



READY Programme Handbook



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Project Title: Restorative and yoga-based Enrichment Approach to activity Development
for European Youth

SECTION 1: READY HANDBOOK INTRODUCTION

READY PROJECT INTRODUCTION

The READY Project provides a support to youth workers, teachers and trainers who are supporting young people to reach their full potential. Quite often, young people are carrying trauma or challenges from their daily lives and they are bringing these issues into the youth work or education and training space. This handbook offers some new ideas and tools for professionals so that they can address these issues in a creative manner so that these issues can be explored and the young people can decide how best to address them. Through a trauma-informed approach, teen yoga and restorative practices are presented at both theoretical and implementation levels (Sections 2-4). The handbook introduces a programme of activities or toolkit that can be used as a set of resources within youth work or teacher training (Section 5).

A core part of the logic and rationale for the project steps and methodology is that the programme will be developed in an iterative manner, based on workshops and input from all partners, that a community of practice will be grown with a dedicated online space to support the programme activities.

HANDBOOK OVERVIEW

Section 2 will explore the benefits of restorative practice, looking at how it is used within youth work and youth centres, highlighting how the need for such an approach, as well as that of a trauma informed model, has been evidenced within a Dublin community. This section also looks at the experience of projects and partners to date in developing and embedding RP within their organisations. This section also outlines the types of resources, models and practical supports that exist and presents some insights and sessional structures that can be accessed. These include key tips, activities and lessons that can be drawn on, as well as links to further testimonials, case studies and evidence from practitioners and young people. Through the duration of the project, these experiences in training people in RP will be shared as this programme handbook is expanded.

Section 3 carries out a similar exercise with Teen Yoga, presenting the benefits of using yoga with young people, documenting evidence of the need for such an approach at a European and global level. The experiences of projects and partners in providing access to teen yoga within youth centres and educational institutions are highlighted with a specific focus on how TeenYoga can be used with young people to support their learning and self-regulation.

Section 4 outlines how there are significant commonalities of approach between RP and TeenYoga and how key elements can be distilled from both approaches in relation to youth

work themes. These commonalities are then summarised in terms of how each perspective supports

- planning a session (what does success look like, how many will be involved, what are the objectives, what resources and supports are required for the young people and the facilitators?)
- initiating a piece of work (setting up the space, how do the young people get started, how is the session introduced, who is “in charge”?)
- supporting young people within a space (what level of flexibility is there for changing focus, is there a plan B or plan C, what level of autonomy is there for the young people?)
- closing the session (who takes charge, what processes and techniques are used, how does a closing circle get managed, is there calm and reflective opportunities or fun and excitement?)
- reviewing and evaluation (who takes part and when, what indicators are used, is the initial plan examined, are the young people involved?)

Section 5 offers a resulting Bespoke READY Programme based on a synthesis making use of the best from both approaches. Exploring these elements from the perspective of a “plan-do-review” cycle, the first iterations of a new approach is presented, with its core features and non-negotiables.

The section looks to how we can build capacity for youth workers to deliver this new and innovative READY Programme, with a view to what tools and supports are required to deliver the programme and addressing how youth workers can be trained to see that this new approach and programme is worth investigating and bringing into their practice.

The training programme will in turn be piloted by all partners looking to understand how can a buy-in be promoted to the new programme.

A final **Section 6** will be developed and added as the piloting and implementation of the programme is happening, with a view to sharing lessons and building a READY Community of Practice. Working with all partners, external stakeholders and networks involved in youth work and informal education work, the READY Programme will be profiled and explained, ensuring that the evidence collected and voice from youth workers can be shared and that the transnational elements are being highlighted clearly.

Partners will aim to building practical indicators (quant and qual) into the tools that inform all ongoing review work so that youth workers can examine outcomes for their own practice and for young people in their centres. A key focus will be on the extent to which the sessions become more impactful as a result of using a READY approach in their daily work, especially in working with harder to reach young people. As the model focuses so clearly on relationships, we will be asking whether relationships are improving within the projects themselves between youth workers and their young people, as well as between the professional teams.

SUMMARY OF NEXT STEPS

In summary, Sections 2 and 3 will now examine the benefits of restorative practice and TeenYoga approaches, how these can be used within youth work, youth centres and education spaces, looking at how the need for these approaches can be individually identified and reviewed. This section is based on the experience of projects and READY partners to date in developing and embedding RP and TeenYoga within their organisations.

Section 4 then looks to the commonalities within these approaches as the Handbook moves to a more detailed presentation of a combined READY training programme, where the RP and TeenYoga resources that have been tried and tested are now combined to create a new set of practical resources within an evidence-based toolkit. These resources are highlighted through **Section 5** looking to where they can be accessed and drawn on, with a specific view to key tips, activities and lessons, as well as testimonials, case studies and evidence from practitioners and young people.

SECTION 2: RESTORATIVE PRACTICE

2.1 INTRODUCTION

“The term ‘restorative practice’ is used to mean a practice that is about nurturing, supporting and sustaining new shared relationships and structures, or bringing new life and energy to established relationships and structures.”

Dr. Derick Wilson

Restorative practice (RP) is an approach that is centred on building, maintaining, and repairing relationships within our youthwork organisations, our educational institutions and in our wider community-based settings. Because it is based on a set of principles that are connected to those of youth and community work, it offers a set of ideas and practical tools that promote respect, accountability, and empathy among teams of our educators and young people. It also serves to actively promote dialogue and mutual understanding to resolve conflicts, prevent harm, and create a sense of belonging.

This section of the READY handbook will explain RP in a straightforward manner with examples from both the theory and the practice. Initially the focus will be on the benefits and outcomes associated with the use of both RP and trauma-informed practice within youthwork organisations, outlining the idea of how a trauma informed restorative practice can integrate the key elements from both. The section will also present resources that are used in both approaches, including testimonials, case studies and evidence from practitioners and young people.

2.2 BENEFITS OF RESTORATIVE PRACTICE

RP works well within youth work settings, principally because as a values-based philosophy; it aligns with how we approach our day-to-day work. Some of these key underpinning and overlapping principles include:

- respect for human dignity
- solidarity and responsibility
- justice and accountability
- truth through dialogue

Youth workers are trained to take these values and ensure that they are modelling them through their work with young people. Showing respect, offering solidarity, operating in an accountable manner and allowing the voice of the person emerge through dialogue and discussion; these are key aspects of youth work. Within an RP approach, there is a need for connections based on these values.

So how does this look when working with young people, there are some core elements that are observed within an RP approach, sometimes broken down as “the three E’s of RP”:

1. Engagement: Involving everyone who will be affected by a decision in the process, before a decision is made.
2. Explanation: Sharing the reasoning as to why a decision needs to be made, and ensuring a shared understanding.
3. Expectation of Clarity: A clear vision for what will happen in the future, and what is expected of those involved.

Restorative practice is a valuable approach in youth work, offering tools to build relationships using these three elements. Furthermore, as the tools are used in a more consistent manner with young people, with peers and across the organisation as a whole, conflicts are addressed, shared language and a sense of a supportive community is developed.

As we go through this section further and highlight how RP can be brought into youth centres and youth work, it will become clear as to how the following key benefits are realised:

- Strengthening Relationships
- Promoting Emotional Wellbeing
- Reducing Conflict and Misbehavior
- Empowering Young People
- Teaching Lifelong Skills
- Building Resilience and Accountability
- Creating a Sense of Belonging
- Preventing Escalation of Issues
- Cultural and Social Awareness
- Supporting Positive Youth Development

These benefits can be seen across different working methods that are used within our youth centres, including in conflict mediation, community building, addressing harm, and skill development.

2.3 OUTCOMES LINKED TO A RESTORATIVE PRACTICE APPROACH

Embedding an RP approach within youth centres has generated positive results for both youth workers themselves in relation to how they engage with their young people, but also

for their teams to support them to operate in a more cohesive manner. These same results apply in formal education environments involving teachers and their students. The table below highlights key outcomes linked to the use of RP within these areas of youthwork and education.

Outcome	How is it promoted?
Strengthening Relationships	<ul style="list-style-type: none"> Restorative practices foster trust, respect, and empathy among young people and between youth workers and participants. By encouraging open dialogue, youth workers can build deeper connections with individuals, creating a supportive and inclusive environment.
Supporting Positive Youth Development	<ul style="list-style-type: none"> Focuses on holistic growth, helping youth develop socially, emotionally, and morally. Aligns with the goal of youth work to nurture responsible, empathetic, and engaged individuals.
Promoting Emotional Wellbeing	<ul style="list-style-type: none"> Provides a safe space for young people to express emotions and share their perspectives without fear of judgment. Helps young people develop emotional intelligence, including skills like empathy, self-awareness, and emotional regulation.
Reducing Conflict and Misbehavior	<ul style="list-style-type: none"> Offers constructive ways to resolve disputes and address harmful behaviour. Youth learn to take responsibility for their actions and understand their impact on others, reducing repeat conflicts.
Empowering Young People	<ul style="list-style-type: none"> Involves youth in decision-making processes, giving them a voice and fostering a sense of ownership and responsibility. Youth councils provide an opportunity to use RP proactively. Encourages personal growth by helping young people identify and address their own needs and challenges.
Teaching Lifelong Skills	<ul style="list-style-type: none"> Builds critical skills such as active listening, problem-solving, conflict resolution, and collaboration. These skills are valuable not only in youth settings but also in personal, educational, and professional contexts.
Building Resilience and Accountability	<ul style="list-style-type: none"> Encourages young people to learn from their mistakes, promoting accountability and a growth mindset. By resolving conflicts constructively, they develop resilience and confidence in managing future challenges.

Creating a Sense of Belonging	<ul style="list-style-type: none"> Restorative practices emphasize community-building, which helps youth feel valued and included. This sense of belonging can reduce feelings of isolation and contribute to positive identity formation.
Preventing Escalation of Issues	<ul style="list-style-type: none"> By addressing minor conflicts early, restorative practices prevent them from escalating into more significant problems. This proactive approach reduces disciplinary actions and fosters a more harmonious environment.
Cultural and Social Awareness	<ul style="list-style-type: none"> Encourages respect for diversity by providing opportunities for young people to understand different perspectives. Builds inclusive spaces where youth from various backgrounds feel heard and respected.

Furthermore, youth workers give examples of resolving disputes among peers in a way that rebuilds trust and understanding and facilitating conversations to repair relationships after incidents of harm or rule-breaking. RP techniques that are described later such as use of restorative circles supports group discussions that strengthen bonds and create shared goals. Skills can be developed with young people through using other restorative techniques such as active listening and encouraging people to express their emotions constructively.

2.4 TRAUMA-INFORMED RESTORATIVE PRACTICE

Trauma refers to experiences or events that overwhelm an individual's ability to cope. This could include abuse, neglect, violence, loss, or systemic oppression. Trauma can be acute (a single event), chronic (repeated events), or complex (multiple, interrelated traumas). It can have the following effects:

- Emotional: Anxiety, depression, fear, or anger.
- Physical: Fatigue, headaches, or chronic pain.
- Behavioural: Difficulty concentrating, withdrawal, or risky behaviours.
- Developmental: Particularly impactful in children, potentially affecting brain development and learning.

Trauma-informed restorative practice (TIRP) is an approach to youthwork service delivery and interpersonal interactions that recognises the prevalence and impact of trauma on individuals' lives. In many youthwork settings and communities, young people are

experiencing the impacts of intergenerational disadvantage, economic and social marginalisation, as well as family and personal challenges.

In youthwork and educational spaces, a TIRP approach emphasises safety, trust, and empowerment while avoiding practices that may inadvertently re-traumatise people. TIRP is widely applied in education, healthcare, social work, youth work, and community services. It links cohesively to RP in relation to how it can support young people to better understand their environment, especially when trauma is impacting.

The following table looks to how youthwork outcomes can be supported by the use of a TIRP approach. It is clear how the restorative elements are embedded in this approach:

Outcome	How is it promoted?
Safety	<ul style="list-style-type: none">Creating environments where individuals feel physically and emotionally safe.Ensuring predictability, consistency, and sensitivity in interactions.
Trust and Transparency	<ul style="list-style-type: none">Building trust through clear communication, reliability, and honesty.Ensuring that policies and practices are transparent and inclusive.
Peer Support	<ul style="list-style-type: none">Recognising the value of shared experiences and fostering connections.Using peer support to promote understanding and resilience.
Empowerment and Choice	<ul style="list-style-type: none">Focusing on individuals' strengths and giving them control over their decisions.Providing options and encouraging active participation in their recovery or development.
Cultural, Historical, and Gender Sensitivity	<ul style="list-style-type: none">Acknowledging and addressing the role of cultural, historical, and systemic factors in trauma.Creating practices that respect and affirm individuals' identities.
Collaboration	<ul style="list-style-type: none">Promoting teamwork between service providers and the people they serve.Encouraging shared decision-making and mutual respect.

Key practices in trauma-informed work include promoting awareness and education by training staff to recognise signs of trauma and understand its effects on behaviour and relationships.

As a strengths-based approach, it focuses on resilience, coping skills, and recovery rather than solely on the trauma itself. Communication skills are important in using empathetic, respectful, and nonjudgmental language, as well as avoiding questions or actions that could trigger distress. The ideas of promoting regulation and linked coping skills are critical, through teaching self-regulation techniques, such as mindfulness or grounding exercises and encouraging activities that reduce stress and build resilience.

Within youth centres, environmental adjustments can make big differences for young people who are dealing with trauma, so creating spaces that feel calm, predictable, and welcoming can make a difference as well as reducing potential triggers, such as loud noises or overly formal settings.

Trauma-informed restorative practice in youth work and education helps practitioners understand how trauma affects learning and behaviour, enabling them to create supportive environments. It also focuses on building trust with young people who may have experienced trauma and providing safe, empowering spaces for development.

Trauma-informed restorative practice refers to an approach that integrates an understanding of trauma into restorative practices, which are designed to repair harm, build relationships, and promote accountability within communities or organisations.

2.5 TRAINING APPROACH AND STEPS IN RP AND TIRP

As youth workers and those working in education are introduced to the RP and TIRP learning framework, practitioners are introduced to key elements and principles that inform the model. These are the foundations for the training programme that is dealt with in Section 5, also key in the use of TeenYoga. This section includes a series of specific examples from BYC, one of the READY partners with expertise in RP and TIRP. These examples are intended to provide a practical insight into how these approaches have been used in real-life settings and have led to important changes for both the organisation and individual youth workers as these approaches have been implemented and new learning achieved.

First Steps- Understanding the Principles

There is a focus on building an awareness and understanding of how young people and youth workers can be affected by trauma in their living and working environments, acknowledging that many people from socioeconomic backgrounds, especially those involved in conflicts, may have experienced trauma, which can deeply affect their emotions,

behaviour, and relationships. Trauma can stem from personal experiences of abuse, violence, neglect, discrimination, or even systemic oppression.

As this awareness and understanding is worked through with examples and sharing through the group, this allows for a team to focus on these core foundational issues:

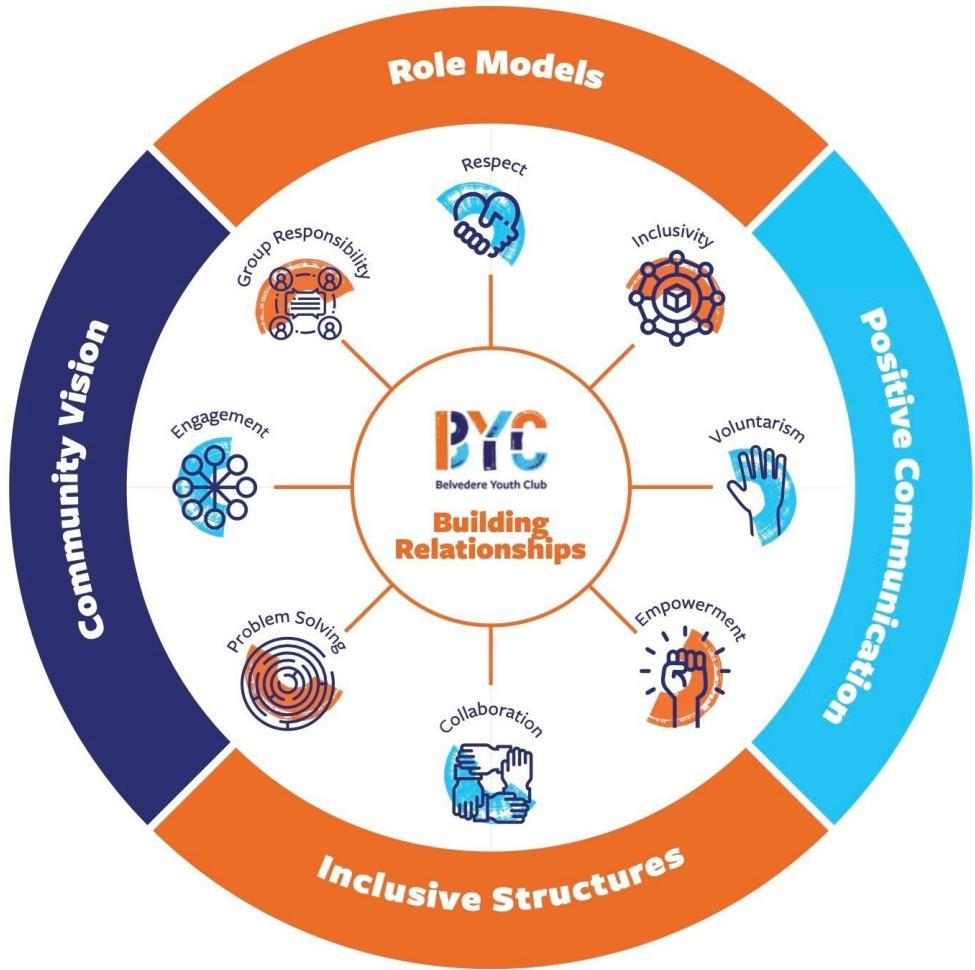
- **Safety:** The environment created during restorative practices prioritises emotional and physical safety. Creating spaces where participants feel safe to express themselves without fear of retribution, judgment, or traumatisation.
- **Choice and Empowerment:** Trauma-informed restorative practices empower individuals by creating healthy spaces where they have options and self-worth and engage in a meaningful way, this is facilitated throughout the process. This supports survivors of trauma feel more in control and involved in decisions that affect them. It furthermore creates a space of ownership and allows the person/s to separate the behaviour from the person that in-turn creates a space for healing.
- **Trustworthiness and Transparency:** This is key for building relationships, engaging in relationship practice whereby creating strong relationships allows for the process to be open, honest, and transparent to build trust. For individuals who have experienced trauma, trust is often a critical aspect of healing.
- **Collaboration and Mutual Respect:** Restorative practices emphasise shared decision-making and collective responsibility. This collaborative approach can help break down the power dynamics that might trigger or exacerbate trauma for participants. BYC has identified that creating spaces for people with trauma can retraumatise people so ensuring a skilled practitioner is in place to offer aftercare and continue the process is vitally important.
- **Cultural Humility and Sensitivity:** BYC engages with people from the four corners of the globe, understanding the diversity and embracing the different cultures is vital to success, A trauma-informed restorative approach considers the cultural and social factors that influence individuals' experiences with trauma. It recognises that trauma responses can vary based on background, and practices must be flexible to celebrate these differences.
- **Holistic Healing:** The goal of restorative practices, when trauma-informed, extends beyond resolving conflict. It focuses on repairing relationships, restoring dignity, and supporting the emotional well-being of all individuals involved.
- **Acknowledge and Address “relationship window model”:** this supports the working “with” the person/s and not solely for, against or other. The focus is on the impact rather than focusing solely on punishment or blame, trauma-informed restorative practice centres on acknowledging the harm done, recognising the impact of that harm on individuals, and creating space for healing and repairing relationships.

Its key to highlight that BYC had embarked on a journey to become a RP hub and throughout this journey, the BYC team have identified the importance of better understanding trauma and the importance of upskilling and supporting staff and the community to becoming more conscious of this throughout their practice. By using trauma-informed restorative practices, individuals and communities can engage in more meaningful and healing conversations,

fostering understanding, empathy, and ultimately, resolution of conflict that does not ignore the trauma participants may carry.

Second Step- Understanding the Model

The BYC RP model is based on the following elements. These can be viewed as levers or spokes that support an organisational focus on building an RP capacity.



RP Value Levers	What does it mean for the team?
Empowerment	Personal responsibility, creating confidence in each one another as individuals and as a team so that we all feel able to strive and succeed and strive
Respect	The understanding feeling that everyone has their views and own unique perspectives and respect means they feel their views are listened to, respected and taken into consideration.

Volunteerism	Voluntary participation: Participation is entirely voluntary; you: if anyone may choose not to participate and is respected with BYC will respect this decision
Engagement	Participation, personal accountability, discussion, and constructive conflict resolution. Create and a focus on identifying and resolving unmet needs in an environment that is supportive emotionally and intellectually. Emotional and Intellectually Supportive Environment. Reflect on unmet needs and what is needed to move on.
Inclusiveness	Everyone' voice/opinion is heard and considered. People are encouraged to express their opinions and all opinions are taken into consideration.. People encouraged to express opinions.
Collaboration	Willingness to work together and compromise and work together to achieve results. Trusting each one another to deliver on decisions we make.
Group Responsibility	We are accountable as a Group for each other actions. Being accountable for the actions of the group, not assuming that It is not ok to assume someone else with will deal with the issue.
Problem-solving	Focus is on solving the problem, not allocating blame, or looking back in anger or shame.

The following chart serves to summarise many of these elements and connects them to steps in implementation, which will be worked through in the next part of the Handbook.

5 Core Beliefs for a Restorative Culture				
Core Belief 1:	 Everyone has their own unique perspective on a situation or event and needs an opportunity to express this in order to feel respected, valued and listened to.			
Core Belief 2:	 What people think in any given moment influences how they feel at that moment, and these feelings inform how they behave.			
Core Belief 3:	 Empathy and consideration for others is crucial to the health and wellbeing of us all.			
Core Belief 4:	 Unmet needs drive our behaviour. If our physical and emotional needs are met, we are able to function at our best. If they are not met, we are under-resourced and less able to cope.			
Core Belief 5:	 The opportunity to engage in empathic collaborative problem-solving affirms and empowers people.			
5 Steps of Restorative Interaction				
Step 1: Following initial introductions and explanations, people share their experiences of what has happened	Step 2: Everyone shares what was going through their mind and how these thoughts impacted on their emotional responses	Step 3: Everyone then reflects on the impact of what has happened, who has been affected and how	Step 4: People reflect on what needs had been unmet or ignored at the time of the incident and what they need to move on	Step 5: Using these needs as the basis for discussion everyone collaborates to find mutually acceptable ways forward

Third Step- Implementing the Model through Sessional Work

What follows is a structure and plan for a series of five sessions¹ that allow for RP to be explained within a team setting. Each of the sessions is described, with regard to the setting, agenda and how best to facilitate. As evident, this is based on a set of BYC interventions with its own staff and local partners. To apply these sessions within a separate organisation, these can be easily adapted by the facilitator. The aim of reviewing these sessions is to get an insight into how the BYC RP model was successfully implemented and how these sessions can be adapted to fit other circumstances.

Session 1: Getting to know BYC and each other

Setting: Closed circle of chairs - make sure it is as closed as possible despite the screen. Facilitators would rather not sit together but at opposite places in the circle.

Material needed:

- 4 or 5 Balls
- Paper/block notes and pens for participants
- Computer, screen and clicker
- Listening piece
- Flipchart, paper and markers Stickers for names

Welcome and introduction (2 minutes)

Participants can be invited to use a label to put their name on it.

Welcome warmly, participants; explain that in BYC, we use circles as much as possible, as it promotes equality and connection and that you hope everyone is comfortable. Explain that through their involvement within BYC, they will learn more about the ethos and practices BYC uses in their work with young people. These sessions will have the objective to give them an introduction to Restorative Practices.

Explain that RP is a philosophy and a set of skills to build healthy relationships and solve conflict in a creative/non-violent way. Explain that you will come back to it more at the next session, but that relationship building is very important in BYC and youth work in general and that you hope that this work placement will be an opportunity for them to make meaningful connections with each other, with staff members and above all with YP in the club.

Opening circle (10 minutes)

Explain how we use the listening piece. Run the opening circle, starting with yourself.

¹There are a further set of sessions available through the BYC RP Handbook.

Community agreements (5 minutes)

On the flipchart, write 'Community Agreements' and ask: What do you need to feel comfortable in the session? What rules can we agree on to enjoy working together? If the group does not come up with ideas, give one or two yourselves: 'We listen to each other', 'We use positive language', etc... Take all their ideas and keep the Community Agreements on the wall for each future session.

Energiser: Pattern Balls (10 minutes)

Purpose: To practice cooperation / To learn names

What you need: 3 to 5 balls

How it's done:

1. Ask the group to stand in a circle with about a short space between people.
2. Give the rules: Everyone raises one hand.
 - The facilitator will throw the ball to someone, who will then throw it to someone else.
 - The person throwing it should call out the name of the person to whom they are about to throw it. This person should not be next to them and should still have a hand raised. Once you have caught and thrown the ball, lower your hand.
 - Remember who threw it to you and to whom you threw it. You will be repeating the pattern after it is established.
3. The pattern has been established when the last person has caught the ball. Practice the pattern a few times until it goes smoothly, continuing to use each other's names. You may remind people to watch who threw the ball to them. Add additional balls until the group has three or four balls in the air.

Debrief briefly the game, asking how everybody feels. Explain you may offer the game again over the week to see if you can improve.

Ice breaker activity: In Common. (15 minutes)

Purpose: To discover what the group has in common. To build communication and group decision-making skills
What you need: Paper and pens

How it's done:

1. Ask participants to pair off with someone they don't know well and list ten things they have in common. Suggest that they consider as many categories as possible, such as food, social activities, sports, movies, books, cars and work experience, both like and dislike. Give the partners two minutes to draw up their list.

2. Now, ask each group to merge with another group and find at least four things they have in common. Their respective lists can be a starting point, but they can expand beyond this. Again, give the groups two minutes to find common ground.
3. You may allow the small groups to keep merging until you finally end up with the entire group discussing things they have in common (find minimum 2). The larger the groups get, the more time you may want to allow for discussion.
4. To debrief, ask:

Was it more challenging to find things in common as a large group or earlier in the process?

Were you surprised?

How can we strengthen our bonds as a group?

How can we form new bonds?

BYC History and Building. (15 minutes)

Ask participants to Pair up with someone and go around the building to find out (in any order):

- When was BYC created, and for whom?
- What is BYC famous for in recent years?
- Name one famous person who attended BYC
- How many rooms can YP use in BYC?
- What do all the rooms downstairs have in common?
- What is on the menu today?

When all pairs are back, share the answers and add any additional elements you think are relevant.

Expectations and Fears. (30-60 minutes)

Invite participants to think individually for a few minutes and write down what they expect from their time in BYC and what they may be worried/ anxious about. Allow a few minutes for them to write.

Invite them to Pair and Share what they are comfortable sharing. Then, ask if any pair is brave enough to share some of their expectations and fears with the whole group. Discuss and reassure.

If necessary, energiser: The big wind blows. (5 minutes)

Purpose: To see what the group has in common, To get everyone moving

Time it takes: 5-10 minutes

What you need: Chairs, preferably without arms, arranged in a circle

How it's done:

1. Gather the group in a circle, each person in a chair, with no extra chairs. Stand in the middle of the circle as you give directions, and remove your chair from the circle.
2. Explain that as the person without a chair, you are the "Big Wind."
 - o The Big Wind calls out, "The big wind blows for everyone who..." and finishes the sentence by naming some characteristics which they share with others. (It must be valid for the person playing Big Wind.) For example, the Big Wind could say, "The big wind blows for everyone wearing jeans." Everyone who shares that characteristic must move to a new seat.
 - o No one can move to the seat to either side of their current seat. The Big Wind also tries to get a seat.
 - o Whoever is left standing becomes the next Big Wind.
 - o If the Big Wind cannot think of a characteristic, they can call "Hurricane," and everyone must find a new seat.

Plan Review. (10 minutes)

Explain the plan for remaining sessions, clarifying what is expected from them and the support they can get. Answer any questions they would have.

Closing circle - (10 minutes)

Run the closing circle, starting with yourself and thank everyone for participating.

Session 2: Building Relationships

Setting: Closed circle of chairs - make sure it is as closed as possible despite the screen. Facilitators would rather not sit together but at opposite places in the circle.

Material needed:

Computer, screen and clicker

Listening piece

Flipchart, paper and markers Stickers for names?

Opening circle (5 minutes)

Run the opening circle, starting with yourself and modelling. Energy levels, someone you admire, and why.

Energiser: electron repulsion - (10 minutes)

Purpose: To run around, have fun safely, And explore how hard it can be to avoid someone.

What you need: A large enough room, free of things that can be broken or potentially compromise the safety of the participants. Chairs should be moved to the room's edges, and all things that can be spilt should be secured.

How it's done:

1. Have participants stand up and move chairs and other "things" out of the way. Instruct them to silently choose someone in the room that they will attempt to stay as far away from as possible without leaving the room. Emphasise that other people are in the room beside them so playing this game with the utmost safety is essential.
2. Everyone is to choose someone silently. This game is nonverbal. Have them start to move around the room - no running, only walking. Allow this to go for about a minute or so, then have them stop.
3. Now, tell them they must stay as far away from the person they chose as possible, but now they are to choose someone else from the group they must use as a buffer. That is, they must keep the second person they chose between them and the person they are trying to stay away from.

Have them begin again.

4. More than likely, the group will be walking very fast around the room in no time, almost appearing to be chasing one another. After they start to tire, call an end to the activity and have them return to their seats.
5. Debrief: What was it like to play that game?

Relationships - Pair and Share (10 minutes)

Invite participants to individually think for a few minutes: how does it look and feel when you have a good relationship with someone?

Invite them to Pair and Share. After a few minutes, ask if any pair wants to share what they discussed. Write on the flipchart the most critical feedback you get.

Building relationships - Small group exercise (15 minutes)

Invite participants to split into small groups and give them a sheet of flipchart paper and markers. Ask them to answer the question: what works well for you to build good relationships with people around you?

After checking, each group only needs a little time; ask them to report to the broader group. Keep the posters on the wall. Emphasise that they already know many ways of building good relationships. RP is about doing it consciously and systematically.

My best day (30-60 minutes)

Purpose: To think about relationships, peer pressure, and how other people affect our values and decisions and bring us joy.

1. Explain that participants will be working alone to imagine their ideal day. Stress that no one will have to share with the broader group. They should think about what to do, when, and with whom. There are no financial restrictions; they can use as much money as they want during this day.
2. Next, have participants form several small groups. Without sharing what they thought about individually, ask each group to come up with the ideal way they'd spend a day together as a group. Stress that they do not need to talk about their individual days to create a group day. Again, there are no financial restrictions.
3. To debrief, ask people to consider the following questions silently:
 - How close was your personal ideal day to your group day?
 - What did you give up? What did you gain?
 - Is this similar to real life in any way?

Ask if some people want to share their answers to the questions and open a discussion.

Energiser: Touch Blue (15 minutes)

Purpose: To help participants break the ice and become more comfortable with physical contact.

Time it takes: 10 minutes.

How it's done:

1. Ask all the participants to stand up. Explain that you will call out something and that everyone has to touch someone who fits what you call out. For example, you might call out, "Touch blue!" Everyone has to touch somebody else wearing blue.
2. It's important to stress that any touching must be appropriate. No one should be hurt or made to feel uncomfortable. It's also not necessary to touch the colour called, but rather the person wearing that colour/thing, etc.
3. Explain that you can't just touch your shirt or jeans. Call out several categories like, "Touch somebody wearing earrings!" Once people understand the activity, other people can call out categories.

Barriers - Pair and Share (20 minutes)

Invite participants to individually think for a few minutes: What are the biggest obstacles to building good relationships?

Invite them to Pair and Share. After a few minutes, as if any pair wants to share what they discussed. Write on the flipchart the most critical feedback you get and discuss. If it has not been mentioned in the discussion, bring up the idea of fear, power imbalance, stereotypes, etc.... Discuss the best ways to overcome these obstacles as a group.

Plan Review. (10 minutes)

Explain plan for follow up sessions, clarifying what is expected from them and the support they can get. Answer any questions they would have.

Closing circle - 10mn.

Run the closing circle, starting with yourself and thank everyone for participating.

Session 3: Healthy community

Setting: Closed circle of chairs - make sure it is as closed as possible despite the screen. Facilitators would rather not sit together but at opposite places in the circle.

Material needed:

Computer, screen and clicker

Listening piece

Flipchart, paper and markers Stickers for names?

Opening circle (5 minutes)

Run the opening circle, starting with yourself and modelling. Energy levels: One thing I like about working at my organisation.

Energiser - Count to 10 (10 minutes)

Purpose: To focus the group and build cooperation

How it's done:

Tell the group that in this game, they have to count to ten as a group, and they have to follow specific rules:

- They cannot go around in a circle, counting in order.
- They cannot speak other than to call out a number.
- Only one person can speak at a time.
- If two or more people speak simultaneously, the group must start over.
- They cannot communicate with each other, even nonverbally, in a way that would indicate order.

Notes: Usually, the counting has to start over several times before the group begins to concentrate intensely. Hints for a group that is getting frustrated: Don't rush. Feel free to have long pauses between numbers.

Community - Pair and Share (10 minutes)

Invite participants to individually think for a few minutes: How does a healthy community look like? What are the main ingredients?

Invite them to Pair and Share. After a few minutes, ask if any pair wants to share what they discussed. Write on the flipchart the most critical feedback you get.

Imagine a better community - Activity -(30-60 minutes)

Purpose: To think about what a better community might be, to develop community among ourselves while doing such thinking, to think about concrete steps that might lead to such a community, and to strengthen the ability to take such steps

Materials: Large paper and coloured felt pens for each group

1. Divide into small groups of 4 to 6. Give participants a sheet of flipchart paper and felt pens.
2. Ask them to sit still together and let ideas come into their heads about an ideal community: how it would handle work, food, crime, children, education, transport, etc.... Ask them to talk a little about this in their groups and then draw such a community as if it were an isolated Island. Give them 10 to 15mn to do so.
3. Have each group share in the larger group what its community is like. Then, ask them to sit in relaxation. Ask them to visualise themselves living in their community.
4. Now, ask them what steps would be needed to get from the lives and communities they now have to a better community. They should be as concrete as possible about a few of these steps.
5. Ask the group to pick out one or two steps they could take that would help lead to a better community. Suggest they visualise themselves taking such steps.
6. Suggest contract with self: 'I really will take those steps'. Give oneself a time limit to accomplish one step and then the next.
7. Debrief: how did it feel to do this activity? Did you learn anything?

Energiser - Human Pretzel (10 minutes)

Purpose: To have cooperative fun

To understand leadership, practice cooperation

How it's done:

1. Have the group stand in a circle. (If there are more than ten people, break up into groups. Eight is a good number; less than five is too few.) Ask each person to put their right hand into the circle and grasp someone else's hand. Do the same with the left hand. No one should grasp the hand of the person next to them or hold both hands of the same person.

2. Ask the group to untangle this human knot without breaking their grasp. (They can shift their grip with the person they are holding on to, but not let go to change their relationship with others in the group.)

Community and Circles - Pair and Share (10 minutes)

Invite participants to individually think for a few minutes: Why do we use circles to build community?

Invite them to Pair and Share. After a few minutes, ask if any pair wants to share what they discussed. Write on the flipchart the most critical feedback you get. Show the following slide.

Plan Review- (5 minutes)

Review today's session and look forward to next session, clarifying what is expected from them and the support they can get. Answer any questions they would have.

Closing circle - (10 minutes)

Run the closing circle, starting with yourself and thank everyone for participating.

Session 4: What is Restorative Language?

Setting: Closed circle of chairs - make sure it is as closed as possible despite the screen. Facilitators would rather not sit together but at opposite places in the circle.

Material needed:

Computer, screen and clicker

Listening piece

Flipchart, paper and markers

Opening circle (5 minutes)

Run the opening circle, starting with yourself and modelling. Energy levels, The person in my life listening to me the best way...

Energiser - Everybody's it - (10 minutes)

Purpose: Gather participants in an open space and explain the directions.

To move around and have fun

What you need: An open space

How it's done:

- Every participant is "It" in this form of tag, so everyone is trying to tag and escape from everyone else.

- Tagged participants kneel and wait for someone to free them by tagging their hands.
- The result is that all participants are running around tagging and freeing other participants.

Red and Green message -(30-60 minutes)

Purpose: To experience and practice speaking in both a confrontational and a non-confrontational way.

What you need: Participants in a circle

Large sheet of paper divided into two columns labelled Green or Red.

How it is done:

1. The facilitator asks participants to imagine they need to address an issue with a friend: She/he/they are always late, which is annoying. A RED MESSAGE might block or discourage people from responding positively.

A facilitator runs a brainstorm on what characteristics would a Red Message have. These are scribed onto the poster.

2. The facilitator asks participants to think about messages encouraging someone to listen and cooperatively talk with them. This would be a GREEN MESSAGE. Brainstorm what are the characteristics of Green Messages. Scribe these on the poster.

Note:

Typical GREEN message responses may be “showing respect, listening, acknowledging, asking, being kind, taking responsibility, observing without judging, expressing your feelings and needs, making requests and Using “I”.

Typical RED message responses may be “disrespectful, interrupting, judging, demanding, nasty, blaming and using you.”

3. Then, pair participants to role-play two situations using green message/ restorative language.

Debrief Questions

- What happened to you in this activity?...what did you notice?
- What was the most challenging part about this for you?
- Is there anything you would take forward into your daily life?

Energiser - Non-verbal birthday line-up (5 minutes)

Purpose: To develop nonverbal communication, To build community **How it's done:**

Start by telling the group that no one is to talk in this activity. Ask the group to line up according to the month and day they were born without talking. The participants must figure out how to communicate without words and where to start and end the line.

Listening exercise (30-60 minutes)

Purpose: To practice active listening skills, specifically summarising How it's done:

1. Begin by asking what they think the term "active listening" means.

Remember that active listening means more than just looking interested in the speaker. It means listening to what is and is not said. It means listening for emotion as well as facts.

2. Introduce the idea of summarising what the speaker has said. Explain that one way to ensure you are listening accurately is to summarise what the speaker has said and reflect it back to them. The listener should not simply repeat all the information they have heard but try to find the most critical points and identify the underlying emotion.
3. Demonstrate the process of listening, summarising the main points, and naming the emotions. Ask a volunteer to speak for 1-2 minutes about a conflict they have had. Remind them to choose a conflict that they are okay with the whole group hearing. Listen to them well, summarising their main points and reflecting back to them the emotion you hear. Ask if your impression is accurate. One way to phrase this is, "It sounds like you are feeling_____. Is that right?"
4. Have the group divide into pairs. Ask each pair to take turns speaking for one to two minutes about a conflict they have dealt with recently. The speakers should include as many details as they wish. The listeners should listen carefully and then summarise what they have heard. They should then name the emotion they sense and ask the speaker if they are right. Tell people when it is time to summarise and when it is time to switch.
5. Bring the group back together. Debrief by asking how it felt to be both the speaker and the listener. Ask how the process of summarising can be helpful. If the following points don't come out in the discussion, add that summarising can help:
 - to make sure that you've heard the speaker accurately,
 - to show the speaker that you have understood them,
 - to help the speaker hear themselves and
 - to bring out into the open the emotions underlying the conflict.

Taking the time in the middle of a conflict to make sure that you understand what the other person is saying and showing them that you understand can change the tone and de-escalate the conflict. Be sure to talk about when this skill is not advisable, such as when you are being immediately threatened with violence, although it has been known to work even then if done in a caring and concerned way.

Session review (10 minutes)

Review today's plan and look to next session, clarifying what is expected from them and the support they can get. Answer any questions they would have.

Closing circle (10 minutes)

Run the closing circle, starting with yourself and thank everyone for participating.

Session 5: Harvesting

Setting: Closed circle of chairs - make sure it is as closed as possible despite the screen. Facilitators would rather not sit together but at opposite places in the circle.

Material needed:

Computer, screen and clicker

Listening piece

Flipchart, paper and markers

Opening circle (5 minutes)

Run the opening circle, starting with yourself and modelling. Energy levels the coolest thing about BYC.

Energiser: pick one you like from earlier sessions (10 minutes)

Harvesting what we learnt - Small group exercise (20 minutes)

Divide participants into small groups (3 to 5) and ask them to list all they learned through these sessions to date. Ask one member of each group to report to the broader group.

Expectations and fears - Popcorn circle (10 minutes)

Using popcorn circles, ask participants to share:

- If their expectations were met
- If what they were anxious about actually happened

Impact - Pair and Share (15 minutes)

Invite participants to individually think for a few minutes: what will they do differently due to experience of these sessions? Has it changed or given them new ideas of youth work practice or working in a team and so, in what way?

Invite them to Pair and Share. After a few minutes, as if any pair wants to share what they discussed. Write on the flipchart the most critical feedback you get and discuss.

Energiser: pick the one you like (5 minutes)

Constructive feedback - Small group exercise (15-30 minutes)

Divide participants into small groups (3 to 5) and ask them to list the following:

- What worked well for them in their training sessions- What could have been done differently or better?

Explain that BYC needs to get feedback to improve the experience for others.

Evaluation of the training sessions - Line up - (10 minutes)

Ask participants to position themselves along a continuum of “inspiring” at one end of the room to “waste time” at the other end of the room.

Ask if some want to share why they are standing where they are.

Evaluation of the training sessions - evaluation form - (10 minutes)

Ask participants to complete the evaluation using the QR code with their phone.

Closing circle (10 minutes)

Run the closing circle, starting with yourself and thank everyone for participating.

2.6 SUMMARY

These three steps (explaining principles, model and steps to implement RP) form the basis of a programme of training for youth workers, teachers and trainers in the area of restorative practice.

The following section now explains the background to TeenYoga, how it has emerged as an important model in working with young people to build resilience and support their empowerment.

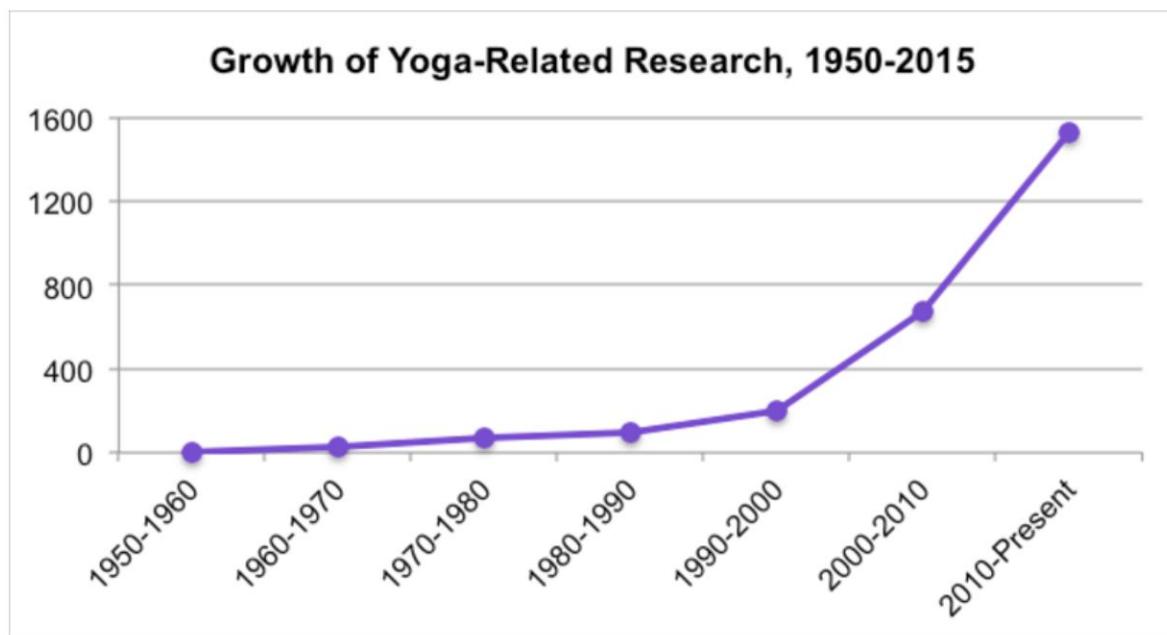
Sections 4 and 5 will then examine the commonalities and work towards the development of a dedicated READY training programme that draws on the best of both approaches.

SECTION 3: TEENYOGA

3.1 TEEN YOGA BACKGROUND

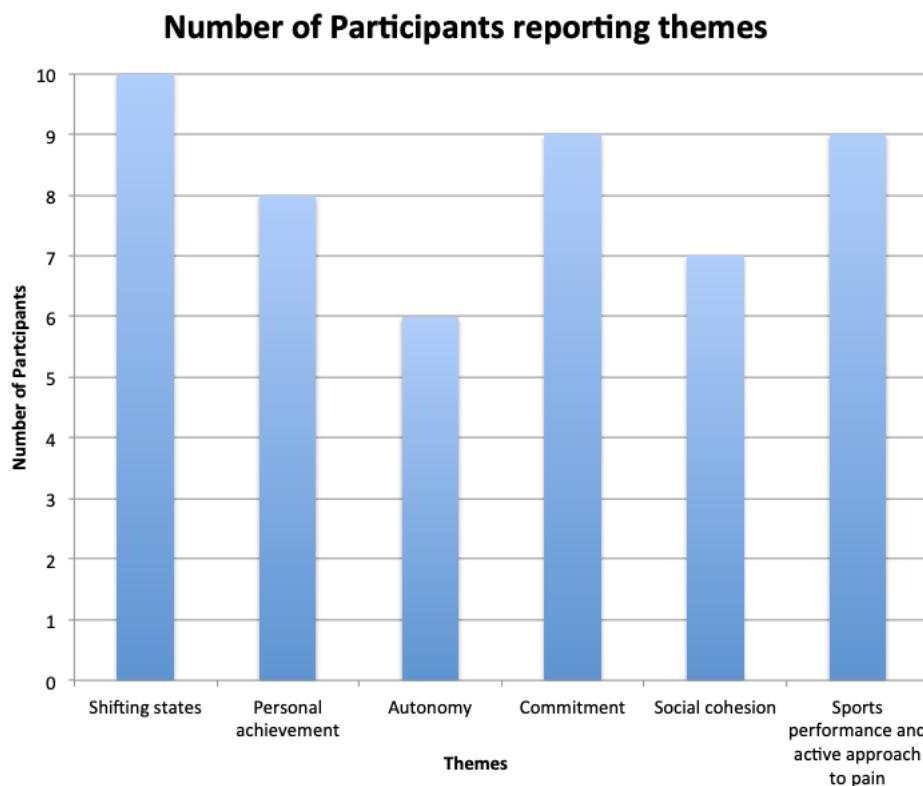
In 2003, Charlotta Martinus was asked to run yoga sessions for the Secondary School, Norton Hill, in Midsomer Norton, rural Somerset, South West UK. After extensive feedback sessions from young people and staff at the school, a programme was created which served the needs of this population specifically. The concept was then born – TeenYoga – under the Physical Education (PE) umbrella, supported by the council. This quickly became a success which led to all the schools in the Bath area taking it on, initially offered as an after-school activity. Sport England then became interested in TeenYoga and funded programmes and staff training. After the innovation project funding from Sport England in 2015, called Yoga Girls Can and linked to the nationwide campaign of This Girl Can, TY quickly gained popularity and evolved into a mental health intervention programme for young people, in all youth contexts, driven by their positive feedback.

Yoga had not been considered as an intervention of any kind in Secondary school in 2003, it was, however, relatively popular in Primary schools across the country. The trend in participation in yoga and the accompanying evidence base on the benefits of yoga has seen a steep rise in the last 20 years as this graph indicates.



3.2 THE CORE BENEFITS AND EVIDENCE

We became interested in the potential benefits of the yoga to young people and brought in Manchester University to research these outcomes in 2013, here is the graph created from this research.



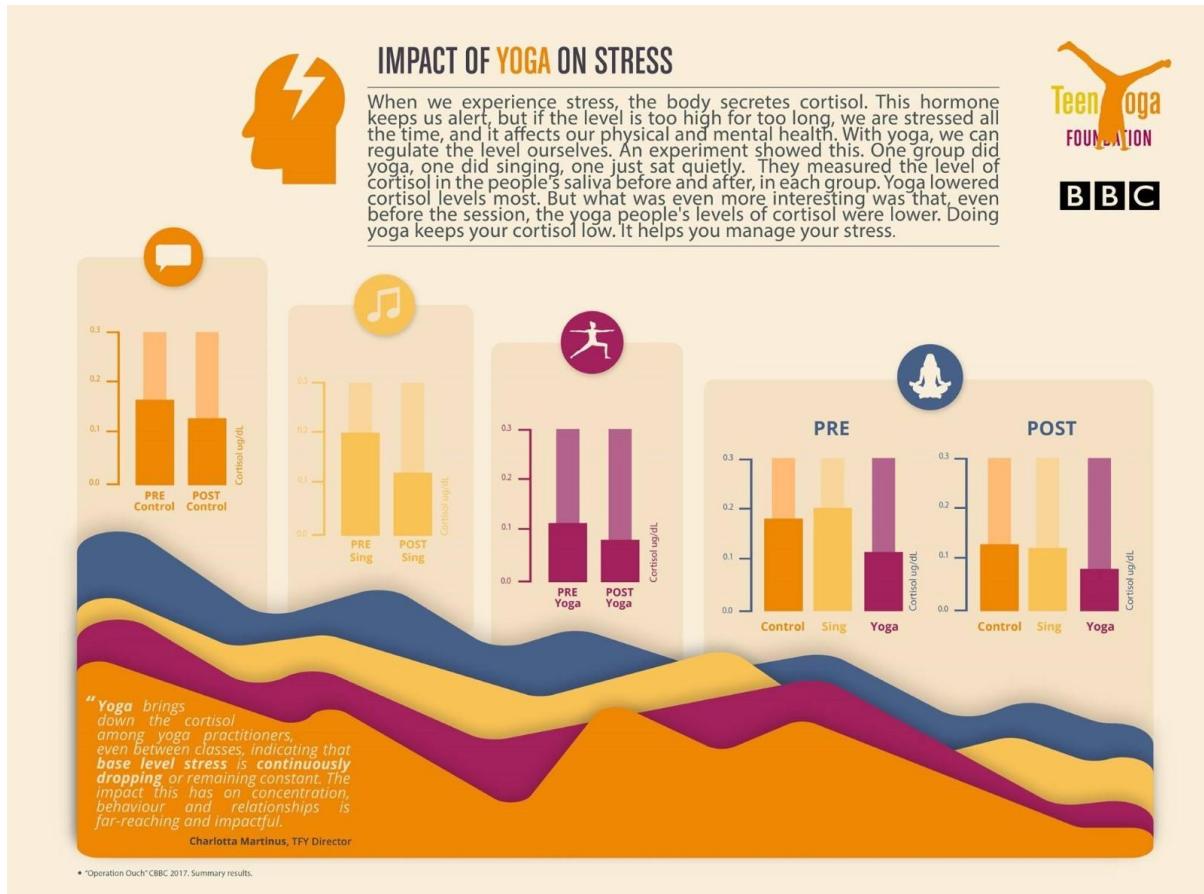
Benefits Reported by Participants

Many young people who participated in TeenYoga reported significant benefits:

- **Improved Sleep:** Participants experienced better sleep quality.
- **Enhanced Focus:** Students found it easier to concentrate on their studies and daily tasks.
- **Better Relationships:** The practice of yoga helped improve their relationships with peers and family members.
- **Stress and Anxiety Management:** Young people gained active tools to manage stress and anxiety effectively whenever needed.

Due to these substantial benefits, TeenYoga was incorporated into the school curriculum in many schools. It was recognized for its holistic benefits, contributing to personal well-being, academic performance, and pastoral care.

Here is an important study made on the level of Cortisol in students' saliva before and after different activities. This was the childrens' programme, "Ouch": on the BBC network, that came in and performed this experiment, which shows some interesting changes in cortisol before and after each activity.



Funding and Expansion

Sport England played a crucial role in the expansion of TeenYoga by investing approximately half a million pounds. This funding supported:

- **Class Rollout:** Expansion of yoga classes beyond school hours.
- **Instructor Training:** Training individuals to deliver the TeenYoga programme effectively.

TeenYoga became a part of various educational activities, including PE, Personal, Social, Health, and Economic (PSHE) education, and enrichment programmes. Over time, it also became integrated into tutor time and regular lessons, further embedding its benefits into the students' daily routines.

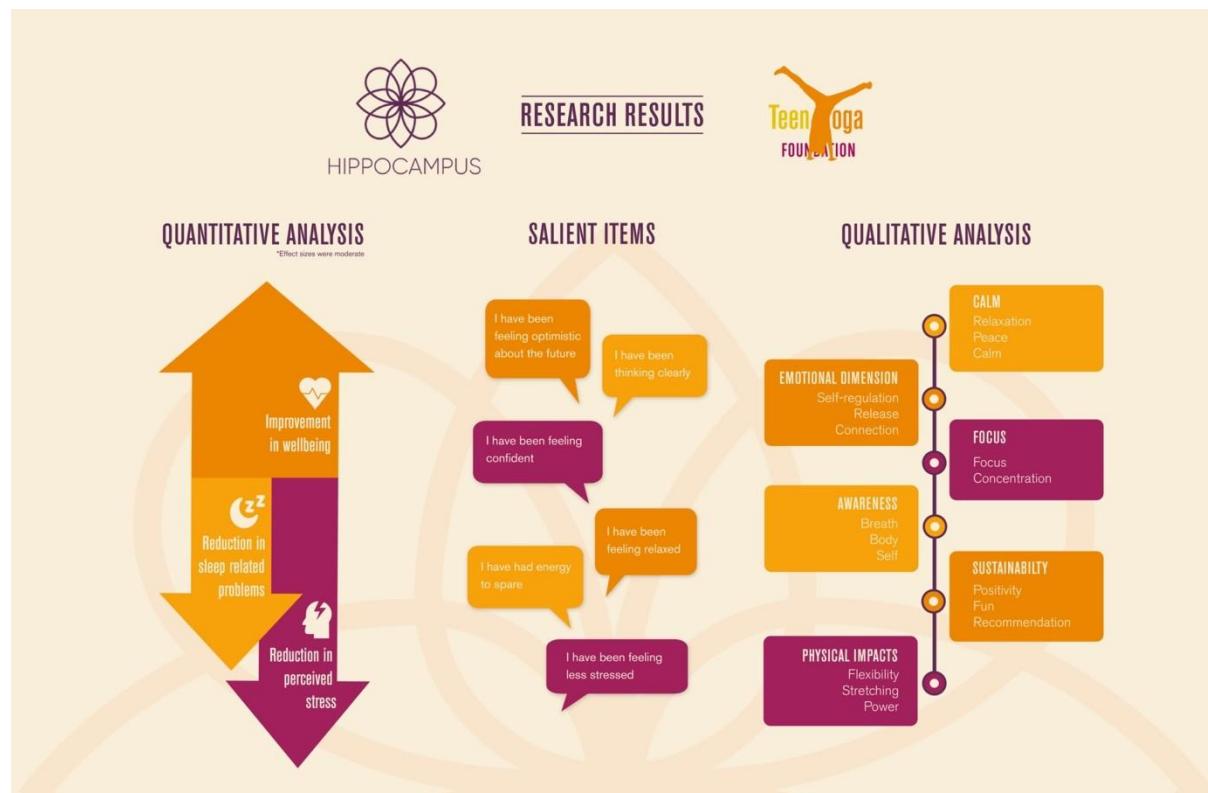
3.3 THE EVOLUTION OF TEEN YOGA

In 2014, TeenYoga began to formally evaluate the outcomes of its programmes through external evaluators. This was a significant step towards understanding the impact of the intervention and refining the programme.

Funded Programmes and Evaluations

- **Sport England (2012-2015):** Provided funding to devise and evaluate specific TeenYoga programmes. (Yoga Girls Can)
- **EU Erasmus (2018):** Supported the development and evaluation of tailored programmes for different contexts.
- **Lululemon (2019)** here to be partner, roll out of yoga during lockdown in special needs schools
- **London Youth (2020):** Commissioned TeenYoga to create a programme specifically for youth workers in London, using yoga as a mental health tool.

The Erasmus project, named Hippocampus, was a successful programme building on the previous findings from interventions across the UK in the previous years. Here is a graph of the emerging themes:



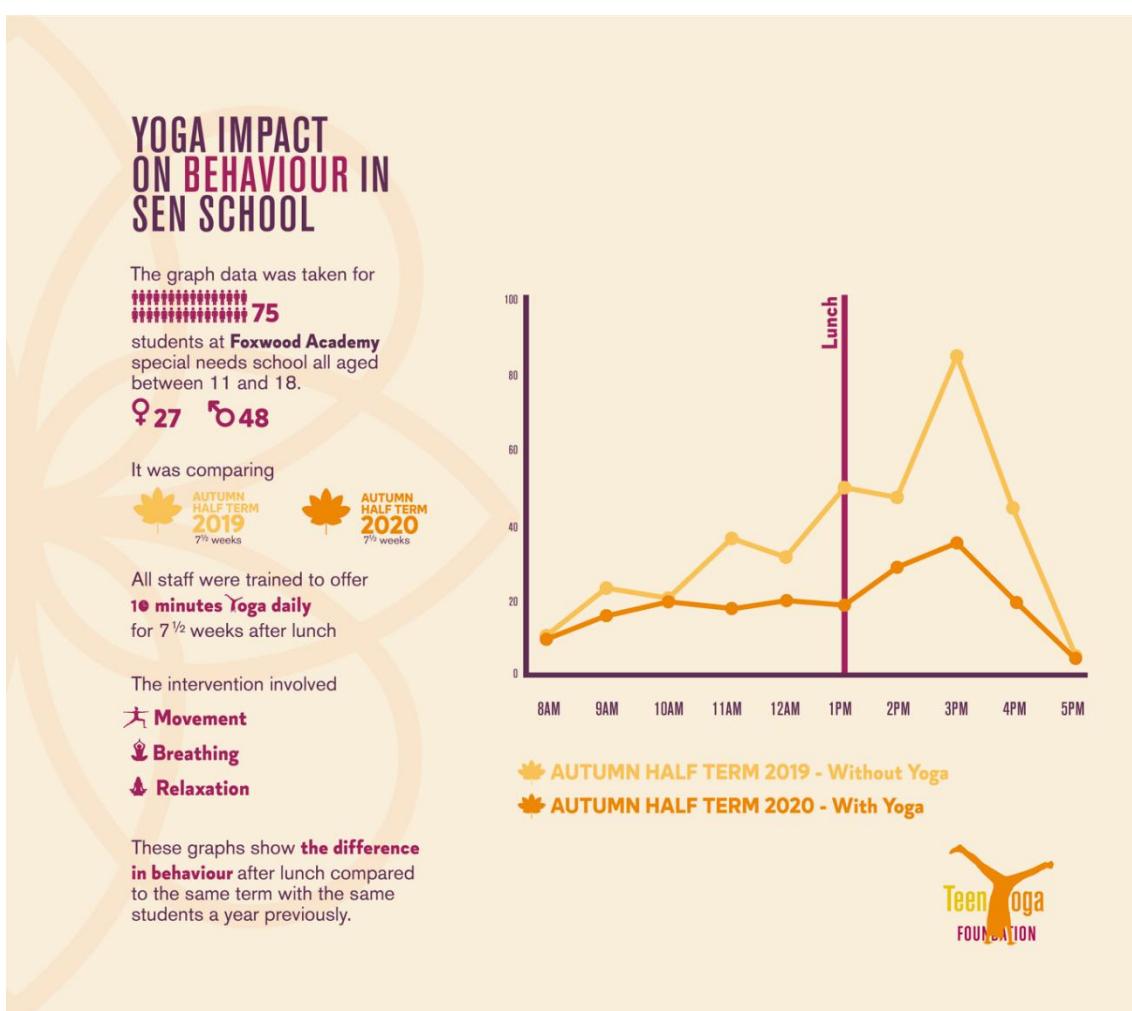
Programme Development

TeenYoga transitioned from simple yoga classes adapted for young people to a comprehensive therapeutic programme. This programme includes easily accessible tools that are evidence-based and context-dependent. These tools can be used in various settings to support young people's mental health and well-being.

Recent Developments

- **Southampton CAMHS (2023):** Employed a Yoga Therapist to introduce yoga to young people on the CAMHS waiting list. The results of this initiative are currently being studied by Southampton University.
- **Special Educational Needs (SEN) Schools:** Yoga is used to support focus, promote positive behaviour, and enhance emotional regulation and relationships among students.

One of the TeenYoga alumni decided to try out yoga every day in her SEN school in North England, to see if there was any impact on the young people. This was done during and after lockdown. Here are the results, in this infographic:



3.4 CURRENT STATUS OF TEENYOGA

Today, almost 2,000 people have been trained in TeenYoga worldwide and are disseminating yoga to young people in their specific context, from orphanages in Sierra Leone to high schools in Arizona.

A TeenYoga class involves:

- A check-in
- Meeting the young people where they are in terms of interest and energy levels
- Psycho-education
- Breath practice
- Movement practice
- Relaxation practice
- Closing check-out

For this, there will be a code of conduct that is agreed upon by the group, and the facilitator will be a responsible individual who is established in some kind of peaceful practice.

3.5 THE RANGE OF BENEFITS FOR TEENS

Physical Benefits: Building Strength and Flexibility

Yoga offers a balanced approach to building physical strength and flexibility, helping young people become more comfortable in their bodies. Research supports the numerous physical benefits yoga can provide.

Key Practices:

- Warrior Poses (Virabhadrasana I, II, III): Strengthen legs and core, improve posture.
- Forward Bends (Uttanasana, Paschimottanasana): Stretch the back body, aid digestion.
- Twists (Ardha Matsyendrasana): Detoxify and improve spinal mobility.

A study published in the Journal of Physical Activity and Health found that yoga significantly improved flexibility, balance, and overall physical performance in adolescents.

Emotional Resilience: Navigating the Storms

Yoga provides effective tools for managing emotions, fostering resilience, and self-regulation.

Key Practices:

- **Breath Control (Pranayama):** Techniques like Nadi Shodhana (Alternate Nostril Breathing) and Belly Breathing activate the parasympathetic nervous system, reducing anxiety and promoting calm.
- **Mindfulness Meditation:** Encourage teens to observe their thoughts and feelings without judgment, cultivating a practice of presence and acceptance.

Research by Harvard Medical School indicates that yoga and mindfulness can reduce symptoms of anxiety and depression in adolescents, leading to improved emotional resilience.

Mental Clarity: Enhancing Focus and Concentration

Yoga helps sharpen focus and improve concentration, essential for academic success and personal growth.

Key Practices:

- **Balancing Poses (Tree Pose, Eagle Pose):** Require concentration and body awareness, helping to quiet the mind.
- **Meditation Techniques:** Practices like candle gazing (Trataka) or simple breath awareness help train the mind to maintain a single point of focus.

A study in the Journal of Developmental & Behavioural Paediatrics found that regular yoga practice improved attention, memory, and cognitive function in adolescents.

Social Connection: Building Community and Empathy

Yoga fosters a sense of community and connection, helping young people develop essential social skills and empathy.

Key Practices:

Partner Poses: Encourage cooperation and trust, building a sense of support and connection.

- **Group Activities:** Use activities that require teamwork and communication, reinforcing the non-competitive nature of yoga.

A study from the International Journal of Yoga highlighted that yoga classes improve social skills and create a sense of community among participants.

Spiritual Growth: Discovering Inner Peace

Yoga offers a pathway to spiritual growth, helping young people discover a sense of inner peace and purpose.

Key Practices:

- Meditation and Self-Inquiry: Practices that encourage reflection and connection with one's inner self.
- Philosophical Teachings: Introduce age-appropriate concepts from yogic philosophy, such as the yamas and niyamas (ethical guidelines).

Research published in the Journal of Adolescent Health indicates that teens who engage in yoga and meditation report higher levels of self-awareness and a greater sense of purpose.

SECTION 4: COMMONALITIES OF APPROACH

4.1 BUILDING ON RP AND TEENYOGA

Sections 2 and 3 have presented a set of insights both theoretical and practical into how both RP and TeenYoga can support young people to become more engaged and supported within their communities, schools and youth centres. Each approach offers different ways of working within these environments and settings. This section now highlights how they connect together and form complementary lines of support and engagement. This section offers some important starting points for the follow up Training Programme section.

It is firstly important to highlight the key elements that need to be distilled from RP and teen yoga approaches in relation to youth work themes. For those involved in practice, what can be taken from each perspective that will assist them in their day to day work. This section and the follow up section now examine how a READY Programme can make sense and how it can make very practical sense and provide useful tools in addressing these aspects of youth work, teaching and training:

- planning a session (what does success look like, how many will be involved, what are the objectives, what resources and supports are required for the young people and the facilitators?)
- initiating a piece of work (setting up the space, how do the young people get started, how is the session introduced, who is “in charge”?)
- supporting young people within a space (what level of flexibility is there for changing focus, is there a plan B or plan C, what level of autonomy is there for the young people?)
- closing the session (who takes charge, what processes and techniques are used, how does a closing circle get managed, is there calm and reflective opportunities or fun and excitement?)
- reviewing and evaluation (who takes part and when, what indicators are used, is the initial plan examined, are the young people involved?)

This section examines some of these emerging commonalities and questions.

4.2 WHAT DOES IT MEAN TO BE READY?

Being ready for a task entails being present, focused, engaged, and disciplined. It means being able to deal with stressors and emotional issues effectively and healthily, and being motivated to engage. Readiness involves both mental and physical preparation, ensuring

that young people have the resilience, emotional stability, and physical well-being required to tackle their responsibilities successfully.

4.3 COMMON ISSUES WITH YOUNG PEOPLE AND READINESS FOR TASKS

Since the onset of COVID-19, many young people across Europe have been languishing, feeling unmotivated and lethargic in the face of exams, schoolwork, or paid work. This phenomenon has been attributed to several factors, including prolonged isolation, disrupted routines, and increased anxiety about the future. These challenges have significantly impacted their ability to stay focused, engaged, and ready for tasks.

4.4 COMMON THEMES IN TEENYOGA AND RESTORATIVE PRACTICES

TeenYoga and Restorative Practices share several foundational values, making them complementary approaches for supporting young people's readiness. Both approaches can also apply a trauma informed lens as they cohere and complement each other:

- Empathy: Understanding and sharing the feelings of others.
- Importance of Relationships: Building strong, positive connections with others.
- Active Listening Skills: Paying full attention to others, demonstrating understanding and respect.
- Importance of Checking In and Out: Regularly assessing emotional and physical states to stay attuned to needs.
- Importance of Emotional Intelligence: Recognizing, understanding, and managing emotions effectively.
- Non-Judgment: Creating a safe space where individuals feel accepted and valued without fear of criticism.

4.5 HOW TO COMBINE TEENYOGA AND RESTORATIVE PRACTICES

TeenYoga (TY) integrates body, mind, breath, and spirit to achieve optimal health in a systematic and focused manner. Restorative Practices (RP) focus on building optimal relationships with young people to increase trust and engagement through principles and actions that foster connection and understanding.

Combining these two approaches can be done organically, avoiding a rigid, programmatic approach. This empowers youth workers to select practices that feel right for their group

and situation. We suggest providing a toolkit to each worker, allowing them to choose practices that suit their group. For maximum effect, practices should be integrated throughout the session and bookended.

4.6 THE PRACTICE TOOLKIT

The toolkit is elaborated in detail through Section 5, covering the following core elements.

Check-In:

- Assess energy levels and pose a question to engage the group.

Movement:

- Each young person chooses an area of the body to release tension, and the group mirrors it.
- Utilize mood cards to express feelings through movement.
- Perform sun salutations to energize and stretch.
- Chair yoga for accessibility and comfort.
- Group postures to foster unity and collaboration.
- Partner yoga to build trust and connection.

Breathing:

- The leader selects exercises based on the group's needs:
 - Energizing breaths to increase alertness.
 - Uplifting breaths to boost mood.
 - Calming breaths to reduce anxiety.
 - Focusing breaths to enhance concentration.
 - Releasing breaths to let go of tension.

Relaxation:

- The leader guides the group through a relaxation practice:
 - Body scan to increase body awareness and relaxation.
 - Visualization to promote mental relaxation and positive imagery.
 - Self-massage for self-care and stress relief.
 - Partner massage to foster connection and mutual support.

- Icebreaker games to reduce tension and build camaraderie.

Check-Out:

- Reassess energy levels and pose a closing question to reflect on the session.

4.7 MINDSET OF YOUTH WORKERS AND TEACHER TRAINERS

This approach is not a rigid programme but a flexible set of practices and tools. It is essential that youth workers embrace certain values and principles and mentally prepare for this method.

Youth workers should be:

- Curious: Open to new practices and attentive to the needs of young people.
- Courageous: Willing to introduce unfamiliar and potentially awkward practices.
- Compassionate: Non-judgmental and understanding of young people's experiences.
- Active Listeners: Modelling non-judgmental listening without interruption.
- Interested: In incorporating these practices into their lives, potentially attending yoga classes or mindfulness sessions themselves.

4.8 PRACTICE

To implement this effectively, introduce the toolkit incrementally. Start and end sessions with aspects of the toolkit, and allow the practice to occupy more time if the young people enjoy it. Recognize that it will pay dividends in terms of bringing more presence and focus to their tasks.

Implementation Strategy

Phase 1: Introduction

- Begin with short sessions incorporating check-ins, basic breathing exercises, and brief relaxation practices.
- Gauge the group's response and adjust the activities accordingly.

Phase 2: Integration

- Gradually introduce movement exercises and more advanced breathing techniques.
- Encourage group participation and feedback to tailor sessions to their needs.

Phase 3: Expansion

- Extend the duration of sessions to include a wider variety of practices from the toolkit.
- Foster a sense of ownership by allowing young people to lead certain activities.

Phase 4: Sustenance

- Maintain regular practice, adapting sessions based on the evolving needs and preferences of the group.
- Continually assess the impact on readiness and make necessary adjustments.

By integrating TeenYoga and Restorative Practices, youth workers can help young people become more ready and engaged in their tasks, fostering a healthier, more focused, and motivated youth population. This holistic approach not only addresses physical readiness but also promotes mental and emotional well-being, creating a supportive environment for young people to thrive.