

# FEELIN @LIVE ACROSS EUROPE

A PRACTICAL GUIDE FOR YOUTH WORKERS  
AND YOUNG PEOPLE



Co-funded by  
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# INTRODUCTION

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This chapter introduces the Feelin' @Live project and its context, responding to the growing mental health challenges faced by young people across Europe. It presents the project's mission, values, and European framework, highlighting youth participation, well-being, and empowerment. The chapter also outlines the partners involved and the overall goals of the guide.

# 01

INTRODUCTION

# INTRODUCTION

Across Europe, young people have faced unprecedented challenges over recent years — from the Covid-19 pandemic to environmental, social, and economic crises. These events have deeply affected their mental health and overall well-being. The Feelin' @Live project was born out of a shared concern among European partners who observed growing distress among young people and a need for practical, inclusive, and empowering responses.

This guide gathers the experiences, reflections, and methodologies developed throughout the Feelin' @Live cooperation project. It aims to inspire and support youth workers, educators, and young people themselves in fostering environments that promote mental well-being, dialogue, and active participation.

## PROJECT OVERVIEW

Feelin' @Live is a European cooperation project addressing one of the most pressing issues of our time: youth mental health and well-being. By promoting awareness, empowerment, and active citizenship, the project creates spaces where young people can take the lead in conversations about well-being and mental health.

Through a series of activities — including training sessions, workshops, podcasts, and well-being weeks — young participants aged 16 to 25 from five European countries have developed skills, shared experiences, and co-created initiatives to support their peers.

At the same time, youth workers have strengthened their capacity to accompany and guide young people in addressing mental health challenges through training, peer learning, and knowledge exchange.

Ultimately, Feelin' @Live aims to develop a transferable methodology for promoting youth well-being and participation that can be applied across education, training, youth work, and higher education sectors.

## THE FINANCING

The Feelin' @Live project has been co-funded by the Erasmus+ Programme of the European Union, under the Cooperation Partnerships in the field of Youth.

This funding framework supports innovative, collaborative, and cross-sectoral initiatives that foster youth engagement, inclusion, and empowerment across Europe.



[more about the programme](#)

## THE PARTNERS

The project brings together five complementary organizations from different parts of Europe, all committed to improving youth well-being and participation:

**INSA ROUEN NORMANDIE**

**INSA** | INSTITUT NATIONAL  
DES SCIENCES  
APPLIQUÉES  
ROUEN NORMANDIE

Project coordinator. As a higher education institution, INSA observed increasing signs of distress among its students. Drawing on its experience in youth support and Erasmus+ cooperation, INSA initiated Feelin' @Live to connect education and youth sectors around the theme of well-being.

An NGO with over 20 years of experience in youth cooperation projects. Pscientifica promotes innovation, inclusion, and capacitation, and has contributed its strong expertise in developing methodologies and youth engagement tools.

**PSIENTIFICA**  
psientifica  
Associação para a Promoção e Desenvolvimento Social

**TAVO EUROPA**



Specialized in youth training, policy advocacy, and well-being projects. The organization has led youth exchanges and educator training on stress management, emotional regulation, and mindfulness.

An Aarhus-based NGO closely linked with local collaborators and educational institutions. Its founder, a PhD researcher in youth health literacy and co-creation design, bridges research and practice, ensuring scientific grounding for the project's approach.

**CO-LITERATE**



**CARPE DIEM**



An organization managing a local youth center, a community centre and implementing multiple local and international projects. Carpe Diem brought its experience in digital media and youth participation, helping to develop the podcast and communication aspects of the project.

Together, these partners formed a strong and diverse consortium capable of addressing youth mental health through complementary perspectives — academic, social, educational, and creative.

# THE STORY

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This chapter tells the story behind the creation of Feelin' @Live, rooted in the shared experiences of youth workers and organisations across Europe. It explains the shift from crisis-focused approaches to youth-led empowerment, inspired by European youth policies and non-formal education.

# 02

THE STORY

# THE STORY

The Feelin' @live project began with a shared realization among five European organisations: young people were navigating complex emotional landscapes, and traditional support systems weren't enough. From the university halls in INSA Rouen in France to youth centers in Croatia and Portugal and youth groups across Lithuania and Denmark, the involved partners, educators, and youth workers saw the same need. They were calling for more meaningful spaces where young people could talk openly, connect creatively, and take charge of their own mental wellbeing.

Rather than focusing on crisis, which often became a shared narrative, our project was built on empowerment. It draws from European youth policy trends between 2022 and 2024, which emphasised participation, mental health, and non-formal education. The EU Youth Strategy and WHO's Youth Engaged for Mental Health framework both called for youth-led, inclusive approaches that go beyond clinical models. Creative tools like podcasts, workshops, and peer exchanges were already recognised as powerful ways to foster emotional literacy and community. Our project partners, all experienced in the field of youth and non-formal education, were quick to jump in to test out methods and support initiatives across our five countries to boost youth wellbeing.



Feelin' @live reflects a shift in dominant understandings of youth wellbeing and participation. It gives young people a voice through podcast creation, supports their growth through wellbeing weeks, and equips youth workers with practical, participatory methods. Designed across borders and rooted in lived experience, the project is a response to Europe's call for youth-centered mental health action. The project was born to explore and manifest what happens when young people aren't just supported, but empowered to lead conversations and practices to support wellbeing - for themselves, their peers, and other young people across Europe.

## THE GUIDE AND ITS GOALS

This guide is both a result and a reflection of the Feelin' @Live project. It seeks to:

- @ Present effective methods for promoting mental well-being among young people;
- @ Share the experiences and lessons learned from youth-led initiatives across five countries;
- @ Strengthen the skills and tools of youth workers, educators, and community leaders;
- @ Contribute to a broader European dialogue on youth well-being and participation.

By collecting practices, testimonies, and recommendations, this document aims to serve as a practical and transferable resource for anyone — from youth organizations to higher education institutions — wishing to take action to improve youth mental health and inclusion.

## BACKGROUND

The Feelin' @live project was shaped from the beginning by a growing European commitment to youth mental health, especially between 2022 and 2024 when our project partners started designing the project. During the European Year of Youth (2022), emotional wellbeing was recognized as a key priority, and the EU Youth Strategy (2019–2027) promoted inclusion, empowerment, and mental health as central goals.

Within this framework, Erasmus+ Cooperation Partnerships encouraged cross-border collaboration and youth-led innovation. Feelin' @live brought together our five organizations from France, Portugal, Lithuania, Denmark, and Croatia, each contributing expertise in education, youth work, research, and creative media.

The project was designed to empower young people as co-creators of their own wellbeing and more broader social formations of wellbeing. Through podcasts, wellbeing weeks, and participatory workshops, young participants explored identity, self-care, stress management, and emotional literacy in accessible, engaging ways. Youth workers were trained to use non-formal education tools that foster trust and resilience through experiential learning and dialogue.

Feelin' @live reflects Erasmus+ values of diversity, inclusion, and peer learning, and the project offers a practical model for promoting youth mental health through creativity and collaboration.

# YOUTH AND YOUTH WORKERS MOBILITY

This chapter describes the international mobility activities carried out within the project, focusing on both young people and youth workers. It presents the non-formal, participatory methodology used to promote mental well-being, self-awareness, and professional skills.

# 03

## **METHODOLOGY**

The project included 2 mobility moments, where participants from our 5 partner countries were hosted in Lithuania .

The first mobility was dedicated to support young people in acquiring awareness and skill to take care of their own wellbeing, lasting from 23 to 29 in March 2025. The second one, hosted from June 1st to 7th of June 2025, focused on equipping youth workers with competences to promote and support youth wellbeing and mental health in their daily job.

Non Formal Education methodology was the core of both the mobilities, we engaged in games, workshops, activity and reflective sessions; to increase our knowledge and awareness of the topics of mental health and wellbeing; and support participants in acquiring needed skills and healthy daily habits.

"Feeling Alive" project implemented a Participatory approach in all its stages, and mobilities were no exception to this. Participants were not only "passive receivers", but always co-creators for the success of our mobility.

Their learning needs, personal experience and comments were taken in consideration and analysed before they arrived to Lithuania, shaping and influencing the content of the activity to make it as impactful and personalised as possible.

In addition to this, every participant's feedback during the mobility was listened to and implemented when possible, making our schedule flexible, ready to adapt to everyone's needs, implementing meaningful changes and adjusting the timeline. Interested participants were also given the chance to experiment themselves as facilitator, leading and co-facilitating some of the mobility's sessions.

Given the international setting, the specific topic of the project, and the presence of participants facing fewer opportunities, discrimination and challenging situations in their life, we paid extra care in creating a welcoming and safe space, in which we adopted a non discriminatory and judgmental free approach; allowing everyone to freely express their culture and identity with the time and space that felt appropriate and comfortable for them.

From 23 to 29 March 2025, 25 young people from Portugal, Lithuania, France, Croatia and Denmark, took part in a mobility event in Markutiskes, near Vilnius, in Lithuania.

The goal of the training was equipping youths with skills and competences to be aware and actively take care of their own mental health and wellbeing. It also served as a way to listen to the real needs of youths in different countries, listening to their own perception of the gaps existing in the community to support their mental health and wellbeing.

Before the training, we prepared a Skill Portfolio, covering and explaining in a simple way 7 areas of Wellbeing: this was used during and after the project to guide reflection and self-Awareness of our Participants.

The same areas were also used to prepare a survey form, filled by participants in advance, to measure their level of wellbeing and specific needs, allowing us to personalise and optimise the content of the training. Collected data were also compared with a new survey after the training, allowing to measure the efficacy of the training.

The following schedule and topic were successfully used during the training:

	Monday	Tuesday	Wednesday	Thursday	Friday
	March 24	March 25	March 26	March 27	March 28
9:30-11.00	Welcome Session name games	Wellbeing Literacy Lab	Discover Local community, opportunities and support	Writing Mediation	Transport to Vilnius
11.00-11.30	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break
11.30-13.00	Ice Breaking games and teambuilding.	Wellbeing Literacy Lab	Limit, Boundaries, Trust and Consent	Let's cook together! healthy lab	Vilnius City game
13.00-15.00	Lunch break	Lunch break	Lunch break	Lunch break	Lunch in town
15.00-16:30	Expectation and fears throughout mandala .	Active listening practice: Pair walk	Mindful walk in the nature/ art therapy	Week of well being ideas	Vilnius City game
16:30-17:00	Coffee break	Coffee break	Reflection	Coffee break	
17:00-18.30	Introduction to skills Portfolio. mindul practice	Identify (with) yourself	Let's talk about Stress! with relaxation technique	Youth pass ceremony and closing activities	Goodye
19.30-21.00	Dinner	Dinner	Dinner	Dinner	
	1° Cultural Night	Sauna Night	2° Cultural Night	Socializing	

The combination of games, workshop, mindfulness, meditation, reflection and self-care sessions proved to be efficient in creating a supportive group, making participants comfortable and increasing their knowledge of the topic, improving their wellbeing skills and acquiring new healthy strategies and methods to reflect on their emotions and wellbeing.



One more outcome of this mobility was collecting ideas for the second round of the “Week of wellbeing”. Those draft ideas were later refined during the youth workers training and became reality in a later stage of the project.

## **YOUTH WORKERS TRAINING**

The second mobility took place in Vilnius from 1st to 7 June 2025. This time, 10 youth workers (2 for country) were involved, with the goal of acquiring tools and competences to promote youths mental health. To achieve this, we discovered differences and similarities in our local context and work place, sharing good practices and ideas. We also practiced active listening to young people's needs, which bring us to exercise and reflect on how to create safe and inclusive spaces and activities for them.

A second skills portfolio, specific for youth workers was created for this occasion. This guided us to learn more efficient ways to promote mental health among young people, and continue to spark individual reflection for self-improvement even after the end of mobility.



During the Training, the following schedule was implemented:

	Monday	Tuesday	Wednesday	Thursday	Friday	
	June 2	June 3	June 4	June 5	June 6	
10.00-11.30	Introduction and Ice Breaking	Understanding Mental Health and Well-Being	10:00-12:30 Inclusive Language and Inclusive environments	10:00-12:00 Testing Activities for youths	Finalising Week Of WellBeing	
11:30-12:00	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	
12:00-13:30	Team Building: Experience NFE methodologies	Voices of Young People	13:00 - 14:00 Study visit w/ local youth worker	12:30 - 15:00 Study visit w/ local youth	Skill Portfolio and Quality Evaluation	
13:30-15:00	Lunch break	Lunch break	Lunch break		Lunch break	
15:00-16:30	Your Daily work with youths	Active listening and Flower of participation	World Cafe: Week of wellbeing	Lunch break	Closing Activity	
16:30-16:45	Coffee break	Coffee break	Coffee Break	Coffee break	Free Afternoon	
16:45 - 18:00	Skill Portfolio and Projects Outcomes	Discover Strategies in Youth works	Creating Activities for youths	Guided Tour City (Optional)	Free Afternoon	

Sunday  
June 1  
Arrival day

Saturday  
June 7  
Departure

The implementation of two study visits allowed us to understand wellbeing promotion from different point of views, developing a more comprehensive knowledge of effective strategies and methodologies.

The first study visit brings us to a local youth center, making us discover the Lithuanian local and national situation in terms of wellbeing, showing us successful examples of creating safe space and implementing effective youth work activities.

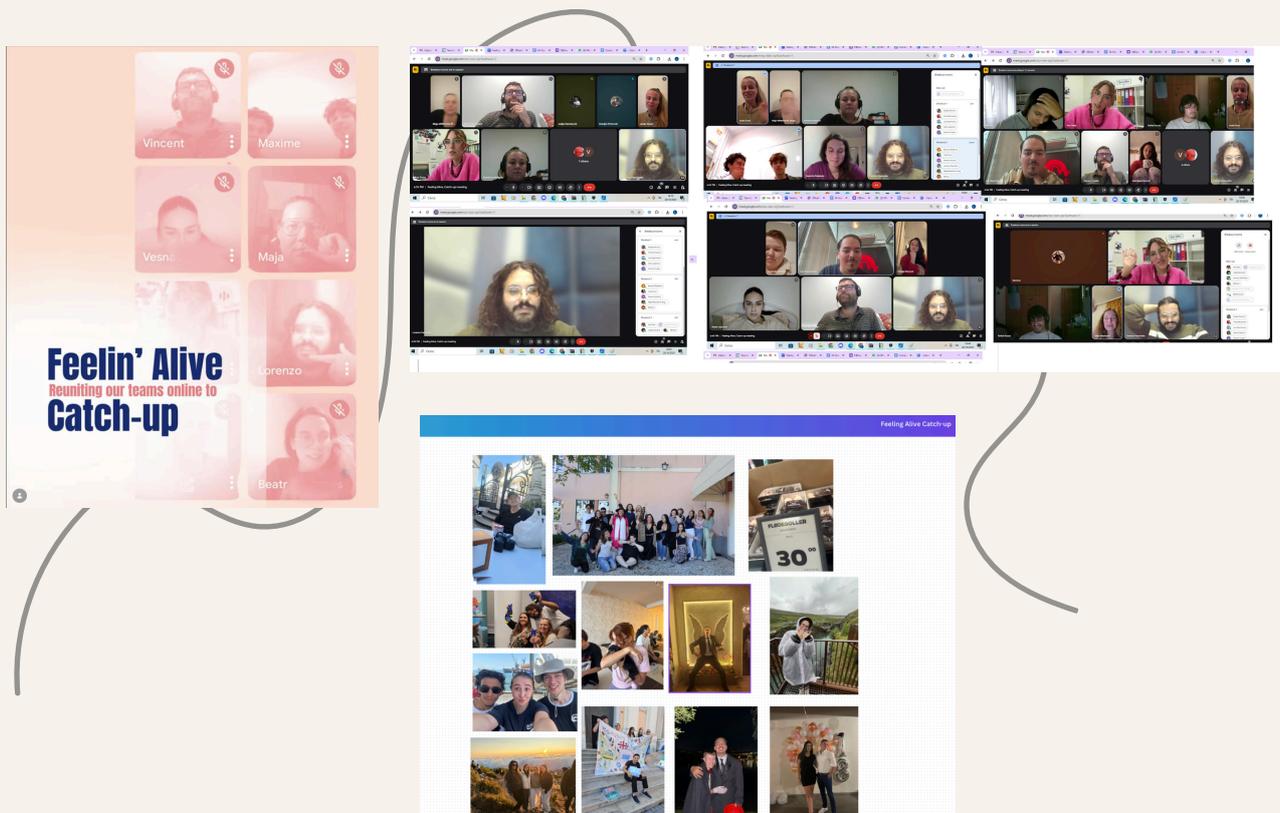
Taking inspiration from the previous sessions and the first study visit; our participants brainstormed and developed new NFE activities to promote wellbeing. Those activities were then tested the day after during the second study visit, which happened in the Vilnius Lazdynai School, here our participants had the opportunity to experiment themselves as facilitators, leading 2 different short workshops to 2 classes of youths between 15 and 17 years old.

This moment proved our developed methods as a success, we discovered which needs and ideas of wellbeing students have and they expressed interest to be involved again in similar projects on this topic. This gave us also the chance to listen to inform them about Erasmus+ and EU possibilities, increasing visibility of the project and showing them future opportunities.

The last outcome of the youth workers training was finalising the plan for our Feeling ALive finale week of wellbeing. Participants used ideas developed left by the previous youth group, as starting point, selecting, developing and planning realistic implementation of and selected the best and more doable ideas.

## CATCH UP ONLINE MEETING

A few months after the youth mobility, we decided to have one more moment all together, to catch up with participants and measure the long-term impact of the project on them. To allow as many as possible to participate, we sent a poll in the whatsapp group of the mobility, and participants selected the most suitable days for themselves. Before the meeting, we prepared a feedback form, to measure if and how much they improved their wellbeing skills since the project. During the online meeting then we first had an ice-breaker, where everyone shared a picture symbolising them in their last months; and then we divided them in 3 smaller groups. In each small group one of the partner coordinators acted as facilitator, prompting questions to make them reflect and share on their wellbeing level in these months, and which strategies they have acquired to support it. At the end of the meeting we asked everyone to fill the above mentioned feedback form, and we invited them to listen to our podcast, take part in the second round of week of wellbeing, and we remind them about all the existing Erasmus+ and EU opportunities for youths.



# TOOLS AND OUTPUTS

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This chapter presents the main tools developed during the project, with a strong focus on podcasts and well-being weeks as a medium for youth well-being. It explains how podcast creation and creative approaches support emotional literacy, self-expression, and community building.

04

## **PODCAST**

During the project, the partner consortium teamed up to create 20 podcast episodes - each partner made four. The episodes covered different aspects of youth mental health and well-being. The Culture of Productivity talked about stress, time management, and the pressures young people face in school, work, and social life. Community and Loneliness explored why having a support network matters, especially during and after Covid. Resource and Support dove into topics like asking for help, mental health taboos, rural services, online resources, and digital literacy. Being You(ng) focused on identity, intersectionality, and how things like gender, sexuality, or race affect mental health. Each episode included intros, personal reflections, and questions about accessing support and feeling included. Participants shared their experiences and offered real, relatable stories and tips from themselves. They became a fun and practical way to explore well-being while giving youth a voice.



## **PODCAST AS A TOOL FOR WELL-BEING**

Podcasts can be a powerful tool for youth well-being because they are accessible, engaging, and flexible. They allow young people to explore topics such as mental health, mindfulness, coping strategies, and personal growth in a conversational, relatable format. Listening to peers or trusted voices can normalize emotions, reduce stigma, and encourage reflection on personal experiences.

Moreover, creating podcasts provides active benefits for youth themselves. It fosters skills in communication, critical thinking, and creativity while giving them a platform to express their feelings and perspectives. This sense of voice and agency can boost self-esteem and strengthen community connections. Podcasts also encourage self-care practices; episodes focusing on stress management, relaxation techniques, or social support networks can inspire listeners to adopt healthier habits in their daily lives. In short, whether as creators or listeners, podcasts offer a flexible, youth-friendly medium to support mental health, emotional literacy, and social well-being.

## OUR EPISODES:



### 1. The Culture of Productivity

- [The Culture of Productivity \(Voices of Portugal\)](#)
- [The Culture of Productivity \(Voices of Lithuania\)](#)
- [The Culture of Productivity \(Voices of France\)](#)
- [The Culture of Productivity \(Voices of Croatia\)](#)
- [The Culture of Productivity \(Voices of Denmark\)](#)



### 2. Community and Loneliness

- [Community and Loneliness \(Voices of Portugal\)](#)
- [Community and Loneliness \(Voices of Lithuania\)](#)
- [Community and Loneliness \(Voices of France\)](#)
- [Community and Loneliness \(Voices of Croatia\)](#)
- [Community and Loneliness \(Voices of Denmark\)](#)



### 3. Resources and Support

- [Resources and Support \(Voices of Portugal\)](#)
- [Resources and Support \(Voices of Lithuania\)](#)
- [Resources and Support \(Voices of France\)](#)
- [Resources and Support \(Voices of Croatia\)](#)
- [Resources and Support \(Voices of Denmark\)](#)



### 4. Being You(ng)

- [Being You\(ng\) \(Voices of Portugal\)](#)
- [Being You\(ng\) \(Voices of Lithuania\)](#)
- [Being You\(ng\) \(Voices of France\)](#)
- [Being You\(ng\) \(Voices of Croatia\)](#)
- [Being You\(ng\) \(Voices of Denmark\)](#)

# PODCAST RECORDING GUIDELINES

## 1. Plan Your Content

- Define your topic: Choose a clear theme or message.
- Outline your episodes: Break down key points, questions, or stories.
- Identify your audience: Tailor language and examples to youth engagement.

## 2. Prepare Your Equipment

- Microphone: Use a good quality USB or XLR mic.
- Headphones: Prevent audio feedback.
- Recording software: Options include Audacity, GarageBand, or Anchor.

## 3. Set Up Your Space

- Quiet environment: Minimize background noise.
- Acoustic considerations: Use carpets, curtains, or blankets to reduce echo.

## 4. Recording Tips

- Warm-up voice: Speak clearly, pace yourself, and breathe.
- Stay natural: Conversational tone engages listeners better.
- Record in segments: Easier to edit mistakes or pauses.
- Backup recordings: Prevent loss of data.

## 5. Post-Production

- Edit audio: Remove background noise, long pauses, and mistakes.
- Add intro/outro music: Keep consistent branding.
- Normalize audio levels: Ensure consistent volume across episodes.
- Export in MP3 format: Standard for most podcast platforms.

## 6. Publishing and Sharing

- Choose a host: Example Buzzsprout from which you can share to Spotify, Apple Podcasts, Amazon Music, Deezer, etc.
- Create engaging titles & descriptions: Make episodes discoverable.
- Promote: Social media, newsletters, and community groups.

## WELL-BEING WEEKS

Each project partner implemented two weeks of well-being in their countries, aiming to engage and support young people in practical and meaningful ways. The goal was to offer activities, covering a variety of topics related to mental health, self-care, and personal development. Across all five countries, the initiative reached 400 young participants, ensuring diverse profiles and experiences were included.

The weeks of well-being benefited participants by providing dedicated time to focus on their mental health, explore coping strategies, and connect with peers in a supportive environment. Young people gained practical tools for stress management, learned about available resources, and reflected on personal and social aspects of their well-being. These weeks also helped build a sense of community, encouraged open conversations about mental health, and empowered youth to take an active role in shaping their own self-care practices.

### ACTIVITIES AND SCHEDULES:

#### CARPE DIEM

28th-30th of January 2025, 6th of February 2025

1. **Mandala Drawing:** Participants learned how to draw and color mandalas, using different colors and shapes to create unique artwork. Mandalas are circular designs that symbolize harmony, balance, and wholeness.
2. **Stress Ball Making:** Young people created their own stress balls using balloons and various fillings, such as kinetic sand.
3. **Dreamcatcher Crafting:** Participants made their own dreamcatchers using colorful threads, beads, and feathers. This activity involves creative play with materials and exploring the symbolism of this traditional object.
4. **Rock Painting:** Participants painted smooth rocks using acrylic paints, markers, or other decorative materials. The activity involves selecting rocks, designing patterns, painting, and finishing with a sealant to preserve the artwork. Painted rocks can be kept as personal reminders, gifted to others, or placed in public spaces to spread positive messages.

24th-28th of November 2025

1. **Body Butter Making:** Participants learned how to make natural body butter using simple and easily accessible ingredients such as shea butter, coconut oil, and essential oils. During the workshop, they went through the steps of melting, mixing, and cooling the ingredients, and personalize their product with scents and textures of their choice. At the end, each participant took home their own handmade body butter.
2. **Lip Balm Making:** In this workshop, participants created their own natural lip balm using beeswax, plant oils, and fragrance additives. They learned how to combine, melt, and pour the ingredients into small containers, which they can decorate as they wish. The lip balm can be used daily or gifted as a small token of care.
3. **“Jar of Positive Thoughts”:** This creative and reflective activity invited young people to make their own Jar of Positive Thoughts. Each participant decorated a jar and filled it with affirmations, supportive messages, and things they are grateful for. When they feel stressed, anxious, or unmotivated, they can open the jar and read a positive message as emotional support.
4. **Scented Candle Making:** Participants learned how to make their own scented candles using natural wax, essential oils, and colors of their choice. During the workshop, they explored the process of melting and pouring wax, adding fragrances, and decorating candles with spices, or natural pigments.



7th–11th of September 2024

1. **Workshop on Healthy Eating and Optimizing Sleep:** Held at the university health service, this workshop provided practical advice on nutrition and sleep hygiene. Students explored how eating habits and sleep quality influence academic performance and emotional balance.
2. **Smoothie Bike” Activity:** During this interactive event in the hall, participants prepared their own smoothies by pedaling a stationary bike, guided by a professional dietitian. The activity combined physical movement, fun, and awareness about healthy nutrition.
3. **Flash Nap Sessions:** Three “flash nap” workshops were organized during the lunch break. Students learned how to take effective short naps to recover energy and reduce stress. These sessions quickly became one of the highlights of the week.
4. **Seated Massage Session:** At the end of the week, short massage sessions were offered at the health service to help students unwind and release tension accumulated during the academic week.

17th–20th of November 2025

1. **“Smoothie Bike” Workshop:** Held in the Magellan Hall, this interactive activity invited students to prepare their own smoothies by pedaling a stationary bike. The workshop combined physical movement with practical learning about healthy nutrition in an engaging and enjoyable way.
2. **Foot Reflexology Sessions:** These sessions were organized to promote relaxation and overall well-being through targeted pressure techniques applied to the feet. Students experienced a calming activity designed to reduce stress and improve physical and mental balance.
3. **Seated Amma Massage Sessions:** Individual seated Amma massage sessions were offered by appointment in 15-minute slots. These short sessions helped students release muscular tension and restore energy during the academic week.
4. **Essential Oils and Anti-Stress Roll-On Workshops:** Organized in the Magellan Hall, these creative workshops allowed students to produce their own anti-stress roll-ons, sleep roll-ons, and essential oil diffusers. Participants learned about the benefits and safe use of essential oils through practical, hands-on activities

## CO-LITERATE

On 8th of April and 1st of November 2025, two national events were organized in Denmark in collaboration with local partners, each offering a unique format to engage young people through creativity, dialogue, and community. Participants were national and international students and young people, professionals, and local community leaders and decision-influencers (+40 participants in total).

### **Horsens (8 April)**

This full-day event focused on personal storytelling and collective reflection. The program encouraged self-expression, peer connection, and creative exploration of mental wellbeing.

Activities included:

- Introduction to the Feelin' @Live project
- Writing and storytelling workshop
- Open discussion circle
- Podcasting session
- Community cooking and shared dinner

### **Aalborg (1 November)**

Centered on listening and dialogue, this event created space for deeper conversations and networking. Participants explored mental health themes through media, conversation, and peer exchange, fostering openness and community engagement.

Activities included:

- Listening Cinema (Feelin' @live podcast)
- Project introduction
- Talk and debate
- Fishbowl-style group discussion
- Informal networking and mingling

13th of November – 04th of December 2024

- **1.Tolerance:** During the first session, we introduced the project and tried to define what a team is and what characteristics it possesses. We brainstormed and discussed what a tolerant person is and what qualities should have. Discussions were held both in small groups and with all participants together. We analyzed how a tolerant society is created and if we can consider our own society to be tolerant or not. Additionally, we compared the environments of Americans and Europeans, discussing the differences and similarities.
- **2.Mental Health and ways to strengthen it:** We discussed activities that can be applied both during lessons and outside of them. Working with the students, we analyzed what causes them stress and what emotional health means. Together, we conducted a test designed to assess their emotional well-being and explored ways to strengthen it. The session was supplemented with a video on stress management, followed by a discussion. At the end, we discussed methods that could be implemented at school to maintain better emotional health and a short meditation sessions
- **3.Healthy Relationships:** We discussed how to identify toxic relationships, manipulative behavior, and possible solutions. The lesson began with a cognitive game where students analyzed various relationship situations and solved tasks related to their evaluation. We also watched a video about recognizing manipulation and its impact on relationships. After the video, a group discussion took place, where students shared their insights and advice. We concluded the session with a reflection circle, during which each participant identified one thing they could apply in their own lives to spot manipulation and keep themselves away from them.
- **4.Psychological support and opportunities:** During the fourth session, we reviewed the topic discussed the previous week. Students shared the types of support they know and where they could seek help if needed. During the discussion, we explored which forms of help are most accessible and how to use them effectively. At the end of the lesson, we organized a cognitive game that encouraged students to recognize help-requiring situations and appropriate solutions.

- **5.Meditation Session:** designed to calm the mind and restore inner peace. The youth group led a session during which participants learned mindfulness and focus, focusing on deep, rhythmic breathing. It was a great opportunity to briefly step away from the stress of school days and master stress management techniques.
- **6.Yoga Session:** which supplemented the practice of calm with light physical activity. During the session, youths, guided by a professional, performed various poses that helped improve flexibility, strengthen the body and promote a better connection between the body and mind. This activity demonstrated the importance of taking care of not only mental, but also physical health.
- **7.Tea Ceremony:** It was an elegant gesture. Students decided to switch roles with their teachers, to experiment being the one taking care of the others in a respectful way. They created a cozy environment, and led their schoolmates and some teachers in a tea-cerimonia, in which various, specially selected, aromatic teas and sweet cookies were offered. The students themselves led the ceremony, creating a pleasant and warm atmosphere, thus strengthening the sense of community and trust in the school context
- **8.Healthy lifestyle and friendly Sports Competition:** This activity was designed to promote awareness about good physical well being practice and to test the strength and endurance of students in a friendly competition. The physical education teacher guided a warm-up for all the participants and then we hosted two dynamic events: the longest plank hold and the number of push-ups in a set time. Participation was volunteer and we empathized with it being a friendly competition, in which everyone could participate first of all to test its own limits. Emphasizing the importance of a healthy lifestyle, the prizes were not medals, but abundant and varied fruits shared among everyone, encouraging participants to choose nutritious and healthy products.

18th–22nd of November 2024

1. **Mindfull me:** This activity focused on psychological well-being through simple mindfulness practices that participants could easily integrate into their daily routines. Through mindful writing, slow and sensory-based eating, and other grounding exercises, the session encouraged a deeper awareness of the present moment. The aim was to help participants reconnect with themselves, reduce emotional overload, and cultivate a sense of calm by paying attention to their thoughts, senses, and surroundings.
2. **Smoothie workshop:** This workshop demonstrated how to use everyday ingredients to prepare nutritious and delicious smoothies. Beyond promoting healthy eating habits, it also highlighted practical ways to reduce food waste by creatively reusing fruits, vegetables, and other items often left forgotten in the kitchen. Participants explored different combinations, learned simple principles of balanced nutrition, and discovered how easy it can be to prepare healthy snacks with what they already have at home.
3. **Mandalas workshop:** This dot-painting mandala workshop offered a calm, creative space for self-expression and relaxation. Participants were invited to focus on the repetitive and soothing process of creating mandalas, allowing the activity to become a moment of introspection and emotional release. The experience encouraged mindfulness, artistic exploration, and a deeper connection with oneself through the creation of a personal piece of art.
4. **Indoor Yoga:** Because the activity took place during winter, the yoga session was held indoors at the Youth Centre. The practice aimed to promote physical well-being, stretching, and gentle movement, while also supporting mental relaxation and body awareness. It provided a warm, welcoming environment for participants to slow down, breathe, and care for their overall well-being.



3rd–7th of November 2025

1. **Laughing Therapy:** This session introduced participants to laughter therapy, a playful and unconventional relaxation activity designed to show the positive impact that laughter has on our well-being. Through guided exercises and spontaneous moments of laughter, the activity encouraged emotional release, reduced stress, and helped participants experience how simple joy can shift their mood and overall energy.
2. **Build your own Terrarium:** In this activity, participants created their own small terrariums, learning the basics of assembling and caring for a miniature ecosystem. The process invited creativity and mindfulness, allowing each person to design a piece of nature they could take home. It combined hands-on engagement with a calming and grounding experience.
3. **Journaling and moodboarding:** This session combined reflective writing with the creation of personal moodboards. Participants were guided to think about their goals, emotions, and future aspirations, using both words and visual elements to express themselves. The activity encouraged self-awareness, intention-setting, and emotional clarity by translating inner thoughts into concrete written and visual forms.
4. **Assertive communication workshop:** This workshop explored the foundations of assertive communication, with a particular focus on emotional responsibility when expressing oneself. Participants discussed how to communicate needs clearly, set healthy boundaries, and express emotions without blame. The activity supported the development of respectful, confident, and conscious communication skills.
5. **PuppyPilates:** This activity combined gentle physical exercise with the presence of playful puppies, creating an uplifting environment that boosted psychological well-being. The session offered relaxation, movement, and emotional comfort, showing how animals can contribute to reducing stress and enhancing mood during physical activity.



## GUIDES PREPARED DURING THE TRAININGS

To summarise what are the needed competences to promote wellbeing, during our project we prepared two skills portfolios, one dedicated to youths and one dedicated to youth workers. and were used in the respective training to guide reflection, improve awareness and encourage self-assessment. The 2 guides serve different, but complementary uses.

### Skills portfolio for youth

This Skill Portfolio is dedicated to youths, as a tool to deepen their understanding of what is wellbeing and what are the competences that once acquired can support us in feeling better.

It contains a simple introduction to the concept of wellbeing, and explore 7 recognised domains of it.

1. Physical
2. Social
3. Emotional
4. Intellectual
5. Spiritual
6. Occupational
7. Self-Identity

For each Wellbeing Domain, the portfolio provides a definition and a list of skills, knowledge and attitudes that may support youth in improving their wellbeing level on that Domain.

This portfolio does not aim to be a list of every skills and competences linked to wellbeing, nor want to suggest to youths that it's impossible to feel well if they don't have all the skills listed in it. It should be considered a guide to self-reflection and the self-learning process, to spot possible areas of improvement and valorise the big or small steps achievement they already reached.



[link para o documento](#)

## Skills portfolio for youth worker

This second Portfolio is dedicated to youth workers, to support their professional development and become more able to promote wellbeing among youths.

It's assumed that youth workers reading this have already developed an understanding of the concept of Wellbeing and its domains. The portfolio starts with a definition of "What is promotion of Mental Health among youths", and present one the most efficient way to do it "fostering 6 domains of Social and Emotional Learning (SEL)". The CASEL framework, then shows as youth workers we need to take in consideration "Individual, Social and Environmental" levels, when intentionally "creating environments" and "designing experience" that can really promote wellbeing among youths. The portfolio also includes a quick guide about the difference between "taught" and "caught" learning experience and how to create safe and positive learning environment.

Once this background knowledge is acquired, youth workers will find a detailed description of the "11 Characteristics for High quality Youth work".

1. Take the whole human being into consideration
2. Focus on social and emotional learning
3. Start with a needs-assessment
4. Discover the motivation of young people
5. Be a role model of positive mental health
6. Create safe learning environments
7. Building respectful and supportive relationships with young people
8. Develop self care
9. Stimulate group reflection and self-reflection
10. Cultivate a culture-sensitive approach
11. Dare to involve the community

For each of them the portfolio includes an explanation and a list of skill, knowledge and attitude needed to achieve that characteristic and improve the way a youth worker can promote wellbeing among youths.



[link para o documento](#)

## Website

The project's website, available at <https://www.feelingaliveproject.com/>, serves as an open space where users can explore a wide range of materials developed throughout the project. The platform includes articles that introduce key themes related to well-being. These articles offer additional context, inspiration, and practical insights, as well as why the topic is so relevant to be covered for organisations interested in applying similar approaches in their own activities.

The website also gathers the tools developed during the project that can support youth workers, educators, and organisations in implementing their own well-being initiatives. All materials are freely available and designed to be adapted to different contexts and target groups, reinforcing the project's commitment to accessibility and replication.

# IMPACT AND TRANSFERABILITY

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This chapter presents the impact achieved by the Feelin' @Live project at local, national, and European levels, highlighting changes observed in participants, organizations, and communities. It also explores the project's transferability, outlining how its tools and methodologies can be adapted and applied in different contexts beyond the project's lifetime.

# 05

## **TOOLS FOR MEASURING THE IMPACT**

To capture the project's impact in a comprehensive and reliable way, partners used multiple sources of information throughout the implementation period. This combination of tools allowed the consortium to assess changes in participants well-being, learning outcomes, engagement, and overall experience from different perspectives.

The main tools used were:

- Direct feedback during activities – Facilitators collected spontaneous comments, observations, and reactions from participants throughout each session. This immediate feedback helped identify what elements were most meaningful, what generated positive emotional responses, and where adaptations were needed.
- Evaluation forms – Structured evaluation forms were completed by participants at different stages of the project. These forms provided insights into satisfaction levels, perceived usefulness of the activities, emotional and social impact, and suggestions for improvement. You can find examples of evaluation forms used in the attachments x
- Testimonies – Personal testimonies were gathered in written or verbal formats, capturing individual stories, reflections, and lived experiences. These qualitative insights provided depth and emotional context to the project's outcomes.
- Assessment on learnings and Youthpasses – Learning assessments were carried out to understand how participants developed key competences throughout the project. The Youthpass process further supported reflection on personal growth, motivation, communication skills, emotional awareness, and active participation.

Together, these tools ensured a multidimensional understanding of the project's impact, combining both qualitative and quantitative evidence in a meaningful and actionable way.

## INSA ROUEN NORMANDIE

The Feelin' @Live project has had a significant and lasting impact at INSA Rouen Normandie, both on the student community and within the institution itself.

The initiative mobilized a wide range of participants — students, teachers, and staff — around the topic of mental health and well-being. Several teachers integrated well-being concepts into their educational practices, designing new activities inspired by the project's training. For instance, one language teacher developed outdoor sessions in the forest to combine physical activity, relaxation, and German language learning.

Among students, the project inspired engagement and responsibility. A group of students who initially participated in the activities have now joined the Health Service as student health ambassadors, helping to promote well-being and peer support on campus. Following the success of the first Well-being Week, the Health Service decided to repeat the initiative twice per year, making it a regular feature of INSA's student life.

The project also encouraged students to explore new forms of expression. After their participation in the Feelin' @Live podcast experience, several students expressed interest in recording new episodes on topics such as stress, motivation, and intercultural communication — extending the dialogue on well-being beyond the project's initial framework.

Institutionally, Feelin' @Live strengthened collaboration between the Health Service and the International Relations Office. This partnership created new opportunities to share information, coordinate initiatives, and provide better support for students. It also fostered informal dialogue: international students now more frequently approach the International Relations team to share feedback or concerns about their well-being, reflecting a new level of trust and openness.

To enhance student well-being and proactively address mental health challenges, the Human Resources Department has established a training program for staff to become mental health first responders. Starting in 2026, this training will be offered to volunteer staff and will equip them with the skills to recognize early signs of student distress, enabling timely support and intervention.

Finally, one of the most tangible outcomes has been the creation of a dedicated relaxation and rest room within the Health Service – a space designed for students to take a break, unwind, and recharge, which did not exist before the project.

Through these developments, Feelin' @Live has contributed to building a stronger, more supportive, and more connected student community at INSA Rouen Normandie.

## CO-LITERATE

For Co-literate, Feelin' @Live reinforced its mission to bridge research and practice in youth mental health and wellbeing. Co-literate applied its expertise in wellbeing literacy and co-creation design in real-world settings, particularly through the development of recruitment, communication, podcasting formats, and participatory workshops for young people and professionals. These tools proved effective in engaging young people and facilitating open dialogue around wellbeing.

Locally, Co-literate strengthened the collaboration with local and national actors, integrating project outcomes into ongoing youth initiatives and networks. The podcasting skills and methodology and workshop templates developed during the project are now being used by our Danish youth participants and have informed new training modules for educators and youth workers.

At the European level, Co-literate's contributions helped shape a transferable framework for youth-led mental health promotion. The tools and formats co-developed with partners from France, Portugal, Lithuania, and Croatia are adaptable across educational, youth work, and community contexts, which demonstrates how creative, participatory methods can be scaled and applied across borders, organisations, and real-life contexts.

## CARPE DIEM

Participation in the Feelin' @Live project significantly strengthened our organisation's capacity in the field of youth wellbeing, with a particular focus on young people's mental health. Through the project activities, we deepened our understanding of mental health promotion, prevention approaches, and the importance of creating safe and supportive environments for young people. This experience increased both the confidence and competence of our team to design and implement meaningful wellbeing activities tailored to the needs of youth.

In addition, we enhanced our practical skills in podcast creation and promotion, from developing engaging content to managing technical aspects and outreach strategies. These newly acquired competencies allowed us to experiment with innovative methods of engaging young people and raising awareness about mental health topics in accessible and creative ways. The activities implemented during the wellbeing weeks further strengthened our organisational expertise in planning and delivering participatory programmes that actively involve young people and encourage positive lifestyle habits.

At the local level, the project helped us build stronger and more sustainable relationships with the local community, young participants, schools, and other stakeholders who were actively involved in the podcast activities, wellbeing weeks, and the final dissemination event. These collaborations not only increased the visibility and credibility of our organisation but also opened new opportunities for future cooperation and joint initiatives.

Finally, the project contributed to the development and reinforcement of our international partnerships, creating a solid foundation for future collaborative projects. Overall, Feelin' @Live had a lasting organisational impact by strengthening our expertise, expanding our network, improving our methodological approaches, and increasing our capacity to support young people's wellbeing in a more structured, innovative, and sustainable way.

At Psientífica the impact was also noticeable. Across the different steps of the project, participants demonstrated a clear increase in their motivation to engage in future activities, both locally and internationally. Young people who took part in the Feeling Alive initiatives expressed a strong desire to remain involved, showing greater confidence and curiosity toward new learning and participation opportunities.

Psientífica collected several testimonies from participants, highlighting how meaningful the experience had been for their personal development. Many reported feeling more empowered, more capable of expressing themselves.

The impact was also evident in the continued engagement of those who joined the different steps and activities of the project. Since then, they have not only continued participating in Feeling Alive initiatives, such as the podcast and subsequent well-being weeks, but they have also taken part in other local and European projects. Motivated by their experience, a group of participants even created an informal youth group dedicated to promoting Erasmus+ opportunities and organising well-being activities within their community.

## TAVO EUROPA

Taking part in Feeling Alive reinforced Tavo Europa in its competences and resources to promote wellbeing among the youths we work with.

The research and study required to prepare the 2 skills portfolio reinforced our knowledge and understanding of the topic; and hosting 2 different mobility reinforced our logistics and methods, making us more confident in successfully delivering non formal education sessions to different groups of people. The project was also an important opportunity to learn and listen to the voice of youths, discovering their point of views on delicate topics like mental health and what are their perceived needs.

This acquired knowledge will reinforce us long-term, making us more able to address specific issues in more impactful ways.

Taking part in the Feeling Alive project also reinforced our international and local networks.

Collaboration with the partners and the opportunities to take part in TPM in partners' countries increase our international dialogue skill and our understanding on intercultural collaboration.

Podcast recording was another important occasion to connect professionals and youths, allowing this last to potentially have their voice and thought heard from everywhere in Europe.

The weeks of wellbeing also reinforced our network and connection to local realities, strengthening our collaboration with local school allowed us to introduce Erasmus+ and European project to more youths, promoting not only wellbeing, but also awareness of EU opportunities.

## STRATEGIES FOR CONTINUITY BEYOND THE PROJECT

The sustainability of the project was a shared priority across all partners and as so we identified several strategies to ensure that the impact continues well beyond the end of the project. One of the key approaches is the integration of the developed activities, such as the well-being weeks, creative workshops, and participatory methods, into the regular activities from each organization. By including these methods and types of activities into our ongoing youth work, partners guarantee that the benefits remain accessible to young people all over Europe.

Another important strategy is the maintenance of the transnational collaboration built throughout the project. Partners intend to continue working together, sharing new tools and methodologies, supporting each other's initiatives, and exploring new opportunities for joint projects. The materials created, including guidelines and activity descriptions, will remain freely available so that educators, youth workers and external organisations can replicate and adapt everything that was done in Feeling Alive to their own contexts.

Additionally, young participants in the different countries have taken ownership of the project's spirit by forming informal groups dedicated to organising well-being activities and sharing information about European opportunities.

With these strategies, we can ensure a stable foundation that the project's outcomes remain relevant and capable of evolving through time.

## POTENTIAL FOR APPLICATION IN DIFFERENT CONTEXTS

The tools and methodologies developed within the project are highly adaptable for a wide range of contexts. Their flexibility allows organisations to adjust the activities to different environments, resources and target groups, while still maintaining the core principles of well-being, creativity and non-formal education.

Feeling Alive activities can be applied in:

- Schools and universities, the activities can be used to support students emotional well-being, reduce stress, and foster healthier learning environments. For example, journaling or mindful eating sessions can be integrated into tutor classes or welcome weeks, while well-being workshops can be incorporated into guidance and welcoming programmes or mental-health awareness days.
- In youth centers and NGOs, the activities can be included in their weekly programs or whenever it suits their needs. The activities implemented are particularly effective for increasing engagement with young people who are harder to reach, as they create a safe and informal space where young people feel comfortable expressing themselves and connecting with others. Youth workers can also use the activities to strengthen young people's personal and interpersonal skills.
- In community settings, such as local associations, libraries, or municipal activities, these tools can be used to promote social cohesion and intergenerational participation.

The methodologies also have strong relevance for mental health promotion programmes, as that's the main topic of the project and can be used to foster well-being in most settings.

Even in workplace environments, adapted versions of the activities can support employee well-being, stress reduction, and teamwork. For instance, short mindfulness breaks, reflective writing exercises, or creative workshops can be included in team-building days or professional development programmes. These activities help staff improve communication, manage stress, and strengthen interpersonal relationships within the organisation.

Overall, the versatility of the project's tools lies in their simplicity: each activity can be scaled up or down, delivered individually or in groups and adapted to the needs, resources, and reality of each setting. This makes them replicable for any organisation seeking to strengthen well-being, personal development, and community connection.

CONCLUSION

# CONCLUSION



06

# CONCLUSION

The Feelin' @Live project demonstrates that youth well-being is not an isolated topic, but a collective responsibility that thrives in environments of trust, creativity, and participation. Across five European countries, this project has shown that when young people are given space, tools, and agency, they are not only capable of reflecting on their own mental health but also of actively contributing to the well-being of their peers and communities.

Through non-formal education, youth-led initiatives, and cross-sector collaboration, Feelin' @Live created meaningful opportunities for learning, dialogue, and personal growth. Activities such as youth and youth worker mobilities, podcasts, and well-being weeks proved that accessible, creative, and participatory methods can have a tangible impact on emotional awareness, self-care practices, and social connection. At the same time, youth workers strengthened their competences to create safe, inclusive, and empowering spaces where well-being can be nurtured in a sustainable way.

Beyond its immediate outcomes, the project leaves a strong legacy. The methodologies, tools, and resources presented in this guide are designed to be adaptable and transferable, allowing organizations, educators, and communities to replicate and further develop them in diverse contexts. Perhaps most importantly, Feelin' @Live fostered a shared mindset: one that recognizes young people not as passive recipients of support, but as active agents of change in promoting mental health and well-being across Europe.

As this guide reaches new readers and practitioners, it carries forward the project's core message, that feeling alive is deeply connected to being heard, being supported, and being empowered to participate. It is our hope that the practices and reflections gathered here continue to inspire action, collaboration, and care well beyond the lifespan of the project.