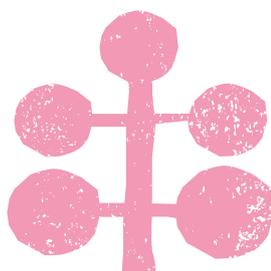
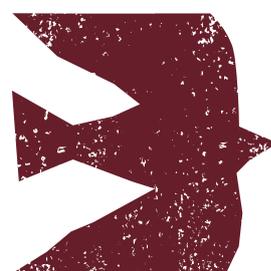
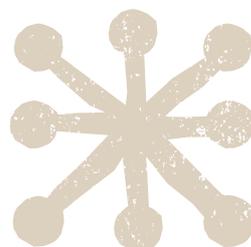
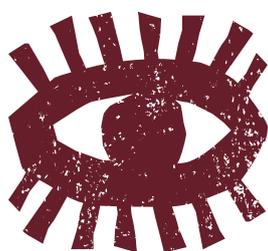
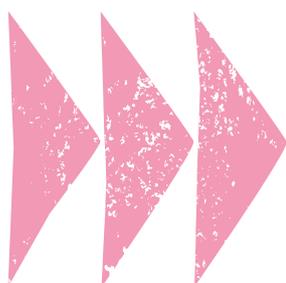
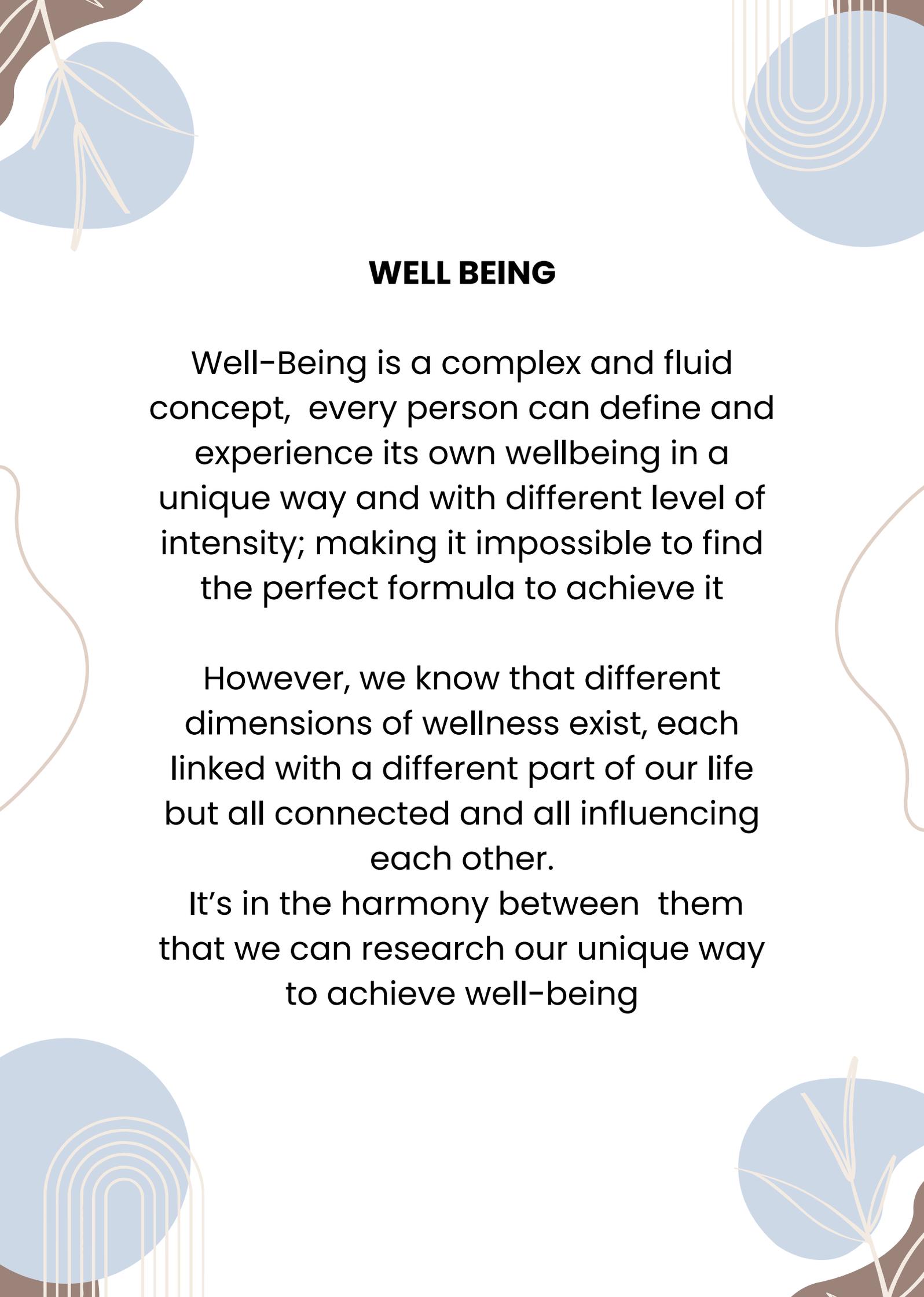


FEELIN ALIVE



YOUTH WORKERS WELLBEING PROMOTION SKILLS PORTFOLIO

TAVO EUROPA



WELL BEING

Well-Being is a complex and fluid concept, every person can define and experience its own wellbeing in a unique way and with different level of intensity; making it impossible to find the perfect formula to achieve it

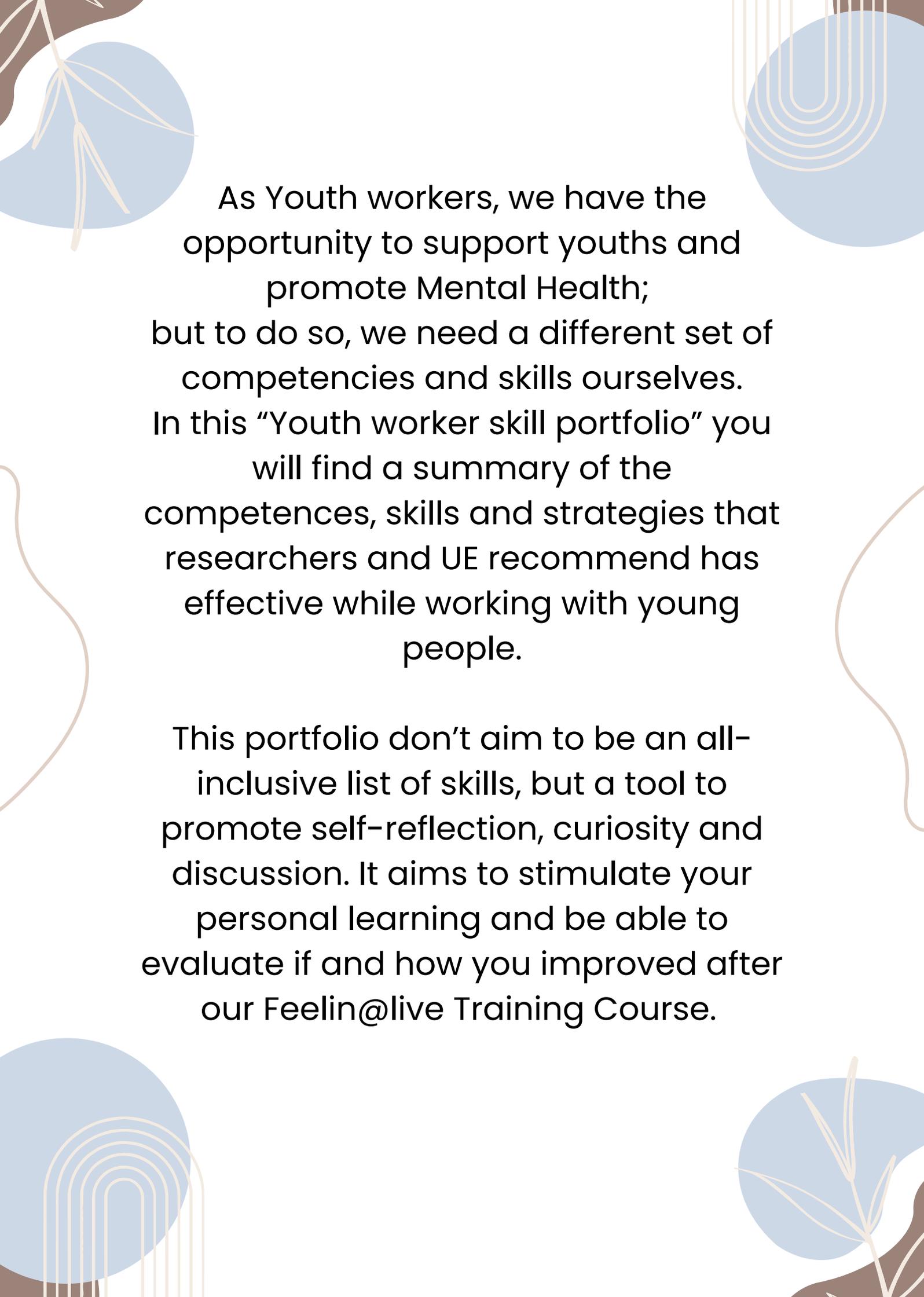
However, we know that different dimensions of wellness exist, each linked with a different part of our life but all connected and all influencing each other.

It's in the harmony between them that we can research our unique way to achieve well-being

It's possible to identify 6 main, interrelated, dimension of well-being
Intellectual, Social, Emotional, Spiritual, Physical and Occupational.

To learn more about those 6 dimension and promote reflection about needed skills that youths may develop for their own wellbeing skills, you can check our “Youths wellbeing Skill portfolio”





As Youth workers, we have the opportunity to support youths and promote Mental Health; but to do so, we need a different set of competencies and skills ourselves. In this “Youth worker skill portfolio” you will find a summary of the competences, skills and strategies that researchers and UE recommend has effective while working with young people.

This portfolio don't aim to be an all-inclusive list of skills, but a tool to promote self-reflection, curiosity and discussion. It aims to stimulate your personal learning and be able to evaluate if and how you improved after our Feelin@live Training Course.

“WHAT IS PROMOTION OF MENTAL HEALTH AMONG YOUNG PEOPLE”

“Is the process of enhancing the capacity of individuals and communities to increase control over their lives and improve their mental health.” Mental health promotion is often confused with the prevention of mental disorders.

Although these practices have overlapping goals and strategies, they are distinct areas of practice.

Mental health promotion goal is to build strengths, competencies and resources in individuals and communities, to reduce the impact of the negative factors.

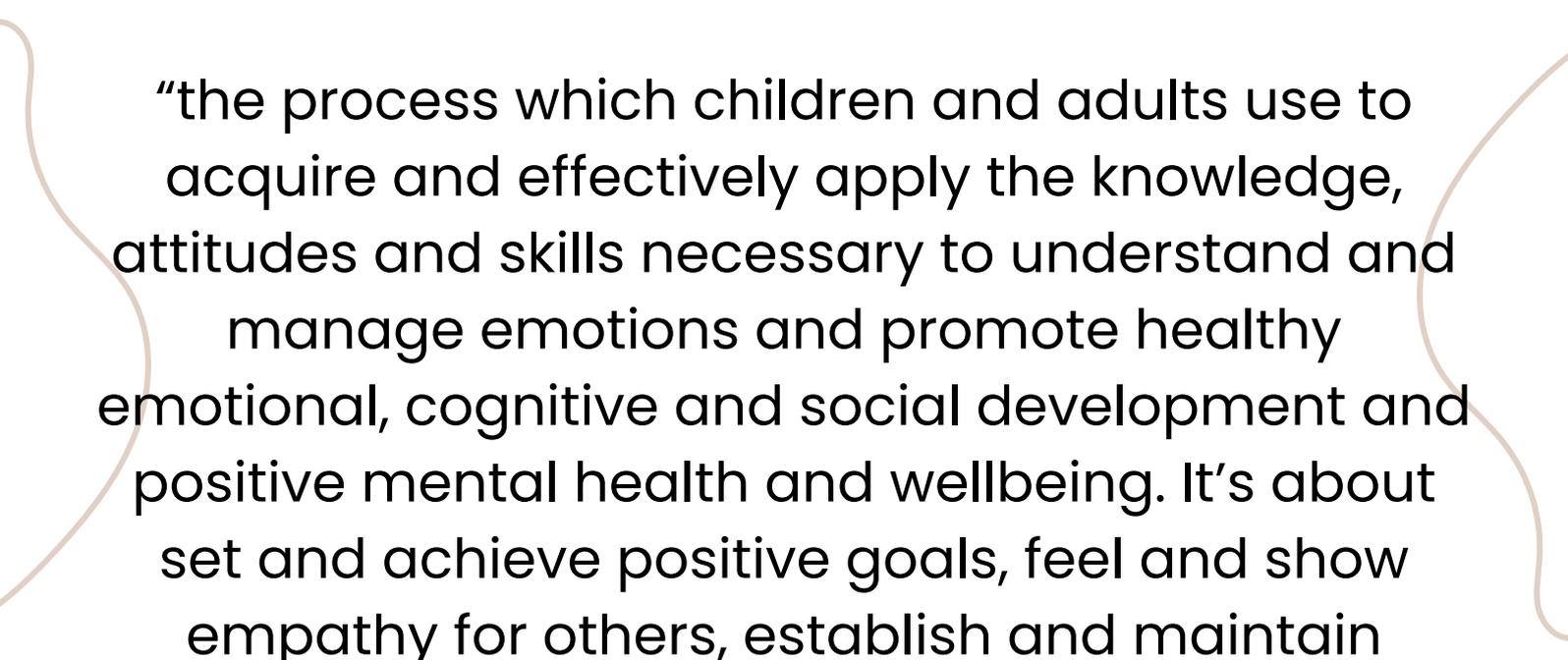
Those actions improve the mental health of everybody in the community, including those with no experience of mental illness.

As effect, it also reduces the risk of mental health disorders, but didn't have it as a specific main goal.



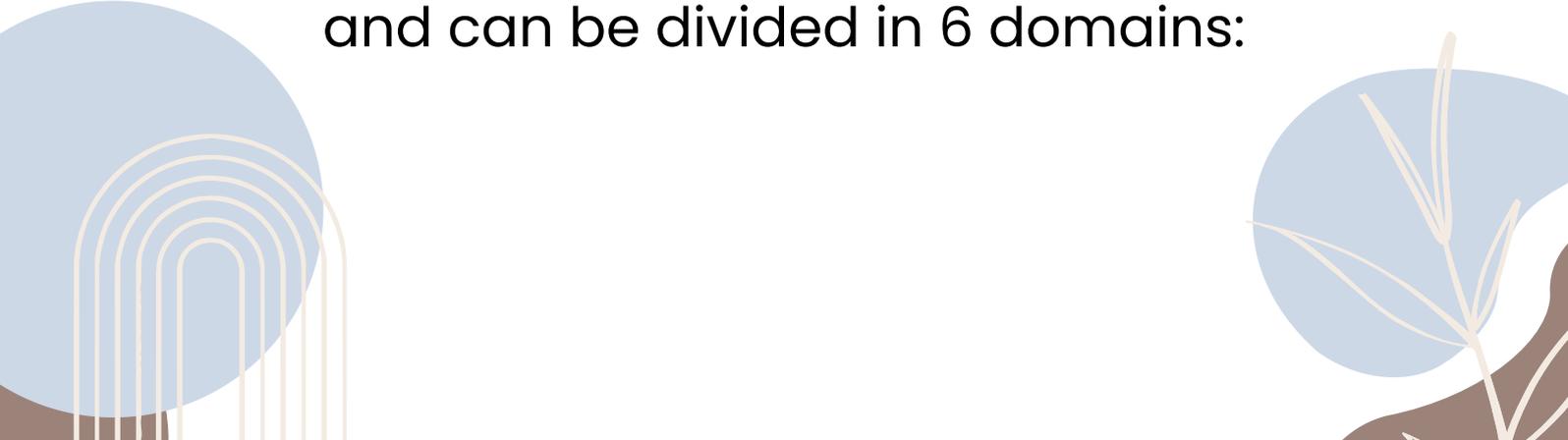
Research have showed that
the most efficient way to promote Mental Health
among youth is
**to foster individual social and emotional
learning (SEL)**

WHAT IS SOCIAL AND EMOTIONAL LEARNING (SEL)



“the process which children and adults use to acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions and promote healthy emotional, cognitive and social development and positive mental health and wellbeing. It’s about set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions”

Social and Emotional competences are multiple and can be divided in 6 domains:





Domain	Competencies
How I think?	Critical Thinking Goal setting Decision making skills Creativity Making your own decisions Awareness of personal achievements
How I feel?	Recognising and labelling emotions Expressing and managing feelings Empathy
How I relate to others?	Relationship skills Communication skills Conflict resolution and problem solving Team working
Values	Valuing diversity and human rights Respecting rule of law Desire to perform to one's highest potential
Mindsets	Optimism Openness Gratitude
Identity	Self-knowledge Self-esteem Self-efficacy Sense of purpose Being aware of and valuing other identities





The above competences are also referred with other terms, such as:

character education, 21st century skills, life skills, resilience, soft skills, non-cognitive skills.

Developing those competences is essential for young people's wellbeing, and should be the priority of youth workers that want to promote mental health and wellbeing.

Through those competences young people:

- *acknowledge their strengths,*
 - *cope with the normal stresses of life,*
 - *maintain positive relationships,*
 - *be physically and mentally healthy,*
 - *do well academically,*
 - *be productive*
 - *become civically engaged.*
- 
- 

FRAMEWORK FOR PROMOTING POSITIVE MENTAL HEALTH AMONG YOUTH PEOPLE

The following Framework, that will guide the next reflections, underline that 3 different levels are required to promote positive mental health:

1) Individual: What youth workers can do to promote positive mental health in young people is in addressing social and emotional competencies: 'The acquisition of those competences will protect their mental health and wellbeing.'

2) Social: A positive sense of belonging, social support, a sense of citizenship and participation in society are all linked to improved mental health and wellbeing in young people. Parents are probably the most important source of influence in children's and adolescents' lives, but even 'one good adult' can help young people develop resilience and overcome adversity and as youth workers, we can be this significant other for young people.

3) Environmental: As a youth worker, we need to study and understand the context and cultural background of the youth we are working with, as it impact their specific needs and values. Also, we can work to promote networking with multiple partners, to found resources, offer opportunities and create meeting places to promote wellbeing and Active citizenship



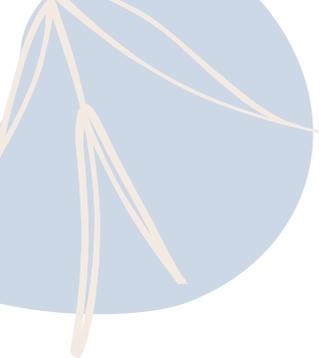
11 CHARACTERISTIC FOR HIGH QUALITY YOUTH WORK

Focusing and working only at individual level, that include the 6 domain see above, would be a mistake, as a holistic approach is required to improve the quality of life of young people, and their possibility for the future

Youth organisations and youth workers have the potential to impact at all level of this framework, and it's important to be aware of it.

To do so, the following 11 characteristic are considered good competences and useful skills for youth workers, and should taken in consideration, learned/improved and implemented in daily youth work job, promoting reflection and constant self-Improvement.

A more expensive explanation of every Characteristic, and related specific skill, knowledge and attitude can be found later in this Portfolio; and will became more intuitive and easy to understand after the next short theoretical part.



INDIVIDUAL LEVEL.

1. Take the whole human being into consideration
2. Focus on social and emotional learning
3. Start with a needs-assessment
4. Discover the motivation of young people



COLLECTIVE LEVEL

5. Be a role model of positive mental health
6. Create safe learning environments
7. Building respectful and supportive relationships with young people
8. Develop self care
9. Stimulate group reflection and self-reflection

SOCIETAL LEVEL

10. Cultivate a culture-sensitive approach
 11. Dare to involve the community
- 
- 

KEY FINDINGS OF THE FRAMEWORK

FOCUS ON STRENGTHS

The theories of mental health promotion and positive youth development endorse the importance of adopting a strengths-based approach when promoting young people's mental health.

Focusing on psychosocial strengths and protective factors rather than behavioural problems and risk factors for mental health is also likely to be more acceptable to young people.

Focusing on mental health problems, such as depression, has been found off-putting by young people, regardless of whether they are experiencing mental health problems

YOUTH WORKERS ROLE

Youth workers play an important role in the social and emotional development of young people, however, the learning of these competencies does not happen by accident.

It is crucial that Youth workers are intentional about the way they **create environments** and **design experiences**, In a way that specifically promote and support young people's social and emotional development.

SEL programmes and practices are most effective when they use a systematic and explicit approach to teaching social and emotional competencies.

This approach is summed up by four practices, described by the acronym S.A.F.E

S.A.F.E

-S

Sequenced activities to develop social and emotional competencies in a step-by-step fashion.

-A

Active forms of learning.

-F

Focused attention on social and emotional competencies' development.

-E

Explicit about which social and emotional competencies targeted.



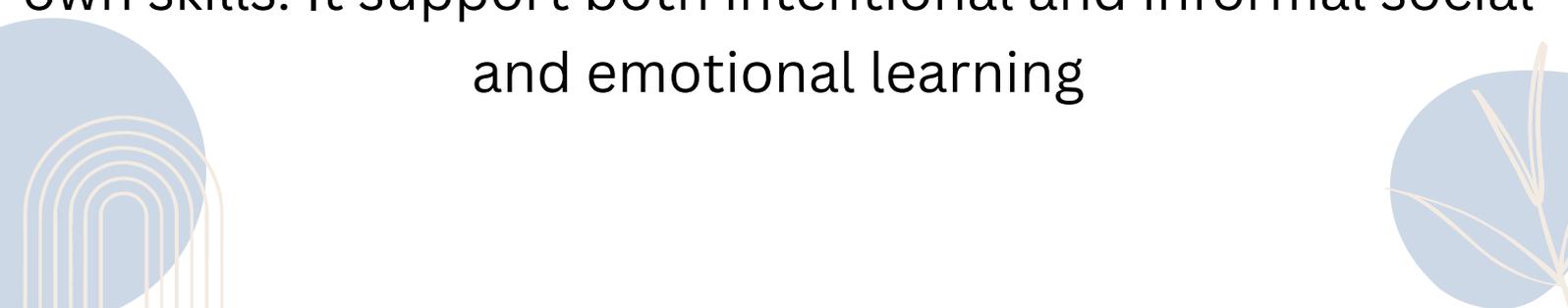
It is also important that youth workers recognise that social and emotional competencies can be both taught and caught.

Taught:

Designed learning experiences and practices, which teach young people about specific social and emotional competencies. It's important to be explicit about which competencies are promoted through which practices. This helps young people in understanding the competencies they have learned and how they may apply these in other contexts. Group discussions and providing opportunities to practice these competencies, facilitate their application to real life setting.

Caught:

Creation of a learning environment that gave youths opportunities to experiment, discover and improve their own skills. It support both intentional and informal social and emotional learning



CREATING POSITIVE LEARNING ENVIRONMENT

This approach is based on positive youth development research and reflects the belief that it is the role of the staff to create an environment which meets the needs of young people in order to facilitate learning and positive development.

The following model, categorise in 4 levels the practices that staff can carry out in order to promote a positive learning environment for young people

Higher order engagement through choice, planning, and reflection.

ENGAGEMENT

Peer interaction through grouping and community building.

INTERACTION

Supportive environment through welcoming, conflict resolution, active learning, encouragement, and skill building.

SUPPORTIVE ENVIRONMENT

Physical safety, emotional safety, and inclusive practices.

SAFE ENVIRONMENT





Providing a safe and supportive environment for young people is the first step in engaging young people in social and emotional learning.

It's also important that youths experiment themselves in a group, interacting and experimenting with peers and having youth workers as positive role model.

Lastly, it's important to encourage and give them the possibility to be active actors in this environment, contributing to decision making process and making them really feel part of a community.

However, to achieve meaningful participation and the transfer of competencies to real life settings, it is also important to ensure that young people consider the competencies taught to be relevant to their goals and values, matching in this way their intrinsic motivation.





ENGAGING YOUTH: Self-Determination and intrinsic motivation

Youths needs to actively choose to be engaged, for our work to be effective, but we all know from experience that this can be challenging.

In fact, youths feel the need to practice **Self-Determination**: a set of skills that allow them to be responsible for their choice and action.

Taking part in SEL should be a conscious decision.

To do so, we need to understand the difference between
External motivation (governed by external demand or rewards)
and
Intrinsic Motivation (governed by internal desire to develop and act).

Focusing on the intrinsic motivation, discovering youth's values and needs, and adapting our actions to match them, has proved to be effective.





We need to show Youth that the activity we proposed match their needs, are interesting, worth of their time, and provide optimal challenge in a respectful and supportive environment.

To do so,our activities have to fill 3 innate needs:

Competence:

The needs of experimenting, experience mastery, and feel competent. This can be enhanced by peers and youth workers providing positive feedback.

Relatedness:

The need to interact and connect with others, to feel supported and listened, they need to feel that they are not alone and that other people understand them.

Autonomy:

The need to self-determinate actions and choice, for example, doing an activity because one finds it interesting, rather than because it is required by others.



**Promoting Self-Determination in Youths,
it's indispensable for their wellbeing,
and a list of specific developable skills is listed here,
to be taken in consideration during our job.**

Skill	Description
Choice-making	Being able to choose between two or more options in order to exert control over one's actions and environment.
Problem-solving	Being able to identify a problem, possible solutions, and understanding potential pros and cons of each possible solution.
Decision-making	Similar to choice-making, decision-making is about being able to make the right decision at any given moment. This skill requires young people to identify alternative decisions for action and the potential consequences for each alternative, assess the probability of each possible outcome, and be able to select the best alternative and implement this decision.
Goal setting and attainment	The ability to set appropriate personal goals and achieve the goals with action.
Self-regulation	Being able to regulate one's own behavior by being aware of one's action, motivation and being self-adjusting. It entails being able to self-monitor, self-evaluate, self-manage and self-instruct.
Self-awareness	Being aware of one's own strengths, limitations, needs, uniqueness and areas for growth.
Self-efficacy	Having the understanding that one's own actions have an impact and believing to be the causal agent in one's own life.
Self-advocacy	Being able to understand personal needs and values and being able to express these assertively and take appropriate actions accordingly.

YOUTH WORKERS MAIN COMPETENCES:

Summarising all the theoretical part, the Main competences Youth Workers need to have to promote positive mental health and wellbeing among young people are:

- **Knowledge of positive mental health and its determinants for young people**
- **Confidence and skills in engaging young people in talking about their mental health**
- **Building relationships with young people based on confidentiality, respect and trust**
- **Addressing stigma**
- **Valuing diversity and cultural differences in understanding and addressing mental health and wellbeing**
- **Collaborating with families and other services to support young people's mental health needs**
- **Dealing with challenging situations**
- **Implementing and evaluating evidence-based strategies to promote young people's mental health and wellbeing**
- **Self-care and -management strategies**



DETAILED SKILLS, KNOWLEDGE, ATTITUDE RELATED TO THE 11 CHARACTERISTIC

**On the next pages, there will be the core part of
our youth worker portfolio.**

**We will see in details the 11 Key Characteristic to
High Quality youth work in promoting Mental
Health and Wellbeing.**

**For every of them there will be an explanation and
a list of skill, knowledge and attitude.**

**The aim of this part is to guide self-reflection and
be a support in realising what we already do at a
good level, what can we improve, and evaluate
how much this Training Course have helped us to
became better professionalist**



1

Take the whole human being into consideration.

In Youth Work, we need to consider that the three dimensions of “How I Feel”, “How I Think”, “How I relate” are interconnected and their interactions as essential and indispensable to promote positive mental health.

To promote this knowledge to young people, we first need to have Awareness of our own “I AM” and we need to have strategies and skills to do it.



-I can choose to be in the present moment.

-I practice entering in a meditation space

-I am able to practice self-reflection

-I can name my emotions

-I am aware of when and how I felt emotions

-I am aware of my thought process

-I am aware of the way I relate to others in different context

-I am able to find my dynamic coherence on my 3 dimensions

-I am able to look honestly at myself, without judgment

-I actively practice “curiosity” to develop my mind,

-I actively practice “self-compassion” to myself

-I actively practice “courage” to act towards my needs and goals

-I know that my relationships are a mirror of my myself and my needs

-I know I cannot change others, but I can change myself

-I can identify when I have a need to satisfy

-I am aware of what I need to do to satisfy my need



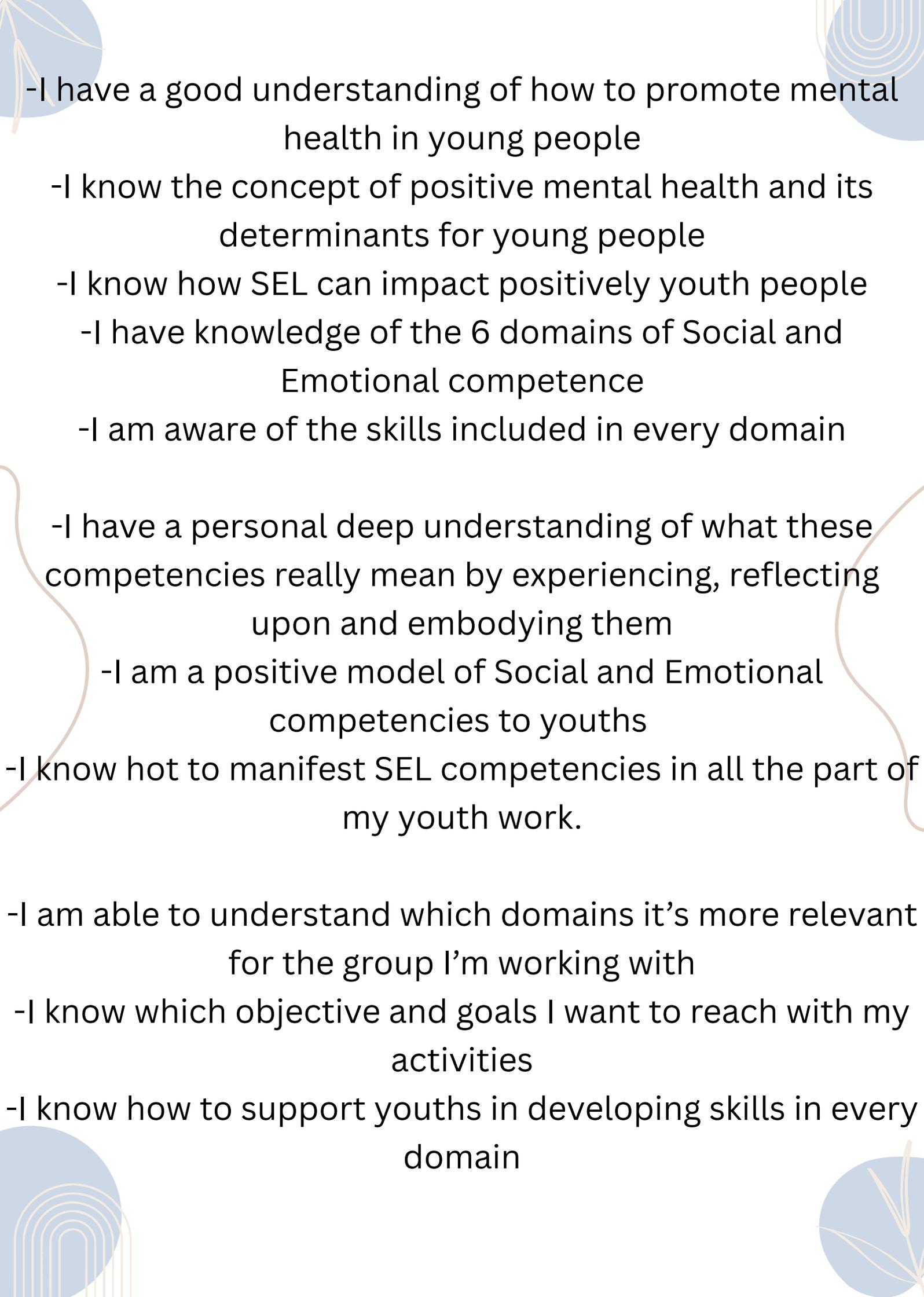
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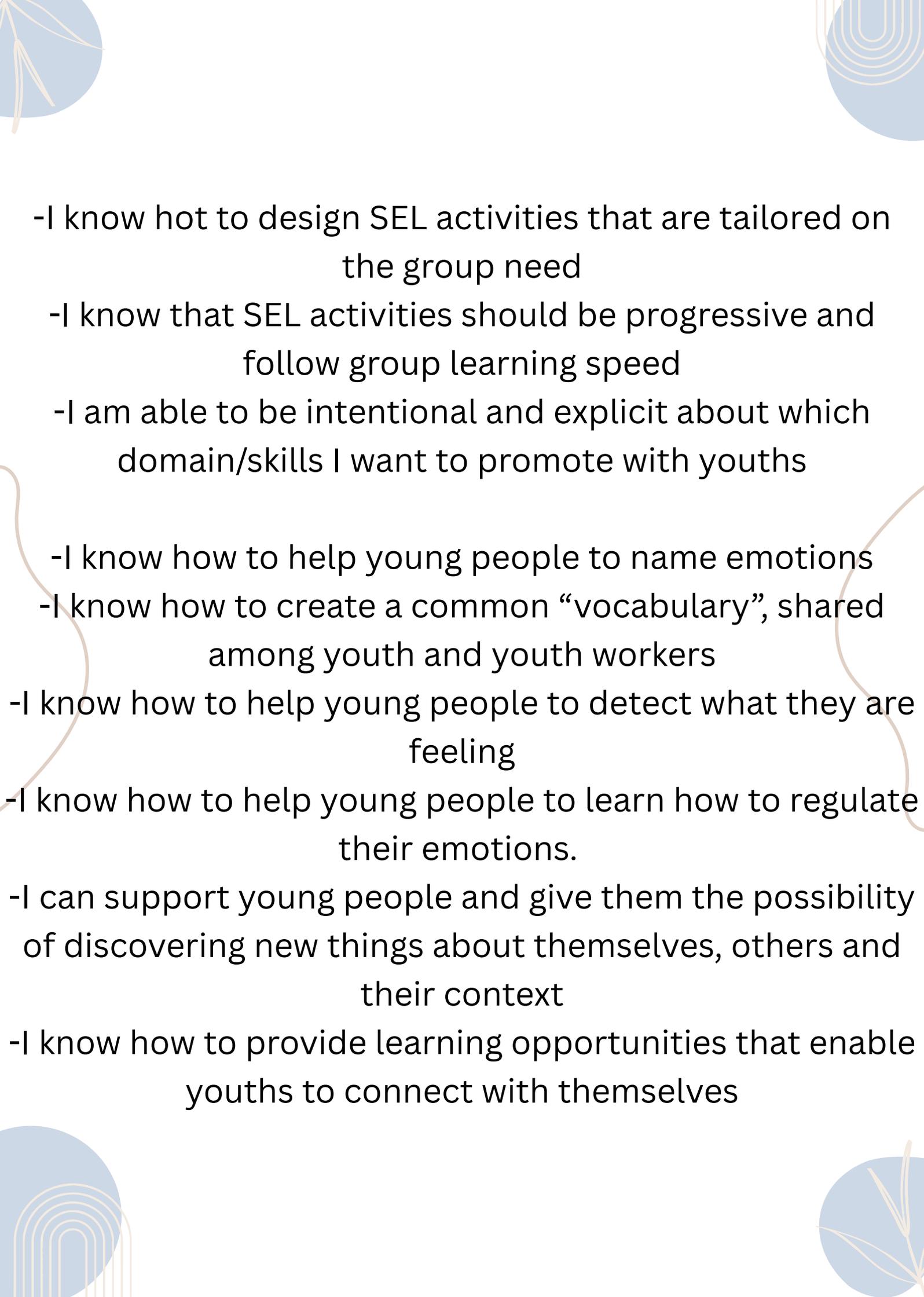
Focus on social and emotional learning

When young people are missing words for naming their feelings, they cannot understand them and therefore manage them.

They need to be provided with learning opportunities that enable them to connect with themselves, and be able to detect what they are feeling and name it, as well as to learn how to regulate their emotions.

As youth workers we can accompany youth in this process, giving them the possibility of discovering new things about themselves about other and their context, fulfilling their human needs of belonging (feeling connected to others and relating to them) and of being acknowledged as unique

- 
- I have a good understanding of how to promote mental health in young people
 - I know the concept of positive mental health and its determinants for young people
 - I know how SEL can impact positively youth people
 - I have knowledge of the 6 domains of Social and Emotional competence
 - I am aware of the skills included in every domain
 - I have a personal deep understanding of what these competencies really mean by experiencing, reflecting upon and embodying them
 - I am a positive model of Social and Emotional competencies to youths
 - I know how to manifest SEL competencies in all the part of my youth work.
 - I am able to understand which domains it's more relevant for the group I'm working with
 - I know which objective and goals I want to reach with my activities
 - I know how to support youths in developing skills in every domain

- 
- I know how to design SEL activities that are tailored on the group need
 - I know that SEL activities should be progressive and follow group learning speed
 - I am able to be intentional and explicit about which domain/skills I want to promote with youths
 - I know how to help young people to name emotions
 - I know how to create a common “vocabulary”, shared among youth and youth workers
 - I know how to help young people to detect what they are feeling
 - I know how to help young people to learn how to regulate their emotions.
 - I can support young people and give them the possibility of discovering new things about themselves, others and their context
 - I know how to provide learning opportunities that enable youths to connect with themselves



3:

Start with a need-assessment

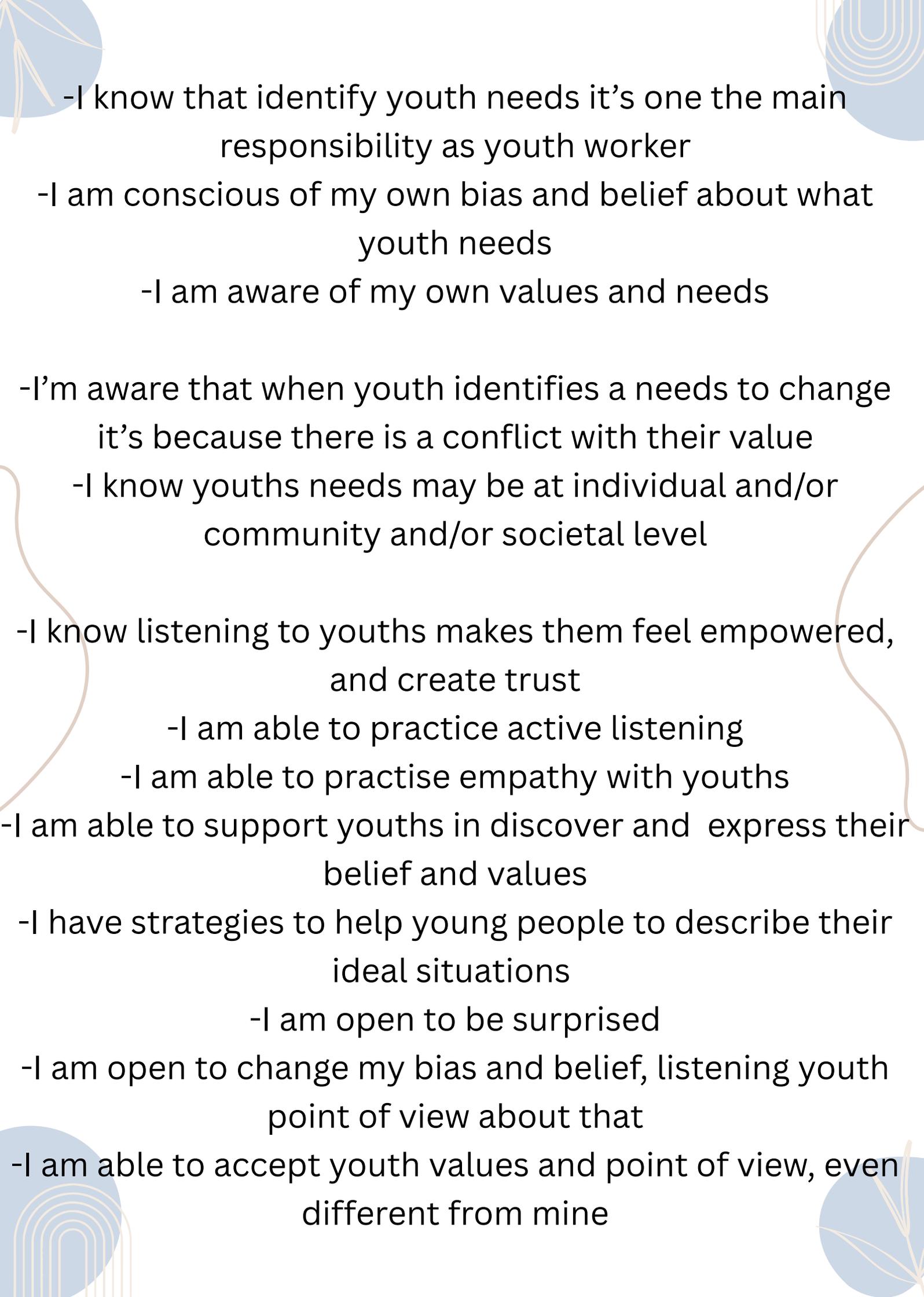
Young people often have needs and value that are different from the older generations.

In youth work, there is a risk to use time, energy and resources for activities that are out of focus. As a youth workers, we may believe that it's what youth needs, but they don't feel the same way.

Every person and group is different, and even activities that worked before may not be appropriate with a different group of youths.

To prevent this, it's important that our starting point is identifying the needs and values of the youngster; that can be different from what us, as youth workers, think young people should learn.



- 
- I know that identify youth needs it's one the main responsibility as youth worker
 - I am conscious of my own bias and belief about what youth needs
 - I am aware of my own values and needs
 - I'm aware that when youth identifies a needs to change it's because there is a conflict with their value
 - I know youths needs may be at individual and/or community and/or societal level
 - I know listening to youths makes them feel empowered, and create trust
 - I am able to practice active listening
 - I am able to practise empathy with youths
 - I am able to support youths in discover and express their belief and values
 - I have strategies to help young people to describe their ideal situations
 - I am open to be surprised
 - I am open to change my bias and belief, listening youth point of view about that
 - I am able to accept youth values and point of view, even different from mine



I am aware that youths may feel that it's impossible to make changes

-I know how to promote optimism for the future among youths

-I'm able to Identify which Value in the society young people want to change

-I am able to relate youths wanted changes, with SE competences they may need to acquire

-I am able to explain to them, how youth workers can support them in achieving those changes

-I'm able to communicate with youth why they need to improve their SE competencies to make the change they want

-I know how to start from "real problem" or situation young people would like to change, and provide examples

-I'm aware that competence development is an ongoing process

-I'm able to make young people conscious that competence development is an ongoing process

-I'm able to make young people comfortable in needing time to make the change they want



Discover the motivation of young people

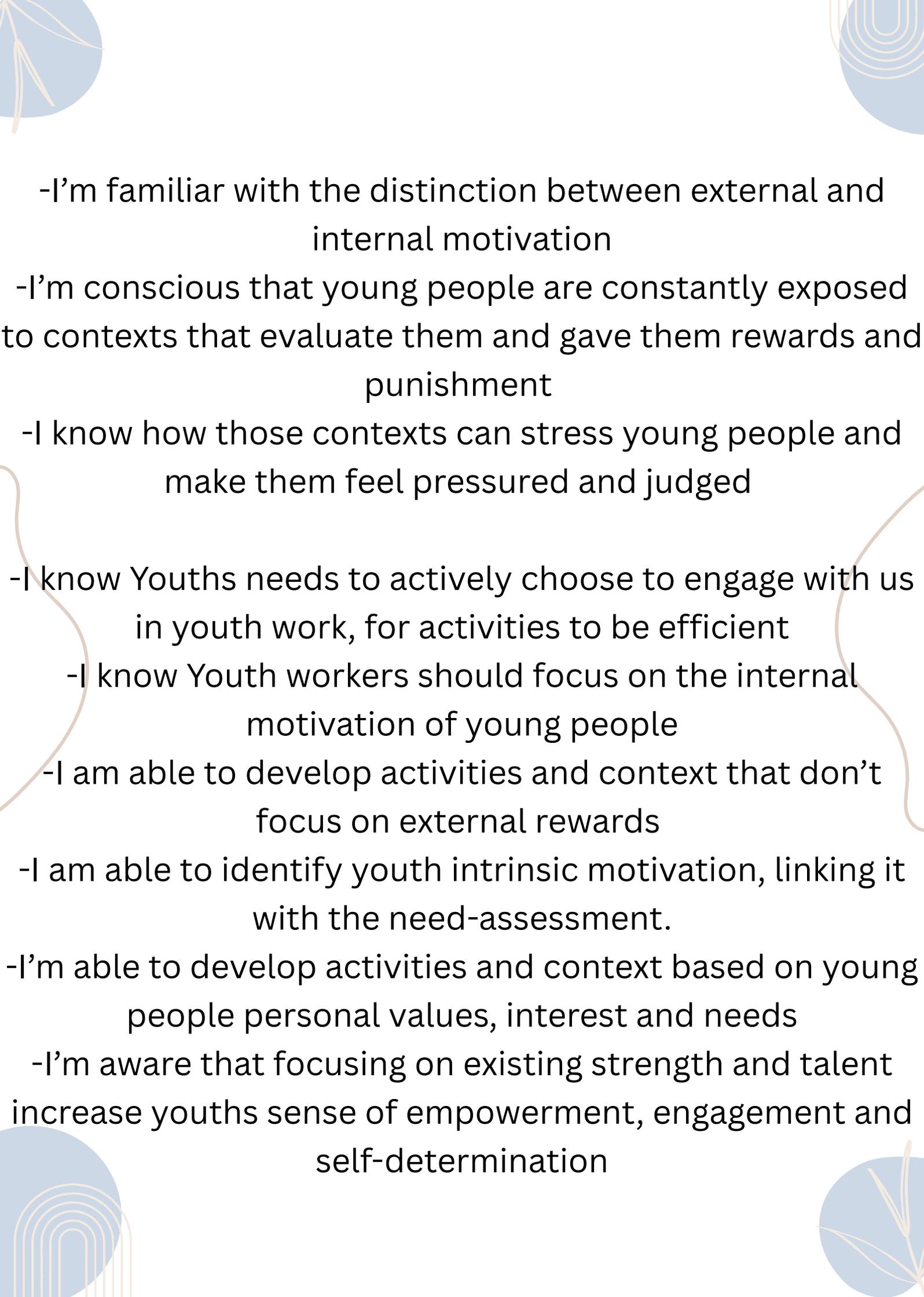
Being self-determined means that behaviours are based on personal will, that it comes from intentional, conscious choices and decisions.

It's an intrinsic motivation, that comes 'from within', to achieve what it's important for us.

For youth, an intrinsic motivation is often to make a change to their world and life in order to make it happier and healthier.

To be efficient in our work, we need to be sure that taking part of SEL it's a self-determined behaviour from youths, Relying on external motivation, for their participation would be a mistake in youth work.

We need to be aware of youth intrinsic motivation, and be sure that our activities are interesting, matches with their needs and allow them to become involved as active actors

- 
- I'm familiar with the distinction between external and internal motivation
 - I'm conscious that young people are constantly exposed to contexts that evaluate them and gave them rewards and punishment
 - I know how those contexts can stress young people and make them feel pressured and judged
 - I know Youths needs to actively choose to engage with us in youth work, for activities to be efficient
 - I know Youth workers should focus on the internal motivation of young people
 - I am able to develop activities and context that don't focus on external rewards
 - I am able to identify youth intrinsic motivation, linking it with the need-assessment.
 - I'm able to develop activities and context based on young people personal values, interest and needs
 - I'm aware that focusing on existing strength and talent increase youths sense of empowerment, engagement and self-determination

- I know how to create activities that focus on strength of young people
- I'm aware that forcing youth to acquire or developing competences that they don't care about or are simply not good at it's not an efficient strategy
- I can recognise when an activity is based on external motivation, and I know how to change it
- I'm aware that self-determination is strictly related to internal motivation
- I know that be self-determined increase youth wellbeing, and i know how to promote it
- I'm familiar with the 3 self-determination basic needs: autonomy, competence and relatedness
- I know how to support youth to be autonomous: be able to take their own decision about experience and actions
 - I know how to support youths in feeling competent: aware of having skills and confidence to solve problems and challenges.
- I am able to support youths in being and feeling related to others: developing relationships and having a sense of belonging
- I am familiar and know how to promote the 8 self-determination skills
- I know how to make youths actively involved in decision making and initiatives of my youth works
 - I'm familiar with the ladder of participations theory
- I know how to use the ladder of participation theory in my youth work
- I know how to adapt the amount of autonomy given to the young people, to meet their capacities
- I know that an adequate guidance to achieve full autonomy is sometimes needed.

5

Be a Role Model for Positive Mental Health

Although parents are probably the most important source of influence in children's and adolescents' lives, research has shown that having a positive relationship with even 'one good adult' can help young people develop resilience and overcome adversity.

As youth workers, we can be this significant other for young people, helping them to develop resilience and overcome adversity.

It is therefore important to reflect on how we can be a role model for positive mental health



-I am aware that every time I interact with a young people in my work I can have an impact on their wellbeing and mental health

-I am aware of the way I present my self during my work (communication style, emotions, dress, attitude, ecc...)

-I am aware of the impression I may give to youths during my work

-I know why I'm acting in a certain way during my work

-I am aware of my thoughts, emotions and actions during my youth work

-I am able to reflect and modify my actions to act coherently with my thoughts and emotions

-I am able to be coherent with myself during my work

-I enjoy my work

-I'm able to bring creativity in my work

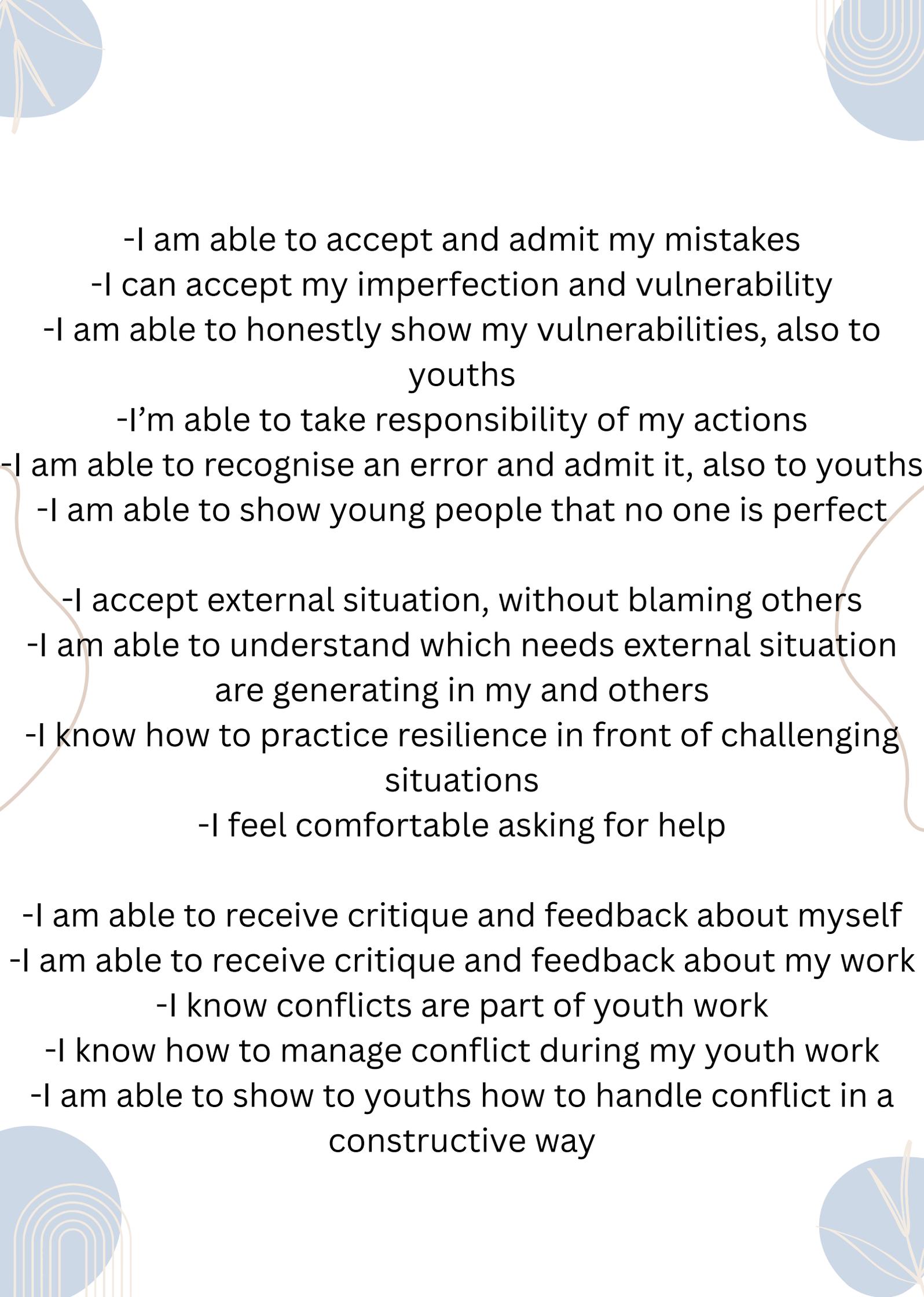
-I'm able to integrate theory and practice in my work

-I have a clear purpose in my youth work

-I am able to truly cares about youths, showing empathy and building trust

-I know every interaction is a learning opportunity



- 
- I am able to accept and admit my mistakes
 - I can accept my imperfection and vulnerability
 - I am able to honestly show my vulnerabilities, also to youths
 - I'm able to take responsibility of my actions
 - I am able to recognise an error and admit it, also to youths
 - I am able to show young people that no one is perfect
 - I accept external situation, without blaming others
 - I am able to understand which needs external situation are generating in my and others
 - I know how to practice resilience in front of challenging situations
 - I feel comfortable asking for help
 - I am able to receive critique and feedback about myself
 - I am able to receive critique and feedback about my work
 - I know conflicts are part of youth work
 - I know how to manage conflict during my youth work
 - I am able to show to youths how to handle conflict in a constructive way

6

Create a safe learning environment

The creation of a positive learning environment should start from making the youths feel, and be, safe.

Safety refers both to physical and emotional safety; we need to be sure that we have inclusive practices in place, so also youths with special needs and minorities feel welcomed.

As a youth worker, we also need to offer an environment that is supportive, promote interaction and active engagement

. In this environment we can consciously promote SEL and decide to focus on Caught experience, Taught experience, or both.

From a positive mental health perspective, youth people will feel more engaged and develop ownership of the environment, if they are allowed to cocreate the rules for the safe space together, and can propose activities and changes in the setting.

- 
- I know the theory and the difference between Caught and Taught experience
 - I know the 4 level of practise to create a safe learning environment
 - I know how to create learning environment and design experiences that promote SEL
 - I am able to create a safe environment, where youth can feel safe and not judged
 - I know where to find resources, opportunities and space to create said environment.
 - I know the concept of learning environment that allow Caught experience
 - I know that providing physical security is a mandatory requirement
 - I know that some ground rule should be followed by everyone
 - I am able to confront unacceptable behaviours immediately
 - I know how to create an environment that matches the assessed need of youths
 - I am able to identify inclusive strategies to implement
 - I know how to promote Interaction among Youths and/or adults
 - I know how to create a positive and trust climate among all participants in the environment
 - I am able to create an environment that engage youths and make them active participants

- I know how to involve youth in the process of creating safe-rules and accepted behaviours
- I know as a youth worker we are the first one that needs to follow the rules
- I know that a different group of youths may have different needs and expectation, that will require rules and setting to change

- I know how to Design TAUGHT experience
- I am able to implement Taught Experience in my work
- I am aware of which competencies I want to promote during my youth work
 - I am explicit in explaining to youth which competencies I want to promote in them
 - I am communicating clearly my goal to focus on Social and Emotional Learning
 - I Know how to make Young people reflect on the competences they have and have learned
 - I know how to lead a reflective group discussion
 - I know how to provide opportunities for young people to experiment their competencies
- I know how Taught Experience are more effective if happened in a environment that also allow Caught experience

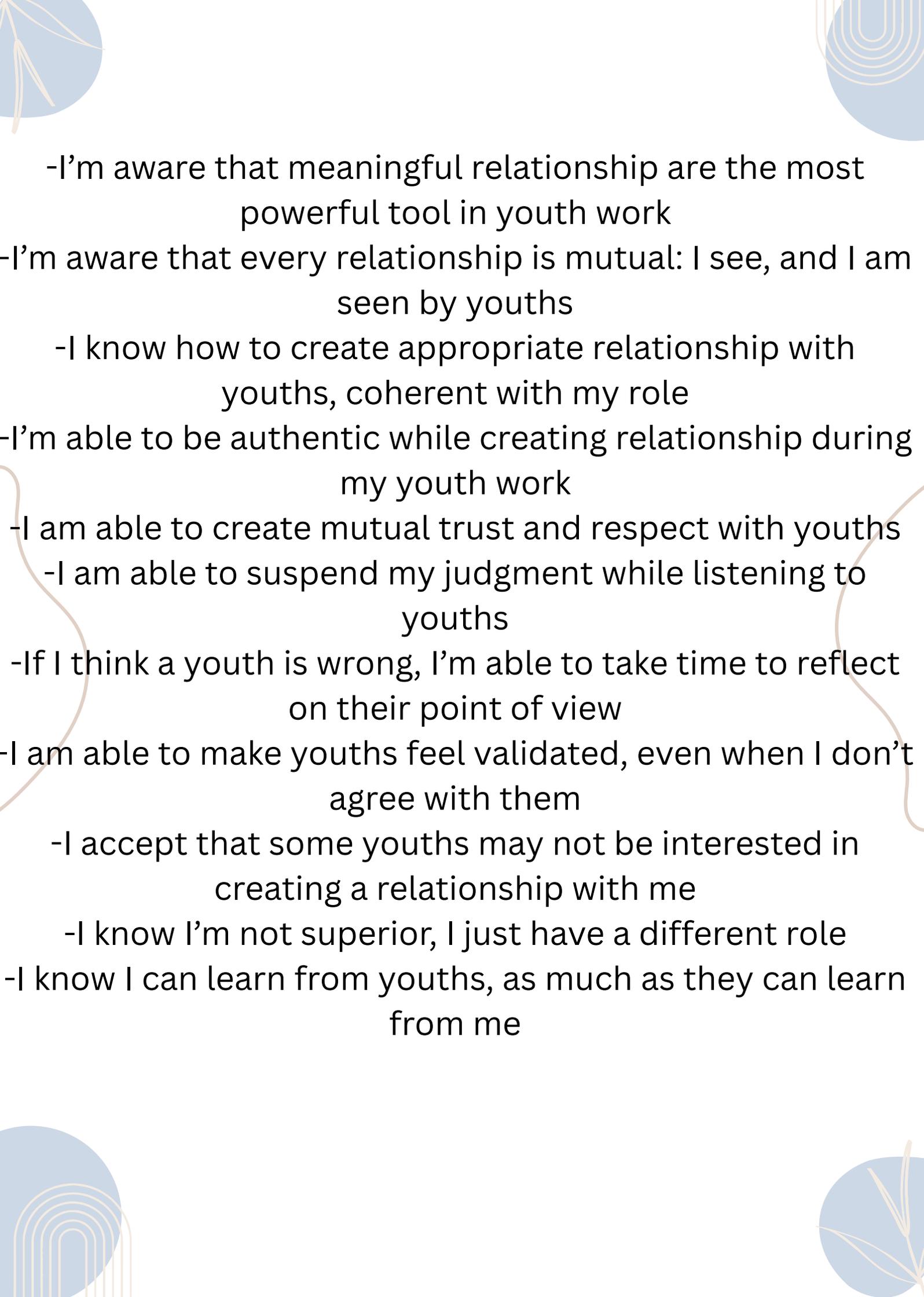
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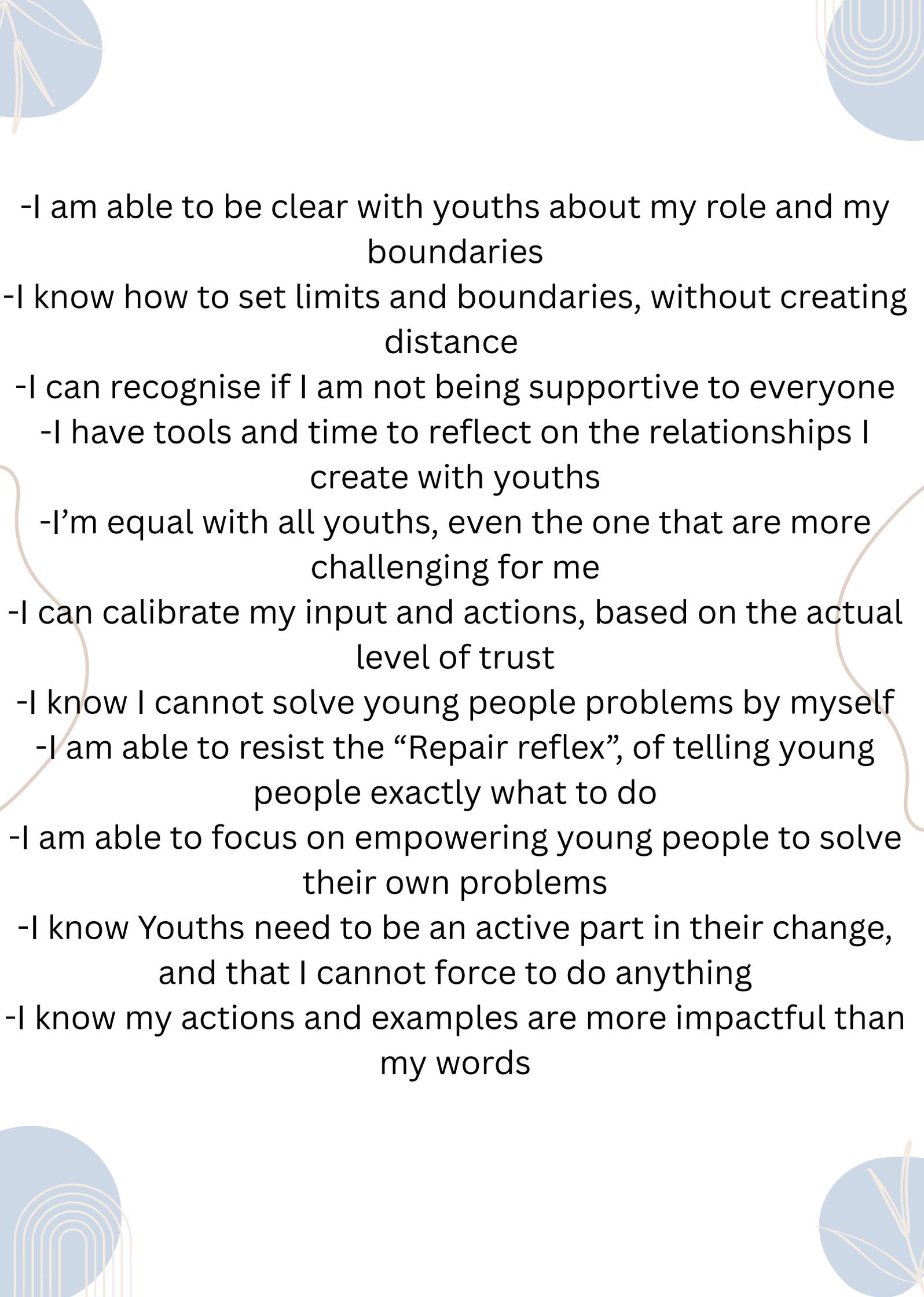
Building respectful and supportive relationship with young people.

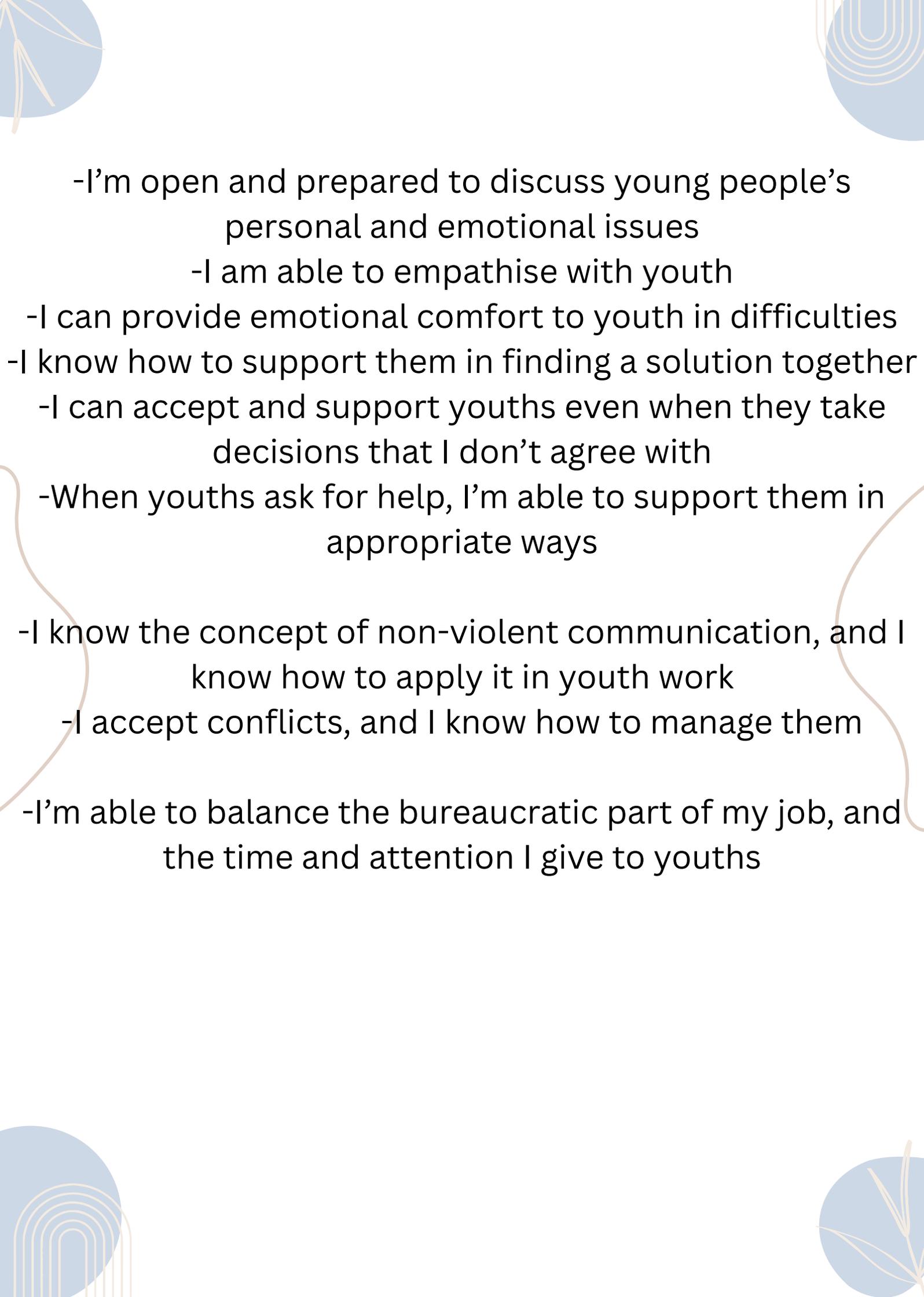
The stronger tool we have in youth work is the relationship we create with young people, as already said being a positive role model is important, but also the way we create the relationship, the boundaries, and the way we use that relationship to achieve goals is fundamental.

We may be tempted as adult and youth workers, to solve young people problem for them; that would be a mistake, and could frustrate youth, or create a not healthy relationship, where youth don't feel independent, respected and competent.

In fact, the core of youth work is not to solve problems for young people, but to empower them to solve the problems themselves.

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- I'm aware that meaningful relationships are the most powerful tool in youth work
 - I'm aware that every relationship is mutual: I see, and I am seen by youths
 - I know how to create appropriate relationships with youths, coherent with my role
 - I'm able to be authentic while creating relationships during my youth work
 - I am able to create mutual trust and respect with youths
 - I am able to suspend my judgment while listening to youths
 - If I think a youth is wrong, I'm able to take time to reflect on their point of view
 - I am able to make youths feel validated, even when I don't agree with them
 - I accept that some youths may not be interested in creating a relationship with me
 - I know I'm not superior, I just have a different role
 - I know I can learn from youths, as much as they can learn from me

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- I am able to be clear with youths about my role and my boundaries
 - I know how to set limits and boundaries, without creating distance
 - I can recognise if I am not being supportive to everyone
 - I have tools and time to reflect on the relationships I create with youths
 - I'm equal with all youths, even the one that are more challenging for me
 - I can calibrate my input and actions, based on the actual level of trust
 - I know I cannot solve young people problems by myself
 - I am able to resist the "Repair reflex", of telling young people exactly what to do
 - I am able to focus on empowering young people to solve their own problems
 - I know Youths need to be an active part in their change, and that I cannot force to do anything
 - I know my actions and examples are more impactful than my words

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- I'm open and prepared to discuss young people's personal and emotional issues
 - I am able to empathise with youth
 - I can provide emotional comfort to youth in difficulties
 - I know how to support them in finding a solution together
 - I can accept and support youths even when they take decisions that I don't agree with
 - When youths ask for help, I'm able to support them in appropriate ways
 - I know the concept of non-violent communication, and I know how to apply it in youth work
 - I accept conflicts, and I know how to manage them
 - I'm able to balance the bureaucratic part of my job, and the time and attention I give to youths

Develop Self Care

Before being able to be care-taker of youths, we need to learn to take care of ourselves.

We cannot talk about and promote wellbeing and mental health in others, If we don't have the appropriate tools and strategies to face our job, which is emotional demanding and can be very stressful on a daily basis.

The risk of burn-out in youth work is very high, and we need to develop self-care, to be able to face the challenges in our work, and being a positive example

- I can recognise my body signal of being stressed
- I can recognise my body signal of a panic attack
- I have discovered a relaxation technique that works for me
- I have a daily habit to implement some of those relaxation technique
- I have a supporting network for when I don't feel good



- I am able to identify and evaluate my own areas of wellbeing
- I know how to acquire up-to date knowledge about wellbeing
 - I'm aware of my own mental health strength and weakness
- I know what trigger feeling of pain, anger or fear in myself
 - I can recognise my own emotional response
 - I know how to name the emotions I feel
 - I have personal emotion management strategies
- I know how to Deal with challenging situations
 - I have strategies to recover from daily stress
- I take time during the day to reflect on what went well
- I'm able to accept also situation that are not enjoyable
- I have self-compassion for myself, knowing It's normal to make mistakes
 - I am able to slow down and observe myself without judgment
- I am able to take time to see how a negative situation will develop
 - I know where to search for help when needed
 - I am able to recognise when I need to take a break
 - I know how to practice meditation and mindfulness

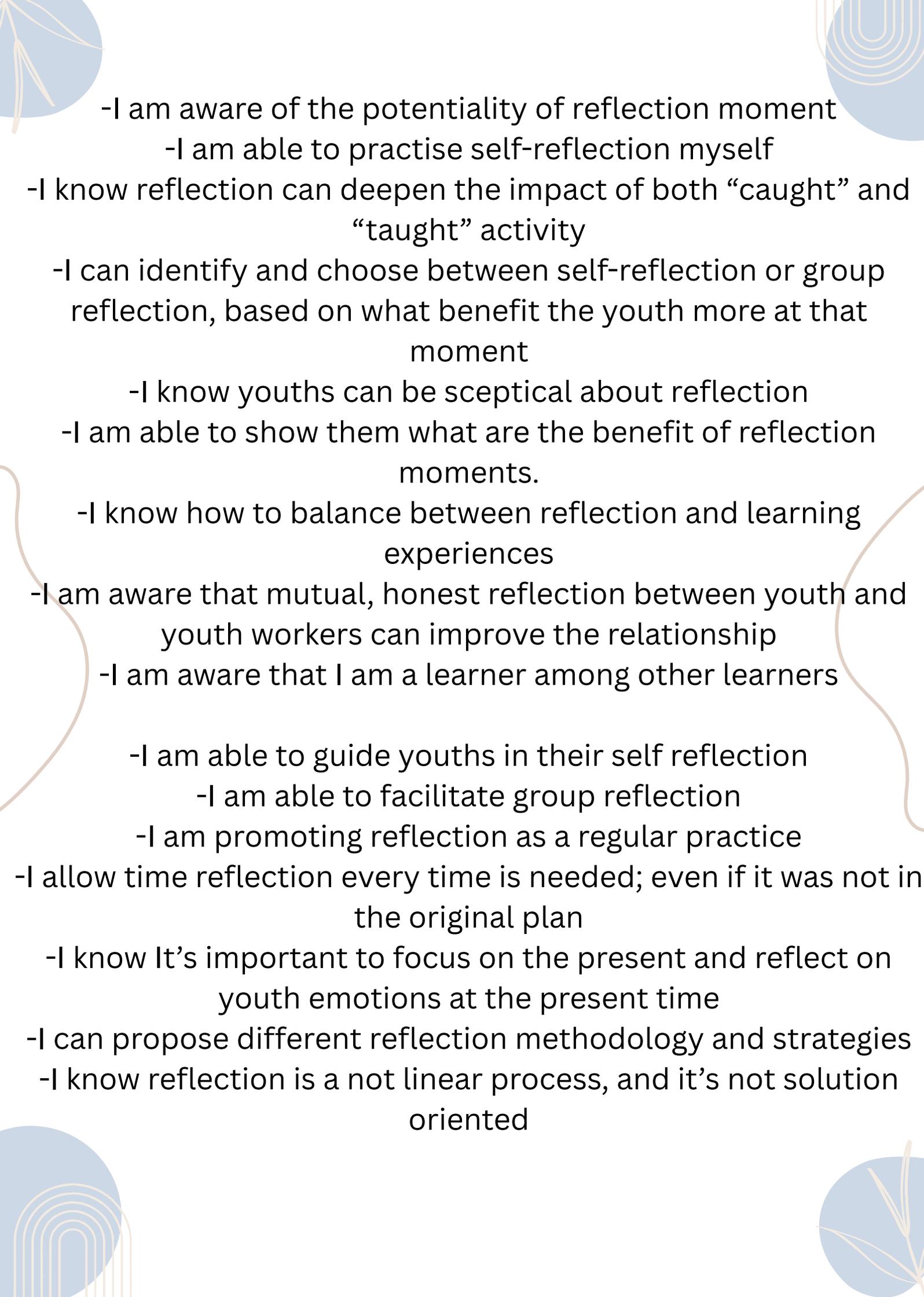
Stimulate group reflection and self-reflection

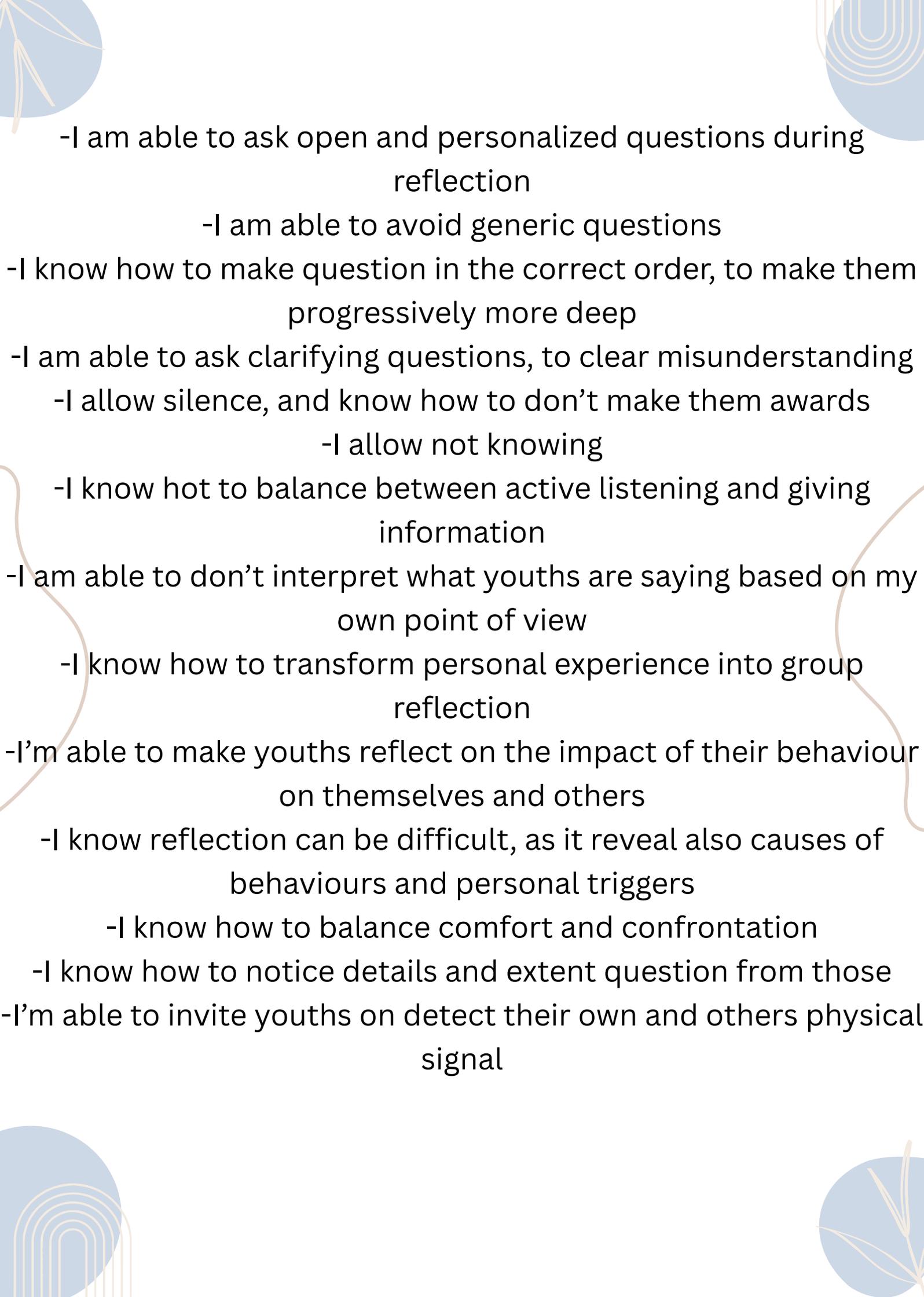
Reflection is one of the key competences in youth work and one of the most empowering processes that young people can experience.

It's about questioning with the aim of encouraging participants to interiorise the learning from their experiences, and be curious about how they think and feel about issues.

As youth workers, we need to be aware that reflection in a group dimension can be very powerful and empowering for youths.

Reflection also helps as a youth worker, to don't fall in routine actions, and always consider if a change is needed to improve the quality of our work

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- I am aware of the potentiality of reflection moment
 - I am able to practise self-reflection myself
 - I know reflection can deepen the impact of both “caught” and “taught” activity
 - I can identify and choose between self-reflection or group reflection, based on what benefit the youth more at that moment
 - I know youths can be sceptical about reflection
 - I am able to show them what are the benefit of reflection moments.
 - I know how to balance between reflection and learning experiences
 - I am aware that mutual, honest reflection between youth and youth workers can improve the relationship
 - I am aware that I am a learner among other learners
 - I am able to guide youths in their self reflection
 - I am able to facilitate group reflection
 - I am promoting reflection as a regular practice
 - I allow time reflection every time is needed; even if it was not in the original plan
 - I know It’s important to focus on the present and reflect on youth emotions at the present time
 - I can propose different reflection methodology and strategies
 - I know reflection is a not linear process, and it’s not solution oriented

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- I am able to ask open and personalized questions during reflection
 - I am able to avoid generic questions
 - I know how to make question in the correct order, to make them progressively more deep
 - I am able to ask clarifying questions, to clear misunderstanding
 - I allow silence, and know how to don't make them awards
 - I allow not knowing
 - I know hot to balance between active listening and giving information
 - I am able to don't interpret what youths are saying based on my own point of view
 - I know how to transform personal experience into group reflection
 - I'm able to make youths reflect on the impact of their behaviour on themselves and others
 - I know reflection can be difficult, as it reveal also causes of behaviours and personal triggers
 - I know how to balance comfort and confrontation
 - I know how to notice details and extent question from those
 - I'm able to invite youths on detect their own and others physical signal

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- I know discussion and feedback may be needed after reflection time
 - I can encourage positive feedbacks inside the group and mediate the discussion
 - I know how to avoid judgment between youths during reflection moments
 - I am aware of the usefulness of group reflection to foster learning
 - I know how to promote peer education among the group of youths
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Cultivate a Cultural sensitive Approach

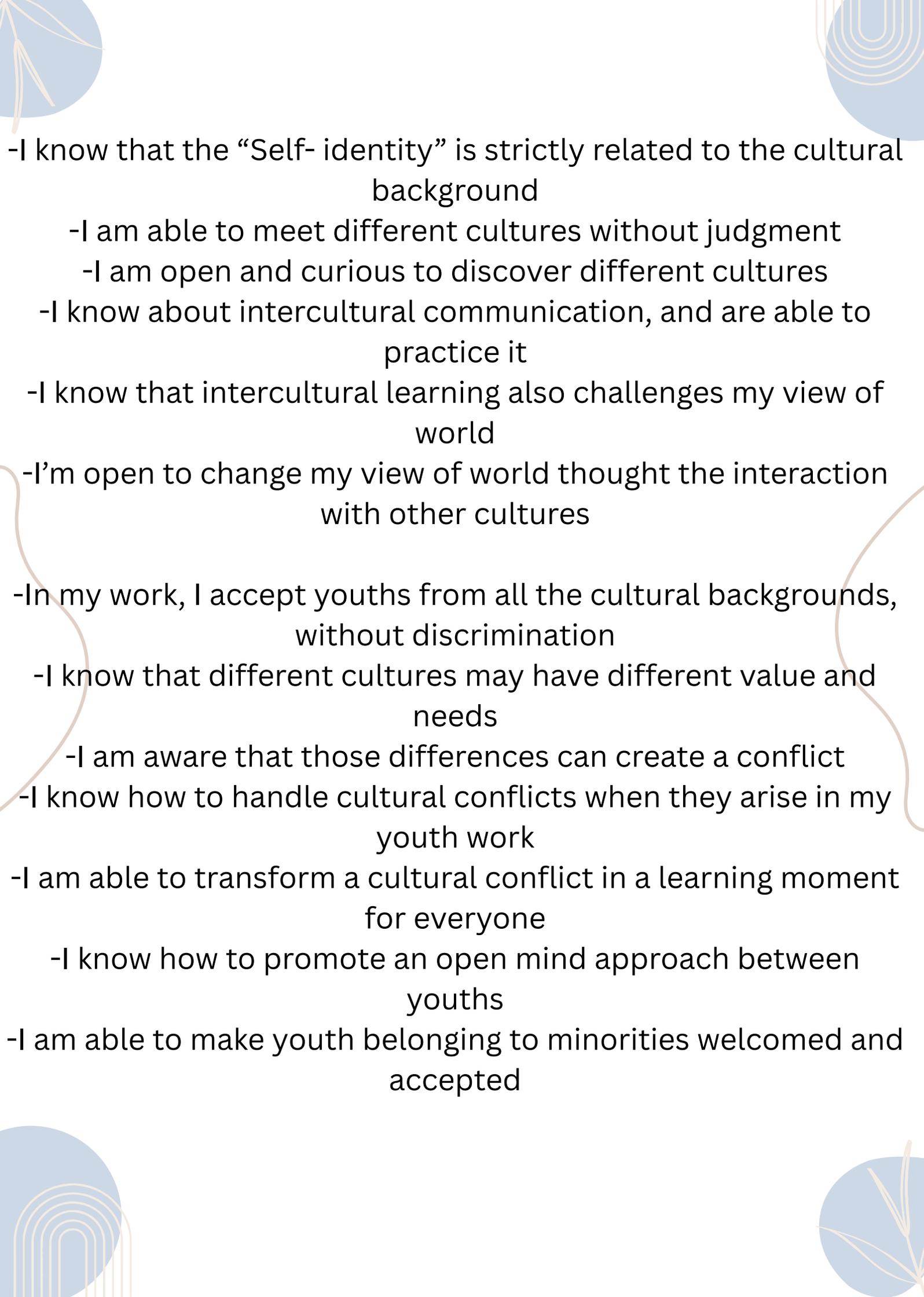
As Youth workers, we need to be aware that the needs and values of young people are shaped by their cultural background.

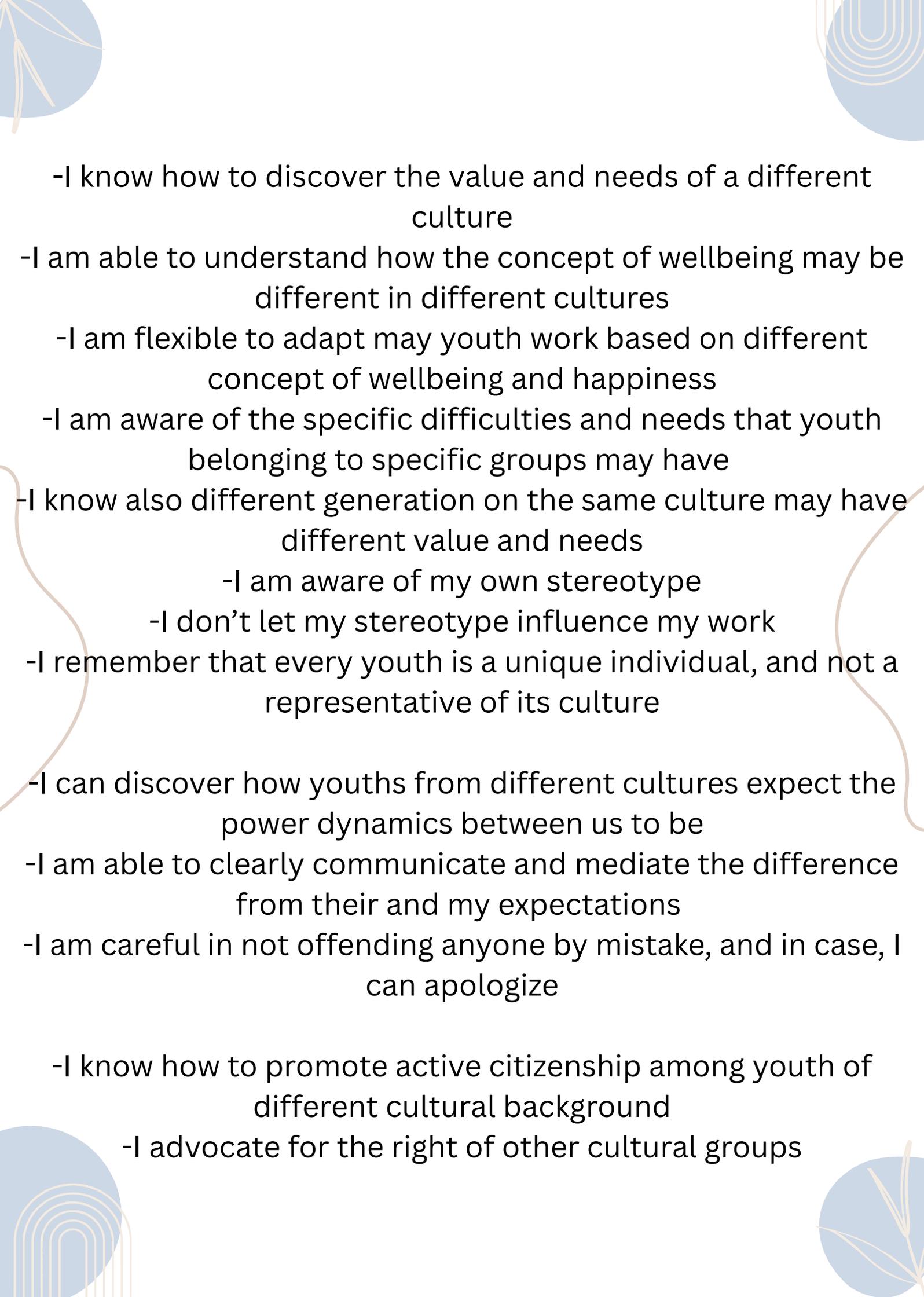
Part of our job is to be able to work in an intercultural environment, creating a meeting place to confront and promote wellbeing for everyone, without exclusion.

To do so, we need to be aware that we are ignorant of other cultures value, and we need to discover them slowly and adapt our work to those.

For example, in some cultures the balance between individual and collective wellbeing may be different to the one we are used, and some young people may prioritise improving the life for their family, rather than for themselves.

For the same reason, we also need to discover the expectations about our roles and communicate clearly our intentions, to avoid misunderstanding.

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- I know that the “Self- identity” is strictly related to the cultural background
 - I am able to meet different cultures without judgment
 - I am open and curious to discover different cultures
 - I know about intercultural communication, and are able to practice it
 - I know that intercultural learning also challenges my view of world
 - I’m open to change my view of world thought the interaction with other cultures
 - In my work, I accept youths from all the cultural backgrounds, without discrimination
 - I know that different cultures may have different value and needs
 - I am aware that those differences can create a conflict
 - I know how to handle cultural conflicts when they arise in my youth work
 - I am able to transform a cultural conflict in a learning moment for everyone
 - I know how to promote an open mind approach between youths
 - I am able to make youth belonging to minorities welcomed and accepted

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- I know how to discover the value and needs of a different culture
 - I am able to understand how the concept of wellbeing may be different in different cultures
 - I am flexible to adapt my youth work based on different concept of wellbeing and happiness
 - I am aware of the specific difficulties and needs that youth belonging to specific groups may have
 - I know also different generation on the same culture may have different value and needs
 - I am aware of my own stereotype
 - I don't let my stereotype influence my work
 - I remember that every youth is a unique individual, and not a representative of its culture
 - I can discover how youths from different cultures expect the power dynamics between us to be
 - I am able to clearly communicate and mediate the difference from their and my expectations
 - I am careful in not offending anyone by mistake, and in case, I can apologize
 - I know how to promote active citizenship among youth of different cultural background
 - I advocate for the right of other cultural groups

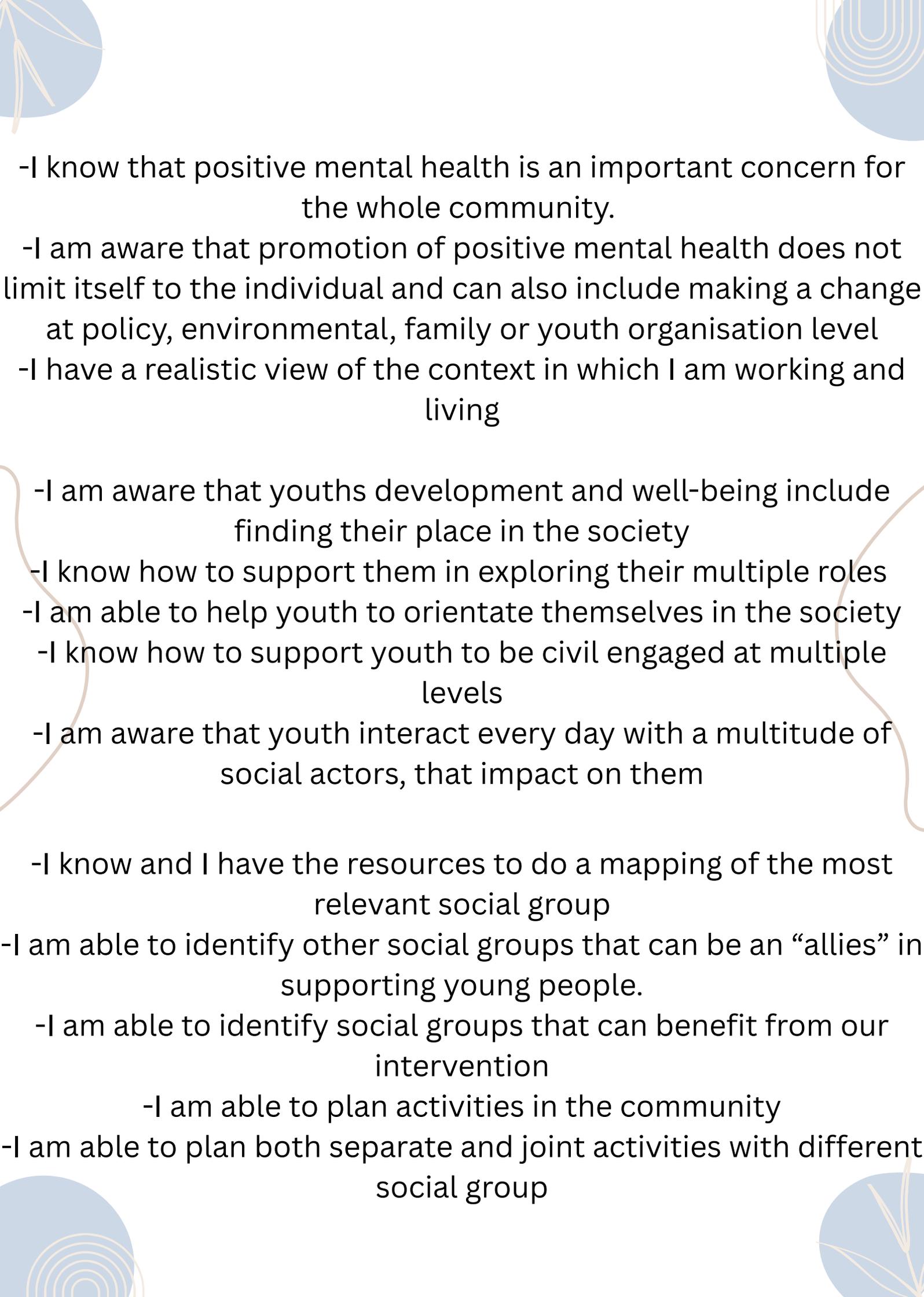
Dare to involve the community in promoting positive Mental Health

We need to be aware that the youths lives in a specific environment, and belong to multiple communities at the same time.

While design our activities, we need to take their role in the society in consideration and adapt our job also based on that.

Promoting positive mental health is most effective when there is an integrated approach, when all responsible parties are involved in contributing to young people's health and wellbeing.

It's true that as youth workers can promote youth wellbeing "Directly", while they are with us; but we can amplify that effect "non directly", creating dialogue and slowly changing also the other community in which they belong to.

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- I know that positive mental health is an important concern for the whole community.
 - I am aware that promotion of positive mental health does not limit itself to the individual and can also include making a change at policy, environmental, family or youth organisation level
 - I have a realistic view of the context in which I am working and living
 - I am aware that youths development and well-being include finding their place in the society
 - I know how to support them in exploring their multiple roles
 - I am able to help youth to orientate themselves in the society
 - I know how to support youth to be civil engaged at multiple levels
 - I am aware that youth interact every day with a multitude of social actors, that impact on them
 - I know and I have the resources to do a mapping of the most relevant social group
 - I am able to identify other social groups that can be an “allies” in supporting young people.
 - I am able to identify social groups that can benefit from our intervention
 - I am able to plan activities in the community
 - I am able to plan both separate and joint activities with different social group

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- I am able to intercept and work with multiple generation
 - I am able to collaborate with families and other services to support young people's mental health
 - I know how to introduce myself, my service and the benefit that we can provide through collaboration

 - I explore other local initiatives and take contact with them
 - I am able to create a network of other services and stakeholders to promote wellbeing youth
 - I am able to search and find resources of various kinds on the network
 - I can advocate for youths right at different levels
 - I know how to help to create new safe spaces and initiatives dedicated to youths
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