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Inclusive solutions for youth well-being: Learning Materials for young people and Tools for practitioners

Webinar: Strengthening Support Systems for At-Risk Youth

22.05.2025

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The MEET project (Mental Well-being in Education for Disadvantaged Youth) promotes youth mental health across the Danube Region by strengthening capacities at practice, organisational, and policy levels. Co-funded by the Interreg Danube Region Programme, MEET brings together partners from 11 countries to develop inclusive tools and learning materials, foster cross-sectoral cooperation, and support policy integration of mental health in both formal and non-formal education settings.

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As part of MEET's practical outcomes, two core deliverables have been developed:

- Preliminary Version of Toolbox for Practitioners and
- Preliminary Version of Learning Materials for Young People

These resources were compiled through collaborative contributions from project partners across the Danube Region, drawing on national expertise, local experiences, and existing best practices. Each partner identified, adapted, and documented tools and materials that support mental health, emotional well-being, and social inclusion.

The resulting compilations reflect a wide variety of formats, age groups, and thematic areas,ready to be tested during the pilot phase.

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The pilot phase, starting in May 2025, aims to test and validate the tools and materials in real-life settings across partner countries. Practitioners, educators, and young people will engage with the resources to assess their relevance, usability, and impact. Feedback collected during this phase will inform the final versions, ensuring that the deliverables are practical, inclusive, and tailored to the needs of diverse target groups.

D.2.1.1 Learning materials for young people template

Material title	
Creators/Authors	
Date of creation (DD/MM/YYY)	
Languages available	
Format: (pdf., video, print, interactive etc.)	
Topic of the material (motivational material, research, training book..)	
Summary of the content (short description of the learning material)	
Age category of the target audience (between.. and ...)	
Specificity of target audience (ethnicity, gender, religion, sexual orientation etc.) if applicable	
Link/Place where this example is available, if applicable	
License (Copyright)	

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1. Name of the tool	
2. Type of tool (content exercise, ice breaking exercise, assessment/ evaluation exercise, game, other -define-)	
3. In which stage of the activity can you use it:	**Beginning** **Middle** **End**
4. Target group	**Description:** **Group size/Number (minimum, maxim)**
5. Age/Age limit	
6. Primary focus	- Psychosocial health literacy. - Life skills. - Bullying and violence prevention - Social relationships: - Stress management and relaxation: - Addiction prevention - Other
7. Aim and objectives of the tool	
8. Materials needed, settings.	
9. Duration	
10. Description	Introduction: Instructions for user step by step: Debriefing and evaluation(if needed): Tips for user (for adapting to local reality): Follow up (if needed):

11. Contraindications/Warnings (Essential considerations or limitations): Please describe any specific target group, situation, or context for which this tool may not be suitable. Include any potential risks or sensitivities that practitioners should be aware of when using this tool, especially with vulnerable groups or in particular settings.	
12. Languages available:	
13. Source (please explain from where this tool was inspired if is the case)	
14. How can the tool be adapted to different targets then the one mentioned?	

D.2.1.1 Tools for practitioners template

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The Toolbox for Practitioners is designed to support professionals who work directly with young people across a range of settings. It is suitable for educators in schools, youth workers in community programs, psychologists and social workers in mental health services, and staff in NGOs or outreach teams. The tools included can be used in both formal educational contexts and informal environments such as after-school programs or youth centers.

Whether working with individuals or groups, practitioners can adapt these tools to fit diverse needs, age groups, and learning styles, making the toolbox a flexible and inclusive resource for promoting youth mental health and resilience.

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D.2.1.3 Preliminary Version of Toolbox for Practitioners

Authors: Minea Laura, Gheta Daniela, Jurca Alexandra, Bosanceanu Alina – Nevo Parudimos Association

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Statistical overview of the tools

Based on an analysis of the toolbox, we observe:

Target groups:
- General youth population: 70% of tools
- NEETs, youth in alternative care, those with disabilities, or traumatic backgrounds: 30%
- School-aged youth (10-19 years): 60%
- Young adults (20-30 years): 40%

Age of the target groups:
- 10-14 years: 18%
- 15-19 years: 42%
- 20-24 years: 30%
- 25+ years: 10%

Primary focus of the tools:
- Mental health awareness and psychosocial well-being – 25%
- Life skills development – 20%
- Bullying and violence prevention – 15%
- Addiction prevention and decision-making – 10%
- Digital literacy and misinformation awareness – 10%
- Stress management and relaxation – 10%
- Social relationships and inclusion – 10%

Types of tools included:
- Content exercises (self-reflection, group discussions, worksheets) – 40%
- Interactive games and role-playing activities – 30%
- Icebreakers and introductory exercises – 10%
- Assessment/evaluation tools – 10%
- Digital resources and online learning tools – 10%

Each tool is presented in a structured format, making it easy for practitioners to select and implement activities that best fit their needs. The format includes:
- Name of the tool and country of origin
- Target group and primary focus
- Aim and objectives
- Materials needed and settings

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- Step-by-step instructions for implementation
- Adaptation suggestions for different contexts
- Contraindications and warnings (for sensitive topics or vulnerable groups)

These tools can be used in schools, youth centers, community workshops, mental health programs, and online educational settings, making them versatile and accessible across different practitioner environments.

Austria

1. 'To be or to appear'
2. Traffic lights
3. Strengths and resources backpack
4. Building blocks in a circle
5. Anger-Stress-Parkour

1. Name of the tool	**'To be or to appear'**
2. Type of tool (content exercise, ice breaking exercise, assessment/ evaluation exercise, game, other -define-)	**Reflection exercise**
3. In which stage of the activity can you use it:	**Middle**
4. Target group	**Description** Any type of group **Group size/Number (minimum, maxim)** Exercises for schools and for school classes, but also adaptable for small groups in public spaces
5. Age/Age limit	**Recommended for 10 years or older**
6. Primary focus	**Beauty ideals and body image**
7. Aim and objectives of the tool	Teenagers consciously engage with the topic of image processing. They recognise that the beauty presented to us in the media, on posters etc. often does not correspond to reality.
8. Materials needed, settings.	Videos or pictures, such as z.B. DOVE Film Evolution, „Celebrity photoshop before and after“: https://www.youtube.com/watch?v=17j5QzF3kqE Any setting. In schools, a video can be watched together via a projector. In street work watch via your own mobile phone. A hotspot must be offered for all those who have run out of data volume.
9. Duration	1 Lesson unit OR 45-60 minutes
10. Description	**Introduction:** The video should be selected and set beforehand. **Instructions for user step by step:** Ask the following question to get the plenum discussion started: “By seeing a picture on social media (Instagram, Tik tok) can you always tell if the image was edited or a filter was used?” Watch the video (materials) together. The pupils form small groups and work on the following questions: - What feelings arise when we compare ourselves with perfect images? - Are these ideals of beauty achievable? - Do you use image editing on your own pictures? What do you change about yourself? - Should post-processed images be labelled in the media? The most important results are then presented to the group in plenary and discussed. Tips (for adapting to local reality): if you want to work without video, you can also use pictures that show “before” and “after” comparisons of bodies (showing photo editing) instead.
11. Contraindications/Warnings (Essential considerations or	This tool can be used for any target group. Some people may be more affected by perfect images than others.
Please describe any specific target group, situation, or context for which this tool may not be suitable. Include any potential risks or sensitivities that practitioners should be aware of when using this tool, especially with vulnerable groups or in particular settings.	
12. Languages available:	**DE**
13. Source (please explain from where this tool was inspired if is the case)	**JIT adapted it from the original by GIVE - Service Centre for Health Promotion in Austrian Schools. Link to the original source (PDF)** RABEDER-FINK, Ingrid / PALKA, Violetta / BRANDSTETTER, Margot (2016): X-Act Essstörungen. Materialien zur Prävention von Essstörungen in der Schule. Institut für Suchtprävention pro mente OÖ (Hrsg.), S. 69, www.praevention.at/infobox/informationsmaterialien/schule (18.06.2019)

The document includes 50 tools from the Project Partners

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The Learning Materials for Young People are intended for use by a broad range of professionals and organizations working with youth aged 6 to 30. This includes teachers, youth workers, school counsellors, NGO staff, psychologists, and facilitators in both formal and non-formal education settings. The materials can also be used by parents, mentors, and volunteers who support young people's mental health and development.

Designed to be age-appropriate and engaging, they offer flexible formats, such as videos, podcasts, quizzes and booklets, that can be integrated into school curricula, workshop sessions, or individual learning paths. The goal is to provide accessible, relatable content that empowers young people to better understand and manage their mental and emotional well-being.

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D.2.1.4 Preliminary Version of Learning Materials for Young People

Authors: Minea Laura, Gheta Daniela, Jurca Alexandra, Bosanceanu Alina – Nevo Parudimos Association

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Statistical overview of the learning materials

Types of materials included:

- written guides and pdf documents – 40%
- interactive quizzes and exercises – 15%
- podcasts and audio content – 10%
- videos and multimedia resources – 15%
- printed books – 10%
- mobile applications – 10%

Main topics covered

- mental health awareness and emotional well-being – 25%
- stress and anxiety management – 20%
- cyber safety and digital literacy – 15%
- violence and bullying prevention – 10%
- emotional intelligence and self-awareness – 10%
- social inclusion and relationships – 10%
- financial literacy – 5%
- addiction prevention – 5%

The data shows a strong emphasis on mental health awareness, emotional intelligence, and digital literacy, while other important topics like violence prevention, financial literacy, and addiction prevention are also addressed but in fewer resources.

Learning materials available in English

Austria

- Quizzes: „Fraud, fake images & false information" And "How well do you know your way around Instagram?"

Bosnia and Herzegovina

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- Exercise "Tree of Life"
- Exercise "Appreciation Messages"
- Exercise: "A Wealth of Feelings"
- Exercise "Active and Mindful Listening"
- Exercise "Progressive muscle relaxation "

Hungary

- Emotional Maze
- Psychological tests
- EFT Tapping for Emotional Well-being
- Conflict Resolution through Role-Playing
- Silent Expressions

Slovenia

- Recommendations for regular sleep: School aged children and adolescents
- Changing the inner script: positive self-talk
- Mental Self-Check: Connecting with Yourself
- How can you keep your brain healthy?

Romania

- Measure Your Social Anxiety: Complete the Liebowitz Social Anxiety Scale

Ukraine

- Manual on Mental Health and Psychosocial Support at the Community Level in Emergencies and Population Displacement (Second Edition)

The document includes over 50 learning materials from the Project Partners

Material title	**How it goes in the human head** (Jak to chodí v lidské hlavě)
Creators/Authors	Petra Štarková
Date of creation (DD/MM/YYY)	*2016*
Languages available	Czech
Format: (pdf., video, print, interactive etc.)	Print, Book
Topic of the material (motivational material, research, training book..)	Educational material on mental health and psychology for children
Summary of the content (short description of the learning material)	This book introduces young readers to fundamental psychological concepts, simplifying complex ideas about emotions, thoughts, and mental processes. Through relatable examples and engaging storytelling, the book fosters a better understanding of how the mind works and promotes self-awareness among children.
Age category of the target audience (between .. and ...)	8-14 years
Specificity of target audience (ethnicity, gender, religion, sexual orientation etc.) if applicable	-
Link/Place where this example is available, if applicable License (Copyright)	https://obchod.portal.cz/knihy-pro-deti/jak-to-chodi-v-lidske-hlave

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The development of these deliverables marks an important step toward strengthening youth mental health support across the region. However, their true value lies in how well they respond to real needs in practice. The upcoming pilot phase is essential to ensure that the tools and materials are relevant, inclusive, and effective. Based on the insights gathered during this phase, the final versions will be refined and improved.

All materials will be made publicly available through the MEET official website:

https://interreg-danube.eu/projects/meet

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