



**MERCURY**

**MERCURY**

# RECOMMENDATIONS FOR YOUTH WORKERS



Co-funded by  
the European Union

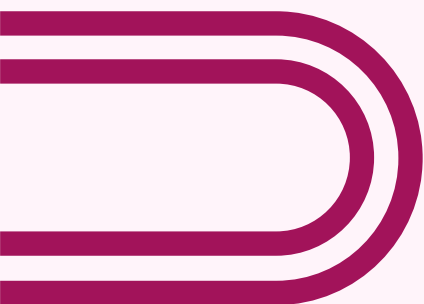
**MSK:**

ART+INN



## CONTENTS

Introduction	3
Overview of the MERCURY Project	
Objectives of the Recommendations	
Feedback from the Target Groups	4
Positive Feedback	
Suggestions for Improvement	
Recommendations for Youth Workers	6
Preparation and Organization	
Training Delivery	
Facilitator Best Practices	
Curriculum Enhancements	
Post-Training Support	
Conclusion	8



## INTRODUCTION

MERCURY project aims to promote entrepreneurship among young people who have experienced traumatic events by equipping youth workers with innovative drama therapy-based tools. These events often leave lasting psychological effects that hinder young people's ability to adapt, take risks, and pursue entrepreneurial or professional goals. The project addresses these challenges by combining drama therapy, post-traumatic growth theory, and digital tools to create a unique educational approach.

The recommendations provided in this document are designed to guide youth workers in integrating the project's educational materials into their everyday work with young people. These materials, including the Methodological Guide (WP2) and the Tool-kit (WP3) are available on the project's official website: [www.erasmus-mercury-project.eu](http://www.erasmus-mercury-project.eu). These resources offer guidance, practical drama therapy exercises, and theoretical insights to enhance the employability and entrepreneurial skills of young people.

The Methodological Guide (WP2) provides a comprehensive framework for youth workers to understand the connections between trauma and entrepreneurship. It combines theoretical insights about drama therapy, offering structured approaches to foster resilience and entrepreneurial mindsets among young people. The guide emphasizes trauma-informed care, effective facilitation techniques, and the integration of creative methods to support recovery and skill development.

The Tool-kit (WP3) is a practical resource designed to complement the Methodological Guide, featuring ready-to-use exercises, interactive activities, and recommended digital tools tailored for youth work. It includes drama therapy-based methods, such as role-playing and guided imagery, that promote confidence, teamwork, and creative problem-solving. The Tool-kit is adaptable to diverse cultural and organizational contexts, enabling youth workers to address the unique needs of young people.

The Recommendations (WP4 / this document) provide practical guidance for youth workers to effectively implement the educational materials developed in the MERCURY project. It includes actionable advice on preparation, facilitation, and post-training support, emphasizing the importance of clear communication, adaptability, and professional psychological support where needed.

The recommendations are informed by comprehensive feedback collected from the target groups during two pilot phases. These pilots were conducted with international participants in Hungary (*Budapest, 2024 September, for youth workers*) and Poland (*Lodz, 2024 October, for young people*), providing diverse cultural and practical insights. During these sessions, young people and youth workers engaged with the curriculum, offering valuable input on its relevance, structure, and potential improvements. This process ensured that the recommendations are firmly rooted in real-world experiences and tailored to the needs of the target group.



These recommendations aim to empower youth workers to support young people not just as educators but as mentors who can guide them toward overcoming trauma and unlocking their potential. By adopting these strategies, youth workers can help create environments where young people feel valued, supported, and capable of pursuing their aspirations. This document is a collaborative effort, reflecting the voices and perspectives of young people who participated in the pilots, as well as the expertise of project partners.

## FEEDBACK FROM THE TARGET GROUPS

The most common comments from young people, as derived from the feedback and evaluation documents, were the following:

### Positive Feedback

#### **Supportive Environment:**

Participants appreciated the kindness and openness of the trainers, which helped create a comfortable and encouraging atmosphere.

Teamwork and interaction with people from different countries were frequently praised.

#### **Enjoyable and Engaging Activities:**

Exercises were described as fun, creative, and a good way to improve confidence, communication, and teamwork.

Drama-based methods, like acting and meditation, were highlighted as particularly enjoyable.

#### **Increased Confidence and Skills:**

Participants reported feeling more confident and expressed improved interpersonal and social skills.

Some mentioned that the training encouraged them to step out of their comfort zones and provided tools for collaboration.

### Suggestions for Improvement

#### **Clearer Goals and Explanations:**

Many participants expressed a need for trainers to explain the objectives of each exercise and how they relate to trauma recovery and entrepreneurship.



Connecting activities to the overarching theme of trauma recovery was frequently mentioned.

### **Organization and Logistics:**

Small rooms and frequent relocations during the training were identified as problematic.

Participants suggested starting and ending sessions on time and ensuring all equipment is ready beforehand.

### **Handling Emotional and Trauma-Related Issues:**

Some participants noted the need for a psychologist or trauma specialist during emotionally intense exercises.

Exercises involving meditation or guided imagery were impactful but sometimes overwhelming, with calls for more professional support to handle such situations.

### **Group Size and Interaction:**

Participants preferred smaller groups for certain activities to feel safer and more comfortable sharing their thoughts.

The need for more individual attention from trainers was mentioned.

### **Activity Design:**

Participants suggested including more energizing and movement-based activities, especially to combat fatigue.

They wanted more exercises addressing stress, anxiety, and emotional intelligence directly.

While participants generally found the training enjoyable and valuable, there were consistent calls for improvements in organization, deeper connections to trauma-related themes, and better integration of professional psychological support. The feedbacks highlight the balance between maintaining a supportive, engaging environment and addressing the serious aspects of trauma recovery and skill development.



## RECOMMENDATIONS FOR YOUTH WORKERS

In consideration of the feedback received from young people, the following practical recommendations have been posited to enhance the implementation of similar drama therapy activities for young people:

### Preparation and Organization

#### Logistics and Environment

Ensure adequate space for exercises, as small or overcrowded rooms can hinder comfort and engagement. If large spaces are unavailable, consider splitting participants into smaller groups. Plan sessions in venues with adequate space and comfort to minimize participant stress and discomfort.

Conduct thorough pre-session equipment checks (e.g., TVs, projectors, mats) to avoid disruptions. Allocate sufficient preparation time for trainers to ensure all materials, tools, and equipment are tested and functional before the session begins.

Maintain a structured schedule with clearly defined start and end times to foster professionalism and participant trust.

#### Participant Preparation

Introduce name tags and icebreaker activities to facilitate connections, particularly on the first day. Introduce warm-up activities at the start of each session to foster group cohesion and engagement.

Provide participants with a pre-session overview of goals and expectations, highlighting how the activities relate to trauma recovery and entrepreneurial skills.

### Training Delivery

#### Structure and Flow

Design activities with a logical progression, starting with warm-ups, moving to more emotionally engaging exercises, and concluding with reflective or de-escalation activities.

Incorporate energizing tasks between sessions to maintain focus and engagement.

#### Addressing Trauma

Include a psychologist or trauma specialist during emotionally intensive sessions to provide support and ensure safety. Moreover, train facilitators in trauma-informed care to handle emotional challenges effectively and ensure participant safety.

Engage participants in discussions about how specific exercises connect to trauma recovery and resilience building. For example, link meditation exercises to mindfulness



and stress management. Gradually introduce emotionally intense activities, ensuring participants are ready to engage with them.

Offer participants opt-out options for exercises that might feel overwhelming, ensuring inclusivity and respect for individual boundaries.

## **Facilitator Best Practices**

### **Communication and Feedback**

Provide clear, step-by-step instructions for each exercise.

Allow time for post-exercise discussions to help participants process their experiences and connect activities to broader goals.

Actively listen to participant feedback during and after exercises, offering constructive responses rather than merely acknowledging comments.

### **Cultural and Language Sensitivity**

Acknowledge and accommodate language barriers by using simple instructions and visual aids.

Foster an environment of inclusivity, where all participants feel comfortable sharing their perspectives, regardless of cultural or linguistic differences.

## **Curriculum Enhancements**

### **Focus on Emotional Intelligence**

If needed, include more exercises that promote emotional regulation, such as grounding techniques and stress resilience activities.

Design activities that encourage participants to recognize and articulate emotions, both their own and others.

### **Entrepreneurship Connections**

Emphasize the entrepreneurial relevance of activities, such as teamwork exercises or problem-solving tasks.

Incorporate scenarios that involve real-world entrepreneurial challenges, fostering practical application of soft skills.

### **Digital Integration**

Use digital tools to support sessions, such as online platforms for sharing resources or collaborative exercises

Provide resources for participants to practice learned skills digitally, ensuring continuity beyond in-person sessions.



## Post-Training Support

### Continued Engagement

Create opportunities for follow-up sessions or group discussions to reinforce learning and address emerging questions.

Provide participants with access to self-help resources, such as mindfulness websites or educational videos on entrepreneurship.

### Feedback Mechanisms

Regularly collect and analyze feedback to refine future sessions. This can include post-session surveys and informal discussions.

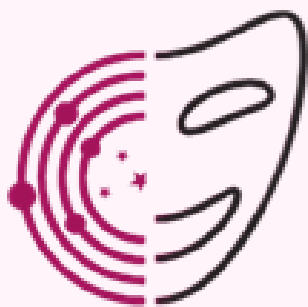
Encourage participants to share their personal growth stories as a way of inspiring others and validating their own progress.

## CONCLUSION

The MERCURY project represents a valuable tool for supporting young people in their journey toward entrepreneurship and emotional resilience. By incorporating these recommendations, youth workers can ensure that training sessions are impactful, inclusive, and aligned with participants' needs. The ultimate goal is to empower youth to overcome their trauma, foster confidence, and unlock their entrepreneurial potential.







**MERCURY**

**draMa thERapy to inCrease the entrepreneURial potential of Youth**

**Authors:**

**Joanna Szczecinska (MSK)**

**Eglė Naureckytė (ART+INN)**

**Daniel Andras Biro (LATERNA MAGICA)**

**Milos Pavlovic (BAPUSS)**



*This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



Co-funded by  
the European Union

**MSK:**

ART+INN

