HRIC

Holistic sport-based Rehabilitation programs to support youth Impacted by COVID-19

TRAINING FORMAT [D2.2]

Co-funded by
the European Union

Project Code: 101090110

Summary

Introduction

This manual starts from the premise, proven by many international researches, that sports activity has psychological and physical benefits for people suffering from mental breakdown, anxiety, or depression. The HIRC project, co-funded by the European Union, intends to use the techniques and activities of Education Through Sport (ETS) to help young people aged between 16 and 30 affected by Covid-19 and its consequences, who may be suffering from anxiety, depression, PTSD or nervous breakdown.

The target group of this manual are therefore sports coaches and social operators. Through them, the HRIC project targets vulnerable young people between the ages of 16 and 30, on whom the Covid-19 pandemic has left mental health consequences, with the aim of improving their social inclusion and mental well-being.

The aim of the Training Format is to empower sports coaches and social operators in their work to support the mental well-being of young people aged between 16 and 30.

The eight modules of which this manual is composed provide a theoretical basis and practical activities that will train and improve the skills and attitudes of practitioners. Through this manual, sports coaches and social operators will improve their skills in involving young people in sports activities and in improving their physical and psychological condition through sport.

Learning objectives

Module 1 - Mental Health Awareness and Understanding

- Know what mental health is;
- learn about the most common mental health illness that affect youth and how they present;
- how the Covid-19 pandemic has impacted youth mental health;
- understand the risk factors of substance abuse has on mental health;
- learn why parents and educators should be aware of the cause and symptoms of Vicarious Trauma.

Module 2 - Education Through Sports (ETS) and Non-Formal Education

- To understand the distinctions between non-formal, formal, and informal education;
- to recognize the strengths and limitations of each education approach;
- to explore how ETS methods can be incorporated into the HRIC program.
- to reflect on how ETS can support vulnerable youth through a holistic educational approach.

Module 3 - Effective communication end empathy training

- To provide teachers with strategies for supporting teenagers with mental health issues through the education system;
- to teach techniques for establishing an inclusive and supportive classroom environment that promotes positive mental health and well-being;
- to guide parents and guardians in creating a safe and supportive home environment for teenagers with mental health issues;
- to equip participants with effective communication strategies for engaging teenagers in open dialogues about mental health concerns;
- to emphasize the importance of collaboration and partnership between parents, teachers, educators, and guardians in supporting teenagers' mental health;
- to provide a comprehensive understanding of the challenges faced by teenagers in terms of mental health, including the impact of societal pressures, identity formation, academic stressors, and the role of technology in shaping their well-being.

Module 4 - Effective communication end empathy training

- Cultural Competence and Diversity;
- raising awareness among trainers regarding mental health among youth;
- understand how cultural differences impact mental health;
- provide practical tools to foster the well-being of learners in a multicultural context;

Module 5 - Resilience and Self-Coping Mechanisms for Young People in the Context of Covid-19

- To understand resilience and its role in youth mental well-being;
- to successfully use Techniques for teaching youth how to build resilience and cope with stress, with practical exercises;
- to explore how to address trauma and build resilience in specific populations, such as refugees or LGBTQ+ youth;
- to recognize Strategies for fostering self-esteem, self-acceptance, and positive self-talk in young individuals;
- to reflect on real-life examples and case studies illustrating resilience-building in youth;
- to develop practical and personalized approaches and exercises to enhance youth resilience.

Module 6 - Collaboration and Referral for Young People in the Context of Covid-19

- To understand how to build and maintain effective partnerships with mental health experts, schools, parents, and other support services;
- to identify when and how to refer youth to specialized mental health services when needed;
- to explore how to Coordinate efforts with various stakeholders to provide comprehensive care;
- to promote a multidisciplinary approach to youth well-being.

Module 7 - The Basics of ETS programs, exploiting active sport activities

- Understand the Foundations of ETS;
- explore the Intersection of Sports and Education;
- examine the role of active sport activities as a catalyst for holistic development;
- understand how physical engagement enhances cognitive skills and contributes to personal growth:
- integrate ETS into Ongoing Sport Activities;

Module 8 - Monitoring and Evaluation of ETS Programs

- Develop a foundational understanding of the principles and practices involved in setting up an M&E mechanism;
- explore specific techniques and indicators for assessing the effectiveness of ETS programs, with a focus on holistic development, including mental well-being;
- acquire practical skills in designing and implementing data collection strategies tailored to ETS program goals;

- explore how to create an educational framework within sports settings, fostering a harmonious balance between physical and mental development;
- promote ETS in Social Programs;
- explore ways to align ETS with community needs, enhancing the overall impact of social programs;
- engage Stakeholders in ETS Delivery;
- learn inclusive methodologies to involve coaches, educators, parents, community leaders, and local authorities in the delivery and sustainability of ETS initiatives.

- develop strategies for collecting, analyzing, and utilizing feedback to continually improve and adapt ETS initiatives;
- explore real-world case studies highlighting successful Monitoring and Evaluation practices within ETS programs.

Module 1
Mental Health Awareness and Understanding

1.1. Introduction

"*Our vision is a world where mental health is valued, promoted and protected; where mental health conditions are prevented; where anyone can exercise their human rights and access affordable, quality mental health care; and where everyone can participate fully in society free from stigma and discrimination*". WHO, 2022

The aim of this module is to give you an overall awareness of the most common mental health illnesses that can affect youth at home and in an education setting.

It will also provide information on how the Covid-19 pandemic impacted on youth mental health.

It's important to remember during this learning process, that mental health conditions are commonplace that must not be stigmatised. Your awareness of mental health illnesses symptoms and causes, means that you as a parent and/or educator can contribute to the quality of life of young people.

Educators play a vital role for professionals to make a formal diagnosis of a mental health illness given their continuous engagement and involvement in their student's life from early childhood to teenage and as adults in third level education.

As such, their role is complimentary to the parents and can support the parents and child in the management of a mental health illness.

Every human being is at risk of developing a mental health illness, whether temporary or permanent, reactionary or as a result of brain function. Not everyone is resilient or has access to the necessary support systems and life or social circumstances can have a major impact, from parental style to income level or geographical location.

"*Cases of depression are growing in the wake of two years of the covid-19 pandemic and are likely to continue escalating amid growing economic strains and social stress. The burden of depression is also changing shape, as more young people are reporting symptoms of depression*". (Depression in Europe - The Economist Impact Group, 2022)

Since the start of the pandemic, the number of young people (age 15 to 24) with mental health disorders, has more than doubled in European countries, during the Covid-19 pandemic alone.

Isolation and loneliness contributed to increased levels of depression and anxiety, coupled with withdrawal from face-to-face services. Not being able to socialise with

friends, play sports or going for a walk, constantly on-line to communicate and learn, 'doom-scrolling' and 'fake news', impacted on the development of social skills and relationships. Furthermore, students on lockdown, were dependent on having access to the internet to learn (in addition to the availability of internet services in their area). This highlighted inequalities in terms of affordability resulting in learners falling behind, therefore increasing feelings of stress, anxiety and depression.

Mental health support for young people in an educational setting was and is incredibly disrupted due to the lockdowns alone. Support services provided in educational settings were interrupted and progress made in the addressing mental illnesses in youth, regressed. Furthermore, it was noted that when students returned to the classroom, there was a noticeable increase in substance abuse. On-line learning also highlighted the insufficient or lack of broadband/internet coverage and affordability of the service and devices, created unequal access to education for long periods meant that they fell behind in their studies through no fault of their own, again contributed to increased stress and anxiety.

The impact was higher on those from the LGBTQ community due to lack of access to support services, especially in countries that still have discriminatory or homophobic practices and/or attitudes. (European Commission 2022)

PTSD, substance abuse, anxiety, stress, all increased during the pandemic and it continues to do so. The impact of Covid-19 may not fully present itself for several years.

1.2. Objectives

- Know what mental health is;
- Learn about the most common mental health illness that affect youth and how they present;
- How the Covid-19 pandemic has impacted youth mental health;
- Understand the risk factors of substance abuse has on mental health;
- Learn why parents and educators should be aware of the cause and symptoms of Vicarious Trauma.

1.3. Goal

The goal of this module is to equip participants with the knowledge and insights needed about non-formal, formal, and informal education and learn how to use ETS programs effectively.

1.4. Expected Outcome

Knowledge

Participants will gain insights into the distinctions between non-formal, formal, and informal education. They will develop an understanding of the unique advantages each education approach offers and how Education Through Sport (ETS) can be integrated to support vulnerable youth effectively. Additionally, they will acquire knowledge of how ETS can complement their existing competencies and approaches to empower young individuals.

Skills

This module will equip participants with the ability to identify opportunities for integrating non-formal, formal, and informal education principles into sports activities. They will develop practical skills in crafting ETS programs that harmoniously blend these education approaches to cater to the specific needs of vulnerable youth.

Attitudes

Throughout the training, participants will cultivate an appreciation for the versatility of education methods and their potential to empower and support young individuals facing mental health challenges. They will also foster a receptive attitude, embracing a flexible and holistic approach in the design and implementation of ETS programs to best serve the unique needs of their target audience.

1.5. Refences (APA Style)

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- Ruddy, Lisa Joe, June 2023. Autism vs. ADHD: What Are the Differences? https://www.verywellhealth.com/autism-vs-adhd-5213000#:~:text=Both%20autism%20and%20ADHD%20are,entirely%20different%20from%20one%20another.

1.6. Supporting Materials

A PPT on Mental Health Awareness and Understanding (see annexes)

Practical Learning Activities

A set of carefully designed activities that allow participants to apply the theoretical knowledge they've acquired. These activities aim to empower sports coaches and social operators with the skills and competencies needed to support young people with mental health challenges effectively. To ensure clarity and consistency, we use a table format to outline the description of each activity, along with details like duration, required resources, and references.

Workshop Title: Mental Health Awareness and Understanding	
Group Size:	20
Duration:	8 hours
Training Modules / Typology Training:	Formal Education, Non-Formal Education methods (ETS) through participation and written reflection, and case study analysis through watching videos of real-life examples.
Materials:	Pens, (large) paper, and notebooks; Flipcharts and markers;

	Post-it notes Beamer for PPT projection and video screening.
Description of the Activities:	Begin with a **brief discussion of mental health awareness** and understanding. Encourage students to share examples of misunderstandings about young people's mental knowledge, especially in cases of depression and other mental conditions. **Show video: I had a black dog, his name was depression** https://www.youtube.com/watch?v=XiCrniLQGYc&t=15s Students discuss about the main topic. **Main activity**: "Consequential Dilemmas" includes various conditions as consequences of mental illness. Have students explore different methods of helping. Engage students in dynamic debate, encouraging critical analysis. We focus the discussion on possible outcomes from different perspectives. Reflection (20 min): Conclude the lesson by asking students to individually reflect on the importance of awareness and understanding of mental illness. A summons connecting learning content with real-life situations, strengthening the practical application of decision-making skills. **Suggested activity**: We would prepare another tree test where we students could gather strategies for mental health awareness by living a balanced life and by making a variety of smart choices.
Evaluation:	Evaluating the success of this module can be achieved through the following methods: 1. Pre and Post-Module Knowledge Assessment: Administer pre- and post-module assessments to gauge participants' knowledge of non-formal, formal, and informal education. Assess how their knowledge has advanced after the workshop with a quiz/multiple choice test. 2. Participant Feedback: Collect feedback from participants regarding the workshop's content, structure, and overall effectiveness. Ask for their insights on how the module enhanced their understanding of ETS and education methodologies.

3. Group Presentation and Discussion: Evaluate the quality of the ETS program designs created by participants during the interactive workshop. Assess their ability to effectively blend non-formal, formal, and informal education into these designs.

4. Reflective Journals or Reports: Encourage participants to maintain reflective journals or reports throughout and after the module. These documents can contain insights, challenges, and practical strategies they intend to implement.

5. Case Study Analysis: Task participants with analyzing and presenting case studies or practical examples of ETS programs that they have heard/seen during this workshop. Assess their ability to draw lessons from these case studies.

6. Peer Review: Introduce peer review sessions where participants assess and provide feedback on each other's ETS program designs. Evaluate the quality of the feedback and the depth of analysis.

7. Action Plans: Have participants create action plans outlining how they intend to incorporate the module's insights and methodologies into their work with vulnerable youth. Assess the feasibility and practicality of these plans.

8. Long-Term Monitoring: Consider follow-up assessments or evaluations conducted several months after the module to measure the sustained impact on participants' program designs and practices.

1. Foster a Collaborative Environment: Encourage participants to work together in a collaborative and open atmosphere. Emphasize the value of diverse perspectives and experiences in understanding and integrating non-formal, formal, and informal education.

2. Incorporate Practical Examples: Use practical examples and case studies to illustrate how non-formal, formal, and informal education. Make these examples relatable and tailored to the specific needs and context of the participants.

3. Facilitate Hands-On Activities: Engage participants in interactive activities that allow them to design ETS programs that incorporate topics of mental health and working with vulnerable youth. These hands-on activities should mirror real-world scenarios and challenges they might encounter.

4. Encourage Reflection: Create moments for individual and group reflection. Encourage participants to think about the potential challenges they might face when implementing ETS programs. Help them develop strategies to overcome these challenges.

	5. Provide Resources: Offer participants access to resources, literature, and practical tools related to ETS and education methodologies. Equip them with valuable references they can use in their work. 6. Support Networking: Encourage participants to connect with each other and share their experiences and insights. Foster a supportive network that extends beyond the workshop, enabling ongoing learning and collaboration.
Tips for the Trainer:	Recognize the key role you have as a teacher in shaping students' perspectives on understanding mental health. Approach the topic with empathy and sensitivity. Foster an open, non-judgmental and safe classroom environment where students feel comfortable discussing sensitive topics such as youth mental health. Base your teachings on accurate and up-to-date information from credible sources. Share scientific facts and statistics to give students a clear understanding of the risks involved. Start open discussions where students can express their opinions about mental health problems. Encourage peer-to-peer discussions to foster a sense of community. Share real-life stories and case studies of individuals who have faced the consequences of mental issues. Personal stories can have a powerful impact on students and help them connect emotionally. Illustrate the short-term and long-term effects of mental issues on physical, mental, and emotional well-being. Use visual aids or multimedia to make the information more engaging. Provide students with information about local resources, helplines, and organizations that offer support to individuals struggling with mental issues.
References:	Alexander, R., Langdon, P., O'Hara, J., Howell, A., Lane, T., Tharian, R., & Shankar, R. (2021). *Psychiatry and neurodevelopmental disorders: Experts by experience, clinical care and research*. The British Journal of Psychiatry, 218(1), 1-3. doi:10.1192/bjp.2020.237 Bodywhys: Thee Eating Disorders Association of Ireland https://www.bodywhys.ie/ Centre for Disease Control and Prevention: The National Institute for Occupational Safety and Health https://www.cdc.gov/

	Cleveland clinic: https://my.clevelandclinic.org/health/diseases/9784-paranoid-personality-disorder

Module 2
Education Through Sports (ETS) and Non-Formal Education

2.1. Introduction

This module is designed to provide sport coaches and social operators with a comprehensive understanding of different education approaches and how they relate to Education Through Sport (ETS). By exploring the differences between non-formal, formal, and informal education, participants will gain valuable insights into how these methods can be effectively combined to support vulnerable youth in their journey toward mental well-being.

The landscape of education has evolved significantly in recent years, recognizing the diversity of learning preferences, needs, and settings. In this ever-expanding realm of learning, the conventional boundaries of formal education have blurred, giving rise to the concepts of Non-Formal Education (NFE) and of Education Through Sport (ETS). This module is a gateway to understand how these 'non-traditional' methodologies can be used to support the psychological well-being of young people grappling with mental health challenges, including anxiety, depression, and post-COVID recovery.

Learning is a deeply personal journey, influenced by many different factors, including individual intelligences and learning styles. Some excel in visual learning, while others thrive through kinesthetic activities. This acknowledgment of diversified intelligence underscores the importance of engaging and enjoyable education. At the core of this educational paradigm shift is the realization that education is not limited to the structured confines of classrooms. While formal education, such as school lessons, adheres to curricula and institutional frameworks, learning extends into the realm of active participation in practical workshops and sports activities (characteristic of non-formal education), or passively through cultural experiences, such as visiting museums or attending theater productions (typical of informal education).

Formal education, the cornerstone of the traditional system, emphasizes theoretical learning and follows structured curricula. Formal education requires the presence of a teacher who explains topics to learners, who could be either students or adults learning something about job competencies or in a university. Formal education is the most used methodology in world and, obviously, the oldest.

Informal education, on the other hand, is a learning methodology in which a person learns knowledge or notions almost unconsciously because a peer tells him something or talks to him about a topic of his interest. In this case, you do not have an educator or teaching figure; it simply involves all those contexts in daily life where we are exposed to

information that we make our own, such as while listening to the radio or reading a newspaper article.

In contrast, Non Formal Education takes a flexible, adaptable approach, catering to the unique needs of learners and emphasizing experiential learning, teamwork, and practical skills development. In an NFE context, we do not have an actual teacher, but more of a moderator, a person who is in charge of guiding others in educational activities that allow some values or knowledge to be taught. This person then stands on an equal footing with the others doing the activities, assisting them, but not taking the floor as a professor would in a classroom. This role is critical in making sure that people are focused, in a good mood during the activities and favoring them to carry them out to the best of their ability.

NFE fosters strong, trust-based relationships between educators or trainers and learners, encourages voluntary participation, and serves individuals who may not fit within the confines of formal education. NFE paves the way for a more personal, practical, and holistic approach to learning. Non-formal education has gained recognition and importance in many countries, with initiatives to provide formal recognition and validation of skills acquired through non-formal learning. It is considered innovative and valuable due to its learner-centric, adaptable, and flexible nature. It equips individuals with practical skills, promotes inclusivity, and encourages lifelong learning.

Non-formal education includes within it the approach that is called Education through sport, or ETS. First of all, we must distinguish between Education Through Sport, Education For Sport and Education By Sport. EFS is education applied to a specific sport discipline. So, if people come together to hone their skills in practicing a specific sport, like learning how to play soccer better, for example, that will be a case of education for sport.

Education by sport, on the other hand, is when a person decides to participate in sports for the sole purpose of implementing their physical or mental health. If a person is overweight and the doctor suggests eating a balanced diet and exercising one hour a day, that sport activity will be education by sport.

Finally, we come to ETS, which is an educational methodology in which sport is not the ultimate goal of educational activity but is a tool through which principles or values are taught to the participants of an activity. This methodology often involves practicing sports activities with hindrances, such as playing ping pong with one hand behind one's back or with one eye blindfolded, in order to make the activities inclusive and to convey the values of anti-discrimination, diversity, and, in general, to make a simple sports activity an opportunity to learn concepts in an interactive and more engaging way than reading the same notions in a methodological guide.

Education Through Sport makes use of team dynamics and physical exercise to support learning and individual growth. Based on scholarly investigations and field research, the merits and disadvantages of this technique are as follows:

Strengths

- Social and cooperative skill development: Active participation, teamwork, and communication are all encouraged by sports education. Particularly in team sports, participants must cooperate to accomplish a shared objective, which enhances their social and collaborative abilities.
- Enhanced Mental and Physical Well-Being: Engaging in sports on a regular basis can enhance physical well-being and lower the risk of chronic illnesses including diabetes, obesity, and cardiovascular disease. Exercise has also been connected to better mental health, including lower levels of stress, anxiety, and sadness.
- Instructing Discipline and Values: Values like discipline, dedication, respect, and responsibility are taught via sports. These principles may be applied to various aspects of life, encouraging more morally and personally balanced growth.
- Diversity and Inclusion: Sports can help break down barriers related to culture, finances, and physicality in order to advance social inclusion. People from all backgrounds may come together via sports to have a feeling of connection.

Weaknesses

- Danger of harm: Sports involvement involves a risk of bodily harm, which can have long-term effects on one's health and ability to continue playing the activity. Additionally, injuries may have a detrimental effect on a student's motivation and educational experience.
- Stress & Pressure: Particularly for young athletes, an overemphasis on competition can result in excessive strain and stress. This may lead to burnout, worry related to performance, and a decline in the enjoyment of participating in sports.
- Inequitable Resource Access: Not everyone has equal access to facilities, equipment, and trained instructors in the sports industry. This may lead to inequality and restrict the advantages of sport-based education to particular social or economic groups.
- An excessive focus on sports results: In some situations, the importance of athletic performance may outweigh the importance of education and personal growth. This may result in an inaccurate perception of the significance of sports, when performance and victories are the sole metrics used to determine success.

As we navigate the realms of non-formal education and Education Through Sport, we'll uncover how this holistic approach contributes to the well-being and personal development of young individuals facing mental health challenges. This module invites participants to explore the innovative and transformative power of NFE and ETS, ultimately contributing to the betterment of youth's psychological and emotional lives.

2.2. Objectives

- To understand the distinctions between non-formal, formal, and informal education;
- To recognize the strengths and limitations of each education approach;
- To explore how ETS methods can be incorporated into the HRIC program.
- To reflect on how ETS can support vulnerable youth through a holistic educational approach.

2.3. Goal

The goal of this module is to equip participants with the knowledge and insights needed about non-formal, formal, and informal education and learn how to use ETS programs effectively.

2.4. Expected Outcome

Knowledge

Participants will gain insights into the distinctions between non-formal, formal, and informal education. They will develop an understanding of the unique advantages each education approach offers and how Education Through Sport (ETS) can be integrated to support vulnerable youth effectively. Additionally, they will acquire knowledge of how ETS can complement their existing competencies and approaches to empower young individuals.

Skills

This module will equip participants with the ability to identify opportunities for integrating non-formal, formal, and informal education principles into sports activities. They will develop practical skills in crafting ETS programs that harmoniously blend these education approaches to cater to the specific needs of vulnerable youth.

Attitudes

Throughout the training, participants will cultivate an appreciation for the versatility of education methods and their potential to empower and support young individuals facing mental health challenges. They will also foster a receptive attitude, embracing a flexible

and holistic approach in the design and implementation of ETS programs to best serve the unique needs of their target audience.

2.5. Refences (APA Style)

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2.6. Supporting Materials

Activity 1

A PPT on the differences on formal, informal and NF education (see annexes)

Activity 2

A video to underline the value of sport in education to encourage discussion: https://www.youtube.com/watch?v=s1K7ZwTidU8

A PPT explaining what a Best Practice is (see annexes)

Activity 3

A PPT giving guidelines on how to design an ETS activity

Practical learning activities

1. Understanding Non-Formal Education and Education Through Sports

2. How to find best practices

3. How to implement an ETS activity

1. Understanding Non-Formal Education and Education Through Sports: activity 1	
Group Size:	20
Duration:	2 hours
Training Modules / Typology Training:	Formal Education, Non-Formal Education methods (ETS), and case study analysis through watching videos of real-life examples.
Materials:	Pens, (large) paper, and notebooks; Flipcharts and markers; Post-it notes; Beamer for PPT projection and video screening.

Description of the Activities:	**NFE Experience (40 minutes)** This NFE activity will serve to introduce group members to each other and break the ice between them. Goals will be written on cards for each group (4 total groups of 5 members each) to complete, which will consist of taking selfies with people or objects or looking up information online. For example, "take a selfie with a fruit in your hand" or "Search the Internet for how many cell phones were sold today." By the end of the activity, not only will group members have gotten to know each other better, but they will also have gained some knowledge from the research activity. At least half of the tasks should address the project's main topics, such as depression, anxiety and psychological problems of young people. **Theorical Presentation (40 minutes)** Participants will then be lectured about differences in non-formal education, formal education, and information education and why NFE is used in this program. In this phase, the first PPT will be used. Participants will discuss the unique strengths and limitations of each approach. **Final Brainstorming session (30 minutes)** Participants will reflect on the importance of adopting a holistic approach to education within NFE and ETS, highlighting the differences between those approaches and the traditional ones.
Evaluation:	Evaluating the success of this module can be achieved through the following methods: Pre- and Post-Module Knowledge Assessment: Administer pre- and post-module assessments to gauge participants' knowledge of non-formal, formal, and informal education. Assess how their knowledge has advanced after the workshop with a quiz/multiple choice test. Participant Feedback: Collect feedback from participants regarding the workshop's content, structure, and overall effectiveness. Ask for their insights on how the module enhanced their understanding of ETS and education methodologies. Reflective Journals or Reports: Encourage participants to maintain reflective journals or reports throughout and after the module. These documents can contain insights, challenges, and practical strategies they intend to implement.

Tips for the Trainer:	Foster a Collaborative Environment: Encourage participants to work together in a collaborative and open atmosphere. Emphasize the value of diverse perspectives and experiences in understanding and integrating non-formal, formal, and informal education.

Incorporate Practical Examples: Use practical examples and case studies to illustrate how non-formal, formal, and informal education. Make these examples relatable and tailored to the specific needs and context of the participants.

Encourage Reflection: Create moments for individual and group reflection. Encourage participants to think about the potential challenges they might face when implementing ETS programs. Help them develop strategies to overcome these challenges.

Support Networking: Encourage participants to connect with each other and share their experiences and insights. Foster a supportive network that extends beyond the workshop, enabling ongoing learning and collaboration. |
| **References:** | www.salto-youth.net

https://erasmus-plus.ec.europa.eu/taxonomy/term/19

https://www.salto-youth.net/downloads/toolbox_tool_download-file-2060/Toolkit%20-NET%20WORKING.pdf |

2. Understanding Non-Formal Education and Education Through Sports: activity 2	
Group Size:	20
Duration:	2 hours
Training Modules / Typology Training:	Formal Education, Non-Formal Education methods (ETS), and case study analysis through watching videos of real-life examples.
Materials:	Computers, smartphones or tablet to do research online

Pens, (large) paper, and notebooks;

Flipcharts and markers;

Post-it notes; |

	Beamer for PPT projection and video screening.
Description of the Activities:	**Briefing about Best Practices (10 minutes)** Use the short PPT dedicated to best practices to explain what a best practice is. **Research of Best Practices (50 minutes)** Divide people in 4 groups and every group should find 4 best practices, according to the guidelines in the PPT. **Final Presentation (1 hour)** Every group should present its research findings in 15 minutes.
Evaluation:	Evaluating the success of this module can be achieved through the following methods: Pre- and Post-Module Knowledge Assessment: Administer pre- and post-module assessments to gauge participants' knowledge of non-formal, formal, and informal education. Assess how their knowledge has advanced after the workshop with a quiz/multiple choice test. Participant Feedback: Collect feedback from participants regarding the workshop's content, structure, and overall effectiveness. Ask for their insights on how the module enhanced their understanding of ETS and education methodologies. Reflective Journals or Reports: Encourage participants to maintain reflective journals or reports throughout and after the module. These documents can contain insights, challenges, and practical strategies they intend to implement.
Tips for the Trainer:	Foster a Collaborative Environment: Encourage participants to work together in a collaborative and open atmosphere. Emphasize the value of diverse perspectives and experiences in understanding and integrating non-formal, formal, and informal education. Encourage Reflection: Create moments for individual and group reflection. Encourage participants to think about the potential challenges they might face when implementing ETS programs. Help them develop strategies to overcome these challenges. Support Networking: Encourage participants to connect with each other and share their experiences and insights. Foster a supportive

	network that extends beyond the workshop, enabling ongoing learning and collaboration. Engage your audience: Even through theoretical sessions, ensure that your audience is involved. Ask questions and points of view constantly. Support Networking: Encourage participants to connect with each other and share their experiences and insights. Foster a supportive network that extends beyond the workshop, enabling ongoing learning and collaboration. Provide Resources: Offer participants access to resources, literature, and practical tools related to ETS and education methodologies. Equip them with valuable references they can use in their work.
References:	https://www.salto-youth.net/ https://erasmus-plus.ec.europa.eu/taxonomy/term/19

3. How to create an ETS activity

Group Size:	20
Duration:	3.5 hours
Training Modules / Typology Training:	Formal Education, Non-Formal Education methods (ETS), and case study analysis through watching videos of real-life examples.
Materials:	Sports equipment (yoga mats, balls, ropes, bandages, elastic bands); Pens, (large) paper, and notebooks; Flipcharts and markers; Post-it notes; 5 Tables and chairs; Beamer for PPT projection and video screening.
Description of the Activities:	**Briefing about ETS design (10 minutes)** Use the short PPT dedicated to ETS to explain how to design an activity.

	Design (50 minutes) Divide people in 4 groups and every group should design an ETS activity, according to the guidelines in the PPT. **Implementation (2.5 hours)** Each group will have 30 minutes to implement their activity. Then, people will exchange suggestions and opinions between them.
Evaluation:	Evaluating the success of this module can be achieved through the following methods: 1. Pre- and Post-Module Knowledge Assessment: Administer pre- and post-module assessments to gauge participants' knowledge of ETS methods and impact of sport on education. 2. Participant Feedback: Collect feedback from participants regarding the workshop's content, structure, and overall effectiveness. Ask for their insights on how the module enhanced their understanding of ETS implementations 3. Group Presentation and Discussion: Evaluate the quality of the ETS activities implement and their feasibility in their organizations.
Tips for the Trainer:	1. Foster a Collaborative Environment: Encourage participants to work together in a collaborative and open atmosphere. Emphasize the value of diverse perspectives and experiences in understanding and integrating non-formal, formal, and informal education. 2. Incorporate Practical Examples: Use practical examples and case studies to illustrate how an ETS activity can be planned and put into practice. 3. Engage your audience: Even through theoretical sessions, ensure that your audience is involved. Ask questions and points of view constantly. In particular, encourage participants to think about the potential challenges they might face when implementing ETS activities. 4.Support Networking: Encourage participants to connect with each other and share their experiences and insights. Foster a supportive network that extends beyond the workshop, enabling ongoing learning and collaboration. 5. Provide Resources: Offer participants access to resources, literature, and practical tools related to ETS and education

	methodologies. Equip them with valuable references they can use in their work. 6. Competition is a framework: competition among groups is a framework that enables them to be more motivated while working in groups. It is not the objective of the activity. The trainer should make it crystal clear. 7. Time-based activities: Time is essential to keep groups focus. Every group activity has to have a time frame to respect.
References:	https://www.salto-youth.net/ https://erasmus-plus.ec.europa.eu/taxonomy/term/19

Module 3
Effective communication end empathy training

3.1. Introduction

Mental health problems have slowly become one of the most important problems in the lives of teens and people up to the age of 30. The global modern society in which we live, with tons of information.

Connections has also his downsides, cause these same connections that offers us so many positive outcomes, are also a sort of "double edge sword" when in comes to our society mental health. Adolescence, often heralded as a time of self-discovery and personal growth, also has the most sensitive and vulnerable group when it comes to mental health issues. The HRIC project acknowledges the urgency of addressing these challenges and recognizes the transformative potential of empowering key figures in teenagers' lives, including teachers, parents, educators, and guardians. Those figures, however, often don't have the necessary knowledge and skills (and in some cases even empathy) required to navigate help in the complex world of teenage mental health.

In contemporary society, where discussions surrounding mental health are gradually shedding their historical shroud of silence, it is essential that teenagers receive guidance from trusted sources who are equipped to provide informed and compassionate support. The foundations of emotional well-being are laid during these formative years, shaping individuals' future relationships, resilience, and ability to cope with life's adversities. By bridging the gap between educational institutions and homes, the HRIC project seeks to create a united front against the challenges that teenagers face in their mental health journey.

This and our other modules are more than a collection of strategies; it is a call to action for educators, parents, guardians, and all those involved in teenagers' lives. It is a proclamation that mental health is not just the absence of illness; it is a vital aspect of overall well-being that requires nurturing and cultivation. Through comprehensive insights, evidence-based practices, and a deep commitment to understanding young peoples' unique needs, this module endeavors to empower participants with the tools to transform lives.

In the pages that follow, each unit delves into critical aspects of supporting teenagers' mental health. From creating safe spaces for emotional expression to fostering collaboration between stakeholders, this module is a holistic guide to promoting well-being. Together, we can help teenagers navigate the complexities of their emotions, empower them to seek help without shame, and instill in them the resilience to thrive despite challenges. Through education, open communication, and collaboration, we can pave the way for a generation of emotionally intelligent, mentally resilient individuals who are well-prepared for the journey of life.

The primary objective of this module is to equip individuals such as educators, parents, caregivers, and guardians with valuable insights and practical techniques to effectively assist adolescents dealing with mental health challenges. The teenage years are marked by significant emotional and identity-related changes, and it's essential to navigate this phase with sensitivity and informed support. By implementing the strategies covered in this module, participants will be better prepared to create a nurturing environment for teenagers, promoting their well-being, emotional resilience, and academic achievements.

Adolescence, often considered the transitional phase between childhood and adulthood, involves rapid physical, emotional, and cognitive transformations. During this stage, teenagers encounter various challenges such as forming their identities, building social connections, managing academic pressures, and making important life decisions. While it's a period of self-discovery and growth, it also exposes them to an elevated risk of mental health issues like anxiety, depression, and stress-related disorders.

Recognizing the pivotal roles that parents, educators, and guardians play in teenagers' lives, this module aims to bridge the gap between knowledge and action. In a time of evolving mental health awareness, this module aims to empower participants with valuable insights and practical strategies to proactively support teenagers' mental well-being. In a society where mental health conversations are gaining momentum, addressing the distinct needs of teenagers becomes paramount. Often facing challenges in expressing their emotions and seeking help due to stigma and lack of awareness, adolescents require focused support. The core objective of this module is to equip stakeholders with the tools to recognize, respond, and address teenagers' mental health challenges effectively.

With this goal in mind, our module seeks to cultivate a nurturing environment that supports teenagers' mental well-being across diverse contexts. With always in mind transversal fundamental values for their well-being and mental health emphasizing collaboration, inclusivity, and empowerment. By involving educators, parents, and guardians in a collective effort, the aim is to establish a supportive network that fosters resilience, empathy, and open communication.

Addressing fundamental skills and knowledge and such as fostering inclusive classroom environments, creating supportive dynamics at home, and practicing effective communication, this module serves as a comprehensive guide to ultimately improve teenager's mental health with the help of teachers, educators, fathers, organizations an any other interested part. By adopting a general and holistic approach that considers teenagers' academic, emotional, and psychological needs, participants will be empowered to promote a culture of well-being that we expect to translate to their schools, families and communities.

In summary, the central aim of this module is to empower educators, parents, guardians, and school administrators with a profound understanding of teenagers' mental health challenges and effective strategies to promote their well-being. By fostering an environment that values open dialogue, empathy, and collaboration, participants will

contribute to nurturing a generation of emotionally resilient individuals who are well-prepared to navigate life's challenges successfully.

3.2. Objectives

- To provide teachers with strategies for supporting teenagers with mental health issues through the education system. Education professionals are uniquely positioned to identify signs of distress and create safe spaces for students to address their concerns. This is important as often students don't feel safe enough to talk to their teacher about this problem. With the necessary strategies, teachers might be able to deepen their connection with the students, allowing them to create bonds and safe spaces that helps students share their difficulties and burdens.
- To teach techniques for establishing an inclusive and supportive classroom environment that promotes positive mental health and well-being. A classroom's atmosphere significantly impacts students' mental health; educators can harness this influence to foster emotional well-being. A general good climate in class lets the students perceive it as a safe environment, less prone to create emotional distress.
- To guide parents and guardians in creating a safe and supportive home environment for teenagers with mental health issues. The family environment is central to teenagers' emotional development; parents' and guardians' understanding, and involvement are crucial. As their first, and often more important, social group, the family needs to be the ones where teenagers can rely on the most. With the right environment, family can detect mental health issues and event prevent them form happening in first hand.
- To equip participants with effective communication strategies for engaging teenagers in open dialogues about mental health concerns. Creating open channels of communication is essential to destigmatizing mental health and promoting dialogue. No matter the person, if they do not have communication skills, they will not be able to engage open dialogue with teenagers to give them room to talk about their mental health.
- To emphasize the importance of collaboration and partnership between parents, teachers, educators, and guardians in supporting teenagers' mental health. A collaborative approach ensures comprehensive care and a unified support network. Even all the tools and information available are often not enough whenever we talk about something as delicate and sensitive as mental health. That is why cooperation between all the relevant agents is fundamental to make our actions and work as effective as possible.

- To provide a comprehensive understanding of the challenges faced by teenagers in terms of mental health, including the impact of societal pressures, identity formation, academic stressors, and the role of technology in shaping their well-being. By comprehending the multifaceted nature of teenagers' experiences and their modern global context, stakeholders can approach mental health support with empathy and informed perspectives.

3.3. Goal

The goal of this module is to equip participants with the knowledge and insights needed about non-formal, formal, and informal education and learn how to use ETS programs effectively.

3.4. Expected Outcome

Knowledge

Participants will gain insights into the distinctions between non-formal, formal, and informal education. They will develop an understanding of the unique advantages each education approach offers and how Education Through Sport (ETS) can be integrated to support vulnerable youth effectively. Additionally, they will acquire knowledge of how ETS can complement their existing competencies and approaches to empower young individuals.

Skills

This module will equip participants with the ability to identify opportunities for integrating non-formal, formal, and informal education principles into sports activities. They will develop practical skills in crafting ETS programs that harmoniously blend these education approaches to cater to the specific needs of vulnerable youth.

Attitudes

Throughout the training, participants will cultivate an appreciation for the versatility of education methods and their potential to empower and support young individuals facing mental health challenges. They will also foster a receptive attitude, embracing a flexible and holistic approach in the design and implementation of ETS programs to best serve the unique needs of their target audience.

3.5. Refences (APA Style):

- Instituto Nacional de Psiquiatría y Salud Mental (2023). Retrieved from: https://www.comunidad.madrid/hospital/gregoriomaranon/profesionales/instituto-psiquiatria-salud-mental
- Confederación Salud Mental España (2023). Retreived from: https://consaludmental.org/?gclid=CjwKCAjwpayjBhAnEiwA-7ena1AErAMGIAOu60ffuNU0zKRjyrVz3ShEphHsa_sM_6KwHypklTTnNBoC-t0QAvD_BwE
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- Indira Morales (2019). *La educación socio-emocional: ¿una necesidad para la salud mental de los adolescentes españoles?*. Retrieved from: https://repositorio.uam.es/handle/10486/687915
- Jaume Pérez Payarols (2021). *Una mirada a la salud mental de los adolescentes: Claves para comprenderlos y acompañarlos*. Retrieved from: https://www.observatoriodelainfancia.es/ficherosoia/documentos/7455_d_Mirada-SaludMental-Adolescentes.pdf

3.6. Supporting materials

A PPT on Effective communication end empathy (see annexes).

Practical Learning Activities

This part of the module comprises a set of carefully designed activities that allow participants to apply the theoretical knowledge they've acquired. These activities aim to empower sports coaches and social operators with the skills and competencies needed to support young people with mental health challenges effectively. To ensure clarity and

consistency, we use a table format to outline the description of each activity, along with details like duration, required resources, and references.

Workshop Title: Effective Communication and Empathy	
Group Size:	20
Duration:	8 hours
Training Modules / Typology Training:	Formal Education, Non-Formal Education methods (ETS) through participation and written reflection, and case study analysis through watching videos of real-life examples.
Materials:	Pens, (large) paper, and notebooks; Flipcharts and markers; Post-it notes Beamer for PPT projection and video screening.
Description of the Activities:	**Role-Playing Scenarios:** Divide participants into small groups and give each group a different type of stigma scenario to act out. Follow with a group discussion on feelings and consequences. Participants watch the following video: https://www.youtube.com/watch?v=eio-I8PbdDk **Impact Story Circles:** In circles, participants share stories or hypothetical examples of the consequences (social, education, health etc) of mental health stigma. Discuss common themes and impacts. Participants watch the first part (-5:00') of the following video: https://www.youtube.com/watch?v=rOUL0A5imdo and discuss what are the common characteristics of each parenting style.

Then they watch the second part (5:00'-11:36') of the same video and try to guess the parental styles displayed.

A discussion is being conducted on how different styles can affect teenagers' mental health.

Introducing the "Gratitude Jar" Exercise:

Each parent decorates a jar. They write down things they are grateful for about their child on slips of paper. They are being encouraged to think of specific actions, behaviors, or qualities.

They share a few of their gratitude notes with the group, explaining why they chose these particularly.

A discussion is held on how this simple practice can foster a positive atmosphere at home and support their teenager's mental health.

(Optional: Watch the following video
https://www.youtube.com/watch?v=CCunStG5ewM)

Participants pair up with another person. Each pair takes turns sharing one way they think students might show they are struggling with their mental health (e.g., changes in behavior, mood swings, withdrawal).

Then, they discuss one simple action they can take as educators to support a student who might be struggling (e.g., offering a listening ear, providing resources).

A few pairs share their insights with the whole group. Common signs of mental health issues and effective supportive actions are mentioned.

Wrap-Up:

- Emphasize the importance of being observant and proactive in supporting student mental health.

- Encourage participants to regularly practice these quick check-ins with students in their educational settings.

Support Strategy Brainstorm: Participants brainstorm and share effective strategies educators can use to support students.

	Create a shared document or poster with all ideas.

Communication Process Puzzle: Participants work collaboratively to sequence and define key elements of communication process: sender, encoding, message, channel, receiver, and decoding.

Guided by the facilitator, groups arrange these elements in the correct order.

Participants explore why understanding these steps is crucial for effective communication with teenagers, emphasizing clarity, empathy, and feedback.

Barrier Busting:

In pairs, participants have role-play conversations (choose 1-2 scenarios from the leaflet) with common barriers (e.g., distractions, assumptions).

Discuss how they could overcome such barriers effectively.

Each participant individually writes down (very briefly) a challenging emotional situation they've faced recently (related to parenting or teaching teenagers). Shuffle the papers and redistribute them randomly among the participants.

Participants read the situations they received and reflect on how they personally experience or relate to that emotional situation. They then share insights with the group. Each participant shares how they managed their emotions during that situation and what strategies they used for emotional self-control.

Group members provide feedback and suggestions for improving emotional management skills.

Summarize key insights and takeaways related to emotional intelligence and its practical application in parenting or teaching teenagers. |

Evaluation:	Evaluating the success of this module can be achieved through the following methods: 1. Pre- and Post-Module Knowledge Assessment: Administer pre- and post-module assessments to gauge participants' knowledge of non-formal, formal, and informal education. Assess how their knowledge has advanced after the workshop with a quiz/multiple choice test. 2. Participant Feedback: Collect feedback from participants regarding the workshop's content, structure, and overall effectiveness. Ask for their insights on how the module enhanced their understanding of ETS and education methodologies. 3. Group Presentation and Discussion: Evaluate the quality of the ETS program designs created by participants during the interactive workshop. Assess their ability to effectively blend non-formal, formal, and informal education into these designs. 4. Reflective Journals or Reports: Encourage participants to maintain reflective journals or reports throughout and after the module. These documents can contain insights, challenges, and practical strategies they intend to implement. 5. Case Study Analysis: Task participants with analyzing and presenting case studies or practical examples of ETS programs that they have heard/seen during this workshop. Assess their ability to draw lessons from these case studies. 6. Peer Review: Introduce peer review sessions where participants assess and provide feedback on each other's ETS program designs. Evaluate the quality of the feedback and the depth of analysis. 7. Action Plans: Have participants create action plans outlining how they intend to incorporate the module's insights and methodologies into their work with vulnerable youth. Assess the feasibility and practicality of these plans. 8. Long-Term Monitoring: Consider follow-up assessments or evaluations conducted several months after the module to measure the sustained impact on participants' program designs and practices. 1. Foster a Collaborative Environment: Encourage participants to work together in a collaborative and open atmosphere. Emphasize the value of diverse perspectives and experiences in understanding and integrating non-formal, formal, and informal education. 2. Incorporate Practical Examples: Use practical examples and case studies to illustrate how non-formal, formal, and informal education. Make

	these examples relatable and tailored to the specific needs and context of the participants.
	3. Facilitate Hands-On Activities: Engage participants in interactive activities that allow them to design ETS programs that incorporate topics of mental health and working with vulnerable youth. These hands-on activities should mirror real-world scenarios and challenges they might encounter.
	4. Encourage Reflection: Create moments for individual and group reflection. Encourage participants to think about the potential challenges they might face when implementing ETS programs. Help them develop strategies to overcome these challenges.
	5. Provide Resources: Offer participants access to resources, literature, and practical tools related to ETS and education methodologies. Equip them with valuable references they can use in their work.
	6. Support Networking: Encourage participants to connect with each other and share their experiences and insights. Foster a supportive network that extends beyond the workshop, enabling ongoing learning and collaboration.
Tips for the Trainer:	Encourage students to think critically about the information they encounter. Teach them how to evaluate sources, distinguish between reliable and unreliable information, and make informed decisions.
	Adapt the content and approach to the age and maturity of the students. Use age-appropriate language and examples to ensure understanding.
	Start open discussions where students can express their opinions about mental health problems. Encourage peer-to-peer discussions to foster a sense of community.
	Share real-life stories and case studies of individuals who have faced the consequences of mental issues. Personal stories can have a powerful impact on students and help them connect emotionally.
	Illustrate the short-term and long-term effects of mental issues on physical, mental, and emotional well-being. Use visual aids or multimedia to make the information more engaging.
	Provide students with information about local resources, helplines, and organizations that offer support to individuals struggling with mental issues.
References:	• Ben-Aharon, A. (2021). How the pandemic has impacted our communication skills. U.S. News & World Report. https://health.usnews.com/health-care/for-better/articles/sounds-of-silence-how-the-pandemic-has-impacted-our-communication-skills

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Module 4
Cultural Competence and Diversity

4.1. Introduction

This module wants to highlight how cultural differences can impact an educational framework and the well-being of pupils or trainees, also in sport.

When we think at the word "culture" the first thing to do is to define it. There are tens of definitions. The most famous one, the one of the anthropologist Edward Tylor, seems to be the more suitable. The XIX century researcher defined culture as: "*that complex whole which includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by [a human] as a member of society*".

Hence, culture is not only related with heritage and cultural activities, but is, first of all, an inner process that involves all the inputs that our society and our social contexts offer us since our birth. To simplify, we are a reflection of the society in which we grew up, and culture is the "footprint" of it imprinted in us. Languages, religions, value systems, beauty conceptions, habits, food are different in every corner of the world, hence there are thousands of different societies and thousands of different cultures. This outstanding richness can be difficult to safeguard in such a globalized world in a peaceful way.

Globalization, from one side, tends to connect people, making us acknowledge different cultures, appreciate them and cross-fertilize one another. On the other side, the cultures of the most powerful nations tend to overwhelm other cultures or discriminate them creating conflicts and radicalizations. This is particularly true with minorities and migrants. People that are forced by external factors to leave their own society, where their culture is dominant, to enter to another one, unknown, becoming a minority. This has a great impact on the way they see the world surrounding them and the way they participate in the new social context.

Marginalization, social exclusion and racism can push them to isolate themselves from the new cultural context and even radicalize, to the point of considering their own culture at odds with the new one. These problems can have a disturbing effect also on the way migrants' children learn and their well-being. These learners pass through a language barrier first of all, which makes learning processes harder and delayed. Another barrier is the cultural one itself. When they join a new educational system, they can face new subjects, new games, new activities, that they do not know and that are forced to learn as fast as possible. Another barrier may be their behaviors, their habits, even the way they dress-all of which make them feel different from local people. This can lead in several cases to discrimination, humiliation and racism. All this facts seriously undermine their well-being and mental health, pushing them to isolation, depression, school dropout or, on the other side, radicalization, hatred, and attitudes of prevarication.

Cultural differences can also impact the way we see mental problems and how they develop. This can be different not only from culture to culture but also from generation to generation. In EU, the Gen Z generation (people born from 1995 to 2010) demonstrates, for example, a greater sensitivity to mental health rather than Boomers (the ones born from 1950 to 1970). This results in a generational conflict in which younger people demand more support and recognition of their right to mental health, while older people downplay the problem and consider therapists useless and reserved for sick people.

Returning to cultural differences, social and cultural factors have been shown to play a significant role in influencing the determinants of mental illness, such as how individuals from a certain culture display and manifest their symptoms, how they cope with the illness, the support of their families and communities, and their willingness to seek treatment. Culture can have a positive or negative impact on the stigma society has toward mental health. Cutural norms can make these stigmas even structural, undermining the development of mental health care in an entire country. Furthermore, cultural and societal variables have a role in the development of mental disease, however the exact role varies depending on the condition. This is true even though mental problems are extremely common in all communities, regardless of race or ethnicity.

In fact, it is believed that a complex interplay of biological, psychological, social, and cultural elements results in mental disease. Depending on the particular illness, each of these key elements may have a larger or lesser influence. In addition, unpleasant experiences like racism and discrimination have a negative impact on one's meltal health. They put minorities at risk for mental illnesses like anxiety and depression.

Hence, it is of outmost importance that teachers and trainers, in and outside school, are able to understand these differences and being culturally competent when working with diverse youth populations to address cultural stigmas and biases in mental health discussions and to foster a welcoming and inclusive environment.

The following are a set of skills that may be useful for trainers in dealing with cultural differences:

Open mindedness

Trainers have to be open-minded when working with different cultures. They have to use the "etnographic" method. They have to undress their *habitus* (their cultural point of view) and see things "from above". Of course this exercise requires time and effort, but can be very helpful to put everyone on the same level.

Flexibility

It is important for trainers to design flexible programs able to meet the diverse needs of participants and make them feel at ease. Also when programming activities, it is important to keep in mind other cultures' needs and festivals to guarantee to all the same rights.

Empathy

Empathy, the ability to understand and share the feelings of another, is a competence that grows with us. Trainers must be open to learners, earn their trust and appear confident when talking to them. Trainers must show empathy for learners and support them when they go through a difficulty or a moment of mental instability. Recognize an educational model that is trustworthy is particularly important for youth learners.

Advocacy for inclusion

Trainers have to be the first to recognize cultural-based violence or discrimination, or racism and stop them. They have to be the first to work for a more inclusive society, starting at school or in a sport field, providing their example to their learners.

Curiosity

When trainers know that are going to work with a different cultural group, they should make research on that culture, country or religion. They could involve their foreign pupils in this research: this attitude on the one hand helps the trainer to understand the learner better, on the other hand it has the side effect of helping him to gain his trust. By taking an interest in the learner, the trainer shows him his attention, his interest, his wish to know and understand him better. This would be helpful even in a conflict management resolution, because the trainer will have the knowledge to understand what could hide behind a conflict.

4.2. Objectives

- Raising awareness among trainers regarding mental health among youth.
- Understand how cultural differences impact mental health.
- Provide practical tools to foster the well-being of learners in a multicultural context.

4.3. Goal

The goal of the module is to update trainers with new knowledge and tools to ensure the psychological well-being of students in multicultural settings.

4.4. Expected Outcome

Knowledge

Participants are more conscious of mental health and how cultural differences impact it.

Skills

Participants have developed a series of soft skills able to guarantee the psychological well-being of learners in multicultural contexts.

Attitudes

Participants will understand how to put in practice the knowledge and skills acquired when working with young people, especially the ones coming from cultural minorities and suffering from psychological difficulties.

4.5. References

- American Centre for Mental Health services (2001): *Mental Health: Culture, Race, and Ethnicity.*
- D. Yang et alia (2010)*: Impact of Cultural Differences on Students' Participation, Communication, and Learning in an Online Environment.*
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- U. Fabietti (2015): *Cultural anthropology elements.*
- C.-Y., Lonner et alia (2013)*: Cross-Cultural Competence: Theory, Research, and Application.*

4.6. Supporting Materials

Activity 1

- A video explaining how culture impacts us: https://www.youtube.com/watch?v=l-Yy6poJ2zs
- A PPT on the role of culture in our psychological health (see the annex "Cognitive Biases and Cultural competences").
- A PPT on cultural biases regarding mental health and cultural competences to develop (see the annex "Cultural differences and mental health").

Activity 2

- A PPT on the ethnographer work and the role of ethnography in understanding cultures: "The method of the Ethnographer" (see annexes).

Practical Learning Activities

Activity 1: Cultural competences for Cultural differences

Activity 2: Little ethnographers

1. Cultural competences for Cultural differences	
Group Size:	20 people
Duration:	4,5 h
Training Modules / Typology Training:	Formal education, NFE
Materials:	Sticky notes White poster boards Tables and chairs Beamer for PPT projection and video screening Pens, paper, and notebooks
Description of the Activities:	**Icebreaking: definition of "Culture"** **(Duration: 20 minutes)** Participants are welcomed. The first activity is a brief discussion in which the trainer prompts each of the participants to define the concept of "culture." All definitions are written on sticky notes and then fixed on a poster board. **Impact of culture diversity in psychological health**

(Duration: 1h 10min)

(15 min) Watch a video about how culture impacts the way we see the world and the integration in different societies

https://www.youtube.com/watch?v=I-Yy6poJ2zs

(55 min) Formal education session - Description of the role of culture in our psychological health using a formal education approach aimed at involving the class.

10 minutes break

Cultural competences and bias description

(Duration: 50 minutes)

Formal lesson on cultural biases regarding mental health and cultural competences to develop.

Group reflection - What competences are needed to work in a multicultural context?

(Duration: 20 minutes)

This part of the activity consists of a guided discussion in which the trainer asks participants to describe their experience of working in a multicultural context. Through-his questions, the trainer should prompt participants to tell whether they have noticed differences in mental health among ethnic groups and how they usually handle conflicts due to cultural differences. The answers should be noted on sticky notes and attached to a po-ster.

10 minutes break

Group activity: creating an educational programme

(Duration: 1 hour 20 minutes)

The trainer begins by presenting participants with a scenario: a foreign, refugee teenager is part of a sports group of his peers. What

	would the trainers do to engage the teen in the activities while preserving his mental health?
	The trainer divides the participants into small groups (3-4 people). Each group is asked to develop an educational program with the aim of engaging the refugee boy in activities while preserving his mental health, based on the information learned in the previous stages of the module.
	The trainer encourages participants to take cues from the posters created during the activities.
	During this activity the is available to the groups to answer their uncertainties, provide advice and offer insights when requested. The trainer also moves among the groups trying to direct the participants' work.
	Debriefing
	(Duration: 10 minutes)
	At the end of the activity, the trainer asks the participants whether the information they have received since the start of the activities has been helpful in developing the educational program. The trainer tries to involve all participants in the responses, particularly encouraging those participants who are shyer or appear more uncertain in their answers.
Evaluation:	Evaluating the success of this module can be achieved through the following methods:
	Pre and Post-Module Knowledge Assessment: administer pre and post-module assessments to gauge participants' knowledge of culture differences impacts on mental health among ethical minorities.
	Participant Feedback: collect feedback from participants regarding the workshop's content, structure, and overall effectiveness.
	Group Presentation and Discussion: evaluate the quality of the strategies used at the end of the workshop to solve the scenario presented.
	Peer Review: introduce peer review sessions where participants assess and provide feedback on each other's inclusive strategist.
	Long-Term Monitoring: consider follow-up questionnaires conducted several months after the module to measure the usefulness of the workshop on participants' every day work.

Tips for the Trainer:	**Foster a Collaborative Environment:** encourage participants to work together in a collaborative and open atmosphere and set objectives when working in groups. **Engage participants:** even during formal lessons, interact with your audience, involve them, ask them questions and reflections; encourage them to male questions. **Encourage Reflection:** create moments for individual and group reflection. Encourage participants to think about the potential psychological challenges disadvantage learners might have. **Support Networking:** encourage participants to connect with each other and share their experiences and insights. Foster a supportive network that extends beyond the workshop, enabling ongoing learning and collaboration.
References:	• Anne Fadiman, "*The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*", FSG Classics. The book provides a deep dive into cultural misunderstandings and their impacts, ideal for understanding cultural competences and biases. • Joseph R. Betancourt, Alexander R. Green, and J. Emilio Carrillo, "*Cultural Competence in Healthcare: Emerging Frameworks and Practical Approaches*". The article discusses practical frameworks for developing cultural competence in healthcare, relevant to the formal education session on cultural biases. • "*Code Switch*" podcast by NPR. The podcast explores race, ethnicity, and culture in various contexts, providing insightful discussions on cultural diversity and competence. • "*He Named Me Malala*" (2015), a documentary directed by Davis Guggenheim. It follows Malala Yousafzai's advocacy for girls' education, highlighting cultural challenges and resilience. • "The National Center for Cultural Competence (NCCC)" - Georgetown University. https://nccc.georgetown.edu/ Offers resources and tools for developing cultural competence in various professional fields.

2. Little ethnographers	
Group Size:	20
Duration:	5h
Training Modules / Typology Training:	Formal education, NFE
Materials:	Each participant should bring a jacket or a jumper. Tables and chairs. Beamer for PPT projection and video screening. Pens, paper, and notebooks. Twenty small everyday objects (fork, candle, newspaper, pen...).
Description of the Activities:	**1. Icebreaking – Change your jumpers** **(Duration: 20 minutes)** Without explaining the reason, participants are arranged in a circle taking care to place physically different people next to each other. For example, a tall person next to a short person, a man next to a woman, etc. At this point, the trainer asks participants to take off their jackets or jumpers and wear the one of the person to their right. Participants are arranged in a circle taking care to put physically different people next to each other. For example, a tall person next to a short person, a man next to a woman, etc. At this point the trainer asks participants to remove their jackets or jumpers and put on the one of the person to their right. After that, each participant, in turn, must mime an action whose initial letter coincides with the initial letter of his or her name. The other participants must guess which action is being mimed. When they guess the action, the participant reveals his or her name. The game is repeated twice so that each participant can repeat his or her name twice. At the end of the activity, the trainer asks participants how they felt about moving around in other people's clothes, trying to stimulate a quick discussion (5 minutes). If the trainer assesses that the right environment has been created, he or she may suggest that the

learners continue the activities with the clothes they have on, without returning them to their owners.

2. The wok of the ethnographer - Presentation

(Duration: 1 hour)

With the help of slides, the trainer presents the work of the ethnographer and the role of ethnography in studying and understanding cultures.

Break (10 minutes)

3. Babel tower

(Duration: 1 hour)

Participants are divided into two groups. Each team receives a list of 10 objects. The objects on the list are placed on a table about 5 meters from the group. In turn, one of the participants reads the name of an object on the list and another participant has to fetch it on the table and bring it to the group.

In the first group the participants can speak English while in the second group everyone can speak only their native language.

The trainer should supervise that in the second group the acting pair should always consist of people who do not speak the same native language (preferably they should speak languages of different strains: for example, a Latin language and a Slavic language). The participant giving the directions can use gestures to describe the object to be taken. In addition, participants who are not directly engaged in the action cannot make any suggestions.

The English group will finish the activity much earlier than the native language group. Then the same activity must be repeated by reversing the groups: the group that could speak English in the first part of the activity can now speak only in their native language, under the supervision of the trainer.

Debriefing (10 minutes): at the end of the activity, the trainer gathers all participants together and asks them how they felt about speaking without being able to communicate?

	Break (5 minutes) **4. Role play** **(Duration: 1 hour)** The trainer divides the participants into two groups and presents a scenario to be played. In each group, half of the participants are to play foreign learners , the other half of the participants are to play the role of the trainers. For the trainers, the goal is to apply their cultural skills by applying the ethnographic method; for the learners, the goal is to understand their own barriers. Then the roles are switched so that everyone can experience both roles. **5. Final discussion** **(Duration: 20/30 minutes)** The Trainer asks the class how they have felt during the workshops and try to gather feedback on the method that was taught.. The trainer tries to involve all participants in the responses, particularly encouraging those participants who are shyer or appear more uncertain in their answers.
Evaluation:	Evaluating the success of this module can be achieved through the following methods: **1. Participant Feedback:** collect feedback from participants regarding the workshop's content, structure, and overall effectiveness. Ask them to comment every single activity under the point of view of the topic of the workshop and of the project **2. Long-Term Monitoring:** consider follow-up questionnaires conducted several months after the module to measure the usefulness of the workshop on participants' every day work.
Tips for the Trainer:	**1. Foster a Collaborative Environment:** Encourage participants to work together in a collaborative and open atmosphere and set objectives when working in groups and time frames.

	2. Engage participants: Also during formal lessons, interact with you audience, involve them, ask them questions and reflections; encourage them to male questions. **3. Encourage Reflection:** Create moments for individual and group reflection. Encourage participants to think about the potential psychological challenges disadvantage learners might have. **4. Support Networking:** Encourage participants to connect with each other and share their experiences and insights. Foster a supportive network that extends beyond the workshop, enabling ongoing learning and collaboration. **5. Support group work:** Constantly follow groups in their work and encourage participants to overcome fears or embarrass. Otherwise the activities cannot work.
References:	• James P. Spradley, "*The Ethnographic Interview*", Waveland Press 2016. The book provides comprehensive methods for conducting ethnographic interviews, which is essential for understanding the role of ethnographers in studying cultures. • Giampietro Gobo, "*Doing Ethnography*", SAGE Publications 2008. The book offers practical guidance on conducting ethnographic research, which can deepen participants' understanding and application of ethnographic methods. • Martyn Hammersley and Paul Atkinson, "*Ethnography: Principles in Practice*". A research article that outlines key principles and practices of ethnography, offering a solid foundation for participants to understand ethnographic work. • "*The Ethnography Podcast*" by Ethnography.com. The podcast discusses various aspects of ethnographic research, featuring interviews with anthropologists and ethnographers to provide deeper insights. • "*Anthropological Airwaves*" podcast by the American Anthropological Association. The podcast explores various topics in anthropology, including ethnographic methods and cultural studies, making it relevant for understanding the work of ethnographers. • "*Nanook of the North*", a movie directed by Robert J. Flaherty. A classic ethnographic film that provides a depiction of Inuit

	life, demonstrating early ethnographic work and its impact on understanding different cultures.
	• https://www.youtube.com/watch?v=PJFPMO5eNk4 "Introduction to Ethnography" A video that provides an overview of ethnographic research and its significance, useful for the presentation on the work of the ethnographer.

Module 5
Resilience and Self-Coping Mechanisms
for Young People in the Context of Covid-19

5.1. Introduction

In this module, the focus shifts to the analysis of resilience as a crucial pillar for the mental well-being of young people, also recognized in scientific literature as a fundamental element for their mental well-being, especially emphasized by the adverse context imposed by the Covid-19 pandemic (Masten & Barnes, 2018). The studies referenced demonstrate that resilience extends beyond the mere ability to face challenges (Southwick, Bonanno, Masten, Panter-Brick and Yehuda, 2014).

Resilience represents an intricate synergy of techniques, self-knowledge, and support that underpin the mental and emotional health of young people, serving as an even more essential foundation in times of global uncertainty. In this module, the aim is to meticulously explore the role of resilience, presenting pragmatic and tailored strategies to strengthen young people in a world influenced by the complexities of Covid-19, encompassing the needs of diverse populations, including refugees and LGBTQ+ youth.

Building resilience in young people, particularly in this pandemic context, becomes a process that involves the inculcation of specific techniques to manage stress and overcome adversity (Fletcher & Sarkar, 2013). Throughout the professional career, the observable effectiveness of practical exercises in this process, especially when adjusted to the different challenges posed by Covid-19, is highlighted. As part of this module, a series of practical exercises and personalized approaches designed to strengthen young people's resilience will be disseminated. These exercises, transcending mere academic theories, constitute applicable and malleable tools, designed to meet the unique needs of each young person, taking into account the unprecedented context currently faced.

Another central axis of this module is the development of self-esteem, self-acceptance, and affirmative internal dialogue among young people, essential factors for resilience and mental well-being as highlighted by Ryan and Deci (2000) in their theory of self-determination, especially under pandemic pressure. Through specific strategies and concrete examples, methods for promoting a positive self-image and constructive internal dialogue will be discussed, both fundamental to navigating resilience in the face of adversities triggered by Covid-19. The conviction is that, by promoting self-esteem and self-acceptance based on Dweck's approach (2008) about growth mindset, young people can be equipped with the tools they need to face challenges more effectively, even under extremely challenging circumstances.

Additionally, this module will be enriched with real-world examples and case studies that demonstrate the building of resilience in young people during the pandemic, reflecting the practical importance of resilience theories, as noted by Bonanno and Diminich (2013).

These practical examples are essential to understand how resilience theories materialize in practice and how they can be effectively implemented during periods of global crisis. Through these case studies, young people and professionals who work with them will be able to witness resilience in action and learn from the experiences of others, gaining valuable insights to face and overcome present and future adversities.

In short, this module represents a comprehensive and meticulous effort to dissect the mechanisms of resilience and self-coping in young people, contextualized in the unique situation of Covid-19. Combining theory, practice, case studies, and personalized approaches, the aim is to provide an invaluable resource that can be employed to substantially improve the mental and emotional well-being of young people, enabling them to successfully meet the unique challenges of this period.

5.2. Objectives

- To understand resilience and its role in youth mental well-being
- To successfully use Techniques for teaching youth how to build resilience and cope with stress, with practical exercises.
- To explore how to address trauma and build resilience in specific populations, such as refugees or LGBTQ+ youth.
- To recognize Strategies for fostering self-esteem, self-acceptance, and positive self-talk in young individuals.
- To reflect on real-life examples and case studies illustrating resilience-building in youth
- To develop practical and personalized approaches and exercises to enhance youth resilience.

5.3. Goal

The goal of this module is to equip participants with the knowledge and insights needed for Resilience and Self-Coping Mechanisms for Young People in the Context of Covid-19 and learn how to use these mechanisms effectively.

5.4. Expected Outcome

Knowledge

Understanding the theoretical foundations of resilience as a crucial element for the mental well-being of young people.

Familiarity with scientific literature supporting the significance of resilience, especially in the context of the Covid-19 pandemic.

Acquiring knowledge of diverse strategies and techniques aimed at strengthening resilience in young people.

Skills

Developing practical skills in implementing specific techniques to manage stress and overcome adversity, particularly in the pandemic context.

Acquiring proficiency in designing and conducting practical exercises tailored to the unique needs of each young person.

Cultivating the ability to promote self-esteem, self-acceptance, and affirmative internal dialogue through concrete strategies and examples.

Attitudes

Developing practical skills in implementing specific techniques to manage stress and overcome adversity, particularly in the pandemic context.

Acquiring proficiency in designing and conducting practical exercises tailored to the unique needs of each young person.

Cultivating the ability to promote self-esteem, self-acceptance, and affirmative internal dialogue through concrete strategies and examples.

5.5. Refences (APA Style)

- American Psychological Association (APA) (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: Author.
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- Ryan, R. M., & Deci, E. L. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. American Psychologist, 55(1), 68-78.
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- Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2014). *Resilience definitions, theories, and challenges: Interdisciplinary perspectives*. European Journal of Psychotraumatology, 5(1), 25338.

- Ungar, M. (2019). *Working with Children and Youth with Complex Needs: 20 Skills to Build Resilience*. Routledge.

5.6. Supporting materials

A PPT on Resilience and Self Coping (see annexes)

Practical Learning Activities

1. Resilience and Self-Coping Mechanisms for Young People in the Context of Covid-19	
Group Size	20 - 30
Duration	6 hours
Training Modules / Typology Training	Resilience and Self-Coping Mechanisms for Young People in the Context of COVID-19, and case study analysis through real-life examples. Use a U-Shaped Room to encourage discussion around this topic
Materials	Pens, (large) paper, and notebooks. Flipcharts and markers. Post-it notes. Beamer for PPT projection and video screening.

Description of the Activities	**Education Approach Exploration (Duration: 2 hours)**
	Participants are facilitated on the content about Resilience and Self-Coping Mechanisms for Young People in the Context of Covid-19
	Through a facilitation process the participants discuss the presented.
	Case Study Analysis (Duration: 1 hour)
	Participants analyze case studies that showcase successful Self-Coping Mechanisms.
	This activity highlights practical examples of how Self-Coping Mechanisms can work effectively.
	Interactive Workshop (Duration: 1 hours)
	First, participants are organized by groups and further explain how Self-Coping Mechanisms can impact their contexts.
	Second, based on the first step of the workshop, participants collaborate in designing a program that implements Self-Coping Mechanisms for resilience.
	Group Reflection and Sharing (Duration: 1 hour)
	Different groups discuss and evaluate in a critical matter the different program designs and share insights with the whole group.
	Participants reflect on the importance of adopting Self-Coping Mechanisms
	Summarization and Action Plan (Duration: 1 hour)
	The facilitator summarizes key takeaways from the workshop.
	Participants are divided by the same groups and an action plan outlining how they can integrate the built Program on Self-Coping Mechanisms for Resilience

Evaluation	**Pre- and Post-Module Knowledge Assessment:**
	Administer pre- and post-module assessments to gauge participants' knowledge of resilience and self-coping mechanisms for young people in the context of Covid-19.
	Assess how their knowledge has advanced after the workshop with a quiz/multiple-choice test focused on the module's key concepts.
	Participant Feedback:
	Collect feedback from participants regarding the workshop's content, structure, and overall effectiveness in addressing the challenges posed by the Covid-19 pandemic.
	Ask for insights on how the module enhanced their understanding of resilience and self-coping mechanisms for young people facing adversities like those presented by Covid-19.
	Group Presentation and Discussion:
	Evaluate the quality of the resilience and self-coping mechanisms designed by participants during the interactive workshop.
	Assess their ability to effectively incorporate the learned strategies into practical solutions for young people dealing with the complexities of Covid-19.
	Reflective Journals or Reports:
	Encourage participants to maintain reflective journals or reports throughout and after the module, focusing on insights gained, challenges faced, and practical strategies they plan to implement in promoting resilience.
	Assess the depth of reflection and the practical applicability of their identified strategies.
	Case Study Analysis:
	Task participants with analyzing and presenting case studies or practical examples of resilience and self-coping mechanisms in the context of Covid-19.

	Evaluate their ability to draw relevant lessons from these case studies and apply them to real-world scenarios.
	Peer Review: Introduce peer review sessions where participants assess and provide feedback on each other's proposed resilience and self-coping mechanisms. Evaluate the quality of feedback provided and the depth of analysis regarding the appropriateness of strategies in the context of Covid-19. **Action Plans:** Have participants create action plans outlining how they intend to incorporate the module's insights and methodologies into their work with young people affected by the Covid-19 pandemic. Assess the feasibility and practicality of these plans in addressing the unique challenges presented by the current situation. **Long-Term Monitoring:** Consider follow-up assessments or evaluations conducted several months after the module to measure the sustained impact on participants' implementation of resilience and self-coping mechanisms in their work with young people, particularly in the context of Covid-19. **Adaptation to Real-world Scenarios:** Evaluate participants' ability to adapt resilience and self-coping mechanisms learned in the module to diverse real-world scenarios related to the ongoing challenges of Covid-19. **Knowledge Application in Crisis Intervention:** Assess participants' capability to apply the acquired knowledge of resilience and self-coping mechanisms in crisis intervention situations, especially during the ongoing pandemic.

Tips for the Trainer	**Understanding Participants' Context:** Familiarize yourself with the diverse backgrounds and experiences of participants, acknowledging the unique challenges they may face in their work with young people during the Covid-19 pandemic. **Create a Supportive Learning Environment:** Foster an open and supportive atmosphere that encourages active participation, discussion, and the sharing of experiences related to promoting resilience and self-coping in the context of ongoing challenges. **Tailor Content to the Current Reality:** Ensure that workshop content is relevant and applicable to the specific challenges presented by the Covid-19 pandemic. Provide examples and case studies that resonate with the participants' current context. **Interactive and Practical Approach:** Incorporate interactive elements, practical exercises, and case studies that allow participants to actively engage with and apply the concepts of resilience and self-coping. Practical tools are essential for real-world implementation. **Flexibility in Delivery:** Be flexible in adapting the workshop to the unique needs and dynamics of the group. Allow for adjustments based on participant feedback and the evolving circumstances of the ongoing pandemic. **Encourage Reflection:** Emphasize the importance of reflective practices. Encourage participants to reflect on their own experiences, challenges, and successes, fostering a deeper understanding of the workshop content. **Facilitate Peer Learning:** Promote peer learning through group activities, discussions, and peer reviews. This collaborative approach can enhance the exchange of ideas and strategies among participants. **Address Emotional Well-being:** Acknowledge the emotional toll of working in challenging circumstances. Provide a safe space for participants to discuss their own well-being and share strategies for maintaining resilience in their professional roles. **Stay Updated on Relevant Resources:** Keep yourself informed about the latest research, resources, and strategies related to resilience and self-coping mechanisms, especially in the context of the ongoing Covid-19 pandemic. **Promote Long-term Implementation:** Emphasize the importance of sustained efforts beyond the workshop. Provide guidance on how participants can integrate the learned concepts into their ongoing work with young people over the long term. **Encourage Networking and Collaboration:** Facilitate opportunities for participants to network, share ideas, and collaborate beyond the

| | workshop. Building a supportive community can contribute to the ongoing success of implementing resilience and self-coping strategies.

Adapt to Technological Challenges: Given the potential reliance on virtual platforms, be well-versed in addressing technological challenges to ensure a seamless and effective workshop delivery. |
|---|---|
| **References** | https://www.salto-youth.net/

https://erasmus-plus.ec.europa.eu/taxonomy/term/19 |

Module 6
Collaboration and Referral
for Young People in the Context of Covid-19

6.1. Introduction

In this module, we delve into the pivotal role of collaboration and referral in constructing robust support networks for young individuals, particularly in the aftermath of the Covid-19 pandemic. The interplay among mental health experts, educational institutions, parents, and support services is explored, unveiling strategies to forge and sustain impactful partnerships aimed at nurturing the well-being and resilience of the youth.

Research underscores the significance of collaborative efforts among various stakeholders in supporting youth well-being. As highlighted by Smith et al. (2020), effective partnerships between mental health professionals, educational institutions, and support services are crucial for comprehensive support systems for young people.

Significantly, we underscore the critical importance of possessing adequate knowledge regarding when and how to refer young people to specialized mental health services, especially within the unique challenges presented by the post-Covid-19 landscape. Early identification of signs of mental health disorders and seamless referral processes are indispensable to ensuring timely and appropriate support for the youth. This module elucidates strategies to discern needs, establish fruitful collaborations with mental health professionals, and guarantee the facilitation of proper referrals and subsequent follow-ups.

Recent studies emphasize the necessity of early detection and referral in addressing mental health issues in youth. According to Brown and Jones (2021), timely referral plays a pivotal role in ensuring that young people receive appropriate and timely mental health support.

Furthermore, we shed light on the relevance of orchestrating collective efforts among a spectrum of stakeholders, including mental health institutions, schools, families, community services, and non-governmental organizations. This coordinated approach is aimed at furnishing comprehensive and integrated care for young people, particularly considering the lingering consequences and challenges stemming from the post-Covid-19 era. Effective cooperation and communication among diverse actors are imperative to ensure a holistic, person-centered response that addresses the multifaceted dimensions of youth well-being.

Current literature emphasizes the need for a collaborative and integrated approach to youth care. As articulated by Johnson et al. (2022), coordinated efforts among diverse

stakeholders are essential to provide holistic care and support for the well-being of young individuals.

In essence, this module advocates for the promotion of a multidisciplinary approach to youth well-being, placing a spotlight on collaboration and effective referral mechanisms among different professionals and services, specifically tailored to the post-Covid-19 context. An integrated and holistic strategy is paramount in tackling the diverse needs of young people, offering comprehensive support that spans the realms of physical, mental, educational, and social well-being.

6.2. Objectives

- To understand how to build and maintain effective partnerships with mental health experts, schools, parents, and other support services.
- To identify when and how to refer youth to specialized mental health services when needed.
- To explore how to Coordinate efforts with various stakeholders to provide comprehensive care.
- To promote a multidisciplinary approach to youth well-being.

6.3. Goal

The goal of this module is to equip participants with the knowledge and insights needed for collaboration and referral in the context of Covid-19 and learn how to use these mechanisms effectively.

6.4. Expected Outcome

Knowledge

- Participants will gain a comprehensive understanding of the critical role collaboration plays in supporting youth well-being, particularly in the post-Covid-19 context.
- Increased knowledge about effective referral processes, including when and how to identify signs of mental health disorders in young people.
- Familiarity with recent academic findings and best practices related to collaboration among mental health experts, educational institutions, and support services.

Skills

- Enhanced skills in establishing and maintaining effective partnerships with diverse stakeholders, including mental health professionals, educational institutions, parents, and support services.
- Improved ability to identify early signs of mental health issues in young people and employ effective referral strategies.
- Practical skills in coordinating efforts among different actors to provide comprehensive and integrated care for young individuals.

Attitudes

- Cultivation of a positive attitude towards collaborative approaches, recognizing the value of diverse perspectives and expertise in addressing youth well-being.
- Increased confidence in making timely and appropriate referrals, fostering a proactive mindset in dealing with mental health challenges among young people.
- Development of a commitment to person-centered responses, understanding the importance of holistic care that encompasses the physical, mental, educational, and social dimensions of well-being.

6.5. Refences (APA Style)

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6.6. Supporting materials

A PDF (and an editable PPT) about Collaboration and Referral (see annexes).

Practical learning activities

1. Collaboration and Referral for Young People in the Context of Covid-19	
Group Size	20 - 30
Duration	5.5 hours
Training Modules / Typology Training	Resilience and Self-Coping Mechanisms for Young People in the Context of COVID-19, and case study analysis through real-life examples. Use a U-Shaped Room to encourage discussion around this topic
Materials	Pens, (large) paper, and notebooks. Flipcharts and markers. Post-it notes. Beamer for PPT projection and video screening.

Description of the Activities	**Education Approach Exploration (Duration: 1.5 hour)** Participants are facilitated on the content about Collaboration for Young People in the Context of Covid-19 Through a facilitation process the participants discuss the presented. **Case Study Analysis (Duration: 1 hour)** Participants analyze case studies that showcase successful Collaboration Mechanisms. This activity highlights practical examples of how Collaboration Mechanisms can work effectively. **Interactive Workshop (Duration: 1 hours)** First, participants are organized by groups and further explain how Collaboration can impact their contexts. Second, based on the first step of the workshop, participants collaborate in designing a program that implements collaboration for Young People in the Context of Covid-19. **Group Reflection and Sharing (Duration: 1 hour)** Different groups discuss and evaluate in a critical matter the different program designs and share insights with the whole group. Participants reflect on the importance of adopting collaboration mechanisms. **Summarization and Action Plan (Duration: 1 hour)** The facilitator summarizes key takeaways from the workshop. Participants are divided into the same groups and an action plan outlining how they can integrate the built Program on collaboration Mechanisms for Young People in the Context of Covid-19.

Evaluation	**(1) Pre- and Post-Module Knowledge Assessment:** Administer pre- and post-module assessments to measure participants' understanding of collaboration and referral strategies for supporting young people in the post-Covid-19 context. Evaluate the advancement of knowledge through quiz/multiple-choice tests focused on key concepts related to collaboration and effective referral mechanisms. **(2) Participant Feedback:** Gather participant feedback on the workshop's content, structure, and overall effectiveness in addressing the challenges posed by the Covid-19 pandemic with a focus on collaboration and referral. Solicit insights on how the module enhanced their understanding of collaborative approaches and effective referral strategies for young people facing adversities. **(3) Group Presentation and Discussion:** Evaluate the quality of collaboration and referral strategies designed by participants during the interactive workshop. Assess participants' ability to incorporate learned strategies into practical solutions for young people dealing with the complexities of the post-Covid-19 era. **(4) Reflective Journals or Reports:** Encourage participants to maintain reflective journals or reports, focusing on insights gained, challenges faced, and practical strategies they plan to implement in promoting collaboration and effective referral. Assess the depth of reflection and the practical applicability of identified collaboration and referral strategies. **(5) Case Study Analysis:** Task participants with analyzing and presenting case studies or practical examples of collaboration and referral mechanisms in the context of the post-Covid-19 era. Evaluate their ability to draw relevant lessons from these case studies and apply them to real-world scenarios. **(6) Peer Review:**

	Introduce peer review sessions where participants assess and provide feedback on each other's proposed collaboration and referral mechanisms.
	Evaluate the quality of feedback provided and the depth of analysis regarding the appropriateness of strategies in the context of the post-Covid-19 landscape.
	(7) Action Plans:
	Have participants create action plans outlining how they intend to incorporate the module's insights and methodologies into their work with young people, emphasizing collaboration and referral in the post-Covid-19 scenario.
	Assess the feasibility and practicality of these plans in addressing the unique challenges presented by the current situation.
	(8) Long-Term Monitoring:
	Consider follow-up assessments or evaluations conducted several months after the module to measure the sustained impact on participants' implementation of collaboration and referral mechanisms in their work with young people, particularly in the post-Covid-19 context.
	(9) Adaptation to Real-world Scenarios:
	Evaluate participants' ability to adapt collaboration and referral mechanisms learned in the module to diverse real-world scenarios related to the ongoing challenges of the post-Covid-19 era.
	(10) Knowledge Application in Crisis Intervention:
	Assess participants' capability to apply the acquired knowledge of collaboration and referral mechanisms in crisis intervention situations, especially during the ongoing pandemic.
Tips for the Trainer	**Understanding Participants' Context:** Familiarize yourself with the diverse backgrounds and experiences of participants, acknowledging the unique challenges they may face in their work with young people during the Covid-19 pandemic.
	Create a Supportive Learning Environment: Foster an open and supportive atmosphere that encourages active participation, discussion, and the sharing of experiences related to promoting resilience and self-coping in the context of ongoing challenges.
	Tailor Content to the Current Reality: Ensure that workshop content is relevant and applicable to the specific challenges

presented by the Covid-19 pandemic. Provide examples and case studies that resonate with the participants' current context.

Interactive and Practical Approach: Incorporate interactive elements, practical exercises, and case studies that allow participants to actively engage with and apply the concepts of resilience and self-coping. Practical tools are essential for real-world implementation.

Flexibility in Delivery: Be flexible in adapting the workshop to the unique needs and dynamics of the group. Allow for adjustments based on participant feedback and the evolving circumstances of the ongoing pandemic.

Encourage Reflection: Emphasize the importance of reflective practices. Encourage participants to reflect on their own experiences, challenges, and successes, fostering a deeper understanding of the workshop content.

Facilitate Peer Learning: Promote peer learning through group activities, discussions, and peer reviews. This collaborative approach can enhance the exchange of ideas and strategies among participants.

Address Emotional Well-being: Acknowledge the emotional toll of working in challenging circumstances. Provide a safe space for participants to discuss their own well-being and share strategies for maintaining resilience in their professional roles.

Stay Updated on Relevant Resources: Keep yourself informed about the latest research, resources, and strategies related to resilience and self-coping mechanisms, especially in the context of the ongoing Covid-19 pandemic.

Promote Long-term Implementation: Emphasize the importance of sustained efforts beyond the workshop. Guide how participants can integrate the learned concepts into their ongoing work with young people over the long term.

Encourage Networking and Collaboration: Facilitate opportunities for participants to network, share ideas, and collaborate beyond the workshop. Building a supportive community can contribute to the ongoing success of implementing resilience and self-coping strategies.

Adapt to Technological Challenges: Given the potential reliance on virtual platforms, be well-versed in addressing technological challenges to ensure a seamless and effective workshop delivery.

References	https://www.salto-youth.net/
	https://erasmus-plus.ec.europa.eu/taxonomy/term/19

Module 7
The Basics of ETS programs, exploiting active sport activities

7.1. Introduction

Welcome to this module, designed to guide sports coaches, community leaders and stakeholders in the integration of Education Through Sport (ETS) programs into existing sports activities and community programs. As we embark on this research, our focus is on harnessing the flexible potential of ETS to not only improve athletic skills, but also contribute to the holistic development of individuals within diverse social settings.

The world of sports is not just about competing, achieving good results or crossing finish lines; it is a powerful platform for learning, personal growth and community engagement. In this module we will explore strategic approaches to incorporate ETS principles into the structure of existing sports activities, ensuring a dynamic inclusion of physical development and educational components.

Just as in the field of education through sports, where physical activity becomes a medium for holistic development, we recognize that each individual's learning is deeply personal. Some thrive in the traditional classroom, absorbing knowledge through theoretical learning, while others find their true potential through active, hands-on experiences. This module addresses the core principles of ETS, where sport serves as a catalyst not only for physical health, but also for mental resilience.

We recognize the importance of diverse intelligence, understanding that individuals possess different learning styles. Through active sports activities, we strive to create an educational environment that is not only effective, but also pleasant. The integration of sports into educational practice provides a unique platform for experiential learning, teamwork and the development of practical skills.

Similar to non-formal education (NFE), which flexibly adapts to the needs of learners, ETS adopts a learner-centred approach. This module will explore how ETS goes beyond traditional formal education, fostering trusting relationships between trainers and participants, encouraging voluntary engagement and serving individuals who may not fit conventional educational structures.

In the The Basics of ETS programms, exploiting active sport activities module, we will discover the innovative and transformative potential of active sports activities in education. This module invites you to discover how the combination of ETS and sport can significantly contribute to the holistic well-being and personal development of individuals, especially those facing mental health challenges. Together, let's explore the dynamic intersection of education, sport and mental resilience for the betterment of individuals and

communities by focusing on empowering our target group of sports coaches and community operators to support vulnerable young people (16-30).

7.2. Objectives

Understand the Foundations of ETS

- Gain the core principles and theoretical underpinnings of Education Through Sports.

Explore the Intersection of Sports and Education

- Examine the role of active sport activities as a catalyst for holistic development.

- Understand how physical engagement enhances cognitive skills and contributes to personal growth.

Integrate ETS into Ongoing Sport Activities:

- Learn practical strategies for seamlessly infusing ETS principles into existing sport programs.

- Explore how to create an educational framework within sports settings, fostering a harmonious balance between physical and mental development.

Promote ETS in Social Programs:

- Understand effective communication strategies for advocating the benefits of ETS within broader social initiatives.

- Explore ways to align ETS with community needs, enhancing the overall impact of social programs.

Engage Stakeholders in ETS Delivery:

- Recognize the diverse roles of stakeholders in the success of ETS programs.

- Learn inclusive methodologies to involve coaches, educators, parents, community leaders, and local authorities in the delivery and sustainability of ETS initiatives.

7.3. Goal

The goal is to guide participants toward acquiring the knowledge, skills, and insights necessary for leveraging ETS programs effectively within the realm of active sport

activities. As we progress through the modules, objectives will serve as a compass, ensuring a comprehensive understanding of the fundamental principles and practical applications of Education Through Sports.

7.4. Expected outcome

Knowledge

Participants will develop a foundational understanding of Education Through Sports (ETS) and its core principles, emphasizing the exploitation of active sport activities for educational purposes. Insights into the distinctions between non-formal, formal, and informal education will be gained, forming the basis for comprehending the unique advantages each approach offers within the context of ETS. A deepened knowledge of how ETS can be effectively integrated into ongoing sport activities will be acquired, with a specific focus on promoting holistic development and well-being. Participants will grasp the importance of involving various stakeholders in the delivery of ETS programs and understand the collaborative nature required for successful implementation.

Skills

The module will equip participants with the ability to identify and leverage opportunities for integrating ETS principles into ongoing sport settings, emphasizing the practical aspects of program design. Practical skills will be developed in crafting ETS programs that seamlessly blend non-formal, formal, and informal education approaches, tailoring them to the unique needs of participants. Participants will gain hands-on experience in designing educational frameworks within sports activities, fostering an environment that nurtures both physical and mental development. Skills related to the inclusion of stakeholders in the delivery of ETS programs will be honed, emphasizing effective communication and collaboration.

Attitudes

Throughout the training, participants will cultivate an appreciation for the transformative potential of active sport activities in education, with a focus on how ETS can contribute to holistic development. An enhanced awareness of the importance of promoting ETS in ongoing social programs will be fostered, emphasizing the role of sports in community engagement and positive social change. Participants will develop a receptive attitude, embracing flexibility and a holistic approach in the design and implementation of ETS programs, ensuring adaptability to the unique needs of their target audience. A commitment to including stakeholders in the delivery of ETS programs will be instilled, fostering a collaborative and community-centered approach.

7.5. Refences (APA Style)

- O'Brien, W., Adamakis, M., O'Brien, N., Onofre, M., Martins, J., & Dania, A. (2020). *Implications for European Physical Education Teacher Education during the COVID-19 pandemic: a cross-institutional SWOT analysis*. European Physical Education Review, 26(3), 503-522. https://doi.org/10.1080/02619768.2020.182396
- KAYA, D. G., & OCAK, Y. (2023). *Examination of the Physical Education and Sports Teaching Department with SWOT Analysis: Student Opinions*. International Journal of Sport Culture and Science, 11(2), 87-97.
- Mirzaei Kalar, A., Hemmatinezhad, M., & Ramezaninezhad, R. (2019). *Designing a Framework of Stakeholders' Participation in School Sport Decisions*. Journal Title, Volume(Issue), Page Range. https://doi.org/10.29252/aassjiurnal1.7.2.13
- Mind. (n.d.). *Guide 4: How do I identify and engage my key stakeholders. Delivering a sport and physical activity service: A toolkit for mental health providers*. https://www.mind.org.uk/media-a/4707/guide_04.pdf
- South East Asia Regional Anti-Doping Organization. (n.d.). *Education Guideline*. SEARADO, https://www.searado.com/files/information-for-stakeholders/educationguideline.pdf
- McCracken, K., & Colucci, E. (2013). *Using sport and play to achieve educational objectives*.

7.6. Supporting Materials

A PPT on The Basics of ETS programs, exploiting active (see annexes)

Practical learning activities

1. The Basics of ETS programs, exploiting active sport activities	
Group Size	20
Duration	8 hours
Training Modules / Typology Training	Integrating ETS into Ongoing Sport Activities Including Stakeholders in ETS Delivery

	Flexibility and Adaptability in ETS Design
Materials	Pens, (large) paper, and notebooks;
	Flipcharts and markers;
	Post-it notes
	Beamer for PPT projection and video screening.
Description of the Activities	**Integrating ETS into Ongoing Sport Activities (Duration: 1 hour)**
	Participant will understand the current state of existing sport activities and identify areas for potential ETS integration. Participants will conduct a needs assessment of their local sports community.
	Workshop (Duration: 1 hour) - Analyze the strengths, weaknesses, opportunities, and threats (SWOT) related to integrating ETS.
	Group Reflection and Sharing (15 min) :Facilitators guide discussions on identifying opportunities and challenges.
	Including Stakeholders in ETS Delivery (Duration: 1 hour)
	Participants will Identify and categorize key stakeholders involved in ETS delivery. Group discussions on the potential roles and contributions of each stakeholder.
	Share experiences and challenges in stakeholder engagement.
	Workshop (Duration: 1 hour) - Role-playing scenarios where participants practice engaging with stakeholders. Facilitators provide guidance on effective communication strategies.
	Group Reflection and Sharing (15 min) :Group discussions on building sustainable partnerships.
	Flexibility and Adaptability in ETS Design (Duration: 1 hour)
	Understand the importance of flexibility by analyzing successful ETS case studies in diverse contexts. articipants analyze case studies of ETS programs that have successfully adapted to different environments.
	Workshop (Duration: 1 hour) - Group discussions on key principles of adaptability. Facilitators present hypothetical scenarios (e.g., changing community needs, unexpected events).
	Group Reflection and Sharing (15 min): Group discussions on strategies for maintaining program effectiveness in changing circumstances.

Evaluation	**Pre- and Post-Module Knowledge Assessment:**
	Administer a pre-module quiz assessing participants' knowledge on ETS in ongoing Sport Activities.
	Repeat the quiz as a post-module assessment to measure knowledge advancement.
	Evaluation Criteria:
	Improvement in quiz scores indicating increased understanding of education methodologies.
	Participant Feedback:
	Collect feedback through surveys focusing on content, structure, and overall effectiveness of the module.
	Constructive suggestions for improvement.
Tips for the Trainer	**Understanding Participants:**
	Conduct a pre-workshop survey to understand participants' backgrounds, expectations, and challenges.
	Use this information to tailor examples and case studies to their specific contexts.
	Engage Through Interactive Techniques:
	Use a variety of interactive techniques such as group discussions, role-playing, and case studies.
	Encourage active participation to enhance learning and retention.
	Engage Through Interactive Techniques:
	Use a variety of interactive techniques such as group discussions, role-playing, and case studies.
	Encourage active participation to enhance learning and retention.
References	Move&Learn.pdf (moveandlearn.org)
	https://www.youtube.com/watch?v=K4mhtXPVAI0

Module 8
Monitoring and Evaluation of ETS Programs

8.1. Introduction

This module is crafted to guide sport coaches, educators, and program administrators in comprehending the essential principles of Monitoring and Evaluation (M&E) as they relate to Education Through Sports (ETS) programs. By digging into the setting off effective M&E mechanisms, participants will develop the necessary skills to assess and enhance the impact of their ETS initiatives. This research includes techniques for assessment program effectiveness, strategies for data collection and analysis, and the continual improvement of ETS programs through constructive feedback.

The landscape of educational programs, particularly those centred around sports, demands a understanding of their impact and effectiveness. In the realm of ETS, where the goal extends beyond skill development to encompass broader well-being, a robust M&E framework becomes imperative. This module serves as a gateway to unlocking the transformative potential of Monitoring and Evaluation in optimizing the outcomes of ETS initiatives, contributing to the overall development of participants.

As we navigate through this module, we recognize that effective M&E is not merely about data collection; it is a strategic approach to understanding, improving, and maximizing the positive influence of ETS programs. The insights gained will empower participants to make informed decisions, adapt strategies based on real-time feedback, and ultimately foster an environment where ETS can reach its full potential in positively impacting the lives of young individuals.

Monitoring Components

a) Resource assessment: evaluate the financial, human, and training resources allocated to coaches and operators; identify competencies of participants in utilizing the newly acquired methods.

b) Training activities monitoring: regularly assess the implementation of new training methods by sports coaches; monitor social operators' effectiveness in introducing young people to sports activities.

c) Participant engagement monitoring: track the involvement and participation levels of young individuals in sports programs; assess the reach and inclusivity of the sports interventions.

Evaluation Components

a) Coaches and operators' competency evaluation: evaluate the effectiveness of training programs in enhancing coaches' and operators' skills; measure the application of learned methods in real-world settings.

b) Impact on participants' mental health: assess changes in mental health indicators (e.g., reduced anxiety or improved mood) among young participants; evaluate the perceived benefits and challenges reported by participants.

c) Program sustainability and scalability: examine the potential for sustaining the program beyond initial training; assess the scalability of the methods to reach a broader audience.

8.2. Objectives

- Develop a foundational understanding of the principles and practices involved in setting up an M&E mechanism.
- Explore specific techniques and indicators for assessing the effectiveness of ETS programs, with a focus on holistic development, including mental well-being.
- Acquire practical skills in designing and implementing data collection strategies tailored to ETS program goals.
- Develop strategies for collecting, analyzing, and utilizing feedback to continually improve and adapt ETS initiatives.
- Explore real-world case studies highlighting successful Monitoring and Evaluation practices within ETS programs.

8.3. Goal

The goal of this module is to equip participants with the knowledge, skills, and strategic insights necessary to establish and implement a robust Monitoring and Evaluation framework for Education Through Sports programs. Participants will learn how to systematically assess program effectiveness, utilize feedback for continuous improvement, and contribute to the overall success and impact of ETS initiatives. Monitoring and Evaluation (M&E) in Education through Sport (ETS) refers to a systematic process of tracking, assessing, and understanding the effectiveness, efficiency, and impact of programs that integrate sports and education components. It involves the continuous collection of data and information to measure progress, identify areas for improvement, and demonstrate the outcomes achieved through the intersection of sports and education initiatives.

8.4. Expected Outcome

Knowledge

Participants will acquire a foundational understanding of the principles and practices involved in setting up a monitoring and evaluation (M&E) mechanism for Education Through Sports (ETS) programs.

Participants will develop an understanding of the importance of aligning monitoring and evaluation processes with the unique resources and competencies available to them.

Skills

This module will equip participants with practical skills in designing and implementing data collection strategies tailored to the goals of ETS programs.

Participants will develop the ability to systematically assess the effectiveness of ETS initiatives, utilizing both quantitative and qualitative data to measure program impact.

They will acquire skills in utilizing feedback for continuous improvement, adapting strategies based on real-time data, and making informed decisions to enhance the overall success of ETS programs.

Attitudes

Throughout the training, participants will cultivate an appreciation for the strategic role of monitoring and evaluation in optimizing the outcomes of ETS programs.

Participants will foster a positive attitude towards feedback, recognizing it as a valuable tool for program improvement and a means to enhance the positive impact of ETS on the lives of young individuals.

They will develop a receptive attitude, embracing the iterative and adaptive nature of monitoring and evaluation processes to contribute effectively to the ongoing success and development of ETS initiatives.

8.5. Refences (APA Style)

- Coalter, F. (2007). *A Wider Social Role for Sport: Who's Keeping the Score?* Routledge.

- Dyson, B., & Casey, A. (2012). *The impact of sport in the community: A review of research*. Edinburgh: Sportscotland.
- Green, K. (2005). *Life skills development through sport: current status and future directions*. International Journal of Sports Science & Coaching, 1(3), 247-254.
- Kidd, B., Casey, A., Kirk, D., & Harris, J. (2009). *PE and School Sport: A Review of Research and Practice in Scottish Schools*. Edinburgh: Sportscotland.

8.6. Supporting materials

A PPT on Monitoring and evaluation of ETS Programs (see annexes)

Practical Learning Activities

1. Monitoring and Evaluation of ETS Programs	
Group Size	20
Duration	8 hours
Training Modules / Typology Training	Understanding of the concepts and importance of M&E in the context of Education through Sport programs. Definition and purpose of M&E in ETS. Key components of effective M&E frameworks. Linking M&E to program goals and outcomes. The combination of presentations, group discussions, practical exercises, and case study analysis ensures an interactive and informative learning experience for participants.
Materials	Pens, (large) paper, and notebooks; Flipcharts and markers; Post-it notes Beamer for PPT projection and video screening.
Description of the Activities	Introduction and Icebreaker (Morning Session) Welcome participants and set the tone for the workshop.

Icebreaker activity to encourage networking and create a positive atmosphere.

Activity 1: Welcome and Icebreaker (15 minutes)

Objective: Introduce participants and create a positive learning atmosphere.

Procedure:

Facilitator welcomes participants and provides an overview of the workshop.

Icebreaker activity: Participants briefly share an interesting fact about themselves.

Activity 2: Presentation on basic concepts of M&E (40 minutes)

Objective: Deliver a detailed presentation on the foundational concepts of monitoring and evaluation.

Procedure:

Facilitator presents key concepts, definitions, and the importance of M&E.

In-depth discussions on the differences between monitoring and evaluation.

Q&A session to address participant queries.

Activity 3: Group Exercise - Development of M&E Framework for ETS Programs (60 minutes)

Objective: Apply theoretical knowledge to practical framework development.

Procedure:

Participants are divided into small groups.

Each group is given a hypothetical scenario related to an ETS program.

Groups collaborate to develop an M&E framework, including key components such as indicators, data collection methods, and evaluation criteria.

	Groups present their frameworks, and feedback is provided by the facilitator and peers. **Activity 4:** Case Studies on Successful M&E Practices (45 minutes) **Objective:** Explore real-world examples of effective monitoring and evaluation in ETS programs. **Procedure:** Facilitator presents case studies highlighting successful M&E practices in ETS. Participants analyze the case studies in groups, focusing on identifying key elements that contributed to success. Group discussions and sharing of insights. **Activity 5:** Interactive Session - Setting Up an M&E Mechanism (45 minutes) **Objective:** Discuss practical steps for establishing an M&E mechanism in ETS programs. **Procedure:** Facilitator leads an interactive discussion on the steps involved in setting up an effective M&E mechanism. Participants share their experiences and challenges. Practical tips and best practices are discussed. **Activity 6:** Open Forum and Q&A (20 minutes) **Objective:** Allow participants to seek clarification and share thoughts. **Procedure:** Facilitator opens the floor for an interactive Q&A session. Participants can seek clarification on any aspect of M&E discussed during the workshop. Facilitator provides additional insights and resources.
Evaluation	**Pre-workshop assessment –** Measure participants' existing knowledge about monitoring and evaluation in the context of ETS

	programs. Administer a pre-workshop knowledge assessment survey covering key concepts in monitoring and evaluation.
	Post-workshop assessment - Gather qualitative feedback on the content, delivery, and overall experience of the workshop. Conduct focus group sessions with participants to capture detailed insights.
	Participant satisfaction - Use a Likert scale in post-workshop surveys to collect quantitative satisfaction data.
Tips for the Trainer	**Understanding Participants:** Conduct a pre-workshop survey to understand participants' backgrounds, expectations, and challenges. Use this information to tailor examples and case studies to their specific contexts. **Engage Through Interactive Techniques:** Use a variety of interactive techniques such as group discussions, role-playing, and case studies. Encourage active participation to enhance learning and retention. **Engage Through Interactive Techniques:** Use a variety of interactive techniques such as group discussions, role-playing, and case studies. Encourage active participation to enhance learning and retention.
References	*"Understanding the Sporting System & COVID-19 related Need in Northern Ireland"*, a case study by Sport Northern Ireland, 2021: https://drive.google.com/file/d/1DMvBRtqxcgsHRmNM-Lq2on5jvLAwCRDo/view *"Monitoring and Evaluation Framework"*, a video by Sport Northern Ireland: https://www.youtube.com/watch?v=bCM2rzasMXU

Conclusion

This manual is designed with the aim of enriching the knowledge and skills of sports coaches and social operators with an approach based on Education Through Sports and Non Formal Education.

Each practical learning activity is specifically designed to help generate long-term change in the approach to teaching. The combination of ETS, the theoretical and practical elements, and the rich body of annexes provided by this manual provides fundamental help in developing the therapeutic potential of sports.

The handbook will provide sports coaches and social workers with the fundamental knowledge and skills to understand the needs of vulnerable young people (16-30) who have been particularly affected by the period of COVID isolation and have experienced repercussions on their mental health, and to make the most of the therapeutic potential that sport can have on their well-being.

The material we provide represents an innovative approach in addressing these issues. We hope that this approach will be adopted by an increasing number of sports and social organizations so that it can be a concrete help for a large number of people in need.

Annexes

Module 1 Activity 1: Mental Health Awareness and Understanding

Module 2 Activity 1: The differences on formal, informal and NF education

Module 2 Activity 2: What is a Best Practice?

Module 2 Activity 3: Design an ETS Activity

Module 3 Activity 1: Effective Communication and Empathy

Module 4 Activiy 1: Cognitive Biases on mental health & Cultural competences

Module 4 Activity 2: The Impact of Cultural differences on Mental Health

Module 4 Activity 3: The method of the Ethnographer

Module 5 Activity 1: Resilience and Self-Coping Mechanisms for Youth

Module 6 Activity 1: Collaboration & Referral for Young People in the Context of Covid19

Module 7 Activity 1: The Basics of EST Programms , Exploiting Active Sport Activities

Module 8 Activity 1: Monitoring and Evaluation of ETS Programs

HRIC

Mental Health Awareness and Understanding

1. Defining Mental Health Illness

Our aim

Give you an overall awareness of the most common mental health illnesses that can affect youth at home and in an education setting.

Provide information on how the Covid-19 pandemic impacted on youth mental health.

Mental health conditions are commonplace that must not be stigmatised.

Your awareness of mental health illnesses symptoms and causes - means that you as a parent and/or educator can contribute to the quality of life of young people.

Educators play a vital role for professionals to make a formal diagnosis of a mental health illness given their continuous engagement and involvement in their student's life from early childhood to teenage and as adults in third level education.

As such, their role is complimentary to the parents and can support the parents and child in the management of a mental health illness.

1. Defining Mental Health illness

What are Mental Health conditions

Mental health problems/ conditions are defined as:

"*mental disorders and psychosocial disabilities as well as other mental states associated with significant distress, impairment in functioning, or risk of self-harm. People with mental health conditions are more likely to experience lower levels of mental well-being, but this is not always or necessarily the case.*" WHO 2022

It's important to note that people can still function with a mental health illness if they are supported, diagnosed or are on medication. However, this depends on the person acknowledging there is an issue, whether they become aware of symptoms themselves or if they are observed by others.

Mental health does not simply mean the absence of a mental illness – it is possible to have good mental wellbeing whilst living with a diagnosed mental illness. In contrast, someone who has no diagnosable mental illness can still have a low level of mental wellbeing.

1. Defining Mental Health Illness

What are Mental Health conditions

A person's state of mind or mental health, directly influences and impacts thoughts and behaviours in every aspect of life: relationships, professional/work, education, daily living, money, self-esteem, communication – essentially how we live our lives. Everyone's mental health is different to others as we don't all react in the same way nor are results the same.

When people think of the term mental health, it is mainly in a negative sense, when in fact it relates to the health of a part of our body that requires care and attention just like the rest of the body.

The term mental health issues, covers a very broad range of mental health problems which impacts thoughts, emotions, behaviours and relationships with others, resulting in on how we react to and deal with stress, relationships with others and the choices we make, whether positive or negative.

1. Defining Mental Health Illness

Early Warning signs of a mental health problems

- Losing interest in activities that were previously enjoyed with family and/or friends

- Underperforming at school with no apparent explanation

- Increased anxiety levels, feeling exhausted and restless

- Isolating themselves and not wanting to socialise

- Changes in appetite such as skipping meals or overeating/ bingeing

- Changes in perception such as hearing or seeing things that others don't

- Self-harming behaviour signs of cuts or bruising to common areas of the body
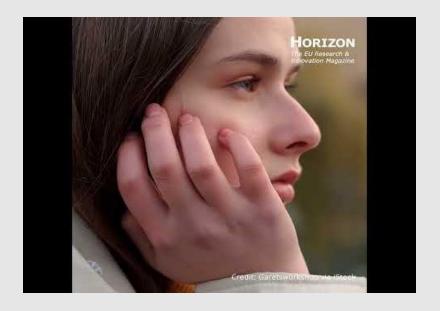
- Reduced or increased sex drive/promiscuity

1. Defining Mental Health illness

Early Warning signs of a mental health problem

- Increased absenteeism from school
- Not doing homework, loss of interest in participating in class
- Changes in behaviour eg. being disruptive or aggressive towards parents and teachers

2. Youth Mental Health

More than half of adult mental-health troubles are evident before their 14th year (Horizon, 2023).ii
According to UNICEF (2021), young people are 30 to 80% more likely to experience anxiety, depression and loneliness than adults. Nine million adolescents (aged 10-19) experience problems with their mental health, and suicide is the second leading cause of death among young people in Europe. iii

Pre Covid-19 statistics confirm that one in five adolescents globally were at risk of a mental health issue every year. An IHME study carried out in 2019 in Europe on the prevalence of mental health illnesses in children aged between 10-19, found that Spain was the highest at 20.8% and Poland was the lowest at 10.8%.The study focussed on depression, anxiety, bipolar, eating, autism spectrum, conduct, schizophrenia, idiopathic intellectual disability, attention deficit/hyperactivity (ADHD) and a group of personality disorders.)

Jones, Ali. Horizon the EU Research and Innovation Magazine, March 2023 https://ec.europa.eu/research-and-innovation/en/horizon-magazine/adolescent-angst-gains-attention-focus-school-stress#
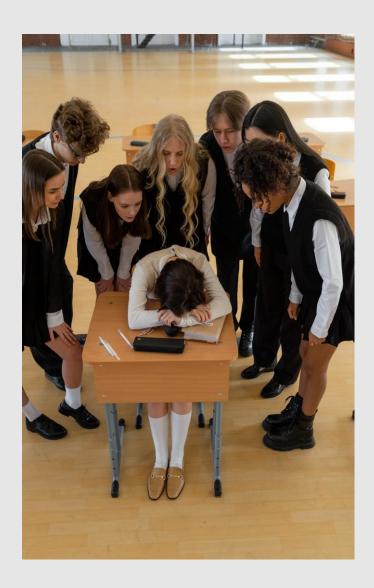The State of the World's Children 2021, UNICEF.
IHME, Global Burden of Disease Study, 2019.

2. Youth Mental Health

2. Youth Mental Health

The transition from teenager to adulthood can result in mental health illnesses taking a different direction or presenting differently, with new symptoms.

An additional risk to youth mental health as they are no longer classed as children once they reach 18 years of age.

This means for many, that they will no longer have access to the same services and supports for youth as there are for adults.

In many countries, waiting lists for mental supports can be lengthy therefore they are untreated or monitored during this period and depending on the nature of the mental illness, this can have a major impact physically and psychologically, potentially regression or exacerbating their symptoms.

3. Mental Health Illnesses

Stress

Stress is how we respond to demanding situations, pressures and emotions and is predominately an adverse reaction. Stress is normal and it causes a person to worry about something or a situation eg money, relationships or family.

Stress by itself is not a mental health illness, however depending on how a person deals with it, stress can cause or exacerbate an existing mental health illness such as anxiety or depression, if it is ignored.

Co-funded by
the European Union

Symptoms of stress

Feeling stressed causes several physical symptoms; increased heart rate; shaking or jittery; being irritable and/or short-tempered; inability to relax; unable to sleep and for some people it can exhibit in the form of an upset stomach or cold sores.
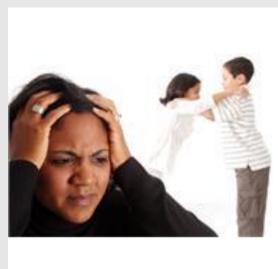
Physical responses to an immediate stressful situation are:

Fight – an aggressive response to a stressful situation
Flight – run from danger
Freeze – being unable to move eg frozen on the spot
Fawn – trying to please someone to avoid a situation or conflict

Symptoms of stress

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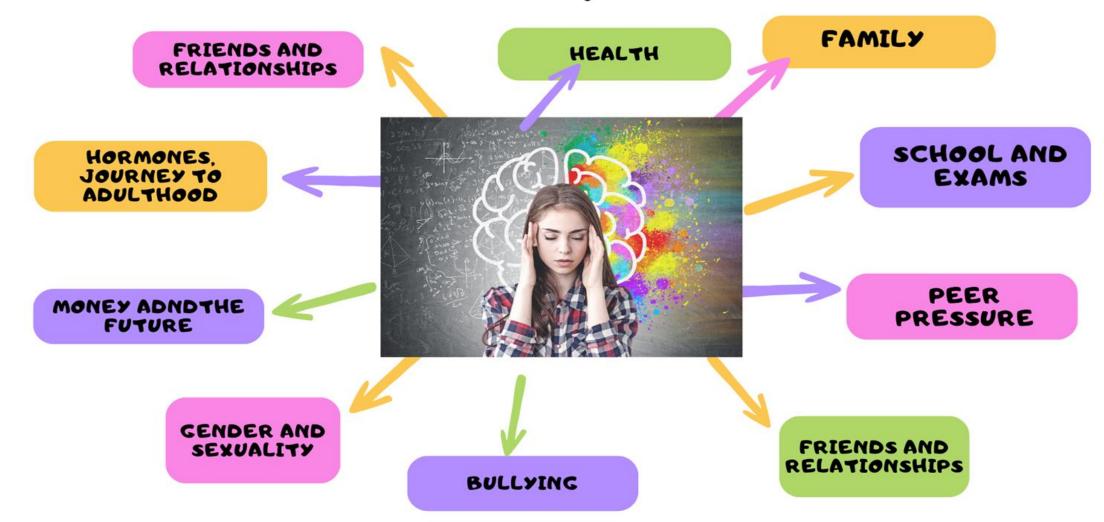Physical responses to an immediate stressful situation are:

Fight – an aggressive response to a stressful situation
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Fawn – trying to please someone to avoid a situation or conflict

Common causes of stress in youth

Depression

A person with clinical depression will experience long-term emotions of continuous sadness, negativity, helplessness, anxiety and hopelessness even if there are not any issues, problems or worries in their lives. These feelings stay with them for an extended period or occur periodically and impact on the quality of daily living. Depression can be mild or severe, reactionary or without reason, temporary or permanent.

Clinical depression is an illness that is not the same as being depressed. A person can feel depressed following a situation eg a relationship breakdown or loss of a loved one. These feelings are reactionary to an upsetting situation or event and for the most part, fade over time. With clinical depression, there may be no cause or trigger and depressive episodes can last from weeks to months, be mild to severe impact on daily living activities and in the worst case, lead to suicide.

There is no single cause of clinical depression, however there are contributory risk factors.

Depression

Symptoms that can be observed range from low concentration or appearing 'scatter-brained'; decreased or lack of personal hygiene; social withdrawal and lack of interest in anything including hobbies previously enjoyed.

However, with the right supports whether counselling or medication, depression can be manageable and the negative impact minimized and people can lead a full and productive life once they have a correct diagnosis and a care plan developed.

Bipolar Disorder

Bipolar disorder, which used to be known as 'manic depression', is a mental health condition, characterised by periods of low (clinical depression [see section 2.2]) and high (elated/mania) or mixed moods separated by periods of normal mood. These unusual shifts in mood affects thinking, energy, feelings and behaviours, having a profound impact on every aspect of a person's life, particularly as the mood swings can be sudden, extreme, frequent or infrequent.

Mania and Hypomania have the same symptoms however mania is more extreme to the point of becoming dangerous. During episodes of mania or highs, people have excessive amount of energy, unable to sleep, restless to the point of being unable to stay still. In a class room setting, students can be over talkative and speak quickly, regularly going off-topic, difficulty focussing and easily distracted. Mania can result in risky or harmful behaviour as they experience feelings of being 'invincible' or not having any fears. This could include excessive spending, gambling, frequent sexual activity that is out of character, and at times it may be necessary to be hospitalised for their own safety.

Bipolar Disorder

It is worth noting that during a period of mania/hypomania, a person can be incredibly productive increasing their workload dramatically or take on new projects/tasks, although it can also be difficult for them to concentrate and can be disruptive to others. However, these activities can be unfinished with the onset of a low period which can also lead to stress and/or anxiety.

Bipolar Disorder is typically diagnosable in teenage or early youth although it can be difficult in younger years as their behaviour can be interpreted to normal childhood development or mood changes eg tantrums, sugar overload, or being 'over-tired'.

Anxiety

Occasional anxiety and worry, is a normal emotion experienced by everyone.
However, people with anxiety disorders frequently have intense, excessive and persistent worry and fear about everyday situations. The symptoms of anxiety can start during childhood or the teen years and continue into adulthood.

Anxiety disorders include episodes of sudden intense feelings, fear or terror that can result in a panic attack. Persistent feelings of anxiety and panic interfere with daily activities such as work, relationships, school and can be difficult to control, are commonly out of proportion to the actual danger and can last a long time. Avoiding situations or places that act as a trigger, are only part of the solution.

Phobias of things, places or situations (for example agoraphobia, fear of flying etc), with or without reason, can cause anxiety and bring on a panic attack.

Personality Disorders

The simple definition is that Personality disorders means a person feels, relates or thinks significantly different from an average/typical person. They are long term dysfunctional disorders that have a negative impact on daily living
There are three categories of personality disorders:
a) Suspicious
    - Paranoid personality disorder

    Pattern of distrust or suspicion of people, whether known or unknown, without reason

    Symptoms usually appear in teen years
    - Schizoid personality disorder

    a consistent pattern of detachment from and general disinterest in social relationship

    limited range of emotions and don't realize their behaviour is problematic.

    Commonly develops in teen years

Personality Disorders

b) Emotional

Antisocial personality disorder (ASPD)

Persons with ASPD are typically manipulative, deceitful and reckless and do not care about other persons feelings

Ranging in severity from occasional negative behaviour to persistent bad behaviour.

Psychopaths are considered to have a sever form of antisocial personality disorder

have had a diagnosis of conduct disorder before the age of 15

c) **Anxious**
Avoidant personality disorder

Avoidance of social situations due to fear of rejection and being judged by others

Persistent feelings of nervousness and fear; chronic feelings of inadequacy; highly sensitive to being negatively judged by others

3. Mental Health Illnesses

Eating Disorders

Eating disorders are physiological illnesses that have a major impact on daily living activities and functioning. Persons with eating disorders have a distorted view of their bodies and as a result, have an unhealthy relationship with food. Food can be a source of comfort (comfort eating), denied as punishment, or avoided to meet their body image perceptions.

The impact is physically damaging to the body eg organ failure. In extreme cases, it can lead to death, especially as a result of Anorexia Nervosa.

Disruptive Behaviour and Dissocial disorders

A young person with an eating disorder is somewhat easier to notice at home as they depend on someone to prepare meals. Friends may notice that a person is not eating their lunch at school or not joining them on social occasions. Over-eating is more obvious as it's not possible to disguise weight gain effectively. However, it's important to note that certain medications can cause weight gain.

Eating disorders can be overcome, which usually includes a form of therapy such as Compassion Focused Therapy or counselling.

3. Mental Health Illnesses

Post Traumatic Stress Disorder

Post-traumatic Stress Disorder (PTSD) is a mental illness that follows a traumatic event that a person experienced one or witnessed one such as violence, abuse, accidents or a life-threatening situation. It was commonly known as 'shell shock' as it was frequently observed in the military.

A major factor in PTSD is that a person experiences flashbacks to the extent it feels like they are reliving the event. Symptoms can be dormant until triggered by something associated with the event eg a smell, loud noise, phrase, seeing something similar to their event such as a film about war or violence or in fact something that had nothing to do with the event.

Other symptoms include (but not limited to) chronic depression and anxiety, hyper-sensitivity, poor hygiene, substance abuse and may continue for years, especially if there are no supports accessed or available.

Co-funded by the European Union

Post Traumatic Stress Disorder

PTSD can lead to completed or attempted suicide.

Children diagnosed with PTSD often re-enact their experience during play or games and may seem restless, fidgety, or have trouble paying attention, the symptoms of traumatic stress can be confused with (ADHD).
https://www.nctsn.org/resources/it-adhd-or-child-traumatic-stress-guide-clinicians

PTSD can remain indefinitely however it can improve with counselling, good coping mechanisms, which can alleviate symptoms and prevent them from getting worse.

3. Mental Health Illnesses

What is Vicarious Trauma

Have you ever heard someone say "*why are you upset – it didn't happen to you*" or "*stop worrying – it's not your problem*". If you regularly hear this, then this could be an indicator that you are suffering from VT.

Vicarious trauma (VT) is *"a natural pervasive change resulting from the repeated exposure to experiences and feelings of a traumatic event experienced by another person*" (McCann and Pearlman, 1990) also known as '*the cumulative transformative effect on the helper of working with survivors of traumatic life events*" (Bloom, 2003).

What is Vicarious Trauma

Essentially, it means that a person remembers a traumatic event experienced by others, as if it was their own, often experiencing the same or similar symptoms to PTSD (see Unit 2.9) and it can happen as a result of a single case.

This is particularly common amongst professionals in the health care sector eg hospital staff, counsellors people working alongside trauma survivors.

VT can occur after a single exposure to another person's trauma, whereas Burnout occurs over time through continuous exposure.

Other terms for VT are: Secondary Traumatic Stress, Compassion Fatigue, Infectious Trauma, Second Hand Shock

VICARIOUS TRAUMA

Symptoms of Vicarious Trauma

Feeling traumatized or becoming traumatized from listening to people's traumatic experiences is completely normal. One may think about what they heard for a few days and be feel concerned or saddened. However, when this rumination continues for more than a few days and these feelings constantly intrude on your thoughts, daily living or interfering with work, family and relationships, this combination is VT and steps need to be taken.

The symptoms of VT are almost identical to PTSD (post-traumatic stress disorder) and the primary difference is that there are no flashbacks or triggers because the trauma was not experienced.

Physical and emotional symptoms include, but are not limited to:
Withdrawal and isolation; pervasive hopelessness and apathy; sleep disruption and nightmares; depression and anxiety; appetite changes; hyper-vigilance and/or minimization; anger; mood swings; poor self-care and hygiene;

3. Mental Health Illnesses

Impact of Vicarious Trauma on Educators

Lack of trauma specific training for educators and school administrators is a contributory factor to VT and Burnout. By not having awareness of VT in the first instance, this means that symptoms are unknown and ignored. Therefore, any wellness mechanisms and supports may not be accessed or utilised, purely because they are unaware that there is a mental health issue to deal with.

As mental health professionals are aware of VT, there risk is lowered as even though their exposure to trauma is drastically higher than an educators, they know the signs and can act quickly to deal with it. Teachers with high levels of stress and burnout also declared physical and mental health issues as well as lower job satisfaction. (Herman et al., 2018).

3. Mental Health Illnesses

Impact of Vicarious Trauma on Educators

Because there are significantly more children presenting with new or exacerbated mental health illnesses due to the Covid-19 pandemic, this means that teachers risk of VT also increases. Additional stressors of having to 'catch-up' on lost time, addressing gaps in education and dealing with the lack of or decreased levels of social skills of students, all contribute further to stress and burnout.

The knock-on effect of the above, can be losing interest in the job and increased absenteeism, ultimately impacting negatively on the learners education overall from quality to meeting curricular targets for the teacher and the school.
It's logical therefore, for education facilities to ensure that staff receive sufficient training to raise awareness of VT as not only will it support good mental health, but a positive learning environment

Creating awareness of VT is the first step to establishing resilience methods are crucial to avoiding and reducing the risk of VT, which should also be facilitated by employers. This can range from unrelated activities or hobbies outside of work to taking a break from work for a period or leaving your job.

HRIC

Mental Health Awareness and Understanding

Conclusion

Knowledge of mental health illness will make a major difference in how to support youth at home and in the classroom. Having this knowledge will also assist in a collaborative outcome through changing attitudes, the environment and supports at home and in the classroom, benefiting those with a mental health illness and those around them.

It's necessary for parents and educators to recognise the importance of open and honest communication with each other in order to identify and implement support mechanisms for youth at home and in the classroom.

HRIC

Mental Health Awareness and Understanding

Conclusion

All of the disorders mentioned in this module, have symptoms that present at home and in the school environment, some the same and others different. Through open and honest communication between teacher and parent, this multi-modal approach can contribute to a quality life for children through their adulthood.

Effective supports come with awareness and a change in attitude towards mental health illness and the necessity of supports at home and in the educational setting, for the student, parent and educator.

Thank you for your attention!

Formal,
Non-Formal,
Informal

EDUCATION

What is Education for you?

DEFINITON OF EDUCATION

"The process of teaching or learning, especially in a school or college, or the knowledge that you get from this" - *Cambridge Dictionary*

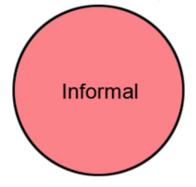# *Comment the following images… How they are related to education?*

Types of Education

Formal
Curriculum driven
Grades
Diplomas
Certificates

Non formal
Organized learning outside of the formal education system.

Informal
The many forms of learning that take place independently from instructor-led programs

FORMAL EDUCATION

"The institutionalized, chronologically graded and hierarchically structured (…) system, spanning lower primary school and the upper reaches of the university"

- Coombs & Ahmed, 1974

FORMAL EDUCATION IS

- *Frontal lectures*
- *Teacher-centred*
- *Mandatory*
- *Hierarchical*
- *Cognitive achievements*
- *Formal Curricula*
- *Hard skills development*

FORMAL EDUCATION

Pros and Cons in your opinion?

Write here your comments…

NON - FORMAL EDUCATION

"Any organized educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children"

- Coombs & Ahmed, 1974

NON-FORMAL EDUCATION IS

- *Based on learning objectives*
- *Learner-centred*
- *Experience-based learning*
- *Emotional engagement*
- *Work group*
- *Flexibility*
- *Soft skills development*

NON-FORMAL EDUCATION

Pros and Cons in your opinion?

Write here your comments…

INFORMAL EDUCATION

" **The lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment**"

- *Coombs & Ahmed, 1974*

INFORMAL EDUCATION IS

- *Unorganized*
- *Learning objectives unnoticed*
- *Volountaristic / Not intentional*
- *Situation - based*
- *Context - related*
- *Life skills development*

INFORMAL EDUCATION

Pros and Cons in your opinion?

Write here your comments…

informal

non-formal

formal

"**Informal learning** is learning that occurs in daily life, in the family, in the workplace, in communities and through interests and activities of individuals."

"**Non-formal learning** is learning that has been acquired in addition or alternatively to formal learning. In some cases, it is also structured according to educational and training arrangements, but more flexible. It usually takes place in community-based settings, the workplace and through the activities of civil society organisations."

"**Formal learning** takes place in education and training institutions, is recognised by relevant national authorities and leads to diplomas and qualifications. Formal learning is structured according to educational arrangements such as curricula, qualifications and teaching-learning requirements."

What is a
best practice?

Any ideas? What do you think it is?

A definition of Best Practice

A best practice is a method or technique that has consistently **shown superior results** compared to other methods. It is widely recognized as **the most effective approach** to achieve a desired outcome.

Key Characteristics:

Proven: Demonstrated success through research or experience.
Replicable: Can be applied in different contexts with similar success.
Sustainable: Long-term effectiveness without excessive resources.

Importance of Best Practices

Why Best Practices Matter:

- Improve Efficiency: Streamline processes to save time and resources.

- Enhance Quality: Ensure high standards and consistent results.

- Foster Innovation: Share successful strategies to encourage new ideas.

- Build Credibility: Gain trust from stakeholders through demonstrated success.

Examples of Best Practices in Non-Formal Education

- Experiential Learning: Involves hands-on activities and real-life experiences.

- Learner-Centered Approach: Focus on individual needs and interests.

- Collaborative Learning: Encourages group work and peer-to-peer interaction.

Case Study Examples

Non-Formal Education Case Study:
- **Program:** Youth Empowerment Through Sports (YETS)
- **Location:** Various European countries
- **Impact:** Improved social skills, increased community engagement

Education Through Sport Case Study:
- **Program:** Laureus Sport for Good Foundation
- **Location:** Global
- **Impact:** Empowered youth, reduced violence, enhanced education
- **Source:** Laureus Sport for Good

Now it's your turn!

Divide yourself in 4 groups

Each group should find a best practice online of:
- A traditional education activity
- An informal education activity
- A non formal education activity
- An education through sport activity

Then you will present your results to the others!

Design an ETS activity

What is ETS?

- Education Through Sport (ETS) uses sports and physical activities to achieve educational and personal development goals.
- ETS focus on enhancing mental, social, and physical well-being through structured sports activities.

Key Themes for ETS Activities

- **Depression**
  - Addressing symptoms and promoting mental health through physical activity.
- **Anxiety**
  - Using sports to reduce stress and manage anxiety.
- **Social Disorders**
  - Enhancing social skills and interaction through team sports.
- **Youth Issues**
  - Tackling common problems faced by young people, such as peer pressure and identity challenges.

Each group has to choose one topic

Essential Elements of ETS Activities

- **Inclusion:** Ensure all participants, regardless of ability, can join.
- **Safety:** Create a safe environment with proper equipment and supervision.
- **Engagement:** Activities should be fun, interactive, and motivational.
- **Skill Development:** Focus on both physical skills and life skills like teamwork and leadership.
- **Reflection:** Include time for participants to reflect on their experiences and learnings.

Expected Impacts of ETS Activities

Mental Health:

- Reduce symptoms of depression and anxiety.
- Increase self-esteem and confidence.

Social Skills:

- Improve communication and cooperation.
- Foster a sense of community and belonging.

Physical Health:

- Enhance overall fitness and well-being.
- Promote healthy lifestyle habits.

Youth Development:

- Support positive youth identity and resilience.
- Provide a constructive outlet for energy and creativity.

Available Resources:

- **Yoga Mats:** For stretching, relaxation exercises, and yoga sessions.
- **Balls:** For team sports like soccer, basketball, and dodgeball.
- **Ropes:** For team-building exercises, jump rope activities, and coordination drills.
- **Bandages:** For cover ears, eyes or to block arms or legs.
- **Elastic Bands:** For resistance training and physical therapy exercises.

Steps to Plan Your ETS Activity:

- **Identify Objectives:** Define what you want to achieve (e.g., reduce anxiety, improve social skills).
- **Select Activities:** Choose sports and exercises that align with your objectives and available materials.
- **Prepare Materials:** Ensure you have all necessary equipment (yoga mats, balls, ropes, bandages, elastic bands).
- **Engage Participants:** Create an inclusive and supportive environment.
- **Monitor Progress:** Regularly check in with participants and adjust activities as needed.
- **Reflect and Evaluate:** Gather feedback and assess the impact of the activities.

And now, let's begin!

Design your ETS activity and then you will have 30 minutes to implement it!

Effective Communication and Empathy

Creating a Safe Space for Emotional Expression

Creating a Safe and Supportive Home Environment

Effective Communication and Collaboration for Teenagers' Mental Health

1. Creating a Safe Space for Emotional Expression

Adolescence is a time of intense emotions and self-discovery. However, the fear of judgment can inhibit teenagers from expressing their feelings. Educators play a pivotal role in creating an atmosphere where students feel comfortable sharing their emotions without fear of ridicule or criticism.

Strategies for creating a safe space include setting ground rules that emphasize respect, active listening, and confidentiality. When students feel assured that their emotions will be met with understanding, they are more likely to open up about their struggles.

Techniques such as journaling, creative expression, and role-playing can help teenagers explore and express their emotions. Incorporating these activities into the curriculum encourages emotional exploration and self-awareness.

1. **Creating a Safe Space for Emotional Expression**

Educators can foster empathy by sharing personal stories of overcoming challenges. When students see that their teachers have faced difficulties and persevered, they are more inclined to share their own experiences.

Creating a safe space also involves addressing bullying and peer pressure. Educators can organize workshops that discuss the consequences of negative behaviors and promote empathy and kindness. If the students feel related to the situation, stories or the emotions reflected by the teacher, they can be more prone to share their own experiences and thoughts with the others. Once they start sharing their issues others might also feel confident to do the same, which can cause a real positive reaction chain. Moreover, the feedback given by their peers and the adult/professional figure (in this case the teacher) can help them overcome or improve their situation.

1. Creating a Safe Space for Emotional Expression

However, approaching such a sensitive topic in an open space does not come without risk. If the class mood is not serious enough, other students might laugh and discourage others, harming them and worsening his mental state.

It is extremely important that the teacher sets the right context beforehand, and to pay extra attention to address potential harmful behaviors.

2. Creating a Safe and Supportive Home Environment

The family environment significantly influences teenagers' mental health. Family dynamics, communication patterns, and the presence of support systems shape their emotional well-being.

Addressing common misconceptions about mental health within families is crucial. Dispelling myths reduces stigma and allows parents to provide accurate information and support.

2. Creating a Safe and Supportive Home Environment

The quality of family relationships affects teenagers' mental health outcomes. Strong family bonds, open communication, and emotional support act as protective factors against mental health challenges.
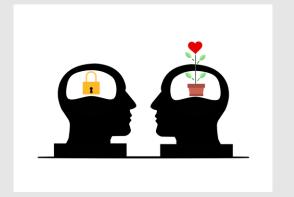
Educating family members about mental health conditions can foster understanding and empathy. Siblings and parents who are informed are better equipped to offer support and create a supportive environment.

2. **Creating a Safe and Supportive Home Environment**

Collaboration with mental health professionals is essential. Parents can work alongside counselors and therapists to ensure teenagers receive comprehensive care tailored to their needs.

Real-life stories of families successfully navigating mental health challenges can inspire and offer practical guidance. These stories illustrate the importance of support, communication, and resilience within families.

2. Creating a Safe and Supportive Home Environment

Teenagers need space to express their emotions in a safe and supportive environment. Encouraging emotional expression reduces emotional suppression and contributes to well-being.

Creative outlets, such as art, music, and writing, provide alternative ways for teenagers to communicate their emotions when words fail.

Implementing family activities that foster emotional expression, such as journaling together or creating a family vision board, encourages shared vulnerability and understanding.

2. Creating a Safe and Supportive Home Environment

Educating family members about the benefits of validating emotions and offering emotional support enhances family dynamics. When teenagers feel heard and understood, they are more likely to seek support.

Teaching stress management techniques that families can practice together, such as deep breathing or progressive muscle relaxation, empowers teenagers and their families to manage stress collectively.

2. Creating a Safe and Supportive Home Environment

Resilience is the ability to bounce back from challenges. Building a resilient family unit involves nurturing adaptive coping strategies and a strong sense of unity.

Family routines and rituals provide a sense of stability and predictability, contributing to emotional security for teenagers.

Encouraging problem-solving skills within the family fosters resilience. When families approach challenges as a team, teenagers learn valuable skills for overcoming adversity.

2. **Creating a Safe and Supportive Home Environment**

2. **Creating a Safe and Supportive Home Environment**

Building family traditions that focus on positive experiences and bonding reinforces a sense of belonging and connectedness.

Resilience-building activities, such as outdoor adventures or volunteering together, provide opportunities for families to grow and learn from shared experiences.

Discussing setbacks and failures as learning opportunities helps teenagers develop a growth mindset, which is crucial for navigating life's challenges.

3. Effective Communication and Collaboration for Teenagers' Mental Health

Creating a Safe Space for Open Dialogue

Adolescents often fear judgment or misunderstanding when discussing their mental health. Creating safe spaces involves communicating empathy, respect, and a non-judgmental attitude.

Strategies for initiating conversations about mental health can include finding appropriate settings, using open-ended questions, and being patient to allow teenagers to express themselves.

Active listening techniques, such as paraphrasing and reflecting, help stakeholders demonstrate understanding and validate teenagers' emotions without offering unsolicited advice.

3. Effective Communication and Collaboration for Teenagers' Mental Health

Creating a Safe Space for Open Dialogue

Educators, parents, and guardians can establish themselves as allies by showing unconditional support, even if they don't have all the answers. Creating an environment of trust encourages teenagers to share their concerns.

Encouraging teenagers to share their thoughts and feelings through creative means, such as art, writing, or music, can provide alternative outlets for expression when words fail.
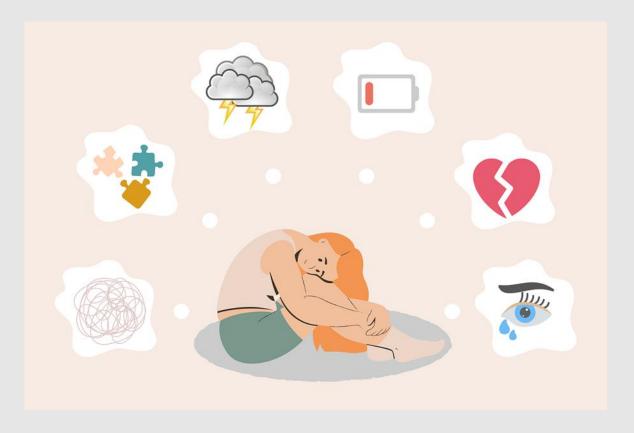
Sharing stories of successful communication experiences showcases the positive impact of open dialogues on teenagers' well-being.

3. Effective Communication and Collaboration for Teenagers' Mental Health

Creating a Safe Space for Open Dialogue

3. Effective Communication and Collaboration for Teenagers' Mental Health

Collaboration Among Stakeholders

Collaborative efforts among educators, parents, and mental health professionals are essential for comprehensive care. Recognizing the multi-faceted nature of mental health requires a team approach. Regular communication between stakeholders ensures a consistent support network for teenagers. Sharing insights, updates, and concerns allows for a holistic understanding of each teenager's needs. The role of mental health professionals in the collaborative process cannot be understated. Schools and families can work together to provide teenagers with access to expert guidance and interventions.

3. Effective Communication and Collaboration for Teenagers' Mental Health

Collaboration Among Stakeholders

Successful case studies illustrate the transformative impact of collaboration. When stakeholders join forces, teenagers receive well-rounded care that considers their academic, emotional, and psychological needs.
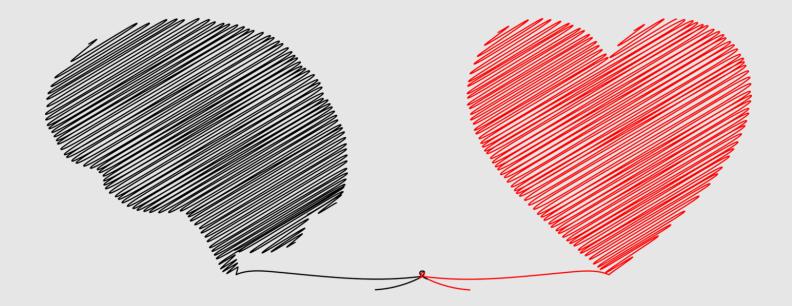
Practical tools for effective collaboration include communication plans, regular check-ins, and templates for sharing information. These resources streamline the collaboration process and ensure consistency.

Addressing challenges that may arise during collaboration, such as differing perspectives or communication barriers, empowers stakeholders to navigate these hurdles constructively.

3. Effective Communication and Collaboration for Teenagers' Mental Health

Collaboration Among Stakeholders

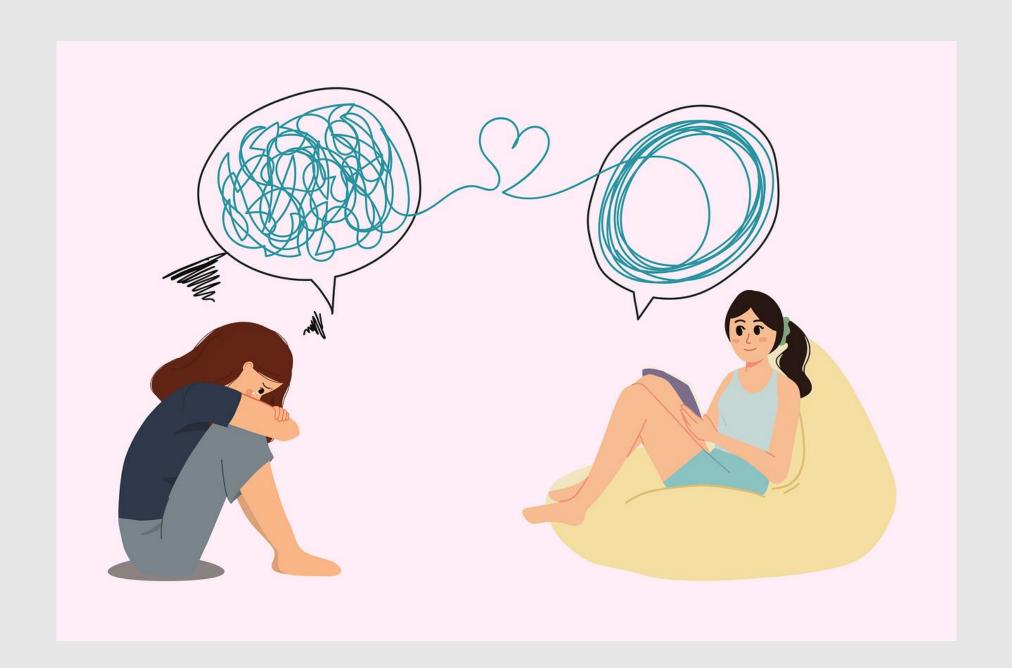# 3. Effective Communication and Collaboration for Teenagers' Mental Health

Creating a Supportive Peer Network

Peers play a significant role in teenagers' lives, influencing their emotional well-being and providing a source of social support.

Educators can facilitate team-building activities that encourage collaboration and empathy among students, fostering a positive peer network.

Implementing peer mentorship programs pairs older students with younger ones, providing a safe space for sharing experiences and seeking guidance.

Classroom discussions about inclusivity, diversity, and the importance of kindness help students understand the value of supporting one another.

3. Effective Communication and Collaboration for Teenagers' Mental Health

Creating a Supportive Peer Network

Addressing cyberbullying and online interactions is crucial in today's digital age. Educators can educate students about responsible online behavior and create guidelines for respectful digital communication.

Sharing stories of resilience and friendship showcases the power of peer support in overcoming challenges. Real-life examples inspire students to be compassionate and empathetic friends.

Thank you for your attention!

HRIC

TRAINING FORMAT

HRIC

Cognitive Biases on mental health and Cultural competences

What are mental biases?

When people absorb and interpret information from their environment, they can make systematic mistakes in cognition that impact their decision-making and judgment.

This phenomenon is known as **cognitive bias**.

Although extremely strong, the human brain has its limitations. Frequently, your brain's attempt to streamline information processing leads to cognitive biases.

When you have felt depressed in your life, was it easy to speak about it? Was it easy to go to a psychologist?

And what are our biases regarding Human Mental Health?

Here you are some examples…

- **Fundamental Attribution Error**
- **Catastrophizing**
- **Confirmation Bias**
- **Anchoring bias**

How culture impacts the creation of biases?

The creation of biases is strongly linked to our social framework and the culture behind it.

If you live in a culture impregnated with stereotypes and stigmas regarding mental health, these stigmas may become structural, creating a political environment hostile to mental health care. Once a stigma is structural, it is really difficult for an individual to fight it. A change may require generations.

What can we do?

To support our learners, we can develop cultural competences!

Why? What are they?

What are they?

Different definitions for a single concept:

- Chao: Reflective awareness of cultural influences on one's thoughts and behaviors
- Williams: The ability of individuals and systems to work or respond effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served
- Hansen: Cultural competence focuses on sensitivity to cross-cultural differences and the ability to adapt to other cultural environments

Developing these kind of skills can improve our educational approach in multicultural contexts, creating inclusive and trustworthy frameworks that enhance psychological well being among participants!

Some examples of the main cultural competences:

- **Open-mindedness**
- **Flexibility**
- **Empathy**
- **Advocacy for inclusion**
- **Curiosity**

HRIC

The Impact of Cultural differences on Mental Health

What does it mean "Culture" for you?

Let's ask Sir. Edward Tylor…

"Culture is that complex whole which includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by [a human] as a member of society"

Globalization and culture

**Through which painting
would you define
our societies?**

A. Modigliani

V. Kandinskij

It could seem easy to answer "Kandinskij!", but is it always true that everybody is free to express themselves, their habits and cultures in our societies? Aren't we always forced to homologate to models? And how does this impact our mental health?

Migrants are forced to left their societies, where their culture is dominant, to enter to another one, unknown. This has a great impact on the way they see the world surrounding them and the way they participate in the new social context.

Marginalization, social exclusion and racism can push them to isolate themselves from the new culture. These problems have a disturbing effect also on migrants' well-being

WHAT ARE THE
EFFECTS OF RACISM ON OVERALL HEALTH?

Poorer Sleep

Psychiatric Disorders
- depression
- anxiety disorders
- post-traumatic stress disorder
- eating disorders
- psychosis

Cardiovascular Disease

Coronary Heart Disease

Higher BMI and Obesity

High blood pressure

Stress Hormone Deregulation

Inflammation

MEDICALNEWSTODAY

INDIVIDUAL
EFFECTS OF RACISM

EMOTIONAL
- Damaging effect on mental health: distress, PTSD, insomnia, depression, anxiety, fear, low self-esteem etc.
- It humiliates, dehumanises and goes to the heart of identity and dignity.
- Changes in behaviour and routine.
- Suicide.

PHYSICAL
- Physical injuries and their effects which may lead to ill physical and mental health.
- Loss of or damage to property.
- Premature death.

FINANCIAL
- Medical costs.
- Fixing property loss, damage or repair.
- Avoiding public transport, paying extra for alternatives.
- Change of employment or housing.
- Illegal denial of social security.
- Leaving the country.

SOCIAL
- Isolation and low trust in others.
- Hyper-awareness of difference.
- Effect on social life.
- Fear of new places or joining new groups.
- Disconnection from community.
- Lack of confidence in public spaces
- Fear of engaging with strangers

inar

www.inar.ie   REPORT RACISM: www.iReport.ie   MORE INFORMATION: bit.ly/racism_mental_health

Co-funded by
the European Union

Barriers effecting migrants' education and well-being:

- Linguistic
- Cultural
- Educational
- Economical

Our conception on mental health depends on:

- Our personal experience

- Our culture

- Our generation

Social and cultural factors are significant in determining the determinants of mental illness, such as how individuals in a certain culture show and display their symptoms, how they cope, how supportive their families and communities are, and how eager they are to seek treatment.

SO…

1. Culture shapes the way we see the world, including our conception of mental health

2. The closeness of cultures can cause misunderstanding and conflicts

3. Cultural clashes have negative impacts on migrants' mental well-being

4) Migrants' mental health is impacted both by their culture and by the way they are treated in their new society

HRIC

The method of the Ethnographer

How to change our glasses on the world

Who is the ethnographer?

The ethnographer is a cultural anthropologist who engage in the fieldwork, living within a community to study it in depth, to observe and document their culture.

How does an ethnographer work?

- He studies a new culture living with their members for a **long period of time**

How does an ethnographer work?

- He interacts with the members of the community and gain their **trust**

How does an ethnographer work?

- He **observes** critically the context and take notes to understand how and why a certain culture reacts to certain inputs, or how social norms, beliefs, and habits impact their behavior.

How does an ethnographer work?

- He **reports** the findings to create new research that may be used in applied anthropology to find solutions to problems within their communities or to foster the integration of that precise cultural group.

How does he do?

He takes off his glasses!

In Anthropology, the cultural glasses we live with are called "Habitus"

The *Habitus* is the way that people perceive and respond to the social world they inhabit, by way of their personal habits, skills, and disposition of character.

Accordin to your habitus, how would you judje these pictures?

And how would they judge these?

Exactly like the ethnographer, we have to leave our "Habitus" when working with different cultures, not to leave it undermine or mislead our judges and our educational mission

Step-by-step "ethnographer" method to apply:

- Just **observe** your learners and the differences among them

Step-by-step "ethnographer" method to apply:

- Use **empathy** to acquire different point of view

Step-by-step "ethnographer" method to apply:

- Take off your **habitus** and understand how different people react to things

Step-by-step "ethnographer" method to apply:

- Find the best way to **communicate** to each single ethny

- Gain their **trust**

- Solve conflict and **prevent** mental concerns

Resilience and Self-Coping Mechanisms for Youth

Who I am…

- Name?
- Where I am from?
- My expectations for this workshop module?
- Name someone you consider yourself resilient and explain why

LET'S DO IT!!!

Let's close our eyes…

FOCUS, HERE AND NOW!
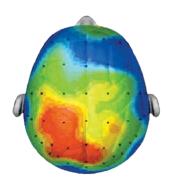
Understanding Resilience and its Role in Young People's Mental Wellbeing

What does it mean to be resilient?

Why is resilience important?

What are the qualities for resilience?

What are the challenges of Covid19 for resilience?

Key Questions

What are the attributes of Resilience?

What is the Evolutionary Process of Resilience?

What are the Resilience Modulating Variables?

What are the Resilience Strengthening Protocols?

Methodologies for Instructing Young People in Building Resilience and Managing Stress, with the Application of Pragmatic Exercises

Concepts

1. Education in Resilience and Stress Management: Theoretical Framework

2. Adaptive Coping Strategies for Young People

3. Practical Exercises to Strengthen Resilience

Conclusion?
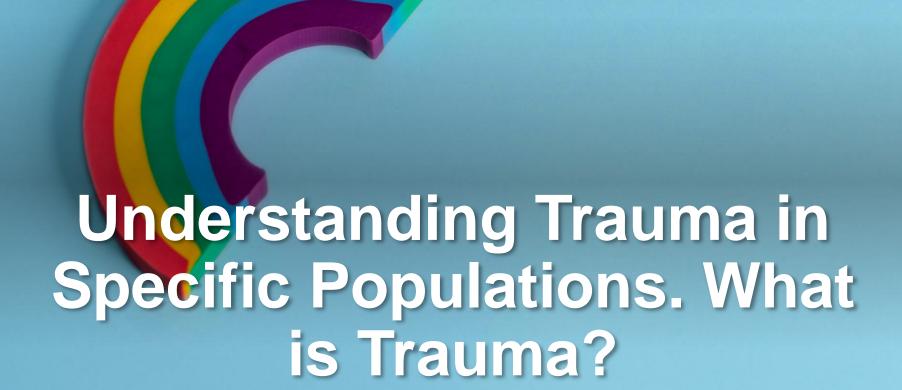
Strategies	Exercises

Addressing Trauma and Building Resilience in Specific Populations such as Refugees and LGBTQ+ Youth in the Context of Covid-19

Understanding Trauma in Specific Populations. What is Trauma?

Intervention and Support Strategies for Refugees and LGBTQ+ Youth

- Specialized Psychological Support
- Education and Awareness Programs
- Developing Support Networks

How to Build Resilience in Refugees and LGBTQ+ Youth?

Answers

Insert screenshot with answers
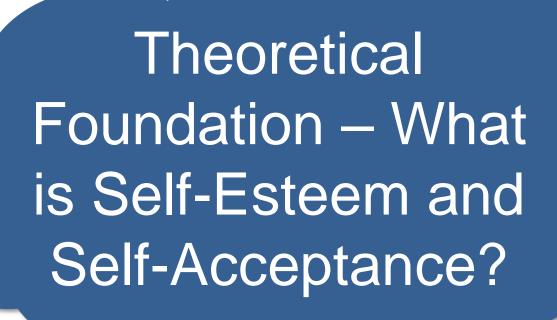
Conclusions

Strategies for Promoting Self-Esteem, Self-Acceptance and Positive Self-Reflection in Young Individuals

Reflection:
What methodologies for Promoting Self-Esteem and Self-Acceptance?

Reflection

Insert screenshot with answers

Promoting Constructive Self-Reflection

- **Application of Cognitive Restructuring Techniques**
- **Integration of Mindfulness and Full Consciousness Practices**
- **Positive Affirmations Encouragement**

Adaptation and Implementation of Strategies in the Post-Pandemic Period
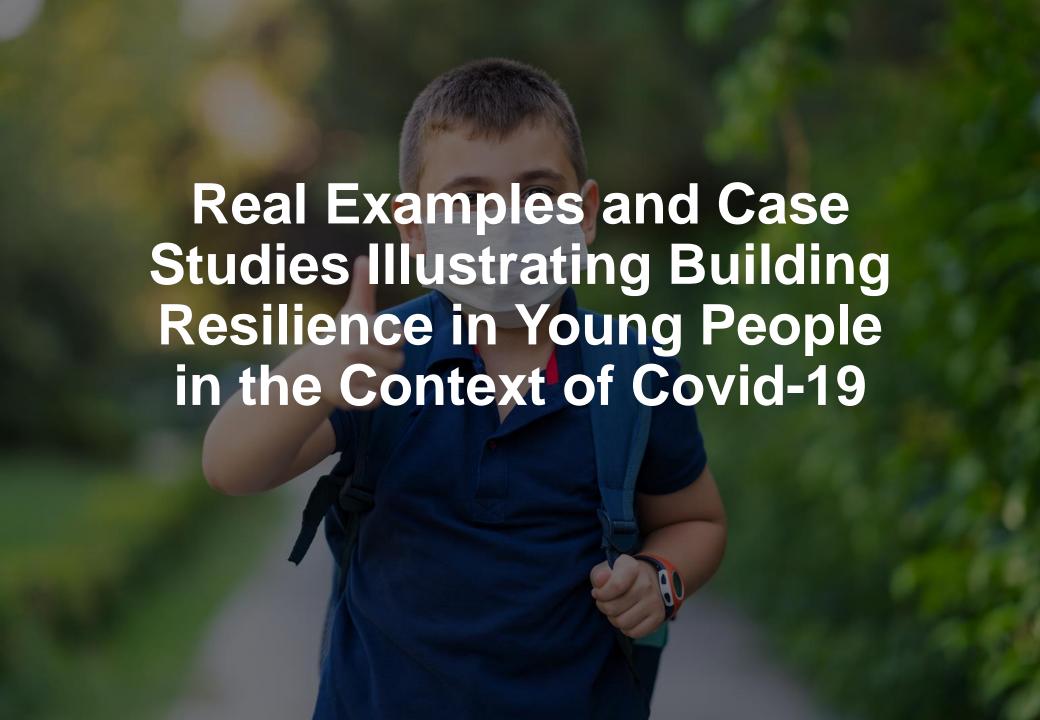
Strengthening Social Support Networks

Integration of Post-Pandemic Experiences and Learning

Conclusion?

Self-Reflection	Strategies

Real Examples and Case Studies Illustrating Building Resilience in Young People in the Context of Covid-19

Contextualization of Youth Resilience

Real Examples of Resilience in Young People During the Pandemic

Adapting to Distance Learning

Community Support Initiatives

Development of Personal Projects and Skills

Case Studies: Detailed Analysis

Case Study 1

Adaptation and Personal Growth

A study carried out by a university showed how a group of university students, despite initial difficulties, adapted to distance learning, developing strategies for time management, personal discipline and mutual support, resulting in an experience of rich and effective learning.

Case Study 2

Resilience and Community Engagement:

A community project involved young people in a range of activities aimed at supporting the local community during the pandemic. Young people not only helped others, but also developed leadership, teamwork, and empathy skills, strengthening their resilience and sense of purpose.

Practical Implications and Recommendations

Fostering Resilience through Education

Promotion of Community Engagement Initiatives

Adequate Support and Resources

Conclusions

Practical and Personalized Approaches and Exercises to Enhance Youth Resilience in the Context of Covid-19

Personalization of the Resilience Approach

Individualized Assessment

Establishment of Specific Objectives:

Continuous Feedback and Adjustments

Practical Exercises to Strengthen Resilience

MINDFULNESS AND FULL ATTENTION TECHNIQUES

RESILIENCE JOURNALS

SIMULATIONS AND ROLE-PLAYING

Approaches Adapted to the Covid-19 Context

FOCUS ON ADAPTATION
AND FLEXIBILITY SKILLS

PROMOTING VIRTUAL
SUPPORT NETWORKS

Conclusion?

—

Approach	Exercises

Thank you

Training Module - Collaboration and Referral for Young People in the Context of Covid-19

Who I am…

- Name?
- Where I am from?
- My expectations for this workshop module?

LET'S DO IT!!!

Let's close our eyes...

FOCUS, HERE AND NOW!

Establishing and Maintaining Effective Partnerships with Mental Health Specialists, Educational Institutions, Parents, and Other Support Services

Answers

Insert screenshot with answers

Fundamentals of Interdisciplinary Collaboration and Referral

Interdisciplinary Approach

Referral Mechanisms

What types of Partnerships with Mental Health Specialists?

Referral Networks

Training and Continuing Professional Development

1. **Awareness and Education Programs**

2. **Integrated Support**

Synergy with Educational Institutions
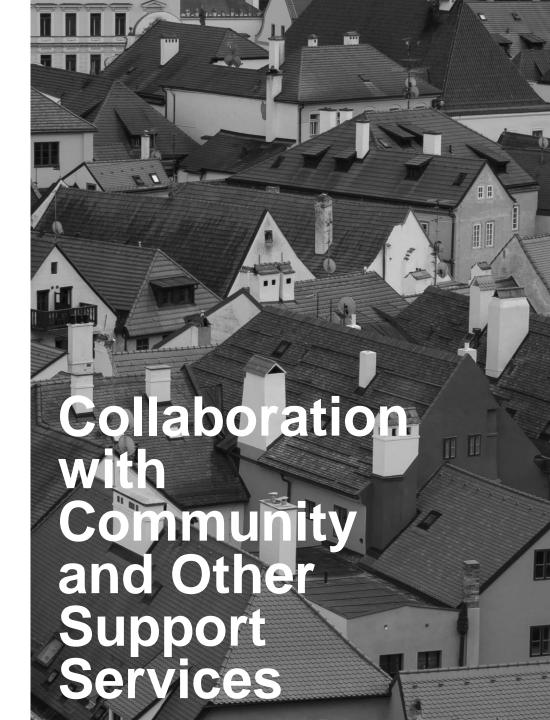
- Effective Communication

- Parent Resources and Training

Partnerships with Parents and Families

- Community Partnerships

- Effective Referral Systems

Collaboration with Community and Other Support Services

Adaptation and Flexibility in the Post-Pandemic Context:
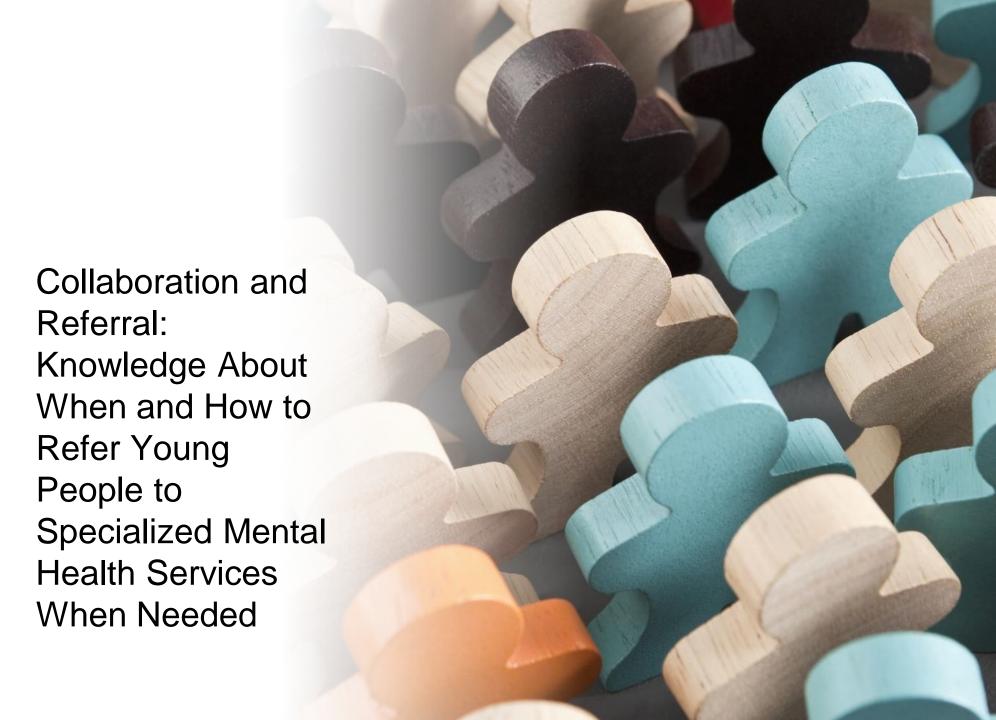
1. Adapting to Changing Needs

2. Flexibility and Innovation

Conclusion?

—

Strategies	Exercises

Collaboration and Referral: Knowledge About When and How to Refer Young People to Specialized Mental Health Services When Needed

Recognition and Assessment of the Need for Referral

- Training in Detecting Warning Signs
- Use of Assessment Tools
- Contextualized Assessment

Recognition and Assessment of the Need for Referral

How can you establish Effective Routing Protocols and how can you have an Effective Communication and Collaboration Approach?

Answers

Insert screenshot with answers

Adaptation and Innovation in the Post-Pandemic Context

- Adaptation to Virtual Services
- Sensitivity to New Needs and Challenges

Conclusions

Collaboration and Referral: Coordinating Efforts with Diverse Stakeholders to Provide Comprehensive Care

What is the Rationale for Interstakeholder Collaboration?

Integrated Care Approach

Interdisciplinary Collaboration Models

Strategies for Effective Coordination of Efforts

- Development of Communication Protocols
- Creation of Collaboration Networks
- Implementation of Coordination Meetings
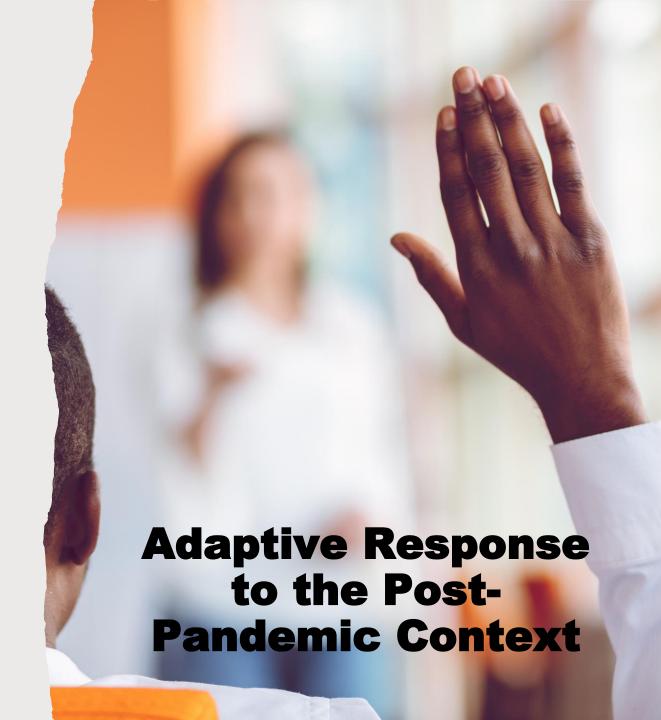
Collaboration with Families and Support Networks

- **Active Family Involvement:**
- **Supporting Young People's Support Networks**

- **Flexibility and Adaptation of Services**
- **Ongoing Monitoring and Evaluation**

Adaptive Response to the Post-Pandemic Context

Reflection: STRATEGIES, COLABORATIONS AND ADAPTATIVE RESPONSE?

Reflection

Insert screenshot with answers

Collaboration and Referral: Promoting a Multidisciplinary Approach to Youth Wellbeing

The Importance of Multidisciplinarity in Youth Well-being

Holism and Wholeness

Synergy between Disciplines

Strategies to Promote Multidisciplinary Collaboration

Creation of Interdisciplinary Collaboration Networks
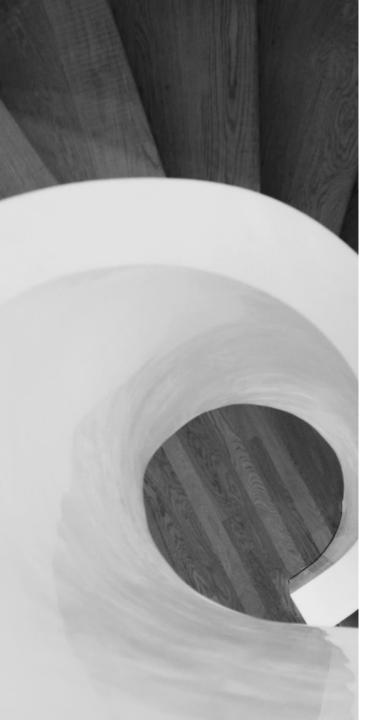
Development of Joint Action Protocols

Ongoing Training and Capacity Building

Efficient Routing and Comprehensive Support

- **Clear Referral Mechanisms**

- **Monitoring and Tracking**

- **Service Integration**

Challenges and Opportunities in the Post-Pandemic Context

Adapting to New Realities

Use of Technology

Focus on Resilience and Growth

Conclusion?

Self-Reflection	Strategies

Thank you

THE BASICS OF ETS PROGRAMMS, EXPLOITING ACTIVE SPORT ACTIVITIES

1. INTEGRATING ETS INTO ONGOING SPORT ACTIVITIES

INTRODUCTION

- Definition of ETS Programs: Education Through Sport programs aim to integrate educational principles with sports activities, fostering holistic development in participants

- Importance of Integrating Education and Sport: Highlight the correlation between physical activities and cognitive development, emphasizing the holistic benefits for individuals engaged in both education and sports

ACTIVITY: NEEDS ASSESSMENT OF LOCAL SPORTS COMMUNITY
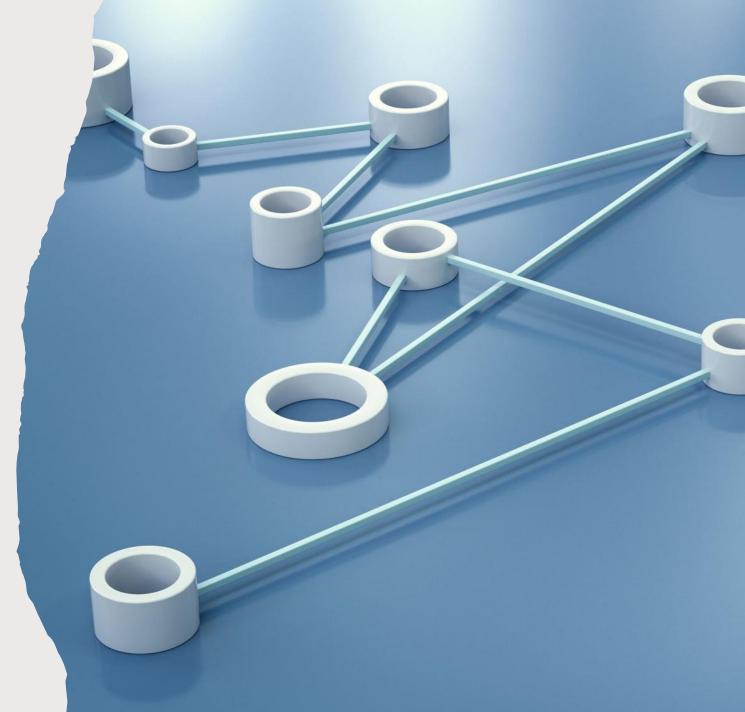
PARTICIPANTS WILL ASSESS THE CURRENT STATE OF EXISTING SPORT ACTIVITIES

IDENTIFY AREAS WITHIN ONGOING SPORTS PROGRAMS SUITABLE FOR ETS INTEGRATION

ACTIVITY: SWOT ANALYSIS

- Conduct a SWOT analysis related to integrating ETS

Strengths:	Opportunities:
Weaknesses:	**Threats:**

GROUP REFLECTION AND SHARING

- Facilitators guide discussions on identified opportunities and challenges:

Academic Performance Improvement: Discuss studies showing a positive relationship between **physical activity and academic success**, citing improved concentration and cognitive function

Character Development: Illustrate how sports use qualities like **teamwork, discipline, and leadership, contributing to well-rounded individuals**

Community Engagement: ETS programs **strengthen community bonds** by bringing people together through shared activities and common goals

2. INCLUDING STAKEHOLDERS IN ETS DELIVERY

ACTIVITY: IDENTIFYING KEY STAKEHOLDERS

- Participants will identify and categorize key stakeholders Involved in ETS delivery

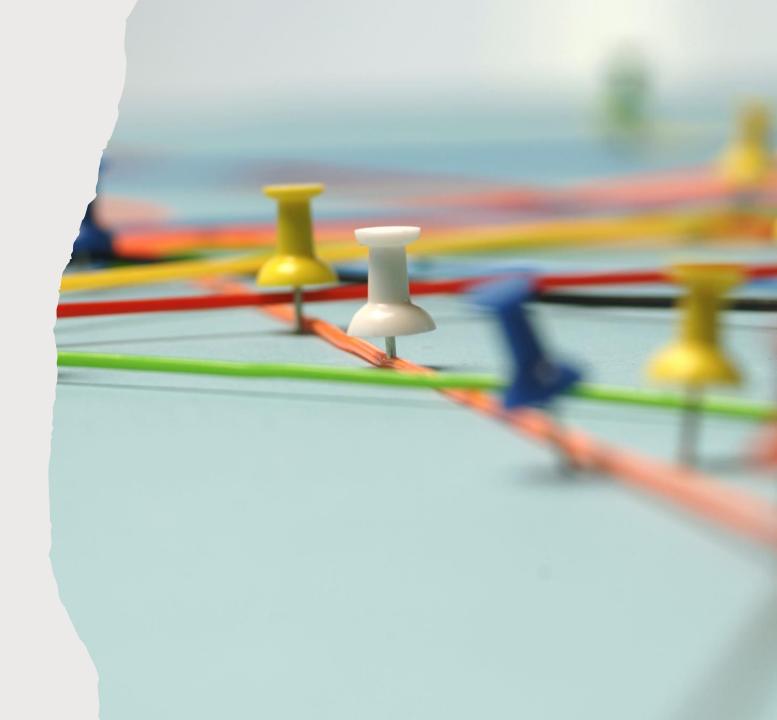| Direct Participants:	Supporting Organizations:
Athletes	Schools and Educational Institutions
Coaches	Parents and Families

GROUP DISCUSSIONS ON ROLES AND CONTRIBUTIONS

- Discuss potential roles and contributions of each stakeholder

ACTIVITY: ROLE-PLAYING SCENARIOS FOR STAKEHOLDER ENGAGEMENT

Participants engage in role-playing scenarios, practicing effective communicate on with stakeholders
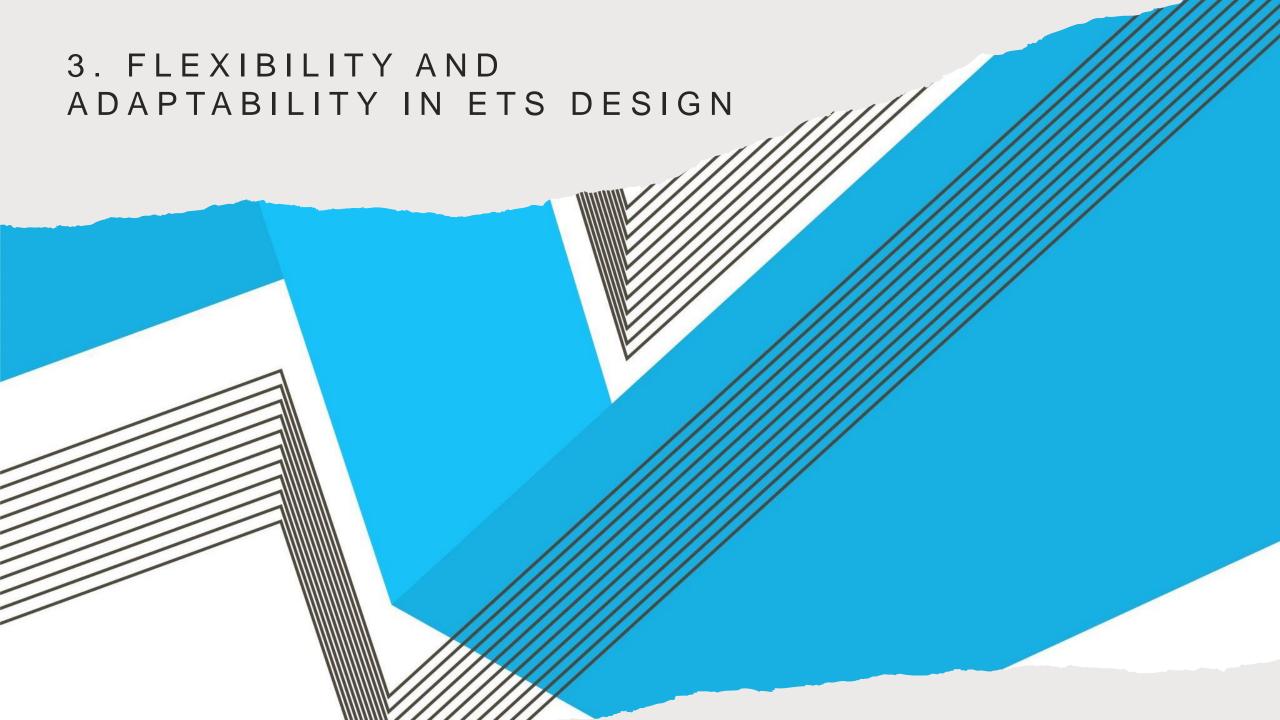
Clear Communication

Identify Key Stakeholders

GROUP REFLECTION AND SHARING

Group discussions on building sustainable partnerships based on shared experiences and challenges

3. FLEXIBILITY AND ADAPTABILITY IN ETS DESIGN

ACTIVITY: ANALYZING SUCCESSFUL ETS CASE STUDIES

Understand the importance of flexibility by analyzing successful ETS case studies in diverse contexts

ACTIVITY: GROUP DISCUSSIONS ON ADAPTABILITY PRINCIPLES

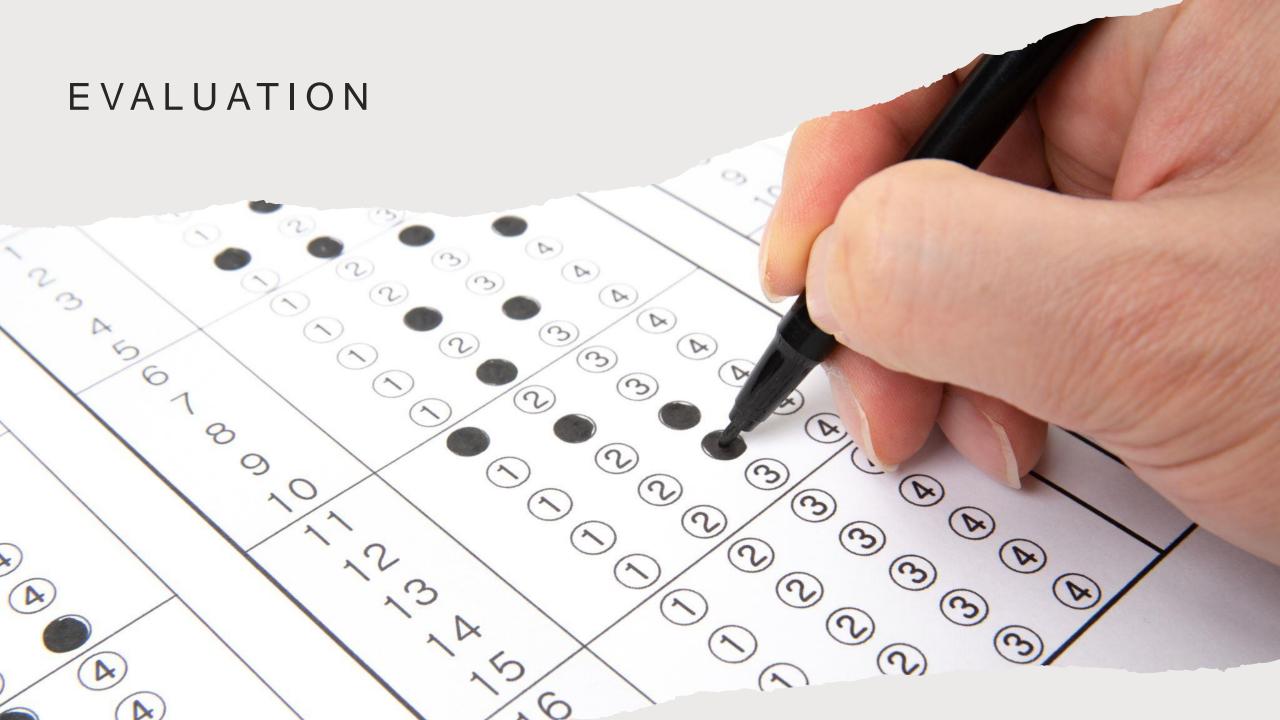- Discuss key principles of adaptability in ETS program design

WORKSHOP: PRESENTING HYPOTHETICAL SCENARIOS

FACILITATORS PRESENT HYPOTHETICAL SCENARIOS

GROUP DISCUSSIONS ON STRATEGIES FOR MAINTAINING PROGRAM EFFECTIVENESS IN CHANGING CIRCUMSTANCES

EVALUATION

1. PRE- AND POST-MODULE KNOWLEDGE ASSESSMENT

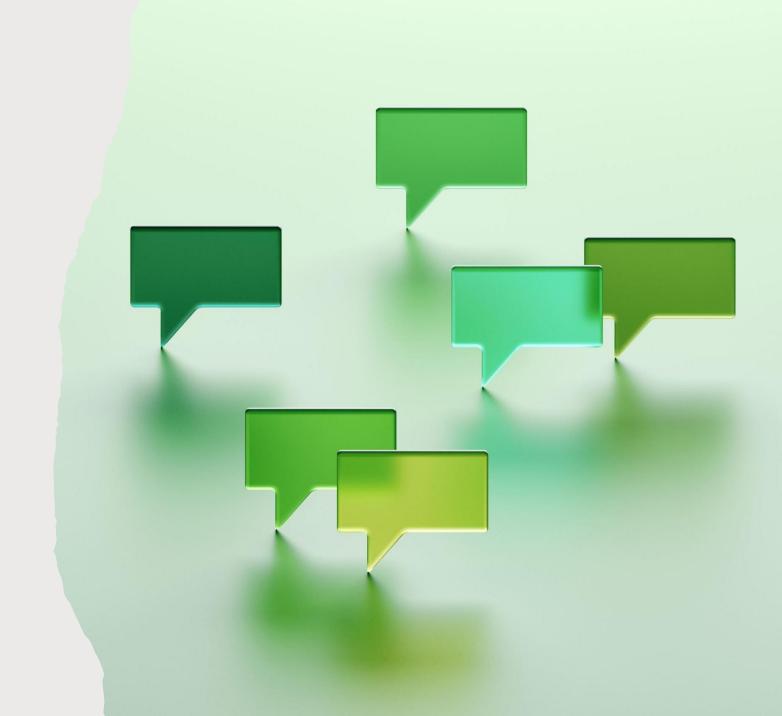Administer a pre-module quiz assessing participants' knowledge on ETS in ongoing Sport Activities

Repeat the quiz as a post-module assessment to measure knowledge advancement

Evaluation Criteria: Improvement in quiz scores indicating increased understanding of education methodologies

PARTICIPANT FEEDBACK

- Collect feedback through surveys focusing on the content, structure, and overall effectiveness of the module

- …suggestions for improvement?

Monitoring and Evaluation of ETS Programs

1.	**Welcome session and Icebraker**	**15 min**
2.	Basic concept of M&E	40 min
3.	Group exercise – development od M&E framework	60min
4.	Case studies on successful M&E practices	45min
5.	Interactive session – setting up an M&E machanisam	45min
6.	Q&A	20min

Program Improvement

- Using findings to enhance the efficiency and effectiveness of the program.

Accountability

- Providing evidence of responsible and transparent management of resources and outcomes.

Learning and Knowledge Sharing

- Utilizing M&E data to foster organizational learning and share best practices.

1. Key concepts:

Monitoring in ETS Programs:

1. **Holistic Development -** combining educational and sports components. Monitoring should assess both educational and physical skill development

2. **Participation Rates-** tracking participation rates to understand the reach and engagement of the program within the target population, ensuring inclusivity.

3. **Educational Progress-** tracking academic progress, attendance, and engagement of participants to ensure that educational goals are met.

4. **Sports Skill Development** - Assessing the improvement of sports-related skills and physical fitness is a key aspect of monitoring in ETS. This can include measuring changes in individual and team sports abilities

5. **Social and Emotional Learning -** ETS programs often emphasize social and emotional learning. Monitoring should include indicators related to teamwork, leadership, and emotional well-being.

Evaluation in ETS Programs:

1. **Impact on Academic Performance -** comparing the academic achievements of participants with non-participants

2. **Life skills acquisition-** evaluation focuses on the acquisition of life skills through sports, such as communication, leadership, resilience, and teamwork, and how these skills contribute to participants' overall development

3. **Health and well-being** - Assessing the impact on physical health and overall well-being is crucial. Evaluation should explore whether participation in sports positively influences participants' health behaviours

2. Definition

Monitoring

Monitoring in ETS programs involves the systematic and continuous tracking of program activities, inputs, and outputs to ensure the effective implementation of both educational and sports components.

It focuses on real-time data collection to assess the progress, participation rates, and overall functioning of the program.

It aims to provide timely insights into the educational development, sports skill acquisition, and holistic growth of participants, allowing for adaptive adjustments and improvements as needed.

Evaluation

Evaluation in ETS programs is a systematic and objective assessment of the program's impact, effectiveness, and outcomes, encompassing both educational achievements and sports-related developments.

It goes beyond monitoring by providing an in-depth analysis of the long-term effects of the program on participants.

Evaluation in ETS aims to measure the success of educational goals, the acquisition of life skills through sports, and the overall contribution of the program to the holistic development and well-being of participants. It involves assessing the sustained impact on academic performance, life skills, health, and community engagement, considering the program's influence beyond its immediate duration.

In both monitoring and evaluation within ETS programs, key principles include a focus on inclusivity, diversity, and ethical considerations. These principles ensure that the monitoring and evaluation processes capture the experiences of a diverse group of participants, consider various cultural and social contexts, and adhere to ethical standards within the sports environment. Additionally, the active involvement of youth voices, empowerment, and sustainability are integral components, acknowledging the importance of community support and long-term viability in achieving the overarching goals of ETS programs.

Importance of monitoring and evaluation in education through sport programs

Holistic development Assessment

- Captures not only academic progress but also sports skill development, social skills, and emotional well-being, providing a more nuanced understanding of participants' growth

Evidence-Based Decision-Making

-Stakeholders can make informed decisions based on evidence. This ensures that adjustments and improvements are grounded in real-time data, contributing to the program's effectiveness

Program Improvement

-M&E serves as a tool for continuous improvement. Through regular assessments, program managers can identify strengths, weaknesses, and areas for enhancement. This iterative process contributes to the ongoing refinement of ETS interventions.

Demonstration of Impact

- Quantify and qualify the positive outcomes achieved, which is essential for communicating the program's success to funders, sponsors, and the wider community.

Accountability and Transparency

-Program managers and organizers can transparently showcase the utilization of resources, adherence to goals, and the achievement of expected outcomes, building trust among stakeholders.

Participant-Centered Approach

-By collecting feedback, understanding the needs of participants, and actively involving youth voices in the assessment process, programs can tailor their activities to better meet the expectations and aspirations of the target audience.

Identification of Best Practices

-Through the evaluation of successful practices and strategies, M&E helps identify what works well in ETS programs. This knowledge allows for the replication of effective approaches and the scaling of impactful interventions.

Monitoring

✓ **Daily attendance tracking:**

Monitoring: Program staff can use a simple attendance tracking system to monitor the daily participation rates of students in both educational and sports activities. This real-time data helps identify patterns and trends.

✓ **Skill development assessments:**

Monitoring: Coaches and educators can regularly assess the progress of participants in developing specific sports skills and academic competencies. This ongoing monitoring ensures that the program is effectively contributing to skill enhancement.

✓ **Activity observation checklists:**

Monitoring: Using observation checklists, monitors can assess the implementation of planned activities, ensuring that both educational and sports components are executed as intended. Immediate feedback can be provided to program staff.

✓ **Short-term goal tracking:**

Monitoring: Program managers can set short-term goals related to participant engagement, completion of specific modules, or achieving milestones in sports training. Regular tracking ensures that these goals are being met in a timely manner.

✓ **Participation surveys:**

Monitoring: Conducting periodic surveys among participants to gauge their satisfaction, interests, and perceived benefits can provide real-time insights into the program's impact on their experiences and engagement levels.

Evaluation

✓ **Life skills and character development assessment:**

Evaluation: Using surveys, interviews, or focus group discussions to assess the acquisition of life skills (e.g., teamwork, leadership, resilience) and character development resulting from participation in the ETS program.

✓ **Health and wellness impact study:**

Evaluation: Conducting a comprehensive study to evaluate the long-term impact of sports participation on the physical health and overall well-being of program participants, including factors such as fitness levels and health behaviors.

✓ **Community impact assessment:**

Evaluation: Assessing the program's impact on the community by analyzing indicators such as increased community engagement, improved social cohesion, and the development of community leaders among program participants.

- Apply theoretical knowledge to practical framework development by collaboratively creating an M&E framework for the ETS program.
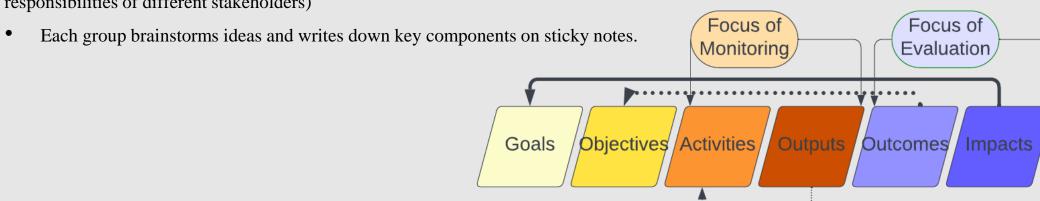
1. Formation of Groups

Participants will be divided into 4 groups (5 participants in each group), a mix of program managers, coaches, educators, and relevant stakeholders

2. Scenario Presentation

Each group will be presented with a hypothetical scenario related to an ETS program. This scenario may include details about the program's goals, target participants, activities, and desired outcomes.

3. Identification of key components (Indicators to measure program success, data collection methods, frequency of monitoring, responsibilities of different stakeholders)

- Each group brainstorms ideas and writes down key components on sticky notes.

Case studies on successful M&E practices

Case study

COVID-19 Survey: Understanding the Sporting System & COVID-19 related Need in Northern Ireland

Click here

Interactive session – setting up an M&E mechanism
Sports for empowerment

Program objectives:

Improve physical health

- Increase participants' engagement in regular physical activities.

- Enhance overall fitness levels.

Promote mental well-being

- Reduce stress and anxiety levels among participants.

- Improve self-esteem and resilience through positive sports experiences.

Foster life skills development

- Develop teamwork, communication, and leadership skills.

- Enhance problem-solving abilities through sports challenges.

Monitoring and Evaluation Mechanism:

Define KPIs:

Physical Health:

- Percentage increase in participants' physical activity levels.

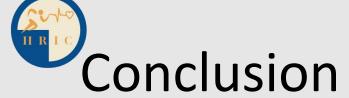- Improvement in fitness assessments (e.g., endurance, strength).

Mental Well-being:

- Reduction in self-reported stress and anxiety levels.

- Increase in self-esteem measured through pre and post-surveys.

Life Skills Development:

- Assessment of teamwork and leadership skills through observed sports activities.

- Participants' self-reported improvement in problem-solving skills.

Academic Performance:

- Regular tracking of participants' academic progress.

- Qualitative assessments from teachers on changes in students' focus and behavior.

Conclusion

- Key Takeaways

Summarizing the fundamental points of M&E and its significance.

- Moving Forward

Emphasizing the importance of continuous improvement and adaptation based on M&E outcomes.

- Call to Action

Encouraging proactive engagement in effective M&E practices for better project or program management.

Refrences:

Case study: [SportNI - COVID-19 Survey.pdf - Google Drive](#)

Video link:

[https://youtu.be/bCM2rzasMXU?si=2fpwJPg9V7Tq9fex](#)

The project HRIC - Holistic sport-based Rehabilitation programs to support youth Impacted by COVID-19 is funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.