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Fill the **GAP**

Guided Adaptation Practices

12–20 AUGUST
2025

**VRANOV NAD DYJÍ,
NATIONAL PARK
PODYJÍ, CZECH
REPUBLIC**

**ERASMUS+ TRAINING COURSE AIMING TO ENHANCE THE
UNDERSTANDING OF MENTAL HEALTH ISSUES AMONG
YOUTH WORKERS, EMPOWERING THEM TO IMPLEMENT
EFFECTIVE MENTAL HEALTH STRATEGIES IN THEIR WORK
WITH YOUNG PEOPLE**



Project

Fill the GAP: Guided Adaptation Practices

Key Action 1 – Training Course

Project number: 2024-3-CZ01-KA153-YOU-000269168



Project Coordinator

Evropské centrum mládeže Břeclav/European Youth Centre Břeclav z. s.,
Czech Republic

Partners

- Armenian Progressive Youth NGO, Armenia
- Centar za održivi razvoj "Althea, Croatia
- ASTRID - Asociatia pentru Sprijinirea Tinerilor din mediul Rural prin Integrare si Dezvoltare Personală, Romania
- Association for Cultural, Sport and Educational Development "World of Change", North Macedonia
- Akdeniz Egitim ve Istihdam Dernegi, Turkey

Funded

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Introduction

The training course “Fill the GAP: (Guided Adaptation Practices)” addressed the urgent need for mental health support among youth, particularly in the context of the ongoing challenges posed by the COVID-19 pandemic, conflicts such as the war in Ukraine, and general societal pressures. This initiative enhanced the understanding of mental health issues among youth workers, empowering them to implement effective mental health strategies in their work with young people.

The primary goal of this training course has been to provide valuable professional development opportunities through non-formal and informal learning experiences. Emphasis was placed on practical skills that can be directly applied in their youth work practices.

The training course Fill the GAP is aligned with the Erasmus+ Programme's priority of "Social Inclusion" and the European Commission's focus on mental health as a critical aspect of well-being and community resilience.

Introduction

Before outlining the specific objectives of our training course, we have crafted mission and vision statements, along with a commitment statement and values:

MISSION STATEMENT: Empowering youth workers to become catalysts for positive mental health change through dynamic learning experiences, cross-cultural collaboration, and inclusive practices.

VISION STATEMENT: To foster a network of mental health-conscious youth workers who lead by example, inspire their communities, and drive global action toward enhanced mental well-being and resilience.

COMMITMENT STATEMENT: We are dedicated to equipping youth workers with the knowledge, skills, and resources necessary to promote mental health awareness and support within their communities and youth work activities. Our project aims to create a lasting impact by fostering a culture of inclusivity and understanding among participants.

Introduction

The needs of the hosting and sending organizations have guided the main OBJECTIVES of this training course:

1. Enhance awareness and understanding of mental health issues: Increase youth workers' knowledge of prevalent and emerging mental health challenges within their communities. This will involve providing insights into the specific issues affecting various demographic groups and emphasizing the importance of mental health literacy.
2. Promote early intervention and support: Equip youth workers to identify and address less visible or stigmatized mental health issues among youth, fostering early interventions and reducing stigma. This objective highlights the need for proactive strategies and frameworks that facilitate timely support before issues escalate.

Introduction

3. Provide practical skills and resources: Offer youth workers practical skills, resources, and evidence-based methods for supporting young people with mental health challenges while also focusing on self-care strategies for the workers themselves. Development of a toolkit of techniques that youth workers can readily apply in their interactions with young people.
4. Facilitate collaboration and knowledge exchange: Foster an environment where youth workers can share best practices, innovative approaches, and successful strategies for mental health support, thereby enhancing collective capacity across all participating countries. This collaboration will not only create a sense of community among youth workers but also lead to the development of a robust support network.



Partner organizations

The Fill the GAP project brought together a dynamic network of organizations from across Europe and beyond, united by a shared mission to promote mental health awareness, inclusion, and innovative youth work practices. Coordinated by Evropské centrum mládeže Břeclav (European Youth Centre Břeclav z. s.) in the Czech Republic, this partnership harnesses the diverse experiences, cultural perspectives, and professional expertise of six committed organizations.

From youth empowerment in Armenia and sustainable development in Croatia, to rural youth support in Romania, cultural and educational innovation in North Macedonia, and educational and employment initiatives in Turkey, each partner contributes unique strengths to the project. Together, we developed tools, activities, and strategies that equipped youth workers and young people with the skills to address mental health challenges, break down stigma, and foster a culture of empathy, resilience, and inclusion.





EUROPEAN YOUTH CENTER BŘECLAV

NON-GOVERNMENTAL ORGANISATION

Břeclav, Czech Republic

info@eycb.eu

www.eycb.eu

EYCB is non-profit non-governmental organisation founded by young people for young people in 2007. Our main aims and activities are informing and raising awareness of the European Union and its educational programmes; promoting self-fulfilment and personal development of young people through educational programmes of the European Union and developing non-formal education, intercultural dialogue, international cooperation and active civil society.

In our youth work we offer our youths as many possibilities for their self-development by encouraging them and enabling them to attend educational projects funded through the EU programmes, such as Erasmus+ Youth, European Solidarity Corps and Visegrad Fund.

We strongly believe that by showing youths that they are capable of creating their own goals, plans and personal projects and then successfully executing them, these youths grow internally, they build confidence in their capabilities, skills and knowledge and they become leaders of our communities.





Armenian Progressive Youth

ARMENIAN PROGRESSIVE YOUTH NGO

NON-GOVERNMENTAL ORGANISATION

Yerevan, Armenia

apy@apy.am

<https://www.apy.am/en>

APY's mission is to promote active citizenship and active political and economic participation of young people in civic life, to economically empower marginalized youth and promote youth entrepreneurship, to increase the activism of young people and contribute to the development of civil society in Armenia. APY aims to bring positive changes into Armenia through active engagement of young people in the society. APY has implemented around 400+ local, national and transnational projects involving 35,000+ young people from Armenia.

The main experience of the organization lies within the areas of education for active citizenship, youth economic empowerment, active participation and civic education. We are championing especially for the inclusion of NEET, marginalized youth and rural young people.

Within our current programming we support young people to build their capacity through providing capacity development trainings on entrepreneurship and fostering soft skills. In the long run, we aim to foster the employability and self-employability of our young population in Armenia thereby decreasing the levels of poverty, urbanization and migration to urban centres and increasing youth participation and integration in social, civic, political and economic domains.





CENTAR ZA ODRŽIVI RAZVOJ "ALTHEA"

NON-GOVERNMENTAL ORGANISATION

Molve, Croatia

erasmus@centar-althea.org

www.centar-althea.org

ALTHEA's primary objective is to promote and contribute to sustainable development, not only locally but also at the national and international levels. This encompasses a broad range of activities and initiatives geared towards addressing the various facets of sustainability, including economic, social, and environmental dimensions.

ALTHEA is dedicated to inclusivity by actively involving all members of society, with a special focus on young people. Recognizing that young individuals possess unique perspectives, energy, and innovative ideas, they are considered the main catalysts for driving positive change. In rural areas, where resources and opportunities may be limited, involving youth can be especially crucial.

ALTHEA's key focus on social sustainability entails fostering the creation of healthy, inclusive, and liveable communities. To achieve this, the organization works on various projects and initiatives that address social issues, community well-being, and the quality of life for residents in rural areas.





INTERNATIONAL YOUTH ASSOCIATION
"EUTOPIA"
NON-GOVERNMENTAL ORGANISATION
Zagreb, Croatia
iya.eutopia@gmail.com
iyeutopia.wixsite.com/ngo-eutopia

Eutopia is a non-profit youth organization, established to promote European values, emphasize respect and disseminate skills and knowledge for a better society. EUTOPIA is supporting the EU policy of youth work, initiates projects of positive change and encourages the development of EU projects.

Our NGO is dedicated to:

- Create conditions for initiation and development of positive change on regional, national and international level
- Create positive, motivating and optimistic entrepreneurial spirit in the society
- To enhance and support the youth mobility on national and international level
- Raising awareness among young people about personal and professional opportunities ahead
- Promotion and application of the non-formal education
- Organizing youth projects with topics such as entrepreneurship, sport, employability, leadership, management, marketing and sustainable development
- Advising and supporting young people in Croatia in launching socially responsible entrepreneurial ventures





LUDBREŠKA UDRUGA MLADIH ENTUZIJASTA (LUMEN)

NON-GOVERNMENTAL ORGANISATION

Ludbreg, Croatia

info@udruga-lumen.hr

www.udruga-lumen.hr

LUMEN primary objective is to improve the quality of life of young people in Ludbreg and northwest Croatia. We aim to develop cultural, democratic, social, and ecological awareness while empowering youth through volunteering, mobility, and non-formal learning. Our goal is to equip them with future skills, strengthen their European identity, and promote sustainability, inclusion, and active participation.

LUMEN's dedication is directed toward young people with fewer opportunities, especially those from rural and disadvantaged backgrounds. Many face economic, educational, or social barriers, so we focus on inclusion through local and international activities. We also cooperate with NGOs such as Ludbreško Sunce to involve children and youth with special needs while engaging the wider community through volunteering and civic work.

LUMEN key focus is expanding from local beginnings to national and international impact. Our members and volunteers have joined Erasmus+ projects and festivals in more than 60 countries. We continue to organize cultural, ecological, and educational activities that help youth learn, connect, and actively contribute to their communities.





ASTRID (ASOCIAȚIA PENTRU SPRIJINIREA TINERILOR DIN MEDIUL RURAL PRIN INTEGRARE SI DEZVOLTARE PERSONALA)

NON-GOVERNMENTAL ORGANISATION

Cluj Napoca, Romania

contact@asociatia-astrid.ro

<https://asociatia-astrid.ro/en/home/>

ASTRID contributes to the personal and professional development of young people, mainly those living in rural areas and small communities. We focus mostly on education, but also sports, culture, and arts, and our goal is to increase youth development and employment opportunities in rural areas.

For this, we organise training courses, workshops, summer camps, and other activities dedicated to youth. These are designed to help fill out the gaps in the school curriculum, focusing on media literacy (including aspects of hate speech, fake news, and clickbait), soft skills, sustainability, mental health, first aid, and others.

We help the youth we work with to become more aware of diversity, opportunities, and their own skills and competencies. Also, we want to increase their development opportunities by engaging them in European (mainly Erasmus+) projects and activities. As a long-term aim, we want these young people to become active change agents in their communities, getting involved in solving issues concerning them and their peers.





ASOCIAȚIA VALORI EDUCAȚIONALE NONFORMALE(VEN)

NON-GOVERNMENTAL ORGANISATION

Decebal, Alba Iulia, Romania

valorieducationalenonformale@yahoo.com

<https://www.facebook.com/share/1CZLHRXsHK/>

Asociația Valori Educaționale Nonformale(VEN) promotes the development of soft skills in youth through interactive, hands-on, and non-formal learning methods.

We focus on helping young people communicate effectively, work collaboratively in teams, think critically and solve problems, manage their time and resources efficiently, and develop leadership and decision-making skills.

By engaging in these activities, participants gain practical experience that strengthens their personal and professional growth, preparing them for future challenges and active participation in their communities.

After gaining this practical experience, they are encouraged to reflect on and document their achievements, which can then be included in their CVs, showcasing their personal growth and enhancing their future educational or professional opportunities.





ASSOCIATION "WORLD OF CHANGE"

NON-GOVERNMENTAL ORGANISATION

Valandovo, North Macedonia

ngo.worldofchange@gmail.com

<https://www.instagram.com/ngo.worldofchange/>

"World of Change" NGO's main objective is using different activities to encourage the personal and professional development of the citizens through non-formal education, reaching their potential and capacity of becoming an active part of social, economical, cultural and the civil society, to contribute in the creation of responsible educational and environmental development and to become the drivers and the voice of positive change, drawing attention to lifelong learning.

We aim to develop intercultural dialogue and understanding among young people, crossing all the differences based on different backgrounds (religious, ethnic, cultural, geographical, economical), to make it possible for everyone to understand the concept of social integration and to stimulate the acquisition of skills through non-formal education mainly (workshops, project development, cultural activities, international mobility, volunteering) in a multicultural environment.





AKDENİZ EĞİTİM VE İSTİHDAM DERNEĞİ

NON-GOVERNMENTAL ORGANISATION

Mersin, Turkiye

info@mafee.org

www.mafee.org

Mediterranean association for education and employment (MAFEE) was established with common efforts of motivated young people and professionals from different fields who are ready to put their efforts together to make positive changes in their own and lives of other individuals, first of all of young people in their own local community but also to contribute to providing solution for global challenges through active engagement and voluntarily work.

Organization was established with the aim of providing quality support and space for young people to develop wide range of competences that contribute to their personal and professional development. All the MAFEE's activities and projects are developed based on needs of youth or initiated and implemented directly by enthusiastic young people with the support of trained volunteers or professional youth workers. Ensuring safe space for youth to take the initiative and following their needs, aspirations and motivations, organization is acting in different fields: from human rights, intercultural and interreligious dialogue to social inclusion, youth informing and environment.





ayem

YOUNG ENTREPRENEURIAL
MINDS ASSOCIATION

EMPOWERING YOUNG ENTREPRENEURS



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www.ayem.org



Mental health in youth work: A snapshot across partner countries

Understanding the current state of mental health in youth work is essential for creating effective and inclusive support systems. This section provides an overview of the challenges, trends, and initiatives shaping mental health among young people in our partner countries. By highlighting local realities, we aim to foster cross-cultural learning, share effective practices, and inspire collaborative approaches that strengthen the mental well-being of youth across Europe and beyond.





Czech Republic

Mental health awareness in the Czech Republic has increased, especially after COVID-19, which led to a rise in anxiety and depression. However, social stigma remains strong, with many still viewing mental illness as a weakness. This discourages people—especially older generations—from seeking help, though younger people are more open to discussing mental health.

Access to care is another challenge. Psychological ambulances are often overbooked, with long waiting times. In rural areas, people may need to travel far to reach a specialist, highlighting the need for better regional coverage, more funding, and continued efforts to reduce stigma.





Mental health in Czechia

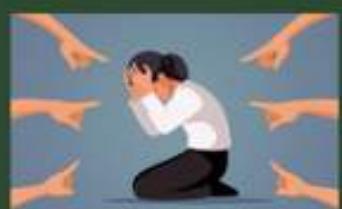
Priority concerns



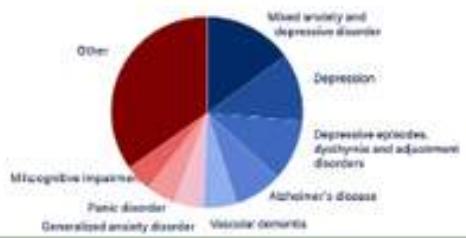
Social stigma

- Fear of young people being labeled and judged

Increase of mental health problems after COVID

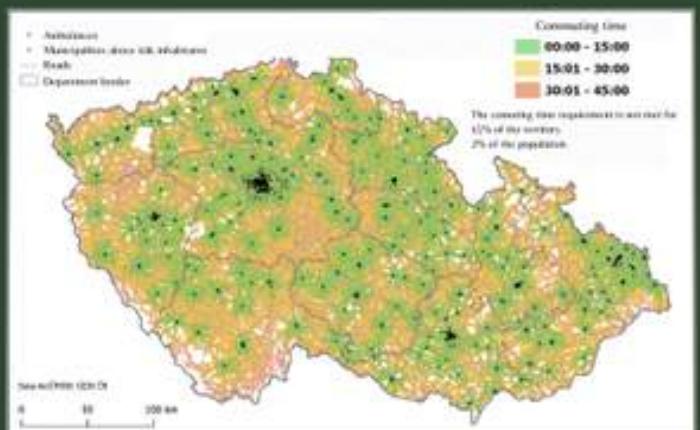


Most frequently newly diagnosed psychiatric disorders are shown in the chart
(data for the year 2020)



Psychological ambulances and commuting range

- Low availability and high commuting time in countryside





Armenia

Mental health in Armenia is at a critical point. An estimated 10–38% of the population experiences mental health I Cultural stigma, trauma from war and displacement, and reliance on institutional care worsens the crisis, while funding constraints hinder reform.

Armenia's mental health workforce is limited, with about 12.8 professionals per 100,000 people (WHO Atlas 2020, circa 2019). Psychiatrists and psychologists each number around 1.7 per 100,000, while mental health nurses are the largest group at 9.4 per 100,000. These remain the most recent nationally comparable WHO data.

Encouragingly, the government and international partners are expanding community-based services, integrating mental health into primary care via WHO's mhGAP, and addressing gaps in child support. The EU–WHO initiative to strengthen the mental health workforce offers hope for gradual, meaningful change.





Mental Health

In Armenia (2021–2025)

Current Mental Health Status in Armenia

High needs, low capacity: many Armenians need support, but the system lacks professionals, child services, and community-based care.

Armenia's Mental-Health Workforce (WHO Atlas 2020, circa 2019)

Armenia mental health workforce per 100,000 (2017)

Category	Workforce per 100,000 (2017)
Psychiatry	7.5
Child psychiatry	0.4
Neuropsychiatry	0.8
Social workers	0.4



ARMENIA'S MENTAL-HEALTH WORKFORCE

(WHO Atlas 2020 - circa 2019)



Total mental-health professionals:
~12.8 per 100,000 population
(~1 per 7,800 people)



Psychiatrists: ~1.7 per 100,000
(~1 per 59,000 people)



Mental-health nurses: ~9.4 per
100,000 people



Psychologists: ~1.7 per 100,000

Main Challenges

1. Strong societal stigma; mental illness seen as taboo or dangerous.
2. Underfunded and hospital-centric system with minimal community care.
3. Fragmented governance between ministries hinders reforms.
4. Unequal access; rural areas underserved; professionals concentrated in Yerevan.

Barriers Driving the Crisis

1. Historical & recent trauma: genocide, earthquake, conflicts
2. Domestic violence: weak enforcement leaves victims at risk
3. Strong stigma: 63% believe mentally ill are dangerous
4. System capacity: very few psychiatrists, child services, psychologists, social workers





How many are affected

- 1 Estimates vary: 10.7%–38% may live with a mental health condition
- 2 Common: depression, anxiety, PTSD, substance use



Recent Context (2023–2025)

- 1 Refugee influx: ~115k displaced people need psychosocial support
- 2 WHO expanding primary care mental health via mhGAP
- 3 Increased demand for children's mental health services



Consequences

- 1 Human rights risks: over-hospitalization, abuse
- 2 Economic harm: stigma restricts jobs, mobility
- 3 Family & social strain: isolation, higher divorce risk, impact on children





What's Being Done

1. Anti-stigma education campaigns (e.g., Sanofi FAST)
2. Policy reforms: steps toward deinstitutionalization
3. Shift to community-based care (limited impact so far)



Positive Developments & Initiative



1. WHO mhGAP integration into primary healthcare since 2022.
2. EU-WHO (2025) workforce capacity, training, and public awareness campaigns.
3. EU 'Rights, Services, Participation' project for equitable access.
4. UNICEF-Japan (2025): support for 300,000+ children/adolescents, 150,000 parents.

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Thank You

mhGAP

Admission Team



Croatia

Mental health in Croatia faces significant challenges due to the lack of available experts and resources. With only 20 therapists per 100,000 citizens, access to professional support is limited, making it difficult for people in need to receive timely and effective care. The shortage of qualified therapists also leads to higher costs and, in many cases, lower-quality services. This creates barriers for individuals, especially children and families, who require consistent mental health support. Currently, around 50,000 children in Croatia are struggling with mental health issues, highlighting the urgency of addressing this growing crisis.





IN CROATIA
20 THERAPISTS
PER 100,000
CITIZENS



50,000

DOCUMENTED
CHILDREN WITH
MENTAL HEALTH
ISSUES

NOT ENOUGH
AVAILABLE
EXPERTS
EXPENSIVE 
LOW
QUALITY

1 PSYCHIATRIST
PER 5,000
CHILDREN



PUBLIC MEDIA
CAMPAIGNS



PROMOTING
MENTAL HEALTH
AWARENESS
AND PREVENTIVE

JUST MENTAL HEALTH
CAMPAIGNS IN SCHOOLS

SUPPORT FOR
HEALTH CARE
WORKERS



TO MAKE IT BETTER

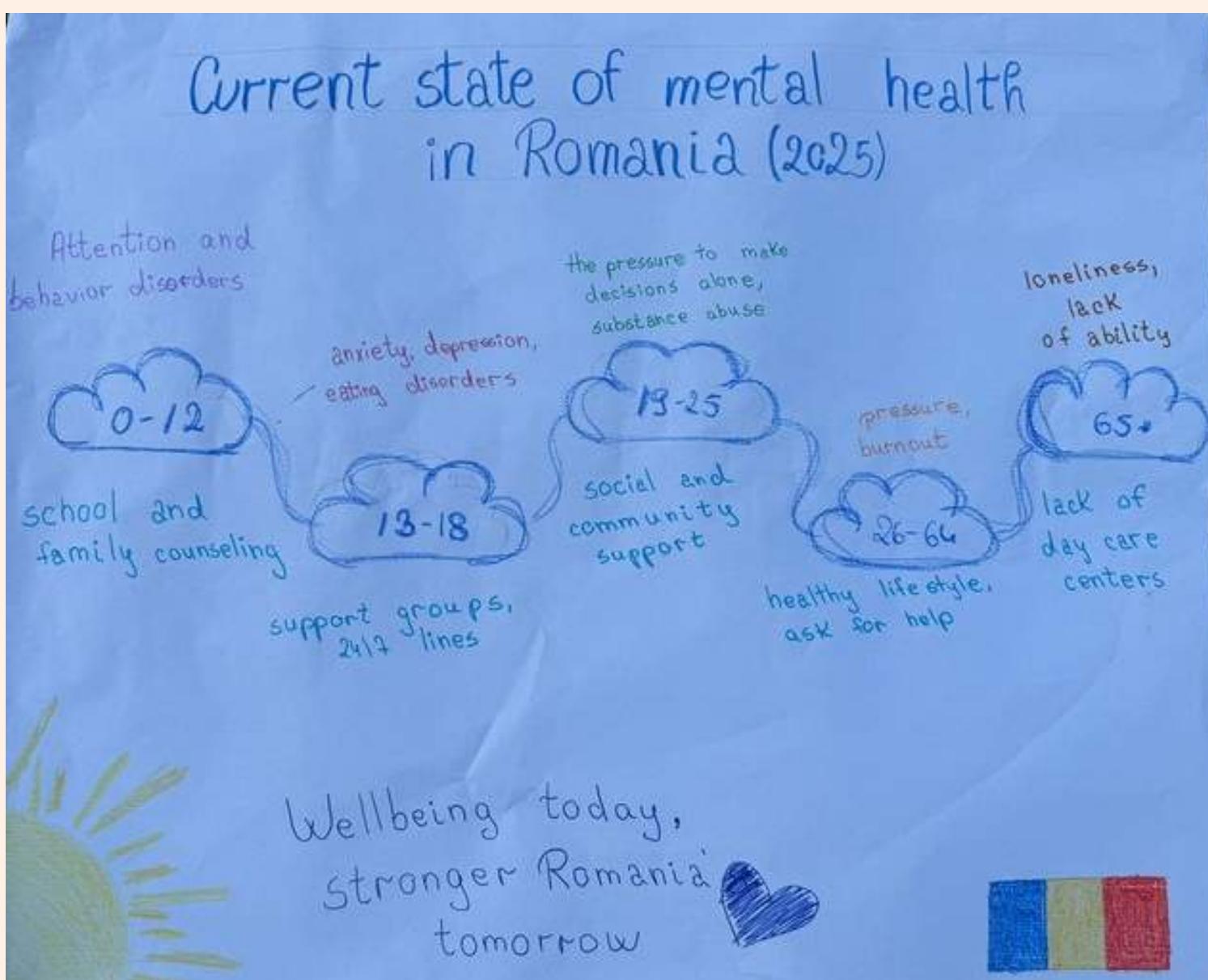
MORE WORKPLACES, AND MORE
GOVERNMENT AND NON-GOVERNMENT
ASSOCIATIONS





Romania

In Romania, mental health challenges change with age—from childhood behavior issues to teenage anxiety, adult burnout, and loneliness in old age. Each stage needs its own support, like counseling, community help, and care centers. Wellbeing today builds a stronger Romania tomorrow.





North Macedonia

In North Macedonia, many young people struggle with mental health. Over half of 15-year-old girls report emotional or physical discomfort, anxiety is common among children and university students, and services remain limited to hospitals with strong stigma still present.

There are improvements, like new community mental health centers, school counseling programs, and WHO-supported reforms. But more is needed, e.g.: expanding mental health programs into rural areas, training adults who work with youth, reducing stigma through creative activities, and involving young people directly with youth-led mental health initiatives





MENTAL HEALTH Ψ IN Ψ NORTH MACEDONIA

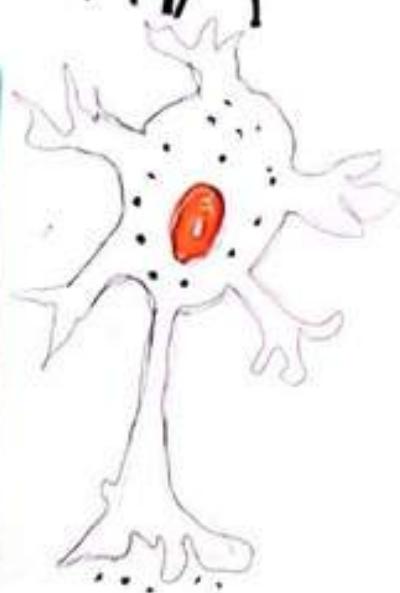
Made by:

Ljupča Vučković
Marija Mitrevska
Petar Stojanov
Dragana Trifunova



CURRENT SITUATION

- High youth distress - 57% of 15-year old girls report frequent physical or emotional discomfort.
- Anxiety in children - Over 11% of school-aged children show significant anxiety.
- University stress - 15-20% of students have high anxiety, substance use is common
- Service gaps - Few community centers, most care still hospital-based - STIGMA remains strong



POSITIVE DEVELOPMENTS

- 1 New community & health centers in several cities (e.g. Kumanovo)
- 2 School programs offering counseling and family support
- 3 WHO-led efforts to integrate mental health into primary care

Organizational Needs

- ▷ Expand school and community programs to rural areas
- ▷ Train teachers, parents, and youth workers
- ▷ Run anti-stigma campaigns using arts, story-telling and peer groups
- ▷ Create youth-led platforms to shape mental health initiatives



Turkey

The infographic on the next page highlights the major mental health challenges faced by youth in Türkiye. Key issues include stigma and cultural barriers, where mental health is still seen as taboo, leading to reluctance in seeking help; academic pressure from intense university entrance exams and high expectations; economic stress due to rising youth unemployment and financial insecurity; social media and digital pressure, such as cyberbullying, unrealistic comparisons, and fear of missing out (FOMO); political and social uncertainty, which fuels anxiety about the future; and limited access to mental health services, with shortages of youth-focused professionals and unequal distribution between urban and rural areas. Suggested solutions include expanding school-based mental health programs and awareness campaigns to reduce stigma. The message is clear: it's okay to ask for help—mental health is just as important as physical health.





YOUTH MENTAL HEALTH CHALLENGES IN TÜRKİYE

RAISING AWARENESS. BREAKING STIGMA.

KEY CHALLENGES

1 STIGMA & CULTURAL BARRIERS

Mental health seen as a tabou in many communities.
Reluctance to seek professional help.



ACADEMIC PRESSURE

Intense university entrance exams.
High parental and soletal expectations

3 ECONOMIC STRESS

Rising youth unemployment rates
Financial insecurity impacting future plans



SOCIAL MEDIA & DIGITAL PRESSURE

Cyberbullying and unrealistic comparisons.
Fear of missing out (FOMO)

5 LIMITED ACCESS TO MENTAL HEALTH SERVS.

Shortage of youth-focused professionals.
Unequal distribution between urban & rural areas



POLITICAL & SOCIAL UNCERTAINTY

Exposure to divisive news and online debates.
Heightened feelings of anxiety about the future



POSSIBLE SOLUTIONS

- More school-based mental health programs
- Awareness campaigns to reduce stigma

IT'S OKAY TO ASK
FOR HELP. MENTAL
HEALTH MATTERS
AS MUCH AS
PHYSICAL HEALTH.



GAP activities

This section is dedicated to activities that help participants bridge the GAP between challenges and solutions in their personal and professional lives. The activities here are designed to strengthen resilience, foster adaptability, and provide practical tools for navigating change with clarity and confidence. By engaging in GAP-focused practices, participants will explore ways to recognize their needs, adapt to evolving circumstances, and find balance in supporting both themselves and the youth they work with.





GAP activity I

Title: Through My Eyes - A Photo-voice Activity on Stress and Mental Health

Description of the activity: Participants use photography to show what stress looks and feels like in their lives, then reflect and discuss the images to express emotions, explore coping strategies, and build shared understanding of stress and mental health.

Main objective:

- Help participants visualize and express what stress means to them.
- Facilitate reflection on personal stressors and coping mechanisms.

Duration: group discussion around 30 min

Materials needed: Smartphones or cameras (1 per participant), Reflection sheets or notebooks; pens/markers





Specific places of implementation: schools, support group, etc ...

Step-by step plan:

1. Introduction & Safety – Explain purpose, set norms (confidentiality, respect), and review consent/safety guidelines.
2. Photo Prompts – Choose 3–5 prompts (e.g., what stress looks like, coping, calm, desired change).
3. Take Photos – Capture images on-site or in daily life over a few days.
4. Reflect & Share – Write short notes for each photo, then share 1–2 in small groups for dialogue.
5. Themes & Closing – Identify common themes, brainstorm coping strategies, and close with reflections + support resources.





GAP activity II

Title: Therapy Walk

Description of the activity: A group outdoor walk, often in a park or nature. The goal is to relax, reflect, share feelings or ideas, and improve mental wellbeing.

Main objective: Combines physical movement with talking about your feelings and issues. There might be small reflection tasks, like, think about your goals, share something you're grateful for, discuss a topic in pairs while walking.

Duration: About an hour

Materials needed: Comfortable clothes and shoes, water bottle, reflection questions and cards, notebook and a pen

Specific places of implementation: Anywhere outdoors ex. forest trail, park etc



Step-by step plan:

Introduction (5 min)

Explain the purpose of the walk and share the reflection topic.

Walk & Talk – Round 1 (15 min)

Participants walk in pairs and talk about the first question.

Pause & Silent Reflection (5 min)

Stop somewhere, stay silent for a minute, think or write.

Walk & Talk – Round 2 (15 min)

Switch partners or continue with another question.

Group Sharing (10 min)

Gather together, share feelings or key thoughts in a circle.

Closing (5 min)

Quick feedback or one-word summary, end the activity





GAP activity III

Title: Emotion Belonging Mapping

Description of the activity: Exploring Relationships and Understanding Our Needs

Main objective: The People in My Life, Art Therapy & Relational Reflection

Duration: 1,5 hours

Materials needed: Papers, pens



Step-by step plan:

Intro (5 min)

Invite participants to visually explore their relational world.

Creative Exercise (30-35 min)

Using paper, pens, markers, or collage materials, draw a map:

You are the center.

Place others based on closeness, emotional weight, frequency, and quality of relationship.

Use symbols, lines, and colors to show connection, distance, support, or conflict.

Small Group Sharing (15-20 min)

In pairs or triads, reflect:

What surprised you? Where is support? Where is tension?

Big Group Reflection Round

What makes a relationship nourishing?

What role do you play in your relational field?





GAP activity IV

Title: Inside Out

Description of the activity: Participants create two collages using pictures and texts from magazines describing their character and the things they enjoy. One collage represents how they are perceived by others and other one represents their inside world - "inside and out"

Main objective: Spend time mindfully focusing on yourself. Bring attention to your characteristics and the things you love. Promoting self awareness. Share your interests with others. Support creative expression

Duration: 1 hour 30 minutes

Materials needed: Magazines, glue, scissors, pens, markers, coloring pencils, speaker or computer to play music





Specific places of implementation: Schools, youth centers

Step-by step plan:

1. Set up all the materials on one table.
2. Explain the course of the activity - support participants to be creative and give example of a collage.
3. Play some calming music while the participants are creating their collages.
4. When the collages are finished lead a brief reflection - ask if somebody wants to share what their collages symbolize and ask reflective questions - How did this activity make you feel? Was it difficult to find material that relates to you? Was it harder to create a presentation of your inner or outer world?





GAP activity V

Title: Needs and Emotions

Description of the activity: Through this activity participants will explore connection between human needs and emotions through creativity and reflection.

Main objective: To create flashcards as a didactical tool for understanding how fulfillment or unfulfillment of needs can lead to different emotions.

Duration: 90 min

Materials needed:

- wheel of needs
- wheel of emotions
- empty playing cards
- markers, pens, stickers





Specific places of implementation:

Preferably closed space with tables and chairs for drawing and writing.

Step-by step plan:

Instructions for Participants

- Pick one card from the table. Each card will have a need written on one side (e.g., connection, safety, autonomy, rest...).
- Turn the card over. You'll see the back is split into two parts:
- Left side: Write emotions you may feel when this need is fulfilled (positive emotions).
- Right side: Write emotions you may feel when this need is not fulfilled (challenging emotions).
- Use the Wheel of Emotions for inspiration. You can look at core emotions and get more specific as you like.
- After writing, decorate the card with stickers, drawings, or colors that match the need and the emotions you picked.
- When you finish, keep your card for sharing in a group circle





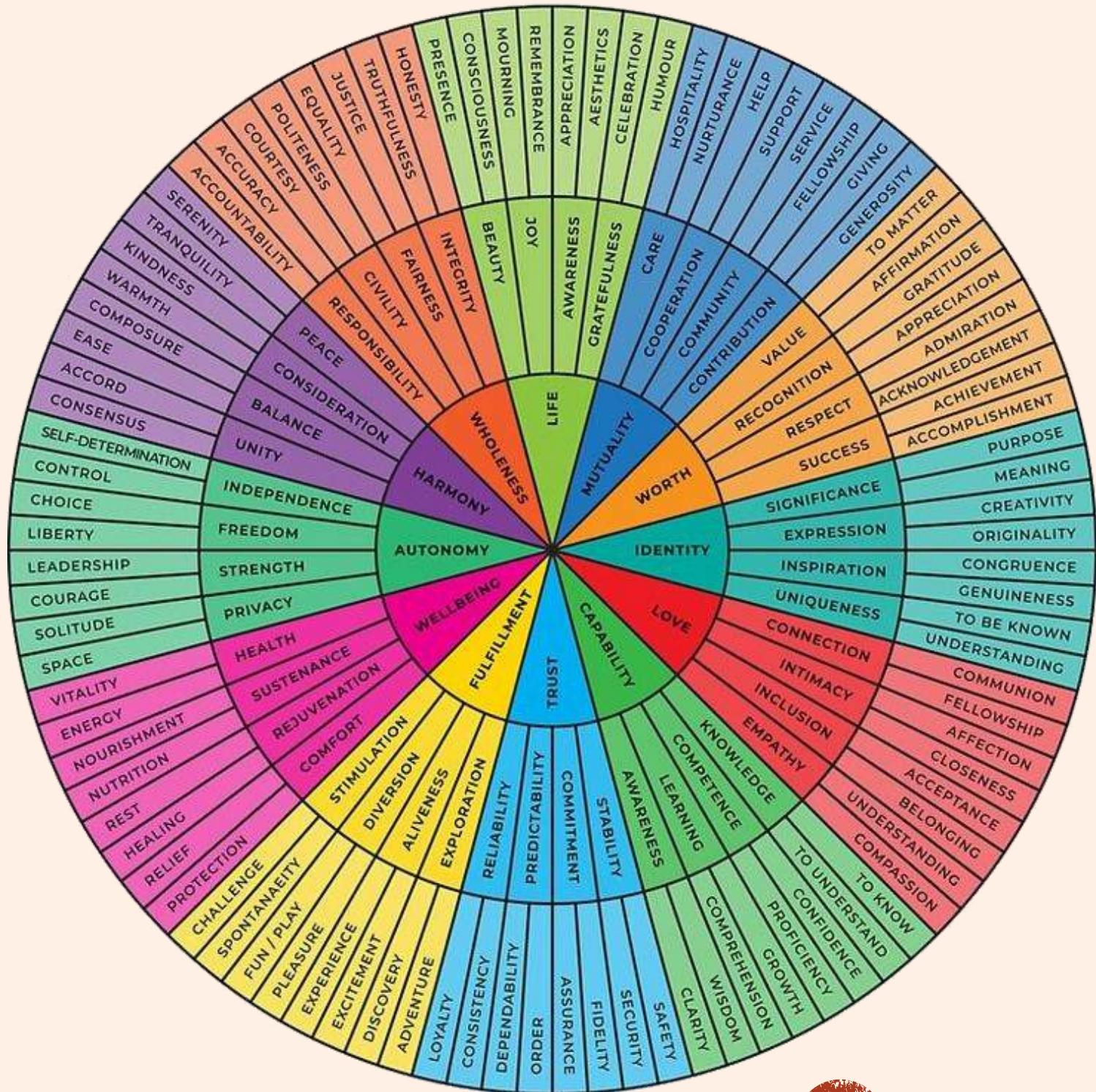
Questions for a reflective conversation after everyone has made their card:

- What was your need, and why do you think it's important for people?
- Was it easy or hard to find matching emotions? Why?
- Did you notice any emotions that showed up on both sides for different needs?
- Did anyone else have a different need to yours but similar emotions? What do you think that means?
- How do we usually express when a need is not being met? Is it easy to notice?
- Can you think of a time when you didn't realize a need was behind your emotion?
- Did decorating the card help you feel more connected to what you wrote?
- How do cultural background or life experience influence the way we express unmet needs?
- Why is it important to understand our needs in communication with others?
- What's one need you want to pay more attention to in your life or your relationships?



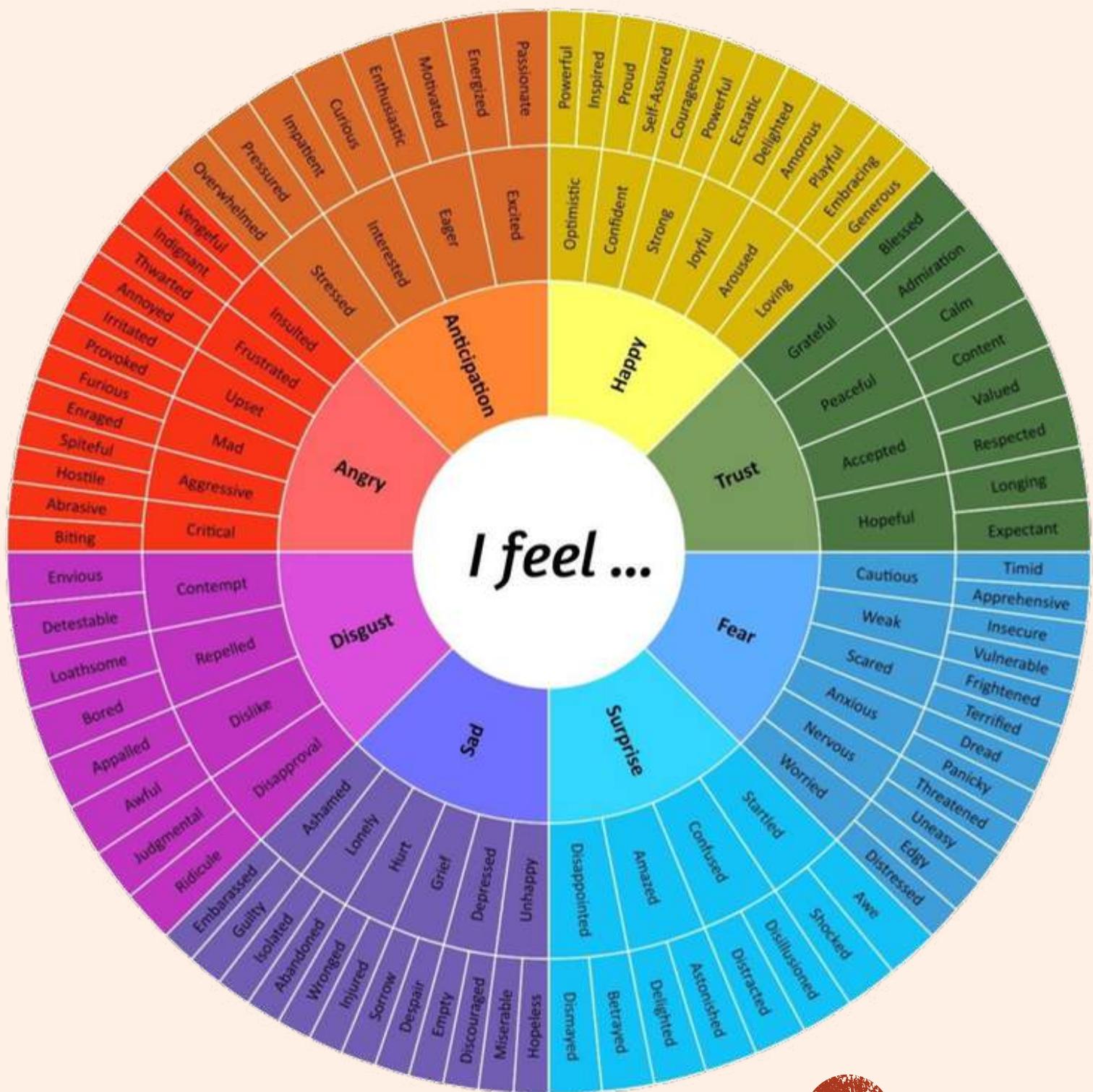


Wheel of needs





Wheel of emotions





GAP activity VI

Title: The Living Library

Description of the activity: The Living Library is a tool that seeks to challenge prejudice and discrimination. It works just like a normal library: visitors can browse the catalogue for the available titles, choose the book they want to read, and borrow it for a limited period of time. After reading, they return the book to the library and, if they want, borrow another. The only difference is that in the Living Library, books are people, and reading consists of a conversation.

Main objective: To foster understanding, empathy, and respect by creating a safe space where participants can engage in open dialogue with individuals who embody diverse identities, experiences, and perspectives, thereby challenging stereotypes, reducing prejudice, and promoting inclusion.





Duration: 2 to 3 hours

Materials needed:

- Space with chairs/tables arranged for one-on-one or small group conversations
- “Catalogue” or list of available human books with short descriptions
- Name tags or labels for the human books
- Borrowing cards or simple sign-in sheets (to track which books are “borrowed”)
- Timer or bell to signal the end of each reading session
- Flipchart/board to explain rules and guidelines
- Refreshments/water (optional, but helps create a welcoming atmosphere)





Step-by step plan:

1. Define the Purpose

- Decide what your Living Library is about (e.g., stereotypes, diversity, peacebuilding, social issues).
- Clarify who your main audience will be (youth, students, community, etc.).

2. Build Your Team

- Coordinator → leads planning and logistics.
- Librarians → welcome visitors, manage borrowing.
- Books coordinator → supports the “Books” before and during the event.

3. Select the “Books”

- Invite people with stories/identities that are often misunderstood or stereotyped.
- Make sure they are comfortable speaking openly.
- Prepare them with a short briefing on:
- how the format works,
- how to set personal boundaries in conversations.





4. Create the Book Catalog

- Each Book gets:
- a “title” (e.g., The Refugee, The Activist, The Single Father),
- a short description (just like a book blurb).
- Make a printed or digital catalog for readers to choose from.

5. Organize the Space

- Choose a calm, safe, and welcoming venue.
- Set up small tables or corners where Books and Readers can talk privately.
- Have a check-in desk where readers “borrow” a Book.

6. Plan the Flow

- Conversations usually last 20–30 minutes.
- One Book can be read by one reader or a small group (max. 5–6 people).
- Librarians keep track of time and transitions.

7. Promotion

- Announce the event clearly:
“Borrow a person, not a book. Meet stories you won’t find on shelves.”
 - Use posters, social media, community networks to attract participants.



8. Event Day

- Welcome participants, explain rules of respect.
- Readers browse the catalog and borrow a Book.
- Books and Readers sit and have their conversation.
- After the time ends, Readers can borrow another Book.

9. Closing

- Thank the Books for sharing their stories.
- Wrap up with the team and make notes for future improvements.





Dissemination activities

The dissemination activities are designed to create a bridge between the training experience and the practical application of knowledge in participants' home communities. The main objective is to critically connect the insights and skills gained during the training with participants' vision for supporting youth mental health. By doing so, participants not only consolidated their learning but also began shaping concrete plans to bring positive impact to their organizations and local contexts.

Through this activity, participants were guided to shift their perspective from seeing mental health challenges as overwhelming to recognizing themselves as agents of change. They started to integrate newly acquired strategies into their professional practices, focusing on promoting mental health awareness, reducing stigma, and strengthening support for young people.





Dissemination activities

In facilitated national group sessions, participants brainstormed, discussed, and designed action plans tailored to their specific contexts. These plans outlined clear focus areas, achievable goals, and realistic timelines for implementation. This process emphasized ownership, accountability, and agency, encouraging participants to view themselves as active contributors to youth well-being.

By the end of the dissemination activities, participants had the foundation for practical, community-based initiatives that ensured the impact of the training extended well beyond its duration, fostering long-term change and sustainable mental health support structures.





Czech Republic

Title: Sing & Smile

Description of the activity: Live music and Positive Talk

Main objective: We decided to use our full potential by performing popular country and folk songs and opera singing for seniors in the social services house in Znojmo. Our goal was to improve the mental health of local seniors and staff who have this demanding mission.

Duration: 30-60 minutes

Materials needed: Guitar, Chairs, Speaker

Specific places of implementation:
Centrum sociálních služeb Znojmo





1. Make initial contact by phone with the owner of the facility, in our case: Social Services Home in Znojmo to propose a musical visit.
2. Agree on the date and time.
3. Confirm the expected audience: approximately 10–12 seniors, with local staff attending.
4. Select a simple, well-known repertoire of country and folk songs with guitar accompaniment.
5. Practice the set together during the project, including songs such as “Okoř” and “Slavíci z Madridu.”
6. Coordinate on-site logistics with the staff (space, seating, and basic setup).
7. Arrive in advance to greet staff, arrange the space, and prepare instruments.
8. Start with an introduction of the team as well as the Fill the GAP project and Erasmus+ program, letting the participants introduce themselves.
9. Do a simple activity with the participants.
10. Perform the concert for the seniors and staff, encouraging a friendly, sing-along atmosphere.
11. Enrich the program with an opera segment performed by our amazing Karolína Slaninová.
12. Close by thanking the residents and staff, and informally debrief with the team about what went well.



Reflection: The “Sing & Smile” event was a joyful and meaningful experience where we performed live country, folk, and opera music for seniors and staff at the social services center in Znojmo. With guitar, speaker, and simple setup, we created an intimate atmosphere filled with singing, clapping, and smiles.

The seniors were actively involved—singing along to familiar songs like Okoř and Slavíci z Madridu and warmly engaging with us throughout the performance. Karolína’s beautiful opera singing brought a special touch to the event.

We also introduced the group to our international Erasmus+ project, which sparked interest and conversation. The seniors especially enjoyed meeting Filip, our Croatian participant.

At the end the event, we gifted them Czech and Croatian sweets, which they happily shared while expressing their feelings of gratitude. It was a touching experience that reminded us how music and human connection can brighten lives—even for just an hour.







Armenia

Title: One-Day Training on Mental Health Awareness in Armenia

Description of the activity: This is a one-day interactive training aimed at raising awareness about mental health, reducing stigma, and sharing practical tools for recognizing early signs of mental health issues. The training will also focus on the impact of war and post-war challenges on mental health in Armenia, exploring community-based coping strategies and resilience-building.

Main objective: To equip participants with basic knowledge and practical tools to better understand, recognize, and address mental health challenges—especially those connected to post-war experiences—in their communities.





Duration: 1 full day (6–7 hours including breaks)

Materials needed:

- Flipcharts, markers, sticky notes
- Laptop and projector for presentations
- Printed handouts and worksheets
- Social media posts (for dissemination after training)
- Evaluation forms

Specific places of implementation: Yerevan (community center, NGO space, or university hall). Could also be replicated in regional towns (Gyumri, Vanadzor, Goris) where post-war effects are strongly felt.

Step-by step plan:

Introduction & Icebreaker (30 min)

Welcome participants, present objectives

Icebreaker activity to create a safe and open atmosphere





Session 1: Understanding Mental Health (1 hour)

What is mental health?

Myths vs. facts about mental health in Armenia

Group discussion

Session 2: Recognizing Signs (1 hour)

Early warning signs of mental health challenges

How stress, anxiety, and depression show up in daily life

Small group exercise: role-play identifying signs

Break (15 min)

Session 3: Coping and Support Strategies (1 hour 15 min)

Practical stress management techniques

Self-care tools and resources

How to support a friend/colleague in need

Lunch Break (1 hour)

Session 4: Post-War and Community Mental Health (1 hour)

Psychological impact of war and displacement in Armenia

Collective trauma, resilience, and coping in communities

Sharing stories and coping strategies

Activity: creating a “community healing map”



Session 5: Action & Dissemination (45 min)

How participants can spread awareness in their own circles

Creating short action plans in small groups

Closing & Evaluation (30 min)

Wrap-up discussion

Participants fill evaluation forms

Sharing of resources and follow-up plans





mental health first thought





Croatia

Title: Mind the GAP

Description of the activity: Presenting project results to youth workers from Croatia and others.

Main objective: Sharing useful tools and methods that could help youth workers in future projects.

Duration: 90 minutes

Materials needed: Projector and laptop

Specific places of implementation: NGO Lumen headquarters, Ulica Ljudevita Gaja 4, Ludbreg, Croatia





Step-by-step plan:

1. Welcome and introduction of local youth workers
2. General information about the project - location, date, participating organisation, general themes of the project
3. Slide show presentation of pictures from the project
4. Coffee break
5. Presenting the booklet
6. Doing the “Needs and emotions” activity from the booklet
7. Q/A and final impression





As part of the dissemination phase of the Fill The GAP training course, a hybrid follow-up activity was organized, bringing together participants both online via Zoom and in person at the LUMEN headquarters. This inclusive format allowed members from different cities to actively participate and share their experiences.

During the meeting, participants discussed the project outcomes and reflected on the similarities in mental health challenges faced by young people in their respective communities. The presentation of the project booklet was accompanied by a slideshow featuring photos and highlights from the exchange, giving everyone a chance to revisit key moments and results.

In the evening, an interactive session titled “How Our Needs Influence Our Emotions” was held alongside a cozy chestnut-baking activity. While enjoying the informal atmosphere, participants engaged in open discussion and self-reflection, connecting the topic to real-life situations.





This dissemination event successfully reinforced the project's key messages, encouraged ongoing dialogue on mental health and emotional awareness, and strengthened cooperation among participants from various cities.

Partial dissemination of the project was also made during the international youth exchange DialogLab held in Poreč, Croatia, when 3 sessions on needs and emotions in context of communication were made. Sessions on communication styles and Non violent communication were also made with participants of this youth exchange.





PASSIVE COMMUNICATOR

Tends to avoid expressing opinions or feelings.

Often yields to others to avoid conflict.

Apologizes frequently and might exhibit poor eye contact.

May speak softly and use phrases like "It's not a big deal" or "Whatever you think is best."

- Can you provide examples of situations where you have used this style of communication?
- What factors or past experiences might lead you to use this type of communication?





AGGRESSIVE COMMUNICATOR

Prioritizes their own needs and desires over others'. Often interrupts or talks over others. May be loud, domineering, and use controlling language or behavior.

Frequently uses "you" statements like "You never listen" or "You always mess up."

- Can you provide examples of situations where you have used this style of communication?
- What factors or past experiences might lead you to use this type of communication?





PASSIVE-AGGRESSIVE COMMUNICATOR

Indirectly expresses negative feelings or resentment. Appears passive on the surface but reveals frustration through subtle actions, sarcasm, or sabotage. May use phrases like "Sure, no problem" while intentionally delaying tasks or being non-cooperative.

- Can you provide examples of situations where you have used this style of communication?
- What factors or past experiences might lead you to use this type of communication?



ASSERTIVE COMMUNICATOR

Expresses needs, opinions, and feelings openly and honestly while respecting others. Uses "I" statements, e.g., "I feel concerned when deadlines aren't met." Maintains good eye contact, listens actively, and engages in dialogue without dominating. Stands up for their rights while considering the needs and feelings of others.

- Can you provide examples of situations where you have used this style of communication?
- What factors or past experiences might lead you to use this type of communication?



NON VIOLENT COMMUNICATION

Communicate for greater connection

When <u><observation></u> , I feel <u><feeling></u> because I'm needing some <u><universal needs></u> . Would you be willing to <u><request></u> ?																																																																																			
OBSERVATION	FEELINGS		NEEDS	REQUEST																																																																															
<p>Do Be factual and focus on facts. When </you> <see/hear/remember/imagine> <description of what happened without evaluation> E.g. "When I saw that you didn't arrive on time for our appointment twice this week..."</p>	<p>E.g. Feelings when needs are met.</p> <table> <tbody> <tr> <td>AFFECTIONATE compassionate friendly loving</td><td>CONFIDENT empowered open safe</td><td>GRATEFUL appreciative thankful</td><td></td><td></td></tr> <tr> <td>ENGAGED alert curious engrossed fascinated interested intrigued stimulated</td><td>EXCITED amazed aroused astonished eager energetic enthusiastic invigorated</td><td>JOYFUL delighted glad happy</td><td></td><td></td></tr> <tr> <td>HOPEFUL expectant encouraged optimistic</td><td>PEACEFUL calm relaxed surprised vibrant</td><td>EXHILARATED ecstatic thrilled</td><td></td><td></td></tr> <tr> <td></td><td></td><td>PEACEFUL calm relaxed surprised vibrant</td><td></td><td></td></tr> </tbody> </table> <p>E.g. Feelings when needs are not met</p> <table> <tbody> <tr> <td>AFRAID frightened mistrustful panicked scared suspicious</td><td>CONFUSED bewildered torn</td><td>EMBARRASSED ashamed guilty</td><td></td><td></td></tr> <tr> <td>ANNOYED frustrated impatient</td><td>DISCONNECTED alienated distant distracted</td><td>FATIGUE exhausted tired</td><td></td><td></td></tr> <tr> <td>ANGRY furious outraged</td><td>DISQUIET agitated disconcerted disturbed shocked</td><td>PAINT devastated lonely</td><td></td><td></td></tr> <tr> <td></td><td></td><td>SAD depressed</td><td></td><td></td></tr> </tbody> </table>	AFFECTIONATE compassionate friendly loving	CONFIDENT empowered open safe	GRATEFUL appreciative thankful			ENGAGED alert curious engrossed fascinated interested intrigued stimulated	EXCITED amazed aroused astonished eager energetic enthusiastic invigorated	JOYFUL delighted glad happy			HOPEFUL expectant encouraged optimistic	PEACEFUL calm relaxed surprised vibrant	EXHILARATED ecstatic thrilled					PEACEFUL calm relaxed surprised vibrant			AFRAID frightened mistrustful panicked scared suspicious	CONFUSED bewildered torn	EMBARRASSED ashamed guilty			ANNOYED frustrated impatient	DISCONNECTED alienated distant distracted	FATIGUE exhausted tired			ANGRY furious outraged	DISQUIET agitated disconcerted disturbed shocked	PAINT devastated lonely					SAD depressed			<p>E.g. of needs</p> <table> <tbody> <tr> <td>CONNECTION acceptance appreciation belonging cooperation communication community compassion consideration consistency empathy inclusion intimacy love</td><td>PHYSICAL air food movement/ exercise rest/sleep sexual expression safety shelter touch water</td><td>AUTONOMY choice freedom independence space spontaneity</td><td></td><td></td></tr> <tr> <td>respect/ self-respect</td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>CONNECTION safety security stability support</td><td>PLAY joy humor</td><td>MEANING awareness celebration of life challenge clarity competence consciousness contribution creativity discovery efficacy effectiveness growth hope learning mourning participation purpose self-expression stimulation to matter understanding</td><td></td><td></td></tr> <tr> <td>to know and be known</td><td></td><td></td><td></td><td></td></tr> <tr> <td>to see and be seen</td><td></td><td></td><td></td><td></td></tr> <tr> <td>to understand and be understood</td><td></td><td></td><td></td><td></td></tr> <tr> <td>trust</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	CONNECTION acceptance appreciation belonging cooperation communication community compassion consideration consistency empathy inclusion intimacy love	PHYSICAL air food movement/ exercise rest/sleep sexual expression safety shelter touch water	AUTONOMY choice freedom independence space spontaneity			respect/ self-respect										CONNECTION safety security stability support	PLAY joy humor	MEANING awareness celebration of life challenge clarity competence consciousness contribution creativity discovery efficacy effectiveness growth hope learning mourning participation purpose self-expression stimulation to matter understanding			to know and be known					to see and be seen					to understand and be understood					trust					<p>Do Be concrete, specific and ask for a positive action. E.g. "Would you be willing to let me know if you are going to be late at least an hour before we meet?"</p>
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E.g. When I saw you were late for our appointment twice this week, I felt frustrated because I'm needing some trust and respect. Would you be willing to let me know if you are going to be late at least an hour before we meet?

Credit: NVC developed by Marshall Rosenberg.

Feelings and needs list adapted from inventories at www.cnvc.org





Title: The Cube Meditation: Self-Reflection Through Guided Imagery

Description of the activity: A guided meditation that uses the imagery of the Cube Test. Participants close their eyes, relax, and visualize symbolic elements (cube, ladder, horse, flowers, storm) in a desert. After the meditation, they reflect on what these symbols might mean for their self-image, relationships, challenges, and values. The activity blends relaxation with self-discovery.

Main objective:

- Promote mindfulness and self-awareness through visualization.
- Encourage participants to meditate on their life, relationships, and inner resources.
- Create a calm, reflective state that can reduce stress and enhance clarity.

Duration: 30–40 minutes

Materials needed: Quiet, comfortable space, Mats/chairs (optional: dim lighting, calming background music, incense/candle), Journals or sheets of paper + pens, A facilitator's script for guided meditation

Specific places of implementation: Timișoara



Step-by step plan:

1. Introduction (2–3 min)

Welcome participants, explain that this is a meditation-based self-reflection exercise. Emphasize: it is not a psychological test, but a way to explore inner thoughts and emotions.

2. Relaxation induction (5 min)

Invite everyone to sit or lie comfortably. Guide them: “Close your eyes. Take a deep breath in... and out. Imagine all tension leaving your body. Focus on your breathing, slow and calm. Let your thoughts settle, like sand in water.”

3. Guided visualization (10–12 min)

Slowly read the Cube scenario:

“You are in a vast desert. The sky is endless. In this space, you see a cube...” (describe prompts: size, color, material, placement).

“Nearby is a ladder...” (describe its features, distance, condition).

“You notice a horse...” (appearance, behavior, closeness).

“You see flowers...” (how many, what kind, where they grow).

“Now a storm appears...” (strength, distance, impact).

“Finally, imagine the storm clears. Only two of the elements remain. Which two survived?”



Speak calmly, with pauses, allowing time for imagination.

4. Silent meditation (5–7 min)

Invite participants to stay in stillness with their mental image.

Prompt: “Reflect on what these symbols mean for you. What does the cube tell you about yourself? What do the ladder and horse say about your relationships? How do you face storms in your life?”

5. Journaling (5–7 min)

Ask participants to open their eyes slowly, and write down key impressions, feelings, or metaphors that stood out.

6. Sharing and debrief (5–8 min)

Small groups or whole group discussion.

Possible questions:

- “What did you notice about the state of your mind during visualization?”
- “Which symbol spoke the most to you, and why?”
- “How can you use this meditation as a mirror for your current life?”





6. Reveal & interpretation mini-lesson (7–10 min)

- Present the common Kokology mappings:
- Cube = self/ego & self-image (size/solidity/placement)
- Ladder = friends/social ties (distance/connection/sturdiness)
- Horse = partner/desired partner or intimacy style (behavior/temperament/ proximity)
- Flowers = children/ creativity/ nurturing (quantity/ health/placement)
- Storm = stressors/ challenges & coping (intensity/ direction/ impact)





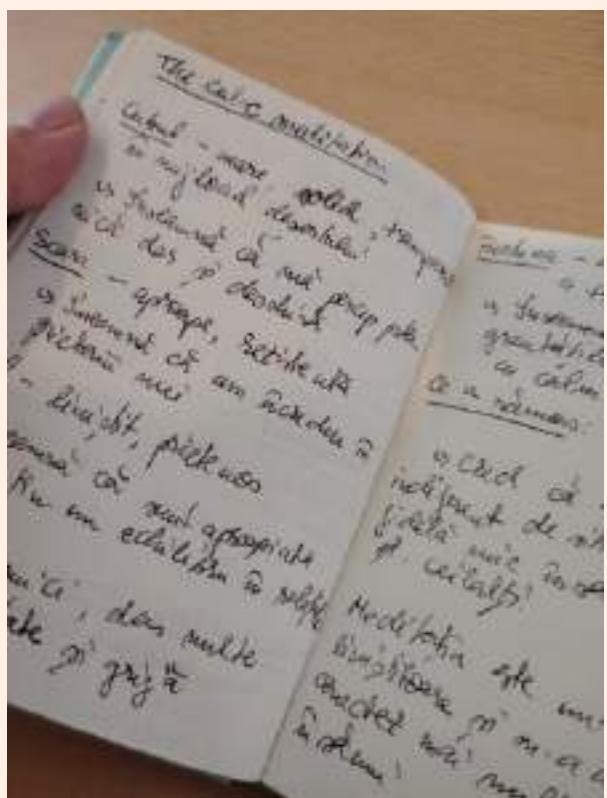
Medina Daria Tocan presents

Erasmus+

The cube meditation

Fill the GAP

A



The Cube Meditation helped participants relax and engage in self-reflection. Through visualizing the symbolic elements—cube, ladder, horse, flowers, and storm—they explored aspects of their self-image, relationships, and personal challenges. Journaling and group discussion encouraged articulation of insights, enhancing mindfulness and self-awareness. Overall, participants found the activity calming, meaningful, and expressed interest in practicing it independently in the future.



Title: Breathing into Calm

Description of the activity: This activity introduces participants to a simple guided meditation aimed at promoting relaxation, mindfulness, and stress relief.

Main objective: To equip participants with a simple relaxation technique they can use independently.

Duration: 20 min

Materials needed: Quiet space, mats/chairs, optional soft music

Specific places of implementation: Alba Iulia

Step-by step plan:

1. Settle in (5 min): Talk about meditation and why do people use it.
2. Sit/lie comfortably, close eyes.(2 min)
3. Breath focus (2 min): Inhale deeply, exhale slowly.
4. Body scan (3 min): Notice and release tension from head to toe.
5. Visualization (3 min): Imagine a safe, calm place.
6. Closing (5 min): Return awareness to the room, open eyes gently.

Discuss how it made you feel before and after.







Title: Barefoot in the Grass

Description of the activity: A calm, sensory mindfulness hangout where we and our friends take off our shoes, sit or lie on the grass, notice textures and temperature, breathe slowly, maybe walk a few mindful steps, and share how we feel. Nature, connection, zero pressure.

Main objective: Reduce stress and anxiety; boost mindfulness and body awareness; improve mood; strengthen group cohesion through a gentle shared experience in nature.

Duration: 30–45 minutes (up to 60 minutes if you include reflection/meditation).



Materials needed: Optional blanket/towels, water, wet wipes/hand sanitizer, small first-aid bandage, sunscreen, insect repellent, a phone as a soft timer, notebooks & pens, small trash bag.

Specific places of implementation: Clean, flat lawn in a public park, school yard, riverside meadow, or botanical garden—prefer shade, avoid dog zones and check the ground for glass, thorns, or ant nests.

- Focsani

Step-by step plan:

1. Welcome & quick safety check of the grass area.
2. Phones on silent; set group agreements (comfort first, no pressure).
3. Shoes off (socks optional); 2 minutes of slow breathing.
4. 5-senses check-in: feel the grass, notice sounds, scents, sky.
5. Slow barefoot walk (5–10 min) or stay seated and do a short body-scan.
6. Sit/lie down; share in pairs: “What do you notice in your body now?”
7. Optional creative minute: write 3 words or sketch what you felt.
8. Group reflection & gratitude circle.
9. Hydrate, clean the spot, shoes back on, quick tick/skin check.







North Macedonia

Title: Improving Mental Health After a Tragic Accident

Description of the activity: Open dialogue that emphasizes sharing experiences (voluntarily), recognizing emotional responses to trauma, and learning basic coping tools.

Main objective: To provide a safe, peer-led space for young people to reflect on the emotional impact of tragic events and explore healthy coping strategies.

Duration: 1.5 hours (90 minutes)

Materials needed: Journal or paper

Specific place of implementation: Skopje





Target Group:

Youth participants in a mental health project

Step-by step:

1. Welcome and Guidelines

Youth workers introduce themselves and explain the purpose of the workshop.

2. Icebreaker & Grounding

A simple breathing or mindfulness exercise helps everyone settle in. For example, each participant shares one word to describe how they feel.

3. Voluntary Sharing

Participants who feel comfortable can talk about a tragic event they experienced or witnessed. The group listens without interrupting or giving advice, focusing on empathy and support.

4. Group Discussion

Conversation on how such events can affect our emotions. Participants can share what helped them cope





5. Coping Tools

Exchanging simple self-care strategies like listening to music, writing, exercising, or talking to friends. Everyone is encouraged to create a short personal list of things that help them feel better.

6. Resources & Support

The youth workers share useful websites, local support services, and hotlines. Participants are reminded that it's okay to seek professional help when needed.

7. Reflection and Closing

Each person shares one takeaway from the session.







Turkey

Title: From Training to Action: Designing Community-Based Mental Health Initiatives

Description of the Activity

This activity engages 5 participants in turning their training insights into action plans for youth mental health. Through reflection, group collaboration, and feedback, each participant will co-create a realistic plan suited to their context. The small group size ensures deep discussion and stronger ownership of commitments.

Main Objective

To support 5 participants in developing concrete, context-specific action plans for improving youth mental health.



Duration

80 minutes

(40 minutes planning + 40 minutes sharing & feedback)

Materials Needed

- Flipchart or large paper
- Markers and sticky notes
- Copies of an Action Plan Template (one per participant)
- Projector/whiteboard (optional)

Specific Places of Implementation: Izmir and Aydin.

Schools, youth centers, NGOs, or local community spaces where participants are active.



Step-by-Step Plan

Part 1 – Reflection & Action Planning (40 minutes)

1. Introduction (5 min)

- Facilitator explains purpose: moving from training to local action.

2. Individual Reflection (10 min)

- Each participant writes down:
- One main youth mental health challenge they see.
- One strategy they want to try.

3. Group Work (25 min)

- As a group of 5, participants share reflections.
- Together, they design a ****collective action plan**** with:
- Focus area (e.g., stigma reduction, awareness raising).
- 1–2 goals.
- Steps, resources, and timeline.



Step-by-Step Plan

Part 2 – Sharing & Commitments (40 minutes)

4. Peer Review (20 min)

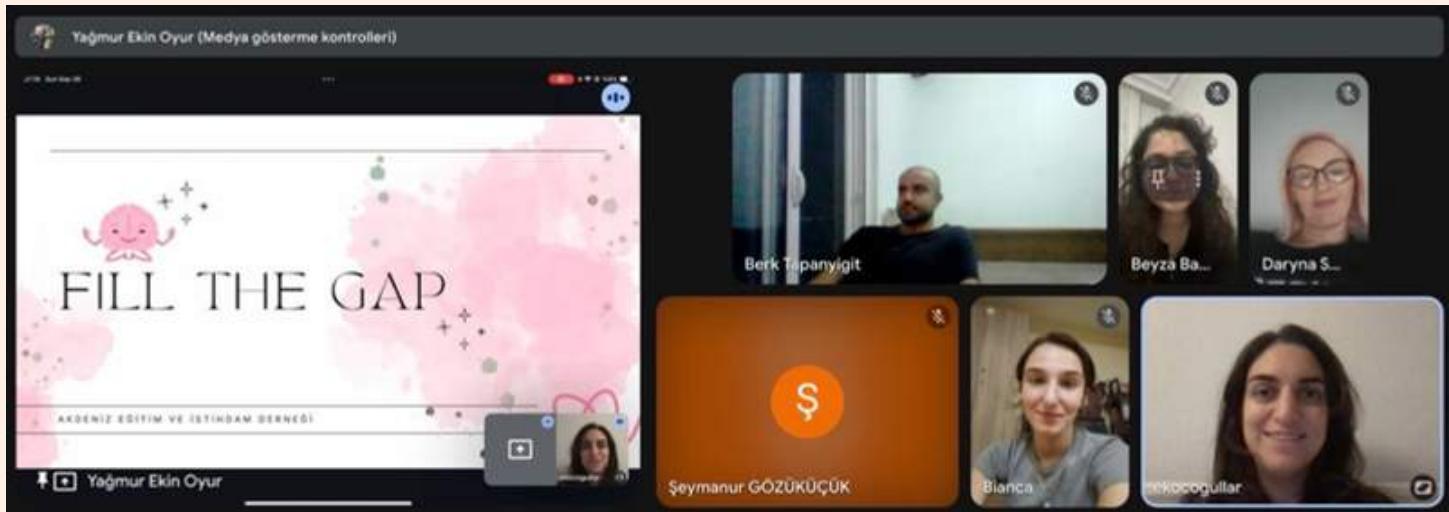
- Each participant gives input on how to strengthen the group plan.
- Suggestions are added directly to the flipchart/template.

5. Group Presentation (15 min)

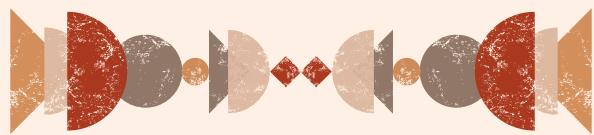
- One participant presents the final collective action plan.
- Others add short comments on their personal contributions.

6. Wrap-Up (5 min)

- Facilitator highlights shared vision.
- Each participant shares one word describing their feeling (e.g., “ready,” “empowered”).



Learning diary



SMART goals

Make sure you follow the SMART structure when setting goals. Use the following questions to create your goals.

Specific

Reliable

Measurable

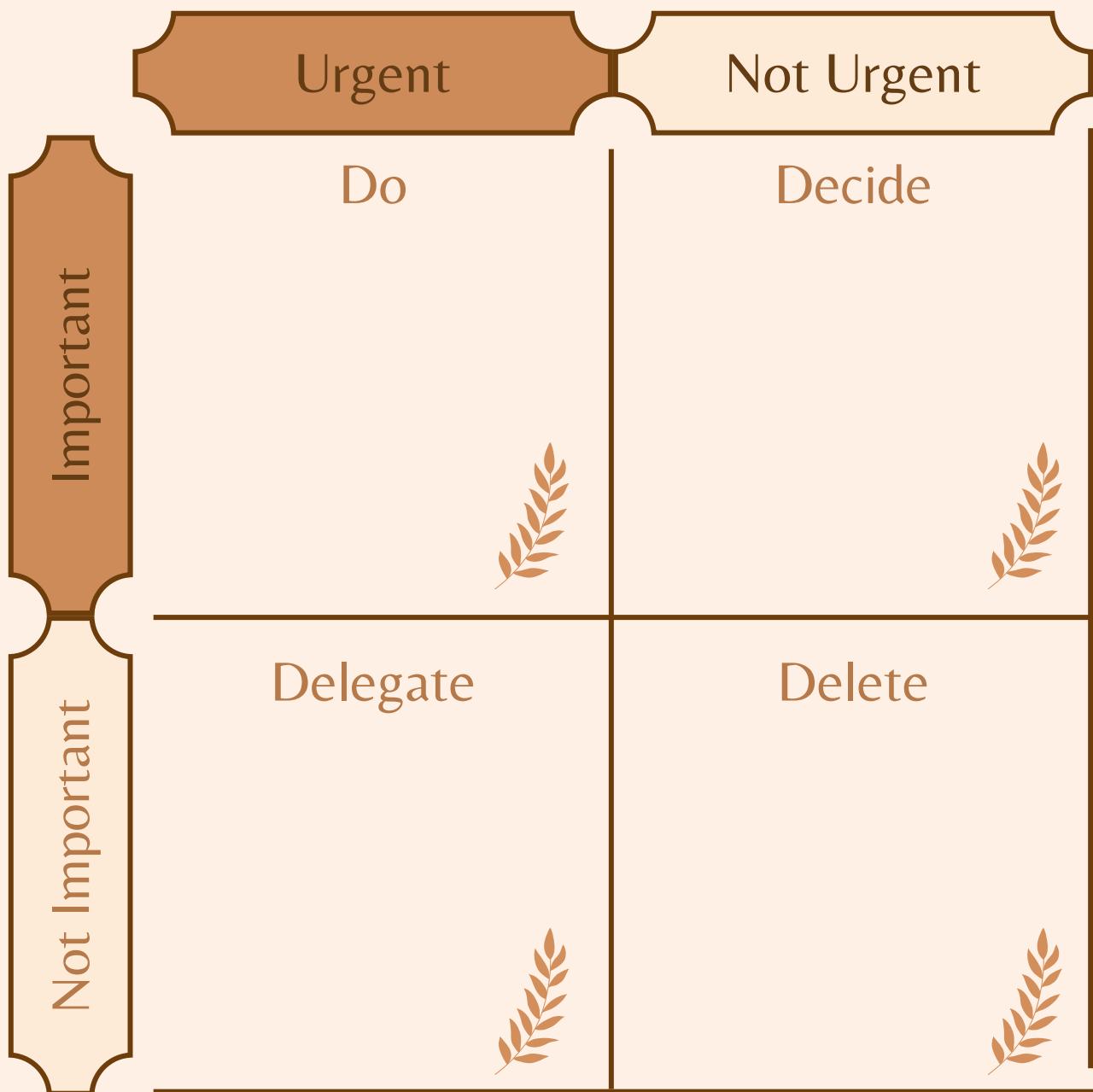
Time based

Achievable

Notes

The Eisenhower Box

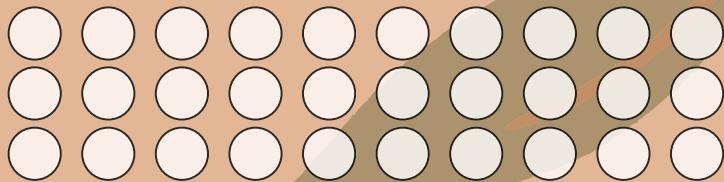
The Eisenhower Box (also called the Eisenhower Matrix) is a simple time-management tool that helps you prioritize tasks based on urgency and importance.



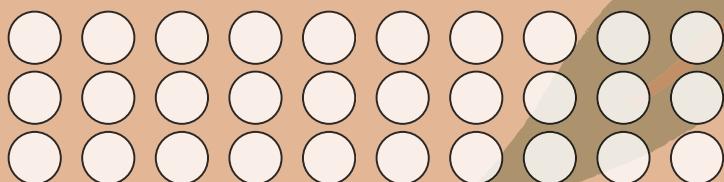
Habit tracker

Take the steps to be better

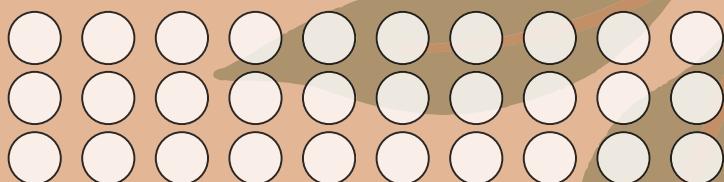
Habit 1



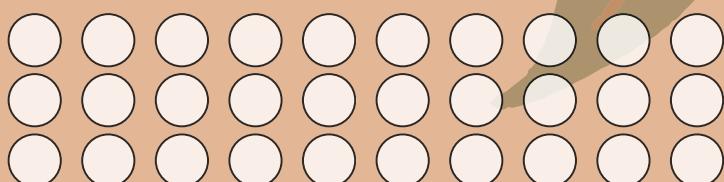
Habit 2



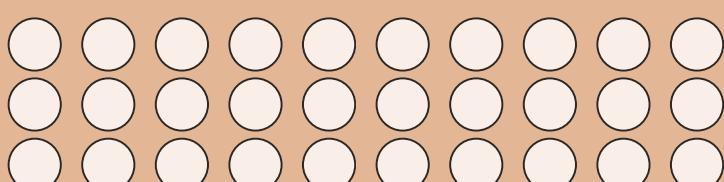
Habit 3



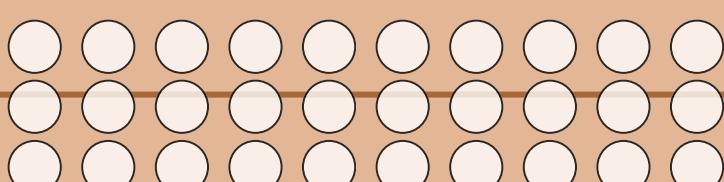
Habit 4



Habit 5



Habit 6



Self-care Plan

Goals for my mind













Goals for my body









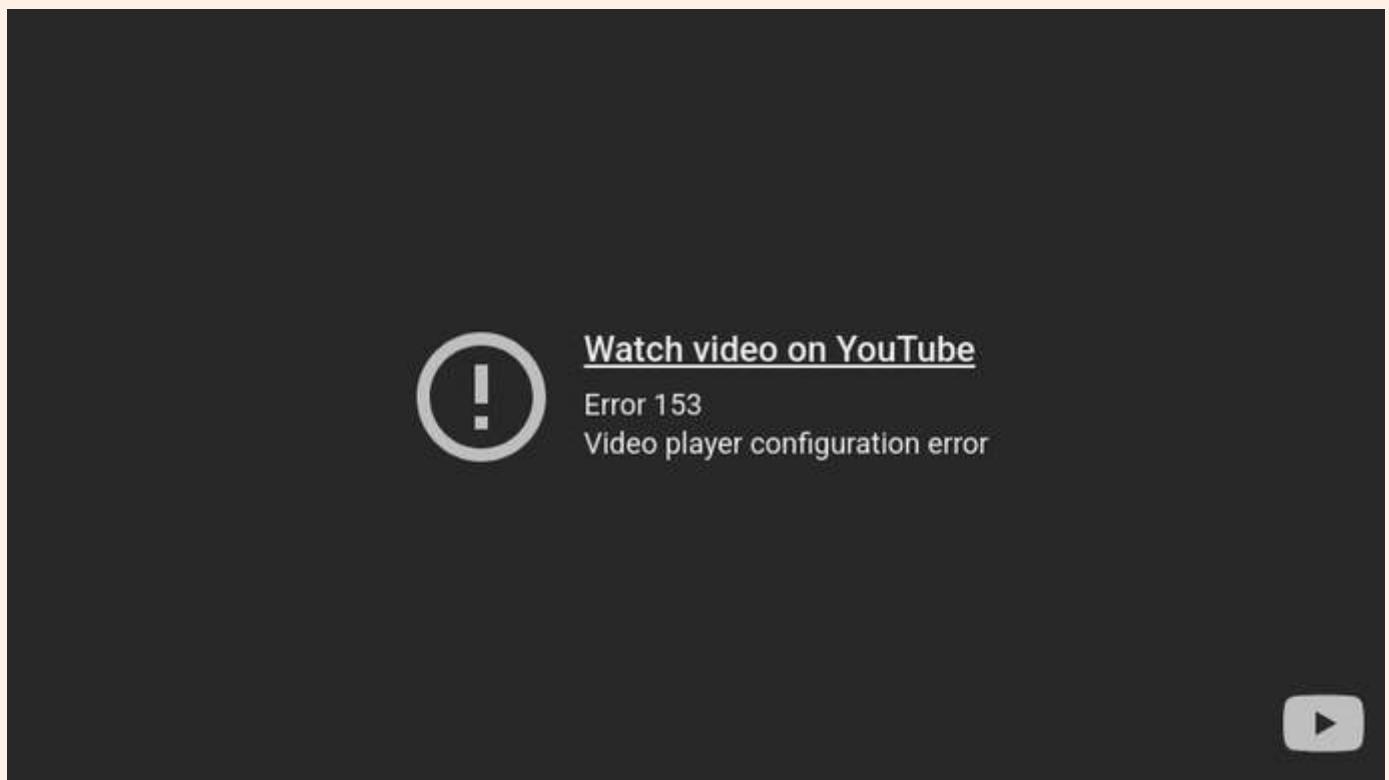




What does self-care mean to me?

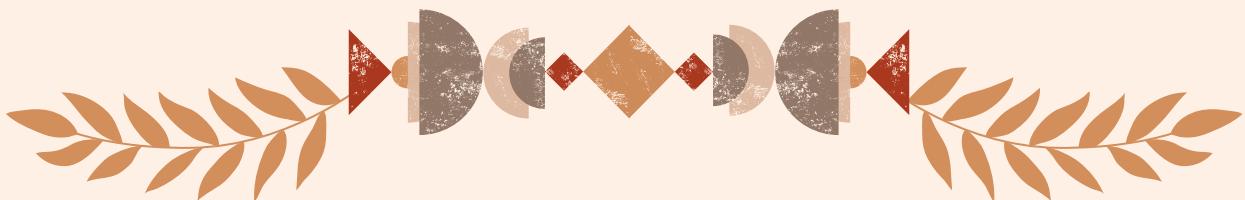


Meditation Dreams

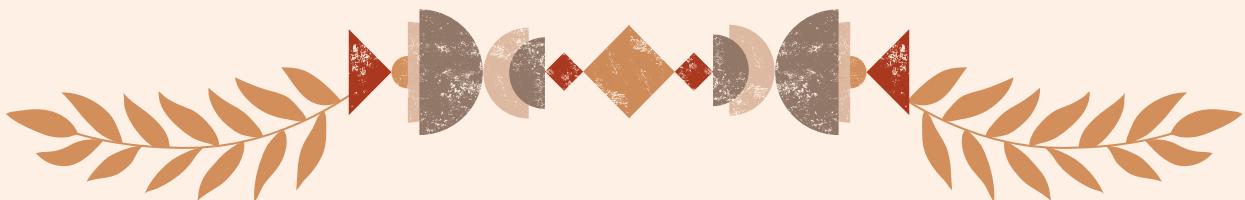


[Link: https://www.youtube.com/watch?v=T0zp6d3mG8I](https://www.youtube.com/watch?v=T0zp6d3mG8I)

What are your biggest dreams?

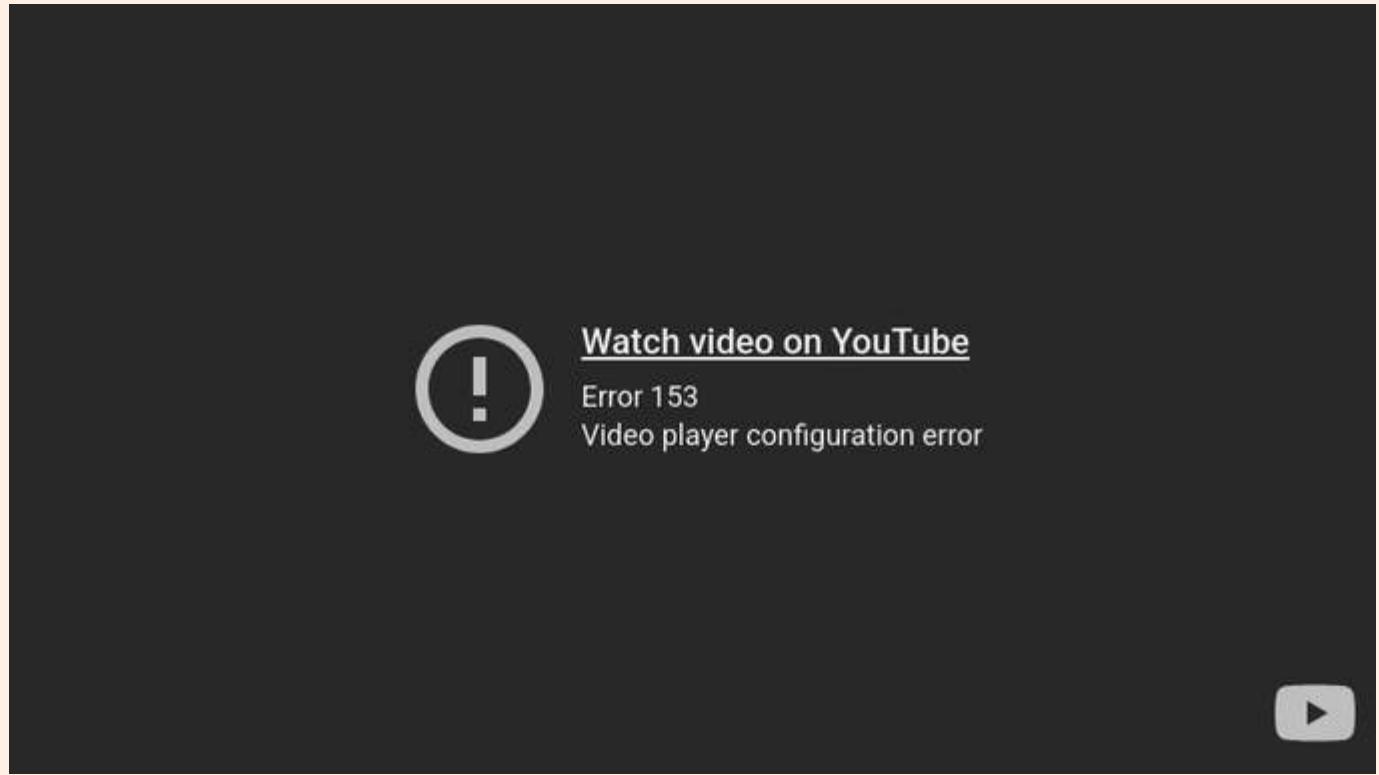


Your thoughts after the “Dreams” meditation



GAP meditation

Ground | Accept | Proceed

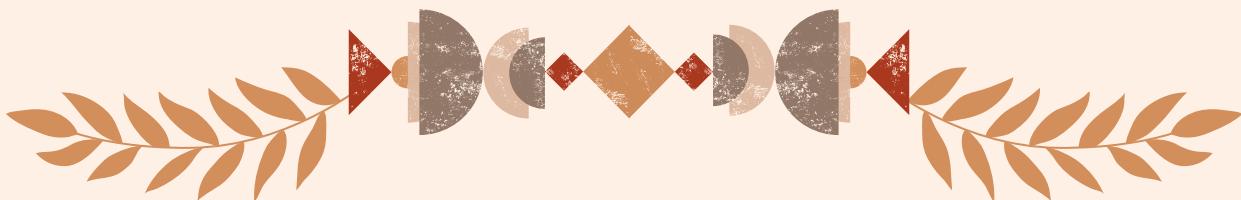


Link: <https://www.youtube.com/watch?v=6F4U-jILcPQ>

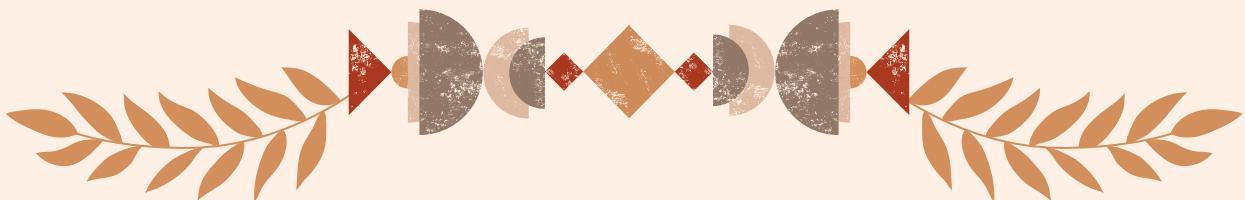
GAP Practices

Guided Adaptation Practices

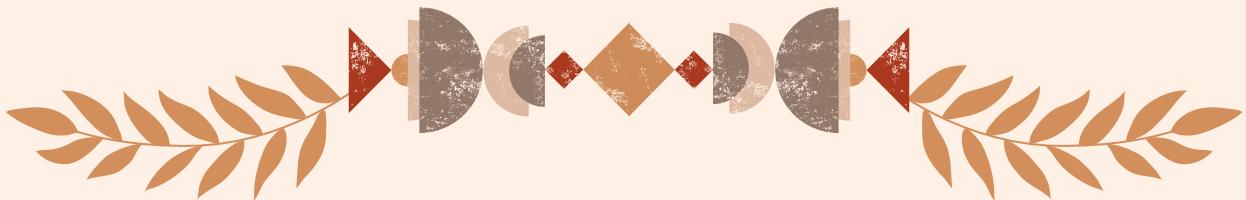
What are your favorite GAPs?



Your thoughts after the “GAP” meditation



Your journal



The End

Thank you for exploring this booklet and for your commitment to making the education about mental health more engaging, inclusive, and impactful.

We hope these tools inspire you to adapt, experiment, and create your own meaningful learning experiences.

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 or the Czech National Agency for International Education and Research (DZS). Neither the European Union nor DZS can be held responsible for them.

