Tech-Free

toolkit for youth workers

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TECH FREE

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Introduction

The present toolkit was created to serve towards the enhancement of skills and knowledge that youth workers may need in order to help young people maintain safe internet and technology attitudes and healthy behaviours related to the use of digital screen devices. It includes theoretical background on the subjects of internet addiction and self-thematization in the social media. Moreover the toolkit contains physical health oriented suggestions, mindfulness activities, reflective activities, as well as self-monitoring checklists that may promote a healthier use of the internet and related digital screen devices. The aspiration of the creators of this the toolkit is to serve youth workers in their continuous attempt to be properly equipped to face the challenges of the digital era.

This toolkit addresses youth workers such as teachers, social workers, therapists, group facilitators, educational psychologists, volunteer group leaders, who may use the suggested activities in their daily work with young people, who have established a dysfunctional relationship with digital screen devices and run the risk of addiction to the internet. The suggested activities are presented in a thorough way and are explained step-by-step, so that professionals may share useful information with their colleagues and cause multiplying beneficial effects in the lives of young people. Furthermore, youth workers may make good use of the toolkit by performing the suggested activities for their own personal benefit, in order to overcome negative results of the overuse of digital devices and internet in their work lives. Thus, they may develop healthy work skills or everyday routines that may allow for better quality in their work, and eventually contribute to the wellness of young people.
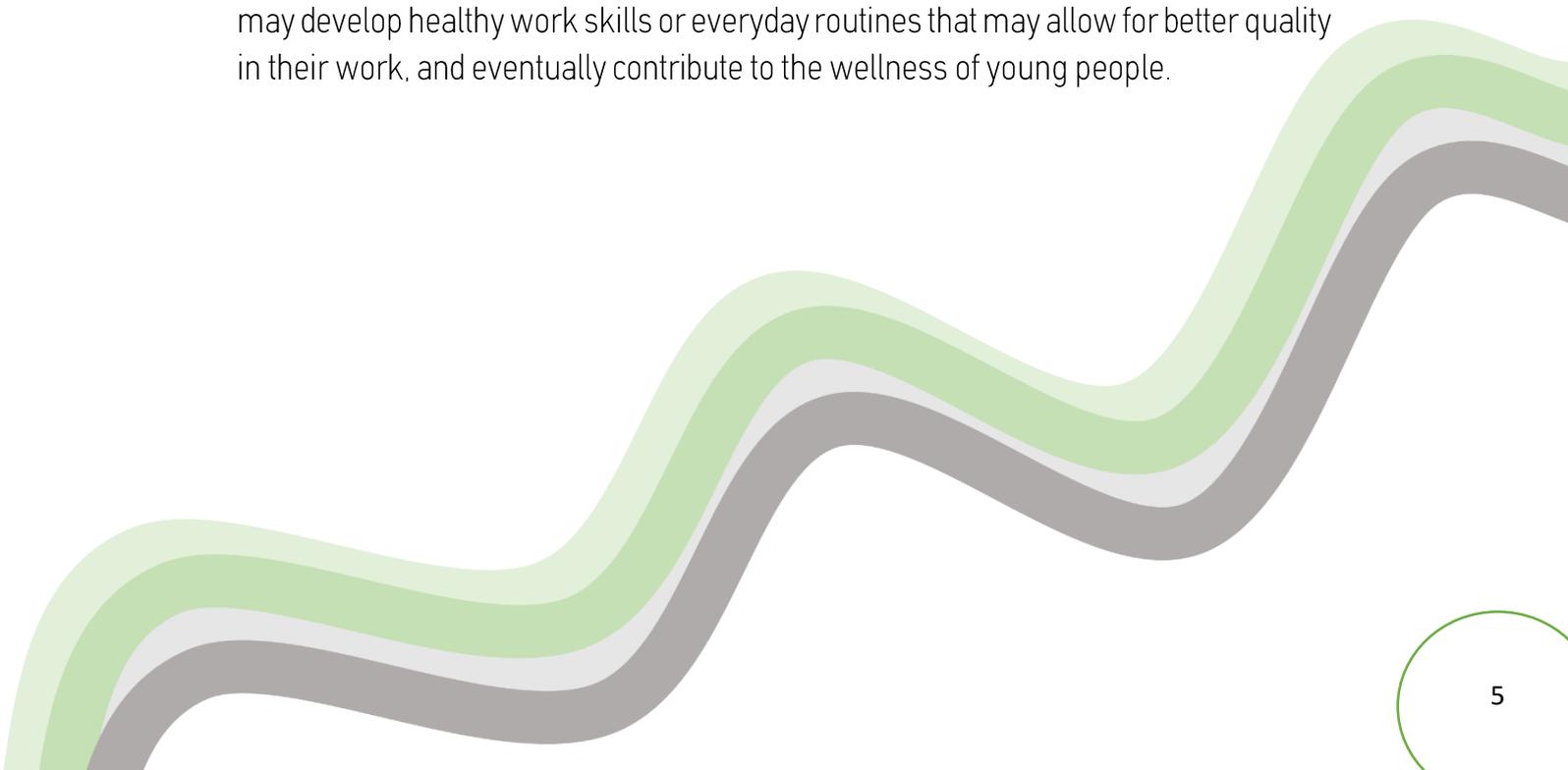
About the project

Over-engagement in the internet, information and technology devices and apps contribute in regulating everyday stress and creating a sense of euphoria but also put people at risk of developing dysfunctional and even addictive behaviours with wide effects in psychosocial and physical wellbeing.

Covid-19 need for social distancing and the quarantines led to an excessive turn to technology and online resources for studying, working, shopping, communicating and socialising, with the youth being the most influenced.

Young people's online and offline lives are noticeably inconsistent, with the former full of glam and wide groups of social media "friends" or followers and the latter in economic and social distress, phobias or even solitude. Social media and other interactive internet applications and screen devices help the youth hide from the responsibilities of adulthood as artificial intelligence personalised the content that the users interact with. This effect, however rewarding, deepens the distance from one another and draws young people away from a solid system of values that may promote citizenship and the existential quest for a life with meaning.

It is estimated that about 77% of the world now has a mobile phone. Global pooled research estimates are 26.99% for smartphone addiction, 17.42% for social media addiction, 14.22% for Internet addiction, 8.23% for cybersex addiction, and 6.04% for game addiction. Researchers are convinced that children and teenagers are more atrisk of using technology extensively, as they have not yet developed self-awareness and self-control. Indeed, an increasing trend of digital addiction during the past two decades was found, which dramatically worsened during COVID-19 pandemic. Digital addiction has become a pressing public health issue of global concern, and some intervention programs have been developed and launched to cope with this public crisis.
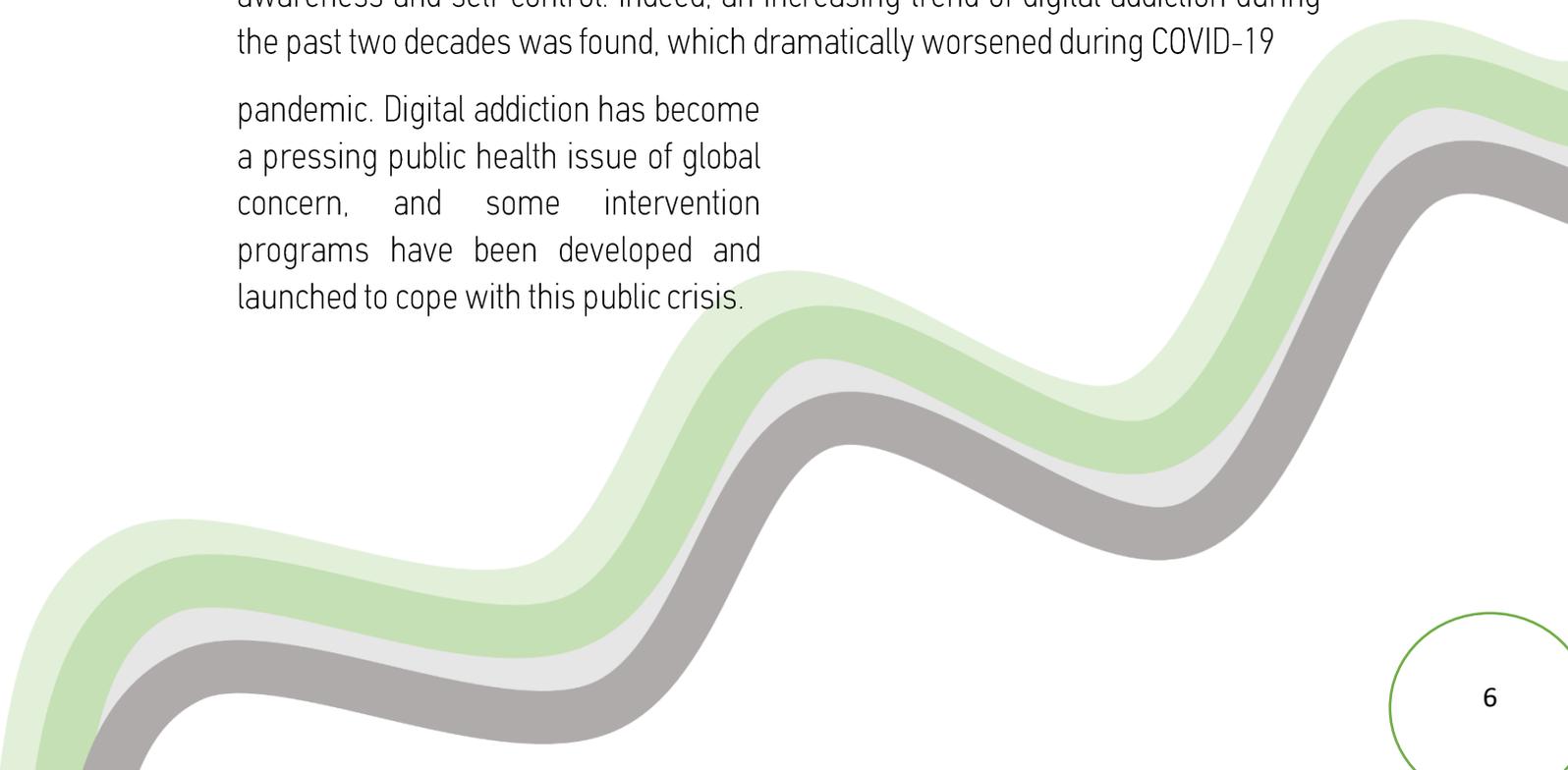
Findings of the 2012 EU NET ADB study, funded by the European Commission's Safer Internet Programme, that involved a representative sample of 13284 adolescents from Greece, Spain, Poland, Germany, Romania, the Netherlands and Iceland, showed that the internet played an important part in adolescents' everyday lives, with 64% being online 6 days/week or daily and 13,9% in/at risk of internet addiction (IAB). Online communication was the most popular activity among adolescents with the use of Social Network Sites coming up as the most popular of all online activities among all adolescents (at least weekly 85%). A few years later, those people and their peers around Europe found themselves hammered by the covid-19 pandemic. Spatial distancing, the measure for prevention of the disease's expansion, reinforced the use of digital devices to keep close at a distance simultaneously, and banned social mobility and extroversion in clubs, cinemas, theatres, museums, athletic centres as problematic behaviours. As a result, during the pandemic, the overall prevalence of Internet addiction was 36.7% among the general population. Dysfunctional use of the internet and the screen devices causes great problems for personal growth, family life, work life, academic and social interaction. To control the use of internet and screen devices and to reinforce alternative activities or everyday routines that alleviate the negative consequences is a critical aim for youth support professionals.

In the light of the above, the current project aimed to develop and actualize a 6-day TECH FREE Training Course (TC) for youth workers, in order to develop skills and knowledge they may use to help young people maintain healthy internet and technology attitudes and behaviours.
The title "TECH FREE" was in reference to the negative impact that technology can have on people's lives and the TC aimed to train youth workers on how to help young people be free from that impact and the dysfunctional use of
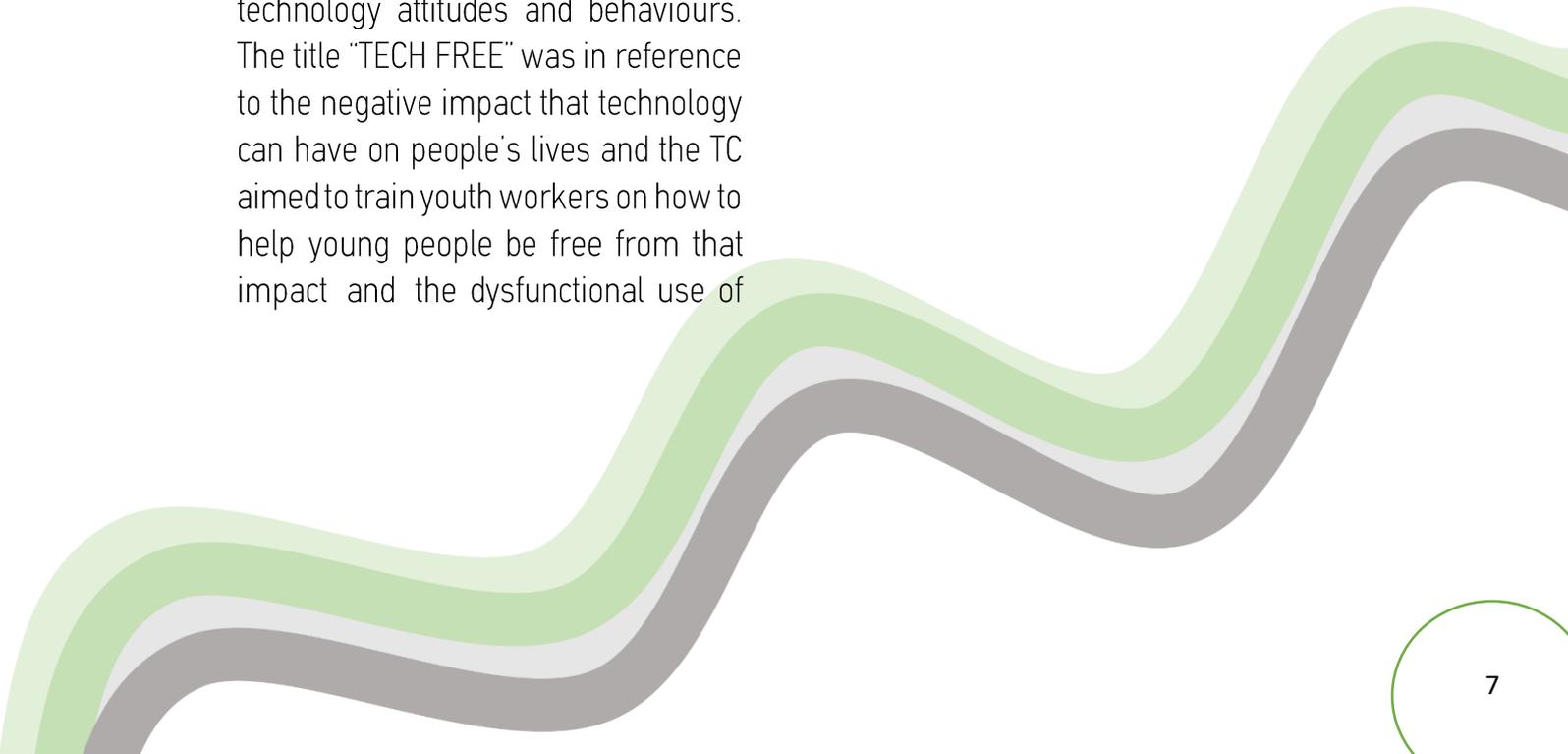
internet and screen devices. The usefulness of technology cannot be denied, but there is an undisputable need to provide tools for its safe use. There is a need to build bridges for youth to reconnect with offline life. Youth workers, as the key professionals who attend youth needs, play a crucial role in building those bridges. Providing youth workers with tools and knowledge they can use to build those bridges is the aspiration of the toolkit that you are reading now.

Training youth workers in tools and activities

Experiential participation on beneficial activities

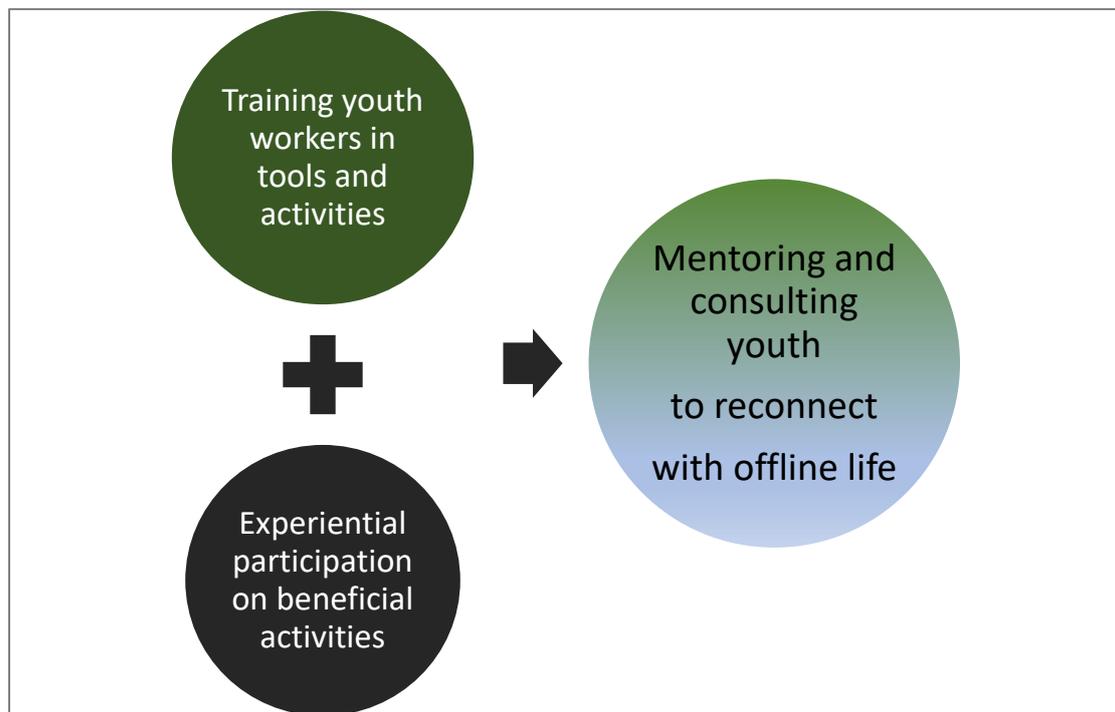Mentoring and consulting youth

to reconnect

with offline life

Figure 1. The project in brief

The present toolkit, through its theoretical, practical, as well as experiential content, will offer youth professionals a pool of knowledge, skills, guiding tools and self-reflective procedures that will be effective for a healthier use of digital devices and internet by the young.

Physical activity and digital overuse

Internet addiction is a problem that has to be monitored and given more attention, particularly among male students. Research results highlight the need for early preventive and protective interventions and point out that effective strategies should promote the benefits of physical activity. Indeed, smartphone overuse by adolescents and youth can be reduced by increasing sports participation and involvement in physical activity and it is recommended that educational institutions use sports and exercise as an interventional strategy to deal with smartphone overuse among the student population.

Interestingly, internet overuse is found to be connected with eating disorders. Recent studies have shown that among high school students there is negative correlation between internet overuse and physical activity, and positive correlation between internet overuse and disturbing eating habits. As the physical activity scores increased, the time spent on the internet lessened and the risks for internet addiction and eating disorders decreased.

The excessive use of digital screen devices is also held responsible for various physical effects, such as forward neck posture, slouched posture, rounded shoulders and even injuries to the structures of the cervical, the thoracic and the lumbar spine. Psychosomatic effects may also appear, such as fatigue, ineffective sleep and obesity behaviours. Physical interventions may help treat those effects, and a number of easy-to-follow tips could be suggested to adolescents and young people. It appears that physical activity can improve the function of the brain, as it reduces the feeling of anxiety, improves sleeping quality, reduces the syndrome of ¨brain fog¨ and increases levels of dopamine and serotonin.
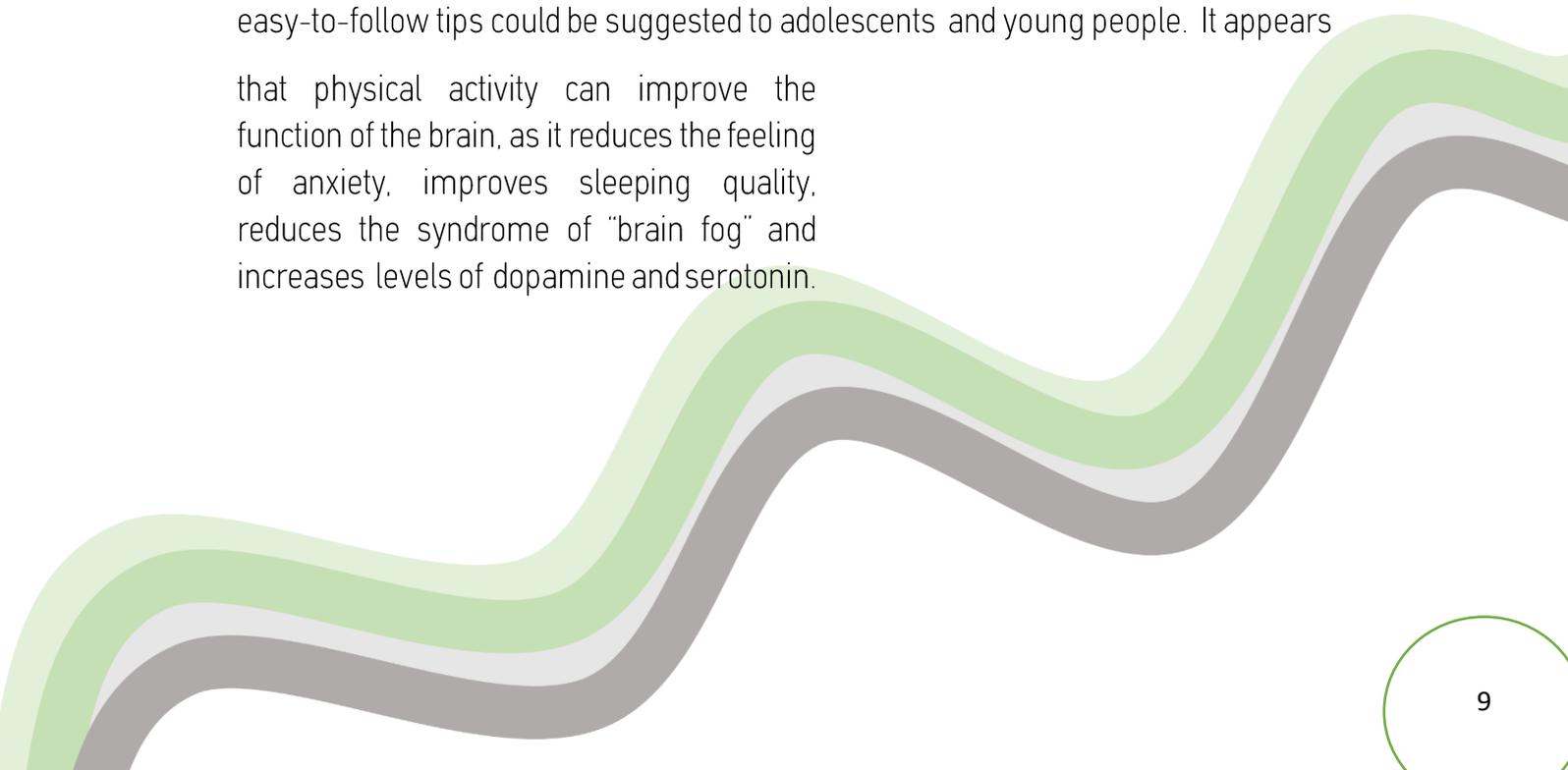
Eventually, physical activity increases satisfaction, self-respect and enthusiasm for life.

Qi-Gong is a suggested physical activity that combines intellectual and physical stimulation. It was developed thousands of years ago in China and is part of traditional Chinese medicine, but is also used as a holistic exercise that involves body, mind and spirit and affects breathing, heartbeat, and digestion. As part of the traditional Chinese medicine, QiGong supports that people tend to feel better when energy travels freely in body and mind and, in contrast with that, health issues may come up if energy is blocked in a certain area of the body. This is why, as a holistic exercise, QiGong focuses on the control of breathing and of the body-posture, to unblock energy, as its name reveals. However you pronounce it, qi gong, chi kung, chi 'ung, or chi gung, this system of coordinated body-postures and movements, breathing and meditation is translated as "cultivation of the energy of life". Relaxed breathing, which is crucial in QiGong, calms the sympathetic (fight-or-flight) nervous system and activates the parasympathetic (rest-and-digest) nervous system, with positive impact in reducing anxiety. The motion sequences and static healing postures of QiGong activate the body, increase mental and physical consciousness and also improve the sense of wellbeing, as they allow for meditation, visualization and relaxation. Better wellbeing and mental clearness improve resistance to dysfunctional screen behaviours and physical stimulation helps prevent or overcome physical effects of the overuse.

Systemic approach

Systemic approach has been applied in coaching and counselling, based on the epistemological paradigm of constructivism. It argues that reality is modified by the observer, in the sense that human systems are altered by the effect of observation. Focusing on flaws and disadvantages may increase self-devaluation and reduce self-efficacy. This is the turning point that allows for psychosocial, psychosomatic and even psychopathological behaviours to emerge. Difficulties in social life, combined with poor attention to the physical needs and neglect of the emotional needs, cultivate a negative perception of the self, that focuses on personal weaknesses and addressed to the individual as a misfortunate or guilty figure trapped in a repetition of flaws.

On the other hand, the more we observe our strengths and capacity, the more we develop our skills and a positive self-perception. Constant and deliberate highlighting of a person's positive points, experiences of success, present acquisitions, pleasant memories and positive predictions for the future, and even lessons learnt from failures and past mistakes, multiply self-awareness resources. Solution-focused techniques, one of the most effective interventions of systemic approach, that are also well appreciated in the practice of coaching and mentoring, may be applied in youth work, in order to quantify problems, help gain control over them, and maximize an individual's capacity of solutions.

Our perspective on addiction

With the vast majority of the worldwide population owning a mobile phone and internet access rising by in the under-aged, it is not strange that experts stress the danger of an internet addiction pandemic. Traditionally, the term addiction has been used to refer to overuse of psychotropic substances (substances that affect the function of the nervous system such as alcohol or drugs), However in the last decades, the term has been also used to describe excessive occupation with activities, such as work, gambling, sexual intercourse, and most recently with digital screen devices.

Some of the prevailing explanatory models about addiction emphasize the biological factor and blame a biological predisposition or a neurotransmitter imbalance or a brain dysfunction for the result of addiction (biological models, medical/disease models). Others, highlight the dysfunctional coping strategies of the addicts and suggest that resolving the underlying psychological conflicts may eventually solve the problem of addiction (psychodynamic Model). For some, the lack of spiritual fulfilment is held responsible for the void that addicts attempt to fill by the overuse that they do (spiritual model), while others stress out that insufficient education on coping skills in combination with peer pressure and learning through observation cause the symptom of addiction (environmental model).

Indeed, the development of skills seem to be of great importance, but the perspective shared by the authors of this toolkit is multidimensional. For a start it is a professional choice to consider addiction as a systemic problem and not a problem of the individual. We appreciate the suggestion offered by the existential model that the person who develops addictive behaviours suffers from a lack of life meaning, but it is our intention to not neglect the social and
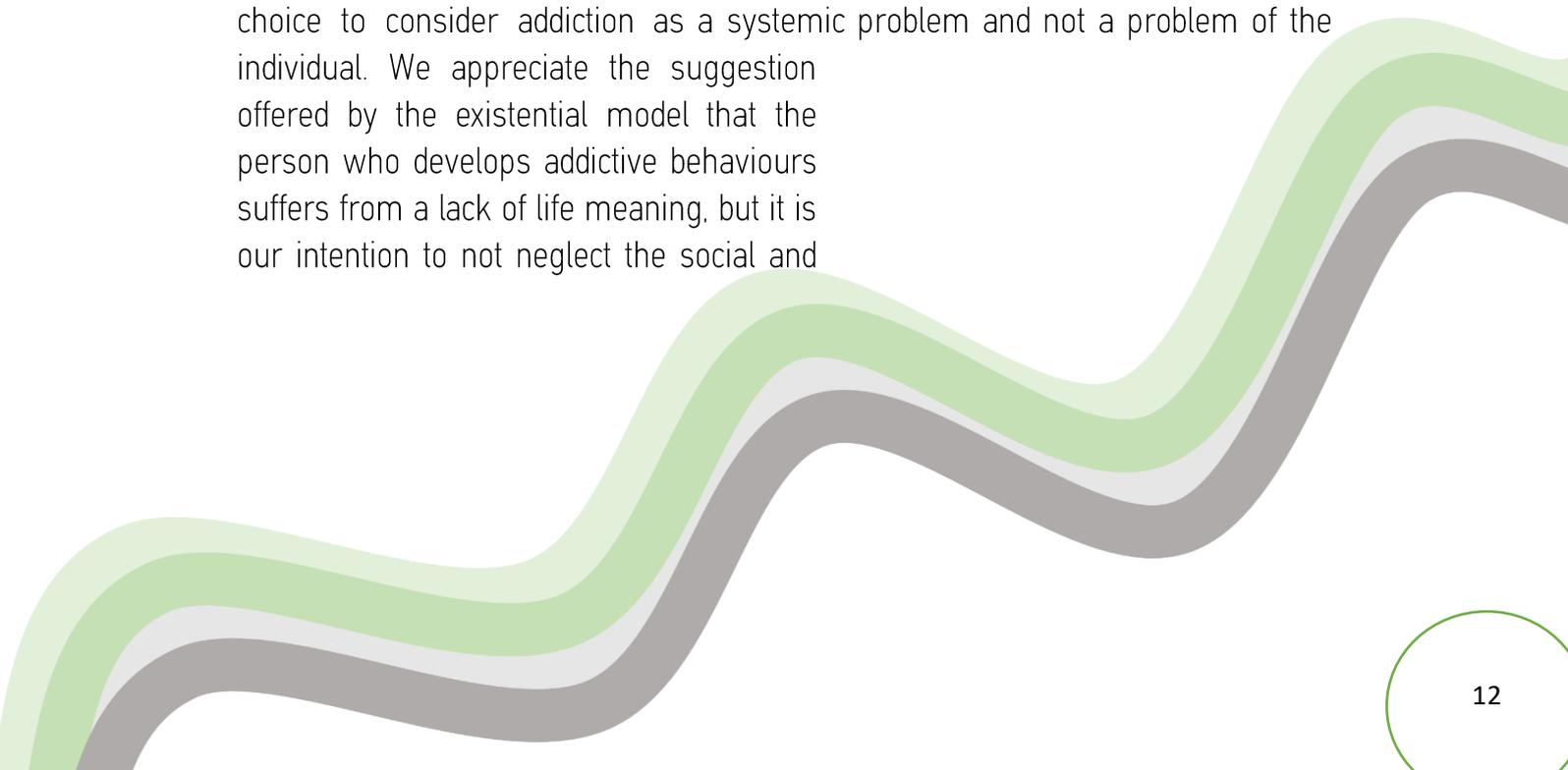
physical aspects of addiction, in favour of the emotional ones. In line with the biopsychosocial model, addiction may be seen as the coincidence of an individual at risk or under psychosocial stress, a society that causes stress to its members and an addictive substance or habit, that is effective as a stress relief or a pleasure boost. And the use of digital screen devices, digital games, social media and the internet in general are exactly such habits.

Internet addiction is not an official diagnosis, but rather a term under construction. So far, the American Psychiatric Association has included in Section III of the

Figure 2. A multidimensional model of addiction

diagnostic manual DSM-5 the condition ¨Internet gaming disorder (IGD),¨ which includes both online and offline gaming (2013), Following the World Health Organization's recognition of IGD as a disease, the ¨gaming disorder¨ diagnosis was added to the ICD-11 in 2018. Digital addiction is conceptualized as a compulsive need to use digital devices such as mobile phones, computers, the Internet, video games, and social media, to the extent that it interferes with a person's life and stops them from doing important things. The 'fear of missing out' is a dysfunctional behaviour that is relevant with digital addiction in young people. It involves anxiety and an impulsive tendency to stay online, receive messages in the social media, and participate in information interaction passively or actively. A combination of physical activation, social skills development and emotional awareness may serve as a prevention and alternative to the escape and thrill promised by digital devices overuse.
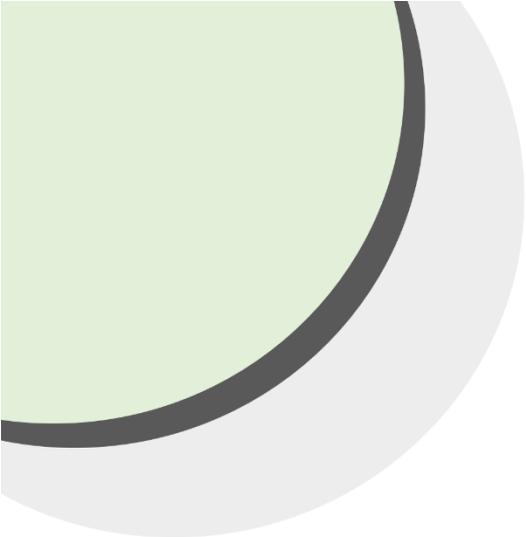
About the toolkit

According to Youth Workers Needs Analysis Report [2.0 (YW2.0), 2018] 70-75% of them find digital services critical for their work and 32,57% regard Project management and Smartphone apps development, as well as social media and Programming and web development as the most important digital skills for their line of work. Youth workers' need for digitally updated skills is often looked after. However, findings point out that the entire population is digitally over-active. According to the latest published Eurostat figures, 81% of the adult population in Europe use the internet at least once per week, and 72% use it on a daily basis, with an increase of 31% and 40% respectively.

European youth workers themselves are prone to the excessive screen use of the digital era, as they have been asked to use those resources not only for leisure but mainly for work reasons, especially during and after the Covid-19 crisis, which made remote and online services a necessity. They may themselves be vulnerable to a dysfunctional use of the internet and screen devices, and find themselves at a loss when it comes to supporting young people who need to counterbalance the negative effects of the digital overuse. They themselves have to re-invent natural and in-person ways of communicating with and supporting the youth, and ensure that they maintain a healthy relationship with digital devices and the internet themselves.

Developing young people's skills and attitudes and creating stronger relationships and collective identities are some of the pillars of youth work. Experiential exercises guided by youth workers can be very effective, as young people are more open to professionals who understand their views and problems and can offer practical solutions and not only theories.

The content of the toolkit combines some well-appreciated and current methods of intellectual, emotional and physical

activation as well as skills building, such as cognitive maps, group reflections, neurolinguistic programming (NLP), mindfulness, guided visualization, meditation, constructivist thinking, experiential learning, self-monitoring, solution focused techniques and other systemic approach methodologies.

More specifically, the toolkit will present activities that may be used for the fulfilment of physical needs, activities that may be efficient for the cover of social needs and activities relevant with the emotional needs of the young.

Activities for the fulfilment of physical needs

Activities for the fulfilment of social needs

Activities for the fulfilment of emotional needs

Figure 3. The Toolkit in brief

Activities

for the fulfilment

of physical needs

Activity 1	Physical effects of overuse of digital devices
In brief	When we use digital devices with screens, such as smart phones, tablets, laptops, our body applies a particular posture that is potentially responsible for musculoskeletal issues which involve pain and muscular dysfunction. The frequency of use of these devices and the degree of neck flexion while we hold them, affect the extent of the neck and shoulder burden.
Materials	Projector, presentation Whiteboard, marker Paper sheets, writing material
Methods, techniques	Learning through presentation Model learning Self-reflection Experiential learning
Estimated time	40 min
Aim	Participants are expected to realise physical effects of the excessive use of digital screen devices, self-reflect in the effects that they personally encounter, and be able to make a relevant conversation.
Steps	Preparation Ask participants to pick up their smart phones or tablets and use them for five minutes. Step 1 Give half participants a piece of paper with the secret message "notice someone else's body posture" for another three minutes.

	Step 2
	Then give the other half participants a piece of paper with the same massage for another three minutes. Step 3 In the end ask participant of the first half to describe the body posture that their co-participants had. Ask the same from participants of the second half. What do you notice? Who had a better posture? Were participants of the first half urged to improve their body posture when they noticed their co-participants? Did they for example straightened up their back or neck? What is the body posture that we all end up taking after a prolonged use of digital screen devices? Step 4 Make a presentation using powerpoint or a whiteboard, including some of the following information. Physical effects of excessive use of digital screen devices: • forward neck posture • slouched posture • rounded shoulders • injury to the structures of the cervical spine • injury to the structures of the thoracic spine • injury to the structures of the lumbar spine • risk for accelerated degenerative spinal changes • eye strain • headaches • back aches • blurred vision • carpal tunnel syndrome Psychosomatic effects of excessive use of digital screen devices:

	• obesity behaviours • fatigue • ineffective sleep Tips for pain-free use of smart phone 1. Stand or sit upright, don't slouch or slump. Try to use a desk that may allow for an up straight spine placement. 2. Keep the phone at eye level. 3. Minimize the floating of your arms in front of the body. It is a good idea to use pillows under your upper arms or elbows to hold them up while you hold / scroll/ play on your smart phone. 4. Find more than one alternatives for resting your elbows: use opposite hand, ribs, a desk and knees as possible options. 5. Use phone's voice dictation instead of texting in order to keep your thumb well. Tips for pain-free use of laptop 1. Adjust the screen at such a height that your neck stands straight and the screen does not exceed eye level. Eyes should point directly at the top third of the computer screen. You may place the screen lower if it helps you rest your eyes and neck. 2. Elbow should be at the side, bent 90 degrees, or slightly more. 3. Arms should be in the same line with the palm, so that the wrists are straight, not lean up, down or left, right. Forearms should be parallel with the floor when typing. Place the keyboard near the body so you don't have to bend over to type. 4. Thighs should be parallel to the ground and soles touching all the way down. If necessary, support your feet with footrests. 5. The chair should be designed to support the lumbar curvature of the spine. It should have good lumbar support and large back

	for the rest of the whole back. Sit upright and look straight ahead. 6. There must be enough space for the mouse. Use is optional carpal supports, paying close attention to the carpal tunnel where it is located at the bottom of the wrist, which should not be restricted. 7. Using an adjustable document base would be helpful when working on computer combined with manuscript reading. The base must be located at same height and have the same slope and distance as the screen.
Suggestions	Remind participants to always take intermittent breaks to rest their body and eyes from the effects of the use of digital screen devices. You may use some of the indicative images that portray the effect of the use of screen devices on the body posture (see Appendix) in order to enhance visual understanding of the information that you deliver to the participants. Alternatively, you may use simulation, indicating some of the physical effects or some of the tips on a live model such as a colleague.

Activity 2	Getting to know yourself
In brief	This is an emotional awareness meditation activity, that helps improve the participants' focus to here-and-now and enhances their relation to their physical feelings.
Materials	Chairs, armchairs Paper and writing material
Methods, techniques	Meditation Neurolinguistic Programming Guided visualisation Reflection
Estimated time	40 min
Aim	Participants are expected to raise their physical self-awareness and enjoy the benefits of deep relaxation and a friendly encounter with their physical feelings. Distinguishing between emotions and physical feelings may also help participants realise that body too has a language. Writing about the experience aims to help participants reflect and increases their understanding and familiarity with their physical feelings.
Steps	Preparation Make sure that participants are in a comfortable sitting position. They may be sitting in a seminar seat or an office chair or in a cushion on the floor. Ask them to let their spine be straight and long and let their shoulders drop. Ask them to gently close eyes, or just look down or in front of them looking but nor focusing on anything.

Step 1
Keeping a low and steady voice-tone, give participants the following instructions:

- As you sit here, notice where your body makes contact: your feet touch the floor, maybe your back in laying on the back of your seat.
- Notice your breathing. For the next five breaths, follow each inhalation and exhalation, feeling or imagining the breath flowing in and out of the body.

Step 2
Continue by giving the instructions below, in order to guide participants move their attention from their breathing to the rest of their bodily feelings.

- Now shift your attention from your breath to your body and begin to "scan" your body slowly from head to toe noticing any sensations or feelings that are present.
- You may locate numerous sensations or feelings throughout the body. For the purpose of this exercise, choose an emotion to focus on for now.

Step 3
Ask participants focus end elaborate on one body feeling by the following instructions.

- Notice where in your body this feeling is ... what part of the body holds this feeling? How big or small is the feeling?
- Where are its ends? Are these edges sharp or soft?
- Does emotion have colour? And if so, does the colour change or stay the same?
- Is the feeling heavy or light?
- Does it move or stay still?

	• Is it hard or soft? Is it rough or smooth? If you could touch it with your hand, what texture would it have? Step 4 Ensure that participants make use of their neurolinguistic capacity by offering the instructions below. Keep the same tone of voice al the way through the end of the meditation. • Now, if you were to give this feeling a name, what would it be? Can you spot it? Can you give a label? • If a name for this feeling doesn't come to mind, that's okay. Be kind to yourself and continue to observe the feeling in the body with curiosity and non-judgment until the nature of that feeling becomes clearer to you. • Continue to recognize this feeling for another five minutes or so. When you feel you have reached a level of comfort and understanding of this feeling, gently open your eyes and bring your attention back to the room you are in. Step 5 Ask participants to proceed with reflection, by writing about their experience with the activity in as much detail as possible.
Suggestions	This activity may be performed in group as well as in an individual setting. It is suggested to apply the activity to young people that you have supported before and have established rapport with them and not in a first meeting or group session. The activity can be performed by almost any youth worker, given the compliance with the guidelines.

Activity 3	My many senses
In brief	This activity is called "multi-sense" to emphasize on participants' ability to tap into their active senses to achieve the beneficial effects of mindfulness, and provides instructions for quickly practicing mindfulness in almost any situation. All that participants have to do is notice something that they encounter with each of their five senses.
Materials	Spacious room
Methods, techniques	Neurolinguistic programming Guided visualization Reflection Group work Focused exploration Qualitative evaluation
Estimated time	30 min
Aim	Participants will get in touch with the sensory variety that surrounds us, yet remains unnoticed most of the time. Self-awareness that makes deep and positive change sustainable will be raised with this activity that develops a broad sensory perception, which has been defected by the audio-visual focus of the digital screen devices. The use of Tibetan singing bowls, with their vibrating sounds, will reinforce the effect of this experiential activity, which may facilitate change in attitudes and everyday habits.
Steps	Step 1 Ask the participants to notice five things they can perceive with their vision. Propose them to look around you and focus their attention on five things that they can see. Advise them

to try to choose something that don't usually notice, like a shadow or a small crack in the wall.

Step 2
Ask the participants to notice four things they can perceive with touch. Propose them to give their attention to four things that they can feel at the moment with any part of their body that feels touch, such as the texture of their clothes, the feel of the air on their skin, or the smooth surface of the table where they rest their hands.

Step 3
Ask the participants to notice three things they can perceive with their hearing. Suggest them to take a moment to listen and make a mental note of three things that they can hear in the background. It could be the chirping of a bird, the hum of a mechanical device, or the sounds of traffic from a nearby street.

Step 4
Ask the participants to notice two things they can smell. Tell them to focus their attention on smells that they normally filter out, no matter if they are pleasant or unpleasant. Maybe the breeze carries a smell of pine trees if you're outside, or the smell of a neighbourhood fast food restaurant if you are having this activity in an office.

Step 5
Ask the participants to notice two things they can taste. Advise them to focus on one thing that they can taste at the moment. They may drink a refreshment, chew a piece of gum, eat half a fruit bar. Or notice the current taste in their

	mouth or even try opening their mouth to search the taste of the air.
Suggestions	This is a quick and relatively easy activity by which young people may be guided relatively simply and quickly into a state of mindfulness. Exercise is also helpful for young people with disabilities. In order for the activity to be practiced by young people with visual impairments, skip the first visual observation instruction, and continue with the next ones. The activity may be applied in a group or individual setting.

Activity 4	Knowing your learning style
In brief	This is an experiential activity applied in a group setting to compliment change in attitudes and everyday habits. People communicate using different styles because they experience the world differently through various senses, and in neuro-linguistic programming,
Materials	Singing bowls Projector, presentation Whiteboard, marker Paper sheets, writing material VAK Learning Styles Self-Assessment Questionnaire
Methods, techniques	Mindfulness Learning through presentation Learning through example Quantitative assessment methods
Estimated time	60 min
Aim	Participants are expected to raise self-awareness and connection with their physical needs and emotions. Multiple intelligence and a person-centred understanding of how cognition function functions will be raised.
Steps	Preparation Introduce the VAKOG system with a ppt presentation or with the help of a whiteboard where you can highlight the basic points of the VAKOG theoretical framework. • Researchers have identified five representational systems

commonly and collectively known as the VAKOG systems.
Each system corresponds with one of our senses
V — Visual
A — Auditory
K — Kinaesthetic
O — Olfactory
G — Gustative

- For most people one of these systems functions as predominant, and it is the main system through which they conceive the world and learn more easily. It is usually one of the first three, V — Visual, A — Auditory or K — Kinaesthetic.
- Excessive use of the internet and digital screen devices results in the exclusive use and fatigue of the visual system. Sight gets overwhelmed with intense visual imagery and the mind leaves the auditory and mostly the kinaesthetic (not to mention the olfactory and gustative) unused and their capability wasted.
- Traditionally, a youth worker, in a meeting of support with young people, will make use only of only their auditory system (while speaking and offering information or suggestions), un-attending the other systems. After all our world is full of sounds and vibrations. We are bombarded with environmental sounds caused by human progress; the hum of appliances, industrial noise, the sound of traffic, notifications from our self-phones.
- Young people will be able to better accumulate and use information or suggestions we offer them, if we use a context that applies to their preferable system of understanding and learning.

Step 1

Introduce the VAK Learning Styles Self-Assessment Questionnaire (see Appendix) and ask participants to answer the given questions. The Questionnaire consists of 30 questions, each with three possible answers. Emphasize that there are no right or wrong answers, and make an effort so that the participants will first answer and then read the accompanying explanation and scoring of the questionnaire.

Step 2
Ask each participant to count their answers so that they may know which one is their predominant representative system, that is the main system through which they conceive the world and learn more easily. Propose them to also consider the last two systems, olfactory and gustatory, and contemplate on how these may also be predominant, thus helpful in learning. This may be obvious in each participant's speech.
For example,

If the visual system is predominant for someone, they will perceive the world through the sense of sight and use expressions such as:
I see what you mean.
Let's have a look at this
I look forward to meeting you
I need to observe this more carefully.
Can you show me what you're talking about?

If the auditory system is predominant for someone, they will rely a lot on the sense of hearing, speak faster, incline their head so as to better listen to what is being said. They will use language expressions like the following:
I'm listening.

I hear you.
You now listen to me carefully.
That idea doesn't sound right to me.
Oh, I like the sound of it
What this tells me, is that I can trust her.
I'll talk to her about it.
Does it ring a bell with you?
Just whisper it into my ear, I won't tell a soul.

If the kinaesthetic or the sense of feeling is the predominant for someone, they will show a tendency towards breathing slowly and heavily and experience the world through their feelings. They will seem to move slowly, speak slowly and need more time to process information as compared to those with more Visual or Auditory
tendencies. They will be using expressions such as:
This plan doesn't feel right to me.
I quite like the feel of that idea.
I need time to digest all this information.
The words washed over me like waves.
I could feel my stomach knotting up.
I felt weak at the knees.
I can feel their pain.
Let's touch base once we have worked through this.
I'm cool with that idea.
That makes me feel hot all over.

If the olfactory system is predominant for someone, they will be all about the sense of smell, odours and perfumes, and their language expressions will include some of the following:
I don't like the smell of it.
She has a nose for the truth.

I can smell a lie a mile away.
There's something fishy about the situation, it stinks.
You better keep your nose to the grindstone.
Don't let them get a whiff of our plan.
He has a nose for business, he can sniff a good idea in a pile of bad ones.

If the gustatory system is predominant for someone it means that they will appreciate life's flavours, and may use expressions like:
I want to give him a taste of his own medicine.
Let me chew some more on this idea.
It is a really sweet memory for me.
I remember the bitterness of those years.
Her personality is bubbly like bubbles of champagne.

Step 3
You may delve deeper into the preferred learning style by noting down the "type" of each participant, and making sure that any future meetings of support with them will use a context that corresponds to each one's predominant system. For example, if someone is a visual type, make sure that in future meetings, you use a visual presentation or relevant language expressions like "Can you see the big picture of here?". If someone is an auditory type, try to have their favourite music as a background in your meetings of support and ask questions like "do you feel that you are being heard?" or "Try not to be too loud in your communication with your parents". If someone is a kinaesthetic type, suggest to have outdoor meetings in order to offer walking coaching and use expressions such as "Don't hesitate to reach out" or "Does this feel right?". If someone is an olfactory type or mixes olfactory and another type, make sure to offer interesting

	experiences for their nose in your future meetings, by lighting smelling sticks, and use expressions like "Friends can smell a lie" or "You have a good nose for career opportunities". If someone is a gustatory type, try to prepare a couple of beverages, or herbal teas to accompany your meetings and ask whether their life situation "leaves a bitter taste in their mouth" or whether "they feel sweet for themselves".
Suggestions	The activity may be performed in a group or an individual setting. In any case, the results of the questionnaire may be used in any future individual meetings as an indicator of the context (visual, auditory, kinaesthetic, olfactory, gustatory) of the communication. Please note that this is not a scientifically validated testing instrument – it is a free assessment tool designed to give a broad indication of preferred learning style(s).

Activity 5	Digital awareness checklist
In brief	This daily checklist refers to monitoring of routines involving the use of digital and screen devices and may offer young people a transformative experience, based on the observation that changes in behaviours allow for changes in attitudes.
Materials	Projector, presentation Whiteboard, marker Paper sheets, writing material
Methods, techniques	Learning through presentation Model learning Motivation enhancement
Estimated time	30 min
Aim	Participants are expected to raise self-awareness and be motivated to enact self-monitoring in their everyday lives, thus increase their focus on offline life, and maintain a healthier use of digital and screen devices
Steps	Ask the participants to run this digital awareness checklist every day so as to effectively change their behaviours concerning their dependence on social media and their attitudes concerning screen devices.
	Morning Checklist This checklist has been designed to be completed in as little as 45 minutes, creating a quick, perfect start to your day. 1 Note down what you are grateful for this morning 2 Think about your goals 3 Stay away from social media

	4 Record your positive affirmation 5 Exercise for 30 minutes 6 Eat a nutritious breakfast
	Evening Checklist This Evening Checklist has been designed to be run in as little as 10 minutes, creating a quick, perfect end to your day. 1 Note down what you are grateful for from your day 2 Think about your good deed for the day 3 Remember to stay away from social media 4 Consider how to grow further 5 Prioritize relaxation
Suggestions	The activity may be described in a group or individual setting and from that point on it is applied on a personal basis, although periodical monitoring and supervision may take place in group meetings. Additionally, the Daily Routine Checklist may be used complimentary.

Activity 6	Daily Routine Checklist
In brief	Self-monitoring activities and checklist are used in order to establish a healthy everyday routine that performs as a basis for the prevention of addictions. The Daily Routine Checklist serves as a self-care monitoring perceiving the day as a circle around work. It is characterised by simplicity, yet this is the reason why it can easily be applied, and personalized to best fit each one's routine.
Materials	Projector, presentation Whiteboard, marker Paper sheets, writing material
Methods, techniques	Learning through presentation Model learning Motivation enhancement
Estimated time	30 min
Aim	Participants are expected to develop their self-efficacy and self-trust, with the constant use of this monitoring checklist that may raise their productivity.
Steps	Ask the participants to run this daily routine checklist every day so as to ensure that they make the most of their time.
	Before work: 1 Wake up early 2 Spend 30 minutes exercising 3 Have breakfast 4 Interact with family or roommates

	During work: 5 Spend some time laying out the day 6 Plan out your breaks 7 Do your work
	After work: 8 Roughly plan your next working day 9 Unwind for the evening
Suggestions	The activity may be presented in a group or individual setting and from that point on it is applied on a personal basis, although periodical monitoring and supervision may take place in group meetings. It addresses to young people who are working, and use demanding work as a justification for the lack of self-care.

Activity 7	Physical self-assessment
In brief	This physically oriented activity combines a series of monitoring and motivational exercises for the enhancement of the physical state that is often impaired by the effects of a dysfunctional or excessive use of digital screen devices.
Materials	Projector, presentation Whiteboard, marker Paper sheets, writing material The Self-Assessment Pain Scale sheet
Methods, techniques	Learning through presentation Model learning Self-assessment Experiential learning
Estimated time	30 min
Aim	Participants are expected to acquire methods and techniques that will help them estimate and overcome the physical effects of the excessive use of digital screen devices, self-monitor their physical state and the level of the physical pain that they feel on an everyday basis and gain motivation to include physical exercise in their daily routine.
Steps	Step 1 Make a presentation using powerpoint or a whiteboard, including some of the following information, about assessing the aerobic fitness by running or jogging, testing the muscular strength and endurance by a push-up and a sit-up procedure, calculating the body composition by the body mass index, and monitoring the levels of experienced physical pain by the Self-Assessment Pain Scale (see Appendix).

Suggest that a way to assess aerobic fitness is to time oneself on a 1.5-mile (2.4-kilometer) run or jog. Use the table below to show the times that are generally considered indicators of a good fitness level or suggestions for need for improvement, based on age and sex.

Good fitness results based on timing of 1.5-mile run

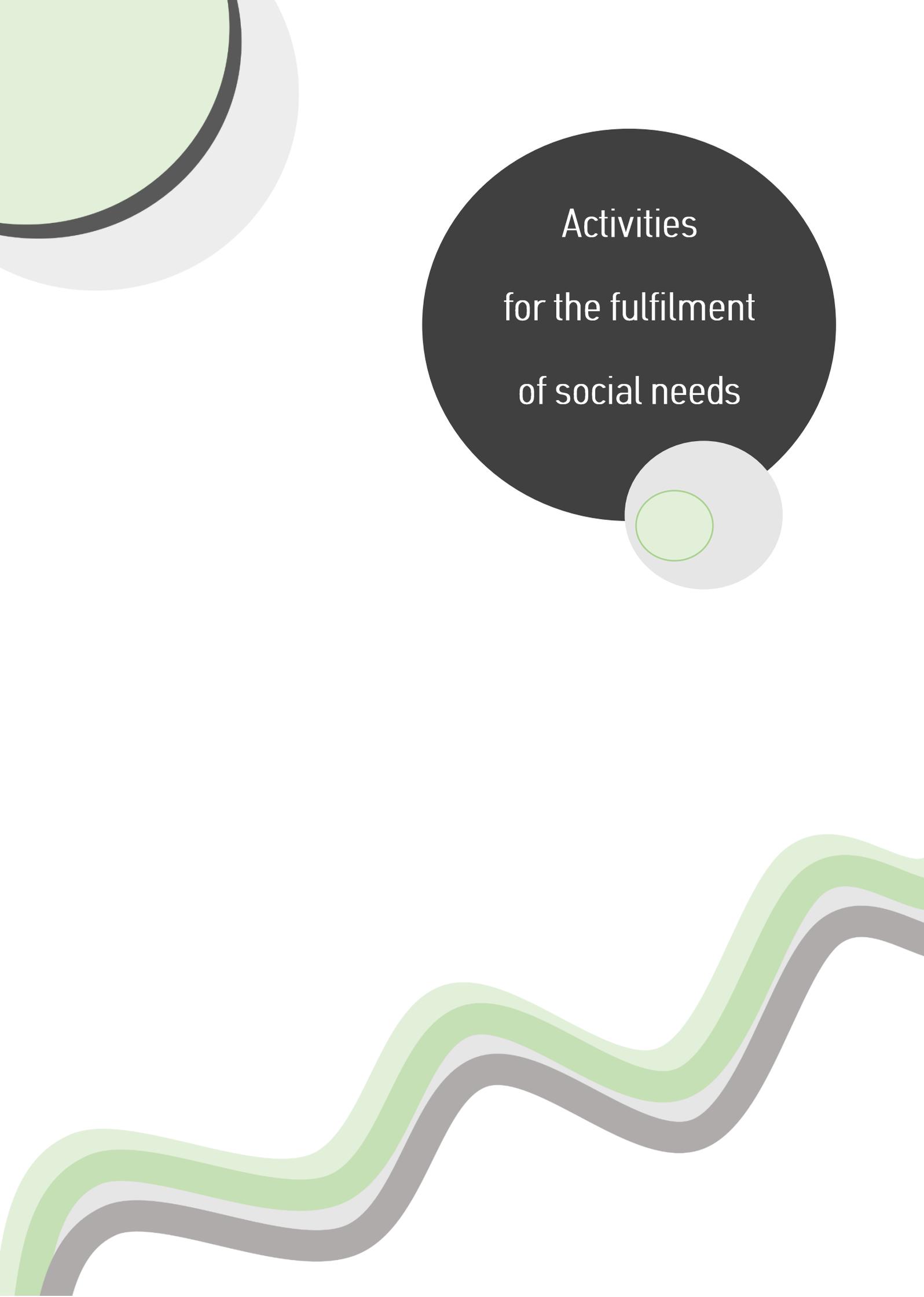| Age	Women: Time in minutes	Men: Time in minutes
25	13	11
35	13.5	11.5
45	14	12
55	16	13
65	17.5	14

Then demonstrate the following table that shows the number of push-ups that indicate satisfactory muscular strength and endurance, based on age and sex.

Good fitness results for pushup counts

Age	Women: Number of pushups	Men: Number of pushups
25	20	28
35	19	21
45	14	16
55	10	12
65	10	10

Muscular strength and endurance can also be measured by a sit-up count, with counts above the indicators of the following table generally meaning better fitness. However, note that push-up counts may be a more accurate indicator of fitness.
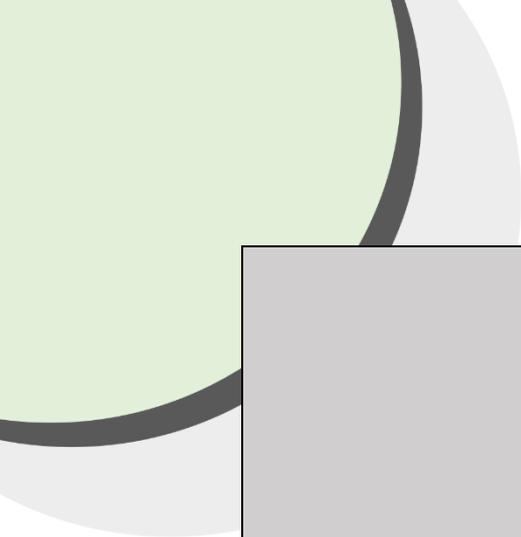
Good fitness results for situp test

Age	Women: Number of situps	Men: Number of situps
25	39	44
35	30	40
45	25	35
55	21	30
65	12	24

Step 2
Present the Body Mass Index (BMI) is a calculation to participants. BMI indicates whether the amount of body fat that one acquires is within healthy levels. Invite participants to determine their BMI using the following BMI table, where weight in kilograms must be divided by height in meters squared.

Interpretation of BMI results

BMI	Weight status
Below 18.5	Underweight
18.5-24.9	Normal weight
25.0-29.9	Overweight
30 and above	Obesity

Step 3
Ask participants to use the Self-Assessment Pain Scale and monitor the levels of physical pain that they experience. Let then participants engage in a reflective discussion

Suggestions	The activity can take place in an open space or a gym. It is suggested to ask participants to wear sports outwear, so that they may have the opportunity to enact some of the self-monitoring exercises in real time.

Activities

for the fulfilment

of social needs

Activity 8	Contact through feelings
In brief	As the name of this exercise suggests, it involves the use of eye-contact and non-verbal communication to better understand each-others' feelings, how to connect emotionally with others and how important eye-contact is for an effective emotional connection. The activity enables non-verbal communication in a three-step motif, resembling a visit to an art gallery or a museum, where strangers come across each-other.
Materials	Index cards (ex portraits, copies of paintings) Paper sheets and writing material
Methods, techniques	Non-verbal communication Active listening Focused exploration Reflection
Estimated time	30 min
Aim	Participants are expected to acquire a better understanding of their own and of other people's feelings and develop the skills to properly interpret non-verbal communication signs expressed by their young beneficiaries (instead of emojis!), be better active listeners for young people, and be able to talk about the importance of personal contact for understanding and emotional connection.
Steps	Preparation Choose and some index cards and distribute them to the participants. Then then ask them to spread out the cards

	around the room. Tell the participants to imagine visiting an art gallery or a museum. Step one a) Ask the participants to wander around the room as if they were in a public place while not making eye-contact nor body-contact with anybody else. They may improvise and move anyway they want. Allow three to five minutes for this Step. b) By a clap of hands, stop everyone and ask participants to take notes about their feelings on their cards. Step two a) Ask the participants to wander around the room again, and now seek for eye-contact as they pass be or encounter each other. However, at the moment they make eye-contact, they will immediately avoid it and turn their look away. Allow three to five minutes for this Step. b) By a clap of hands, stop everyone and ask them to write down their constant feelings on their cards. Step three a) Ask the participants to wander around the room once more, and now seek for eye-contact. As soon as they make eye-contact with someone they pass by or encounter, they should pair with this person. They should stand side by side and avoid eye-contact with anyone else. allow three to five minutes for this the Step. b) Stop everyone and ask them to note down their feelings them on their cards. Ask everyone to return to the group and continue with a group discussion for 10 to 15 minutes.
Suggestions	In the last step you may facilitate discussion by the following suggested questions:

	While you were going through the different stages of the exercise, how did were your feelings changing? How did you feel when you made eye-contact and had to break it immediately? How did you feel when you made eye-contact and were allowed to approach that person and pair up side by side? If it took you some time to pair up with someone, how did you feel about it? Were you anxious to find someone to make eye-contact and pair up with? Or did you enjoy taking things at your own pace? How easy was it to make eye-contact and get in touch with someone? How close did you eventually feel with people you've kept "touch" with through eye-contact; What is your guess about differences in eye-contact behaviour between different cultures and nationalities among participants?

Activity 9	Who's to speak?
In brief	This is an Active Listening Experiential exercise executed in groups of preferably three participants, who are assigned the roles of speaker, listener, observer. The activity follows a three-Step motif, and the roles are re-assigned among the participants in each step in turns.
Materials	Whiteboard Paper sheets and witing material
Methods, techniques	Brainstorming Active listening Learning through presentation Cooperative learning Systemic approach Reflection
Estimated time	40 min
Aim	Participants are expected to develop skills to properly interpret non-verbal communication signs expressed by their young beneficiaries (instead of emojis!), and be better active listeners for young people.
Steps	Preparation Gather participants and make a brief introduction about the importance of being active listeners who pay attention not only to the content of speech but also to the non-verbal signs presented by a speaker and who are interested not only in information but also in the feelings of the speaker. Ask participants to remember circumstances when they felt that they were actually and actively listened to and circumstances when they felt that they listeners were in a hurry, bored or

interrogatory. Then ask them to compare between the two and define qualities of the active listeners. Use any ideas to form a concept map on the whiteboard.

Step 1
Divide participants into groups of three. Randomly assign the roles of speaker, listener, observer to the members of each group. The listener will encourage the speaker to take on the subject "The most annoying or even harmful experience I remember having in my relation with and use of the social media and screen devices. And how I use to this day what this experience has taught me." The observer will note attitudes of the listener that help the speaker offer more information but also share feelings openly.

Step 2
Roles will be re-assigned in each group so that everyone will have a different role from Step one. The listener will encourage the speaker to take on the subject "The most helpful experience I remember having in my relation with and use of the social media and screen devices. And, how do I use to this day what this experience has taught me."
Again, the observer will note attitudes of the listener that seem to help the speaker share both information and feelings as well.

Step 3
Roles will be re-assigned in each group so that everyone will have taken every role in the end. The listener will encourage the speaker to take on the subject "The most surprising or turnover experience I remember having in my relation with and use of the social media and screen devices. And, how do I use to this day what this experience has taught me." Again,

	the observer will note helpful attitudes of the listener for the speaker to share information and feelings on the subject.
Suggestions	In case the participants cannot be divided in group of three, you may allow one or two groups include two observers. It is not recommended to leave a group with only two members. In the end, participants may be asked to share the notes they kept as observers, in order to add ideas on the concept map on the whiteboard. Open discussion may be allowed.

Activity 10	Helpful communication
In brief	This is a mindset changing activity that highlight the effect of negative predispositions on our self-image, enhances positive self-descriptions and helps develop the sense of self-worth.
Materials	Whiteboard, marker Paper sheets, writing material The Helpful Communication activity paper
Methods, techniques	Guided self-reflection Solution focused intervention Circular thinking Critical thinking Quantitative assessment methods
Estimated time	45 min
Aim	The purpose of this exercise is to guide participants to identify those who inspire them and help or encourage them achieve their goals. Eventually participants will develop better understanding on how the opinions of important others' interfere with our personal sense of self-worth and enhance their self-confidence and self-achievement perceptions.
Steps	Preparation Gather participants around a circle and give each one copy of the Helpful Communication activity paper (see Appendix) and some writing material. Step 1 Ask participants to think of two people who inspire them. These may be teachers or grandparents. However, inform them that they don't necessarily need to know these people in real life. They can

	also be a famous writer, an actor in a movie or a fictional character in a book. Step 2 Ask participants to think about what exactly inspires them in these two people and note at least three reasons per person. Step 3 Guide participants so that in the activity paper they have been given, they write a goal that they are chasing at the moment. Step 4 As, when we try to achieve something, we are bound to meet some obstacles and challenges, ask participants to note some down. Step 5 Suggest participants to think about how the two people who inspire them would think about and handle those obstacles and challenges, and note it down. Step 6 Ask participants to reflect using the questions given in the activity paper: How might their above views change their current thinking/mindset about the challenge they meet? How do other perspectives inspire them? What would the two people who inspire them think or say about their mindset and approach to the future?
Suggestions	Propose participants to make further use of the activity paper after they have filled it with their answers. When they feel like they lack inspiration, they may return to these answers and build up their sense of self-achievement and self-confidence. The activity can be performed in a group or individual setting.

Activity 11	Time Square
In brief	This is a time management activity suitable for the identification of time spent in a non-productive way to do actions that are considered a waste of time. The activity also highlights the amount of time that is frees when wasters are neglected, and the benefits of making good use of this time for productive actions.
Materials	Whiteboard, marker Paper sheets or paper cards, writing material
Methods, techniques	Time management Brainstorming Task-analysis Task-allocation Problem based learning
Estimated time	30 min
Aim	Participants are expected to increase self-awareness about time-wasters and apply time-management skills in order to organize their time in a productive way. The activity also aims at developing self-acceptance and gaining the relief that emerges from the realization that apparent procrastination may actually be overemployment with contradicting activities.
Steps	Step 1 Give every participant 3 paper cards or 3 three paper sheets. Ask participants to divide each in 24 squares. Each square represents an hour of the 24 hours in a day. Step 2 In the first card or sheet of paper, participants will write down the usual actions and activities of their usual day, not including their

	job if they are working, or their courses if they are in education or training. In the second piece of paper, participants will fill in the blank squares which represent the time that they spend in non-productive time at their workplace or in their courses for actions they consider a waste of time. In the third paper, participants will merge the first two pieces of paper together. Any blank squares remaining on the third piece of paper will represent productive time. The result will help identify any time wasters and highlight the time spent on routine activities. Step 3 Open a discussion and encourage a brainstorming about the waste of time and the wealth of time that can be freed if wasters are put aside. Propose the participants to elaborate on the subject. Use a whiteboard to write thoughts and observations that come up.
Suggestions	The activity can be performed in an individualized or group setting.

Activity 12	Self-Efficacy Scale
In brief	This is a self-assessment scale for the estimation of personal powers. Self-Assessment is a familiar first step that allows for better self-understanding and embitterment towards a goal. The awareness concerning personal powers may lead to the actualization and use of these powers, turning low self-achievement to high and poor self-confidence to rich.
Materials	Whiteboard, marker Paper sheets, writing material The Self-Efficacy Scale
Methods, techniques	Symbolization Quantitative assessment methods Thinking mased learning
Estimated time	30 min
Aim	Participants are expected to assess their own effectiveness concerning utilizing their personal strengths in everyday life in a variety of settings, including work and education and get motivation to build on their personal strengths and apply them in their daily lives.
Steps	Preparation Inform participants that the Self-Efficacy scale (see Appendix) is an easy-to-answer questionnaire that they will use to self-assess their personal potential and whether they use or neglect it. It is a questionnaire that measures individuals' perceived ability to build on their personal strengths and apply them in their daily lives. Answering it only takes three minutes! Explain that the purpose of the scale is to assess the individual's effectiveness in utilizing their personal strengths in everyday life in a

	variety of settings, including work and education, settings where the dysfunctional use of digital screen devices may interfere. Step 1 Introduce the Self-Efficacy Scale. Make sure to first offer the actual list of questions and the answer scale from 1 to 4. Encourage participants to answer every question of the scale. Step 2 Let participants assess their scoring and use the interpretation sheet. Inform that you can offer help with scoring and interpretation to participants who may need it. Allow for a reflective conversation.
Suggestions	Show the interpretation sheet only after participants have answered. In this way, you may reduce the effect of scoring expectations that could interfere with their original answers.

Activity 13	Me-Myself-and the Net
In brief	This is an experiential group activity based on the technique of systemic constellation. The use of Tibetan singing bowls, with their vibrating sounds, will reinforce the effect of this experiential exercise,
Materials	Spacious room, such as a conference room or a classroom with open space Provision for 3 seats or 3 square meters for each participant
Methods, techniques	Systemic approach Circular approach Guided visualization Neurolinguistic programming Tibetan singing bowls
Estimated time	30 min
Aim	Participants are expected to improve self-observation and realize the type of relationship that they hold with the internet and screen devices. Critical thinking and neutrality will be developed. Psychological defences are expected to lessen and useful changes may become possible, in a creative way that enables modification of thoughts, attitudes and behaviours.
Steps	Preparation At the beginning of this activity, help the participants feel that they are in an environment where they can feel safe. Curtains may be closed and each participant may have three seats or a space of two square metres available. Ask participants to focus on their breathing for a while.

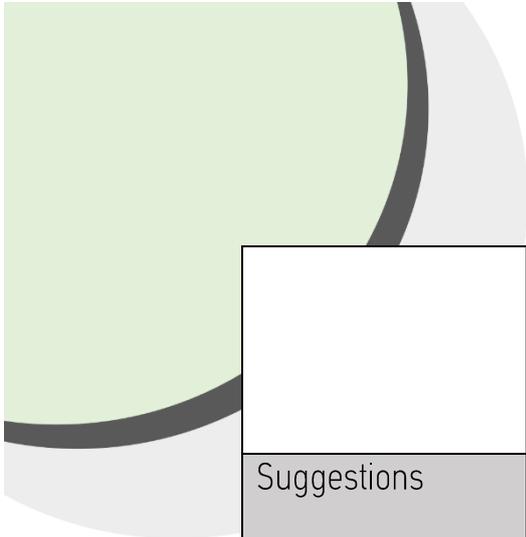|	Step 1
	Ask participants to sit on one seat or stand at one spot of their space, close their eyes and think of themselves as internet users. They may try to remember a particular place inside their house where they usually sit when they access the net by their digital screen device or recall a typical workday and how often or for how long they stay online. Suggest them to silently name the feelings that they feel now that they are connected with this part of themselves.
	Step 2
	Ask participants to move to a second seat or to another spot in their space and think of themselves as the internet, no matter how strange this may seem. Suggest them to act as if they were the internet's voice, and silently number one by one all the positive effects of internet in their lives as well as all the opportunities that the net has made available.
	Step 3
	Ask participants to move to the third seat or to a last spot in their space. Suggest them to imagine a future version of themselves, or a parent-like version of themselves and think of all the kindness, the unconditional acceptance and the protective attitudes that will be expressed by this version. What are the advices shared by that part of the self, concerning the amount of use of the internet? What does this understanding -yet protective- version of their self recommend? What is it saying in wisdom and kindness?
	Step 4
	Now participants may return to their original seat or spot. After they have heard on one hand the internet's arguments in favour of its use and on the other hand the concerns of the

	parent-like wise and understanding version of the self, they can contemplate and imagine what would be a combined attitude or set of behaviours that could allow the self, use the internet creatively and to a regulated extent.
Suggestions	In the end, participants may be asked to share their experience and reflect about the exercise. The use of Tibetan singing bowls, with their vibrating sounds, will reinforce the effect of this experiential exercise, which can be performed by almost anyone, given the experience and suitable step-by-step guidance.

Activity 14	Change of Perspective
In brief	This activity presents a pool of suggestions about minor changes in mindset or behaviour that allow for more self-caring on our lives.
Materials	Whiteboard, marker Paper sheets, writing material Drawing material
Methods, techniques	Brainstorming Group reflection Solution-focused intervention Self-monitoring Cooperative learning
Estimated time	40min
Aim	Participants are expected to expand their perceptions of self-care types and self-care actions they engage into in their everyday lives and at the same time develop
Steps	Preparation Gather participants and open a conversation about self-care. Do they know these concepts? Are they familiar with the necessity of self-care in our lives? Step 1 Divide participants into groups of three and let them discuss about whether they take any actions of self-care in their everyday lives. Such actions may involve meditation, physical care, getting around friends, walking in the nature. Ask each group to try and define one emotional self-care action, one physical self-care

	action, one social self-care action and one spiritual self-care action. Step 2 Ask the participants to keep on discussing in their groups about a self-care mindset. Suggest them to make a list of thoughts that could be included in such a mindset and then a list of thoughts that should be excluded from such a mindset. Step 3 Introduce the list of self-care mindset and actions in all four aspects, emotional, physical, social and spiritual (see Appendix). Step 4 Engage participants in e reflective discussion. You may ask, those who wish, to dare an open declaration or a type of commitment about future changes that could fulfil their self-care needs, and allow the rest of the group to encourage or congratulate them.
Suggestions	The proposed activity may serve as an example or inspiration. You can create a list of several possible self-care suggestions that encourage participants to change their perspectives and embrace self-caring attitudes and behaviours. Be bold and creative, allowing you to identify new and different potential activities. Include suggestions that you could actually do yourself, that are feasible at the place where you live, that you can propose to young people that you support, and fit their lifestyle and values. Alternatively, in a longer version of the activity that will last 15 more minutes, you may ask participants to produce a group output, like a self-care poster, using drawing material

Activities

for the fulfilment

of emotional needs

Activity 15	Dictionary of Emotions
In brief	This is a productive, self-awareness raising activity with an expected written output for each participant. In the end, participants will be able to connect their negative feelings with their dysfunction thoughts that accompany or even cause them.
Materials	Whiteboard, marker Paper sheets, writing material
Methods, techniques	Mindfulness Guided visualization Solution focused intervention Learning through example Project based learning
Estimated time	45 min
Aim	The goal of this activity is to help the participants become aware of the impact of the thoughts they make on the feelings they produce. Given that thoughts have the power to shape how one feels, both positively and negatively, by becoming aware of the impact of thoughts on emotions, participants may learn how to disrupt a negative cycle of dysfunctional thinking and feeling or how to start a positive cycle of creative thinking and feeling. Participants will become aware of how dysfunctional cycles of thinking and feeling may be nurture dysfunctional relationship with the internet, social media and screen devices. Moreover, the activity increases the level of empathy, through the discussion with the group. Eventually, participants will have produced their personal dictionary of feelings.

Steps	Preparation
	Ask participants to take a sit, ensuring that they feel comfortable. Propose them to observe the rhythm of their breathing, as they inhale and exhale. Emphasize that there is no need for them to force their breathing to be deeper or slower than it is. They are simply asked to observe it, how deep or sallow it is, how quick or slow it is. Ask them if they would say that such a type of breathing is relevant with certain emotions (ex, quicker if we are having a stressful day with feelings of anxiety, slower of we are having a peaceful day with feelings of tranquillity, sallower of we are feeling excited, deeper if we are feeling relaxed.
	Step 1
	Breathing is related to feelings in the same way as feelings are related with thoughts. Feelings go hand in hand with specific thoughts. Ask the participants to define some feelings they generally feel with reference to the thoughts that usually accompany them. For example, when they feel sorrow, they might think "my future is hopeless." If they feel anger, they think "things must be my way and my way only."
	Step 2
	Encourage participants to create a personal "emotional dictionary". This dictionary will contain a definition of each feeling, based on the particular thoughts that accompany them and even cause them. For example, "Self-confidence = what I feel when I make thoughts that I am able to do important things in my work" "Guilt = what I feel when I make thoughts that I am responsible for my parents' emotional state". Describe that creating this dictionary can help identify thoughts that upset them when they feel bad but don't know why.

|	
	Step 3 Ask participants to imagine a train, the railway and wagons are thoughts, the destination is the feelings they want to feel. What are the sentences/thoughts that consist the wagons and railway of this train? Ask them to verbalize and write them down, in an epimeter at the end of their dictionary.
Suggestions	Some of the definitions written down in each participant's dictionary of emotions, can be shared out loud with the rest of the group. But this is not obligatory. Depending on the wishes of the participants, the youth worker may urge them share something openly, or not. The activity can be performed in a group or individually.

Activity 16	Self-care board
In brief	This interactive activity produces a touchable output for every participant. It involves creating a visual self-care board, made out of natural materials. Participants will make collections of images and words that reflect ideas for self-care changes. Materials found in the open natural environment (ex, leaves, pieces of wood, soil) may be used, combined with handicraft materials (ex, glue, ribbons).
Materials	Leaves, pieces of wood, soil Seeds, acorns Glue, scissors ribbons and handcrafts material Drawing material Hard paper in A3 dimensions
Methods, techniques	Visualization Experimenting Focused Exploration
Estimated time	45 min
Aim	The goal of this activity is to help the participants become aware of the inner meaning of a self-caring life and use their creative thinking, representative skills and artistic tendencies to visualize a self-care concept.
Steps	Preparation Take a walk in a pretty spot, at a forest path, or in a beautiful park. Visit the area beforehand in order to make sure that it is not very wet, inaccessible or filled with industrial waste. Carry some handicraft materials with you too. Step 1 Ask each participant to choose among concepts such as communication, progress, freedom, life meaning, offline life.

	Step 2 Encourage participants to create a personal "emotional dictionary", a board that will be a visual representation of the particular concept/concepts they have chosen. Participants will make collections of images and words that reflect ideas for self-care changes and combine the use of drawings, natural objects like leaves, pebbles or flowers and/or words. **Step 3** Create a natural gallery consisting of the produced boards, contemplate and share thoughts about the visit to this museum of self-care.
Suggestions	The activity is performed preferably in the nature (forest, seaside, park) but an also take place indoors, as long as there is a spacious room and a variety of handicraft materials.

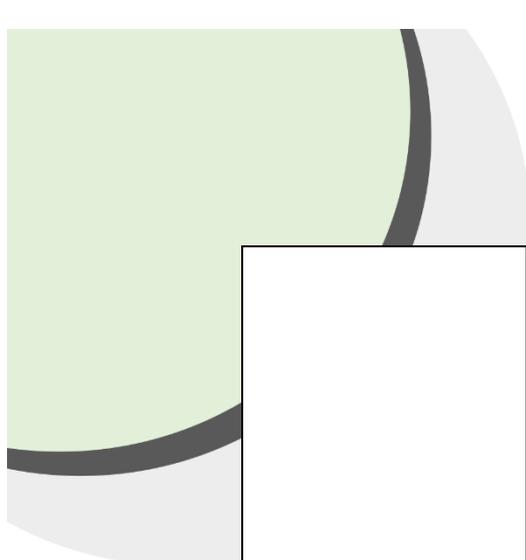| Activity 17	Daily Self-Care checklist
In brief	Self-care is rather a necessity than a luxury. This checklist is used in order to insert and maintain brief yet effective daily habits that allow for self-care to become a core element of everyday life. The Daily Self-Care checklist serves as a motivation for a daily routine that looks after both body and mind.
Materials	Projector, presentation Whiteboard, marker Paper sheets, writing material
Methods, techniques	Learning through presentation Model learning Motivation enhancement
Estimated time	30 min
Aim	Participants are expected to increase the level of self-care and their self-expectation about self-care, through the actions of self-monitoring and receiving the benefits f wellness in their everyday lives.
Steps	Ask the participants to run this daily self-care checklist every day so as to ensure that they turn providence for the wellbeing of body and mind into an easy automatized routine.
	Morning wellness preparation 1 Follow a morning routine that includes nutritious breakfast and stirring physical activity 2 Prepare for work

	Post-work wellness assessment on a scale of 10 3 Assess your physical wellness of the day 4 Think about your intellectual wellness of the day 5 Consider your vocational wellness of the day 6 Look after your emotional wellness of the day 7 Examine your spiritual wellness of the day 8 Assess after your social wellness of the day 9 Think about your environmental wellness of the day 10 Look after your financial wellness of the day
	Evening: 11 Follow an evening routine that includes taking care of your physical needs (ensure you have had a meal or have dinner) as well as your social needs (interact with close others, family, friends) 12 Think of ways to improve wellness tomorrow
Suggestions	The activity may be described in a group or individual setting and from that point on it is applied on a personal basis, although periodical monitoring and supervision may take place in group meetings.

Activity 18	Life meaning checklist
In brief	This questionnaire which explores the topic of life meaning, life purpose and life priorities serves both as a diagnostic tool, a goal setting helper facilitator and an intervention-introductory action, and is in line with the person-centred approach about addiction.
Materials	Life meaning checklist Writing material
Methods, techniques	Symbolization Quantitative assessment methods Reflection Thinking mased learning
Estimated time	40 min
Aim	Participants are expected contemplate on the personal meaning in their own lives and develop a sense of purpose and personal self-worth. The perception and the respect to the personal life meaning will be measured. The activity also aims at the realization of how the fulfilment of the life purposes operates as a prevention of addictive behaviours and goal setting.
Steps	Preparation Start a discussion about the meaning of life and its importance in the prevention of psychosocial problems and set the question of whether participants could define their personal life meaning, without sharing it with the group. Step 1 Present the Life Meaning Checklist (see Appendix) and ask participants to fill it.
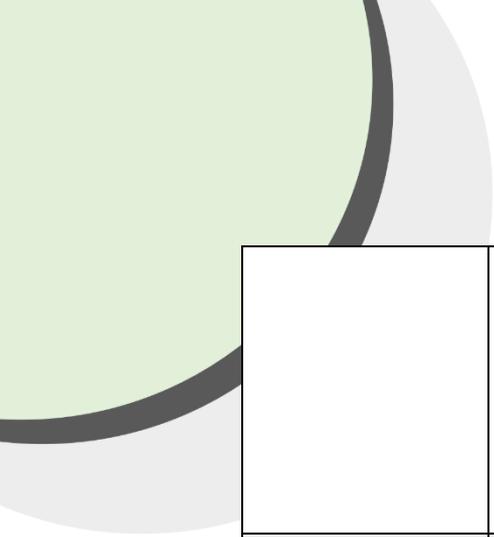
	Step 2 Engage participants in an open reflecting discussion about thought they have come up with or changes they might do in order to ensure that their personal meaning has a more solid presence in their lives.
Suggestions	This activity can take place in a group or an individual setting and is very productive for modification of attitudes.

Activity 19	A letter to myself
In brief	As the name of this experiential activity suggests, it involves the production of a personal letter by each participant addressed to the self. Participants will listen to the sounds of singing bowls and the youth worker will guide them to visualise or even actually write a letter in paper. Participants who actually write the letter will be urged to open it three months later.
Materials	Singing bowls Paper and writing material
Methods, techniques	Mindfulness Guided visualization Free exploration Solution focused intervention
Estimated time	30 min
Aim	Participants are expected to raise self-awareness in a way that makes deep and positive change sustainable. The purpose of this activity is to help realize the levels of self-acceptance and gradually increase the positive self-descriptions.
Steps	Step 1 Ask participants to write a letter addressed to themselves, and open it three months later. Emphasize that the letter should include four basic elements, such as positive advice to the self about things it would be nice to change, congratulations to the self for small and large achievements, apologies to the self for any quarrels and injustices towards

	it, and attribution of forgiveness towards the self for any wrong actions. Step 2 Ask participants to safely keep this letter and open it three months after it is written. Offer time to participants to discuss how writing the letter made them feel. Propose them to elaborate on the self-accepting and positive view of the letter, based on the guidelines of Step 1.
Suggestions	The activity can be performed in an individualized or group setting. Participants who do not feel ready to actually write the letter, may contemplate on it and record it on their own personal time and space. Multiple applications of the activity, with repetitions over time are recommended.

Activity 20	Archery
In brief	This experiential activity guides participants to think of a specific goal they wish to achieve and visualize a circular archery target centred on what they desire, making use of the beneficial effects of NLP and the group energy.
Materials	Chairs and armchairs Singing bowls
Methods, techniques	Neuro-lingustic programming Guided visualization Focused exploration Solution focused intervention Problem learning
Estimated time	30 min
Aim	Participants are expected to get engaged in a mindset change as this activity will increase their self-awareness and self-reliance. As often low expectations stem from negative predispositions about the self, the purpose of this activity is to signify target setting as the key prerequisite for success.
Steps	Preparation At the beginning of this activity, help the participants to feel that they are in an environment where they can feel safe. Curtains may be closed and self-phones put on the silent mode. Step 1 Ask participants to close their eyes and think of a specific goal they wish to achieve. This may take a few minutes. Ask them to nod when they have specified the goal in their minds.

	When all participants have nodded, ask them to visualize a circular archery target centred on what they desire. Step 2 Continue with the following instructions, delivered in a calm steady voice: "Imagine that you are holding a bow in your hands. Stretch it and imagine that you from the holding of your hands, you transfer to your bow all your faith, strength, will and any other quality you feel is necessary to conquer the goal that you envision. When you feel fully capable, let your bow find the target. Imagine the arrow hitting its centre and form the image of what you desire. Hold the image steady for a few minutes. When you feel that your connection with your goal is complete, take a deep breath and gradually bring your concentration back to your body. When you are ready, open your eyes."
Suggestions	In the end, participants may be asked to share their experience as archers, and describe the goal they have visioned to achieve. Open discussion may be facilitated. Preferably, the activity may emphasize from the beginning on goals that are relevant with the subject, such as maintaining functional and healthy use of the digital screen devices or overcoming addiction to the social media. The use of Tibetan singing bowls, with their vibrating sounds, will reinforce the effect of this experiential exercise, which can be performed by almost anyone, given the experience and suitable step-by-step guidance.

Activity 21	Getting S.M.A.R.T.
In brief	In this goal setting activity the discussion on smart targeting is going to take place and a vague or seemingly unattainable goal will be in vivo transformed into a feasible one.
Materials	S.M.A.R.T. goal activity paper Writing material Whiteboard and marker
Methods, techniques	Task analysis Problem solving Learning through example Project-based learning
Estimated time	40 min
Aim	Participants are expected to acquire better understanding on how confusing or unattainable targets may turn into feasible ones, and develop the skills of target identification, evaluation of options, decision making and decision implementing. By avoiding procrastination and improving their sense of self-efficacy, participants will be less in need the social media parallel life as an outlet of their negative feelings. Critical thinking will also be enhanced.
Steps	Preparation Hand the activity paper and a pen or pencil to each participant but kindly ask them to keep the paper upside down. Warm up by offering triggers for discussion. You may use these indicative questions: "How satisfied are you with the way you set and achieve your goals?", "Think of a goal you set and succeeded in achieving – Think of a goal you set and failed to achieve – How did one goal differ from the other – How did

you approach each goal differently? (ex, step-by-step, with time planning). Note key words and common ideas on a whiteboard.

Step1
Present the S.M.A.R.T. goals concept and ask participants to look at the activity paper. Explain the terms Specific, Measurable, Achievable, Realistic, Time-bound and offer brief examples of reverse goals: one specific and one vague, one measurable and one not measurable, one achievable and on that is not, one realistic and one unrealistic, one that is time-organized and one that is not.
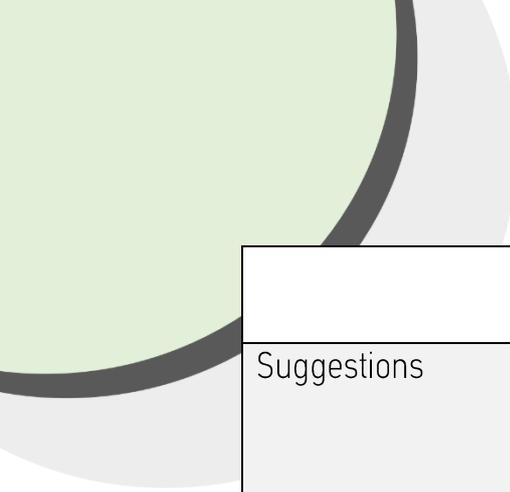
Step 2
Present pairs of targets and ask participants to decide which one is Specific, Measurable, Achievable, Simple, Realistic, Time-bound and which one is not (ex, To be more social// To make small talk with my fellow students or colleagues during breaks, To use the smart phone less // To use the smart phone at the 50% of the time that I now spare on it.). Encourage live discussions and ask participants to give explanations for their decisions.

Step 3
Ask participants to each come up with a real-life target that they want to set in the thematic area of digital screen devices usage and relation with the social media and internet or online games. Then propose them to adapt this gal step-by-step by applying the qualities of Specification, Measurability, Achievability, Realism and Time-binding in order to make the goal smart!

Step 4

|	Allow open discussion and reflection.
Suggestions	Participants may be motivated to suggest themselves reverse goals that are specific and not, measurable and not etc. in Step 2 of the activity. This activity may be performed in a group or an individual setting.

Project partners

POREIA YGEIAS (Health Route), Greek coordinator of the project and implementor of the training course, is an interdisciplinary social coop, established in 2014 with the aim to provide psychosocial support to the general population and vulnerable groups, education and training to the youth and adults as a certified Lifelong Learning Center, and vocational & social integration of excluded groups, as operator of the regional Social & Solidarity Economy Center. The coop is made by professionals with high expertise and working experience as coaches, adult trainers, youth trainers, serving addicted people, families of addicts, educators, psychologists and NEETs. It is the coop's understanding that in order to promote changes, the whole community should be addressed, both the young and those who educate them, both the vulnerable ones and those who support them, all members of society, those at risk and the resilient ones.

AEGEE-Burgos is an organisation made of local young volunteers from the city of Burgos, Spain, related to the University of Burgos and more than 100 antennae of the AEGEE-Network in all Europe, apart from other local associations. It is a multidisciplinary organisation, treating a wide variety of topics through local and international activities. Its main users are other local youngsters interested in developing themselves in a personal and professional way, and international students from the University of Burgos. Most of these users have shown a considerable dependence on their smartphones in most of the activities, thus meaning a disconnection from each other that sometimes affects the development of the activities. By taking part in this project, it is expected that its youth workers will be able to develop working methods to reduce de dependance on electronic devices of their users, and also to be able to share them with other organisations linked to AEGEE and with
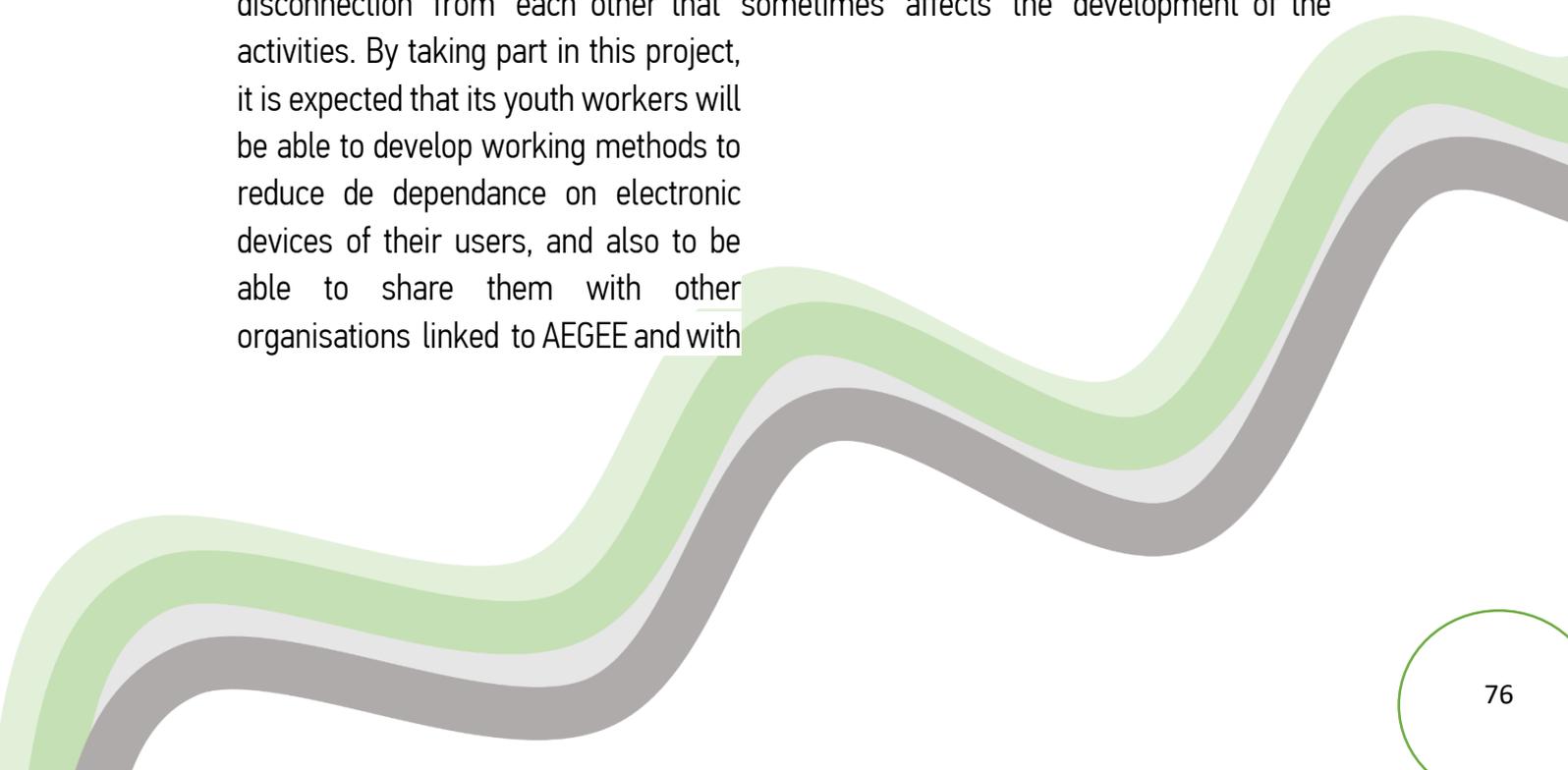
similar problems.

CreActive (Poland) is a relatively new NGOs but its main focus is around non-formal learning. This NGO encourages youth, trainers, youth workers, and teachers to change their way of learning to be more alternative and youth-friendly. They organise workshops for teachers, students, youth, and people in their local community who want to learn new skills and values through NFE, art, drama, music, photography. Also, it aims to develop the idea of European citizenship and European values. Bringing the idea of a tech free environment in the local community will be something new, challenging and showing to youth that they do not necessarily need hi tech to enjoy their lives.

The Sirius Centre has a great interest in the participation in the TECH FREE Training Course, as they have identified the need among youth workers to get acquainted with tools and learn new skills that will allow them face the challenge of the digital dependence that they are struggling with.

Mastronauta is a cultural organisation with a big impact in their region. They promote cultural activities for and organised by local young artists. They have been active in the Erasmus+ since 2019, so they are relatively newcomers, even if they have already taken part in some other project within its framework. They are in search of meaningful projects that will not only offer a good opportunity to their participants to have an international experience but that will also benefit them, and their local community, beyond the duration of the project.

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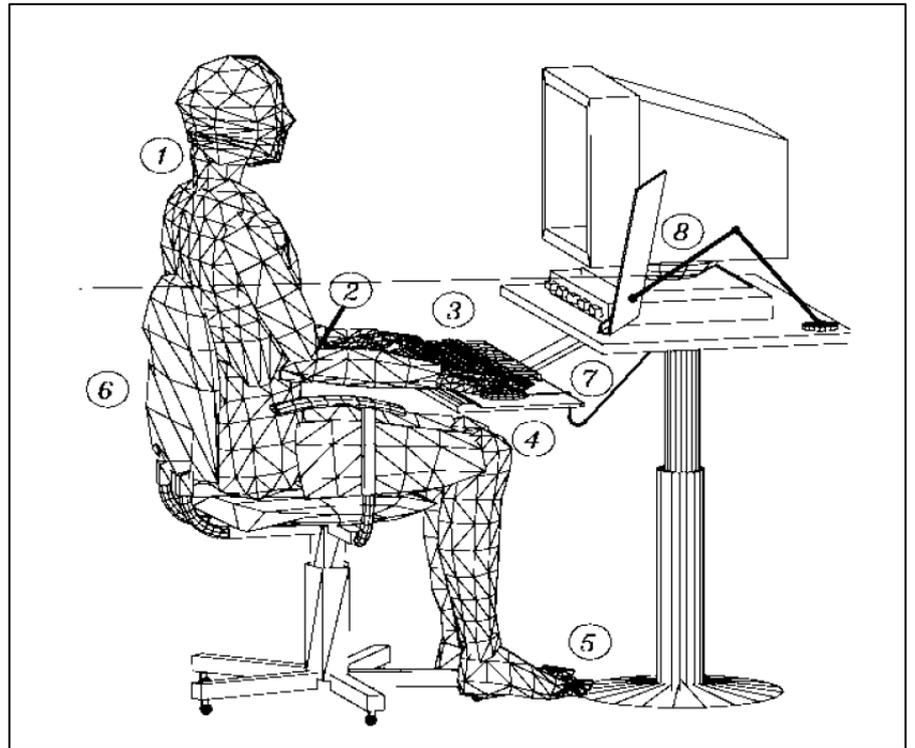
Appendix

Images about the physical effects of overuse of digital devices
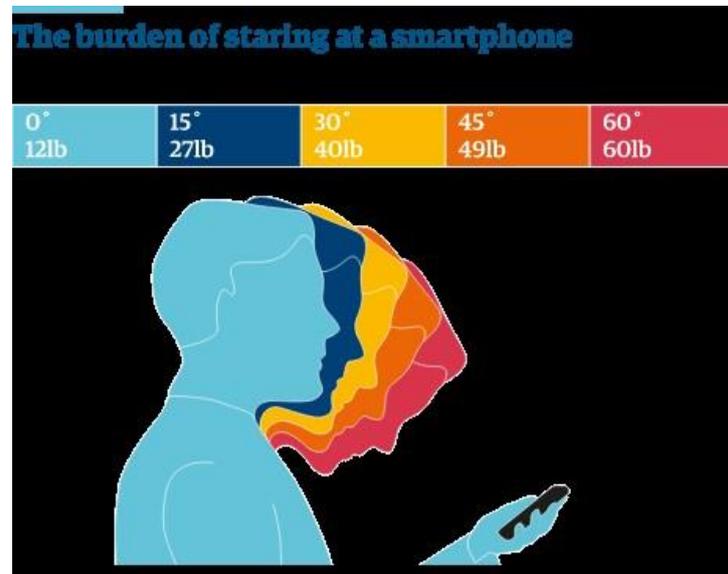
Graphics: Mario Ledvai

Source: Surgical Technology International

Source: Information Technology

VAK Learning Styles Self-Assessment Questionnaire

Circle or tick the answer that most represents how you generally behave. There are no right or wrong answers! (It's best to complete the questionnaire before reading the accompanying explanation.)

1. When I operate new equipment I generally:		
a) read the instructions first	b) listen to an explanation from someone who has used it before	c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for travelling I usually:		
a) look at a map	b) ask for spoken directions	c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:		
a) follow a written recipe	b) call a friend for an explanation	c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:		
a) write instructions down for them	b) give them a verbal explanation	c) demonstrate first and then let them have a go

5. I tend to say:		
a) watch how I do it	b) listen to me explain	c) you have a go

6. During my free time I most enjoy:		
a) going to museums and galleries	b) listening to music and talking to my friends	c) playing sport or doing DIY

7. When I go shopping for clothes, I tend to:		
a) imagine what they would look like on	b) discuss them with the shop staff	c) try them on and test them out

8. When I am choosing a holiday I usually:		
a) read lots of brochures	b) listen to recommendations from friends	c) imagine what it would be like to be there

9. If I was buying a new car, I would:		
a) read reviews in newspapers and magazines	b) discuss what I need with my friends	c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:		
a) watching what the teacher is doing	b) talking through with the teacher exactly what I'm supposed to do	c) giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:		
a) imagine what the food will look like	b) talk through the options in my head or with my partner	c) imagine what the food will taste like

12. When I listen to a band, I can't help:		
a) watching the band members and other people in the audience	b) listening to the lyrics and the beats	c) moving in time with the music

13. When I concentrate, I most often:		
a) focus on the words or the pictures in front of me	b) discuss the problem and the possible solutions in my head	c) move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishings because I like:		
a) their colours and how they look	b) the descriptions the sales-people give me	c) their textures and what it feels like to touch them

15. My first memory is of:		
a) looking at something	b) being spoken to	c) doing something

16. When I am anxious, I:		
a) visualise the worst-case scenarios	b) talk over in my head what worries me most	c) can't sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:		
a) how they look	b) what they say to me	c) how they make me feel

18. When I have to revise for an exam, I generally:		
a) write lots of revision notes and diagrams	b) talk over my notes, alone or with other people	c) imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:		
a) show them what I mean	b) explain to them in different ways until they understand	c) encourage them to try and talk them through my idea as they do it

20. I really love:		
a) watching films, photography, looking at art or people watching	b) listening to music, the radio or talking to friends	c) taking part in sporting activities, eating fine foods and wines or dancing

21. Most of my free time is spent:		
a) watching television	b) talking to friends	c) doing physical activity or making things

22. When I first contact a new person, I usually:		
a) arrange a face to face meeting	b) talk to them on the telephone	c) try to get together whilst doing something else, such as an activity or a meal

23. I first notice how people:		
a) look and dress	b) sound and speak	c) stand and move

24. If I am angry, I tend to:		
a) keep replaying in my mind what it is that has upset me	b) raise my voice and tell people how I feel	c) stamp about, slam doors and physically demonstrate my anger

25. I find it easiest to remember:		
a) faces	b) names	c) things I have done

26. I think that you can tell if someone is lying if:		
a) they avoid looking at you	b) their voices changes	c) they give me funny vibes

27. When I meet an old friend:		
a) I say "it's great to see you!"	b) I say "it's great to hear from you!"	c) I give them a hug or a handshake

28. I remember things best by:		
a) writing notes or keeping printed details	b) saying them aloud or repeating words and key points in my head	c) doing and practising the activity or imagining it being done

29. If I have to complain about faulty goods, I am most comfortable:		
a) writing a letter	b) complaining over the phone	c) taking the item back to the store or posting it to head office

30. I tend to say:		
a) I see what you mean	b) I hear what you are saying	c) I know how you feel

Now add up how many A's, B's and C's you selected. There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.		
A's =	B's =	C's =
If you chose mostly A's you have a VISUAL learning style. If you chose mostly B's you have an AUDITORY learning style. If you chose mostly C's you have a KINAESTHETIC learning style.		

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation below.
When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s).

VAK Learning Styles Explanation
The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles. When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

Someone with a Visual learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

Someone with an Auditory learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

Someone with a Kinaesthetic learning style has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

Helpful communication

1	Person 1: .... Person 2: ....
2	I'm inspired by person 1 because: .... I'm inspired by person 2 because: ....

3	Write a goal that you are "chasing" at the moment: ....
4	Write a challenge you are trying to overcome. Alternatively, you can write about a potential challenge that may arise during the pursuit of your goal: ....
5	Person 1's perspective on my challenge: .... Person 2's perspective on my challenge: ....
6	How might the above views change your current thinking/ mindset about the challenge you face? .... How do other perspectives inspire you? .... What would the people who inspire you think or say about your mindset and approach to the future? ....

Self-Efficasy Measurement:

Generalized Self-Efficasy Scale (GSES)

		Not at all true 1	Barely true 2	Moderately true 3	Exactly true 4
1.	I can always manage to solve difficult problems if I try hard enough.	☐	☐	☐	☐
2.	If someone opposes me, I can find means and ways to get what I want.	☐	☐	☐	☐
3.	It is easy for me to stick to my aims and accomplish my goals.	☐	☐	☐	☐
4.	I am confident that I could deal efficiently with unexpected events.	☐	☐	☐	☐
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations.	☐	☐	☐	☐
6.	I can solve most problems if I invest the necessary effort.	☐	☐	☐	☐
7.	I can remain calm when facing difficulties because I can rely on me coping abilities.	☐	☐	☐	☐
8.	When I am confronted with a problem, I can usually find several solutions.	☐	☐	☐	☐
9.	If I am in a bind, I can usually think of something to do.	☐	☐	☐	☐
10.	No matter what comes my way, I'm usually able to handle it.	☐	☐	☐	☐

Directions for use

Description

The Generalized Self-Efficasy Scale (GSES) is a ten-item scale, which has been translated by Mary Wegner from the original German version by Schwarzer and Jerusalem (in Schwarzer, 1992). It assesses the strength of an individual's belief in his or her ability to respond to novel or difficult situations and to deal with any associated obstacles or setbacks.

Administration

This is a self-administered scale which normally takes two to three minutes to complete. Respondents are required to indicate the extent to which each statement applies to them.

Scoring

For each item is a four-choice response from "Not at all true" which scores 1 to "Exactly true" which scores 4. The scores for each of the ten items are summed to give a total score.

Interpretation

The score on this scale reflects the strength of an individual's generalized self-efficasy belief. Thus the higher the score, the greater is the individual's generalized sense of self-efficasy. For comparison purposes, Schwarzer (1993) presents accumulated data from 1,660 German adults who ranged in age from students to a group of older people, although the majority were adults in the community. The mean score for this whole sample was 29.28 (standard deviation = 4.6) and there were no age gender differences found between samples.

Schwarzer and Jerusalem, 1993. From "Measurement of Perceived Self-Efficacy: Psychometric Scales for Cross-Cultural Research, Berlin: Freie Universität. Translated into English by Mary Wegner.
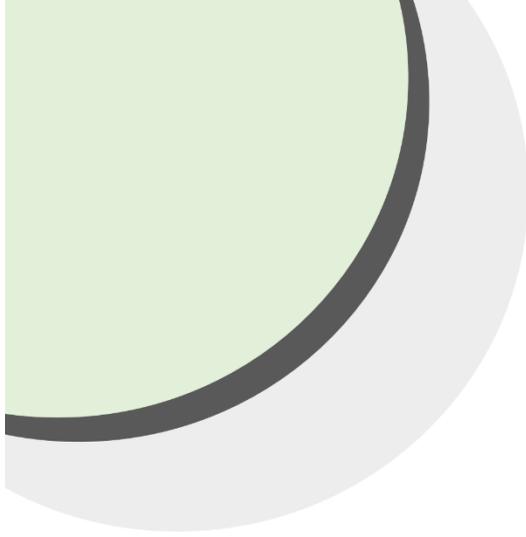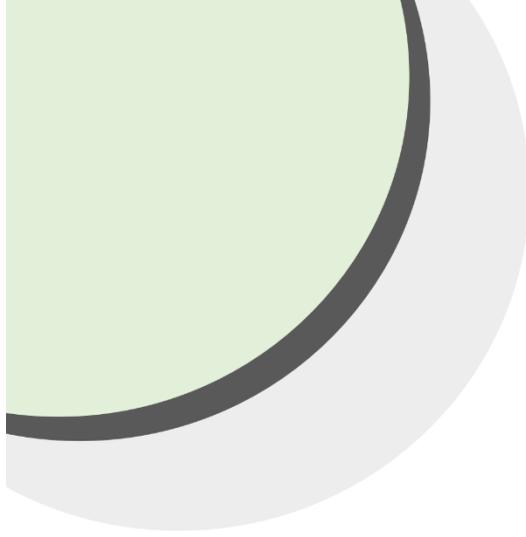
Physical, emotional, spiritual, social self-care

Emotional self-care
- Learn to say "no".
- Therefore schedule "me time" in your calendar.
- Try some easy meditation exercises.
- Try an anti-stress colouring book for adults.
- Reward yourself for completing small tasks.
- Allow your feelings to be present for a moment without judging them.
- Allow yourself to express all your emotions (in a safe appropriate environment).
- Remind yourself of the good things in life by writing a list of things you are grateful of.
- Allow yourself to make mistakes.

Physical self-care
- Do some stretching exercises.
- Take a walk and spend 10 minutes in the sun.
- Go hiking and spend some time in nature.
- Drink more water.
- Go to bed early.
- Exhaust yourself physically sometimes. Do whatever helps you feel physically tired.
- Go for a bike ride without a specific destination.

Social self-care
- When you are feeling blue and you need help, let people know you need help (ex, call a trusted friend or family member an talk).
- Choose who you spend your time with every day. Spend time with people who are enthusiastic and positive. Create the social environment that you can gloom.

- Try to gently reconnect with someone you've lost touch with or have unresolved differences with.
- Join a support/self-help group for people going through what you are going through.
- Plan a regular date night with your partner.

Spiritual self-care
- Find time for meditation in your day.
- Apply a 30' body scan meditation.
- Do something nice for someone in secret.
- Offer money to a charity of your choice or help someone in some way (ex, give your old clothes to someone who needs them).
- Find an opportunity to use your strengths.

Life meaning Checklist

Read each statement carefully and note the extent to which each sentence describes your life in a scale from 1 = strongly disagree to 10 = strongly agree.

	1	2	3	4	5	6	7	8	9	10
My life as a whole has meaning.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I am able to spend most of my time on meaningful activities and pursuits.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I have lived a meaningful life in the past.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
My whole existence is full of meaning.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
At the moment I find my life very important.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I look forward to a meaningful life ahead.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I draw a lot of personal meaning from my life to date.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I derive a lot of personal meaning from my future expectations.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Self-Assessment Pain Scale

	Have you at any time during the last 12 months had trouble (such as ache, pain, discomfort, numbness) in:	During the last 12 months have you been prevented from everyday activities because of trouble in:	During the last 12 months have you seen a physician for condition in:	During the last 7 days have you had trouble in:
Neck	☐	☐	☐	☐
Shoulders	☐	☐	☐	☐
Upper Back	☐	☐	☐	☐
Elbows	☐	☐	☐	☐
Wrists/ Hands	☐	☐	☐	☐
Lower Back	☐	☐	☐	☐
Hips/ Thighs	☐	☐	☐	☐
Knees	☐	☐	☐	☐
Ankles/ Feet	☐	☐	☐	☐

Visual Analogue Scale (VAS)

0   10

Numeric Rating Scale (NRS)

0   1   2   3   4   5   6   7   8   9   10

Verbal Rating Score

No Pain   Mild   Moderate   Severe Pain