducing themselves and asking others if they fit any of the descriptions on their card. If someone does, that person writes their name in the corresponding square. Participants should aim to have one-on-one conversations instead of talking in groups in order to ensure that they have the chance to talk to everyone in the group individually.
3. Each person should only sign their name in one square. Participants must find different people for each square. If possible and depending on the group size, they should try not to put the same person twice.
4. The first person to complete a row (horizontal or vertical) shouts "Bingo!" to win. You can decide if you want to play multiple rounds with different winning conditions (e.g., filling in all the squares).

Individual reflection: The most important person in your life

Introduction

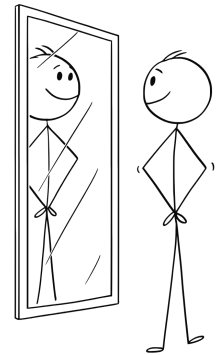
The objective is for the participant to become self-aware and discover that they are the person that matters the most in their life.

Time

60 min

Materials needed

A4 paper, pens, felt-tip pens/markers, mirror



Steps

1. Start by informing participants that this task may be emotionally challenging, but it will help them gain deeper self-awareness and self-understanding. Encourage them to remain open-minded during the process.
2. Ask participants to take a few deep breaths to focus and relax. This will help create a reflective and peaceful mindset for the activity.
3. Invite participants to think about the most important person in their life. Give them time to reflect on this. Once they have their answer, ask them to write the name of that person on a piece of paper.
4. After identifying the important person, ask the participants to write down the reasons why this individual holds such significance in their life.
5. Once all participants have completed the writing task, explain the next step. One by one, each participant will be gently blindfolded and led to a place with a hidden mirror (another room/dedicated space in the activity room). Before they enter and see the mirror, tell them that they are about to see the most important person in their life.
6. When the participant is in front of the mirror, remove the blindfold and allow them a moment of self-reflection. Encourage them to spend time quietly observing their reflection and absorbing the realisation that they are the most important person in their own life.
7. Invite everyone for a group debriefing:
 - ❖ How did it feel to think about the most important person in your life at the start of the activity?
 - ❖ What was your reaction when you saw yourself in the mirror?
 - ❖ How did it feel to realise that you, yourself, are the most important person in your life?
 - ❖ In what ways do you think recognizing your self-worth can impact your daily life?
 - ❖ What's one thing you will take away from this experience?

Individual reflection: Bring it home with the power of change

Introduction

This activity seeks to have participants reflect on how they can use their power to effect positive change for mental health.

Time

20 mins

Materials needed

A4 paper, pens, device with video recording capabilities (optional)



Steps

1. The facilitator will start by leading a discussion about how participating in activities can create positive change for mental health.
2. Each participant will receive paper and a pen. They will take 10 minutes to write a letter to themselves about how they will bring what they learn home.
 - ❖ What is one thing they will do to be more active in their community?
 - ❖ How will they prioritise mental health?
 - ❖ What change will they lead?
3. Participants can optionally record a video reading their letter aloud to seal their commitment.
4. If participants want to share their letters with the group, they are encouraged to do so. However, it is a personal promise, so it's not necessary for them to share.
5. The facilitator will conclude with a wrap-up about using your power to create change.

Individual reflection: Presentation of mental representation for stress management

Introduction

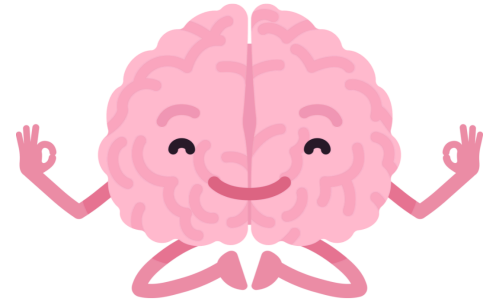
The goal is for participants to learn how to use basic mental representation to manage stress.

Time

15-20 mins

Materials needed

A whiteboard where the facilitator can write (optional)



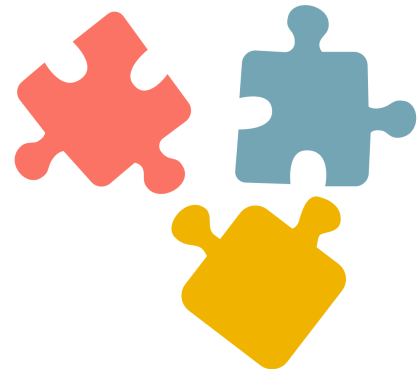
Steps

1. The session begins with a mental trip which starts with the word *imagine*. The facilitator asks participants to close their eyes and imagine different things, starting from the most simple and escalating to the most complex.
2. Participants are then asked to “come back” to the group and reflect on their feelings.
3. The facilitator asks the group the following questions:
 - ❖ How did they “live” this experience?
 - ❖ How real was it for them?
 - ❖ Why can we see these things if they are not present to the senses?
4. After a few answers and discussions, the facilitator explains that a mental representation (or cognitive representation) is a hypothetical internal cognitive symbol that represents an external reality or its abstractions. In other words, it is the mental imagery of things that are not actually present to the senses. In contemporary philosophy, specifically in fields of metaphysics such as philosophy of mind and ontology, a mental representation is one of the prevailing ways of explaining and describing the nature of ideas and concepts.
5. There are philosophies which advocate that these objects are real, so that is how the observer can represent them. There are other theories saying that anything not graspable by the senses is not real. There are more, talking about metaphysics etc.
6. As a debriefing, participants are asked to brainstorm ways that they could use mental representations to help them manage stress. Depending on the group, the facilitator can ask participants to volunteer to share ideas with the rest of the group, or perhaps have them write their ideas down to take them home with them and practice on their own.

Group work: Definition puzzles

Introduction

The aim is for participants to work together to understand different definitions of participation and define what it means for them and how it affects their well-being.



Time

20-25 mins

Materials needed

Previously printed definition puzzles ([in Annex 2](#)) (they should be cut up and mixed together by definition)

Steps

1. First, the facilitator starts by sharing with the group an open-ended question: “When you think about participation, what comes to mind? What words are related to it? How does it affect our well-being?” We create a word cloud with the group’s contributions (it can also be done with digital tools, like Mentimeter, for example)
2. Then, the facilitator explains that they are going to learn some official definitions from experts and official institutions about participation. The facilitator divides the group into 4 smaller groups and gives each one a [word puzzle](#) with individual words and phrases (previously cut out) that make up a definition. They must work together to arrange the words to make a coherent definition.
3. Once they have the definitions, each group shares their complete definitions with the larger group. All participants try to guess the organisation, expert or institution.
4. In the debriefing, the facilitator should link with their own word cloud about the concept of participation and highlight the important points and relevance of each definition to understand the concept from different perspectives. The following questions can be asked as part of the debriefing:
 - ❖ What does participation mean to you? How does it compare to the official definitions? What are the similarities and differences?
 - ❖ How could participation affect one’s well-being? Give concrete examples.
 - ❖ How could one’s mental health affect their participation? Give concrete examples.
 - ❖ How was the experience of the group word puzzles for you? Did your group disagree on anything? How did you handle it?
 - ❖ What strategies did you use to stay calm and focused during the activity?

Group work: Ladder of participation

Introduction

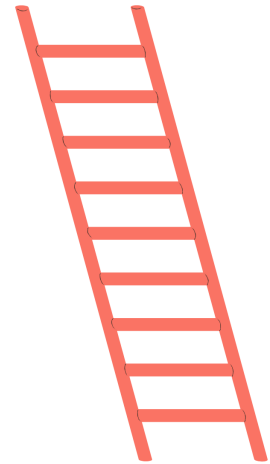
This activity aims to help participants discover Roger Hart's ladder of participation⁹ and understand the benefits of youth participation for young people's mental well-being.

Time

20-25 mins

Materials needed

Print-out of the ladder of participation with the names of the steps taken out, labels of the steps (previously cut out) ([in Annex 3](#))



Steps

1. The facilitator divides the group into smaller groups.
2. Each group is given an image of the ladder of participation with the names of the steps in blank. They are also given the labels of the steps.
3. The group has to organise themselves first according to the ladder, step by step.
4. If they need an explanation of some of the steps they can ask the facilitator, but they can never use the Internet.
5. Once each group has arranged themselves, they should decide on which labels are correct for each step.
6. Then, groups share their proposals one-by-one.
7. After all of the groups have participated, the facilitator explains the correct order of the ladder explaining the meaning step-by-step. The facilitator can decide how they want to show the ladder, either by drawing it on the board, projecting the complete image in [Annex 3](#), or by putting it on a big piece of paper.
8. Participants are asked to share how they think each rung of the ladder/level of participation could affect mental well-being in a different way. They should discuss both advantages and disadvantages.
9. If the group did the [Participation thermometer](#) before, the facilitator can refer to some of these examples and place them into the ladder to understand it better.

⁹ <https://organizingengagement.org/models/ladder-of-childrens-participation/>

Group work: Participate for health

Introduction

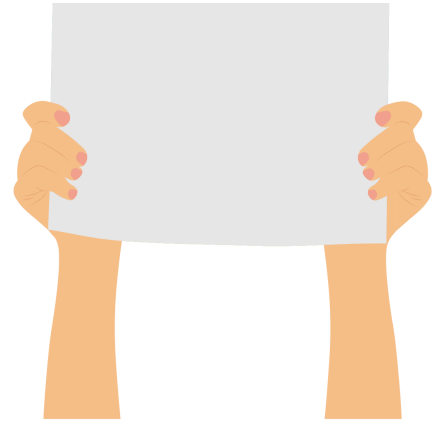
In this activity, participants will work in a group and make a poster that promotes the benefits of youth participation for mental health. The goal is for them to better understand these benefits and be able to promote them to their peers.

Time

20 minutes

Materials needed

Poster board, art supplies (coloured paper, markers, glue, scissors, magazines)



Steps

1. Participants will break into small groups of 3-4 people.
2. Each group will be given a poster board and art supplies. Their task is to create a poster that promotes the benefits of youth participation for mental health.
3. Groups will present their posters and explain their design choices.
4. The facilitator will lead a reflection asking participants what they learned, what messages resonated with them, and how they can apply this in their own lives.

Group work: Participation assembly with roles

Introduction

The purpose of this activity is for participants to understand different mental health needs and work together to make a group decision.

Time

20 minutes

Materials needed

Roles for each participant (these can be printed or sent to the participants digitally)

Steps

1. The facilitator explains to the group that they are going to form a participation assembly and carry out a role-playing activity. Chairs should be assembled in a circle, so that all participants are facing each other.
2. The group will represent a neighbourhood association that wants to travel. Each participant will be given a specific role-either adult or young person-with a corresponding characteristic of that person (i.e. high stress, fear of aeroplanes, etc.) and an assumption about where they can travel.
3. The facilitator will help guide the discussion between participants, but will not participate directly. All participants must speak and act as if they are the character they are representing. They shouldn't say anything directly about their role, but rather show their characteristic and assumption for the trip through their speech and interactions. Participants should try to come up with a destination that works for everyone.
4. After the assembly, as a debriefing activity, each member of the assembly should express what their role was, how they felt, how they were treated by others, and other impressions they have of the role play.



These are some examples of roles that can be used:

- Adult. High Stress. Mediterranean Cruise.
- Adult. Social Anxiety. Paris and Disneyland
- Adult. Economic problems. USA
- Adult. Stutter. Mediterranean cruise
- Adult. Really relaxed. Paris and Disneyland
- Adult. Fear of aeroplanes. Paris and Disneyland
- Young person. Leader, and really relaxed. Mediterranean cruise
- Young person. ADHD (Attention Deficit Hyperactivity Disorder). Paris and Disneyland
- Young person. Autism. USA
- Young person. Eating disorder. Mediterranean cruise
- Young person. Behavioural problems. Paris and Disneyland
- Young person. Fear of dogs. USA

Group work and individual reflection: Silent discussion on mental health

Introduction

The aim of this activity is for participants to reflect on how mental health affects youth participation and explore the connection between the two topics.

Time

15-20 minutes

Materials needed

Large sheets of paper (at least 5), pens/markers



Steps

1. The facilitator will prepare 5 large sheets of paper with the following titles:
 - ❖ Benefits of youth participation
 - ❖ Barriers to participation
 - ❖ Mental health challenges
 - ❖ Supporting mental health
 - ❖ Creating change
2. Participants will silently walk around and write their thoughts, ideas, and opinions under each topic. They can also respond visually with drawings if desired.
3. After sufficient time for input, the facilitator will lead a group discussion about what was written, allowing participants to explain their contributions.
4. The facilitator can probe deeper by asking guided questions to encourage reflections on how mental health and participation are connected.
5. Key takeaways will be summarised at the end and reflection groups will be formed at the end of the activity to further discuss the 5 different topics in smaller groups.

Group work and individual reflection: Techniques for dealing with stress

Introduction

The objective of this activity is to help participants gain a better understanding of stress and learn techniques to deal with it successfully.



Time

20-25 minutes

Materials needed

Sheets of paper, pens/pencils/markers to draw with, flipchart/picture/illustration with a description of the biopsychosocial stress model and fight or flight response ([see example in Annex 4](#)), information about the biopsychosocial stress model ([see Annex 4](#))

Steps

- Participants are asked to define stress in a brainstorming session. They are invited to say words, phrases, thoughts linked to stress. Then, they are split into groups of three.
- The task is to think of a stressful situation in their life and discuss the consequences to their body, mind, and soul. They don't need to share details if they don't feel comfortable. The important thing is to share feelings, thoughts, and consequences.
- The facilitator passes out paper to the groups. The participants are invited to draw an outline of their body and choose the area which was affected the most. They can write key words, draw or sketch.
- Take a moment to reflect on feelings.
- Next, the facilitator gives a short explanation outlining the biopsychosocial stress model using information from [Annex 4](#).
- The facilitator shows a flipchart/ picture with a simplified explanation/ illustration of the fight or flight response using information from [Annex 4](#).
- After the discussion, participants are asked to debrief in their small groups and discuss the following questions:
 - ❖ Which techniques do you use for stress management? Why is it important?
 - ❖ Have you noticed how your body reacts when you are stressed?
 - ❖ Which part of yourself would you like to have a conversation with after you have gone through a stressful episode/ event?
 - ❖ Imagine a close friend has been stressed for the last few days/ weeks. How could you help them? How might they express their need for help?
 - ❖ How do you think youth participation can help with stress management?
- The facilitator asks the participants to find a comfortable position and mentions a few techniques on how to deal with stress.
 - a. Chronic stress
 - b. Acute stress (breathing and relaxation techniques)
- Participants finish with yoga breathing and a couple of relaxing exercises.

Group work and individual reflection: Participation thermometer

Introduction

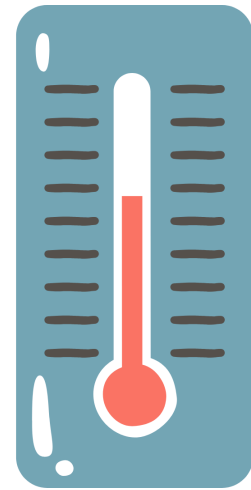
The aim of this activity is to help participants understand the different levels of participation and identify which one(s) they are on in certain situations.

Time

10-15 minutes

Materials needed

Paper to mark which side of the room represents low participation and which one is high participation (optional)



Steps

1. All the group should be standing and the facilitator explains that now the room is a participation thermometer.
2. The facilitator will say different statements that could be related to a high level of participation or low level and each person should place him/herself in the room regarding his/her own opinion. One side of the room will be the lowest level of participation and the opposite side will be the highest level.
3. Then, when each person is placed, the facilitator will ask some of them to explain why they placed themselves there. It would be nice to ask people that are in an outsider's position regarding most of the group and also some people with opposite positions, but be careful not to open a debate between the group, because at this time we just want to listen to their reasons, not start a discussion.

Some ideas of statements (you can create your own):

- Voting every 4 years
- Participatory budgeting
- Your mother asking you what you want for dinner
- Salaried work
- Instagram polls
- Eurovision
- Neighbourhood meetings
- Organising your neighbourhood festivals
- A children's council
- Reggaeton Macro-festival
- Giving your opinion on Twitter about news
- Watching the news
- Attending a demonstration/protest
- Attending a charity dinner
- A referendum
- Being a partner of an NGO
- Working in an NGO
- Organising a film discussion
- Occupying a building as a CSO
- Starting a food co-op in your neighbourhood
- Running for mayor

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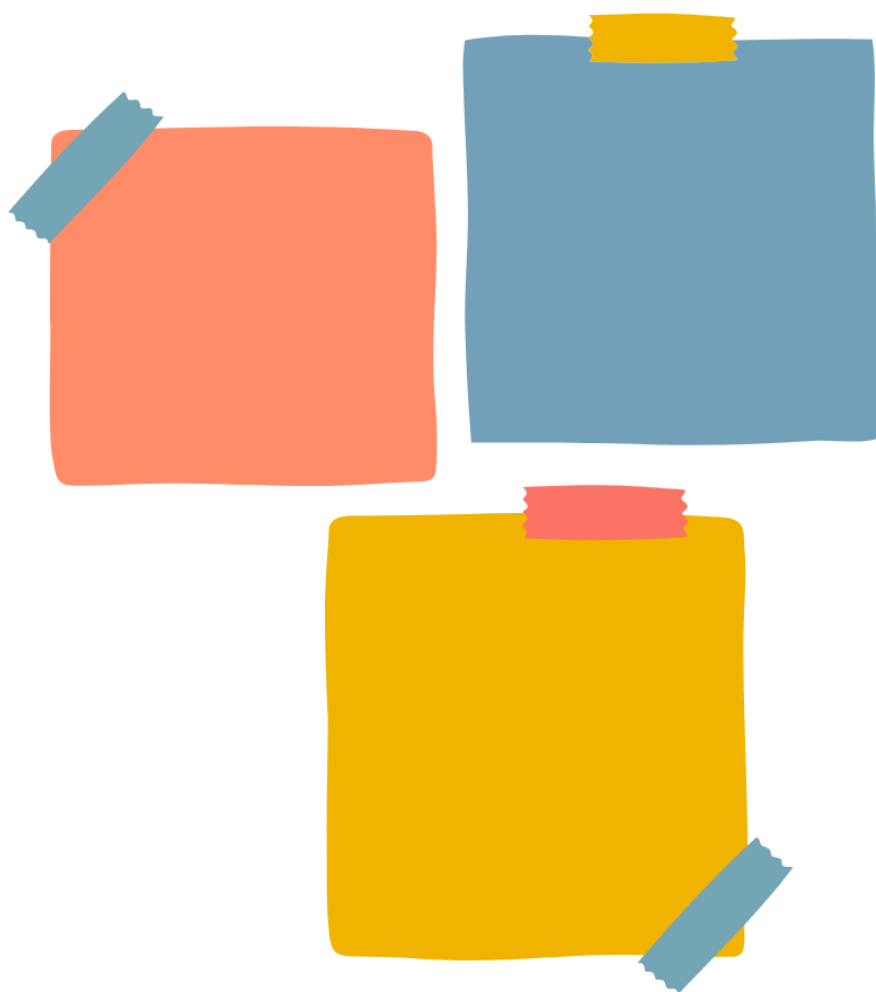
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ANNEXES



Annex 1. Mental health and active participation bingo

Bingo card

Practices mindfulness	Took a long break from social media	Exercises regularly	Belonged to the student group
Went hiking or camping this summer	Is journaling	Voted in elections in the last two years	Enjoys reading
Took part in a clean-up action	Volunteers	Was interviewed about youth issues	Practised a new skill
Decluttered his/her space	Took a day trip in the last 3 months	Practises some sports	Organised an event for young people
Was involved in the creation of a law on youth	Does yoga	Goes to bed at 10 pm	Knows stress management techniques

Annex 2. Definition puzzles

Definition 1 (Wikipedia)¹⁰

Youth participation is the active engagement of young people throughout their own communities. It is often used as a shorthand for youth participation in many forms, including decision-making, sports, schools and any activity where young people are not historically engaged.

¹⁰ https://en.wikipedia.org/wiki/Youth_participation

Definition 2- (United Nations)¹¹

Participation is a fundamental right. It is one of the guiding principles of the Universal Declaration of Human Rights that has been reiterated in many other Conventions and Declarations. Through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action. To participate effectively, young people must be given the proper tools, such as information, education about and access to their civil rights.

¹¹ <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-participation.pdf>

Definition 3- (UNICEF)¹²

Youth participation means youth are involved in decision-making for their communities. Civic engagement is important for the development of civic values, social trust and strengthening of democratic values.

¹² <https://www.unicef.org/serbia/en/participation-and-engagement>

Definition 4- (Erasmus+)¹³

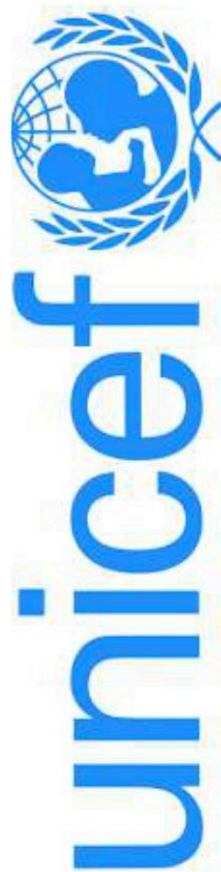
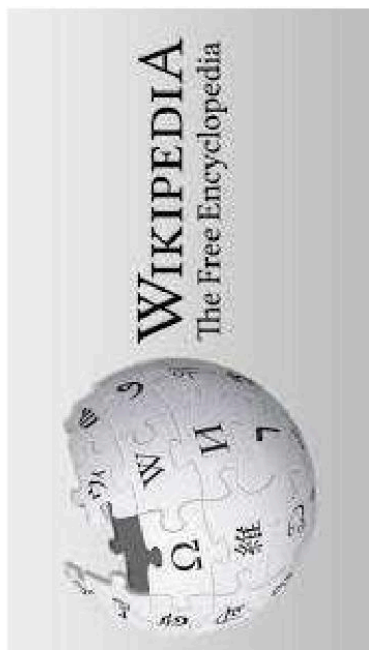
Youth participation activities are non-formal learning activities revolving around active participation of young people. Such activities aim to enable young people to experience exchanges, cooperation, cultural and civic action. Supported activities should help the participants strengthen their personal, social, citizenship and digital competences and become active European citizens.

¹³ <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/youth-participation>

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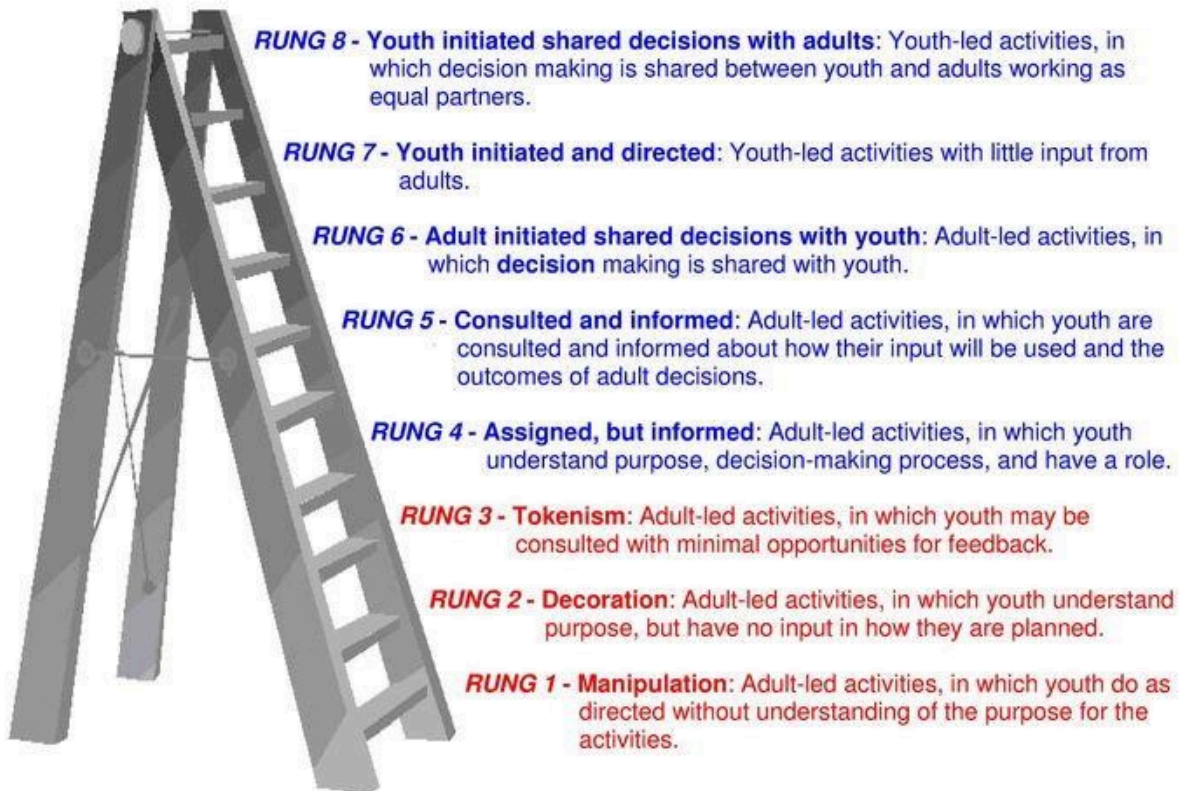


Erasmus+
Enriching lives, opening minds.

Annex 3: Ladder of participation

Ladder of participation (complete)¹⁴

ROGER HART'S LADDER OF PARTICIPATION

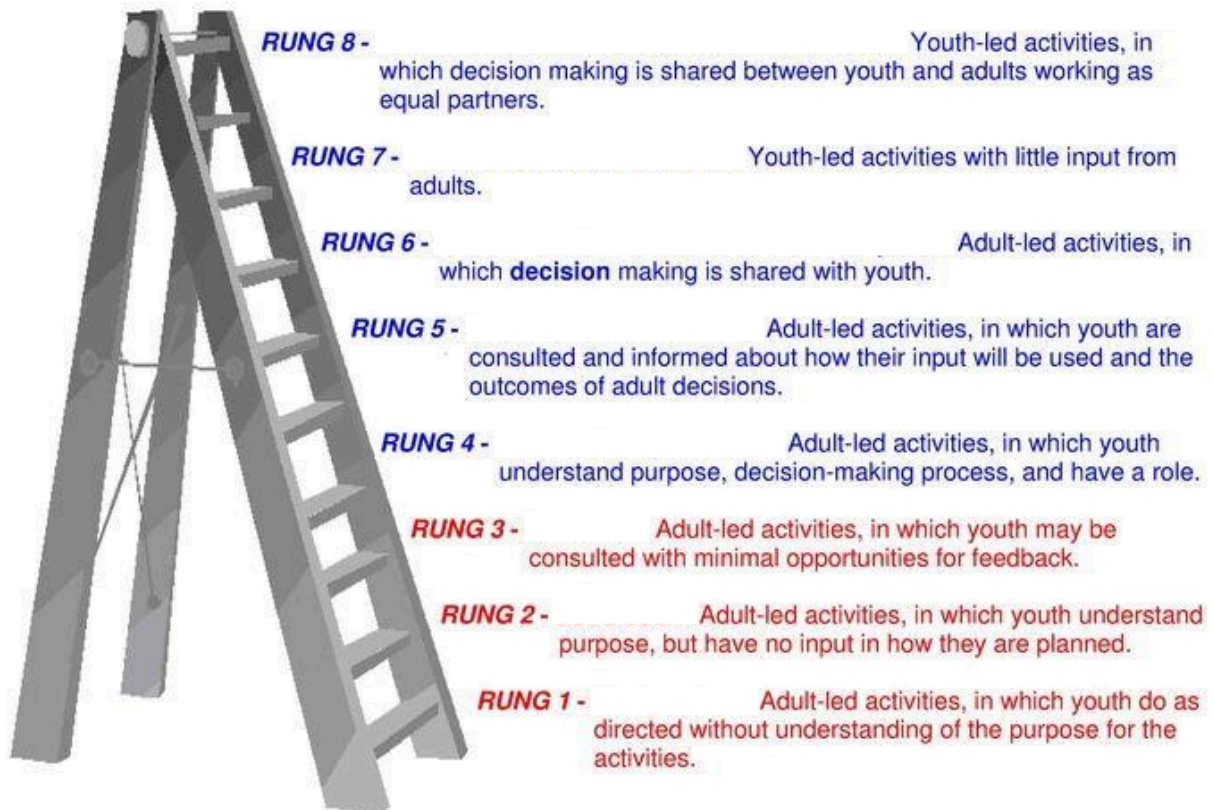


Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre, as cited in www.freechild.org/ladder.htm

¹⁴ <https://organizingengagement.org/models/ladder-of-childrens-participation/>

Ladder of participation (with blanks)

ROGER HART'S LADDER OF PARTICIPATION



Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre, as cited in www.freechild.org/ladder.htm

Ladder of participation (missing words)

Manipulation

Decoration

Tokenism

Adult-Initiated, Shared
Decisions with youth

Youth-Initiated and
Directed

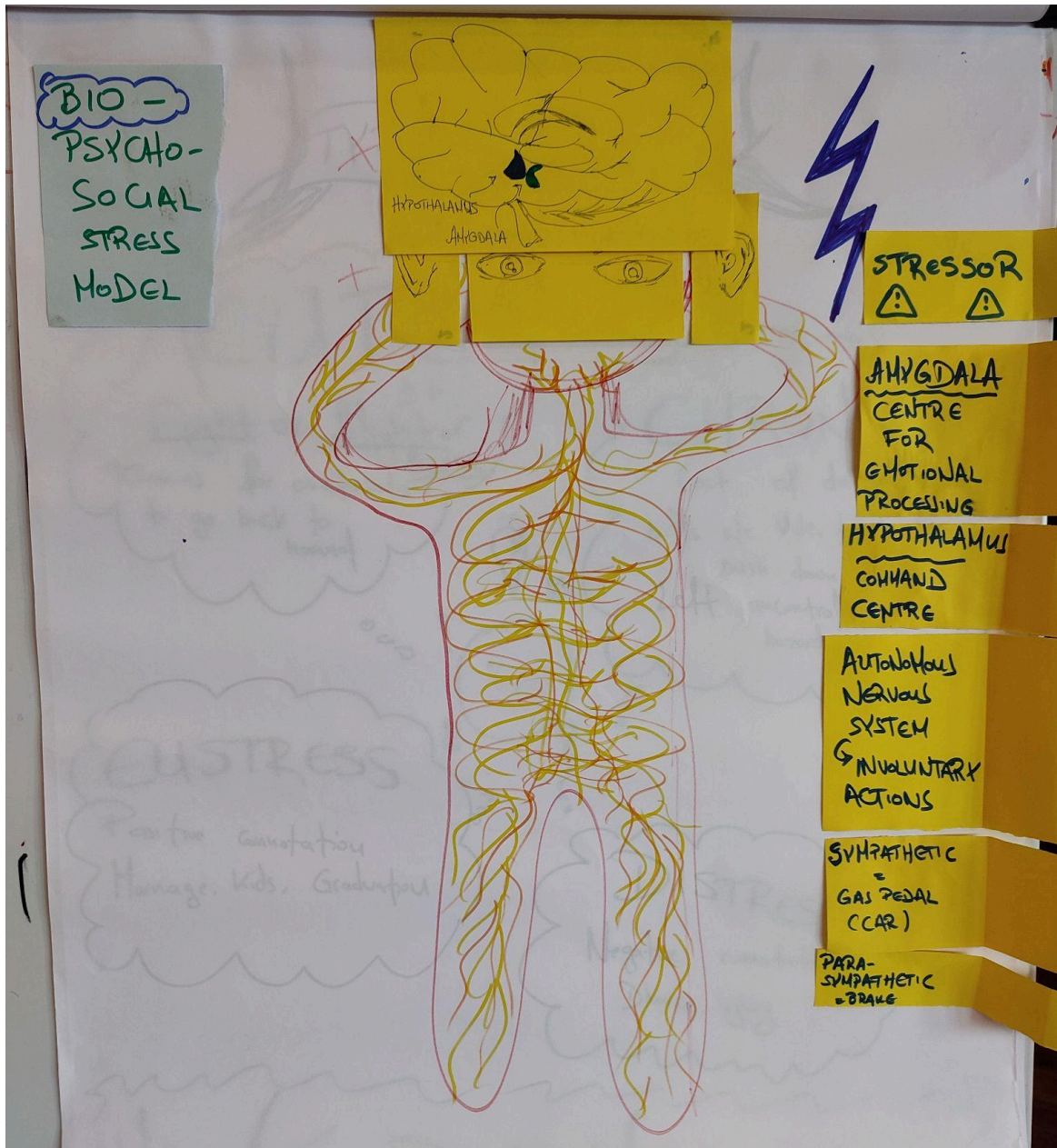
Consulted and Informed

Assigned but Informed

Youth-Initiated, Shared
Decisions with Adults

Annex 4: Techniques for dealing with stress

Example Illustration of the Biopsychosocial Stress Model:



Explanation of the Biopsychosocial Stress Model:

- The brain perceives the threat via the eyes or ears. External threats are called stressors.
- The amygdala (the centre for emotional processing) interprets the images and sound. When it perceives threat, it sends an instant message to the hypothalamus. We can think of it as a command centre. This area of the brain communicates with the autonomous nervous system (involuntary actions, like breathing, blood pressure etc.) It has two components, the

sympathetic and parasympathetic. The former is sort of a gas pedal (in a car), the latter as a break.

- The sympathetic nervous system triggers the fight or flight response. The parasympathetic promotes rest and digestion (calming the body down after the danger has passed).
- The parasympathetic system activates a series of glands, vessels and hormones which end up in heightened blood pressure, fast heartbeat, sharp breathing (more oxygen = higher alertness).
- There are different types of stress. People tend to omit the positive side:

1. Acute Stress

- ❖ Fight or flight. The body prepares to defend itself. It takes about 90 minutes for the metabolism to return to normal when the response is over.

2. Chronic Stress

- ❖ The cost of daily living: bills, kids, jobs... This is the stress we tend to ignore or push down. Left uncontrolled this stress affects your health- your body and your immune system.

3. Eustress

Stress in daily life that has positive connotations such as:

- ❖ Marriage
- ❖ Promotion
- ❖ Baby
- ❖ Winning Money
- ❖ New Friends
- ❖ Graduation

4. Distress

Stress in daily life that has negative connotations such as:

- ❖ Divorce
- ❖ Punishment
- ❖ Injury
- ❖ Negative feelings
- ❖ Financial Problems
- ❖ Work Difficulties

Keep Dreaming



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