



HEVARI

Person-Centred Resource Coaching - Instructor's Guide

It is difficult to build anything strong
on a flimsy foundation
I am this foundation,
and I am not
enough on my own
The thought of us is far away
There isn't even me yet
The word we requires more than one

To the reader

You have in your hands the Person-Centred Resource Coaching (Hevari) Instructor's Guide, a group-based tool for professionals working with young adults (18-29 years). The aim of Hevari is to support young adults in finding their own identity, strengthening their social skills and helping them to live a life that looks like themselves. As individuals who have led Hevari groups, we think that Hevari is a group before other groups. A young person who has participated in a Hevari group is more willing to set goals and take steps towards them. In Hevari, the young person does not set new goals, but the coaching will hopefully serve to achieve the goals the young person has already set elsewhere. In the guide, you will find instructions on how to lead ten group sessions and all the necessary exercises. The topics and exercises of the group sessions and their sequence have been tested in six different small groups and found to work. We recommend that you follow the order created.

In the My Keys project, the participation of young people in the Hevari group was based on a voluntary basis. Before the group coaching started, each young person was interviewed personally by the instructor. The interviews gave us information about the young person's life situation and at the same time allowed the young person to get to know the instructor. These things made it easier to join the group. We interviewed the young people again after the end of the Hevari coaching. Young people were mainly referred to the groups by partners.

In the initial interview, young people were asked questions such as whether they felt lonely, what their normal day was like, what a really good day would be like and whether they felt that their life had direction and purpose. In the final interview, the young people were asked some of the same questions as in the initial interview. Young people were also asked about their experiences of Hevari coaching.

The My Keys project (STM 2017-2019) has combined the core expertise of the Finnish Central Association for Mental Health and the Aspa Foundation: For about 20 years, the Finnish Central Association for Mental Health has been developing a working method of resource coaching. It is based on positive psychology, solution-focused and recovery-oriented.

A person-centred approach is part of Aspa's strategy. The person-centred approach is centred on the full involvement of the client and the values of respect, equality and dignity in everyday life. The approach can be viewed from five different perspectives: ethical, social, emotional, environmental and practical support.

The Hevari work method combines resource coaching with emotional support from a person-centred approach. Hevari includes ten sessions. The main themes of the group sessions include everyday resources, emotions, interpretive traps and values. The duration of one session can vary between 2-3 hours, depending on the size of the group. The recommended group size is 4-8 young people.

Hevari can start a process of identity work in a young person, which takes time and support. This is why the group meets about once a week. Intermediate weeks may be necessary, but it is a good idea to keep the total duration of the Hevari to around three months.

The aim of the coaching is to:

- discover your own resources and strengths
- making positive changes in your life
- helping you to see the good in life
- to be heard, seen and accepted in a group
- to strengthen emotional skills
- an awakening of hope and curiosity.

Have a great time with Hevari!

In Iisalmi, August 5, 2019

My Keys project team

Anna Pöllönen, Tuija Nissinen, Johanna Kainulainen and Anne Kukkonen



Allianssi ry, the umbrella organisation of the Finnish youth sector, has awarded you

**PROJECT (HEVARI) / ASPA FOUNDATION
AND THE FINNISH CENTRAL
ASSOCIATION FOR MENTAL HEALTH**

An award in Youth Work Methods

The purpose of the Youth Work Methods recognition is to highlight and spread good practices and methods in the youth field and to improve the quality and awareness of youth work.

In Helsinki
Youth work week 2019

Elisa Gebhard
Chairman

Anna Munsterhjelm
Operations Director



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Emotional support from the instructor

The emotional support of the instructor allows the young person to feel valued and respected and to be emotionally confronted. A young person's confidence to overcome their own challenges and a better future is strengthened. The young person considers that they are relevant. In order to provide emotional support, the instructor must put his or her own feelings aside and focus on receiving the young person's feelings as they come. The instructor must abandon the desire to solve the young person's issues or problems and create an accepting and reflective atmosphere. They should be encouraging and support the young person in their interactions.

It is the responsibility of the instructor to create an atmosphere in the group that allows emotional support to take place. The themes of Hevari encourage young people to reflect on themselves, their relationships, their illness, their feelings and their values. The topics allow for new perspectives, re-examining things, insights and wondering together. The instructor encourages an open atmosphere by asking approvingly "have you figured something out?" and inviting to tell more.

In order to improve the instructor's own performance and to ensure emotional support, we have created a Comments form (Annex 1) to be filled in immediately after each group session. The form helps the instructor to structure his or her own working approach, feelings and thoughts. It can also be used to record issues that emerged from the group, which are useful to come back to next time. Self-reflection can help you become a better group instructor and enable emotional support.

Instructor and experience expert in the group

The instructor and experience expert work in pairs in the Hevari group. The experience expert encourages the young people in the group to interact by example and creates hope for life. The instructor creates an atmosphere of safety with his or her calm demeanour. A basic prerequisite for a safe atmosphere is that the group establishes rules together with the young people. Sufficient time must be set aside for this in the first group session.

Preparation for guiding a group starts before the young people arrive. Getting the supplies and copying the instructions must be taken care of, but it is also important for the instructor to concentrate and calm down. It is only human to tell young people if the first meeting of the group is also exciting for the instructor.

It is a good idea for the instructor to consider the following:

- how my responsibility as an instructor is fulfilled
- how to create an accepting and respectful atmosphere in the group
- how to deal with negative attitudes and messages from young people
- how to empower quiet young people
- how to prepare for silence in the group
- how to take into account the different life situations, needs and goals of young people

because...

- as an instructor, I am bound by confidentiality and discretion
- the young person's trust in the instructor is a prerequisite for interaction
- in silence, the young person's own ideas are heard
- negative talk from a young person is a sign of a desire for change
- a small functional exercise in a group can increase self-confidence
- we are not looking for the same kind of life, but for a different kind of life

A young person who is suitable to become an experience expert:

- wants to help and support other young people
- can understand other young people facing challenges in their lives
- can tell their own story in a way that inspires other young people to have faith and hope in life
- is trustworthy and kind to others.

The young person can be an experience expert or a peer instructor, but this is not necessary. The instructor can offer the role of an experience expert to a young person he or she thinks is suitable for the task. The young person grows through involvement in the activity and with the support of the instructor.

Experience expert's tasks in the group

It is a good idea to go through the whole 10-session Hevari process with an experience expert before the groups start. At the same time, it is a good idea to instruct them to arrive well before the group starts (20 minutes) before the other young people, so that they can agree on their tasks for that group session. In the Hevari group, the role of an experience expert can be very different. They are determined by the kind of tasks the young person is able to do. Sometimes it is good to have group sessions where the expert only plays the role of a group member.

For example, the task could be:

- serving coffee at the beginning of the group
- starting a conversation
- leading a small exercise for a group
- taking photos in a group
- compiling a photo composition for the last group session
- planning the group session together with the instructor
- encouraging the young people during the group

Course of the group sessions

The group sessions follow the following rhythm:

What are the vibes? At the beginning of the group session, there is a mood round where participants can share how they feel about coming to the group. For this purpose, the first step is to make a Character tree. If young people come up with ideas for a creative way of doing a mood round, for example, other than with a character tree, it's definitely worth a try. This helps young people to become more involved in the group and to make the most of their own strengths.

Song of the day After the mood round, we sit down to listen to a song brought by a young person, which helps us to calm down to the theme of the day.

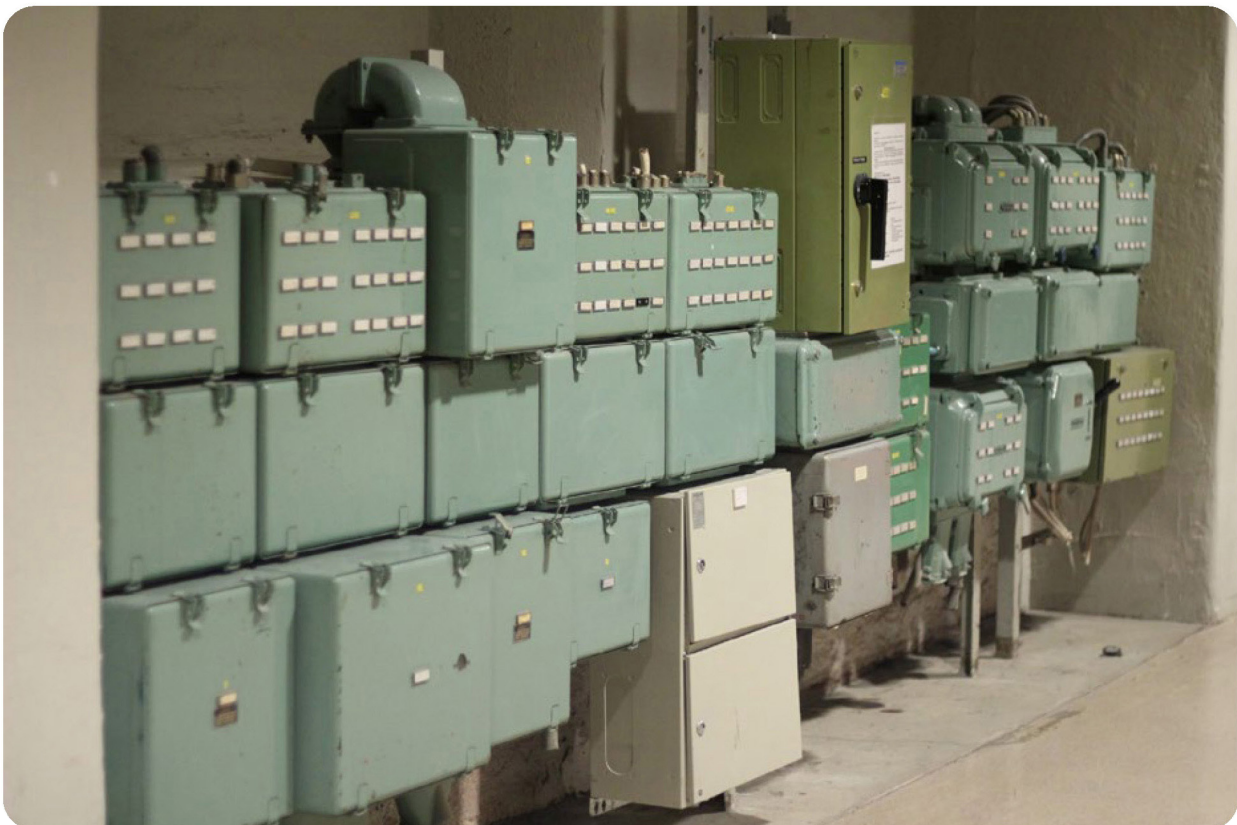
Group themes:

1. What kind of group is good to be in?
2. Which things help you to cope and which things require resources?
3. What am I at my best?
4. What would life be like without emotions?
5. Why are dreams important?
6. Emotions change and friend ship changes, or do they?
7. What are fuzzy beliefs?
8. What is an art workshop?
9. What are my values?
10. Is this the end? The group ends.

Exercises: Group sessions include creative, physical and written activities. The exercises have been tested in groups of young people and their sequence has been found to support young people's interaction in the group. In addition to interaction, the exercises support self-confidence, guide the young person to be more active and question their own thinking. These are the hidden objectives of the exercises. The time spent on the exercises is indicative. The instructor will estimate the time needed for the exercises, taking into account the size of the group and the activity.

What are the vibes? At the end of the session, there is a discussion on how the theme and exercises of the day felt.

Photo of the day: A picture/pictures of the group session is taken. They may include young people, if they give permission, or photos of the character tree and other exercises. The instructor and/or the experience expert will make a compilation of the pictures, which will be viewed in the last group session. It will bring back the stages and experiences of the group. The instructor must obtain the consent of the young person to be photographed. If necessary, you can take written consent (Annex 2).



1. What kind of group is good to be in?



Needed during a coaching session:

- Computer or smart TV
- Smartphone or camera
- Kraft paper and paperboard
- Colour pencils, scissors, blue tack
- Song of the day
- Print out the Characters (Annex 4) or Character exercise (Annex 3)
- Template for permission to film (Annex 2)



The first group session involves playing a song chosen by the instructor or an experience expert. On subsequent occasions, the young people take it in turns to bring the song they want.

Let's work together to draw up rules for the group

We all have experience of being in a group, having at least been part of a school group. Everyone has different memories of these childhood groups. They may be good ones that we can remember with pleasure, or they may be ones that we would like to forget. To make the Hevari group experience a positive one, one that everyone can remember with a smile on their face, the group starts by creating rules together. The rules will also set out the start and end dates of the group and other practical matters.

Young people write on the sheets the things that are important to them, and these are taken into account when the rules are drawn up. The instructor reads out the proposed rules written on the sheets. In this way, even the quietest can make their voices heard. You should allow plenty of time to think about the rules.

Guide the young people

- to think about the things that are important to them and that they want to be taken into account, and write them down on paper
- the instructor reads out the young people's suggestions and they are discussed together
- the jointly chosen rules are written down, e.g. on a flipboard or in a Word file
- the young people sign the group rules they have created together.

If not all the rules for a safe group are coming from young people, make sure that at least these are written down:

- no intoxicants
- respect for the opinions of others
- confidentiality
- the start and end time of the group.

Permission to film

The first time you meet, agree on the photography-related matters. Ask if everyone can be filmed and, if necessary, ask for written consent from each person. A permit template can be found in Annex 2.



EXERCISES

Character tree (Annex 3)

The character tree is part of the day's mood round. It makes it easier for the young person to express the mood in which he or she enters and leaves the group. A character tree is made together with young people, for example from kraft paper or cardboard. The tree should have plenty of branches, possibly ladder trees and/or different types of platforms. The tree can be modelled using the Character Tree image (Annex 3) The characters (Annex 4) are printed and cut out and can be laminated if desired. The finished tree structure is fixed to the wall. Allow about 20 minutes to make the character tree.

Guide young people to choose the character that best reflects the mood or emotion of the moment. Ask the young people to pin the character to the appropriate spot on the tree and explain why they chose that character and spot on the tree. Inform the young people that sharing their thoughts is voluntary.

Please note! If there is no space on the wall for a character tree, print out character exercises for young people to colour in a character that reflects the mood of the day. Ask young people to share their feelings about why they have chosen these characters. Inform the young people that sharing their thoughts is voluntary.

2. Which things help you to cope and which things require resources?



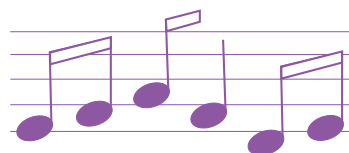
Needed during a coaching session:

- Computer or smart TV
- Smartphone or camera
- Magnetic words (e.g. the jaakappirunous.com package)
- Characters
- Pens
- Print out the "Resource Diamond" exercise (Annex 5) and instructions for resource photography (Annex 6) for all participants

Sometimes you feel like you're running out of resources and can't remember what things help you to cope. We all have resources that bring us energy, joy and put us in a good mood. Sometimes they are hidden or missing. However, they can be rediscovered. This time we will reflect on everyone's own resources and resource guzzlers.



What
are the
vibes?



Song of
the day

Return to the rules

Read the rules that were drawn up the first time and ask the young people if they have anything to add.



This time you can use the video Where to find resources? video from the My Keys YouTube channel as an introduction. In the video, people talk about the things that are important to them, help them to cope and make them feel good. The video will serve as an introduction to this group session and stimulate discussion.

Discussion about resources

- What are your resource guzzlers? What can you do with them?
- What things bring you resources?
- What kind of things do I enjoy doing and what gives me pleasure?

EXERCISES

Resource diamond (Annex 5)

The exercise takes about 20 minutes. Guide the young people:

- circle your own choice on a scale of 1 to 5 of how satisfied you are with your life, for example with your relationships or your ability to relax.
- Make a line on the floor on a scale of 1-5.
- Ask young people to move to the side of the line.
- Next, read the areas out loud one by one and ask young people to position themselves at the number they have circled for each theme.
- After working with the line, the young person chooses one area that needs special attention and one that they are happy with.
- Ask the young people to write the date and their name on the task, as they will come back to the task for the last time. Take the tasks for yourself to keep.

Returning to the resource diamond exercise in the last group session reminds the young person of their own situation at the beginning of the group. The young person can see what things have changed and what he or she is more satisfied with after the group has ended and what needs more positive attention.

Magnetic words

The exercise takes about 20 minutes to complete. The exercise makes it easier to relax the atmosphere and make it fun. The exercise includes different steps through which the young person can experience different ways of interacting with others.

Step 1

- Ask the young people to pair up.
- Encourage them to let go of control and create something fun and hilarious.
- Share the magnetic words with the pairs. The pair's task is to collaborate to create a rap or a poem using the magnetic words.
- The young people are not allowed to speak. Magnetic word selections are accepted or rejected by nodding or shaking your head.
- They have three minutes.

Step 2

- Continue working on the text with the same pair, now talking is allowed.
- They have three minutes.
- At the end of the time, ask the pairs to read out their own texts to the others.

Ask how it felt to work together with a partner without talking and with talking?

Step 3

- Continue working independently.
- Continue working independently and everyone starts their own text creation.
- They have three minutes.

Step 4

- Let's go to the text next to it and continue. The round continues as follows until you're back to your own text.
- The time spent on each text is three minutes
- The young person reads out their own extended text.

Take photos of the texts for the photo composition to be presented at the last session.

Photography guide on resources and resource guzzlers (Annex 6)

Ask the young people to take pictures of their resources and resource guzzlers for next time. Bringing in photos makes the group members nervous and the instructor should emphasise that the photos will not be judged in the group. If you wish, you can use pictures you find online or in a magazine. The instructor or experience expert puts together a Power-Point presentation of the photos to be viewed at the next session. If it is insurmountably difficult to bring photos, the young person will only take part in the discussion.



3. What am I at my best?



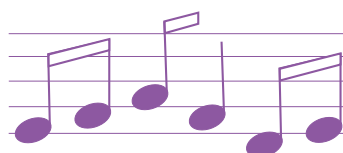
Needed during a coaching session:

- Computer or smart TV
- Smartphone or camera
- Pens
- Characters
- Print the What are you at your best? exercise (Annex 7) and the What will you tell me if I ask? exercise (Annex 8)

We see strengths in other people, but do we see and recognise them in ourselves? Do we see ourselves as others see us? Do we have a strength that we still need to be encouraged to use/exploit? Good qualities are worth developing, as they translate into self-confidence and stronger social skills.



What are the vibes?



Song of the day

Resource photos

Before you look together at the resource pictures (e.g. a PowerPoint presentation), tell young people the following:

- Taking and looking at a photo with others can be a challenge, as we often reveal something new and personal about ourselves in the photo.
- The pictures are not used to judge technical issues, but to see what ideas/feelings they evoke
- The pictures can be metaphorical, keeping the meaning personal to the young person who brought the picture
- Everyone has the right/opportunity to share or not share their thoughts about their photos.
- We look at the photos with respect for each other

Group discussion on the photos:

Was it easy to choose or find objects/issues to describe that bring or take away resources?

- How did it feel to take photos?
- How did it feel to show your photos to others?
- Where did you succeed and was anything challenging?

EXERCISES

What are you at your best? exercise (Annex 7)

Young people do the exercise independently, thinking about things from their own point of view, not from what others have told them about the young person. The task is divided into four steps, each of which is described individually.

Step 1

Choose your top ten strengths. You have 10 minutes.

Step 2

From these 10 strengths, choose the top five. You have five minutes.

Step 3

Choose one of these five strengths to share with others.

Step 4

Discuss strengths and how to address and develop them

- What strengths do you value?
- Can a strength/character trait be both bad and good?
- What strength or trait would you like to develop in yourself? How could it be developed?
- When are you at your best?

What will you tell me if I ask (Annex 8)

The aim of the exercise is for young people to get to know each other better. At the same time, they can practise telling about themselves. Divide the young people into pairs and give a "What will you tell me if I ask" form to each pair. Allow about 20 minutes for the discussions. Divide the time so that one person answers the questions for 10 minutes and then it is the other's turn to answer.



4. What would life be like without emotions?



Needed during a coaching session

- Computer or smart TV
- Smartphone or camera
- Pens
- Characters
- "Hello there and the damn feelings" video
- Print the Emotion alias cards (Annex 9)
- Print out the instructions for taking a resource photo image (Annex 12), "My emotions and I" exercise (Annex 10) and the Favourite colour form (Annex 11)



What are the vibes?



Song of the day



This time, as an introduction, you can show a video from YouTube called "Hello there and the damn feelings" produced by the My Keys project and/or tell young people about feelings.

Emotional work is useful at all stages of life, especially when facing new and unplanned life situations, illness or crisis. Also when your identity is incomplete or needs to be strengthened.

Emotional work includes identifying, verbalising and expressing emotions. This is an interesting challenge that can help everyone to strengthen their self-esteem. Basic emotions are joy, sadness, fear, anger, disgust and amazement. We are often able to focus these emotions on a particular thing or person.

We may know someone who is often worried or sad, in which case it may be a typical mood. Mood is a longer-term emotional state, and is not clearly focused on any one thing.

Everyone's own capacity to experience emotions is based on childhood experiences and opportunities to feel and express emotions in an accepting and safe growing up environment. If the growing up environment has not allowed for this, identifying and naming emotions can be challenging.

The way we experience emotions is influenced by a number of things, such as our state of alertness and whether we are happy or sad. When we are tired, it is difficult to rejoice for others and our own sorrows and griefs easily become bigger in our minds than they really are. In the midst of an overwhelming sense of joy and success, it can be difficult to see the other person's sadness and need to be comforted. Grief is the most crippling of emotions, especially if the loss has been particularly emotional for the person who has experienced it. Experiencing grief and dealing with loss is always individual.

EXERCISES

Emotion alias (Annex 9)

There are two different ways to do the Emotion alias exercise. You can guess emotion words from young people or divide them into pairs or small groups where they guess emotion words from each other.

Group discussion after the Emotion alias exercise:

- What would life be like without emotions?
- What are the benefits of emotions?
- Can emotions cause any harm?
- How do we feel and where do the different emotions feel in our body?

My emotions and I (Annex 10)

The exercise takes about 15 minutes to complete. The purpose of the exercise is to help you identify emotions and moods. In the context of the exercise, we will reflect together on what kind of things would be possible in everyday life if I were, for example, more relaxed and hopeful. In addition, what kind of tools do I have, or how can I strengthen positive emotions or moods through practice/exercise? How can I dampen an emotion I find difficult?

Description of your favourite colour (Annex 11)

To lighten up the session, you can ask young people about their favourite colours. After the round, read the description of the colour in Annex 11. You can use the information about your favourite colours later when you get the cardboard for your dream map (coaching session 5).

5. Why are dreams important?



Needed during a coaching session

- Computer or smart TV
- Coloured paperboard
- Lots of different magazines
- Scissors
- Glue sticks
- Felt pens and colour pencils
- Quiet instrumental music (this time not the young people's own songs)



Tell the young people that this time they will be given time and space to reflect on their dreams. Reflection alone is not enough, but it is the first step towards choosing what each person's most important dreams are. Once you have chosen your dreams, you can make a dream map of them, that's the second step. Dreams cannot be achieved by waiting, but by making small choices in the direction of dreams. Some choices are conscious and others are unconscious. Dreams are important because they drive you forward, towards a life of your own making.

EXERCISES

Dream map

When making a dream map, work quietly and focus on your own dreams and wishes. Put some calm instrumental music of your choice to play in the background. Start by asking the participants to close their eyes and focus on themselves/their own body and listen to music for a few minutes. Then, turn the music down and ask the young people to open their eyes and concentrate on listening to the instructions for making a dream map:

- Choose pictures from magazines that express what is important to you and what you want in your life. Don't think about what is possible or achievable, just give your dreams permission to emerge. When you feel that you have cut out enough pictures and texts, start composing and gluing them onto the cardboard. The pictures don't have to tell other people anything, it's enough if you yourself know why you chose them. There is plenty of time to make the dream map, and it doesn't matter if it is left unfinished, you can continue it at home.
- In addition to cut pictures and texts, you can draw, write, stick stickers, etc. on the map.

My good life exercise

If the young person has made a dream map (for example within a year), and does not feel the need to make it again. An alternative is the My good life exercise. In the exercise, we focus on thinking about this moment and the future. Things that are already good and what you would like to add to your life. Where do you find the motivation and resources for change, or is everything already good enough?

Instructions for completing the exercise:

1. Draw a tree that describes your good life. Write, draw or cut out pictures of the things you want to reach for the canopy. You can put things that already exist as well as things that you wish for in your life.
2. Think about why these things you are pursuing are important to you? You can write the reasons on paper.
3. Have you already done something to achieve the things you want to achieve, what things have helped you in this? Record them in the trunk of the tree.
4. Draw resource roots on the tree, you can write, draw or cut out the pictures from which you get resources. For example, people who have been/are still significant can be placed at the root. In the root, you can also write down things and activities that give you good mood and energy.
5. Think about whether you can find something in the resource roots that will help you achieve the things you are aiming for or restructure them.



6. Emotions change and friendship changes, or do they?

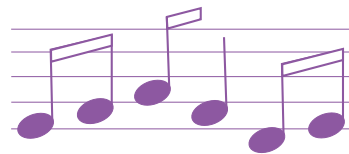


Needed during a coaching session:

- Computer or smart TV
- Smartphone or camera
- Colour pencils
- Large wooden beads or similar objects
- Post-it notes
- Print the "Emotion and mood words" exercise



What
are the
vibes?



Song of
the day

Emotions

Let's go back to emotions, but this time we'll think about them together. This way we can learn and share with each other ways to deal with emotions. Another topic is friendship. What does friendship look like in your own life right now?

EXERCISES

Emotion and mood exercise (Annex 13)

The exercise takes about 15 minutes to complete. A pair task where the pair gets a joint exercise containing emotion words. On the form, the emotion words that are often perceived negatively are circled together in blue, the emotion words that are often perceived positively in red, and the emotion words that are often perceived as neutral in green. Finally, each of them chooses the most challenging feeling for themselves and thinks in their

mind, what could be done to strengthen or suppress this feeling? Let's discuss the topic again. During this exercise, you may notice that we experience the same emotion in a very different way. For example, the feeling of anger is only negative and paralysing for one person, while for another it works as an activating emotion.

Let go of worry exercise

The Let go of worry exercise is a physical exercise. Before starting the exercise, the instructor should tell you that you shouldn't take too much care for the task.

Instructor initialisation: Pick up a wooden bead. The object reflects concern, which you first actively think about and at the same time squeeze the object hard. Notice how the compression feels in the fist, wrist and arm. When you are ready to let go of worry, drop the object from your hand. Stay for a moment and listen to the feeling when the object and compression are gone.

Let's discuss together: Does the worry exercise work for you? You can tell that the more often you do the exercise, the better it might work. What other ways are there to reduce the feeling of worry?

Friendship

Rarely are the same people our friends throughout life. School friendships can break or change when people move to different places and their life situation changes. It may be that we no longer feel a sense of belonging with our friends. What has changed, does something need to be done about it, or would it be time to get to know new people?

EXERCISES

Friendship line

The exercise takes about 5 minutes to complete. Place three post-it notes on the floor, on which you have written "true", "partially true" and "not true". State the statements below one at a time and the young people will choose an answer from the section that fits their own idea about the stated matter.

- as a friend, you can only be like me
- friendship doesn't change
- I'm too different to be friends
- friendship requires constant communication
- a friend must be able to listen to all my sorrows
- I must listen to all the sorrows of a friend
- I must have a lot of friends to be popular
- I don't need other than social media friends
- a boyfriend or girlfriend is enough, I don't need other friends
- there can be different kinds of friendships

7. What are fuzzy beliefs?

Needed during a coaching session:

- Computer or smart TV
- Smartphone or camera
- Paper
- Pens
- Post-it notes
- YTHS "The Story of Demand" video
- Print the "Fuzzy and power beliefs" exercise (Annex 14) and the "Interpretation traps" exercise (Annex 15)



What
are the
vibes?



Song of
the day

Discuss with the young people if they recognise the thoughts in themselves: nothing good ever happens to me, the life of the rich is carefree, or because I can't do anything well, I don't even try. Fuzzy beliefs or interpretation traps are often black and white, in which case a person has only two options, which are usually far from each other. Such fuzzy beliefs have a negative effect on our thinking and actions. We can learn to recognise situations and thoughts when they are activated in us and think about what we could do to get into a slightly more positive way of thinking.

If you want, you can prepare to tell a stumbling block in your own thinking that you have gotten rid of. These topics can challenge a young person's thinking and introspection to a new level. The process can continue or start at a later stage as well. The topics of this group session may also become topics of discussion later and it may be good to give them time.



Watch the YTHS "The Story of Demand" video on YouTube which tells about how demanding we can be towards ourselves. With the help of the video, thoughts are awakened and we consider, in what way have thought traps and beliefs already affected life?

EXERCISES

Fuzzy beliefs and power beliefs exercise (Annex 14)

Step 1:

Share the exercises with the young people and instruct them to continue the sentences with the first word or phrase that comes to mind.

Step 2:

Ask the young people to choose from the sentences one fuzzy belief and one power belief that they want to share with others.

Step 3:

Ask the young people to write the beliefs on different coloured post-it notes and take them to a place where the whole group can read them (e.g. on the wall).

Step 4:

First, read the fuzzy beliefs and encourage young people to think about how they could think about things more positively. Then read the power beliefs and ask the young people to think about the meaning of the power belief.

Interpretation traps exercise (Annex 15)

Interpretation traps could be described as follows: Sometimes thoughts can be excessively one-sided or negative. Such thoughts are called interpretation traps or thought distortions. You can learn to identify interpretation traps, question them and practice turning them into more positive ones. Thoughts affect our emotions and mood. They make things feel nice and exciting and some things feel boring and oppressive. Thoughts also affect our actions, doings and non-doings. Our thoughts also affect how we see ourselves, other people and the world around us.

The young person answers the questions independently, in which they reflect on what kind of interpretation traps they recognise in themselves and how they affect their own feeling and actions. Think together about ways to make interpretation traps more positive.

Interpretation traps include:

Either-or thinking: where only two extreme options are seen. Either I succeed or I fail. Or people are seen in black and white without different shades of grey.

Generalisation: Whenever, never, ever, everyone, all, anyone, anywhere. One awkward experience is generalised to everything else.

Undermining: applies to one's own successes or needs.

Over-demanding thoughts: have to, must, required.

Negative filtering: we focus on one thing instead of the whole, which is usually negative. Positive things go unnoticed. "I didn't do anything today." even if you did a lot.

Mind reading: you assume you know what others are thinking.

Stuck thoughts: I can't do anything about it.

Anticipating future events negatively.

Posture exercise

The exercise can be done sitting or standing. Exercise helps to focus, relax and acts as a confidence booster. This exercise can also be done at each group session if desired.

Read the accompanying imagery exercise to the young people calmly, pausing at appropriate points:

Sit still with your feet flat on the floor. Focus on your own body.

Look down at the table or the floor. Put your hands in your lap.

Feel how your body bends slightly forward.

Now close your eyes if you can and just focus on yourself. Don't let anyone or anything bother you. Breathe calmly.

Feel how heavy your body is. Stay for a moment in this calm, but heavy body of yours. Focus your thoughts on the soles of your feet.

Feel your right leg from the ankle to the knee and up to the thigh. Feel your left leg from the ankle to the knee and up to the thigh. Focus your thoughts on the stomach area, feel the back. Keep your eyes closed if you can.

Slowly straighten your back. Breathe in and out calmly three times. Turn the right shoulder back and the left as well. Correct the position of the head by slightly lifting the chin.

Feel how straight and proud your posture is. Breathe calmly and remember this feeling in your body. (Dignified and proud.)

Open your eyes.

8. What is an art workshop?



Needed during a coaching session:

- Computer or smart TV
- Smartphone or camera
- Acrylics
- Painting paper
- Paintbrushes
- Paper cups and plates
- Protection for the table



The art workshop has two stages and it is good to take a slightly longer break between the stages (about 15 min). Ask the young people to take a brush, paper and a cover to cover the table, and a little colour from each bottle or tube of acrylic paint on a paper plate. A cardboard mug is needed to rinse the brush.

Tell the young people that we will work without talking and that there is no right or wrong way to paint in this task. The painting can be representative or completely abstract. The painting is not criticised, and you don't have to say anything about it if you don't want to. It is important that young people are encouraged to give up the pursuit of perfection and paint creatively. A large brush helps to get rid of unnecessary control.

It's good to ask young people if the idea of returning to their childhood images is difficult. If the young person says that he or she does not want to take such an imaginary trip, his or her wish should be respected. You can skip this step and do only the Time Travel to the Future section.

Read the attached "Time travel to childhood" so that young people have time to recall things during breaks. The text is already segmented to support the lingering way of reading the story.

Course of the exercise

1. Close your eyes if you can or look down. Let's calm down by listening to soothing instrumental music.

2. Listen to the story:

Time travel to childhood

Go back in your imagination to your childhood home or to another house you like: you are now walking towards this house.

You open the door and enter the hall and continue from there to the next room.

You look around, you see familiar objects and furniture. Go to the window and look out, it's your favourite season, what do you see in the yard? Stay there for a moment, looking outside.

Now go to an important and safe place for you in this house. If there wasn't one, you can decide its place now. Sit comfortably in it and feel safe.

Now look from your shelter, who else is in the house? You might see people there and maybe a domestic animal if there was one there. Stay a while longer in your shelter and feel the atmosphere there.

Now open your eyes and start painting. When your work is done, take it out to dry.

Take a break for about 15 minutes.

3. We take the new painting supplies and the next painting session begins. Calm down to listen to music.

4. Listen to the story:

Time travel to the future

You get out of bed in the morning and look at the calendar on the bedside table. You may find that you have woken up ten years later. A miracle has happened during the night. Tell by painting what kind of miracle? The painting can consist of just colours, moods, but it can also consist of very concrete things. After painting, take the picture next to the previous work to dry.

When both steps are done, there will be a break (about 15 min.), after which we will gather around the pictures and the creator can say whatever he or she wants about the pictures. Giving positive feedback about other people's work is important.



9. What are my values?



Needed during a coaching session:

- Computer or smart TV
- Smartphone or camera
- Frames
- Characters
- Print the power pictures on photo paper, "Treasure chest of values" exercise (Annex 16), "How your values are reflected in your everyday life" exercise (Annex 17)

Values change slowly, but sometimes they change quickly as a result of big changes in life. Have you noticed your own values changing, in what way? Do you live a life according to your own values? Let's think about our own values and where they come from. What were the values of your childhood home and are they still visible in your life? Sometimes it's good to stop and think, is your current way of living a result of upbringing or culture?



This time, as a starting point, you can show the Values as a compass for life video from My Keys operations' YouTube channel.

EXERCISES

Treasure chest of values exercise (Annex 16)

The exercise takes about 10 minutes to complete. Independent assignment. Instruct the young people to circle each word that seems important to them and then choose the five that are most significant to them. These are his most important values.

Discussion, what are my values and do I live a life according to my values. Let's stimulate thoughts based on the previous exercise. Which ones influence your own values, have you noticed that your values have changed during your life, if so, in what way, why some values are more important than others, in what way values guide your life.

How are your values reflected in your everyday life exercise (Annex 17)

The exercise takes about 10 minutes to complete. What do you spend your time on? Are you using it according to your values? In the next exercise, you can look at your own use of time and think about whether you could perhaps make some small changes in it, if you see it as necessary.

Power picture review

Give each young person the picture they took and the frames that match the picture. You can decorate or paint them as you wish. In this case, you can put the frames on the picture next time. When everyone has put their power pictures in the frames, the power pictures are presented in the group. If you wish, you can display the power images in the space in an "exhibition-like" manner. The goal is for each group member to present his image of strength to the others and tell what is related to that image and why it is an image of strength for him.

Agreeing on the final session

Agree on the content together with the young people for the last session. Tell what is planned for the last time and ask the young people what kind of wishes they would have for the last session? Carry out the plans made together for the last session.



Notes:

10. Group conclusion "Is this the end?"

Needed during a coaching session:

- Computer or smart TV
- Printing paper
- Pens and colour pencils
- Painter's tape
- Previously completed Resource diamond exercises



What
are the
vibes?



Song of
the day

EXERCISES

Repetition of the Resource diamond exercise (Annex 5)

The changes in the young person happen gradually, not all of them are visible in a group situation. That is why it is important to return to this exercise. Share the Resource diamond exercises done in the second group session to the young people and ask them to do it again. If they wish, the young person can share with others if there have been any changes, what has helped the change to happen, in which situation is the change visible and has perhaps learned something new?

Coffee and conversation

You can use the Hello there and the damn feelings cards, completed previously during the My Keys project, as support for your own feelings and thoughts. You can find them in the form of an issue booklet online under the name of the cards.

Group reminiscence

Show a photo presentation compiled from group sessions (e.g. PowerPoint). The pictures remind the young people of the stages of the group as well as their own feelings and thoughts. It may be easier for the young person to describe the change that has taken place in himself after watching the slide show. Remember together what everything has been done, what it has been like to be a part of the group, how the exercises have felt and how you feel now when the group ends.

Positive thoughts exercise

A piece of paper with his or her own name is attached to the young persons' backs. Group members go to write on each other's paper something positive or an encouraging message about the person. You can display the paper at home or take it out when you're having a bad day.

Last feelings: What is the mood when going home?



Annexes

Annex 1. Template for permission to film

NAME:

1. I can be photographed and the pictures can be used in this Hevari group

YES

NO

2. You can photograph the exercises I do and use the pictures in the Hevari group

YES

NO

Signature and date

The undersigned has the right to revoke the permissions in this form if they so wish.

Annex 2. Comments form for the instructor

1. What feelings or thoughts arose?

2. Was I able to encounter each group member individually?

3. How did I manage to support the experience expert working as an assistant instructor in the group?

4. Where did I succeed?

5. Could I have acted differently in any situation? How?

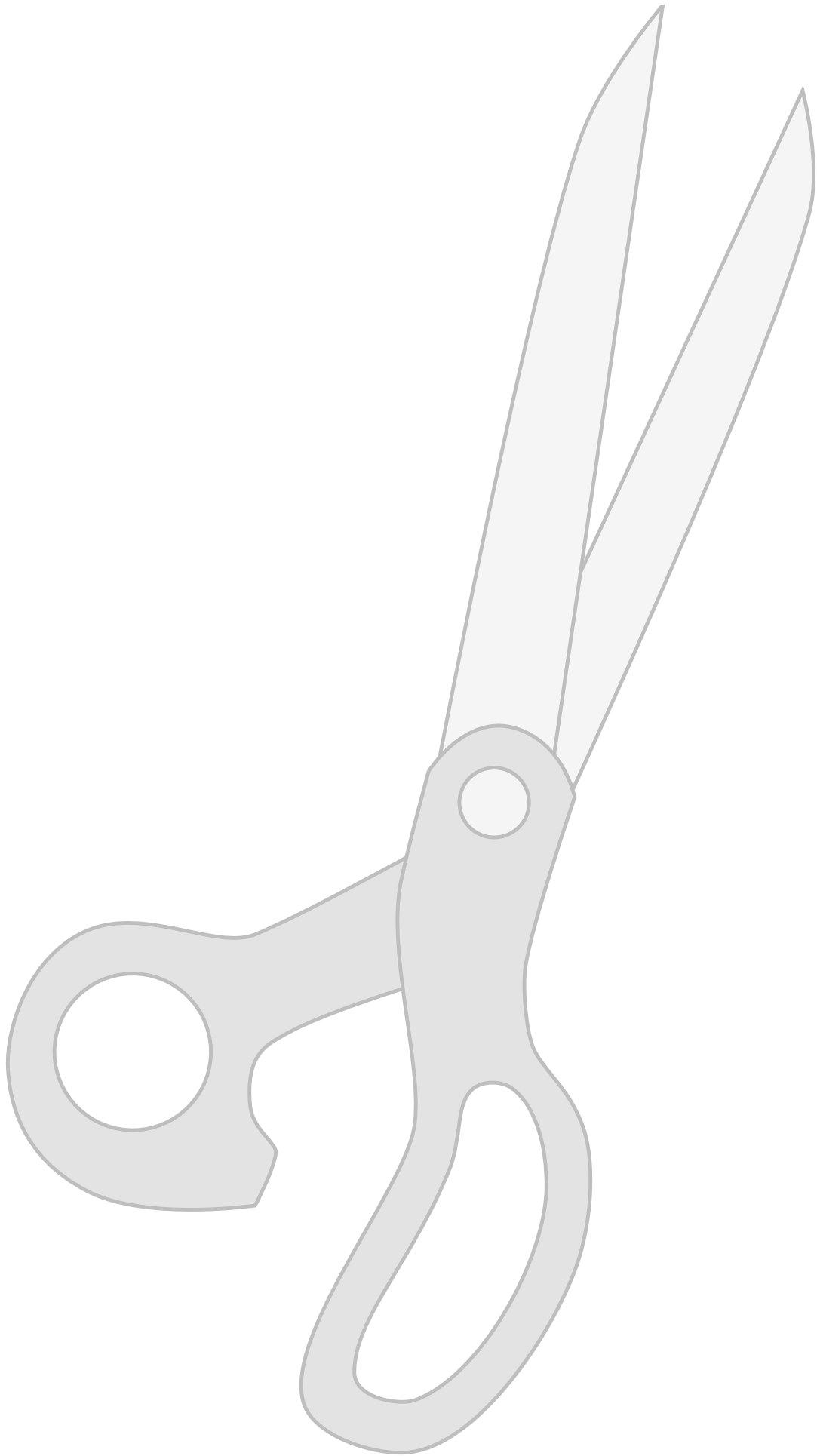
Remember to also be gentle and compassionate towards yourself. You can only develop into a good group instructor through experience.

Annex 3. Character tree

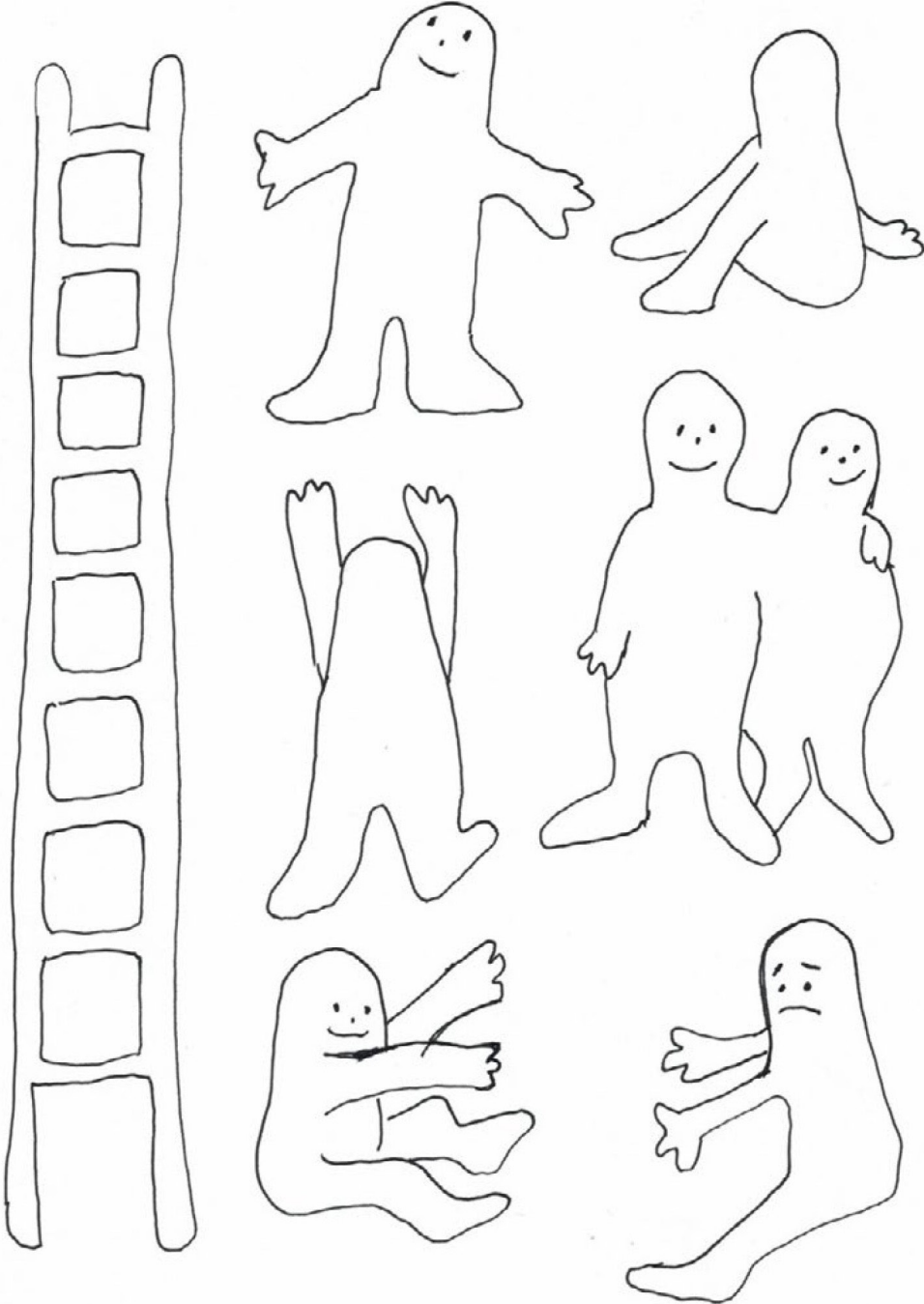


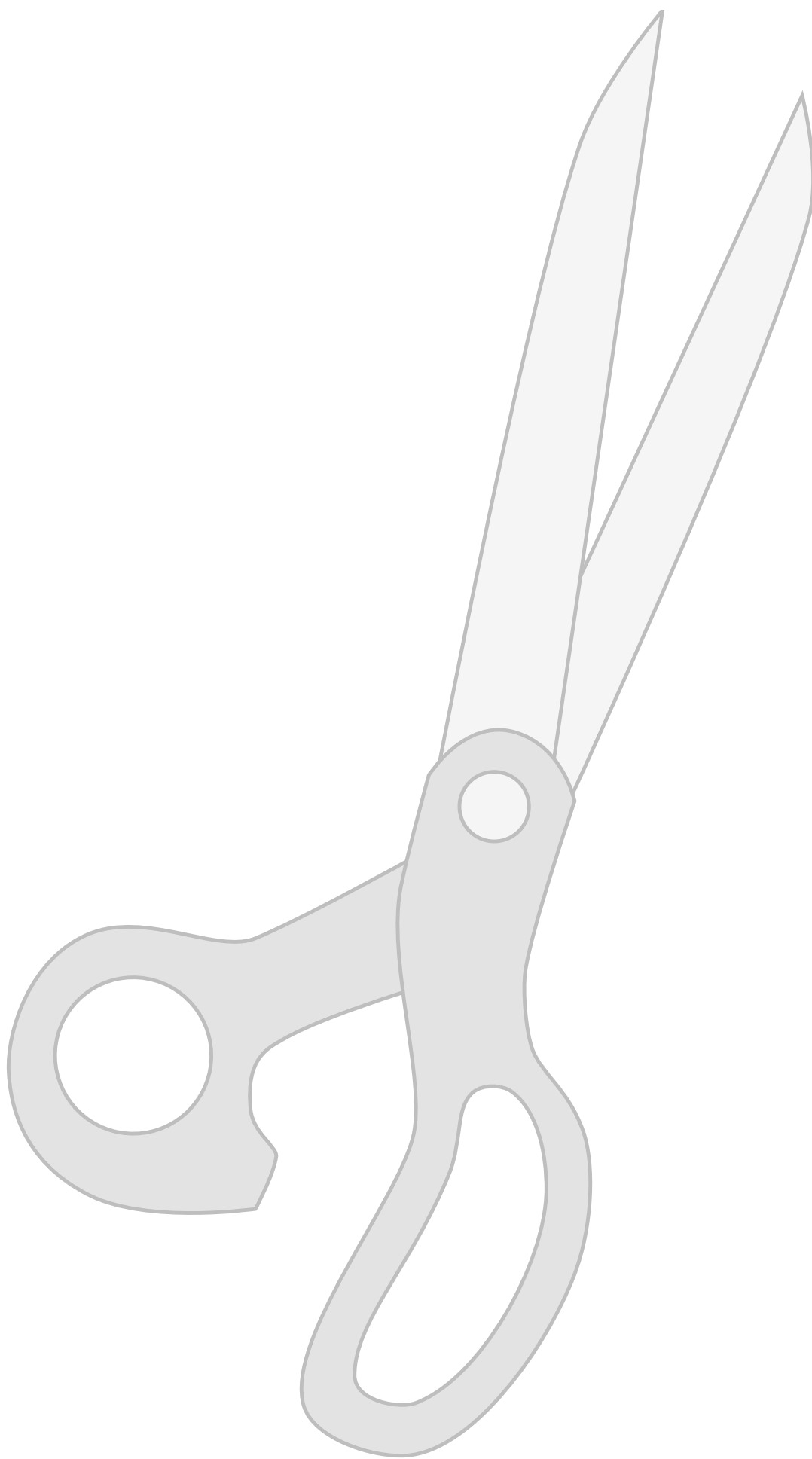
Annex 4. Characters



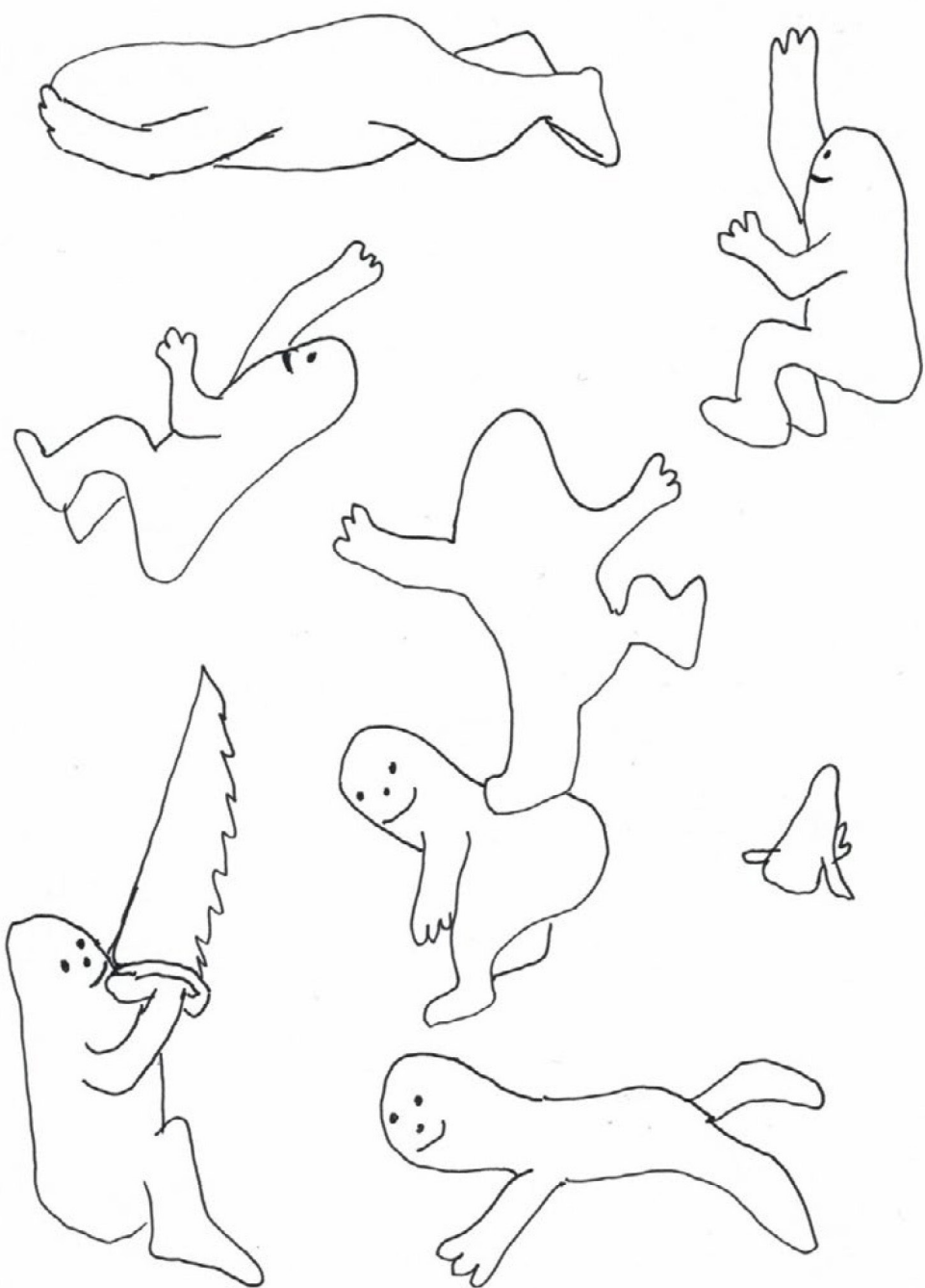


Annex 4. Characters





Annex 4. Characters





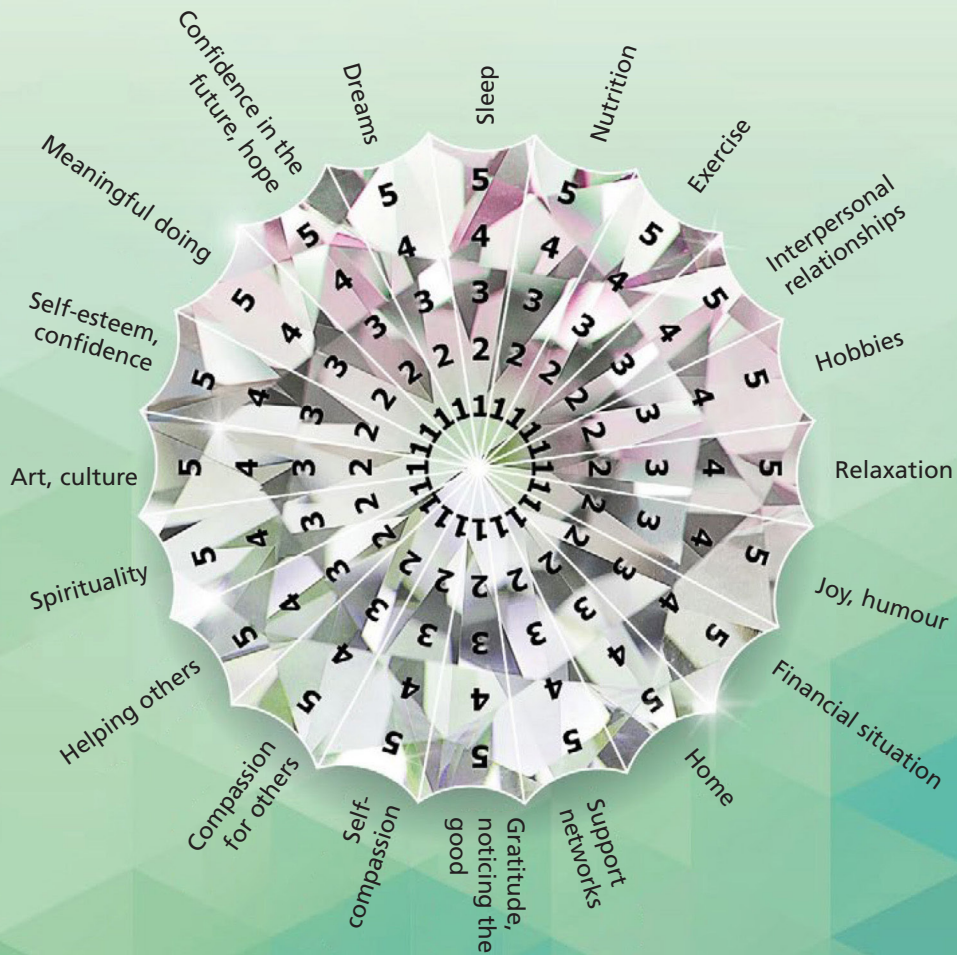
Annex 5. Resource diamond

Resource diamond

Various things that bring strength have been collected in the resource diamond.
How satisfied are you with each area?



Rejoice in things that are good.
Think about what things need your positive attention.



Source: Finnish Central Association of Mental Health, training and development unit.



Finnish Central Association of
Mental Health

Annex 6. Photo guide on resources and resource guzzlers

Resources and resource guzzlers as photos

Take 1-2 photos of everyday things that give you strength and bring a good mood.

Also take 1-2 photos of the things that drain your resources.

You can use your imagination and take a picture that embodies some feeling or thing, e.g. a withered flower can represent a bad night's sleep, which affects coping, etc.

If you don't want to take a photo, you can also use e.g. a picture you find online or in a magazine. The quality of the picture does not matter because we do not judge them.

Send the pictures either to the instructor's email or WhatsApp. We look at the pictures together and everyone can say what they want about the pictures. You don't have to say anything. In order for me to compile the pictures for a presentation, please send them to me no later than..... Nice photography moments :)

You can call and send a message if there is a problem. :)

Instructor's contact information:

Image banks online:

<https://www.vastavalo.net/>

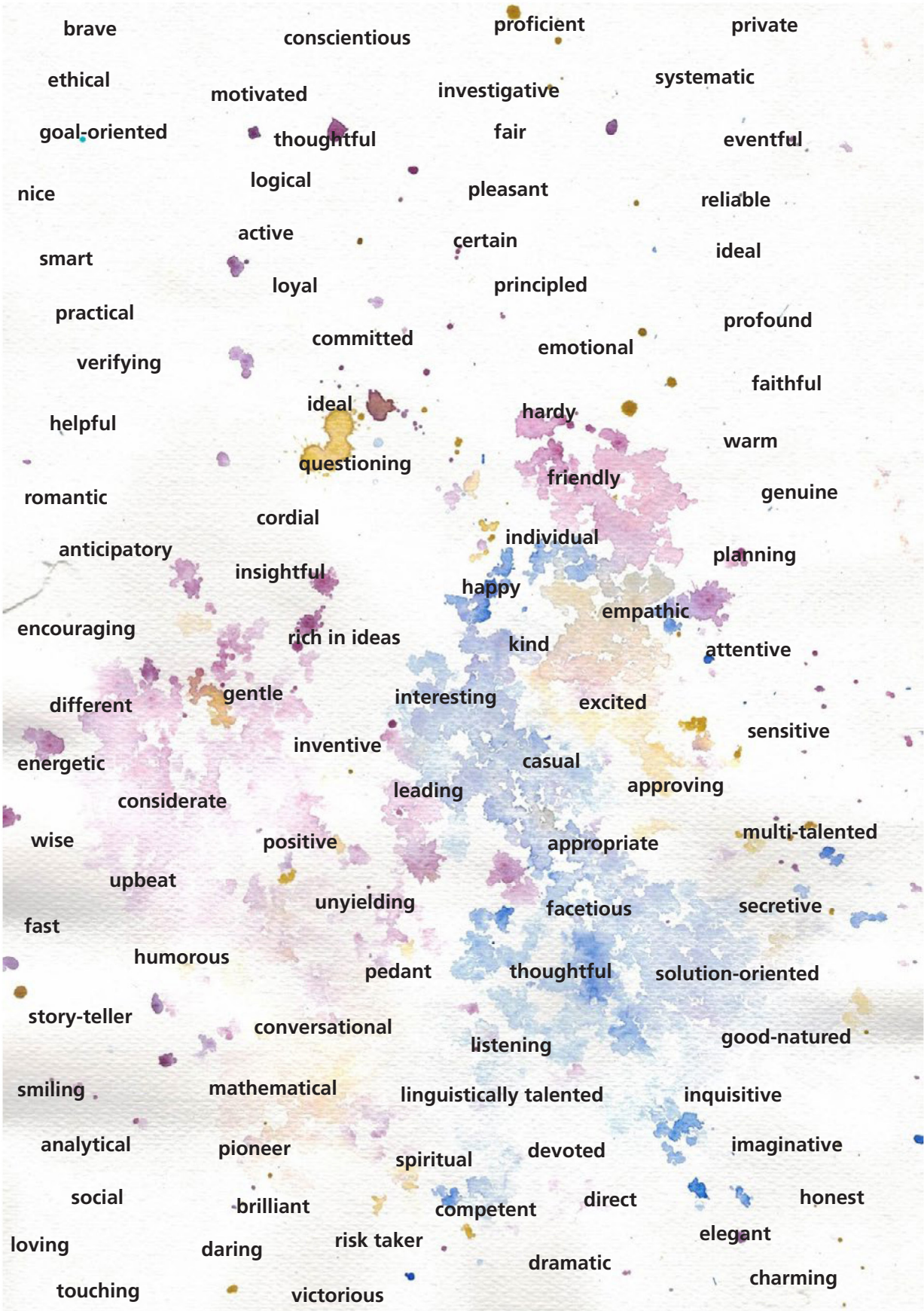
<https://pixabay.com/fi/>

<https://fi.pinterest.com/>

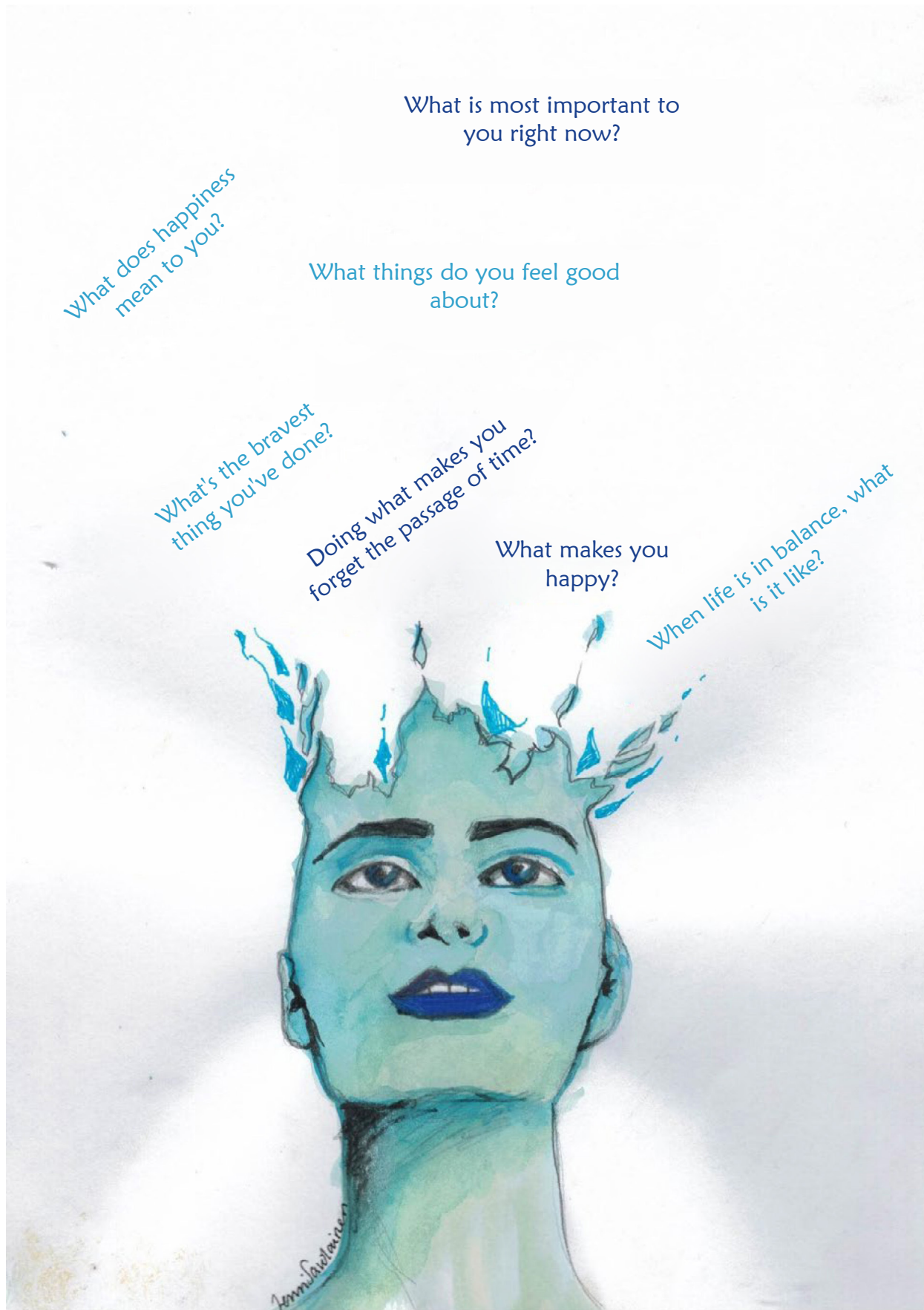
<https://unsplash.com/>

<https://stocksnap.io/>

Annex 7. What are you at your best?



Annex 8. What will you tell me if I ask?



Annex 9. Emotion alias

The instructor reads one hint at a time and the participants can guess which emotion it is. Or the cards are printed and the young people are divided into pairs or groups where they guess emotion words.

Sometimes this strong feeling is masked by a feeling of anger.
An important feeling from the point of view of staying alive.
You feel like putting your feet under, sticking your head in a bush or making someone sit in a lifeboat wearing a life jacket for the entire cruise.
Communicates about danger and helps to prepare and protect yourself from risky situations with various protective equipment, clothes and systems.

Answer; Fear

This feeling helps you move forward
Makes life feel meaningful
If this feeling has been gone, it is important to think about what things could trigger it

Answer; Hope

Makes you and your body feel light.
Causes squeals and clapping of hands in others and may be contagious
Visible in the face and eyes.
As a result, the sound coming out of the mouth is, according to the proverb, a guarantee of a long life.

Answer; Joy

When faced with a significant loss, this feeling comes, and you cannot know in advance how long it will last.
It can tell about the difficulty of giving up or about some undesirable situation or event.
For most people, it causes watering of the eyes
During this feeling, I feel the need to be comforted.

Answer; Grief

when overemphasised, this feeling can cause life to become narrower and the knower to observe other people in an overemphasised manner.
in appropriate amounts, it is an important emotion that guides behaviour
If it becomes part of the identity, it makes you believe that I am bad and lacking human.
It can cause the gaze to droop and withdraw from the situation.

Answer; Shame

This feeling causes the nose to wrinkle and the eyes to squint and the gaze to turn away from the subject
warns of spoiled food
this feeling also appears when I encounter some morally wrong action

Answer; Disgust

Often associated with situations where we experience some kind of threat
When prolonged, it makes you feel that nothing can be done and it weakens your ability to function
It affects the thoughts and in the long run narrows the social life
I can influence this myself by recognising the situations when the feeling is activated

Answer; Anxiety

This is not a feeling but it makes me feel needed and good and accepted
It is often easier to show it to someone else than to yourself
It helps me move forward and doesn't punish me when I fail
I can practice this skill

Answer; Compassion, self-compassion

Annex 10. My emotions and I

The character plays you. Place those feelings and moods close to you that are present often and further away from you those feelings and moods that you rarely experience. Joy, love, affection, sadness, fear, anger, disgust, anxiety, gratitude, shame, hope happiness, contentment, pleasure, courage, relaxation



Answer the questions:

What feeling (or mood) do I hope to strengthen or diminish in myself?

What means do I have to strengthen or dampen this feeling (or mood)?

Let's discuss together:

What positive things would be possible if I were, for example, more hopeful, braver or more relaxed?

Annex 11. Favourite colour



Pink is perceived as the colour of romantic love and peace. Nowadays it is used by both men and women. It calms the mind and some prisons and institutions use the colour in the interior because of this property.



Red is attention-grabbing and a colour with an energising effect. It symbolises love and passion and when used in large quantities can contribute to feelings of stress, anger and frustration.



The colour green is perceived to have a calming effect and helps relieve stress. Studies have shown that people are most comfortable in green spaces.



Yellow is the colour of warmth and light. The colour yellow releases serotonin from our body, which increases the feeling of happiness and satisfaction in the brain. It is the colour of creativity and helps to develop.



According to research, blue is a colour that helps towards creative thinking. If there is too much blue around, it can make you feel sad. Blue is perceived to communicate trust and an official essence.



White is the most neutral of colours and symbolises purity and refinement. White gives space and creates light in the interior.



Black is a bold and even aggressive choice. It symbolises power, authority, intelligence and knowledge. It is the most used colour in the fashion industry.



Brown is an earthy, calming and safe colour.



Gray is the colour of compromise. It communicates moderation.



Turquoise reflects external and internal balance. Friendliness and empathy and the importance of expressing feelings and wishes.



Violet gives its wearer elegance and symbolises deep thinking and spirituality. In the past, it has been the colour of royalty, associated with sophistication. It has been found to strengthen sexual desire, so it is well suited for a couple's bedroom.



Orange has a similar effect to yellow and should be used when you want to improve your mood and feel energetic and alert.

Annex 12. Instructions on creating a power image

My power image

Think about what things make you feel good, calm or give you good energy.

Take a picture of such a thing for yourself. The most important thing is that you like the image and it is meaningful to you.

Add a phrase or word that is significant to you in the picture, if you want.

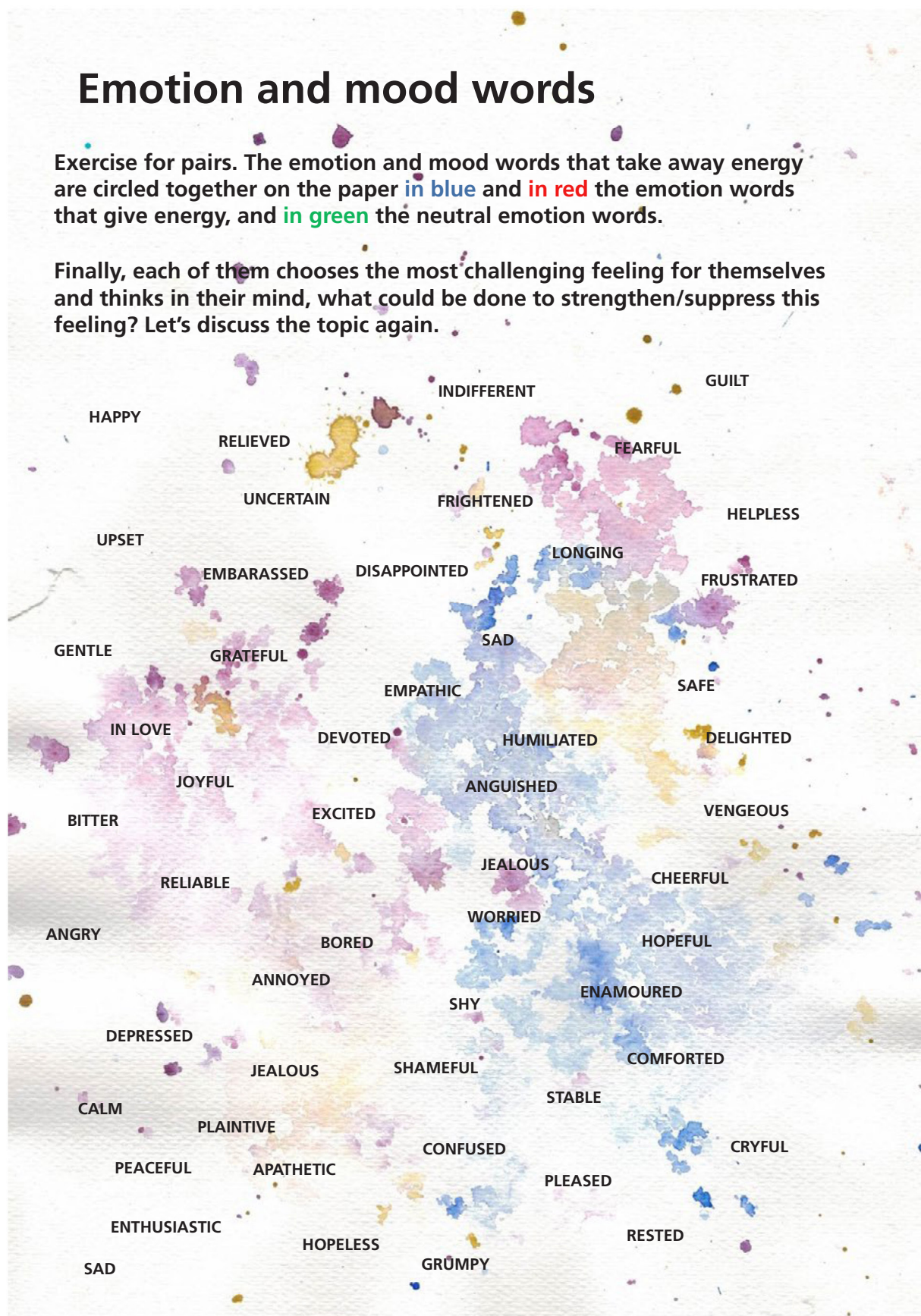
Send the picture to the instructor by (DATE).

Annex 13. Emotion and mood words

Emotion and mood words

Exercise for pairs. The emotion and mood words that take away energy are circled together on the paper **in blue** and **in red** the emotion words that give energy, and **in green** the neutral emotion words.

Finally, each of them chooses the most challenging feeling for themselves and thinks in their mind, what could be done to strengthen/suppress this feeling? Let's discuss the topic again.



Annex 14. Fuzzy beliefs and power beliefs

Fuzzy beliefs and power beliefs

Write the first continuation that comes to mind for each sentence.
Don't think too much and move quickly.

I am...

I can...

I am good...

I am bad...

Happiness is...

I want...

Hope is...

Life is...

Work is...

Women are...

Men are...

Money is...

Dreams are...

Goals are...

Food is...

Sleep is...

Exercise is...

Friends are...

Relatives are...

A relationship is...

Laughter is...

An encounter is...

Gratitude is...

Health is...

Illness is...

Grief is...

Learning is...

Everyday life is...

Home is...

Lack of rush is...

Change is...

Annex 15. Interpretation traps

What kind of interpretation traps do you recognise yourself as having?

How do interpretation traps affect your actions and how you feel?

How could you change them in a more positive direction?



Annex 16. Treasure chest of values

Treasure chest of values

Circle each word that seems important to you. After that, choose the five most significant for you. These are your most important values.



Health	Success	Inventing	Goal-orientation
Freedom	Radiation	Service	Nurturing
Humour	Dignity	Sensitivity	Inspiring
Honesty	Family	Touching	Power
Hard work	Courage	Winning	Art
Intimacy	Joy	Controlling	Truth
Nature	Experience	Sense of community	Information
Adventure	Enthusiasm	Contact	Wisdom
Approval		Hope	Belief
Assertiveness			Friendship
Curiosity			Loyalty
Encouragement			Patriotism
Fairness			Wealth
Flexibility			Interpersonal relationships
Love			Balance
Friendliness			Career
Beauty			Excitement
Respect			Peace
Perseverance			Planning
Accountability			Religion
Presence			Spirituality
Clarity			Patience
Safety			Sentimentality
Sensuality	Calmness	Passion	Sincerity
Genuineness	Dedication	Satisfaction	Fellowship
Order	Expertise	Generosity	Healing
Compassion	Imagination	Delighting	Playfulness
Creativity	Commitment	Exercise	Strength
Helping	Education	Leadership	Searching
Trust	Goodness	Influence	Gentleness
Achievement	Enjoyment	Open-mindedness	Humanity

Other, please specify _____



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Annex 17. How are your values reflected in your everyday life?

How are your values reflected in your everyday life?

In the "Treasure chest of values" task, you have chosen the five most important values for you. Write these values here:

THINK, how do these values show up in your life and thinking?

What small changes can you make to better fulfil your values?

Source materials:

Aspa Foundation. S.A. 'How to implement a person-centred operating method' guide. Working paper.

Encounters? exercise. Jani Toivola's Theatre Workshop 2018.

Art workshop. Adapted from Anja Sollas' Wonder Question exercise 2017.

Finnish Central Association of Mental Health. S.A. Treasure chest of values exercise, Fuzzy beliefs and power beliefs exercise, Resource diamond exercise.

Finnish Central Association of Mental Health. S. A. Welcome to Unelmakeidas. www.innokyla.fi

Finnish Central Association of Mental Health. S. A. Resource coaching workbook. www.innokyla.fi

What are you like at your best? <https://yle.fi/aihe/artikkeli/2015/01/27/tunnusta-vahvuutesi>

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My Keys project. My good life exercise 2018.

My Keys project. Emotion alias exercise 2018.

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Values as a compass of life video. www.youtube.com

From emotion to emotion. https://www.edu.fi/tunteesta_tunteeseen/tunteet_mita_ne_ovat

Psychology of colours. <https://askelterveyteen.com/varien-psykologia/>

YTHS - The Story of Demand.

www.youtube.com

MY KEYS PROJECT (2017-2019/STM)

MY KEYS



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