

FUTURE LEADER

RISK SITUATIONS
& RESPONSES



Edda Krkonoše

Co-funded by the
Erasmus+ Programme
of the European Union



EDDA, z.ú.



**EDUKACE
DIDAKTIKA
DIALOG
ALTERNATIVA**

FUTURE LEADER

RISK SITUATIONS
& RESPONSES

Short intro

This training course in the Krkonoše mountains is designed to empower youth workers (especially young people, but not only) with the skills to become future leaders in their communities as experts with knowledge of the principles of rites of passage and how to be an effective and responsible group leader at Erasmus+ youth exchanges.

Drawing inspiration from the powerful concept of a '**rite of passage**,' our training course provided a lot of experiences, challenges, and a safe space to discover yourself. Participants delved into youth work's core principles and developed essential leadership qualities such as communication, teamwork, and problem-solving.

This document is one of the outcomes of the training course. Participants worked on the critical situations that can happen at the youth exchanges, and as future leaders, have to solve them. This document should serve as an inspiration on how to deal with such a difficult situation.



Edda Krkonoše

Co-funded by the
Erasmus+ Programme
of the European Union



EDDA, z.ú.



EDUKACE
DIDAKTIKA
DIALOG
ALTERNATIVA

TABLE OF CONTENTS

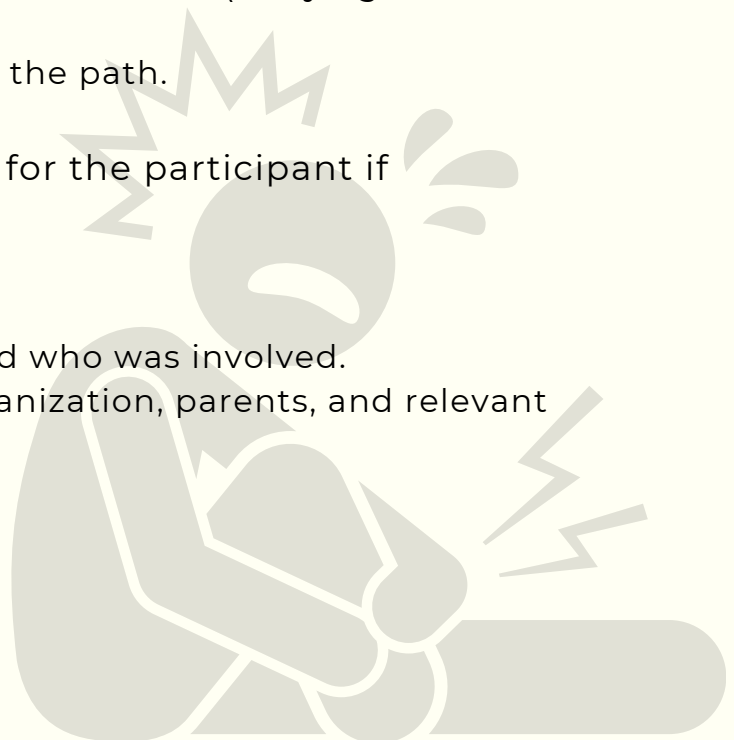
01	PARTICIPANT GETS SICK OR INJURED
02	ALLERGIC REACTION TO BEE STING
03	MISSING PARTICIPANT
04	HOMESICKNESS OR EMOTIONAL BREAKDOWN
05	CONFLICT OR BULLYING BETWEEN PARTICIPANTS
06	TEEN DISCLOSES SELF-HARM OR ABUSE
07	RELATIONSHIP DRAMA OR INAPPROPRIATE BEHAVIOR
08	DISRESPECT TOWARD FACILITATORS OR HOSTS
09	TRANSPORTATION PROBLEM DURING ARRIVAL
10	FOOD CRISIS

GENERAL RECOMMENDATIONS

Participant gets sick or injured

During a hike in the nearby hills, 15-year-old Luca slips on a rock and twists his ankle. He's in visible pain and can't put weight on his foot. Some teens panic, others try to help, and the group is now split between those who want to continue and those who want to return.

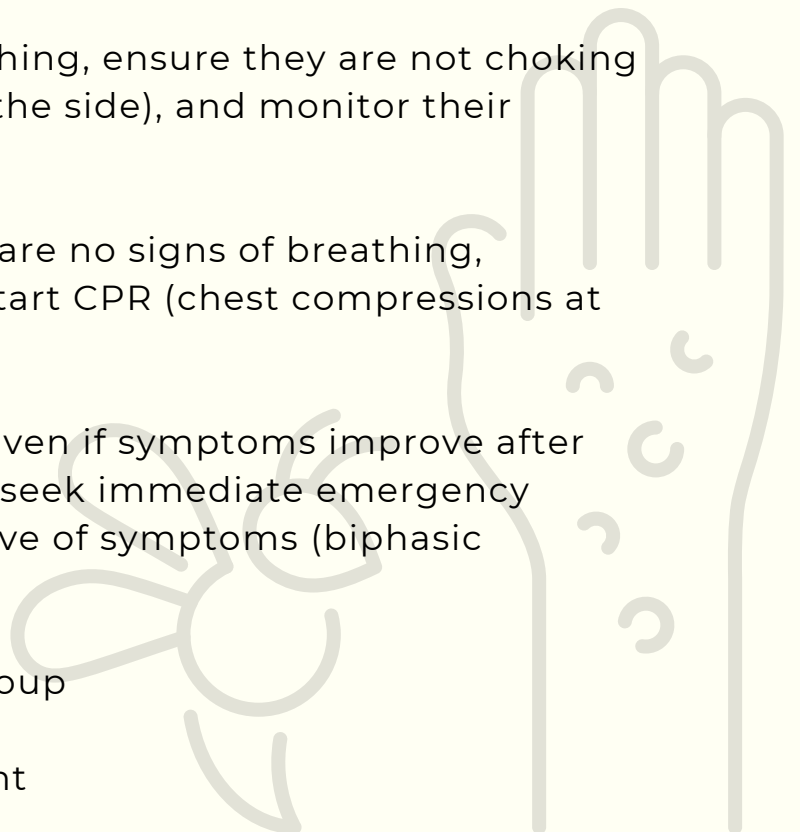
- Calm down the group.
 - Quickly assess the situation without showing panic.
 - Use a calm, clear voice to get everyone's attention:
“Everyone, listen up! Luca’s hurt, so we need to act together now.”
- Provide Immediate Care to the participant
 - Go to Luca and speak calmly to reassure him.
 - Check the injury: Ask about the pain level, swelling, or ability to move the ankle.
 - *If trained:* Apply basic first aid (e.g. immobilize the ankle, elevate, cold compress if available).
 - Make Luca comfortable (jacket as pillow, shaded area, water).
- Check on the youth and make sure that he is not moving to prevent other injuries.
- Delegate and Organize the Group
 - Assign roles:
 - One adult/helper stays with Luca.
 - One or two calm teens help manage the group.
 - Calm the panicked ones: Get them involved (carrying a backpack, holding water).
 - Group the rest in a safe spot off the path.
- Make the call to find some help for the participant if needed.
- Document & Report
 - Note what happened, when, and who was involved.
 - Report the incident to your organization, parents, and relevant authorities when back.
- Debrief with the Group



Allergic Reaction to Bee Sting

During an outdoor teambuilding activity in a park, 14-year-old Sara suddenly screams and starts panicking—she's been stung by a bee. Within minutes, her hand begins to swell, and she complains about dizziness and trouble breathing. The group leader remembers from Sara's health form that she has a serious bee sting allergy.

- Call for Help: Immediately call 112 or your local emergency number.
- Use Epinephrine: If the person has an epinephrine auto-injector, use it immediately. Inject into the outer thigh, following the device's instructions.
 - Check if Sara has her EpiPen with her (often in a waist pouch or backpack).
 - If she's too panicked, help her use it correctly:
 - Remove safety cap.
 - Inject into the outer thigh (can be through clothing).
 - Hold for 3-10 seconds, depending on the model.
 - If she doesn't have it on her: Use a spare emergency EpiPen if available.
- Position the Person: Help the person lie down with their legs elevated.
- First Aid: Loosen tight clothing, ensure they are not choking (if vomiting, turn them to the side), and monitor their breathing and pulse.
- *CPR if Necessary: If there are no signs of breathing, coughing, or movement, start CPR (chest compressions at 100 per minute).
- 5- Seek Emergency Care: Even if symptoms improve after epinephrine, it's crucial to seek immediate emergency medical care. A second wave of symptoms (biphasic reaction) can occur.
- Manage the Rest of the Group
- Inform parents & Document



Missing participant

The group has an hour of free time in a small town to explore in pairs. When it's time to meet up at the bus, 13-year-old Emil is missing. His buddy says they got separated in a shop, and Emil doesn't have a working phone.

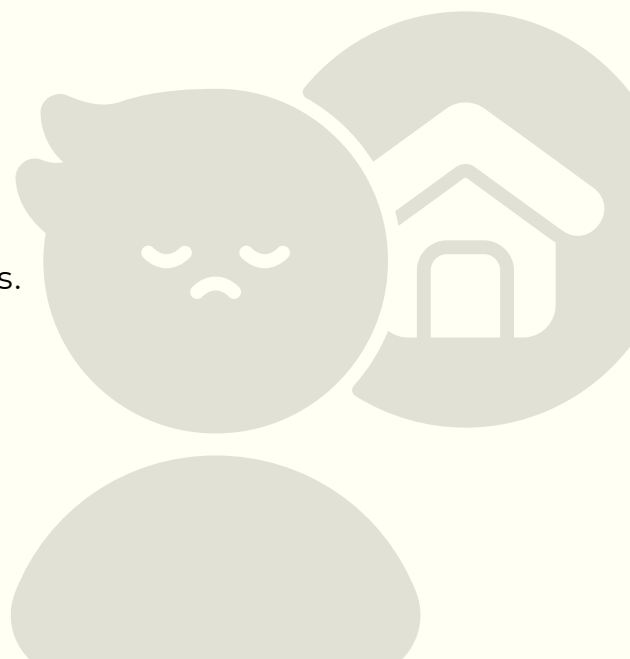
- Keep everyone at the meeting point.
- Make sure Emil is missing and hasn't just gone to the wrong place (he might be uninformed).
- Ask his buddy (they were in a pair).
 - Exact time & place they last saw Emil.
 - What Emil was wearing.
 - Which direction might he have gone?
 - Any other relevant behavior: Was he upset? Distracted?
- Quick search by the group
 - Create small teams.
 - Search the nearby (nearby streets, shops, park).
 - Make sure someone stays with the group.
 - If you're the only adult: Do not split the group — ask for help from local shopkeepers or authorities instead.
- Inform the local police (depending on time- 15-30min).
 - Give them the necessary information.
- Inform the Organizers
- Keep the Group Together and Calm
- If Emil is found:
 - Reflect on the situation
 - Create an emergency plan
 - Take precautions
- If Emil is not found:
 - Inform the larger authorities
 - His parents
 - and anyone necessary (embassy)



Homesickness or Emotional Breakdown

On the third night, 16-year-old Ana quietly starts crying during evening reflection. She misses her parents and feels disconnected from the others. When approached, she says, "I just want to go home." She hasn't been eating well or joining in group games.

- Approach Gently and Respectfully
 - Sit beside Ana quietly at first — give space before speaking.
- Listen Without Judgement
 - Let her share as much or as little as she wants.
 - Use open-ended questions:
 - *"What's been hardest for you?"*
 - *"What do you miss most right now?"*
 - Validate her feelings:
 - *"It's okay to miss home. That doesn't mean you're not strong."*
- Offer Comfort and Reassurance
 - Normalize her emotions.
 - Reassure her that she's not alone and that the team cares about her.
 - Remind her that she's safe and supported here.
- Gently Explore Underlying Needs
 - Ask: *"Have you felt like you belong here?", "Is there anything that would help you feel better right now?"*
 - Mention you've noticed she's not eating or joining in — not as criticism, but as concern.
 - Offer something small to help: hot tea, a quiet chat, a cozy blanket.
- Develop a Soft Plan Together
 - Suggest simple next steps:
 - Join a calmer activity tomorrow.
 - Sit with someone kind at meals.
 - Write a letter or message to her parents.



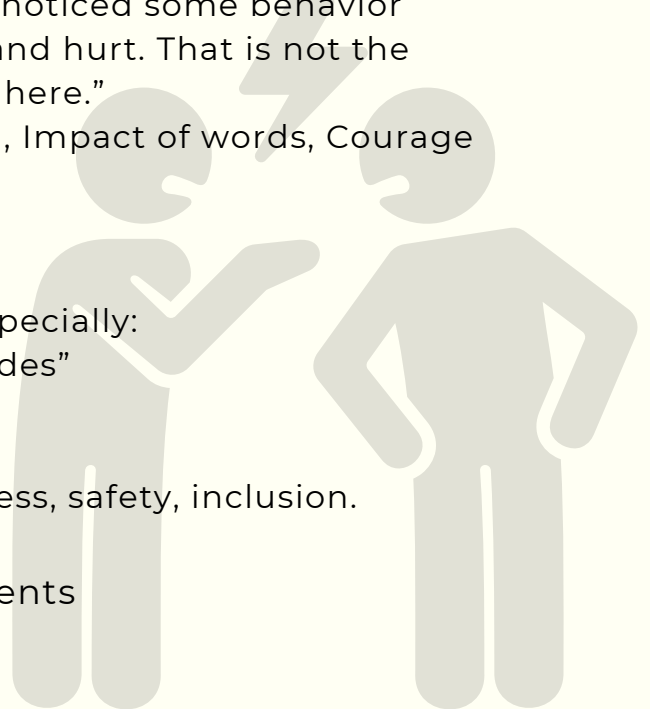
- Involve a Peer Buddy or “Soft Anchor”
 - Quietly ask a gentle, empathetic teen to invite Ana to small activities.
 - Give Ana a “low-pressure” role: help with snacks, photographer, or music DJ — something that lets her be present without feeling exposed.
- Check-In Privately the Next Day
 - Even just: *“How are you feeling this morning?”*
 - If no improvement and distress continues, consider contacting parents (with her consent if possible) to explore next steps.
- Reflect with the Group Later (Not About the participant)
 - Include topics like:
 - How it feels to be far from home.
 - What we can do to make each other feel welcome.
 - Moments we’ve struggled and found support.



Conflict or Bullying Between Participants

Two participants, Jonas and Theo, have been teasing a quieter boy named Milo since day one, calling him names and making sarcastic remarks when he speaks. One day, Milo doesn't show up for the workshop and is found alone in his room, visibly upset. Other participants are starting to take sides.

- Prioritize victim's Well-being First
 - Go to victim privately and gently.
 - Let him share if he wants to — don't push.
 - Validate his feelings and thank him for trusting you, even with silence.
 - Offer small comforts (tea, walk, quiet space).
- Speak with Attackers Separately
 - Do not confront in public or in pairs — speak to each individually.
 - Stay calm and neutral, even if you're frustrated.
- Facilitate Accountability Without Shame
 - Help them reflect.
 - Offer a path forward:
 - Personal apology to the Victim (only if the Victim is ready).
 - Repair actions: supporting Victim in the next activity, or helping with group tasks.
- Address the Whole Group
 - Hold a group circle or reflection without naming anyone.
 - Use general, firm language: "We've noticed some behavior that made someone feel excluded and hurt. That is not the kind of community we are building here."
 - Discuss: Respectful communication, Impact of words, Courage to speak up
- Monitor & Mediate Moving Forward
 - Keep an eye on group dynamics, especially:
 - Sidelining, whispering, or "taking sides"
 - Victim's reintegration and comfort
 - Attackers' behavior
 - Reinforce group values daily: kindness, safety, inclusion.
- Inform Your Team and Possibly Parents



Teen Discloses Self-Harm or Abuse

During a calm moment, 15-year-old Lea opens up to the group leader in private, saying she's been struggling with self-harm and sometimes cuts herself when she feels stressed. She also mentions her parents don't know, and she doesn't want anyone to find out.

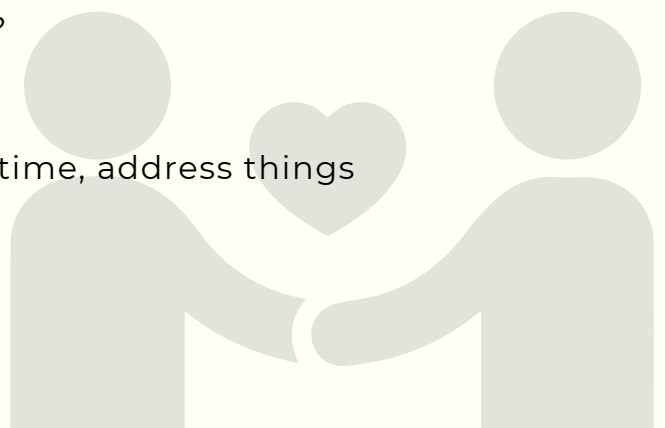
- Stay calm, don't judge, and just listen to the person.
- Try to put yourself into the shoes of the person, try to understand her/his feelings.
- Listen With Empathy, Not Panic
 - Ask her/him if she/he wants to share something about that situation, and do not push him/her to tell things she/he is not comfortable about. (Be sensitive, aware of the reaction.)
 - Make her/him feel that now she/he has a safe place. (Brave, make her feel that it's completely okay to talk about this.)
- Be Clear About Boundaries of Confidentiality
 - Don't share this situation with others, and stay in front of others like nothing happened.
 - Share with her/him our perspective based on our experience (we are not psychologists) to make them feel that they are not alone, and they can come anytime.
- Inform a Trusted Mental Health Contact or Supervisor
 - If we are not sure about our reaction, decision, advice... don't be scared to ask for help from your team of leaders.
- Encourage her/him that there are people her/him that offer help, hugs, ... and that there is always a way to overcome this situation.



Relationship Drama or Inappropriate Behavior

Two teens, Max and Julia, start spending lots of time together. They're holding hands and sneaking off during breaks. One evening, a participant finds them kissing in a room where they shouldn't be. Meanwhile, Julia's roommate feels uncomfortable and left out, leading to gossip and tension in the girls' group.

- Stay Calm and Neutral
 - No shock, sarcasm, or judgment.
- Address the Boundary Breach Privately
 - Speak separately with both participants involved (ideally with another leader present).
 - Be clear and kind:
 - “We saw you in a private space where participants aren't allowed. This isn't about your feelings — it's about respecting rules and the group.”
 - Explain why sneaking off causes:
 - Safety concerns (not knowing where someone is)
 - Tension and exclusion in the group
 - Breaking trust in shared spaces
- Set Clear Guidelines Going Forward
 - Let them know physical affection must stay appropriate and public (e.g., no sneaking away, no closed-door time).
 - Offer a fair, non-shaming boundary.
 - Set a consequence if rules are broken again (e.g., needing to stay in leader-supervised activities).
- Support Julia's Roommate Privately
 - Offer options:
 - Switch roommates?
 - Cool-down activity with other girls?
 - Space to reflect or talk about it?
- Calm the Gossip Gently
 - During a group reflection or circle time, address things without naming names.
- Keep an Eye on Dynamics



Disrespect Toward Facilitators or Hosts

At a cultural workshop led by local volunteers, 17-year-old Felix makes jokes under his breath, rolls his eyes, and refuses to participate. Later, he loudly complains about how “boring” and “pointless” the activities are. The local host feels disrespected, and some teens start copying his attitude.

- Pause & De-escalate First
 - Do not confront the participant in front of the group.
 - Calmly wrap up the activity without drawing attention to the disruption.
 - Thank the hosts sincerely and promise to follow up.
- Speak to the participant One-on-One
 - Find a quiet moment and stay calm but direct.
 - Use curiosity, not accusation.
 - Let him vent, but guide him toward reflection.
 - Make the impact clear.
- Re-establish Expectations
 - Remind him of the code of conduct or group agreement (respect, participation, openness).
- Invite Repair (Optional but Powerful)
 - Ask the participant to apologize to the host or write a short note.
 - If that's too much, he could help during the next activity (e.g. assist with materials).
 - This encourages ownership, not punishment.
- Realign the Group
 - The next day, host a short group reflection.
 - Without naming the participant, address what happened.
 - Optional: prepare a workshop about this topic
- Check-In Later



Transportation Problem During Arrival

It's the first day of the youth exchange, and a group of participants from another country is supposed to arrive by plane in the afternoon, but the flight is cancelled due to a storm.

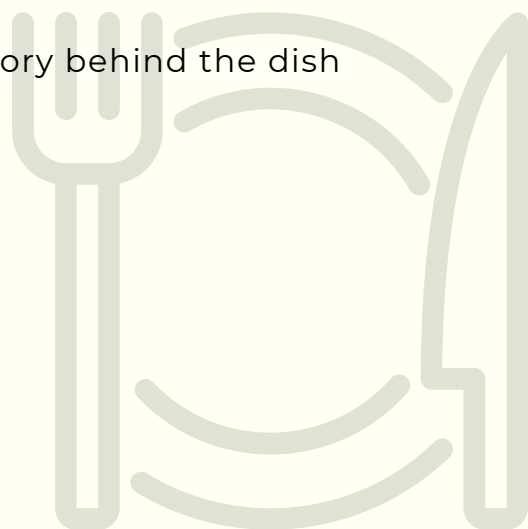
- Stay Calm and Gather Information
 - Don't panic — breathe and get facts.
 - Which flight?
 - New ETA (estimated time of arrival) or rebooking info?
 - Are they still at the airport? In a hotel?
- Establish Contact with the Delayed Group
 - Contact their group leader or chaperone directly.
 - Are all participants safe and accounted for?
 - What support do they need?
 - Are they staying overnight somewhere?
 - Offer help (logistics, communication with parents, etc.).
- Inform Your Team and Organizers
 - Workshop facilitators, if their session needs rescheduling
- Communicate with Participants Clearly
 - Emphasize flexibility and empathy.
 - Optionally: make a short social media post or photo message showing you're looking forward to welcoming them.
- Adjust Schedule Creatively
 - Can you swap activities in the schedule?
 - Can you add an icebreaker, game, or welcome project?
- Offer Support on Arrival
 - When the group finally arrives:
 - Meet them warmly!
 - Provide extra snacks, water, and smiles.
 - Let them rest or shower before joining in.
 - Offer a gentle re-introduction to what they missed.



Food Crisis

On the second day, the group is served a traditional local meal, and several participants refuse to eat it. A few say it's "gross" and others start complaining loudly. The host feels insulted, and some participants are now hungry, tired, and irritable.

- Stay Calm and De-escalate the Mood
 - Intervene gently but clearly.
 - Make space between the reaction and the reflection.
- Acknowledge the Host's Effort
 - Quickly pull aside the host (or local volunteer).
- Offer a Simple Food Plan (Short-Term Fix)
 - If the food truly isn't edible to some:
 - Quietly offer fruit, bread, or a snack as a neutral fallback.
- Lead a Group Reflection Soon After
 - Frame it as a cultural learning moment, not a punishment.
 - Emphasize being open-minded.
- Set Clear Expectations Moving Forward
 - Revisit the group agreement or add a simple food rule.
- Problem-Solve for Next Meals
 - Can future meals have a milder or backup option?
 - Can participants share dietary preferences (without being demanding)?
 - Share the menu ahead of time so people can mentally prepare or communicate dietary restrictions.
- Reconnect with the Host
 - If possible, invite the host to share the story behind the dish next time — this boosts appreciation.



General Recommendations

1. Stay Calm and Grounded

- You set the emotional tone. Breathe before reacting.
- Show steadiness — even if things feel chaotic.
- Respond, don't react.

2. Listen First, Solve Second

- Give the young person space to talk.
- Validate their feelings before offering solutions.
- Use open-ended questions:
 - *"Can you help me understand what happened?"*

3. Address Issues Privately When Possible

- Avoid confronting individuals in front of the group.
- Take them aside to talk calmly and with empathy.
- Keep it safe, not shaming.

4. Set Clear Expectations Early and Revisit Often

- Use a group agreement or community contract.
- Make behavioral norms visible and discussable.
- Remind the group of shared values when issues arise.

5. Focus on Impact, Not Blame

- Help participants understand how their behavior affects others.
- *"What do you think the host felt when that happened?"*

6. Ensure Physical and Emotional Safety

- Take medical issues, mental health, and disclosures seriously.
- Know emergency protocols and local contacts.
- Follow up after any distressing situation.

7. Encourage Reflection and Growth

- Use group circles or one-on-ones to help process events.
- Frame challenges as learning opportunities.
- Ask: *"What can we learn from this?"*

8. Be Fair and Consistent with Consequences

- Match consequences to behavior — no surprises.
- Avoid public punishments; use natural consequences if possible.
- Involve the participant in finding solutions when appropriate.

9. Observe Group Dynamics Continuously

- Watch for exclusion, cliques, tension, or shifts in mood.
- Intervene early with small check-ins before things escalate.

10. Document Incidents

- Log key details: what happened, when, who was involved, your response.
- This helps with continuity between leaders and protects everyone.

11. Communicate with Your Team

- Debrief challenging moments with co-leaders.
- Share strategies and support each other.
- Never handle something heavy (like mental health concerns) alone.

12. Foster a Culture of Kindness and Curiosity

- Celebrate small efforts, cultural openness, and inclusion.
- Create a group identity: *"We're a team, we lift each other up."*
- Keep empathy at the center.

How to respond to crisis situation?



Stay Calm and Grounded

- You set the emotional tone. Breathe before reacting.
- Show steadiness—even if things feel chaotic. Respond, don't react.



Listen First, Solve Second

- Give the young person space to talk.
- Validate their feelings before offering solutions.
- Use open-ended questions: 'Can you help me understand what happened?'



Set Clear Expectations Early and Revisit Often

- Use a group agreement or community contract.
- Make behavioral norms visible and discussable.
- Remind the group of shared values when issues arise



Focus on Impact, Not Blame

- Help participants understand how their behavior affects others. 'What do you think the host felt when that happened?'



Encourage Reflection and Growth

- Use group circles or one-on-ones to help process events.
- Frame challenges as learning opportunities.
- Ask, "What can we learn from this?"



Be Fair and Consistent with Consequences

- Match consequences to behavior—no surprises.
- Avoid public punishments; use natural consequences if possible.
- Involve the participant in finding solutions when appropriate



Observe Group Dynamics Continuously

- Watch for exclusion, cliques, tension, or shifts in mood.
- Intervene early with small check-ins before things escalate



Communicate with Your Team

- Debrief challenging moments with co-leaders.
- Share strategies and support each other.
- Never handle something heavy like mental health concerns alone





“Every person has natural gifts
and talents. Come discover
them with us!”

EDDA TEAM

Ivana, Anna & Katka

Contact us:

ivanabezstarosti@eddatvojeprilezitost.cz

katerinakalabova@eddatvojeprilezitost.cz

