

Crisis Youth Work



Współfinansowane przez
Unię Europejską

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Introduction

Certainly. The quarantine and COVID-19 pandemic have made it very challenging to work with volunteers face-to-face. Here are some reasons why:

- **Social distancing:** Due to the need to maintain social distancing, it has been difficult to organize volunteer events or training sessions that require in-person interaction. This can make it hard to build a sense of community and teamwork among volunteers, which is crucial for effective collaboration.
- **Safety concerns:** The safety and well-being of volunteers is of utmost importance, and the pandemic has created an added layer of risk that needs to be carefully managed. Organizations that work with volunteers must ensure that they are taking all necessary precautions to protect their health, such as providing personal protective equipment, implementing safety protocols, and limiting the number of people in shared spaces.

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- **Uncertainty:** The pandemic has created a great deal of uncertainty, both in terms of the health risks posed by the virus and the economic impact of the crisis. This can make it challenging to plan and execute volunteer initiatives, as well as to recruit and retain volunteers who may be facing their own personal challenges.
- **Limited resources:** The pandemic has put a strain on the resources of many organizations, including those that work with volunteers. Budgets may be tighter than usual, making it harder to provide the necessary support and training for volunteers, or to offer incentives or rewards to recognize their contributions.
- **Technology challenges:** With face-to-face interactions limited, many organizations have had to pivot to virtual platforms to engage volunteers. This can be challenging for both volunteers and staff who may not be familiar with the technology or may have limited access to reliable internet connections.

Overall, while the pandemic has presented many challenges for working with volunteers, it has also highlighted the importance of volunteerism and community engagement in times of crisis. With creativity, flexibility, and a commitment to safety, organizations can continue to engage volunteers and make a difference in their communities, even during difficult times.

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The best on line app

There are many applications and computer programs that can be used to work online with people, and the best ones will depend on the specific needs of the organization or team. However, here are 20 popular options that can be useful for various online collaboration needs:



- Zoom: Video conferencing software that allows virtual meetings and webinars with up to 100 participants.



- Skype: Video calling software that allows for one-on-one and group calls



- Google Meet: Video conferencing software integrated with Google Workspace.



- Slack: Instant messaging software designed for team communication and collaboration.

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Microsoft Teams

- **Microsoft Teams:** Collaboration platform that combines chat, video meetings, file storage, and app integration.



- **Trello:** Project management tool that allows team members to track progress, assign tasks, and collaborate.



- **Asana:** Project management software that helps team members organize and track their work.



- **Monday.com:** A team management platform that enables team members to track progress, manage tasks, and share files.



Dropbox

- **Dropbox:** Cloud storage software that allows team members to share files and collaborate on documents.

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Google Drive

- **Google Drive:** A cloud-based storage solution that allows users to create, share, and collaborate on documents, spreadsheets, and presentations in real-time.



- **Salesforce:** Customer relationship management software that allows teams to manage volunteers relationships, events, and marketing efforts.



- **HubSpot:** Marketing and sales software that enables businesses to manage customer interactions, create and track marketing campaigns, and analyze data.



- **Canva:** Graphic design software that enables users to create social media graphics, presentations, posters, and other visual content.



Hootsuite™

- **Hootsuite:** Social media management software

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that enables teams to manage and schedule social media posts across multiple platforms.



mailchimp

- Mailchimp: Email marketing software that allows teams to create and send email campaigns, manage subscribers, and analyze campaign data.



GoToMeeting

- GoToMeeting: Video conferencing software that allows teams to hold virtual meetings and webinars.



webex

by **CISCO**

- Webex: Video conferencing software that allows teams to hold virtual meetings and webinars.



Adobe® Creative Cloud™

- Adobe Creative Suite: A collection of design software that includes Photoshop, Illustrator, and InDesign.

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Skype for Business

- Skype for Business: Video calling software that allows for one-on-one and group calls, as well as screen sharing and file sharing.



- WordPress: Website creation software that allows users to create and manage websites and blogs.

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Rules of virtual workshops

When it comes to adapting youth workshops to an online format, there are several important factors to consider. Here are some clues that can help:

- **Plan for interaction:** One of the biggest challenges with online workshops is maintaining engagement and interaction. Plan activities and exercises that promote interaction and collaboration among participants, such as breakout rooms or group activities.
- **Use multimedia:** Use a mix of text, images, videos, and other multimedia to keep the workshop engaging and varied. This can help to maintain participants' attention and keep them engaged.
- **Make it interactive:** Use tools such as polling, quizzes, or chatbots to create interactive elements in your workshop. This can help to keep participants engaged and interested in the content.
- **Keep it short and focused:** Online workshops should be shorter than in-person workshops to avoid losing participants' attention. Consider breaking longer workshops into shorter sessions to maintain engagement.

- **Create clear instructions:** Ensure that participants understand how to participate in the workshop, how to ask questions, and how to interact with the facilitator and other participants.
- **Use collaborative tools:** Use tools such as Google Docs or Trello to facilitate group collaboration and enable participants to work together on group projects.
- **Consider accessibility:** Ensure that your workshop is accessible to all participants, regardless of their physical abilities or internet connectivity.
- **Test and refine:** Test your workshop with a small group before rolling it out to a larger audience. Collect feedback and refine your workshop based on the feedback received.

By keeping these factors in mind, you can create online workshops that are engaging, interactive, and effective for youth participants

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Step by step: How to plan virtual workshops?

- Step 1: Determine the goals and outcomes of the workshop. What do you want participants to learn or take away from the session?



- Step 2: Choose a platform. There are many online platforms that can be used for workshops, such as Zoom, Google Meet, or Microsoft Teams. Choose a platform that is accessible to your target audience and meets your technical requirements.



- Step 3: Determine the duration and format of the workshop. Decide how long the workshop will be and what format it will take, such as a lecture, discussion, or interactive activity.



- Step 4: Create a plan for the session. Plan out the activities and time allocation for each part of the workshop. Make sure to include breaks if the session is longer than an hour.

- **Step 5: Prepare materials.** Depending on the activities you have planned, you may need to prepare materials such as presentation slides, handouts, or videos. Make sure to have all materials ready before the session starts.



- **Step 6: Test your equipment and internet connection.** Make sure your equipment is working properly and your internet connection is stable. This includes testing your microphone, webcam, and internet speed.



- **Step 7: Set up the platform.** Create the online event and set up any necessary features, such as breakout rooms or screen sharing.



- Step 8: Send out invitations and reminders. Send out invitations to the workshop with all necessary information, such as the date, time, and platform to be used. Send out reminders a day or two before the workshop to ensure participants don't forget.



- Step 9: Practice the workshop. Go through the workshop as if you were a participant to make sure everything runs smoothly and to anticipate any issues that may arise.



- Step 10: Deliver the workshop. Log in to the platform and start the session at the scheduled time. Follow your plan and engage with participants as needed.



- Step 11: Collect feedback. After the workshop, collect feedback from participants to see how well the workshop met its goals and to make improvements for future sessions.

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- **Step 8: Send out invitations and reminders.** Send out invitations to the workshop with all necessary information, such as the date, time, and platform to be used. Send out reminders a day or two before the workshop to ensure participants don't forget.



- **Step 9: Practice the workshop.** Go through the workshop as if you were a participant to make sure everything runs smoothly and to anticipate any issues that may arise.



- **Step 10: Deliver the workshop.** Log in to the platform and start the session at the scheduled time. Follow your plan and engage with participants as needed.



- **Step 11: Collect feedback.** After the workshop, collect feedback from participants to see how well the workshop met its goals and to make improvements for future sessions.

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Introduction

Name into Action

MATERIALS:

None

PURPOSE:

To enable participants and facilitators to build relationships by learning each other's names.

OBJECTIVE:

Participants will be able to name the other group members and facilitators.

METHOD:

Invite participants to stand in a circle.

Ask for a volunteer to begin by saying their name and demonstrating an action of their choice that represents something about them or something they like to do.

Ask the person to their left to say the first person's name, demonstrate their action, and then say their own name and add an action to represent them.

Continue until all participants have given their name and action, seeing how many each person can remember each time.

PROCESSING:

How many names can you remember?

1 Can anybody remember everybody's name? What helped you remember the names?



Introduction

Human Bingo

MATERIALS:

Human bingo sheets / graphic /



PURPOSE:

To enable participants and facilitators to build relationships by learning each other's names.

OBJECTIVE:

Participants will be able to state the names of each group member.

METHOD:

Give each participant a copy of the Human Bingo sheet and a pen. (send graphic)

Invite participants to write around the room, and find a person who matches the statement in each box, then write their name into the box. Each person's name can only be written in to one box!

The winner is the first person to have everyone's name written on their sheet.

PROCESSING:

Give each participant a copy of the Human Bingo sheet and a pen. (graphic)

* Invite participants to walk around the room, and find a person who matches the statement in each box, then write their name into the box. Each person's name can only be written in to one box!

The winner is the first person to have everyone's name written on their sheet.

Team building

Two truths and lie

MATERIALS:

None

PURPOSE:

To give participants the opportunity to become more familiar with each other's names, skills, hobbies and personalities.

OBJECTIVE:

Participants will be able to name the other group members and facilitators.

METHOD:

- Invite participants
- Explain that everybody including leaders/ facilitators will introduce themselves again, and state three 'facts' about themselves.

Two 'facts' should be true and one should be a lie. The rest of the group will have to guess which "fact" is the lie.

- Allow participants a few minutes to think of what they will say.
- Ask for a person to start. They must introduce themselves to the group again, and state their three facts.
- Allow the whole group to discuss and decide which fact is the lie.
- The original person should then reveal the answer.
- Continue for all participants.



Team building

Two truths and lie

PROCESSING:

- How did you find that?
- What was it like to think of two true facts to represent yourself to the group?
- What was it like to think of a lie about yourself?
- Were you surprised by any of the answers?
- Did you learn anything you didn't know about the other people in the group?



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Communication

Brainstorm

MATERIALS:

None

PURPOSE:

To enable participants to identify the communication skills they use every day.

OBJECTIVE:

Participants will be able to list different types of communication.

METHOD:

Invite participants to sit in a circle.

Explain that this module is about communication. Ask the group to brainstorm what is meant by "communication", with one participant taking notes on the flipchart if desired.

Prompt with the following questions if necessary:

What are some of the different ways that we communicate with others?

How do you explain something to another person?

What do you do if you are talking to someone and you cannot understand what they are saying?

How can you make it easier for someone to understand what you are trying to communicate to them?

Can you give some examples of bad ways to communicate?

Communication

Brainstorm

Can you give some examples of good ways to communicate?

Summarise what has been said, explaining that effective communication is being able to let another person know what you would like them to know, using verbal and non-verbal methods. Effective communication also involves being able to listen effectively, be aware of your own and other people's emotions, and being able to be assertive.



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Communication

Mood

MATERIALS:

Mood graphic.



PURPOSE:

To enable participants to identify how body language and tone affects communication. To explore emotions.

OBJECTIVE:

Participants will be able to identify and practice different types of verbal and non-verbal communication.

METHOD:

- Invite participants to sit in a circle.
- Ask for a volunteer to begin. They must select a mood card at random, and introduce themselves to the rest of the group, using only the words "Hello, my name is..." (and their name). They must illustrate the mood on the card using tone and body language.
- The rest of the group must guess the mood on the card being acted out. The volunteer may need to repeat themselves until the group has guessed correctly.
- Another participant takes a turn, and the activity is repeated until everyone has taken part.

Communication

Mood

PROCESSING:

- Was it easy to work out the mood that was being acted out? How did you know?
- Is the way you introduce yourself important?
- Why is tone of voice and body language important for communication?
- Are there times when someone might say something but their tone and body language says something else? Can you give any examples?
- How should you try to speak to someone if you would like them to listen to you?

HAPPY	SAD	ANGRY	CONFIDENT
NERVOUS	BORED	SCARED	SHY
IMPATIENT	LONELY	EXCITED	MOODY
GRUMPY	CONFUSED	EMBARRASSED	ASSERTIVE
AGGRESSIVE	CHEERFUL	WORRIED	DISAPPOINTED

Self awareness

I AM

MATERIALS:

Paper and markers, Assorted art materials e.g. paints, crayons, pencils, old magazines, scissors, glue, background music

PURPOSE:

To enable participants to reflect on who they are, and their potential, talents and interests.

OBJECTIVE:

Participants will be able to list positive qualities about themselves and their skills, along with their interests.

METHOD:

■ Arrange the art materials in a central and accessible part of the room, and give each participant a large sheet of paper and a smaller sheet of paper.

« Explain that for this activity they should write/draw/stick the words "I am" in the middle of the large sheet of paper. Using the art materials provided they should then fill the page with positive "I am..." statements about themselves.

• Write a list of prompts to help participants get started on the flipchart if needed, or discuss them as a group.

- My feelings...
- My interests...
- My hobbies...
- Things I like...

Self awareness

I AM

- My beliefs...

- My values...

■ Explain that the smaller sheet of paper is for negative thoughts.

When a negative "I am" thought comes up, participants should write this on the sheet of paper, then think of a positive statement instead, and add this to the big sheet.

. Allow participants 15-20 minutes to work on their I am pictures.

Note: This activity does not need to be completed in silence! While the pictures will be personal, discussion between participants and with facilitators can help spark new ideas. Alternatively, play relaxing music in the background.,

- At the end of the activity, invite participants to tear up their page of negative statements and throw them away.
- If time allows and participants are confident, participants can present their pictures to the group.

PROCESSING:

- What was it like to spend time thinking about yourself?

- Did you find you had many negative thoughts?

. Was it easier to come up with positive or negative statements?

Why?

- Why is it good to recognise the positive things about who we are?
- If someone else was making a picture about you, do you think it would say the same things?

« Is there a difference between how you see yourself and how others see you? Which is the most important?

Self awareness

THE MASKS WE WEAR

MATERIALS:

Paper plates (at least 3 per participant), craft/lollipop sticks, sticky tape, pens/coloured pencils. Optional: additional art supplies.

PURPOSE:

To enable participants to explore their identity, the roles they play and the image they present to other people.

OBJECTIVE:

Participants will be able to explain the different identities they have, and reflect on how others may perceive them

METHOD:

- Invite participants to sit in a circle.
- Ask participants how they behave in the following situations (select questions appropriate to the group, not all may be suitable):
- With their grandparents / older family members?

Self awareness

THE MASKS WE WEAR

- At school during lesson time?
 - With their friends?
 - At a ceremony like a wedding, funeral, graduation etc?
 - At home with family?
 - Playing with younger children?
- At a job interview?
- . Around a boy/girl they like?
 - Explain that there are times when we need to present ourselves to other people in different ways, and that this can be a positive way of fitting in with social norms. However, at other times we may feel like we need to act a certain way but are not comfortable with it.
 - Invite participants to think about the roles that they play in their life around different people.
 - Give each participant 3 paper plates and 3 craft sticks to tape to the back to hold the mask, and share the other materials with the whole group. Explain that everyone should decorate three masks, to represent three roles that they take on in their lives.
 - When everyone has finished, invite participants to share their masks and discuss the roles that they take, if they are comfortable doing so.

Self awareness

THE MASKS WE WEAR

■ PROCESSING:

- What was it like to think about the masks you wear?
- Which mask do you feel most comfortable in?
- Is there a mask that you would like to get rid of? How can you do this?
- Is the way that other people perceive us important? Why?
- How might it feel if there is a big difference between how someone presents themselves to others and how they are inside? How can someone change this?



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Values

My values

MATERIALS:

Flipchart and Markers, My Values Worksheets, Pens

PURPOSE:

To enable participants to reflect on their values.

OBJECTIVE:

Participants will be able to state the values that are most important to them.

METHOD:

- Invite participants to sit in a circle.
- Ask participants to explain what a value is, and document answers on the flipchart.
- Values are guiding principles which determine what action to take, how to live life, and how decisions are made or prioritised.
 - Give each participant a copy of the My Values worksheet, and ask them to select the 10 values that are most important to them.
 - Next, they must select what they believe to be the three most important from their shortlist, and write these at the bottom of the page.
 - Emphasise that values are personal and there are no right or wrong answers.
 -

Values

My values

- Invite participants to discuss their answers in pairs for a few minutes.
- Taking turns working around the group, invite participants to share their most important value, if they feel comfortable to do so.

PROCESSING:

Were your values obvious to you?

- Does everyone have the same values?
- Where do our values come from?
- Why is it important to know what your values are?

Values

My values

	Family Happiness Being part of a caring family		Personal Development Trying to be the best you can be
	Physical Health Being active and fit		Loyalty Sticking by family and friends
	Competitiveness Winning, taking risks		Wealth Becoming rich, making money
	Friendship Close relationship with others		Helpfulness Helping others, improving society
	Affection Love and care		Religion Religious beliefs
	Fame Being well known or famous		Self-respect A sense of personal identity
	Freedom Independence and autonomy		Adventure New challenges
	Wisdom Discovering & understanding knowledge		Power Control, influence or authority over others
	Achievement A sense of accomplishment		Economic Security Being comfortable financially
	Nature Caring for the environment		Pleasure Fun, a leisurely lifestyle
	Creativity Being imaginative, innovative		Culture Proud of race/ethnicity
	Integrity Being honest and true to oneself		Inner Harmony Being at peace with oneself

Values

FUTURE VALUES

MATERIALS:

My future values worksheet, pens

PURPOSE:

To enable participants to think about the things that are important to them and how their future can be guided by their values.

OBJECTIVE:

Participants will be able to explain the things they love and how their values can guide them in their future.

METHOD:

- Invite participants to sit with their feet flat on the floor, their hands on their knees, and their eyes closed (or looking at the floor / away at the wall if they are not comfortable with their eyes closed.)
- Explain that you are going to read a short visualisation and you would like them to listen and take part in silence, Read the following, slowly, calmly, and clearly:
 - Imagine yourself in the future.
 - Where are you?
 - Who is with you?
 - What do you see around you?
 - What are others doing?

Values

FUTURE VALUES

- How are you feeling?

- Are you living life true to your values?
- What choices can you make now to help achieve your future?
- Wait a minute in silence, then invite participants to open their eyes when they are ready.

“ Ask participants to think about their values, what is important to them, and what they would like their future to be like.

- Give each participant a copy of the My Future Values worksheet and ask them to complete it individually.
- After 5 minutes, ask participants to turn to the person next to them and discuss their hopes for the future.

PROCESSING:

* What was it like to imagine your future?

- How do you think your values might affect your future?
- Are there any changes you would like to make to your life to achieve the future you would like?

How can you do this? Who can help you?

Values

FUTURE VALUES

WHAT I LOVE MOST NOW:		HOW I WOULD LIKE THIS TO BE IN THE FUTURE:
	BEING MYSELF	
	MY FAMILY	
	MY FRIENDS	
	HOW I SPEND MY TIME	
	MY HOBBIES AND INTERESTS	

Relationships

A-Z OF HEALTHY

MATERIALS:

None

PURPOSE:

To enable participants and facilitators to build relationships by learning each other's names.

OBJECTIVE:

Participants will be able to name the other group members and facilitators.

METHOD:

Invite participants to stand in a circle.

Ask for a volunteer to begin by saying their name and demonstrating an action of their choice that represents something about them or something they like to do.

Ask the person to their left to say the first person's name, demonstrate their action, and then say their own name and add an action to represent them.

Continue until all participants have given their name and action, seeing how many each person can remember each time.

PROCESSING:

How many names can you remember?

1 Can anybody remember everybody's name? What helped you remember the names?

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Relationships

TRAFFIC LIGHTS

MATERIALS:

Traffic Light Template and set of cards per small group.

PURPOSE:

To enable participants to think about and discuss good and bad signs in a relationship.

OBJECTIVE:

Participants will be able to name the other group members and facilitators.

METHOD:

- Divide participants into small groups of 2–3, and give each group a traffic light template and a set of cards.
- » Invite participants to discuss the scenarios in their small groups, and decide where each scenario fits on the traffic light template:

Red: Stop! This is a bad sign in a relationship.

Orange: This is a possible warning sign in a relationship.

Green: Go! This is a sign of a good relationship.

- When all groups have completed the task, discuss the answers as a large group.

Relationships

TRAFFIC LIGHTS

PROCESSING:

- What was it like to think about these scenarios?
- » Are there times when the "orange" situations might be ok? When?
- What can people do if they find themselves in the "red" situations? « How can you make your relationships more like the "green" situations?
- How should a good relationship make you feel?

Note: Facilitators should be mindful of the relationships and experiences of participants in discussion of this activity. While the processing questions can provide opportunity for in depth discussions, facilitator's discretion is needed to guide this. It may be appropriate to emphasise the importance of accessing support, and to provide contact details for support services.

Relationship

CYBERBULLYING WALKING

MATERIALS:

Agree and Disagree signs

PURPOSE:

To enable participants to explore their attitudes to online behaviour and cyberbullying.

OBJECTIVE:

Participants will be able to explain the benefits and potential threats of online communication, and discuss appropriate online behaviour.

METHOD:

- Invite participants to stand in the centre of the room.
- Label one side of the room as "Agree", and the opposite side as "Disagree".
- » Explain to the group that they are going to take part in a walking debate. A statement will be read out. If they agree with the statement they should stand closest to the agree sign, if they disagree they should stand closest to the disagree sign, and if they are in the middle they should stand at the point on an imaginary line between agree and disagree that represents their view.

Relationship

CYBERBULLYING WALKING

- . Read out each statement one at a time, asking participants to stand representing their answer. Discuss each statement with the group and challenge views where necessary, before moving on to the next statement.
- . Repeat until all statements have been read and discussed.

PROCESSING:

- Did anything surprise you in this debate?
- . Did you change your mind about any of the statements once you heard other people's opinions?
- How can you keep yourself safe online?
How can you be a good friend online?



Relationship

LAUGHING TOGETHER

MATERIALS:

Ball, or other "speaking object"

PURPOSE:

To enable participants to laugh together and have fun.

OBJECTIVE:

Participants will be able to relax and laugh together.

METHOD:

- Invite participants to stand or sit in a circle.

- Ask the group to laugh together as instructed.

With a reluctant

group the facilitator may need to lead by example.

- Select several types of laughter, and continue until the group is

laughing together anyway!

- Laugh like a hyena.
- Laugh like Santa Claus
- Laugh a squeaky little laugh.
- Laugh your silliest laugh.
- Laugh like you have a mouthful of food.
- Laugh like you're tied to a tree and someone is tickling your toes with a feather.

-

Relationship

LAUGHING TOGETHER

- Once everyone has calmed down, invite participants to sit in a circle. Hold up the speaking object, and explain that whoever holds the object is the only person to talk, Everyone else must listen.
 - Explain that you are going to pass the object around the circle. The person with the object should answer the question that you ask at the beginning of the round.
 - What was your favourite part of this session?
 - What are you most looking forward to about the week ahead.
- « Continue until everyone has answered both questions.



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Managing stress and emotions

Floating away

MATERIALS:

Floating Away relaxation script, relaxing music

PURPOSE:

To enable participants to relax and let go of their stresses..

OBJECTIVE:

Participants will be able to let go of their stresses and relax.

METHOD:

Invite participants to sit in a circle, but spread out around the room to be able to avoid eye contact, physical contact, or distractions.

Explain that you are going to read a guided relaxation, and everyone should remain silent. If possible invite participants to close their eyes, look at the floor, or face outwards from the group so that distractions are minimised. Play relaxing music in the background.

Read the Floating Away relaxation in a slow, calm, relaxed voice. Do not rush.

Allow silence at the end of the relaxation before inviting participants to open their eyes and return to the room.

Managing stress and emotions

Floating away

PROCESSING:

How did that feel?

Do you think this might be a useful thing for you to do? When would be a good time of day to do this?

Start by sitting in a comfortable position, with your back straight and shoulders relaxed.

Gently close your eyes.

Imagine bubbles slowly floating up in front of you.

Each bubble contains a feeling, thought, or something causing you stress. Watch the first bubble as it rises up. What is inside:1

See the thought, study it, and gaze as it slowly floats away.

Try not to judge or think about it more deeply.

Once it has floated out of sight, watch the next bubble as it appears.

What is inside?

Look at it, and observe it slowly floating away.

If your mind goes blank, then watch the bubble rise up with "blank" inside and slowly float away.

Allow silence for participants to reflect quietly and process their thoughts.

When you are ready to end the relaxation, read the following: '

When you are ready, slowly open your eyes and return to the room.

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Managing stress and emotions

Body Relax

MATERIALS:

None

PURPOSE:

To enable participants to relax and let go of their stresses.

OBJECTIVE:

Participants will be able to let go of their stresses and relax..

METHOD:

Invite participants to sit in a circle, but spread out around the room to be able to avoid eye contact, physical contact, or distractions. Play relaxing music in the background.

Explain that you are going to read a guided relaxation, and everyone should remain silent. If possible invite participants to close their eyes, look at the floor, or face outwards from the group so that distractions are minimised.

Read the Relax Body Relax script in a slow, calm, relaxed voice. Do not rush.

PROCESSING:

How did that feel?

Do you think this might help with relaxation? When would be a good time of day to do this?

Maintaining stable contact with volunteers during the COVID-19 pandemic and quarantine is crucial for several reasons:

Ensuring volunteers' safety: Regular communication can help ensure that volunteers are safe and healthy, as well as provide them with important updates about the pandemic and any changes to the organization's activities.

Retaining volunteers: Volunteers who feel valued and engaged are more likely to continue volunteering over the long term. Consistent communication can help volunteers stay connected to the organization and feel motivated to continue contributing.

Adapting to changing needs: The pandemic has created new challenges and opportunities for many organizations, and regular communication with volunteers can help leaders stay informed about what volunteers are able and willing to do, as well as solicit new ideas and perspectives.

Strengthening community: The pandemic has highlighted the importance of social connections, and regular communication with volunteers can help foster a sense of community and mutual support.

Overall, stable contact with volunteers during the pandemic can help ensure the safety and well-being of volunteers, support the organization's goals, and help maintain a sense of community and purpose during a challenging time.

