

WELLNESS AWARENESS TOOLKIT

A Reflective Journey Through Food, Body & Mind



Co-funded by
the European Union



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2025 WELLNESS AWARENESS TOOLKIT : A Reflective Journey Through Food,
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Welcome page



Welcome to the Wellness Awareness Toolkit: A Reflective Journey Through Food, Body & Mind.

This is more than a set of tools , it's an invitation.

An invitation to slow down, notice, and reconnect with the body, the mind, and our relationship with food — all through the lens of wellness. Whether you're a youth worker, facilitator, or curious learner, this resource is designed to support reflection, connection, and gentle action.

You are encouraged to walk through this toolkit at your own pace. Try things out. Adapt what fits. Reflect on what you notice. And most importantly: take care of yourself, too.
We're glad you're here.

Toolkit Introduction

This toolkit was created as part of the **Body Mind Food Wellness project**, a transnational Erasmus+ KA2 initiative that explored how food, body awareness, and emotional literacy can support young people's wellness.

It was co-funded by the Erasmus+ Programme of the European Union and co-developed through a mobility-based training program involving experiential learning, community cooking, and collaborative design among youth workers and facilitators.

The tools and approaches here were shaped by the voices of participants, the expertise of psychologists, nutritionists, and body-based practitioners, and the practical realities of youth work in diverse contexts.






Partner Organisations

Creando Floresta (Spain)

Creando Floresta, from Spain. We are busy searching for strategies that combine environmental stewardship and healthy eating, community life and caring in human relationships, traditional crafts and the return to rural life.






-  [Website](#)
-  [Instagram](#)
-  [Facebook](#)

Regain (France)

Regain, from France. From the village of La Borie Noble, in the south of France, this intergenerational and intercultural community seeks to foster cultural exchange and respect for diversity, self-sufficiency, healthy living, and environmental awareness, always with a primary focus on the active and inclusive participation of young Europeans.






-  [Website](#)
-  [Instagram](#)
-  [Facebook](#)

Zeleno Doba (Serbia)

Zeleno Doba, Center for sustainable growth and development from Serbia. We are committed to the personal development and empowerment of young people and adults to become drivers of social change, toward a sustainable lifestyle, returning to the villages, or through urban gardening and permaculture.



-  [Website](#)
-  [Instagram](#)
-  [Facebook](#)

Project Duration: 15/09/2024 to 14/03/2026

Disclaimer:

The European Commission's support for the production of this publication does not constitute an endorsement of its contents, which reflect the views only of the authors. The Commission cannot be held responsible for any use which may be made of the information contained therein.

Part 1

ORIENTATION & ETHICS

What is Wellness Awareness?

Wellness awareness is a process of gently noticing — how we feel, what we need, and how our habits, thoughts, and relationships affect our well-being.

In this toolkit, wellness is not treated as a performance or fixed goal. Instead, we explore wellness as a reflective and experiential journey, where food, body, and mind are interconnected, and awareness is the first step toward meaningful change.

This journey does not require perfection. It asks only for presence, curiosity, and a willingness to reflect.

Purpose of This Toolkit

This toolkit was designed as a prevention-focused resource for youth workers and educators who want to support young people's self-awareness, emotional literacy, and wellness in relation to food, body, and mind. It offers:

- Experiential tools
- Reflective practices
- Group-based rituals and exercises

All tools were co-developed through the Body Mind Food Wellness training and grounded in evidence-informed practices, lived experience, and real needs expressed by youth workers.

The purpose is not to "teach" wellness but to create space for it — through presence, connection, and small acts of care.



Who This Is For

- Youth workers in non-formal education settings
- Group facilitators and trainers
- Educators interested in body-mind-food awareness
- Anyone working with young people through a wellness or prevention lens

You do not need to be a therapist, coach, or specialist. You are invited to try these tools for yourself first, then adapt them as appropriate for your group or context.



How to Use This Toolkit?

You can read this toolkit in sequence — or jump between tools and sections based on what speaks to you.

Each phase includes:

- A short framing text
- 2–3 tools with clear instructions
- Reflection prompts for youth workers
- Optional journaling and integration questions

Some tools are designed for groups, others are introspective. All are modular, adaptable, and non-prescriptive.

We recommend trying the tools first for yourself, then facilitating them with young people — from a place of lived understanding.

What This Toolkit Is NOT?

- This is **not** a therapeutic manual
- This is not designed for youth with active eating disorders
- This does not replace professional support, medical care, or mental health services

This toolkit offers experiential support and gentle guidance for the general youth population. It should be used with care, compassion, and awareness of your role and limits.





Disclaimer: Recognizing Eating Disorders

Eating disorders (EDs) are **serious mental health conditions**. They are not about willpower or appearance. They involve complex relationships with food, body image, emotions, and identity — often shaped by trauma, perfectionism, or control.

You are not expected to diagnose or intervene. But you might notice signs in a participant that raise concern.

Possible Signs:

- Repeatedly skipping meals or avoiding food
- Body talk, calorie obsession, food guilt
- Discomfort during shared meals
- Sudden weight loss, fatigue, or emotional withdrawal
- Exercising excessively or compulsively

What Not to Do: 	What You Can Do: 
<ul style="list-style-type: none">• Don't comment on their eating• Don't confront them publicly• Don't try to interpret or "figure out" their behavior	<ul style="list-style-type: none">• Speak privately, gently:• Communicate care, not pressure <i>"Hey, I noticed you haven't been eating much lately — I just want to check in and see if you're okay."</i>• Offer support, not solutions• Share your concern with your team or coordinator• Refer to a mental health professional if needed

You are not a therapist. You are a listener, a supporter, and a witness.

If this toolkit has raised deeper questions, know that you're not alone. Below you'll find additional resources for learning and support — from scientific guidance to community-based frameworks.

(See Part 4: Resources & Annexes)

Part 2

THE REFLECTIVE JOURNEY

Tools for Awareness, Exploration, and Integration

This section offers hands-on tools to support reflection, emotional literacy, and self-awareness — across five wellness phases: Awareness, Influence, Boundaries, Connection, and Integration.

Each tool invites gentle exploration through experience, not instruction. You can follow the phases in order or choose what fits your context. Try them yourself first, then adapt for youth groups.

These tools are here to support presence, insight, and connection — one step at a time.



Phase 1

AWARENESS

“Starting from Where You Are”

Introduction to Phase 1

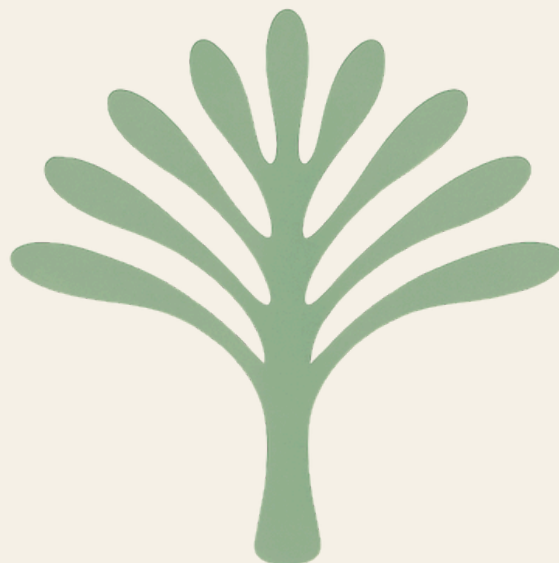
Awareness is the foundation of wellness. It begins by noticing — how we eat, how we feel in our bodies, and how we move through daily habits without always realizing it.

This phase invites participants (and youth workers themselves) to gently observe their current relationship with food, body, and emotions. There is no pressure to change — only an invitation to notice.

These tools offer space to:

- Reflect on personal patterns and sensations
- Surface emotional and physical habits
- Bring curiosity instead of criticism

The goal is to *start where you are*, and to *listen inward with kindness*.



TOOL 1

Food Decode Challenge

Focus:

Nutrition awareness and emotional literacy

Purpose:

To engage participants in reflecting on how food choices are shaped by emotions, media, and information. Through playful teamwork and critical observation, the activity builds awareness of external influences and supports more mindful eating behaviors.

Time & Materials: 60–90 minutes

Prepared cards or envelopes with clues, food labels, ads (real and fake), short news articles, paper, pens

Step-by-Step Instructions:

Begin with a short introduction: food is never just about nutrients — it's also stories, feelings, and messages that shape our habits.

Divide participants into small teams (3–4 people). Give each team a set of challenges such as:

- **Fake Food News:** decide which nutrition headlines are trustworthy and which are misleading.
- **Emotions on the Plate:** connect emotions with eating behaviors and suggest more balanced responses.
- **Ads Decoded:** analyze a food advertisement and redesign it to convey an honest message.

Each challenge provides part of a final sentence about mindful and conscious eating.

Teams combine their clues and share reflections on what most influences their food choices.

Reflection Prompts:

- What did you discover about how information and emotions affect your eating?
- Which external influences are hardest to recognize?
- How can awareness help you make more authentic choices?

Youth Worker Notes:

- Encourage playfulness and open discussion rather than correctness.
- Adapt examples to local products and languages to make the activity more relatable.
- Focus on curiosity and awareness, not on judging foods as “good” or “bad.”

TOOL 2

Reconnect with Your Body - Multi-Sensorial Body Mapping

Focus:

Body awareness, self-image, sensory integration

Purpose:

To guide participants in a deep sensory reconnection with their body — using touch, movement, sound, smell, and taste — as a way to deconstruct internalized stereotypes and cultivate a more compassionate, authentic body-mind relationship.

Time & Materials: 60–90 minutes

- Safe, cozy space (indoor or outdoor)
- Mats or comfortable floor (wood, grass, etc.)
- Blindfolds (optional)
- A blanket or sheet per participant
- Paper and pen for each participant
- Calm music (instrumental)

Step-by-Step Instructions:

1. Choose a quiet, clean space and provide a mat or soft floor for each participant.
2. Play smooth, instrumental music to set the mood.
3. Welcome participants in a circle. Explain the activity and ensure comfort and consent.
4. Ask participants to choose a spot and sit down in their personal space.
5. Distribute blindfolds (optional), pens, and paper.
6. Begin with a 1–2 minute visual body scan (eyes open).
7. Then ask participants to blindfold themselves (or close eyes) and begin exploring their body through five senses — switching every ~3 minutes:
 - Movement (sensing from within)
 - Touch
 - Listening (internal body sounds)
 - Smell
 - Taste
8. After all senses are explored, invite participants to return to the one they preferred (most informative, comforting, or challenging).
9. Ask them to slowly remove the blindfold and observe one part of their body with open eyes.
10. Guide a second visual body scan (3–5 minutes).
11. Encourage reflection on whether their perception has shifted since the beginning.
12. Allow time to write, draw, or note their experience.
13. Close with a circle of sharing.

Reflection Prompts:

- What changed in your perception of your body during this exercise?
- Which sense gave you the strongest connection or new insight?
- How do you feel about your body after this journey?

Youth Worker Notes:

- Only use this tool with participants who are comfortable exploring their body. Always ask for consent and make it clear that nothing is mandatory.
- For those unfamiliar with somatic work, clearly explain the purpose before starting.
- Some senses (touch, smell, taste) may be emotionally charged — allow refusal.
- Participants can signal for support silently (e.g., raising a hand).
- Make sure anyone not participating leaves the space — privacy is essential.
- Facilitate the final circle gently, as the activity may stir deep emotions.
- This tool is rooted in Somatic Movement, a field that integrates neuroscience, body-based awareness, and personal growth.
- The facilitator should be grounded and familiar with holding space for sensitive self-perception practices.



TOOL 3

Food & Feeling Log

Focus:

Food, mood, and mindfulness

Purpose:

To gently guide participants into noticing how their food experiences relate to emotions, habits, and bodily states.

Time & Materials: 10–15 minutes

10–15 minutes per day over 3–5 days.

Printout or notebook.

Step-by-Step Instructions:

After each meal or snack, use the following reflection prompts:

- What did I eat, and how much?
- How did I feel before eating — physically and emotionally?
- How did I feel afterward?
- What influenced me to eat (hunger, emotion, routine, social setting)?
- Was anything about this moment enjoyable, stressful, or meaningful?

Optional Weekly Reflection Prompts:

- What patterns did I notice about how I eat and feel?
- Are there situations where I feel more connected to my body or emotions?

Youth Worker Notes:

- This is a tool for self-awareness, not a food log or diet tracker.
- Normalize emotional eating and avoid judgmental framing.



Phase 2

INFLUENCE

“Who’s Speaking in My Head?”

Introduction to Phase 2

Once we begin noticing our habits, we can ask a deeper question: Where did they come from? This phase explores the voices, norms, expectations, and internal patterns that influence how we relate to food, our bodies, and ourselves. Some of these messages come from media or family. Others live inside us as habits, judgments, or inherited beliefs.

Through metaphor, play, and reflection, these tools help participants name and navigate the external and internal influences shaping their wellness journey — with more clarity and choice.



TOOL 1

Food Misinformation Report

Focus:

Food narratives, misinformation, group dynamics

Purpose:

To explore the conflicting and overwhelming food-related information in media and daily life — and to develop more critical awareness through theatre and storytelling.

Time & Materials: 75–90 minutes

Costume props, printed quotes or headlines, open space

Step-by-Step Instructions:

1. Introduce the idea that young people are surrounded by confusing or contradictory messages about food and body image.
2. Ask participants to brainstorm different “voices” that shape how they think about food:
 - Health expert
 - Diet culture
 - The guilty voice
 - Advertising
 - Inner critic
 - Family opinions
3. In small groups, invite them to create a scene where these voices interact. Each person plays one role.
4. Groups rehearse and perform their scenes for others.
5. Afterward, lead a discussion on:
 - What did these voices say?
 - How do they show up in your real life?
 - Which ones do you trust or reject?

Reflection Prompts:

- Which “voices” around food and body do I hear most often?
- Are there any voices I’d like to turn down — or amplify?

Youth Worker Notes:

- Emphasize that this is not about “fixing” beliefs but recognizing them.
- Allow emotional reactions to the surface; some voices may hit close to home.

TOOL 2

Ego States

Focus:

Internal dialogue, self-perception, emotional literacy

Purpose:

To help participants understand and navigate the different parts of their inner world — particularly the critical and nurturing inner voices that influence body image and self-worth.

Time & Materials: 60 minutes

Comfortable seating, soft background music (optional), printouts/online [annex of ego states](#) + the visuals (1) and (2).

Step-by-Step Instructions:

1. Introduce the concept of Ego States:
 - The **Free Child** – joy, creativity, spontaneity
 - The **Critical Parent** – judgment, internalized pressure
 - The **Nurturing Parent** – care, protection, reassurance
2. Offer personal or relatable examples of each.
3. Lead a guided visualization (or invite journaling):
“Picture your inner child. What do they need? Which voice are they hearing most?”
4. Facilitate a gentle group discussion:
 - Which state do I inhabit most often?
 - Which part of me needs more support?

Reflection Prompts:

- When do I act from a place of care — or from criticism?
- How can I strengthen the voice of the Nurturing Parent?

Youth Worker Notes:

- This tool is best introduced slowly and with clear framing.
- It can be especially useful for participants struggling with internalized shame or low self-esteem.



TOOL 3

Meeting My Inner Child



Focus:

Emotional reconnection, self-compassion

Purpose:

To offer participants a direct emotional experience of meeting and nurturing the younger part of themselves — often vulnerable, neglected, or overly criticized.

Time & Materials: 45 minutes

Quiet space, cushions or mats, soft music (optional), [annex facilitator script](#).

Step-by-Step Instructions:

1. Begin with a brief grounding practice (breath, body scan).
2. Guide participants through a visualization:
“You’re walking through a quiet place... ahead, you see a small version of yourself as a child.”
“How does this child look? How do they feel? What do they need?”
3. Invite participants to mentally comfort or speak with the child.
4. Afterward, offer time for journaling or silent reflection.
5. Optional: sharing in pairs.

Reflection Prompts:

- How did it feel to meet that younger version of yourself?
- What did your inner child want you to know or hear?

Youth Worker Notes:

- Some participants may have painful memories. Make this practice fully optional and clearly framed as voluntary.
- Use grounding prompts before and after (e.g., feeling feet on the floor, slow breathing, gentle music).
- Facilitators must read the visualization script exactly as written — no improvising or changing the wording. The phrasing has been carefully chosen for emotional safety and clarity.
- After the exercise, allow participants to return slowly to the present. Journaling or quiet space is recommended before optional sharing.
- Ensure you feel emotionally prepared and resourced to hold space for this kind of vulnerable experience.

Phase 3

BOUNDARIES

“Where Do I Begin and End?”

Introduction to Phase 3

Boundaries are essential for wellness. They help us protect what matters, communicate clearly, and build respectful relationships — with others and with ourselves.

This phase helps participants explore how they give and receive attention, where their limits lie, and how to practice care without overextending. These tools offer both body-based and emotional entry points into understanding interpersonal space, emotional safety, and inner dialogue.

The goal is not to build walls — but to create clear, kind, and flexible boundaries that support connection and self-respect.



TOOL 1

Boundary Walk

Focus:

Physical and emotional boundaries

Purpose:

To help participants explore their personal sense of space, comfort, and connection — through body movement and observation.

Time & Materials: 45–60 minutes

Open space, masking tape or chalk (optional)

Step-by-Step Instructions:

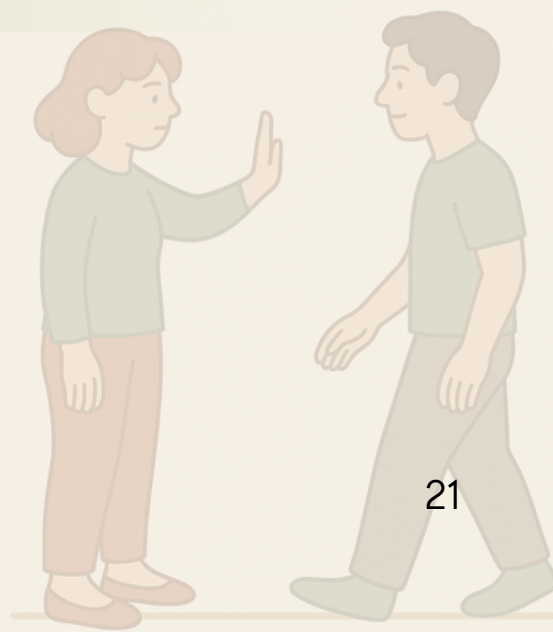
1. Pair up participants. Each person chooses a line on the floor as their “boundary.”
2. One person slowly walks toward the other. The second person says “stop” when they feel their space has been entered.
3. Reverse roles. Debrief briefly after each round.
4. Invite participants to reflect: Was it easy to say “stop”? To keep walking?
5. Explore variations:
 - Saying “yes” vs. “no” with different gestures
 - Walking together and finding mutual comfort distance

Reflection Prompts:

- How do I know when someone crosses my boundary?
- Is it easy or hard for me to express that?
- What does respect feel like — in the body?

Youth Worker Notes:

- Encourage slowness and attention to physical sensations.
- For some, this may bring up strong emotional reactions — allow space to step back or sit out.



TOOL 2

Giving & Receiving Attention

Focus:

Social connection, self-worth, visibility

Purpose:

To help participants become aware of how they give, receive, reject, or long for attention — and how this connects to their self-image and relationships.

Time & Materials: 45 minutes

Open space, no props required

Step-by-Step Instructions:

1. Invite participants to walk around the room freely.
2. Explain: *"When I say a name, we'll pause and give that person full attention."*
3. Call out names one by one. Pause so each person experiences being "seen."
4. For each person, invite participants to also offer one positive comment, compliment, or kind word. This can be done aloud, or written on cards (optional).
5. Reflect together:
 - How did it feel to receive verbal attention?
 - How did it feel to give it?
 - Did any part feel uncomfortable — or empowering?
6. Explore variations:
 - Voluntary eye contact circles
 - Expressing appreciation in small groups
 - Silent hand gestures or smiles for those who opt out of verbal sharing

Reflection Prompts:

- Do I feel comfortable being seen and spoken to in a kind way?
- What kind of attention do I seek — and what do I avoid?
- How does verbal affirmation impact my self-image or mood?

Youth Worker Notes:

- Verbal attention can feel safer and more meaningful than silent attention alone.
- Encourage participants to give compliments that are about energy, effort, or spirit — not appearance.
- Make it optional to receive attention — allow participants to opt out of either giving or receiving.
- This can be powerful or challenging for participants with low self-esteem. Ground well and debrief with care.

TOOL 3

Self-Care: Understanding Your Inner Dialogue

Focus:

Self-talk, self-support, and internal regulation

Purpose:

To explore how our inner voices shape our daily experience — and how to develop more compassionate, affirming inner language.

Time & Materials: 45–60 minutes

Paper, pens, quiet space

Step-by-Step Instructions:

1. Ask participants to write down common inner phrases they say to themselves when:
 - They make a mistake
 - They feel strong
 - They feel tired or overwhelmed
2. Discuss in small groups:
 - Are these voices supportive or critical?
 - Where do they come from?
3. Introduce the idea of affirmations — not as clichés, but as real internal support.
4. Invite participants to reframe their negative self-talk with more affirming phrases (e.g., “I always fail” → “It’s okay to struggle — I can try again.”)

Reflection Prompts:

- What kinds of messages do I repeat internally?
- Which ones feel helpful — and which ones hurt?
- What would it mean to speak to myself with care?

Youth Worker Notes:

- Emphasize realism over forced positivity.
- This tool supports emotional resilience and identity-building.



Phase 4

CONNECTION

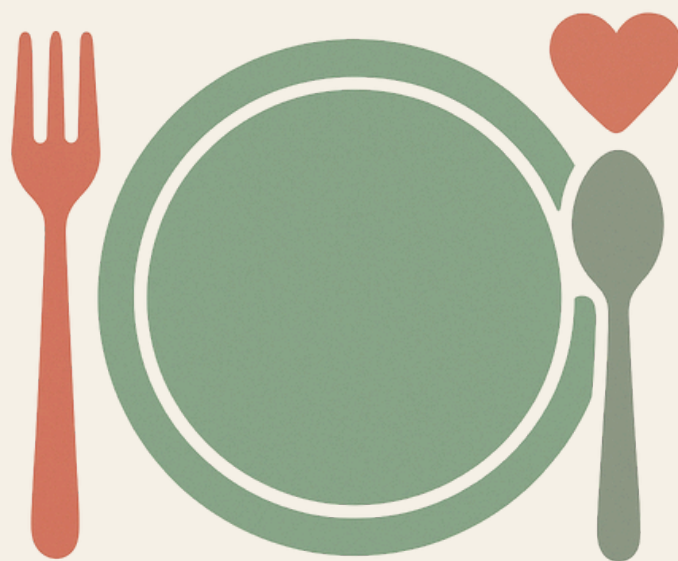
“Food as Relationship & Ritual”

Introduction to Phase 4

Food is not just about nourishment — it is a powerful connector.

This phase explores food as a medium of belonging, culture, ritual, and shared experience. It invites participants to reflect not just on what they eat, but how, where, and with whom. In group settings, food becomes an opportunity to build trust, experience care, and notice subtle social dynamics — all without turning meals into performance or pressure.

These tools and practices offer youth workers a structure for intentional eating spaces and relational awareness.



TOOL 1

Cooking + Connection Workshop

Focus:

Food preparation as inclusion and reflection

Purpose:

To use cooking as a playful and relational practice that promotes inclusion, self-expression, and dialogue around food, identity, and care.

Time & Materials:

Half-day or adjustable Shared kitchen, local ingredients, flexible menu, culturally inclusive ideas

Step-by-Step Instructions:

1. Involve participants in planning the meal:
 - Invite cultural recipes or personal favorites
 - Discuss any dietary needs openly and respectfully
2. Assign cooking teams and allow room for creative expression and fun.
3. During cooking, encourage sharing stories about food memories, traditions, or meanings.
4. After cooking, set the table and eat together if the group feels comfortable.
5. Close with a simple gesture of appreciation for the experience and the food.

Reflection Prompts:

- How does cooking with others affect my relationship with food?
- Did I feel connected during this process? To whom? Why?
- What did I learn about myself through preparing or sharing food?

Youth Worker Notes:

- Offer a non-judgmental, low-pressure atmosphere.
- Focus on joy, creativity, and safety — not performance or “healthy eating” standards.
- Sharing food is a choice, not an obligation.



TOOL 2

Group Eating & Sharing Ritual

Focus:

Group dynamics, slow ritual, care-based design

Purpose:

To establish an inclusive and non-pressuring food-sharing space during youth mobility or workshops — rooted in presence, gratitude, and collective rhythm.

Time & Materials:

Ongoing during meals. No special props needed — use existing group meals.

Step-by-Step Instructions:

- Involve participants in planning menus; allow them to propose cultural dishes.
- Assign collaborative cooking teams; rotate by meal (breakfast, lunch, dinner).
- Open the meal with a circle where participants:
 - Hold hands
 - Receive the menu from the kitchen team
 - Sing together (optional)
 - Thank the cooks and the hands that prepared the food

During the Meal:

- Allow 2 hours for flexible eating — no pressure to eat all at once
- Invite participants to eat when hungry
- Encourage saving food for later for those who wish to delay
- Emphasize conversation, cultural sharing, and joyful presence

After the Meal:

- Clean-up teams rotate by meal
- Close with a simple group “thank you” or song for the kitchen

Reflection Prompts:

- Did I feel comfortable and welcome during shared meals?
- Were my needs respected — even when different from others?
- What did I learn about care through this structure?

Youth Worker Notes:

- Avoid enforcing “togetherness” — allow people to engage on their own terms.
- Use this as a model of flexible inclusion — not a strict ritual.

TOOL 3

Who Avoids the Plate? – Ethical Observation Guide

Focus:

Noticing discomfort with food — with care, not judgment

Note: This is not an activity — it is an observation and reflection guideline for youth workers.

Purpose:

To help youth workers notice signs of potential discomfort or avoidance around food — without assuming, labeling, or intervening unless ethically appropriate.

Time & Materials: 45–60 minutes

Used during meals. No materials needed.

What to Notice:

- Is someone consistently avoiding meals, eating compulsively or eating alone?
- Do they seem anxious, rushed, or visibly tense around food?
- Do they express guilt, shame, or negative comments about their body or food?

If concerns arise:

- Do not confront them during a meal or in front of others. Instead, wait for a quiet moment. If you feel it's appropriate, speak gently and privately — only with consent and care. Do not offer advice or minimize the problem. Just listen with compassion. If the person opens up and shares they're struggling, encourage them to seek professional help — and offer support in finding the right resources, if needed.
- If the person rejects your attention, do not push further.
- Use caring, non-intrusive language, such as: "I've noticed you seem quiet during meals. Just wanted to check in."

Reflection Prompts:

- Am I projecting my own assumptions onto this person?
- Have I shared my concern with the organizing team?
- Am I grounded and calm enough to offer presence without pressure?

Youth Worker Notes:

- Eating disorders are complex and sensitive. You are not expected to diagnose or intervene.
- Focus on creating a safe food culture, not correcting behavior.
- If serious concern arises, follow the project's protocol and consult a professional.

Phase 5

INTEGRATION

“Everyday Wellness Micro-Practices”

Introduction to Phase 5

Integration means taking what we’ve noticed — about ourselves, our relationships, and our habits — and finding small, meaningful ways to carry it forward.

Wellness is not built in breakthroughs, but in consistent, compassionate micro-practices. This phase offers tools to help participants anchor awareness into everyday life. Some tools are quiet and introspective; others are structured and habit-forming.

The goal is not perfection. It’s sustainability — learning to live and act from care, not control.



TOOL 1

Mindful Eating Practice

Focus:

Presence, self-regulation, embodied awareness

Purpose:

To offer a calming, reflective eating experience that helps participants slow down, tune in, and notice the full experience of food.

Time & Materials: 15–30 minutes

Small food item (e.g., raisin, nut, slice of fruit), quiet space

Step-by-Step Instructions:

1. Invite participants to sit comfortably with a small piece of food in their hand.
2. Guide them through a slow exploration:
 - Look at it closely. What do you notice?
 - Touch it. Feel the texture.
 - Smell it. Breathe deeply.
3. Ask them to place it in their mouth — but not chew.
 - Notice salivation, texture, impulse.
4. Slowly chew, fully present. Then swallow.
5. Invite brief silence, then journaling or discussion.

Reflection Prompts:

- What did I notice when I slowed down to eat?
- Was this easy or uncomfortable?
- How does this compare to how I usually eat?

Youth Worker Notes:

- Frame this as a grounding tool, not a food “exercise.”
- It can be powerful before meals or at the start of a session.



TOOL 2

Micro Wellness Habits – Tracker & Reflection

Focus:

Small daily actions, sustainability, rhythm

Purpose:

To encourage participants to explore 2 personal micro-habits that support wellness — and track how they feel when consistently applied.

Time & Materials: 15–30 minutes

Used daily for 1–2 week. Paper or printable tracker

Step-by-Step Instructions:

1. Ask participants to choose 2 micro-habits (example list below).
 - Choose habits that feel light, supportive, and non-performative.
 - Avoid restrictive goals or judgment-based targets.
2. Use a simple weekly log to track if/when the habits are practiced.
3. At the end of each week, reflect using journaling prompts.

Example Micro Habits:

- Take 3 slow breaths before a meal
- Take a short walk after lunch
- Leave your phone outside the kitchen
- Compliment yourself once per day
- Eat breakfast without distractions

Reflection Prompts:

- Which habit was easiest to maintain — and why?
- Which one was hardest — and what made it difficult?
- What did I learn about my daily rhythm and self-care?

Youth Worker Notes:

- Help participants keep this playful and light.
- If a habit isn't working, support them to adjust it — not abandon it.

HABIT 1



HABIT 2



TOOL 3

Letter to Myself – A Wellness Reflection

Focus:

Integration, self-reflection, values-based growth

Purpose:

To invite participants to reflect on their personal journey through the toolkit, and write a letter to themselves capturing lessons, needs, boundaries, and intentions.

Time & Materials: 30–45 minutes

Quiet space, paper and pen

Step-by-Step Instructions:

1. Set a calming atmosphere (optional music, candle, etc.)
2. Invite participants to write a letter to themselves, starting with:
“Dear me,” or “To the version of me who is trying...”
3. Offer reflective questions as prompts (see below).
4. Let them know they can keep the letter, seal it, or share — their choice.

Reflection Prompts:

- What have I learned about how I care for myself?
- What do I perceive as my limiting beliefs?
- What am I ready to let go of that no longer serves me?
- What do I look forward to in my future wellness journey?

Youth Worker Notes:

- This tool is especially impactful at the end of a project or training.
- Allow space for emotion, humor, or vulnerability — whatever arises.



Dear me,

TOOL 4

Recall Feeling Good

Focus:

Body-mind awareness, emotional regulation, self-image

Purpose:

To help participants reconnect with pleasurable physical and emotional states — and use these as inner resources during moments of stress, sadness, or low self-worth. This tool supports participants in recognizing what already feels good in their body-mind system and learning to recall and strengthen these sensations over time.

Time & Materials: 30–40 minutes

- Learning session: 30–40 minutes
- Ongoing practice: flexible (as needed)

Materials:

- Sheets of paper
- Colored pencils, markers, pastels, or watercolors
- Comfortable space with mats if lying down
- Optional: music, earplugs (for use in public spaces like buses or waiting areas)

Step-by-Step Instructions:

1. Choose a quiet, cozy place. Play soft instrumental music if possible.
2. Sit or lie in a comfortable position. If on public transport, simply make sure your chest is open and relaxed.
3. If working in a group, ensure participants are spaced comfortably to feel safe and private.
4. Begin with a guided body scan from feet to head, focusing only on body parts that feel pleasant, relaxed, or good.
5. Next, scan from head to feet, this time noticing parts that feel tense, painful, or uncomfortable — without judgment.
6. Do a final body scan, again focusing only on the pleasant and relaxed sensations.
7. Invite participants to hold on to those good sensations. Ask them to express these through color — making a drawing or painting of where they felt well-being in the body.

8. Optionally, guide an emotional and mental scan as well:
 - What emotions or thoughts feel good?
 - Where do you feel them in your body?
9. Invite participants to make a symbolic drawing or mental image of themselves in that most pleasurable emotional state.
10. Ask them to place their hands on the body parts where they felt those sensations or emotions, and breathe into that area.
11. Close with a circle of sharing.

Reflection Prompts:

- What did you discover about your body, thoughts, or emotions today?
- How did it feel to focus on what's already working well inside you?
- What parts of yourself would you like to visit again in moments of stress?

Youth Worker Notes:

- This exercise may be challenging for participants who struggle to connect with positive sensations. If needed, invite them to recall a person, place, or memory that helps them feel safe or supported — and locate that feeling in the body.
- Encourage the use of colors and metaphor (e.g., “What color is this emotion?”) rather than perfect artistic drawing.
- This is a very adaptable tool: it can be done lying down in a workshop, or sitting on a bus during a stressful moment.
- Touching into positive somatic states strengthens emotional resilience and inner safety.
- The facilitator should try the practice themselves first to model a grounded presence.



PART 3

REFLECTIONS & GROWTH

A Space for Integration and Personal Insight

Introduction

This section invites youth workers to pause, reflect, and integrate. Before bringing the tools to others, take time to consider:

- What shifted in your understanding?
- What felt natural, and what didn't?
- How might you carry this forward in your own way?

You are not expected to become an expert — only to stay present, curious, and connected to your values. These reflections are for you.

Guided Reflection Prompts

You can use these after your first full reading of the toolkit, after trying the tools, or at any moment in the future. You might respond in writing, drawings, voice notes — whatever helps you process best.

Prompt 1:

What has shifted in my understanding of wellness, or my relationship with body, food, or emotions?

Prompt 2:

What felt easy or natural to engage with — and what felt difficult? Why?

Prompt 3:

What would success look like in bringing one or more of these tools into my work with youth?

Prompt 4:

What is one mindset or belief I'm ready to shift as a result of this experience?

Prompt 5:

What do I need — personally or professionally — to feel supported in this work?

Journaling Space

On the following pages, you'll find five blank pages for free reflection.

You may wish to use them to:

- Record personal takeaways from each phase
- Note adaptations you'd make for specific groups
- Journal your own evolving journey with wellness
- Write messages to your future self as a youth worker

There is no right or wrong way to use this space.



[illegible]

PART 4

RESOURCES & ANNEXES

This section offers additional tools, references, and materials to support further reflection, learning, and ethical practice. You'll also find templates and suggestions for extending your wellness journey — both personally and professionally.

Expert Sources & Recommended Reading

Note: All sources included are either from the EU or widely recognized for evidence-based, ethical approaches to food, wellness, and youth mental health.

Scientific & Practical Resources:

- **#Safe2Eat – EFSA**
www.efsa.europa.eu/en/safe2eat
An EU-wide campaign supporting informed food choices with science-based safety information.
- **EuroHealthNet**
www.eurohealthnet.eu
A European partnership focused on reducing health inequalities, including youth well-being and health literacy.
- **Health Council of the Netherlands**
[Advisory Report: Prevention and early treatment of eating disorders](#)
A clear and compassionate guide on early detection, prevention strategies, and low-threshold interventions.
- **Better Internet for Kids – European Commission**
better-internet-for-kids.europa.eu
Offers media literacy, digital safety, and resilience-building resources for youth and educators.

Additional Referrals

<https://consaludmental.org/> Spanish Mental Health Confederation, where you can find valid information and interesting contact details.

Institute of Mental Health (IMH), Belgrade Offers specialized services for adolescents and adults, including treatment for eating disorders. imh.org.rs

MentalHub – Psychological Center for Community Mental Health - A non-governmental organization focused on supporting young people with psychological difficulties, including those with a history of hospitalization. [mentalhub.org](https://www.mentalhub.org)

Further Reading Suggestions

- **Claude Steiner – Emotional Literacy: Intelligence with a Heart**

Teaches us how to recognize, express, and manage our emotions in a healthy and empathetic way in order to build better relationships.

- **Eric Berne – What Do You Say After You Say Hello?**

Explains how unconscious life scripts adopted in childhood shape our behavior and relationships, and how we can change them.

- **Thomas Harris – I'm OK – You're OK**

Introduces the basic personality positions in transactional analysis and offers a path to healthier communication through the stance "I'm OK, you're OK."

- **Intuitive Eating – Tribole & Resch**

A gentle, anti-diet approach to rebuilding trust with food and body

- **The Body Keeps the Score – Bessel van der Kolk**

A deep look at trauma and the body, useful for contextual reflection (not clinical use)

- **Radical Acceptance – Tara Brach**

Emotional awareness and kindness toward the self

- **No Weigh! A Teen's Guide to Body Image, Food, and Emotional Wisdom – Signe Darpinian et al.** Youth-appropriate and prevention-focused, for guided reading

- **Sensing Feeling and Action - Bonnie Bainbridge Cohen**

Expose a somatic innovative approach to how the mind expresses itself through the body in movement.

- **Awareness Through Movement - Moshe Feldenkrais**

His most accessible book includes social and anthropological implications of his discoveries and exercises to start a path re-education of the mind through the body movement.

- **Body-Mind Centering - Bonnie Bainbridge Cohen**

- **Movement awareness for nervous system regulation - Feldenkrais Method**

Somatic learning through movement and neuroplasticity

The People Behind This Toolkit

This toolkit was co-created by a group of passionate experts, youth workers, and coordinators from three partner organisations in Spain, France, and Serbia — brought together through the Body-Mind-Food-Wellness Erasmus+ project.

Each person brought their own experience, voice, and care to make this toolkit reflective, ethical, and alive.

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Lead coordination, project design, editorial oversight.

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Special thanks to our experts!





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I'm an expert in sensorial theatre, somatic movement, and integral approach to education and life. Since 2005 I have been working in universities and NGOs as researcher, creative, lecturer and facilitator. I used to work in training of trainers, with youth, social workers and therapists. I design and lead educational paths which involve arts, somatics, nature and empathetic communication for a combined scientific and holistic approach. My aim and the aim of the projects I use to get involved, is to contribute to personal growth, wellness, social justice, societal change and sustainability.

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I am a psychologist and psychotherapist with more than 20 years of experience working with people in individual and group settings, as well as with couples and organizations. I have worked on many projects and with non-governmental organizations, mostly with young people and vulnerable groups such as Roma, persons with disabilities, LGBTIQ individuals, and people at risk. I currently work in my private practice in Belgrade, and at the Belgrade Youth Center I lead free psychological workshops. Above all, I am a person who not only loves my work but equally enjoys diving, photographing, and walking my dog in nature.

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I am a dietitian, yoga teacher, and mindful eating facilitator with a background in social and human sciences. Over the years, I have combined scientific knowledge with a holistic approach to wellbeing, working with individuals and groups in informal, community-based settings. I have led workshops for adolescents, facilitated retreats, and created accessible spaces where nutrition, movement, and mindful practices support personal growth. I currently collaborate with Ostello Yoga, where I contribute plant-based cooking, mindful eating experiences, and educational workshops within low-cost yoga retreats.

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Final Note - Thank You!

This toolkit is just a beginning.

The more you engage with it — in your own way, and at your own pace — the more personal it becomes.

Let it evolve with you. Let it stay unfinished.

Let it be something you return to — and reshape — again and again.

You don't need to have all the answers. You just need to stay connected.

Thank you for being part of this journey.

