

# GLC; MENTAL HEALTH



Co-funded by  
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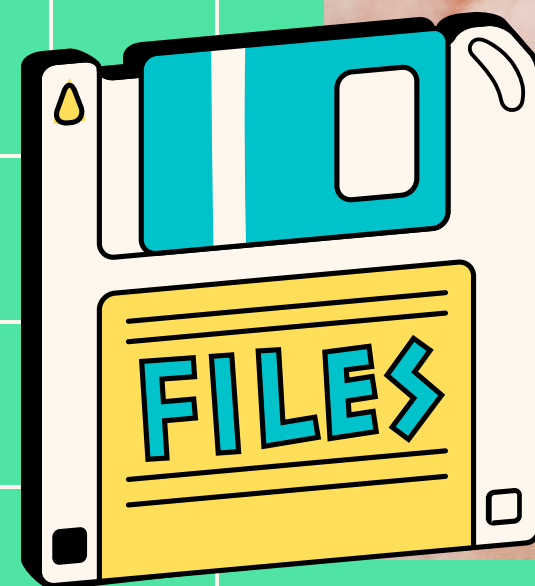
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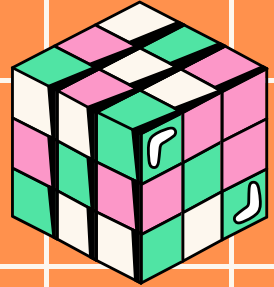
IPS  
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Psicológico de Saúde



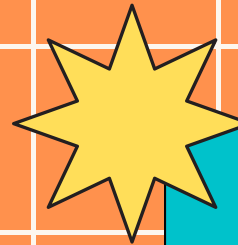
Produções Fixe  
Formação / Coaching  
Capacitação de Jovens Educativos

BLUE  
ROOM  
INNOVATION





# KEY COMPETENCES



**CREATIVITY**



**CRITICAL  
THINKING**

**DIVERSITY**

**EMPATHY**

**EMPLOYABILITY**

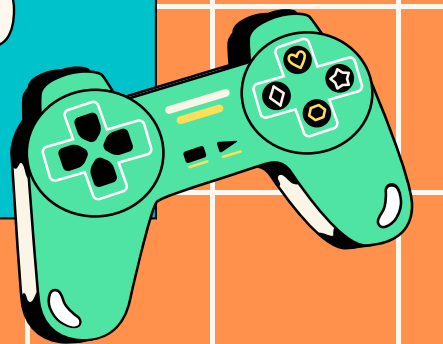
**GREEN**

**LEARNING**

**MENTAL  
HEALTH**

**TEAM  
WORK**

**VALUES**



# THE PROJECT GAMED

This series of 10 educational and thematic booklets is one of the 4 tangible intellectual outputs that resulted from an international partnership forged between 6 partners from 3 European countries (Portugal, Romania, Spain). A cross sectoral consortium combining different educational sectors was the base for the creation of different rich educational multi-layered interventions.

While working with young people, we identified the lack of efficient and adequate tools to support our learner-centred educational approach, particularly in the domain of adequate key competences in today's reality.

The 10 thematic booklets with Gamified Learning Content (GLC), aim to introduce, support and develop the capacity of professionals working with youth in non-formal and formal education contexts. They have a clear focus on improving the quality of educational programs which aim at the development of key competencies leading to a successful life and in the same time instill in youth core values of fairness, social justice, non-discrimination and involvement in the community.

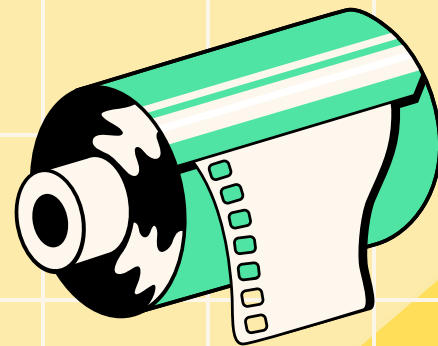
Each GLC booklet stands on itself, yet they are all interlinked in order to create the opportunity and possibility to easily transfer them to the different realities the young people find themselves in. The GLC booklets can be easily used in all the different spheres the young people are active within: youth work, education, families and peer groups.

The educational activities are aimed at young people from 13 years to 30 years. Clearly, it is beneficial and desirable to adjust the emphasis and complexity level of the exercises towards the age group you engage with.

The 10 different educational booklets follow the same philosophy, a similar structure and a consistent visual image. Each booklet also contains valuable links and references for further thematic deepening.

We hope this booklet and its content will inspire you to explore further.

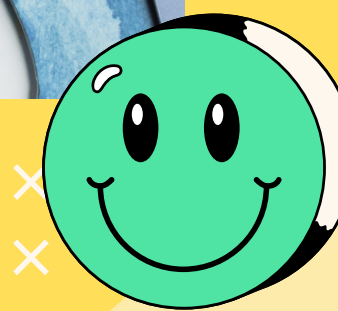
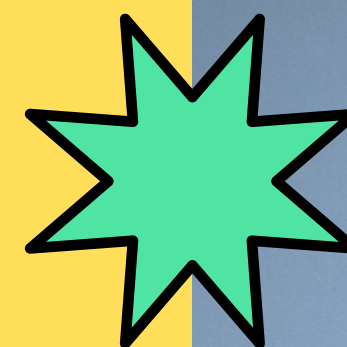
‘gamED: Gamification for Developing Essential Competences in Youth Work’ is a Key Action 2 project co-funded by the Erasmus+ Youth in Action Programme of the European Union under reference number 2020-3-RO01-KA205-095067. The content does not obligatory reflect the vision and opinion of the European Commission.

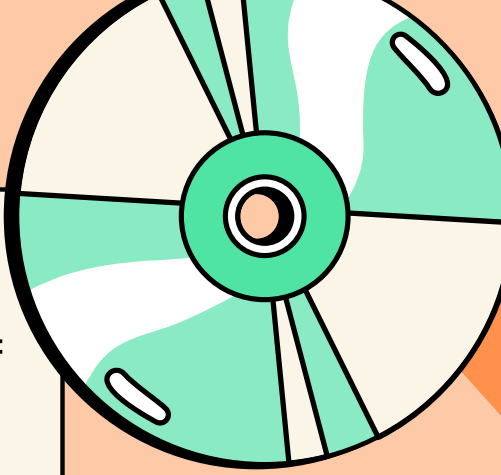


# MENTAL HEALTH

This Gamified Learning Content booklet addresses the topic of mental health and aims at offering a starting framework to understand and explore its relevance in the context of formal and non formal education. The importance of mental health is reflected in the concept of health proposed by the World Health Organisation (WHO), "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, p. 30, 2002).

The concept achieved greater emphasis due to the evolution in biological and behavioural sciences which, in turn, refined the way to understand mental functioning and the relationship between mental, physical and social health (WHO, 2002).





Mental health is associated with an absolute state of mental functioning of the person and not just the absence of mental illness. It encompasses various components of the person such as well-being, self-efficacy, autonomy, competence, self-fulfilment of intellectual and emotional potential, and dependence. With this component it is possible to add some indicators of a person's mental health, which are the following: success at work; ability to love; creativity; ability to solve problems with maturity; conscience; and perception of reality (WHO, 2001).

Promoting mental health consists not only of informing, but also of promoting healthy living habits, strengthening or finding life projects/meanings, and strengthening social involvement.

Mental health can be understood as a continuous process by which the individual/community acquires confidence, self-esteem, understanding and fundamental skills so that they can articulate their interests, in order to obtain self-control in their lives.

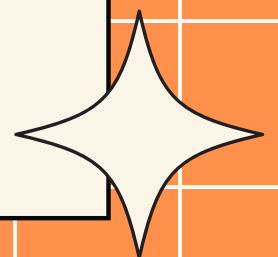
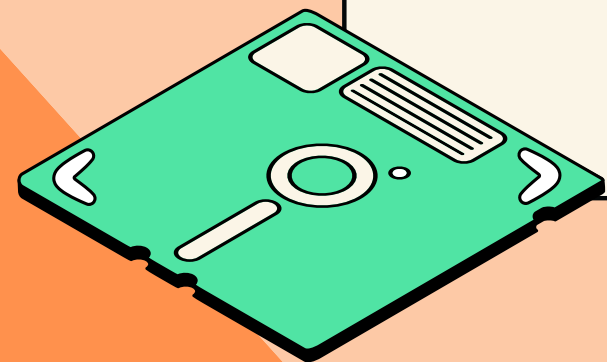
The proposed activities in this booklet are a great introduction in exploring 'mental health' in a more conscious manner. We hope you find them as relevant and exciting as we do.

References and further reading:

[https://www.who.int/health-topics/mental-health#tab=tab\\_1](https://www.who.int/health-topics/mental-health#tab=tab_1)

<https://www.mentalhealth.gov/basics/what-is-mental-health>

<https://www.mentalhealth.org.uk/>





# MENTAL HEALTH ACTIVITIES

**DRAW WORDS**

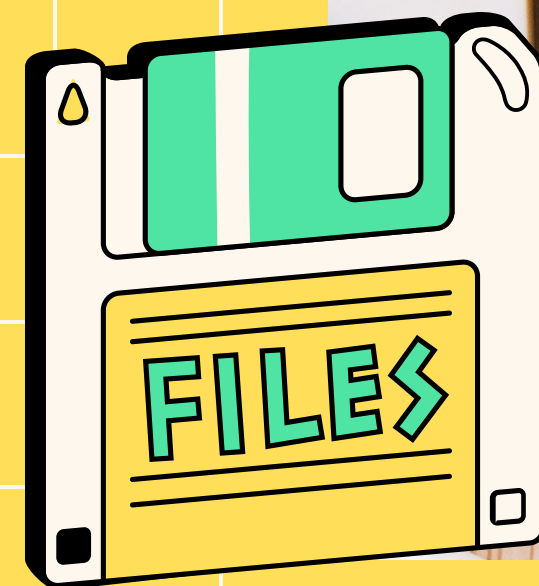


**BUILD AN  
ADVERTISEMENT**



# DRAW WORDS

Share your opinion





## DURATION

About 30 minutes

## GROUPSIZE

8 to 10 people

## COMPLEXITY LEVEL

Medium



## OVERVIEW

This activity is made for working in pairs. It encourages sharing personal opinion and emotions, facilitating group interaction and communication.



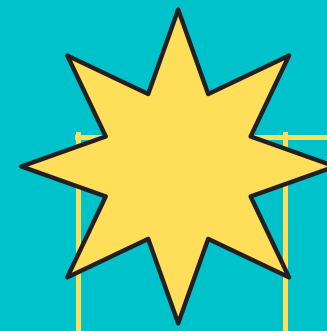
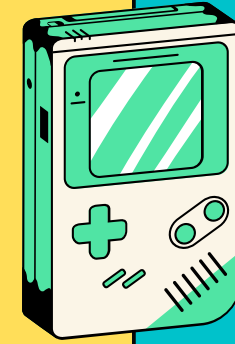
# OBJECTIVE

As youthworker, you can use this activity to

Understand the relationship with others, as well as how others see me and how we perceive ourselves.

Encourage self-knowledge and self-awareness.

Motivate the expression of feelings.



# MATERIALS



PAPER AND PEN

# STEP BY STEP

Each participant draws 6 squares on their paper sheet and writes in each square one of the following words:

- Mental Health
- Happiness
- Love
- Solitude
- Fear
- Knowledge

Ask participants to write keywords under each of these 6 parts, according to how these words resonate in their reality, how important or not they are and how they translate these words for themselves. Give a few minutes to do this.

Participants form pairs and place themselves face to face. Invite them to share how they feel and think about each of the words. At the end, each pair shares with the rest of the group the findings and conclusions they wish to share.

# STEP BY STEP

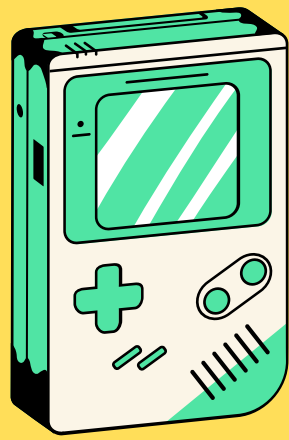
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FOLLOWING QUESTIONS CAN BE ASKED  
IN THE SUGGESTED ORDER.

How do you feel about this activity?

What do you think of the activity?

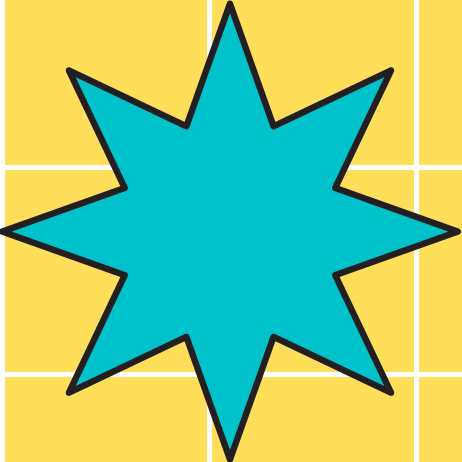
Do you believe it is important to talk with others about our  
understanding of the meaning of these words/expressions?  
What are the benefits and/or possible downsides?

Is it important for us to have a good understanding of these  
concepts? If so, for which reasons?

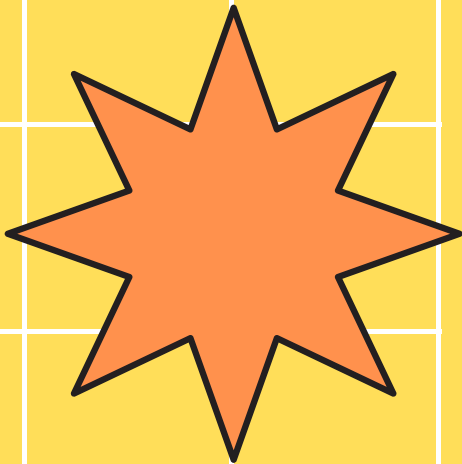
What role could this play in interpersonal relationships?

How does it relate to other life situations?

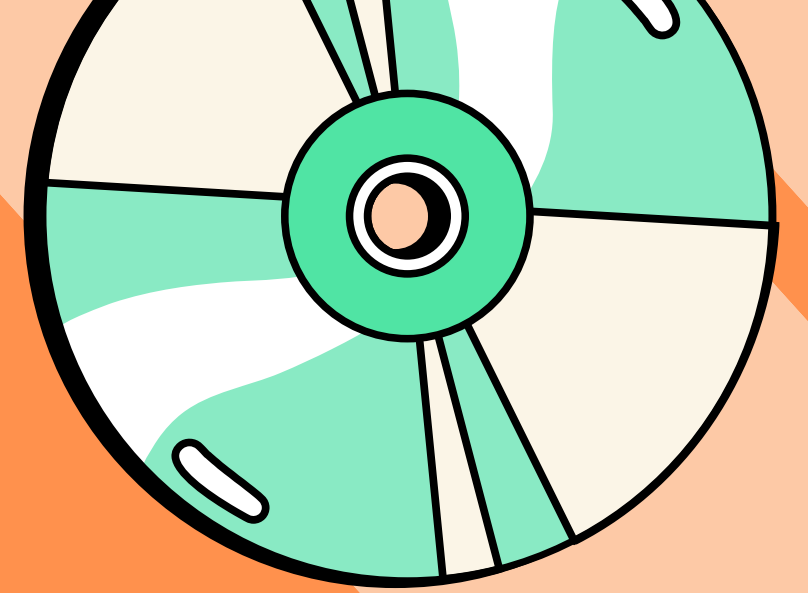
What do you take away from this exercise for you?



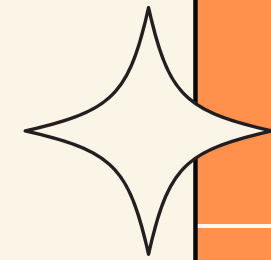
# DEBRIEFING EVALUATION



# POSSIBLE ADAPTATIONS



Select other themes such as: gender issues; bullying; risk behaviours...  
Choose three to four synonyms or antagonistic words related to the  
chosen topic.

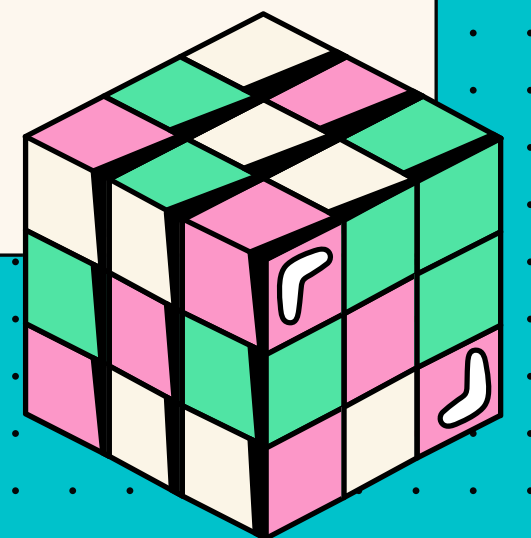


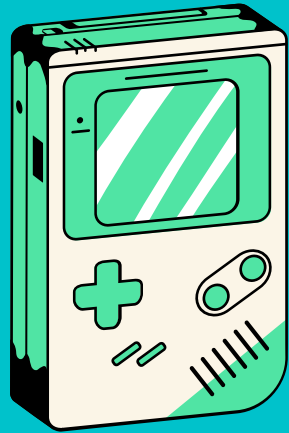
This exercise allows the verbalization of feelings.

As educator, stimulate all participants to express their opinions and underline the importance of active listening and identifying emotions (personal and others).

It is beneficial to point out that the 'sharing' during this exercise is personal, and should be treated and respected in that way. A safe environment to share, increases the quality of the sharing itself.

# TIPS FOR FACILITATOR





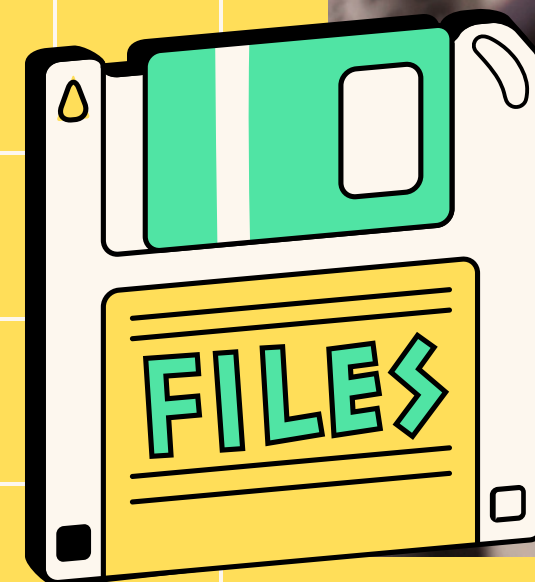
## SUGGESTIONS FOR FOLLOW-UP

This exercise can be followed by an adaptation of the exercise in GLC Creativity ‘When the cat meets the fridge’. With a possible variation of this exercise: connecting words as ‘mental health’ with complete other words.



# BUILD AN ADVERTISEMENT

Make a notice





## DURATION

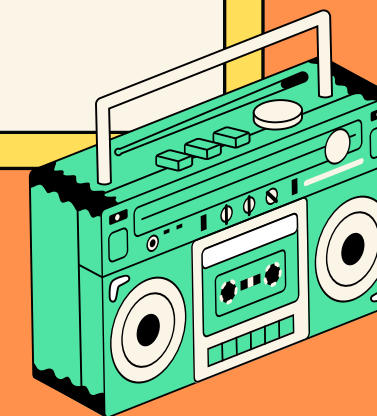
30 minutes

## GROUPSIZE

8 a 10 people

## COMPLEXITY LEVEL

Low



## OVERVIEW

This exercise allows you to strengthen the group's knowledge

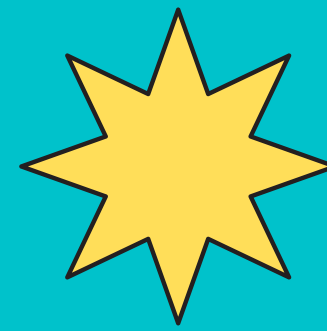
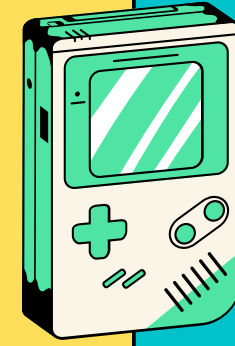


# OBJECTIVE

As youthworker, you can use this activity to

Build trust in the group.

Promote self-knowledge



# MATERIALS



**SHEET OF PAPER AND  
PENCIL**



# STEP BY STEP

1

Give each participant a sheet of paper and a pencil. Tell that each one needs to write a short advertisement about themselves (maximum 20 words), explaining the reasons for choosing him/her as a friend.

2

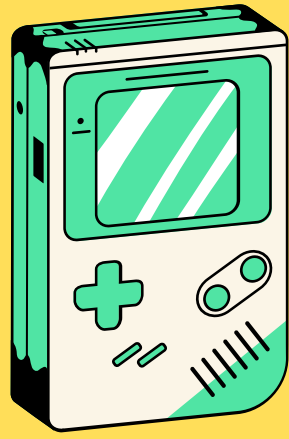
Gather all the advertisements and hang them on a wall together.

3

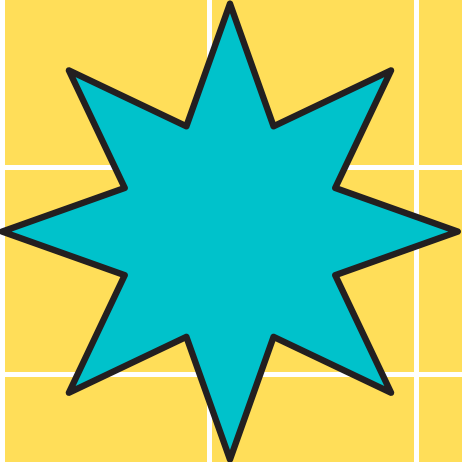
Invite the group to read the texts, and to guess who wrote which one. Ask to explain the reasons for each guess.

4

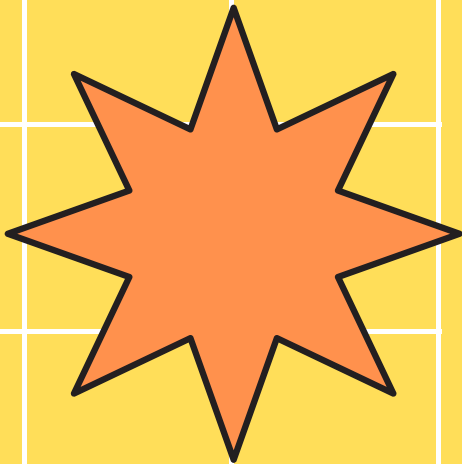
At the end, each participant shares with the rest of the group more details, if they desire so.



FOLLOWING QUESTIONS CAN BE  
ASKED IN THE SUGGESTED ORDER.



# DEBRIEFING EVALUATION



How do you feel about this activity?

What do you think about the activity?

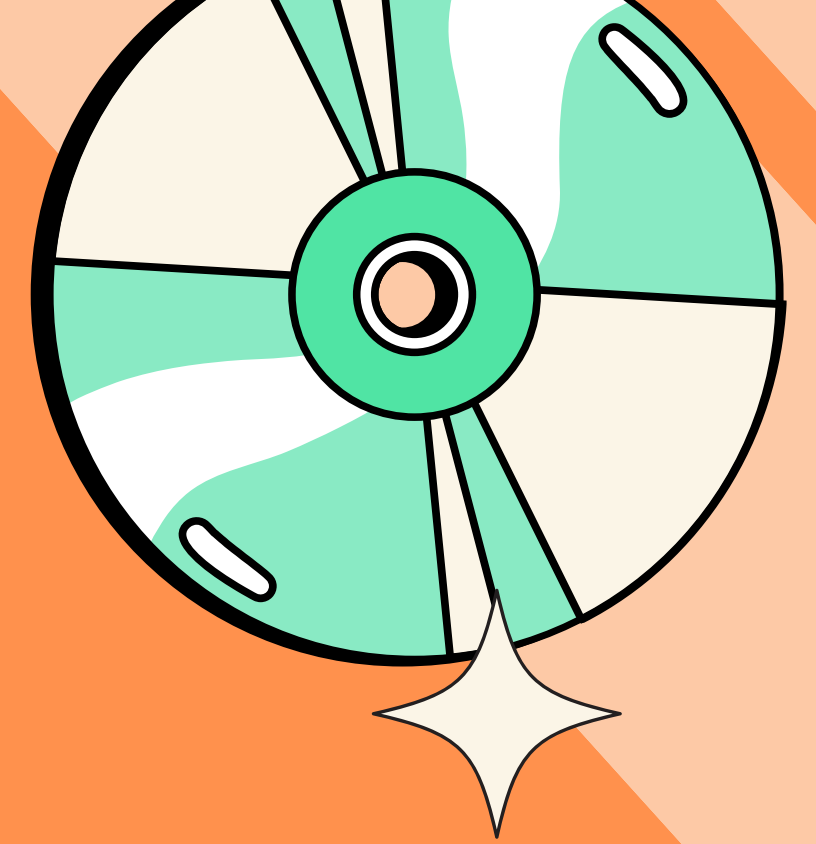
How awkward, or not, did it feel to write a short  
advertisement about yourself?

Is 'being modest' truthful? What do you think?

How used are we doing this in daily life? And how do we -or not-  
do this through social media?

What do you take out of this exercise for you?

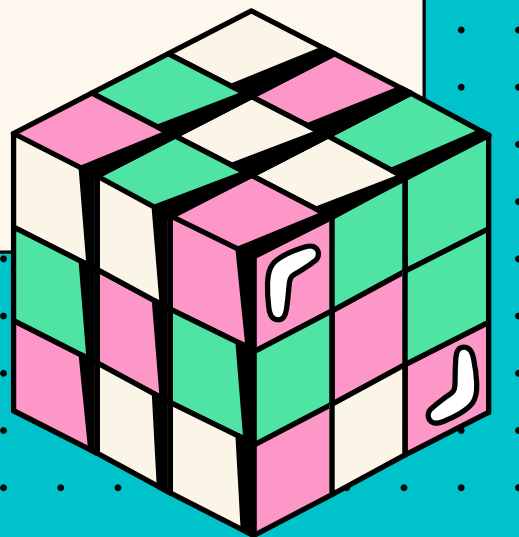
# POSSIBLE ADAPTATIONS

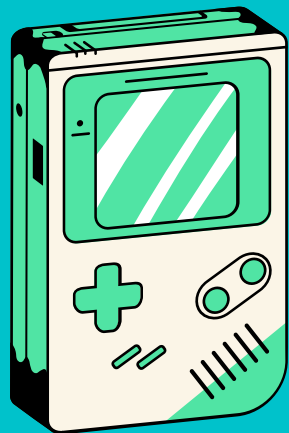


Advertisements can be made about the main quality or about some competences one has.

This activity allows for self-disclosure.

# TIPS FOR FACILITATOR





## SUGGESTIONS FOR FOLLOW-UP

A good follow up of this activity is ‘The Value Quiz’ from the GLC Booklet on Values. It explores together which values each one stands for and defends.

