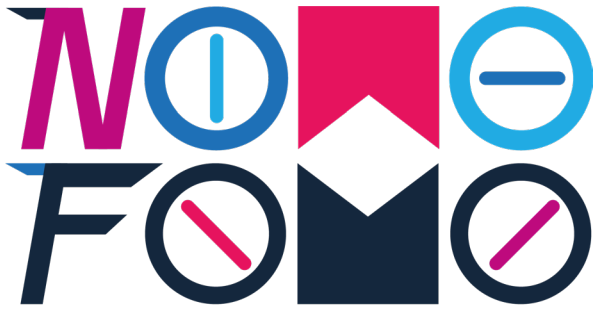




Positive mental health for GEN Z
NO MORE Fear Of Missing Out



IO3 Peer Leadership Training Programme



Positive mental health for GEN Z
NO MOre Fear Of Missing Out

Welcome to the NOMO FOMO Peer leadership training programme!

The objective of this peer training is to empower young people to develop positive behaviours and habits that will support their positive mental health.

The Peer Leadership training programme is to be composed of 4 modules. Each module is composed of 2 workshops of 4 hours + 4 hours of self-directed learning resources (handouts and worksheets).

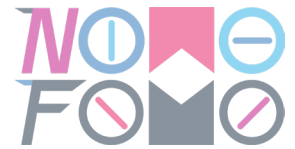
The training programme has been collaboratively developed among partners:

- Module 1: Understanding the different component of FOMO and how they impact the mental health of young people
- Module 2: Mental Health promotion
- Module 3: Facilitating peer workshops
- Module 4: Using social media to promote positive mental health



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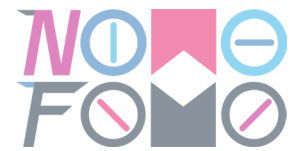
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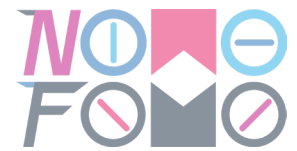
Lesson Plans

Module 1

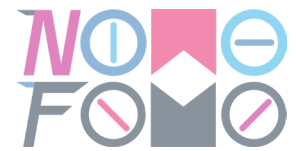
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| Module 1 Workshop 1 : Understanding the different component of FOMO and how they impact the mental health of young people | |
| Learning hours: 4 hours | |
| Learning Outcomes | <p>At the end of this workshop, learners should be able to:</p> <ol style="list-style-type: none"> 1. Knowledge: Recognize the signs of FOMO, understand the consequences of FOMO, know how to prevent FOMO, know what JOMO is, know how to enjoy JOMO, it is a big part of youth reality in Europe 2. Skills: Provide guidance and methods to young people on how to avoid or overcome FOMO syndrome, know how to influence social media feeds, show how to contrast FOMO through JOMO, encourage young people to pay attention to their own real needs and wellbeing 3. Attitudes: Raise awareness about FOMO among peers, promote mental health, promote healthy relationships with social media, Promote JOMO, raise awareness about issues faced by young people |



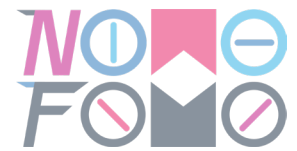
| Duration | Material Needed | Activity/Tips to the tutor | Resource |
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| 30 minutes | <ul style="list-style-type: none">- Access to the internet via laptop/pc/tablet/smartphones- Pen- Paper | <p>Activity 1: Ice-Breaker/ presentations of the participants</p> <ul style="list-style-type: none">• Divide the participants in groups of two, if possible, the facilitator should pair people together who have not met each other before. The two participants will work together on the activity but to do this successfully, the participants will only use a social media page of the other participant (Twitter, Instagram, Facebook...). If one of them does not use social media, you can make the group larger to incorporate social media users. After 10/15 minutes of preparation, each participant will present their findings, (using information that they found on social media). After each presentation is made, encourage the participants to think about if the information they found was accurate or not and ask them if they want to add something further. | |



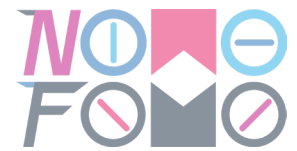
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| 20 minutes | <ul style="list-style-type: none"> - Pen - Paper - Paperboard or a white board and markers to take notes. | <p>Activity 2: Introduction to the concept of FOMO</p> <p>Ask the group what they think FOMO is, and note the keywords from the discussion on the board. Here are some examples to introduce the discussion:</p> <ul style="list-style-type: none"> • Do you know what FOMO stands for? • Have you heard this acronym before? • To which subject is FOMO related? | |
| 20 minutes | <ul style="list-style-type: none"> - Pen - Paper - Paperboard or a white board and markers to take notes. | <p>Activity 3: Conversations</p> <p>Now that the participants know more about FOMO, ask them if they have any experience of FOMO, if they answer yes, ask them to explain. You can provide some questions to help each person to participate</p> <ul style="list-style-type: none"> • Do you think FOMO is a new or recent syndrome? • Have you ever felt excluded by your friends? • Did you ever think you were not doing enough to accomplish your goals? | |



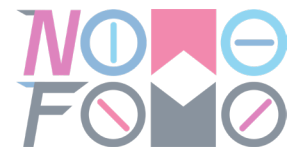
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| 30 minutes | <ul style="list-style-type: none"> - Access to the internet via laptop/pc/tablet/ smartphones - Projector | <p>Activity 4: Video + debate</p> <p>Make sure to have a PC and a projector and display the following video that introduces FOMO: FOMO - the fear of missing out: Bobby Mook at TEDxUNC : https://www.youtube.com/watch?v=1mZAQC9djPE</p> <p>Ask the participants what they think about the arguments presented on this video.</p> | <p>Video : https://www.youtube.com/watch?v=1mZAQC9djPE</p> |
| 10 minutes | Coffee break | | |
| 60 minutes | <ul style="list-style-type: none"> - Access to the internet via laptop/pc/tablet/ smartphones (for each group of learners) - Pen - Paper | <p>Activity 5: Creative activity</p> <p>Divide the participants into smaller groups of 3/4 people and ask for a volunteer from the group to step forward. They will then try to define a strategy to ask questions about FOMO to that person. If they answer negatively, the group will give advice in order to help him/her to reduce their feelings of FOMO. Participants are then asked to choose a celebrity, some person they know and admire or even themselves. They then have to profile that person and see if they think that person suffers from FOMO.</p> | |



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| | | <p>If necessary, ask the group of participants to do some research on the Internet about FOMO or about what the person could be feeling. Once they are finished, ask the participants to report their main findings to the entire group. Once the discussion is over, brainstorm to come up with the best advice you can give to someone suffering FOMO.</p> | |
| 20 minutes | <ul style="list-style-type: none"> - Access to the internet via laptop/pc/tablet/smartphones - Projector | <p>Activity 6: Video + Debate</p> <p>Make sure to have a PC and a projector and display the following video that provides an introduction to JOMO</p> <p>Ask the participant what they think about the arguments presented on this video.</p> | <p>Video : https://www.youtube.com/watch?v=SxYntzgHyrU</p> |
| 15 minutes | <ul style="list-style-type: none"> - Pen - Paper - Paperboard or a white board and markers to take notes. | <p>Activity 7: Step introduction to the concept of JOMO</p> <p>Provide an explanation on the concept of JOMO, where it comes from and what are the main ideas behind the concept. The facilitator can look at some articles on the subject.</p> | <p>Article : https://www.psycom.net/fomo-to-jomo</p> |



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| 15 minutes | <ul style="list-style-type: none"> - Pen - Paper - Paperboard or a white board and markers to take notes. | <p>Activity 8: Debate</p> <p>Ask the participant what do they feel about the concept of JOMO? Do they think that it is the right way to combat FOMO?</p> <p>Does the concept of JOMO have some similarities with the idea that they proposed as a group before? Could they try some techniques introduced by JOMO?</p> | |
| 20 minutes | <ul style="list-style-type: none"> - Access to the internet via laptop/pc/tablet/smartphones - Pen - Paper | <p>Activity 9: Group discussion and closing</p> <p>Ask the participants for feedback about the first part of this workshop. Make sure to note the outcomes of the discussion on the board. Here are some questions to support you to collect feedback from the participants:</p> <ul style="list-style-type: none"> • What have you learned? • Is there anything in particular that stands out for you about the activity? • Do you know how to implement the knowledge you have acquired into your everyday lives? • Do you have any suggestions? <p>Then close the session by thanking the participants and letting them know that the following session will be addressing the following topic: Impact of FOMO on mental health.</p> | |



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| | | Let them know that they will perform the self-directed learning activities in preparation for the next session. Also, ask them to bring the poster that they have created and put it on a USB stick or provide them with your email address so they can send it to you. | |
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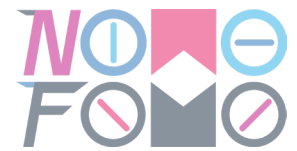
**Module 1,
Workshop 2 : Understanding the different component of FOMO and how they impact the mental health of young people**

Learning hours: 4 hours

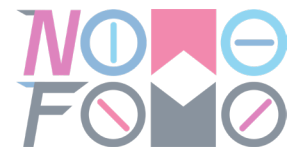
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| Learning Outcomes | <p>At the end of this workshop, learners should be able to:</p> <ol style="list-style-type: none"> 1. Knowledge: Recognize the signs of FOMO, understand the consequences of FOMO, know how to prevent FOMO 2. Skills: Provide guidance and methods to young people on how to avoid or overcome FOMO syndrome, know how to influence social media feeds, encourage young people to pay attention to their own real needs and wellbeing 3. Attitudes: Raise awareness about FOMO among peers, promote mental health, Promote healthy relationship with social media |
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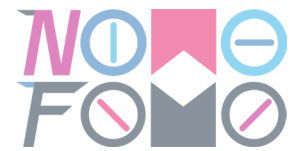
| Duration | Material Needed | Activity/Tips to the tutor | Resource |
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| 5 minutes | | <p>Welcome</p> <p>Welcome the group and, if there are any new participants, ask them to introduce him/herself to the group. Introduce the session explaining that participants are attending the second workshop of the first module of this “NOMO FOMO Peer leadership training programme”.</p> | |
| 5 minutes | Paperboard Markers | <p>Group discussion: what did you learn last time?</p> <p>This session will act as a summary of what has been shown in workshop 1. It will support potential newcomers to catch up and will help participants to gather their thoughts about the topics they have covered and to refocus on it.</p> <p>Take notes on the Paperboard about the topic addressed by the discussion.</p> | |



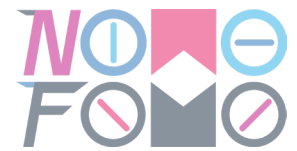
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| 15 minutes | PC Projector Paperboard Markers | Video and discussion Play the following video introducing how social media influence our brain: https://www.youtube.com/watch?v=HffWFd_6bJ0&ab_channel=AsapSCIENCE Then ask the participants the following questions and take note of their answers on the Paperboard: <ul style="list-style-type: none">• Do you know what FOMO stands for?• Have you heard this acronym before?• To which subject is FOMO related? | |
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| <p>40 minutes</p> | <ul style="list-style-type: none"> • PC • Projector • Paperboard • Markers • Paper and pen for participants to take notes • Participants' phones | <p>Social media algorithms</p> <p>Now play the following video introducing the concept of algorithms: https://www.youtube.com/watch?v=ZnBF2GeAKbo&ab_channel=BBCIdeas</p> <p>Ask the participants the following questions and take notes of their answers on the Paperboard:</p> <ul style="list-style-type: none"> • Have you heard about algorithms before? • Do you know, in a social media context, what they do? • Do you think that you can influence them somehow? <p>Let the participants know that they can actually have an impact on algorithms on social media by using a few tricks. Show the participants the following video and ask them to take notes: https://www.youtube.com/watch?v=RLXG4qeAZ2E&ab_channel=NBCNews</p> <p>Allow the participants to use their phone in order to implement some tricks they have learnt in the video.</p> | |
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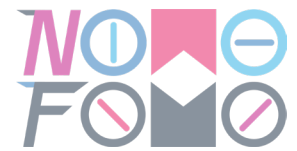
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| 30 minutes | <ul style="list-style-type: none"> • PC • Projector • Paperboard • Markers • Paper and pen for participants to take notes | <p>Presentation and exchange of good practices</p> <p>Deliver the presentation displayed on the PowerPoint “Tricks to disconnect a bit”. Allow participants to ask questions if needed.</p> <p>Once the presentation is over, ask the participants if they have tricks of their own to limit their screen time and have a healthier relationship with social media. Take notes of the outcomes of the discussion on the Paperboard.</p> | PPT “Tricks to disconnect a bit” |
| 10 minutes | Coffee break | | |
| 2 hours | <ul style="list-style-type: none"> • PC, Internet connection • Paperboard • Coloured markers • Crafts supplies | <p>Youth exhibition</p> <p>Using Canva, or their own design skills, ask the participants to create posters for organizing an exhibition raising awareness about youth well-being in social media environments among their peers. The group should be divided into pairs.</p> <p>Ask each pair to choose a topic from the following:</p> <ul style="list-style-type: none"> • Spot the signs of FOMO • Appropriate answers concerning FOMO • Relevant stakeholders in your area • Promote JOMO | <p>https://www.canva.com/</p> <p>For copyright free images:</p> <p>https://pixabay.com/</p> <p>https://www.makeuseof.com/tag/top-5-websites-for-free-stock-photographs/</p> |



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| | | <p>Then ask each pair to do some additional research (30 minutes). They will then create their poster (1 hour). Make sure they know where to find copyright free images to illustrate it. If they want, they can create it from scratch on a Paperboard sheet. Each pair will then present their work to the group (30 minutes).</p> | |
| 15 minutes | <ul style="list-style-type: none">• Paperboard• Markers | <p>Evaluation/restitution</p> <p>Organize a group discussion to close the workshop and the first module. Ask the participants the following questions and take notes of the key words on the Paperboard:</p> <ul style="list-style-type: none">• What did you learn today?• Will you reuse what you have learnt?• What did you like the most?• What did you like the least? | |


NO FOMO

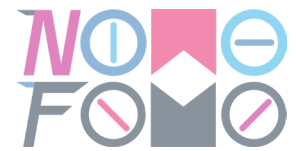




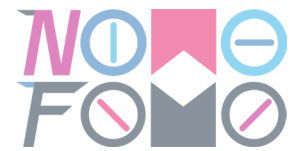
Module 2

| Module 2 | |
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| Workshop 1 : Mental Health Promotion – Understanding Mental Health Challenges | |
| Learning hours: 4 hours | |
| Learning Outcomes | <p>At the end of this workshop, learners should be able to:</p> <ol style="list-style-type: none">1. Knowledge: Have basic knowledge about mental health issues (depression, anxiety etc.) and get tips about how to foster healthy mental conditions2. Skills: Have the ability to use their own knowledge and experiences on mental health issues to design a campaign for the promotion of mental health that «makes sense» to young people3. Attitudes: Be aware of the challenges and the importance of the promotion of mental health |

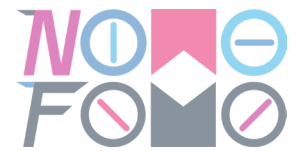
| Duration | Material Needed | Activity/Tips to the tutor | Resource |
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| 45 minutes | <ul style="list-style-type: none"> • Paper • Pens • Coloured Markers | <p>Activity 1: Icebreaker /getting to know each other</p> <p>This activity is an adaptation of “the Me Shield” icebreaker activity.</p> <p>To start, give a blank piece of A4 paper to each participant and ask them to write their names on top of the paper and design under it a blank shield</p>  <p>They can use pens, or use the coloured markers, if they feel a bit more creative.</p> <p>Give them 5 minutes to complete their shields.</p> | <p>The Me Shield activity as found in: https://silo.tips/download/ice-breaking-activities</p> |



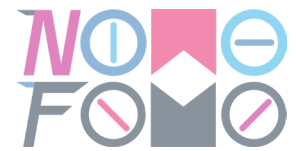
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| | | <p>Then ask them to reflect and write inside the shield the answers to the following questions:</p> <ul style="list-style-type: none">• What are 3 things I am good at?• What are 3 things I think I need to work on?• What are 3 things that make me happy?• What are 3 things that make me sad?• If I could, what would I change about myself?• What am I most proud of about myself? <p>Give them 15 minutes to complete this part. They can write or design their answers. If they write, they can use the language they are most comfortable with.</p> <p>Afterwards, divide the participants into bigger groups and ask them to discuss what conclusions they found collectively. They do not have to show or present the shields to the people of the group. They can share only the information they feel comfortable sharing or just talk about some thoughts and feelings they had during the exercise. It is important that no one feels uncomfortable during this exercise.</p> <p>Allow 15-20 minutes for this part of the exercise.</p> <p>After the groups are finished talking, bring everyone back together for the debriefing. You can ask the group questions such as:</p> <ul style="list-style-type: none">• How did you feel during this exercise?• How easy was it to answer these questions about yourselves?• How easy was it to talk about it with your peers?• Is there anything that they would add or change in this exercise?• Any other comments? | |
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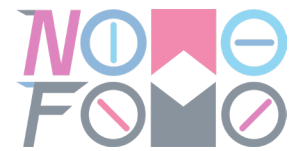
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| 75 minutes | <ul style="list-style-type: none"> • Pen • Paper • Flipchart paper • Coloured markers • Access to the internet • Computer or laptop • projector • speakers | <p>Activity 2: Introduction to Mental Health</p> <p>This activity will help participants reflect on what mental health is and how mental health issues can effect a person.</p> <p>Part 01: Group Division</p> <p>Divide participants into groups of 4-5 people.</p> <p>To make the group division more fun, you can prepare post-it notes, one for each participant.</p> <p>Each post-it note will have the name of an animal on it (the same animal needs to be on 4-5 post-it, so as to create the groups).</p> <p>Fold the post-it notes, put them in a box and ask participants to pick one from the box, without opening it or showing it to the others.</p> | <p>https://www.youtube.com/watch?v=G0zJGDokyWQ</p> <p>What is Mental Health</p> |
| | | <p>When every participant has picked, ask them to open the paper. They then will mimic the action of the animal and pretend to be that animal. Everyone will join in and have fun with their fellow animals.</p> <p>Part 02: Mind map</p> <p>Form people into groups, give them a sheet of A4 papers (to keep notes), flipchart papers and coloured markers and ask them to create a mind-map about mental health.</p> | |



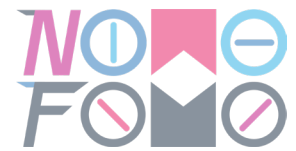
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| 75 minutes | <ul style="list-style-type: none"> • Pen • Paper • Flipchart paper • Coloured markers • Access to the internet • Computer or laptop • projector • speakers | <p>Ask them to focus on what they think mental health is, what are the factors that affect mental health and what mental health problems they know of.</p> <div data-bbox="606 645 1161 990" data-label="Diagram"> </div> <p>They can use the A4 papers to take notes and then design their mind map on a flipchart paper.</p> <p>Give them 30 minutes to complete this part of the exercise.</p> <p>After the 30 minutes, ask the groups to present their mind-maps and, as you listen to the feedback, create a collective mental health mind-map on a big white board or flipchart paper.</p> <p>Each team should have 5 mins to present.</p> | <p>https://www.youtube.com/watch?v=G0zJGDokyWQ What is Mental Health www.youtube.com/watch?v=G0zJGDokyWQ</p> |
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| | | <p>After all teams have presented close the session by showing them this video about Mental Health:</p> <p>Video” What is Mental Health https://www.youtube.com/watch?v=G0zJGDokyWQ</p> <p>Finally, ask them if, after watching this video they would like to add anything to the collective mind map, or if they have any further comments or questions regarding this activity</p> | |
| 15 minutes | Coffee break | | |
| 30 minutes | <ul style="list-style-type: none"> • Access to the internet • Computer or laptop • projector • speakers | <p>Activity 3: Understanding mental health issues</p> <p>Show participants this video: How to spot mental illness: https://www.youtube.com/watch?v=FB49AezFJxs&ab_channel=WessexWater</p> <p>Afterwards, facilitate a discussion among participants. To get the discussion going, you can use questions such as:</p> <ul style="list-style-type: none"> • What did you think of this video? • Do you think that you would be able to recognize any of these signs in other people? • Do you think that you would be able to recognize any of these signs in yourself? • Do you think that it is easy for people experiencing mental health issues to ask for help? • If yes, how? • If not, why? | |



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| <p>60 minutes</p> | <ul style="list-style-type: none"> • Access to the internet • Computer or laptop • projector • speakers | <p>Activity 4: Promoting mental health</p> <p>Part 01</p> <p>Show participants this video:</p> <p>Break the stigma</p> <p>https://www.youtube.com/watch?v=49mfPFTZsHs&ab_channel=Children%27sHospitalColorado</p> <p>Part 02</p> <p>Divide participants into groups of 4-5 people and ask each group to choose one mental health issue, e.g.:</p> <ul style="list-style-type: none"> • anxiety • depression • FOMO <p>Then ask the participants to create a short 3–5-minute play about how they would approach a person displaying this issue and support him/her into getting help.</p> <p>Give participants 30 minutes to prepare and 3-5 minutes to each group to present their play.</p> <p>Save time at the end for comments and discussion on the plays.</p> | <p>Video: Break the stigma</p> <p>https://www.youtube.com/watch?v=49mfPFTZsHs&ab_channel=Children%27sHospitalColorado</p> |
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| | | <p>If necessary, use questions to facilitate the discussion such as:</p> <ul style="list-style-type: none"> • What are your thoughts on the message portrayed? • Is there anything that you would do differently? • Is there anything that you would take out or add? | |
| <p>15 minutes</p> | <ul style="list-style-type: none"> • Flipchart paper • markers | <p>Activity 5: Group discussion and closing</p> <p>Ask the participants for feedback about the first part of this workshop. Make sure to note the outcomes of the discussion on the board. Here are some questions to support you to collect feedback from the participants:</p> <ul style="list-style-type: none"> • What did you think about this activity? • What have you learned? • What did you like most? • Is there anything that you would change? <p>Then close the session by thanking the participants and letting them know that the following session will be addressing the following topic: Developing and managing local online campaigns and activities to promote positive mental health among their peers, focusing especially on campaigns aimed at promoting prevention and early intervention approaches to tackling FOMO.</p> <p>Ask them to prepare for the self-directed learning activities to engage in the next session.</p> | |



Module 2

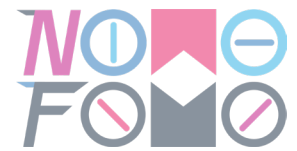
Workshop 2: Mental Health Promotion – Develop and manage local online campaigns and activities to promote positive mental health

Learning hours: 4 hours

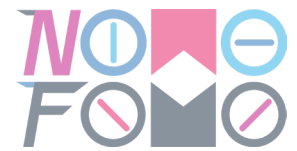
Learning Outcomes

At the end of this workshop, learners should be able to:

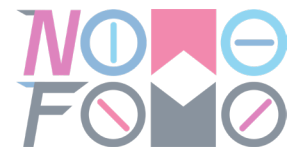
- 1. Knowledge:** Know what an online campaign is and how to design one, know how to implement an online campaign and how to identify interested stakeholders who could help with the impact of the online campaign.
- 2. Skills:** Have the ability to interact with influencers and reach youth target audience as well as to design a campaign for the promotion of mental health that “makes sense” to young people.
- 3. Attitudes:** Have the confidence to deliver an important message quickly, have communication skills to interact with relevant stakeholders, be creative and original and have good writing skills.



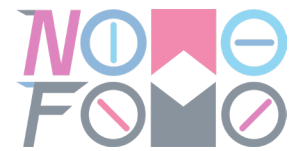
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| 30 minutes | A big open space | <p>Activity 1: Energizer: Human Machine</p> <p>The aim of this activity is to energize participants and kick-start their creative thinking.</p> <p>Part 1: Ask participants to form a big circle. Get into the middle of the circle and tell them that their task is to build a “human machine” where each one of the participants constitutes a different part of the machine.</p> <p>Part 2: Invite one person to come into the circle and be the first part of the machine, they should make a repetitive motion, accompanied by a repetitive sound, to allow the participants to understand what kind of machine is being dramatized. They need to repeat the same motion at different times during the exercise.</p> <p>Part 3: After about 5 seconds, ask a second person to go and connect to the first person, doing a different motion and sound. Continue this pattern until all participants are connected to form a part of this giant human machine.</p> <p>Part 4: Take a picture or a video</p> <p>Part 5: Ask participants to “break” the machine and come back to the circle.</p> | Original source unknown |
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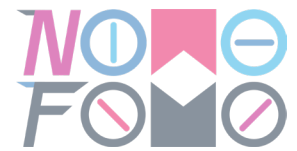
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| <p>90 minutes</p> | <ul style="list-style-type: none"> • Pen • Paper • Flipchart paper • Flipchart paper • Coloured markers • Access to the internet • -Computers /laptops or smart phones • | <p>Activity 2: Creating an online campaign to promote mental health– Part one</p> <p>Part 1: Divide participants into groups of 4-6 people. (5 mins)</p> <p>Part 2: Ask the groups to discuss the outcomes of the self-directed learning activity “Understanding Mental Health” (A2.1.1) here are some questions on step 4:</p> <ol style="list-style-type: none"> 1. What are the main mental health issues that you can observe among your peers? 2. Why is the promotion of mental health important? List at least 5 reasons. 3. Can you think of ways with which you can promote mental health in your own community? 4. Can you think of ways to break the “stigma” mentality among the people of your community? (20 mins) <p>Part 03: Ask the groups to create a flipchart with their answers. (20 mins)</p> <p>Part 04: Groups present their flipcharts (3 mins per group, no more than 20 in total)</p> | |
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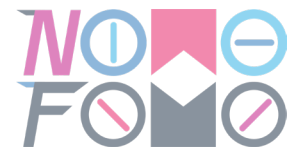
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| | | <p>Part 05: Explain to participants that you will now go into the specifics of creating a social media campaign. Ask them to stay in the same groups, use the flipchart as inspiration and take the following steps:</p> <ol style="list-style-type: none"> 1. Define the goals of the campaign. What do they want to achieve by it? 2. Define the target audience(s). Who is this campaign addressed at? <p>Give them 25 mins to finish this part.</p> | |
| 15 minutes | <i>Coffee break</i> | | |
| 90 minutes | <ul style="list-style-type: none"> • Pen • Paper • Flipchart paper • Coloured markers • Access to the internet • -Computers /laptops or smart phones • speakers • projector | <p>Activity 3: Creating an online campaign to promote mental health– Part two</p> <p>Part 01: Bring the participants back together. Present examples of successful social media campaigns (you can find some here: https://www.kgmoore.co.uk/top-10-social-change-movements/ or here: https://blog.hootsuite.com/social-media-campaign-strategy/ (15 mins)</p> <p>Part 02: Ask participants to use the flipcharts where the information that they created is clarified, the definition of the goals and the target audiences, to continue designing their campaigns.</p> | <p>Internet articles:</p> <p>https://www.kgmoore.co.uk/top-10-social-change-movements/</p> <p>https://blog.hootsuite.com/social-media-campaign-strategy/</p> |



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| | <p>1. Select the social media platform(s) they want to use for the campaign in, such as:</p> <ul style="list-style-type: none">• Facebook• Instagram• Pinterest• Snapchat• TikTok• YouTube• Twitter• LinkedIn <p>2. Clarify the message of their campaign and create their #hashtag. Remind them that a #hashtag needs to be short, yet informative and clear about the message</p> <p>3. Brainstorm on elements that can make their campaign more appealing to their target audience.</p> <p>4. Design materials for their campaign. For this part, participants can design posters, infographics, videos (scripts), texts that they want to use.</p> <p>*For this part, the use of digital media is not necessary. Participants need to come up with the ideas for how they want the designs of the campaign to look, as well as any slogans, text, etc. they want to use.</p> <p>Allow at least 45 minutes for this part.</p> <p>Part 03: The groups present their design ideas to each other and receive feedback (20-30 minutes, according to group size and discussions)</p> | |
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| 15 minutes | <ul style="list-style-type: none">• Flipchart paper• markers | <p>Activity 4: Group discussion and closing</p> <p>Ask the participants for feedback about this workshop. Make sure to note the outcomes of the discussion on the board. Here are some questions to support you to collect feedback from the participants:</p> <ul style="list-style-type: none">• What did you think about this activity?• What have you learned?• What did you like most?• Is there anything that you would change? <p>Then close the session by thanking the participants and letting them know that to complete their training in designing social media campaigns to promote mental health, they will need to also complete the self-directed learning activity.</p> | |
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Module 3

Module 3

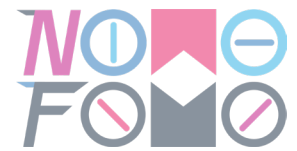
Workshop 1: Creating facilitation skills, how to lead workshop of peers, creating services maps and make effective referrals to service providers

Learning hours: 4 hours

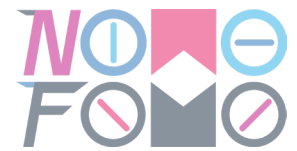
Learning Outcomes

At the end of this workshop, learners should be able to:

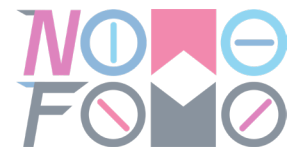
- 1. Knowledge:** Have a clear vision of how to manage a group, how to resolve conflicts using the tools acquired, know how to find the relevant stakeholders and awareness of their relevance against FOMO.
- 2. Skills:** Group management, organizational skills, problem solving skills, awareness of relevant stakeholders to help people suffering from FOMO.
- 3. Attitudes:** Have a good and positive leadership facilitation. Awareness of how to resolve conflicts. Identify the FOMO issues and be aware of potential stakeholders to help and solve that same issues.



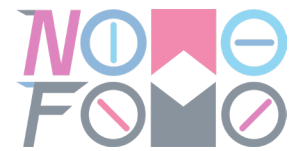
| Duration | Material Needed | Activity/Tips to the tutor | Resource |
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| 15min | <ul style="list-style-type: none">• 1 Sheet | <p>Icebreaker 1: Creating a good environment between the group</p> <p>The idea of this icebreaker is to create a fun environment that gets the group to relax and get to know each other.</p> <p>The group will be divided into two teams, who will stand on different sides of the room, in the middle of the room are two people holding a sheet. These two people will randomly call two people from each group to stand in front of the sheet that has been placed on the floor in front of them (the two teams cannot see each other). Then, the facilitator lowers the sheets, so that the two groups can see each other. The person who says the name of the other person from the other side of the sheet first wins. The loser must join the opposing group, and the group that has the least people left at the end wins.</p> | |



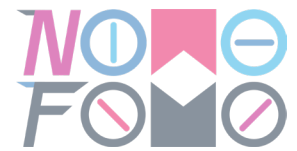
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| 60min | <ul style="list-style-type: none"> • White board • Papers • Pens • Markers | <p>Activity 1: Group Management Debate & Conflict Resolution</p> <p>Each of the participants will put an idea that they would like to discuss with the others on a sheet of paper. (e.g., “I believe FOMO is only for people with insecurity issues. An example could be that all your friends are going out to the cinema, you have an exam in school the next day that you really need to study for, but you go out because you are afraid that you will miss out if you stay home and prepare for your exam.)</p> <p>All papers will be handed to the facilitator, who will choose one as an example and write the idea on the board. The group will give their feedback on the suggested answers to the topic. by “I agree”, “I don’t know”, and “I don’t agree”.</p> <p>There will then be a debate about the subject, in which each person will defend their ideology and argue against the others. After the debate participants can change their opinion if they can clearly see the results and agree with the outcome of the debate.</p> | |
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| | | <p>After the first debate is concluded the facilitator will continue until all themes are debated on.</p> <p>The goal is to have a healthy debate of all the themes, and help everyone to understand a little more about FOMO, to strengthen their opinion and to understand other perspectives that will lead them to have more knowledge about the theme. The intention is also for the group to create awareness about how to engage with a group and discuss issues in a positive and interesting way.</p> | |
| 15 minutes | <i>Coffee break</i> | | |
| 15 min | <ul style="list-style-type: none"> • Deck of Cards • Stickers | <p>Icebreaker 2: Treat Everyone Like a CEO</p> <p>A second icebreaker will be used to further bond the group and increase their energy and productivity in the activities.</p> <p>Each of the participants in the groups will take a random card from the deck of cards and place it on their forehead with a sticker without looking at it. Depending on the card they have, they will be divided into three categories: Low card, middle card, and high card by the facilitator.</p> <p>Participants will have to suggest what they think the value of the card is by asking funny questions and use the process of elimination. The goal is to find out which card is on each person's head according to how they are treated.</p> | <p>Explanation Video of the Icebreaker: https://www.youtube.com/watch?v=wLFedJ2ouzQ</p> |



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| <p>120min</p> | <ul style="list-style-type: none"> • Papers • White board • Markers • Pens | <p>Activity 2: The Mayor of FOMO</p> <p>The purpose of this activity is for each group member to write down on paper three personal experiences in which they felt FOMO.</p> <p>After all the experiences are read to the group, they will be divided into categories depending on their focus. The decision of which category they belong to will be chosen by the whole group.</p> <p>After all the experiences are presented and groups are formed, the group has a second goal which is to find the solution to those FOMO experiences.</p> <p>After the solutions are given and discussed, the group has a final goal to answer the following questions:</p> <ul style="list-style-type: none"> • Do the experiences talked about really make that much difference in your life? Is it something you really need in your life? • Do you feel that something is missing, or would you like to have some were in your city that you could go to make a difference in these experiences? • For these same experiences, were there any kinds of stakeholders that could help you solve these FOMO situations? <p>After answering these questions, the group should create an excel with all the stakeholders for places to go to for help o reduce FOMO experiences.</p> | |
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| 30min | <p>Activity 3: Final Thoughts</p> <p>Finally, the whole group should get together in a circle and discuss everything that happened. The idea is to have a time and space to talk about the positive and negative aspects of everything that happened in the workshop. Understanding what needs to be improved about the activities is also a great way to clear up any doubts that may have remained or arisen after the end of the workshop.</p> |
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Module 3

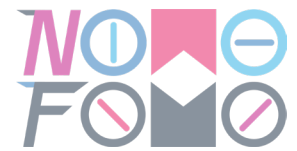
Workshop 2: Creating services maps and making effective referrals to service providers

Learning hours: 1 hour

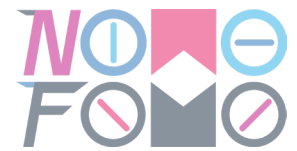
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| <p>Learning Outcomes</p> | <p>At the end of this workshop, learners should be able to:</p> <ol style="list-style-type: none"> 1. Knowledge: Know how to do service mapping depending on the needs of the people and how and where to find them. 2. Skills: Group management, mapping skills, problem solving skills, awareness of relevant services to help people with FOMO. 3. Attitudes: Awareness of how to find the best services for every situation. Identify FOMO issues and know how to find the right path for help. |
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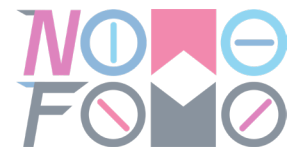
| Duration | Material Needed | Activity/Tips to the tutor | Resource |
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| 15min | <ul style="list-style-type: none">Chairs | <p>Icebreaker 1:</p> <p>Creating a good environment and learn about the group</p> <p>The idea of this icebreaker is to create a fun environment that helps the group to relax and start getting more comfortable with each other.</p> <p>Stand Up and Sit Down: The facilitator reads a sentence and those for whom the statement is true stand up, those for whom it is false sit down (i.e., “I have a pet” or “This is my first training session” or “I hate bananas” or “I like to work more on my own than in a team”). After each sentence is finished, you can invite those standing to sit back down - or you can say “stand if...”. Start with non-personal topics and subjects that are likely to get many people to stand, then move on to more sensitive areas when people feel more comfortable.</p> | |



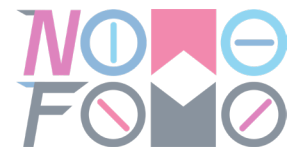
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| <p>90min</p> | <p>Delegation cards https://www.dropbox.com/home/NOMO%20FOMO%20-%20Partners%20Folder/Intellectual%20Outputs/IO3%20-%20Peer%20Leadership%20Training%20Programme/Module%203%20-%20JUVENTUDE/Delegation%20cards</p> | <p>Activity: Delegation POKER</p> <p>We utilize cards with numbers from 1 to 7, each of which represents a different level of delegation.</p> <p>The breakdown of these seven tiers is as follows.</p> <p>Tell: You, the Manager, is making the choice. Sell: You decide, but you try to convince others to accept it. Consult: You solicit feedback from the group before making a final decision.</p> <p>Agree: You come to a decision as a group. Advise: Your team makes the choice, but you attempt to influence it. Ask: Your team decides and then shares it with you. Delegate: You exercise no influence and let the team resolve the issue.</p> <p>Delegation Poker’s goal is to emphasize the importance of giving your team power over choices and responsibilities in a structured setting.</p> | |
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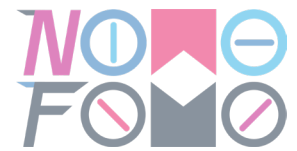
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| | | <p>Participants are divided and sit at tables of 5–6 players. Each member of the team considers a scenario where decisions must be taken, e.g. - Design elements of a new project - The starting hour in a workplace - Objectives of an organization - Organization policies.</p> <p>The 7 delegation cards are distributed to each player. Each table presents the scenarios among themselves one by one. The players simultaneously reveal the delegation of their choice. They must then justify their decision after exposing the card. To spark discussion, start with the items that are nearer to the two extremes.</p> <p>After the activity, discuss the benefits of delegation. When to delegate. How to assign a task to the proper individual?</p> <p>Repeat the activity but this time make up hypothetical case scenarios where a young person asks you for help because they are experiencing FOMO e.g. -Feeling excluded - Low self-esteem - Excessive use of social media - Comparing themselves to others. Choose the type of support by playing the delegation cards as follows.</p> <ol style="list-style-type: none">1. Tell: Offer personal advice2. Sell: Find real connections together.3. Consult: Evaluate the problem and work together on solutions | |
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| | | <p>4. Agree: Try digital detox together.</p> <p>5. Advise: Consult a local mental service on how you can help</p> <p>6. Ask: Offer short term practical solutions and suggest the local mental service provider</p> <p>7. Delegate: Share a list of peer support groups or support mental health services providers.</p> <p>They must then justify their decision after exposing the card. To spark discussion, start with the items that are nearer to the two extremes.</p> | |
| 75min | <ul style="list-style-type: none"> • White board • Papers • Pens • Markers | <p>Personal maps</p> <p>Pair up the participants in groups of two. The pairs will have a 20-minute conversation while constructing on paper a mind map of the other partner’s interests, abilities, knowledge, competences, values, or any interesting facts. Each participant will then present the mind map he or she created.</p> <p>Start a mind map on the board with the word FOMO in the centre. Expand the mind map by requesting from the participants at least 8 FOMO-related issues. E.g. the need to say yes all the time, feeling excluded, using social media a lot, being worried about other people’s opinions, driving while distracted, etc.</p> <p>After this section is complete, divide the participants into groups according to where they are from. The mind map in each group has to be further expanded with relevant regional mental health service providers.</p> | |

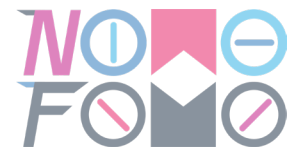


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| <p>90min</p> | <ul style="list-style-type: none"> • White board • Papers • Pens • Markers • 3 Boxes. | <p>Activity: The Right Path!</p> <p>With the help of the facilitator the goal of the participants will be to create various characters with experiences related to FOMO (they can even use their own experiences if they feel comfortable doing so). After creating several characters with different FOMO problems, the participants will place the characters that they have made up in a box provided by the facilitators. In another box, participants should add various services that can help the characters solve their FOMO problems.</p> <p>There will also be another box that will have various verbs and adjectives that can be combined into a sentence.</p> <p>When this task is completed, the participants will draw 1 character, 2 verbs, 2 adjective, and 1 service, from the suggested boxes, they will then try to make a relevant sentence out of their words.</p> <p>As they all create a sentence, however random it may be, in the end the objective is to come up with the best results from these sentences by playing with everything the participants have drawn so far and written on the board.</p> <p>After that, they will have 30 minutes to create a real “mapping service” with real locations for their country, with the intention that all those who have FOMO issues will be advised on how and where to look for the services that best address their experiences.</p> | |
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Module 4

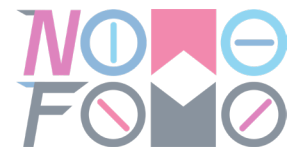
| Module 4 | |
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| Workshop 1: Using social media to promote positive mental health | |
| Learning hours: 4 hours | |
| Learning Outcomes | <p>At the end of this workshop, learners should be able to:</p> <ol style="list-style-type: none">1. Knowledge: Clear definition of the target audience, Use tools to plan social media posts, Adaptation of the message according to its target audience,2. Skills: Social media management, Organizational skills, Identifying problems3. Attitudes: Awareness of social media uses by the identified target group, Awareness of the viral potential of social media posts, Openness to ethical actions |



| Duration | Material Needed | Activity/Tips to the tutor | Resource |
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| 30min | <ul style="list-style-type: none"> • Access to the internet • Flipchart/ Board • Markers | <p>Activity 1: Introduction to different social media and their purpose</p> <p>Conduct a group discussion and research on the most popular forms of social media that are used by young people. Write down the answers on the board.</p> <p>After making sure that the board includes platforms such as: Facebook, Instagram, YouTube, Twitter and TikTok, encourage participants to discuss together by asking them the following questions about each platform:</p> <ul style="list-style-type: none"> • What type of content is on this platform? (Posts, short news items, videos) • For what purpose is this platform most commonly used? • Which of these platforms is most popular with young people? • Which of these platforms provide the greatest opportunity for our post/ content to go viral? • How can we help to promote our post/ video reach on this platform? • How can we best use the potential of this platform to spread informative content about Mental Health? <p>Write down the answers in key words on a board, creating a mind map that will be visually attractive which will help and encourage participants to remember what they have learned.</p> | |



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| 60min | <ul style="list-style-type: none">• Projector• Laptop/PC• Internet access | <p>Activity 2: Seeking for positive mental health promotion content</p> <p>Participants are divided into pairs, and together they must find at least one video/post/tweet/ or different type of content about positive mental health from each of the most popular social media platforms listed on the board in task number 1.</p> <p>(As Tik Tok is a platform that runs seamlessly only from the app, it will remain an additional option for participants who have the app and indicate willingness to search for content within it).</p> <p>After about 20-25 minutes (depending on the needs of the participants the time can be slightly extended), the participants are asked to present the results of their search to the rest of the group. It is best if each participant presents his/her search on a computer located in the venue so that it is visible on the projector for the rest of the participants to see.</p> <p>During the presentation, participants are asked to describe their experience when searching for this information - whether it was difficult for them to find it, how they searched, and what their perceptions are of the positive mental health promotion content across different social media.</p> | |
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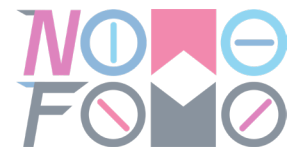
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| 20 min | | <p>Activity nr 3: Conversations</p> <p>After the presentations are finished, it is time to analyse them and have a short discussion with the group. Encourage the group to analyse them together by asking questions such as:</p> <ul style="list-style-type: none"> • Do you often come across mental health information on social media? • Who are such posts mainly aimed at? • How do you perceive these posts? Do you find them interesting, engaging or are they more irrelevant and boring? • Can uploading such posts have an impact on young people encountering this information? If so, what kind of impact? | |
| 10 minutes | Coffee break | | |
| 40min | <ul style="list-style-type: none"> • Projector • Laptop/PC • Internet Access • Board/ Flipchart • Markers | <p>Activity nr 4: Building social media presence strategies</p> <p>Based on this article, introduce participants to the essence of building their social media presence and the potential of using the right social media strategies.</p> <p>Next, conduct a brainstorming session and ask participants to list what they think are the most important strategies that will help them to achieve and exploit the previously mentioned potential of social media, uploading valuable and engaging content and consequently reaching the target audience.</p> | <p><u>Article:</u> https://sproutsocial.com/insights/building-social-media-presence/</p> |



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| | | <p>Write down the group's answers on a board. Encourage them to think creatively and also to answer from their own experience.</p> <p>Present and rework the answers with the group. Analyse how they relate to the group's answers and focus on the topics that were left out.</p> | |
| 20min | <ul style="list-style-type: none"> • Projector • Laptop/PC • Internet Access | <p>Activity nr 5: Introducing different social media management tools</p> <p>Introduce the group to free tools for managing the most popular social media platforms using video. Test the group's skills by asking them:</p> <ul style="list-style-type: none"> • Do you have experience with such tools? • Do these tools seem complicated or more user-friendly and intuitive for new users? <p>By using these tools can we achieve better reach, have better insights, and develop our site?</p> | <p>Video: https://www.youtube.com/watch?v=nbcXtRLyCso</p> |
| 20min | <ul style="list-style-type: none"> • Projector • Laptop/PC • Internet access | <p>Activity nr 6: Awareness about social media use by youth</p> <p>Ask the participants do they know the definition of social media and what age did they become aware of it.</p> <p>After a short discussion, present participants with the data from Articles 1 and 2 with information on social media use by different age groups, and the favorite and most engaging platforms that young people use. How did the group feel about the articles, and do they understand the messages?</p> | |



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| 20min | <ul style="list-style-type: none"> • PC/Laptop • Internet Access • Blackboard • Pens • Papers • Markers | <p>Activity nr 7: Debate</p> <p>Divide the group into two groups and conduct a debate on the impact of social media on young people’s mental health. Ask the first group to research and identify the possible positive influences of using social media platforms that are accessible to everyone, and ask the second group about its possible negative effects.</p> <p>Write down the answers on board.</p> <p>Finally, ask the group what methods they would use to avoid as many negative influences as possible and gain positive ones.</p> | |
| 20min | | <p>Activity nr 8: Group discussion and closing</p> <p>Ask the participants for feedback on this workshop and ask everyone to describe it in one word/phrase.</p> <p>Write the notes on the board. What are the general impressions of the learners?</p> <p>Use the sample feedback questions:</p> <ul style="list-style-type: none"> • What do you remember most from this workshop? • How do you feel about the exercises and group discussions? • Do you feel that you have increased your knowledge of promoting positive mental health and social media literacy? • How will you use the knowledge you have gained today? | <p>Video: https://www.youtube.com/watch?v=nbcXtRLyCso</p> |



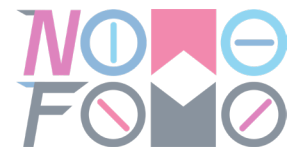
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| | | Then close the workshop by thanking all participants for their active participation and engagement in the first workshop of Module 4. Also make sure that participants remember the Self-Directed Learning activities they have to complete after this part of the workshop and finally remind and invite them to the second part of the workshop. | |
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Module 4

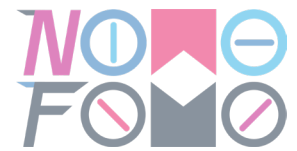
Workshop 2: Using social media to promote positive mental health

Learning hours: 4 hours

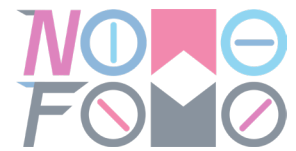
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| Learning Outcomes | <p>At the end of this workshop, learners should be able to:</p> <ol style="list-style-type: none"> 1. Knowledge: Use social media tools, Adaptation of the message according to its target audience, Knowledge of how to spot harmful content, Knowledge on how to promote positive social media content 2. Skills: Social media management, Identifying problems 3. Attitudes: Awareness of the viral potential of social media posts, Openness to ethical actions |
|-------------------|---|



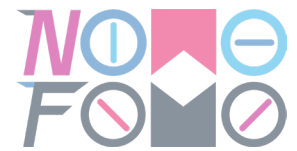
| Duration | Material Needed | Activity/Tips to the tutor | Resource |
|----------|---|--|--|
| 30min | <ul style="list-style-type: none"> • Access to the internet • Flipchart/ Board • Markers | <p>Workshop opening:</p> <p>The facilitator welcomes participants, invites them to complete the session’s sign-in sheet and presents the participants with a summary and the key points raised in the 1st workshop on the topic of using social media to promote positive mental health. The trainer also draws particular attention to the list the topics of today’s workshop as well as the learning outcomes to be achieved through today’s activities.</p> | |
| 30min | <ul style="list-style-type: none"> • Projector • Laptop/PC • Internet access | <p>How to spot harmful content on social media? Presentation & Brainstorming</p> <p>The facilitator introduces the group to the meaning of the term ‘harmful content’ and asks the group openly how they understand the term.</p> <p>Then, with the help of an accompanying video, she presents how to spot harmful content on social media.</p> | <p>https://swgfl.org.uk/services/report-harmful-content/</p> |



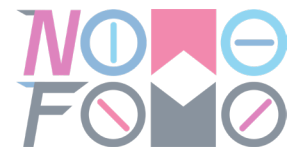
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|-------|---|---|--|
| 30min | <ul style="list-style-type: none"> • Access to the internet • Flipchart/ Board • Markers • paper | <p>Activity nr 1: Signs of harmful content - Debate</p> <p>After the theoretical part of the lesson where harmful content and how to spot it is discussed, the facilitator asks the participants to divide into groups of 2/3 people and gives each group a piece of paper and a pen. The groups are then asked to reflect together and write down what, in their opinion, are the signs of harmful content online and how it can be recognised on the most popular social media.</p> <p>After 10/15 minutes, the groups are asked to list the positions on their lists. The facilitator is to write the key ones on the board and discuss them briefly.</p> <p>Note to facilitator: Encourage participants to write down the key signs written on the flipchart, or to take a picture of them. These will prove helpful in later self-directed learning exercises.</p> | |
| 0min | <ul style="list-style-type: none"> • Projector • Laptop/PC • Internet Access • Blackboard/ Flipchart • Markers | <p>Activity nr 2: How can we fight against harmful content on our social media? - Presentation</p> <p>In the next exercise, the facilitator addresses the topic of combating harmful content on social media. He holds a short discussion and asks participants if they have any experience of being subjected to harmful content and if they know how to deal with this. If they do, he writes the answers down on a flipchart. Then, with the help of knowledge learned from the link provided, briefly presents how to filter, block, and report harmful content on specific social media:</p> | |



| | | | |
|------------|---|--|--|
| | | <p>-Instagram; -Twitter; -Facebook;</p> <p>Then, in groups, the participants are asked to use online research to find examples of strategies and initiatives that have been taken to combat harmful content on the Internet. Each group presents its findings and briefly describes what the initiative is and how it can help in the fight against negative content.</p> | |
| 10 minutes | Coffee break | | |
| 30min | <ul style="list-style-type: none"> • Projector • Laptop/PC • Internet Access • Blackboard/ Flipchart • Markers | <p>Activity nr 3: How can social media benefit mental health? Presentation and group brainstorming</p> <p>The facilitator presents the group with a video that addresses social media’s positives and downsides as well as how to set sensible limits on its use.</p> <p>Based on the knowledge gained from this video, the facilitator starts a group discussion and brainstorms to collectively answer the questions in the video - When, How and Why:</p> <ul style="list-style-type: none"> • When should we use social media to make healthy use of its potential? (3 examples) • How do we use social media in a good way? • Why should we use social media? | <p>https://www.youtube.com/watch?v=9ZfzafKFjs8</p> |



| | | | |
|-------|---|--|--|
| | | <p>The facilitator writes down the answers on a flipchart for the group to see. Then he brings up a topic also included in the video - Healthy Boundaries. He outlines and reminds the group about the 4 healthy boundaries of social media:</p> <ul style="list-style-type: none"> • Setting time limits • Deleting our apps + temporarily redownload them • Narrow feed (Unfollowing) • Keep devices out of sight <p>The facilitator asks the group if they have ever used any of these boundaries and, if so, what experiences they have had. The group is then asked to list another 3 boundaries for healthy social media use.</p> | |
| 45min | <ul style="list-style-type: none"> • Projector • Laptop/PC • Internet Access | <p>Activity nr 4: Searching for positive information</p> <p>IAfter the theoretical part of the joint brainstorming session, it is time to discuss specific topics/issues that the participants think should be addressed that can benefit or promote positive mental health.</p> <p>The facilitator leads a discussion on the essence of promoting positive mental health online, and asks each participant to give an example of such a topic and to write it down on separate sheets of paper. The facilitator then shuffles the cards and asks the participants in turn to draw one card.</p> <p>Each participant has the task of finding a page/ fan page, a profile that relates to the theme drawn and has a positive impact on the audience. This can be all done using your smartphone.</p> | |



| | | | |
|-------|---|--|--|
| | | <p>Then, each participant presents his or her finding and tries to answer the following question:</p> <ul style="list-style-type: none"> • What is the target audience of this profile/ fan page • How does the content of this page help to combat FOMO or the negative effects of harmful content? • -Has it been difficult for you to find this site? There is a huge number of sites addressing this subject, what could be improved in your opinion? | |
| 20min | <ul style="list-style-type: none"> • Paper • Pens • Flipchart • Markers | <p>What have I learned so far? Group discussion</p> <p>At the end of this workshop, the facilitator is asked to do a group reflection on the themes of all the workshops so far.</p> <p>Participants divide into groups, and together they are asked to write down key information addressed by each of the following topics:</p> <ul style="list-style-type: none"> • Understanding the different component of FOMO and how they impact the mental health of young people • Mental Health promotion • Facilitating peer workshops • Using social media to promote positive mental health <p>Finally, participants are asked to briefly describe how they intend to use the knowledge they have gained in the future.</p> | |

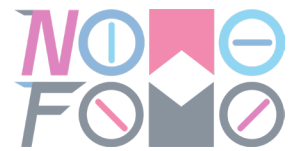


| | | | |
|-------|--|--|--|
| 15min | | <p>Workshop closure</p> <p>The facilitator thanks all the participants for their active participation in all workshops and asks them to complete the evaluation forms. Finally, he encourages the participants to follow the project progress and activities on social media.</p> | |
|-------|--|--|--|

Self-directed learning activities

Module 1

| | | | |
|--|---|-------------------------|---|
| Module Title | Understanding the different component of FOMO and how they impact the mental health of young people | | |
| Activity Title | Spot a FOMO Post | Activity Code | A1.1 |
| Type of resource | Activity sheets (AS) | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 30 minutes | Learning Outcome | <p>At the end of this activity, you should be able to:</p> <ul style="list-style-type: none"> • Recognize signs of FOMO • Understand the consequences of FOMO • Raise awareness about FOMO among peers • Encourage participants to pay attention to their needs and wellbeing |
| Aim of activity | Define the concept of FOMO through practical examples. Try to think about the perception of someone on social media and the thing that actually defines them. | | |



Materials Required for Activity

- Access to the internet via laptop/pc/tablet/smartphones
- Pen
- Paper

Step-by-step instructions

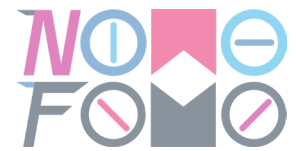
Step 1: Surf your social media and try to find a post that may provoke FOMO to you. If you do not, you can also think of a specific experience in your life.

Step 2: Once you have chosen one, try to think why you choose this particular post.

- Why did you feel bad about it?
- What is the cause that created this feeling?
- Are there a lot of posts that gave you this sensation on social media?

Step 3: Look at your feeds and ask yourself what feelings they provoke in yourself or your friends. Do you think that one of your posts might have made someone you know feel the experience of FOMO?

Step 4: Write down your feelings and reflect on the positive and negative thoughts that you have. Try to change some of the ways you use social media.



| | | | |
|--|--|-------------------------|--|
| Module Title | Understanding the different component of FOMO and how they impact the mental health of young people | | |
| Activity Title | Familiarize yourself with JOMO | Activity Code | A1.2 |
| Type of resource | Activity sheets (AS) | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 30 minutes | Learning Outcome | <p>At the end of this activity, you should be able to:</p> <ul style="list-style-type: none"> • Know what JOMO is and the main ways to enjoy it • Provide guidance and methods to young people on how to avoid or overcome FOMO syndrome • - Know how to contrast FOMO through JOMO |
| Aim of activity | Try to create an atmosphere where participants can think about a creative way to combat FOMO. Define the concept of JOMO through theoretical and practical examples. | | |

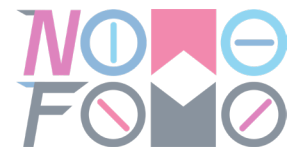
Materials Required for Activity

- Access to the internet via laptop/pc/tablet/smartphones
- Pen
- Paper

Step-by-step instructions

Step 1: Watch the video (https://www.youtube.com/watch?v=YK_QHBQWTlq). Think about the arguments presented in this video.

Do you agree? Which arguments struck you the most?

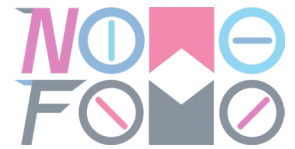


Step 2: Ask the participant to think about what JOMO is. Here are some questions to help you:

- Have you heard about the concept of JOMO before?
- Do you think JOMO is a good way to combat FOMO?
- Could you consider putting in practice some of the tips that you saw in the video?

Step 3: Try to think about some of the techniques that you could use to reduce your FOMO. Is there some aspect of your online life that you would enjoy not having or engaging with anymore? Is there something that stresses you out and that you would like to cut out of your life? You can make a list of these issues.

| | | | |
|--|---|-------------------------|---|
| Module Title | Understanding the different component of FOMO and how they impact the mental health of young people | | |
| Activity Title | Create a poster on FOMO and its consequences | Activity Code | A1.3 |
| Type of resource | Activity sheets (AS) | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 60 minutes | Learning Outcome | At the end of the activity, learners should be able to: <ul style="list-style-type: none"> • Describe the signs of FOMO • Recognize someone suffering from FOMO • Be aware of the consequences of FOMO |
| Aim of activity | This activity will prepare learners for the second workshop of the first module of the NOMO FOMO Peer Leadership Training programme. It will support them to strengthen the knowledge recently acquired as well as become ambassadors of a healthy relationship with social media. Learners will create a poster that they will present during the next session | | |



Materials Required for Activity

- Access to the internet via laptop/pc/tablet/smartphones
- Pen
- Paper

Step-by-step instructions

Step 1: Do your research! Using the Internet, you will find additional knowledge on the FOMO concept. We suggest that you do some research about FOMO and its consequences on mental health. Spot some relevant articles and take notes on the facts you would like to display on your poster. You can start with the following resources:

<https://oladoc.com/health-zone/how-fomo-impacts-our-mental-health/>

<https://www.centreformentalhealth.org.uk/blogs/anxiety-loneliness-and-fear-missing-out-impact-social-media-young-peoples-mental-health>

<https://kazmobrain.com/fomo-how-social-media-affects-our-social-lives-and-self-images/>

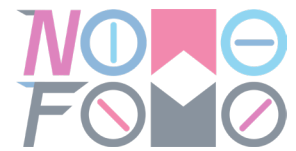
Step 2: Create your poster

Go on Canva to create your poster/Instagram story/post whatever you prefer <https://www.canva.com/>

Select a template you like and start creating it!

You can use images, just make sure that you are allowed to use it! You can find some copyright free images on various databases : <https://dmexco.com/stories/free-image-databases/>

Step 3: Finally, not to lose your amazing work, save it on a USB stick or on the cloud and make sure to bring it with you for the workshop 2.



| | | | |
|--|--|-------------------------|---|
| Module Title | Understanding the different component of FOMO and how they impact the mental health of young people | | |
| Activity Title | Impact of social media on mental health: lecture | Activity Code | A1.4 |
| Type of resource | Activity sheets (AS) | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 1 hour 30 minutes | Learning Outcome | At the end of this activity, you should be able to: <ul style="list-style-type: none"> List the consequences of social media on mental health Understand how social media influence in real life behaviours |
| Aim of activity | This online lecture will go deep into the topic of social media and mental health. It will support you in analysing and understanding the consequences of social media on our behaviour and perception of the world. | | |

Materials Required for Activity

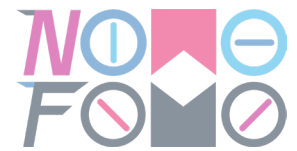
PC, Paper and pen to take notes.

Step-by-step instructions

Step 1:

1. Launch the video : https://www.youtube.com/watch?v=jusx07kulnU&t=13s&ab_channel=DocSnipes

Step 2: Listen and take notes



Step 3: On a sheet of paper, try to answer the following questions:

- Do you feel that the correlation between time spent online and activities in real life affects your personal relationships?
- Could you identify some triggers in your social media experiences that could lead you to mental health issues?
- Do you know with whom you should talk if yes? (if no, conduct some additional researches to do so)

| | | | |
|--|---|-------------------------|--|
| Module Title | Understanding the different component of FOMO and how they impact the mental health of young people | | |
| Activity Title | It's ok not to be ok | Activity Code | A1.5 |
| Type of resource | Activity sheets (AS) | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 30 minutes | Learning Outcome | At the end of this activity, you should be able to: <ul style="list-style-type: none"> • Put your feelings into words. • Understand how to look for the signs and at what stage help is needed |
| Aim of activity | This podcast made by American teenagers is a testimony about mental health issues that young people may face. Listening to it will illustrate mental health issue and will show that one is not alone feeling it. | | |

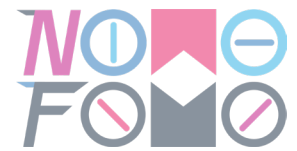
Materials Required for Activity

PC, Paper and pen to take notes.

Step-by-step instructions

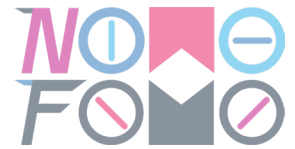
Step 1:

1. Launch the podcast: <https://studentreportinglabs.org/on-our-minds/its-ok-not-to-be-ok/> and listen to it carefully.



Module 2

| Module Title | Mental Health promotion | | |
|--|---|-------------------------|---|
| Activity Title | Understanding Mental Health | Activity Code | A2.1 |
| Type of resource | Worksheet | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 120 minutes | Learning Outcome | <p>At the end of this activity, you should be able to:</p> <p>Have basic knowledge about mental health issues (depression, anxiety etc.) and get tips about how to foster healthy mental conditions</p> <p>Have the ability to use your own knowledge and experiences on mental health issues to design a campaign for the promotion of mental health that «makes sense» to young people</p> <p>Be aware of the challenges and the importance of the promotion of mental health</p> |
| Aim of activity | Foster a more comprehensive understanding about mental health and mental health issues and raise awareness on the importance of the promotion of mental health. | | |



Materials Required for Activity

- Access to the internet via laptop/pc/tablet/smartphones
- Pen
- Paper

Step-by-step instructions

Step 1: Do your own research about mental health online.

You can start with these sample resources:

World Health Organization: <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>

CDC: <https://www.cdc.gov/mentalhealth/learn/index.htm>

MIND: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/>

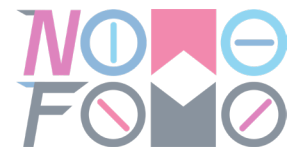
Step 2: Write down your own definition of Mental Health.

Step 3: Watch these videos:

1. 6 TINY Habits That Destroy Your Mental Health: https://www.youtube.com/watch?v=3ekpc55tjFU&ab_channel=Psych2Go
2. How to spot the signs of mental illness: https://www.youtube.com/watch?v=FB49AezFJxs&ab_channel=WessexWater
3. Break the Stigma: https://www.youtube.com/watch?v=49mfPFTZsHs&ab_channel=Children%27sHospitalColorado

Step 4: Now that you know more about mental health and mental health issues, reflect and write down the answers to the following questions:

1. What are the main mental health issues that you can observe among your peers?
2. Why is the promotion of mental health important? List at least 5 reasons?
3. Can you think of ways with which you can promote good mental health in your own community?
4. Can you think of ways to break the “stigma” mentality among the people of your community?

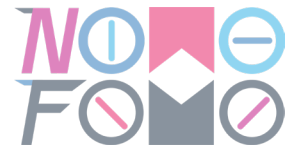


That's it! Thank you for completing this exercise. Please, keep the answers to these questions, as we are going to use them during our next workshop, in which we will focus on developing and managing local online campaigns and activities to promote positive mental health among your peers, focusing especially on campaigns aimed at promoting prevention and early intervention approaches to tackling FOMO.

| Module Title | Mental Health promotion | | |
|--|--|-------------------------|--|
| Activity Title | Creating an online campaign | Activity Code | A2.2 |
| Type of resource | Worksheet | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 120 minutes | Learning Outcome | <ul style="list-style-type: none"> At the end of this activity, you should be able to develop online design skills, be more creative and original and implement a well-planned online campaign strategy |
| Aim of activity | To give the learners the tools to create their own materials for their online campaigns using free design tools. To allow learners to test their campaigns. | | |

Materials Required for Activity

- Access to the internet via laptop/pc/tablet/smartphones
- Pen
- Paper



Step-by-step instructions

Step 1: Research online to find meaningful and successful social media campaigns for social change.

Some examples can be found here:

<https://www.kgmoore.co.uk/top-10-social-change-movements/>

and

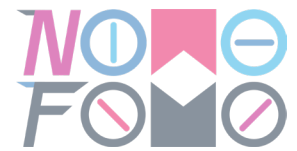
<https://blog.hootsuite.com/social-media-campaign-strategy/>

Step 2: Using the outcomes of workshop nr. 2 use free online tools to design your digital campaign materials. We would suggest that you remain in contact with the rest of the people from your group and each person will undertake to design one (or some) of the materials of the campaign.

You can find some nice free design tools here: https://www.sendinblue.com/blog/free-marketing-tools/#Free_Graphic_Design_Tools_for_Marketing

As well as here: <https://www.adobe.com/express/learn/blog/social-media-campaign> (step 06)

Step 3: Test your campaign



Module 3

| Module Title | Facilitating peer workshops | | |
|-----------------------------------|---|------------------|--|
| Activity Title | Group Management Debate & Conflict Resolution | Activity Code | A3.1 |
| Type of resource | Worksheet | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 60 minutes | Learning Outcome | <p>At the end of this activity, you should be able to:</p> <ul style="list-style-type: none"> • Facilitating a debate • Organizing group activities • Promote the acquisition of new knowledge and skills |
| Aim of activity | The activity aims to give the group basic knowledge about group management and about conflict resolution. | | |

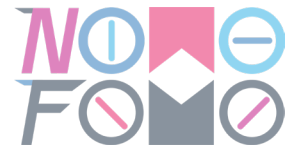
Materials Required for Activity

- White board
- Papers
- Pens
- Markers

Step-by-step instructions

In this activity, follow the steps below accordingly.

Step 1: Each participant will write an idea on a piece of paper, something that they would like to discuss with the others.



Examples:

- I believe FOMO is only for people who are insecure about themselves.
- If you have a school test in the morning, but your friends are going out, do you choose to go with your friends FOMO or stay home and study.

Step 2:

All papers will be handed to the facilitator, who will choose one paper to start with and write the examples on the board.

Step 3:

When everyone knows the theme of the debate. The group will be able to divide their answers into three categories: "I agree", "I don't know", and "I don't agree".

Step 4:

After this division there will be a debate about the subject, in which each person will defend their ideology and argue against the others.

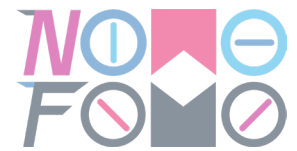
Step 5:

People in the group can change their answer if they like but only while the debate is ongoing, and only if they can see the benefit of the arguments from the other team members.

Step 6:

After the debate is finished, the facilitator will choose another theme from the papers, and so on.

The goal is to have a healthy debate on all the themes, and also for the group to create awareness about how to run a group and discuss issues in a positive and interesting way.



| Module Title | Facilitating peer workshops | | |
|-----------------------------------|--|------------------|--|
| Activity Title | Personal workshops | Activity Code | A3.2 |
| Type of resource | Worksheet | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 90 | Learning Outcome | <p>At the end of this activity, you should be able to:</p> <ul style="list-style-type: none"> • Facilitating a debate • Organizing group activities • Promote the acquisition of new knowledge and skills |
| Aim of activity | The activity aims to give the group and facilitators the possibility to organize and pass on the knowledge of something interesting they know about. | | |

Materials Required for Activity

- White board
- Papers
- Pens
- Markers

Step-by-step instructions

Step 1: Ask everyone to write down something that they are interested in sharing with the group, something that they think they could teach in 10-20 minutes. It can be as simple as making an efficient paper airplane to how to take good pictures. Make a list of at least 10 workshops.

Step 2:

Each volunteer facilitator will have 30 to 60 seconds to talk about what they want to lead.

The participants will be given three stickers to vote for the activities in which they are most interested.

Step 3:

The top 6 candidates will be chosen and divided in 2 periods of 3 workshops each.

Step 4:

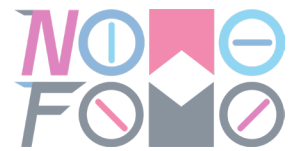
The workshops led by the volunteer facilitators will begin, and participants will be allowed to select the one they are interested in attending.

Step 5:

After the workshops are over, ask the participants what interesting things they shared and learned about. Ask questions to identify challenges and good facilitation practices.

The aim is to let the participants try their facilitation skills on subjects they know well by talking from the heart.

| Module Title | Facilitating peer workshops | | |
|-----------------------------------|---|------------------|---|
| Activity Title | The Mayor of Fomo | Activity Code | A3.3 |
| Type of resource | Worksheet | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 120 | Learning Outcome | At the end of this activity, you should be able to: <ul style="list-style-type: none"> Facilitating a debate Organizing group activities Promote the acquisition of new knowledge and skills Identify relevant stakeholders in the area (to interduce a peer with FOMO) |
| Aim of activity | The aim of this activity is to learn how to organize group activities and have a basic knowledge about key stakeholders in the area (psychologist, NGOs etc.) | | |



Materials Required for Activity

- White board
- Papers
- Pens
- Markers

Step-by-step instructions

For this activity, the following steps should be followed:

Step 1: Each group member to write down on paper three personal experiences in which they felt FOMO.

Step 2:

After all the experiences are read to the group, they will be divided into categories depending on their focus.

Example of categories:

Life goals, social goals, career goals, etc.

Step 3:

The decision to which category the participants belong too, will be chosen by the whole group.

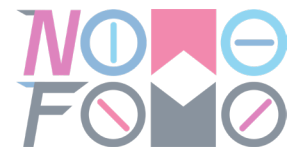
Step 4:

After all the experiences are presented to everyone and divided into categories, the group has a second goal which is to find the solution to those FOMO experiences.

Step 5:

After the solutions are given and discussed among everyone, the group has a final goal to answer the following questions:

- Do the experiences talked about really make that much difference in your life? Is it something you really need in your life?
- Do you feel that something is missing or would you like to have something in your city that could make a difference in these experiences?
- In these same experiences, were there any kinds of stakeholders that could help you solve these FOMO situations?



Step 6:

After answering these questions, the group should create a map with all the stakeholders and places that can help to reduce FOMO experiences.

Ex: Psychologist, NGOs etc.

| Module Title | Facilitating peer workshops | | |
|-----------------------------------|--|------------------|--|
| Activity Title | Final Thoughts | Activity Code | A3.4 |
| Type of resource | Worksheet | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 30 | Learning Outcome | At the end of this activity, you should be able to: <ul style="list-style-type: none"> Organizing group activities Promote the acquisition of new knowledge and skills |
| Aim of activity | The activity aims to give the group and facilitators the positive constructive criticism about all the work done in the workshop for improvement in all aspects. | | |

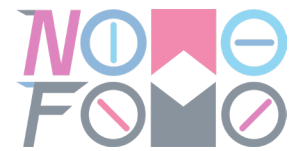
Materials Required for Activity

- No material needed.

Step-by-step instructions

In this activity, there are only one simple step:

Step 1: The whole group should get together, sit in a circle, and discuss everything that happened. The idea is to have a time and space to talk about the positive and negative aspects of everything that happened in the workshop. Understanding what needs to be improved about the activities and the facilitators is also a great way to clear up any doubts that may have remained or arisen after the end of the workshop.



Module 4

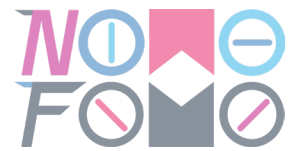
| Module Title | Using social media to promote positive mental health | | |
|-----------------------------------|--|------------------|--|
| Activity Title | My strategies for reaching young people | Activity Code | A4.1 |
| Type of resource | Worksheet | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 60 minutes | Learning Outcome | <p>At the end of this activity, you should be able to:</p> <ul style="list-style-type: none"> • Identify strategies for engaging with youth in their world • Define a clear message • Raise awareness on the importance of maintaining a positive mental health • Identify different mental health topics and issues |
| Aim of activity | The exercise aims to reflect on ways and strategies to reach and engage youth and adolescents with their content on the topic of maintaining a positive mental health. | | |

Materials Required for Activity

- Computer/Laptop
- Internet access
- Internet connection
- Paper & pen (or writing your answers on your digital device)

Step-by-step instructions

In this exercise you are asked to carry out an online research, and with its assistance follow the steps below accordingly.



Step 1: Search for and describe at least 3 strategies for reaching young people on each of the different platforms:

- Facebook
- Twitter
- Instagram
- Tik Tok

Step 2: Find an article that deals with the topic of maintaining mental health on which you would like to learn about. (Be sure to check its sources and determine its credibility).

The article I have chosen:

[Paste the link to the article here]

Q1. Why did I choose this particular topic?

.....

.....

.....

Q2. How by describing such a topic can it help increase mental health awareness?

.....

.....

.....

Step 3: Choose one of the platforms above, and describe what your post would look like using the strategies you have also listed above to have the largest reach and address as many young people as possible.

Q1: Describe the structure and key points you would include in your post/video:

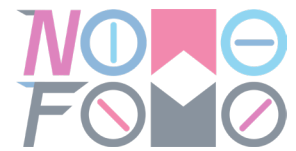
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Q2: Describe examples of the use of the strategies you found, in the context of the chosen article

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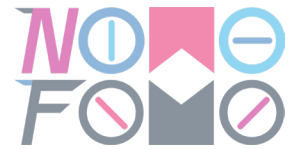
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|--|---|-------------------------|--|
| Module Title | Using social media to promote positive mental health | | |
| Activity Title | Spotting harmful content | Activity Code | A4.2 |
| Type of resource | Activity Sheets | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 90 minutes | Learning Outcome | At the end of this activity, you should be able to: <ul style="list-style-type: none"> • Identify content that is harmful for its audience • Raise awareness on the importance of maintaining a positive mental health • Knowledge of actions that challenge harmful content. |
| Aim of activity | The exercise aim is to teach the participant how to recognize harmful content on social media in practice, to be able to list the signs and causes of negative content and identify the appropriate action to take when encountering such content. In addition, the exercise aims to reflect on positive ways of sharing information on social media. | | |



Materials Required for Activity

- Computer/Laptop
- Internet access
- Internet connection

Step-by-step instructions

Step 1 : Do your research!

Based on the knowledge gained from the face-to-face workshop, participants will be able to find an example of harmful content on social media using at least 3 of the following platforms:

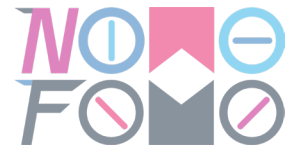
- Facebook
- Instagram
- Twitter
- YouTube
- Tik Tok

(Ideally, participants should use those platforms on which they have accounts and are most comfortable navigating).

Step 2 – Present your findings

After successful research, indicate the selected examples below (preferably as a screenshot, with a link added below).

#1 Example of harmful content on [Social media platform]

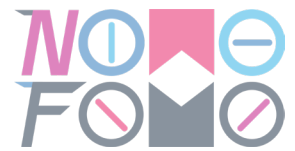


#2 Example of harmful content on [Social media platform]

#3 Example of harmful content on [Social media platform]

#4 Example of harmful content on [Social media platform] (optional)

#5 Example of harmful content on [Social media platform] (optional)



Step 3 – Analyze your examples

In this step, focus on the examples given, and analyse them to answer the questions below.
(Write your answer only to the examples from the platforms you chose at the beginning).

1. What makes the chosen example hurtful?

Facebook example:

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.....

Instagram example:

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Twitter example:

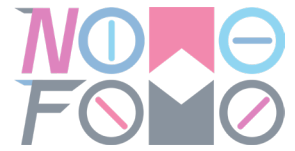
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YouTube example:

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TikTok example:

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2. How can such content influence it's given audience?

Facebook example:

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Instagram example:

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Twitter example:

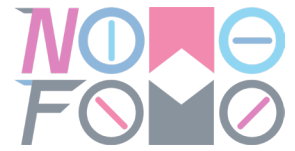
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YouTube example:

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TikTok example:

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3. Describe why you chose this particular example, and whether you think it is easy to come across negative posts on your chosen platforms:

Facebook example:

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Instagram example:

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Twitter example:

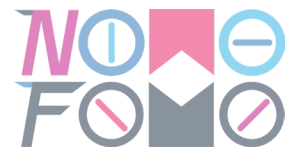
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YouTube example:

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TikTok example:

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4. Would it be possible to present the content on this subject in a way that is not hurtful? If so, how:

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Instagram example:

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Twitter example:

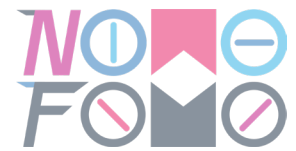
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YouTube example:

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TikTok example:

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| Module Title | Using social media to promote positive mental health | | |
|-----------------------------------|--|------------------|--|
| Activity Title | Creating positive content | Activity Code | A4.3 |
| Type of resource | Worksheet | Type of learning | Self-directed learning |
| Duration of Activity (in minutes) | 30 minutes | Learning Outcome | <p>At the end of this activity, you should be able to:</p> <ul style="list-style-type: none"> • Gain knowledge on how to create content that benefits mental health among youth • Be able to use social media tools confidently • Be open to promote positive mental health |
| Aim of activity | The aim of this exercise is to gain practical experience in creating and planning a Facebook post which addresses the importance of mental wellbeing. This way, participants will increase their skills in social media use and their knowledge in positive mental health issues | | |

Materials Required for Activity

- Laptop/PC
- Internet Access
- Facebook account (optional)

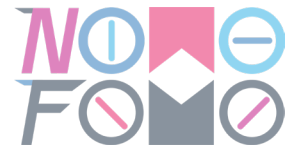
Step-by-step instructions

Step 1 : Pick your topic.

Before you begin, you should plan your post, choose a topic that is closest to your heart.

Here are some sample topics you can choose from:

- How to fight FOMO



- Positive relationships
- Social and emotion competencies
- Importance of self-worth
- Positive affirmations
- Social connection
- Managing stress

Select the topic of your choice. If, however, you wish to select a different topic for this exercise, enter it here:

CHOSEN TOPIC:

.....

Step 2 – Do your research!

Once you have chosen the right topic, it is important to do as much research as possible so that your post is based on sound knowledge and can positively influence your audience. Insert the links below from which you will draw knowledge when creating your post.

Resources:

- #1
- #2
- #3
- #4
- #5

Step 3 – Write your post

In this step, we move on to action. Post the text of your post below in the topic of your choice (min 150 words).

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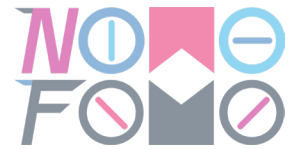
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If you wish to include pictures to your post, place them below.
(You can find free stock photos on <https://pixabay.com/> or <https://unsplash.com/>)

Step 4: Post planning and tools

In this step, you have two options. You can either use the Facebook post planning tools or upload your post to your Facebook account. If you don't wish to share this post, then describe it in the text box below, what settings you would use to make your post look beneficial and reach the largest audience.

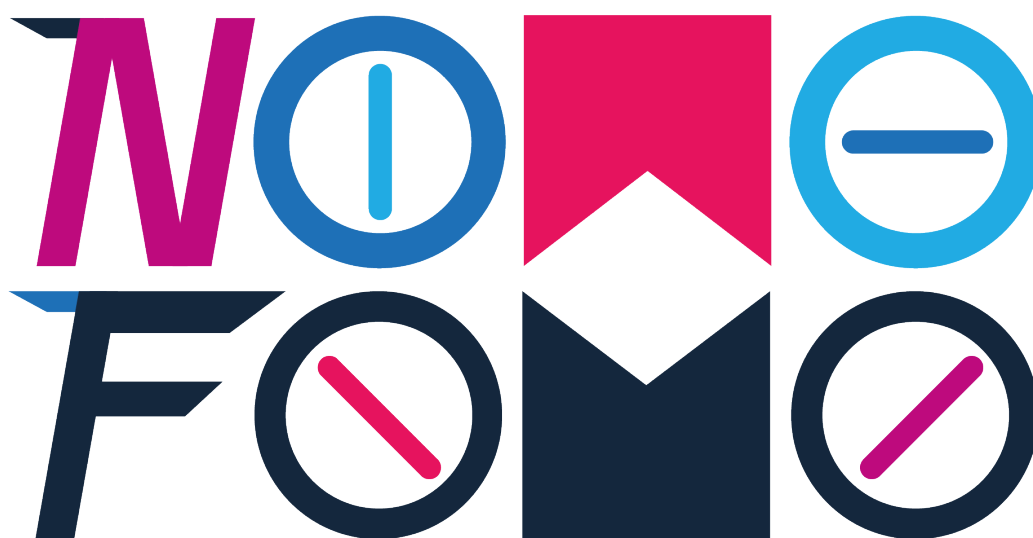
Watch the video below showing the different customization options for your post:

<https://www.youtube.com/watch?v=UIEkMtjkUuo>

If you chose to publish this post on your Facebook page, now is the time to use all your gained knowledge and. ...just do it!

Otherwise, please write down which publishing tools you would use, when publishing your post:

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Positive mental health for GEN Z
NO MOre Fear Of Missing Out



Co-funded by
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