



The Reaching Out Handbook

Innovative Techniques for Reaching Out to young migrants, asylum seekers and refugees.

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1. Introduction

Ensuring equal opportunities for young migrants and refugees in vulnerable situations is a basic priority in Europe. In this line, the increase and greater visibility of these collective implies an increase in the number of opportunities and challenges that youth work initiatives and non-formal learning initiatives are called to respond to.

However, the fact that young people of foreign origin are one of the groups most at risk of poverty and social exclusion increases the degree of difficulty of the professionals' intervention with this group (lack of time, administrative obstacles, etc.).

The Myth WORK, a two-year project funded by the Erasmus + program of the European Commission, has sought to solve this problem by training non-formal education professionals with tools that equip themselves with innovative methodologies to address their own needs and those of the youngsters.

The aim is to favour the bonding and thus to increase the possibilities of integration and equality of opportunities. In order to provide a comprehensive response, the execution of the project has been carried out with partner organizations in Bulgaria, Italy, the United Kingdom, Greece and Spain.

To achieve its goals, the Myth WORK has been structured in different joint actions, the most important ones have been:

The creation of a **State of the Art Report** on the obstacles for youth work with migrants. At the beginning of the project, in each participating country, a study was carried out on the situation of young migrants at risk, as well as 20 interviews with professionals in the sector to identify the greatest challenges. The final result is a national-European study that brings together the experience of the five countries.

Six transnational learning activities focused on the training of professionals in the sector. Based on the needs identified in the report, each organization developed two techniques following protocols of inno-

vation and good practices, which responded to the challenges detected. In order to evaluate them, each participating country hosted one of the six learning activities during 5 days where training sessions were held for professionals and practical implementation sessions were developed with the youngsters.



And finally, the product that you have in your hands: **The Reaching out handbook: 12 Innovative techniques to link with young migrants, asylum seekers and refugees.** From the State of the art Report, the implementation of the learning activities and the impact evaluation, 12 techniques were selected to create a training manual in six different languages, aimed at professionals in the sector across Europe. Specifically, the objectives of the Manual are:

- Train professionals with innovative techniques to link with young immigrants, refugees and asylum seekers;
- Provide linking/intervention techniques tailored specifically to the characteristics of youngsters;
- Promote the professionalization of the sector.

The selection and design of the tools has been based on two criteria related to innovation:

1. Address the need to identify innovative linking techniques between professionals and young migrants.
2. Create an innovative and pilot training aimed at professionals working with young migrants from all over Europe.

2. European State of the Art report on the obstacles for youth work for reaching out migrant youth

All involved countries are dealing with the issue of great waves of migration from different countries and ethnicities. The origins of young migrants may differ between the participating countries, but all of them are being challenged by the issue of successful integration of them.

Language barrier consist one of the main and most reported obstacles young migrants are facing in their new host country. Language obstacle also prevents youngsters from validating prior learning and working experience delaying youngsters' integration process and their labor inclusion. **Legal and practical issues** are also on the top of the list with the difficulties youngsters are facing when residing in their new country.

As mentioned through interviews, there is a great lack of information and difficulty in access to information by youngster. Most of the time, youngsters do not have the knowledge regarding their basic rights.

There is also a **lack of representation from their community** or at least a mediator counselor from their community who will facilitate their connection and communication with the appropriate services. Necessary arrangements take time to be handled, resulting to a delay of the start of their integration process, since they usually have one foot in the culture and life of the host country and the other one to their country of origin.

One more obstacle which was mentioned through all of the National Reports refers to the **low educational level** young migrants are dealing with, since local schools system is usually not prepared to receive and integrate them and consequently to serve their diversity needs. In many countries of the partnership, it was mentioned that official educational systems are not oriented to encourage integration, but in the contrary it is sadly creating and sustaining the difficulties young migrants are facing towards integration to the local community.

Poor living conditions and the previously mentioned legal issues, prevent them from participating actively not only in the political but also social agenda and social life. Furthermore, taking into consideration the econom-

ic crisis all involved countries are facing, it has been noted a **deterioration of public policies and plans for social and labor inclusion of young migrants.**

Moreover, **stereotypes and discriminative behaviors are amongst the most prevailing difficulties young migrants are facing** when entering or residing in a different country than their country and culture of origin. Phenomena of xenophobia and racism from the part of the majority and limited opportunities consist two of the most important factors which prevent the migrants from integrate successfully and also abstain from social reality.

Additionally, adherence in religion related issues and hesitation which often refers to a fear stemming from the possible rejection from group of origin, are also factors that stand in the way of a successful integration and their isolation from the population of country of residence. Finally, lack of opportunities, due to the fact that many of youngsters migrants are

Language is deemed the most prevailed barrier between professionals and young migrants since it has been noticed that in the majority of the countries there is a lack of available interpreters who could assist and facilitate the work of professionals.

living in hosting units, lead them to be unable to excel in their independency and sustain their isolation from the locals.

The most common difficulty youth workers are facing when working with migrants or towards the effort to approach them, has to do with the communication barrier.

The lack of knowledge of local language is related to labor market performance too, making youngsters' residence even more challenging. Furthermore, lack of cultural and religious diversity knowledge is rated

between the most common barriers professionals are facing and need improvement. Intercultural communication skills and generally intercultural competences are deemed crucial for professionals to develop in order to work efficiently with youngsters.

One more challenge has to do with the competences youth workers have to deal with the traumatic experiences of youngsters. Some of the results of their negative experiences and trauma are fear, lack of trust and therefore hesitation and suspicion towards activities and actions which target youngsters' participation and mobilization. It has been frequently reported tentative attitude with regard to unknown words and concepts and interactive activities seem weird to them as well as concepts such as volunteerism.

Moreover, professionals, mentioned that the different upbringing of young migrants also gets in the way of working with them, since concepts like education and discipline were imposed by different means and in a more domineering way.

In addition, identity work is also important for all young people.

Many of racialized and young young migrants are used to leading very adult lives, often working to support their families since a young age. This is in stark comparison to those of the same age in the Western countries, where they are considered children to be 'protected' under safeguarding/child protection legislation.

The majority of professionals, reported difficulty in engaging youngsters in activities and great need for learning methods which could assist them to enhance the motivation of them.

Through the research activities from all partner organizations it is quite obvious and extremely common in every country that youth workers are being invited to successfully tackle and finally overcome discrimination and prejudices which are surrounding migrants. Therefore professionals are being invited to increase and expand their actions regarding diversity awareness raising within the local community and handle demanding and sometimes aggressive behaviors and attitudes towards them or their beneficiaries.

Finally the majority of our research activities' sample described a rather challenging situation regarding the approach of youngster migrants. First of all, according to the majority of our sample, the reality is that professionals are those who are usually approaching youngsters and not the opposite.

Based on the findings stemming from all National Reports the majority of youth workers strongly believe in the non-formal education as a means for approaching young migrants, since it overcomes the barriers of language and educational level, highlighting though, the importance of limiting the activities taking place inside the host structures or only between the same population and stress the importance of integrating such activities in the local community in order to provide young migrants to successfully socialize with local peers.



National Reports indicated a need of youth workers to participate in more training opportunities than the existing ones.

Professionals, expressed their need for updating their knowledge regarding integration process and in particular in acquiring techniques and methods which have to do with motivation and mobilization of youngsters towards a more active participation in local social life.

Professionals, wish to learn more about art based techniques when working with groups of young migrants. Moreover, professionals wish to learn ways in order to integrate sports into the process of approaching and working with their beneficiaries. Furthermore, youth workers are also interested in using the effective strategy of peer to peer learning, which is reported to be really successful when used with young migrants.

ICT tools and the good usage of them, regards, one different side of new knowledge youth workers wish to acquire and develop. Finally knowledge and information regarding opportunities of youngsters and their rights, was another point that our sample highlighted.

In a nutshell, lots of good practices have been described but most examples of good practice were found to be at project level and there is a great need to that work to be developed. Activities which engage both professional and beneficiary as a team, are considered as helpful as well as events and visits that take place outside of the narrow frameworks of their community or hosting unit, such as visit museum, cinema, café etc.

Finally, connection and opportunities for education i.e. studies in university as well as development of non-formal groups of young migrants, can also assist in their successful integration in the local community. Thought needs to be given as to how relationships between Youth Services and the refugee community sector can be developed.

The over-arching recommendation is that an appropriate and relevant youth work provision for refugee communities' needs to be developed and a cooperation between formal and non-formal learning institutions to be established.



3. Handbook's structure

The Reaching Out Handbook, aimed at professionals, contains 12 innovative techniques to link with young migrants, asylum seekers and refugees. Each partner organization of the project within its field of expertise, has selected two techniques that meet the requirements established by the principles of "The Innovative Learning Environments (ILE)"¹, a tool used by the OECD to ensure that a learning technique is effective, as well as "the CORRECT grid"², a tool used by the European Commission and the World Health Organization when identifying innovativeness in the field of education.

The Handbook presents the following structure:

- Theoretical background on the criteria to identify innovation in learning environments, explanation of the CORRECT grid attributes and the principles of innovative learning environments (ILE).
- Outline of the MYth WORK techniques, a scheme with the main characteristics of each technique so you can choose to read the areas in which you are interested.
- MYth WORK techniques sheets. In each sheet you will find the duration of the time, the specific objective addressed the resources you need to implement the activity, how to do it step by step, advice for the execution, etc. It should be noted that, although the dynamics presented are grouped in blocks, they do not necessarily have to be implemented in the proposed order. The collection of dynamics of this guide has been conceived as a flexible and adaptable catalogue for the needs and characteristics of each group.
- Appendix. At the end of the guide you will find an annex with the work sheets that accompany some techniques and the bibliography.

We hope this Handbook will be useful for professionals who accompany young migrants and refugees, and that our humble contribution will give a concrete response to the obstacles that you face.

¹ OECD (2013), *Innovative Learning Environments, Educational Research and Innovation*, OECD Publishing. <http://dx.doi.org/10.1787/9789264203488-en>

² WHO (2009), *Practical guidance for scaling up health service innovations*, WHO Publishing. http://apps.who.int/iris/bitstream/10665/44180/1/9789241598521_eng.pdf

4. Criteria to identify innovativeness and best practices

One of the first priorities of the MYth WORK project has been to promote the high quality of youth work. In order to do so, the project approach has been built in evidence-based pedagogical concepts – such as experiential learning - in relation with innovativeness and sharing best practices in learning environments.

In general terms, the training process that emerges from the techniques included in this Handbook, has as ultimate objective to promote adaptable experience, that is, ability to apply knowledge and skills learned to diverse situations with flexibility and creativity.

Thus, while the techniques included use fun and interactive work methodologies that promote critical thinking among young people, all techniques also meet standards of pedagogical excellence. Specifically, one of the conditions for selecting them was that they meet the requirements of the “CORRECT” grid and The Innovative Learning Environments (ILE) principles as well as criteria to select good practices. @innovativeness

On the one hand the “CORRECT” grid, lists attributes of innovations that enhance the potential for scaling up techniques and transfer them successfully. Institutions such as the the European Commission Education, Audiovisual and Culture Executive Agency and the World Health Organization, executes it. The MYth WORK techniques were selected to cover the following criteria and during the evaluation phase it was validated:

ATTRIBUTE	DESCRIPTION
Credible	It is based on sound evidence
Observable	The potential users can see the results in practice
Relevant	Addressing challenges and needs
Relative advantage	Comparing other existing practices in cost effectiveness term
Easy to adapt	It has the potential for transfer in different context and /or for different problems
Compatible	Responds to the needs of users
Testable	Users can see the intervention results on a small-scale prior to large-scale adoption

On the other hand, in relation to effectiveness, the techniques have also had to comply with the criteria established by The Innovative Learning Environments (ILE) principles, tool used by the OECD in identifying innovativeness in learning environments. The ILE principles state that in order to be most effective, learning environments should:

Make learning and engagement central.

Ensure that learning is social and often collaborative.

Be highly attuned to learner motivations and emotions.

Be acutely sensitive to individual differences.

Be demanding for each learner but without excessive overload.

Use assessments consistent with learning aims, with strong emphasis on formative feedback.

Promote horizontal connectedness across activities and subjects.

All the principles should be met, not a selected few.

Good practices

A good practice is an action that pursuing certain objectives has succeeded in developing a methodology or procedures that are appropriate to achieve positive results, demonstrating their effectiveness and usefulness in a specific context. The construct 'good practices', is used to make visible those practices that "may suppose the germ of a positive change in traditional methods of doing. Therefore, good practices can be learned and transferred to other organizations and hence the effort to identify them."³

UNESCO in 2010, within the framework of its MOST Programme (Management of Social Transformations), UNESCO's intergovernmental scientific program for the social sciences, specified what are the characteristics that should characterize the Good Practices, which in general terms are the following:

- **Reliability.** It refers to the probability of the good functioning of something that offers security, in order to achieve good results. It implies repeating an action in different contexts but in similar situations.
- **Innovation.** It implies change and modification of the existing situation. It requires introducing something new.
- **Effectiveness.** Ability to produce the result that is desired or expected, demonstrating its impact on improvement.
- **Sustainability.** Ability to last in time and produce lasting effects until the situation has improved, or replaced by another.
- **Verifiability and transferability.** It implies executing a process optimally in another context, in order to verify the results and analyse the coincidences and discrepancies. For this to be possible, the practice must be documented to serve as a reference to others and facilitate the improvement of its processes. Only in this way can knowledge be transferred more easily so that another group, using it as a reference, can operationalize it in another context.

These characteristics have a circular relationship in good practices. All this, constitutes a model, transferable to other contexts, facilitating replicability or contrast of experience.

³González Ramírez, T. y Rodríguez López, M.: (2010). "El valor añadido de las buenas prácticas con TIC en los centros educativos". En De Pablos Pons, J. (Coord.) Buenas prácticas de enseñanza con TIC [monográfico]. Revista Teoría de la Educación: Educación y Cultura en la Sociedad de la Información. Vol. 11, nº 1. Universidad de Salamanca, pp. 262-282. http://revistate-si.usal.es/~revistas_trabajo/index.php/revistatesi/article/view/6222/6299

5. Outline of MYth Innovative Techniques

<u>ABD</u>	<u>Sex-art</u>	Promotion of affective, sexual and reproductive health directed to young migrants in processes of social vulnerability Participatory arts
<u>ABD</u>	<u>Combat LGBTI-phobia</u>	Sexual orientation Gender expression Discussion
<u>IASIS</u>	<u>The real me</u>	Self-esteem Identity
<u>IASIS</u>	<u>Always ahead</u>	Motivation Goal setting
<u>SAFE</u>	<u>Home from home: making a human 'doodle' mosaic</u>	Participatory arts Identity
<u>SAFE</u>	<u>Green dream: learning through nature</u>	Urban Growing & Development Health promotion
<u>SIS</u>	<u>Digital storytelling about the experience of positive and negative integration</u>	Digital skills Conflict transformation
<u>SIS</u>	<u>Body storytelling about the experience of positive and negative integration</u>	Social Community Theatre Breaking stereotypes
<u>SSF</u>	<u>Drama therapy. Personal Development based on cultural identity through creative processes</u>	Theatre Trust building
<u>SSF</u>	<u>Empowerment of young leaders by the analysis of intercultural conflicts</u>	Conflict management
<u>BSFCDPC</u>	<u>Sports dossiers</u>	Sports activities Team work
<u>BSFCDPC</u>	<u>DIY volunteer</u>	Voluntary activities as a way for social involvement

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SEX – ART. Promotion of affective, sexual and reproductive health directed to young migrants in processes of social vulnerability

Main areas for action	<ul style="list-style-type: none"> √ Prevent affective, sexual and reproductive health √ Training √ Horizontality √ Identity
Length of time	5h
Human Resources needed	2 Social Educators
Material Resources needed	<p>Consumable office supplies; Erotic suitcase (dildos, silicone vagina, etc.); Erotic kits (condoms (male & female); lubricant, etc.); Sexuality postcards; Continuous paper; Coloured pencils and markers; Watercolours or tempera paint; Brushes; White sheets; Glue; Clay/mud.</p> <p>Access to internet and speakers.</p>
Learning objectives	<ul style="list-style-type: none"> √ Develop adapted messages for the improvement of affective, sexual and reproductive health, the prevention of unplanned pregnancies, HIV and other STIs aimed at immigrant youth. √ Train young migrants in situations of social vulnerability on sexual prevention strategies. √ Disseminate prevention messages adapted to youngsters using new communication technologies and proximity strategies (design, marketing, advertising, etc.).
Target group(s)	The program is aimed at young immigrants who are in a situation of vulnerability and social risk, between the ages of 16 and 24 who are disconnected from formal education and lacking social support.

Contents

- Sexuality.
- Sexual health
- Sexuality and gender
- Reproduction, pregnancy and abortion
- Safe and healthy sex
- Traditional sexual roles
- Drug use
- Romantic ideal
- Magical thoughts
- Conception of the body
- Genitalization of sexual relations.

Description of the activity step by step

Session 1: Presentation of the project and the group. Introduction to sexuality. (1hour)

Objectives:

- Explain the general aim of the workshop.
- Know the preconceived ideas of young people.
- Acquire general notions about sexuality.

Setup:

Space where you can draw, paper and coloured pencils/ Sexuality postcards / Blackboard / PC / Video projector.

Methodology/Instructions:

1) Break the ice activity.

Group dynamic to learn everybody's name: the youngsters and the trainers put themselves in a circle, a random youngster start throwing a ball/skein to another one, each time you receive the ball you have to say your name out loud before passing it.

Group dynamic to increase trust-building: the youngsters are placed in pairs, the trainer explains that one person in the "couple" has to close the eyes and the other person will guide him/her through the room. To add difficulty, the trainer will shout randomly "quickly" or "slowly" to change the rhythm.

2) Let's talk about sexuality

Artistic expression: The trainer spreads in the floor with the youngsters' around it, images related to sexuality: some of them can be really explicit, others can be metaphorical. The trainer asks the youngsters to pick up the image that according to them represents sexuality best. Then each one explains why (if they want to), the explanations are used to deal with the topics of the session.

Brainstorming: The trainer asks: "When we think

about sexuality, what ideas/concepts/etc. comes to our mind?" The comments are noted on a blackboard differentiating pleasure/emotions/risks.

Reflection: In general most of the concepts will be related to pleasure, emotions and some of them to risk. It is interesting to make the reflection that, most of us relate our sexuality to emotions and/or pleasure, but most of the messages created by the administration in relation with sexual health prevention, only are focused on the risks. Would these messages be more listened if they would address sexuality from the point of views of emotions and pleasure, too?

3) Anonymous questions to be solved:

the trainer asks the youngsters to write on a paper two or three questions that they want to solve throughout the training. It is anonymous.

Session 2: Sexual health (1hour)

Objectives:

- Foster the experience of a healthy sexuality.
- Know the genital organs (pleasure and readiness).
- Know the functioning of the human body (female and male reproductive system).
- Experience self-knowledge in relation to sexual health.
- Raise awareness on the diversity of sexual practices

Setup:

Images of the external and internal genital organs of women and men / Space where you can draw, paper and coloured pencils / PC / Video projector.

Methodology/Instructions:

1) Theoretical explanation.

Genital organs: The trainer offers to the youngsters images of the external and internal genital organs of women and men. First the images

without the names of the parts of the organs are shown and the trainer asks if they can indicate the name of some of the parts. The other trainer will be completing with the missing names.

b) Discussion.

Depending on the trainers' knowledge, he/she can propose discussion on heteronormativity (searching audiovisual support).

c) Myths related to sexuality and sexual orientations, open the debate.

After some discussion the trainer implements the activity: The desire island. The trainer places the continuous paper in the floor and asks for a volunteer to lie down on top of the paper. Another volunteer with a marker pen traces the silhouette. After this, the volunteer lying down can stand up. Then all the youngsters have to gather around the paper. First, on the right side of the silhouette – which symbolizes an island - they will have to write stereotypes related to women and on the left side, related to men.

After discussing this, the trainer asks them to work on the "inside" of the island. They will create the island of pleasure, first they must put a name to this "island" and choose where the capital is, the two largest cities, three smaller but beautiful cities, and some lost town. Afterwards, it is explained that each person lives their sexuality as they wish, just as each person enjoys a different way when doing tourism.



Objectives:

- Analyse gender stereotypes and couple roles.
- Promote the acceptance of the other as legitimate in coexistence.
- Work on social skills in relation to sexuality, sexual negotiation, respect and cultural tolerance.
- Foster empathy, cooperation and the value of equality.
- Enhance zero tolerance in the face of violence.
- Identify behaviours that suppose an abuse or violence in the relationship with the couple.

Setup:

PC / Video projector

Methodology

a) **Brainstorming:** we work based on the knowledge and experience of the group around the phenomenon of violence. The causes, consequences and cycles of violence are addressed. Dynamic "my ideal partner": what do you think should be the basis of a relationship? (It is important that the following ideas arise: each couple establishes a different type of relationship, trust, communication, respect, bases of non-violence ...).

b) **Discussion:** address gender violence in young people's relationships. Then, open a debate.

c) **Role-playing:** subgroups are organized of 3-4 youngsters; each group gets a situation where control and emotional and sexual abuse take place. Then the reflections are shared with the whole group and strategies are tackled to face situations of violence in the couple, of peer control, emphasizing gender stereotypes.

d) **Dynamic:** "This is my body and I decide who touches it". It is proposed that the young person reflect on his own body and the limits we establish with other people based on emotional ties and trust. To do so, the trainer gives to each

youngster a sheet of paper with the silhouette of a man and a woman, the youngster will pick the one he/she feels represented and will draw with one colour the parts of the body he/she likes to touch him/herself; the parts of the body that he/she likes that with consent other person touches; and the parts that he/she does not like to be touched.

Session 4: Safe and healthy sex. (1h 30 mins)

Objectives:

- Provide information to reduce the risk in sexual practices.
- Promote the use of condoms (vagina and penis) and facilitate their correct use.
- Offer information to avoid the propagation of myths, taboos and fallacies that favour risk behaviours.
- Teach to negotiate the use of condoms with the couple, in a spirit of cooperation and seduction.
- Identify the specific obstacles they have in not practicing safe sex.
- Know the HIV test and the places where it is performed.

Setup:

PC / Video projector / Erotic suitcase / Erotic kits

Methodology:

a) Role playing: Negotiation of condom use.
Viewing videos: chairs, durex, i.e. <https://www.youtube.com/watch?v=yCa6XBKwMjM>; https://www.youtube.com/watch?v=HyjTYNoX_jo

If they youngsters want to, start a discussion on their ideas about the use of the masculine and feminine condom.

b) Erotic suitcase: promote that the group makes the correct placement of the condom for vagina and penis. Present the latex band and the use of lubricants.

c) Safe sex: Video viewing: AIDS dialogues: the test. BeatBox: rapping about AIDS. A flight of

pleasure. The condom is everyone's business. Do not put that face. HIV: discrimination No, respect YES. Enjoy your sexuality without risks. Female condom. Using this audiovisual material (or related to) start a discussion about the safe sex. Explain the HIV test, where to do it and the importance of doing sexual transmission diseases analysis.

d) Erotic kits: If possible, give to each youngster a kit composed by a penis condom, a vagina condom and lubricant.

Expected results

Based on the interventions carried out, the aim is to model and test communication and negotiation skills, and to effectively train the young people participating in the project. Your training is also the introduction of preventive messages in your peer circle.

The project, in the last application, replicates the messages transmitted in the "workshop" space to "community" spaces, close to the peer group of each of the participants through the "snowball" effect.

Evaluation



Professionals and youngsters: at the end of the sessions both professionals and youngsters will complete the SWOT analysis which is a very used tool in order to identify the strengths, weaknesses, opportunities and threats related to a program or campaign.

Youngsters: in order to conduct a follow-up evaluation, at the end of each session "smiley" faces, "bored" faces and "sad" faces, will be distributed among the youngsters. Outside of the class a box will be positioned so as they leave the place, they can put in the box the face that they choose depending if they liked or not the session.

Lessons learned 'tips for Youth workers'

- Make clear that confidentiality is very important and everyone should commit to respect it when leaving the group.
- Not everyone will participate, try to use ice-breaker games, to promote situations where youngsters feel comfortable....and above all respect the individual right to speak or not. Never force anyone's participation.
- Before implementing the sessions, try to identify your own prejudices related to sexual and health prevention, gender, diversity, etc. This is an important step to overcome them and work it out with the youngsters.
- -Keep in mind time management.

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Combat LGBTI-phobia workshops

Main areas for action	<ul style="list-style-type: none"> √ Identity issues √ Self-awareness √ Tolerance √ Cross-cultural awareness √ Sexual orientation √ Gender expression
Length of time	6 h
Human Resources needed	<p>1 Psychologist-coordinator. Is responsible for the technical organization and the correct functioning of the training program.</p> <p>1 Educator / Trainer specialized in gender, LGBTI, bullying.</p>
Material Resources needed	<p>Consumable Office</p> <p>Training material (pens, notebooks, folders, notes, stickers ...)</p> <p>Broadcast material: triptychs and posters</p>
Learning objectives	<p>To reflect with young people about the biological sex, identity and expression of gender and sexual orientation, in order to fight the LGBTIphobia questioning the heteronormativity and gender binarism and its consequences. Do it from an intersectional perspective, to frame the LGBTIphobia in a scenario of multiple interactions with aspects such as: ethnicity, age, religion, functional diversity ...</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> √ Make visible sexual diversity and gender identities as an individual and collective right. √ Correct erroneous beliefs, myths and sexist taboos around sexuality, highlighting the diversity of affective relationships. √ Foster attitudes and behaviours that allow establishing positive relationships based on pleasure, consent and self-protection. √ Promote reflection around a responsible, conscious and healthy sexuality. √ Offer a critical view of gender models and roles around sexuality that identify situations of suffering or abuse and harassment. √ Critically reflect on the hegemonic concept of masculinity and femininity that perpetuate systems of violence proposing broad, diverse and fluid models of masculinities and femininities. √ Promote assertive communication skills, self-knowledge and self-esteem. √ Identify behaviours that may involve the exercise and / or maintenance of situations of harassment, abuse or violence between peers for LGBTIphobia. √ Encourage a formal and non-formal educational climate of rejection of violence and ill-treatment.
Target group(s)	Young people (14-25 yrs.) from different ethnicities and cultures.

Contents

The workshop is designed to educate and sensitize to prevent situations of discrimination based on sexual orientation and identity or gender expression in adolescents. It is an action from prevention as a fundamental strategy in the fight against these situations and the creation of a culture based on the recognition of difference, respect and freedom.

The workshops are based on an innovative model focused on active-participatory education that involves the planning and design of processes that allow the development of skills and knowledge as well as the meaningful analysis of attitudes, ideas and behaviours. This methodology allows us to situate young people as an active agent of their own learning process, to encourage critical thinking as a tool of social transformation and not to use an institutionalized and paternalistic discourse. We think it is fundamental to continue innovating at the methodological level by reaching more closely the adolescent population. The use of songs that they listen, to watch YouTubers and bloggers and the use of memes, are innovative tools that the youth receive with enthusiasm.

Description of the activity step by step

1. Sexual intelligence workshop

Objectives:

- Promote reflection around a responsible, conscious and healthy sexuality.
- Offer a critical view of gender models and roles around sexuality that identify situations of suffering or abuse and harassment.
- Correct erroneous beliefs, myths and sexist taboos around sexuality, highlighting the diversity of affective relationships.
- Foster attitudes and behaviours that allow establishing positive relationships based on pleasure, consent and self-protection.
- Promote assertive communication skills, self-knowledge and self-esteem

Setup: Post-its/ Pencils/ Paper.

Methodology:

Presentation. The facilitator introduces her/himself and offers a brief explanation of the activity. In this presentation the following points are highlighted: confidentiality, usefulness and focus of the workshop, which is characterized by its dynamism and interactivity, as well as by the work based on the experiences and realities of its participants. (10 minutes)

Says you! To break the ice we will use a brainstorming activity. Post-its are distributed among the students and they are asked to write, anonymously, an idea, reflection, restlessness, doubt, interest or expectation regarding the workshop, or even bullies suggested by the word "Sex". Then the trainer reads them and frames them under various categories: sexual practices, sexual orientation, emotional relationships, myths and rumours, gender stereotypes, self-knowledge or safe sex. (50 minutes)

Discussion groups. Mixed work groups of 5-6 people are formed. Each group has to choose 4 words under different categories exposed before and invent a situation where there is oppression against one person or group of persons, related

to sexual practices, sexual orientation, emotional relationships, myths and rumours, gender stereotypes, self-knowledge or safe sex. After exposing the situation, the entire group has to come up with a way to intervene and restore the situation. Also, the debate will be opened, guided by the facilitator who will point out specific contents, linking with the ideas that have arisen to the activity 1. (50 minutes)

Conclusion. At the end the educator will make a resume of the contents and will leave some time to solve doubts. (10 minutes)

2. Sexual diversity workshop: to you that makes you more hot?

Objectives:

- Make sexual diversity visible as an individual and collective right.
- Correct erroneous beliefs, myths and sexist taboos around sexuality, highlighting the diversity of affective relationships.
- Foster attitudes and behaviours that allow establishing positive relationships based on pleasure, consent and self-protection.
- Promote assertive communication skills, self-knowledge and self-esteem.

Setup: PC / Video projector / Stickers

Methodology:

Presentation. The facilitator introduces her/himself and offers a brief explanation of the activity. In this presentation the following points are highlighted: confidentiality, usefulness and focus of the workshop, which is characterized by its dynamism and interactivity, as well as by the work based on the experiences and realities of its participants (10 minutes)

Grouping has a prize. Students are asked to stand up and line up. The educator sticks randomly a sticker on the forehead to each youngster. The idea of the game is that without speaking, and depending on the sticker that each one has, they have to gather in groups of at least two people with the sticker with the same colour or

form. They have 3 minutes to do it and everyone that is in a group will win at the end of the dynamic prize (reward of being in a group). The adhesives will be varied in their shape and colour, but maintaining common criteria, however there will be 4 that will not coincide with any other in any feature. Subsequently, the group analyses how the dynamics have been developed, what difficulties and facilities have been detected, what emotions have been generated, and what motivation the game has in the context of a workshop on sexual diversity. (40 minutes)

Video forum around the Video: "My sexuality" by the Video blogger "Inesmellaman". From this video that treats heterosexuality as "anomalous", a debate is opened guided by the trainer, with the class group as a whole, in order to illustrate sexual diversity. (60 minutes)

Conclusion. At the end the educator will make a resume of the contents and will leave some time to solve doubts. (10 minutes)

3. Workshop We transgress

Objectives

- Differentiate between biological sex, gender and sexual orientation
- Analyse the influence of gender socialization in the construction of identity.
- To be able to question the models of prevailing masculinity and femininity, which perpetuate systems of violence, proposing much broader and more flexible models of masculinities and femininities
- Make clear that anyone is free to define their gender and expression

Setup: Board/ Blackboard market/ Paper/ Pencils.

Methodology

Presentation. The facilitator introduces her/himself and offers a brief explanation of the activity. In this presentation the following points are highlighted: confidentiality, usefulness and focus of the workshop, which is characterized by its dynamism and interactivity, as well as by the work

based on the experiences and realities of its participants. (10 minutes)

Dynamic 1: Extra-terrestrials. To make the game 6 volunteers are asked. One volunteer is asked specifically to write on the board all the ideas that come out of the game (Possibility of wildcard of the public, the help of the colleagues). The trainer explains to the six volunteers that she/he is an alien who has come to earth and has heard about the existence of men and women but does not know how they are or what they do, or how they think... she/he needs them to say: its characteristics and differences. The board is divided in two (Men/Women) and the ideas are pointed out. The workshop main idea is questioning everything written on the board in order to lead a debate and critical reflection. Theoretical aspects are introduced, such as the sex-gender-sexual orientation system, gender binarism, heteropatriarchy... so that youngsters can situate knowledge in the socio-cultural context where they live and can identify and express their experiences, discomforts and oppressions respect this. (50 min)

Dynamic 2: We break the Boxes. The debate is related to the first dynamic. The trainer explain that 'speak of boxes' means corseted labels that are attributed to us and how this generates discriminatory dynamics to everything considered different and non-normative. A care space is created to be able to express all the experiences and discomforts regarding the gender socialization of the youngsters and examples are given about the daily gender sanctions in front all these behaviours, expressions..., that escape the hegemonic models of masculinity and femininity.

Dynamic 3: A touch of humour to finish. To conclude the workshop, the trainer and the youngsters will graphically shape in a meme format (image accompanied by a phrase) the reflections and conclusions made by the students during the workshop. The idea is to make groups of 4 and each group once finished will show the meme to the class. Humour is a good tool to question oppression and make visible other empowered ways of living more freely. (20min.)

Expected results

- Disclose the workshops in formal and non-formal education environments, to introduce the subject and raise awareness of the importance of working with these contents.
- Involve and promote formal and non-formal education environments in the fight against LGTBPhobia.
- Reflect with the youngsters about the biological sex, identity and expression of gender and sexual orientation, in order to combat heteronormativity and gender binarism and its consequences.
- Detect possible cases of harassment by LGTBPhobia, make a first assessment of the situation, advise the person and the centre, and direct them to the specialized resources network of the city.

Evaluation



Professionals and youngsters: at the end of the sessions both professionals and youngsters will complete the SWOT analysis which is a very used tool in order to identify the strengths, weaknesses, opportunities and threats related to a program or campaign.

Youngsters: in order to conduct a follow-up evaluation, at the end of each session "smiley" faces, "bored" faces and "sad" faces, will be distributed among the youngsters. Outside of the class a box will be positioned so as they leave the place, they can put in the box the face that they choose depending if they liked or not the session.

Lessons learned 'tips for Youth workers'

- - Make clear that confidentiality is very important and everyone should commit to respect it when leaving the group.
- - Not everyone will participate, try to use ice-breaker games, to promote situations where youngsters feel comfortable....and above all respect the individual right to speak or not. Never force anyone's participation.
- - Before implementing the sessions, try to identify your own prejudices related to sexual orientation, gender, diversity, etc. This is an important step to overcome them and work it out with the youngsters.
-
- - Keep in mind time management.

IASIS " The real me "	
Main areas for action	<ul style="list-style-type: none"> √ Self-awareness √ Identity issues √ Self-esteem √ Communication √ Cross-cultural awareness
Length of time	4 h
Human Resources needed	1 youth worker for a group of 10-15 people.
Material Resources needed	<ul style="list-style-type: none"> • Several variety packs of candy, enough for each person to be able to have at least five pieces. They can be any candy type, but not too many choices (limit it to around five different varieties). • 3 sets different coloured 'post it' sticky notes-yellow, orange, green. • Paper A4 • Markers • Handout of masks • Magazines/Newspapers • Glue • Scissors • Play dough • Envelopes • Pens • Flipchart's papers
Learning objectives	<ul style="list-style-type: none"> * Increase participants' self-reflection and awareness. *Boost participants' self-esteem *Increase participants' awareness about diversity
Target group(s)	Young people (14-25 yrs.) from different ethnicities and cultures.

1. "My fullest name"

Aim:

Candies are a get-to-know-you game which helps people learn new facts about each other in an easy and fun way. Participants select various pieces of candy from a bag, and each candy variety is associated with a fact about themselves which they will introduce to the others.

Setup:

Several variety packs of candy, enough for each person to be able to have at least five pieces. They can be any candy type, but not too many choices (limit it to around five different varieties).

Instructions:

Pass around the candy and tell each participant to choose anywhere from 1 to 5 pieces of anything that they want. Instruct them not to eat it yet, though. After they have chosen their candy, you will tell them what each candy type/colour represents.

If there is a whiteboard or chalkboard present, write on the board the following:

- Red – Who gave you your name? Why?
- Green – Ethnic origin of your name?
- Blue – What does your name mean?
- Yellow – Nicknames? How did you get them?
- Orange – What is your preferred name?

If you don't have the above colours, change the above to match the candy types that you have.

Each person takes turns introducing himself or herself, beginning with their name and then saying one fact for each candy type that they have.

2. "Fears and expectations"

Aim

To enable learners to express their hopes, fears & expectations about the training intervention & to acknowledge & affirm peers & tutor as a source of support.

Setup

3 sets different coloured 'post it' sticky notes-yellow, orange, green.

Instructions

Part 1: Distribute 3 post-its to each participant: Instruct participants to identify key hopes on 1st (yellow), key fears on 2nd (orange), and key expectations on 3rd (Green). No names attached.

Part 2: Viewing 3 Boards or flipchart sheet placed around room – each participant places post-it in appropriate place. Participants circulate around room to view others' postings.

Part 3: Ask whole group what they consider the main (1) hope (2) fear (3) expectation Facilitator to discuss Training Meetings' expectations with regard to previous input on structure & content of course. Facilitator points out that most fears/concerns/anxieties are shared & that group can be a source of support.

3. "Setting rules of training"

All participants are discussing the "rules" they want to establish in order the training process to be effective. The rules are written on the black-board in order to be visible by everyone through the whole Training duration.

4. "How do you see me?"

Set up

Paper A4

Markers

Instructions

Divide the group in two lines. Have participants facing each other (line A to line B). Line A will be the "painter line" and Line B will be the "model line". Distribute to participants of line A, a piece of paper A4 and a marker. Participants from line A have to create the portrait of the participant from line B they have in front of them.

However, participants of line A will change position and move to the seat next to them every 10 seconds when trainer asks them to. The new "painter" has to continue the portrait of previous "painter" and try to depict the person which is in front of them through drawing. Trainer gives time for "painters" not only to complete the portraits but also to proceed with adding details in their piece of art. When the trainer believes that most of the portraits are ready, stops the changing of lines.

Each person takes his/her portrait and keep it safe and next trainer changes the lines "models" become "painters".

Small discussion and reflection about portraits and the way others see us and the differences there are between our self-image and others' perception of our image.

5. "Pull of my mask"

Set up

Handout of masks
Markers

Instructions

Distribute to participants the handout with the masks and markers. Ask participants (individually) to work on their masks and to depict on one mask the way they look like on the outside or their perception of the way others are seeing them and on the other mask, the way they look on the inside. Ask also from participants to complete their masks by drawing, sketching etc.

whatever they want. Bring the whole group again together. Ask some volunteers to share their masks. Debrief.

6. "ID card"

Set up

The portrait developed in the previous activity

Markers

Magazines/Newspapers

Glue

Scissors

Portrait from previous activity

ID card/mind maps from previous activity

Instructions

Ask from participants to take the portrait which was created during the previous activity and ask from them to develop around it a mind mapping with centre theme, themselves. Explain to participants the way mind mapping works.

Ask them to develop their mind maps where they will write down whatever they think of themselves in different aspects of life. (Roles they have in life, cultural characteristics, likes, dislikes etc.). Ask from them to add images to invoke thought or get the message across better. Encourage them to use pictures from newspapers or magazines and possible create collage.

Next, split the whole group in subgroups of 3-4. Having their portrait and mind map on their hands let participants discuss with the rest of their subgroup what they created. Encourage them to compare their "ID card" with the rest of them. They should feel free to share only what they want to.

Finally, bring the whole group together and debrief. Are there things they have in common with other participants? Did they learn something new about themselves? How did they feel when they detect differences between themselves and others?

7. "My Future in my hands"

Set up

ID cards/mind maps

Play dough

Instructions

Refer back to the ID card they made and explain that this new activity refers to looking to the future. Invite participants to contemplate on how they'd like to be in the future, which are their hopes and dreams for the future. You can write on the board or a flipchart some prompting questions:

- How I'd like to be in the future
- New experiences I'd like to have
- The sort of lifestyle I'd like to have etc.

While having all those questions in their mind, ask them to take a piece of play dough and create themselves according to what they imagine and hope.

Next, ask for volunteers to share their experience with the creation of their future with their own hands. Ask participants what are their feelings and thoughts during the process of creation and also at the end of it.

8. "Note to self"

Set up

Papers A4

Envelopes

Pens

Instructions

Encourage participants to write in their own language a note/letter to themselves. Give each one paper or postcard and an envelope. Ask each person to write a note to themselves-including today's date-highlighting key points they have learned from the workshop or things they would

like to bring more of into their life or perhaps an inspiring or thoughtful message for themselves. You can ask participants to put anything they want on there. It could be goals, learnings, dreams, questions, reminders. Next ask each person to fill out their addresses on the envelope, put in their "Note to Self" and seal the envelope. 3/6/12 months later, you post the "Note to Self" to your workshop attendees.

9. Evaluation "Gallery"

Set up

Flipchart's papers
Markers

Instructions

Put flipchart papers on the four corners of the room. On each paper write the following questions:

- Write at least one thing you learned in the training that surprised you.
- One new thing you have learned
- Draw a picture that sums up the experience from your point of you
- Provide feedback: What you liked? What would you change? Any questions you have.

Provide the participants with markers and let them wander around the "gallery" and offer their input and evaluation. Encourage the use of pictures or collages in order the language barrier to be overcome. Next, bring group together walk around gallery discussing the main points. In case there are comments on the "feedback" section about aspects that people did not find helpful or did not understand, make sure that all questions are answered.

<p>Expected results</p>	<p>Main idea for this Training Day, is to give to participants the opportunity to understand themselves, their values, their inner potential, and at the end, to realize the importance of this capacity in their everyday balance. By this mean, this collection of activities aims to rise up participants' self – awareness and invite them to contemplate on their identity.</p>
<p>Evaluation</p>	<p>Evaluation "Gallery"</p> <p>Set up Flipchart's papers Markers Instructions Put flipchart papers on the four corners of the room. On each paper write the following questions: -Write at least one thing you learned in the training that surprised you. -One new thing you have learned -Draw a picture that sums up the experience from your point of you -Provide feedback: What you liked? What would you change? Any questions you have. Provide the participants with markers and let them wander around the "gallery" and offer their input and evaluation. Encourage the use of pictures or collages in order the language barrier to be overcome. Next, bring group together walk around gallery discussing the main points. In case there are comments on the "feedback" section about aspects that people did not find helpful or did not understand, make sure that all questions are answered.</p>
<p>Lessons learned 'tips for Youth workers'</p>	<ul style="list-style-type: none"> • Make clear that confidentiality is really important and everyone should commit to respect it when leaving the group. • Encourage everyone to participate however keep in mind that not everyone wishes to share their stories. • Prompt questions during debriefing. • Keep in mind that time management and consistency on behalf of both sides (both participants and trainer) is really crucial for Training's success.

IASIS "Always ahead"	
Main areas for action	<ul style="list-style-type: none"> √ Motivation √ Cross-cultural awareness √ Communication √ Creativity √ Goal Setting √ Prioritizing √ Sense of belonging √ Raising awareness about diversity
Length of time	4 h
Human Resources needed	1 youth worker for a group of 10-15 people.
Material Resources needed	<ul style="list-style-type: none"> • 2 maps (World one and one of the country's where the training is taking place) • One ball of string • Scotch tape • Pins • Large paper (A3) • Markers • Newspapers, magazines etc. • Glues • Scissors • Toothpicks • Flipchart or a blackboard • A small ball • Stripes of 10 sentences (depend on the number of the subgroups created). • Pens • Pyramid's copies (depend on the number of participants) • A4 papers for notes. • Post its • Background relaxation music
Learning objectives	<ul style="list-style-type: none"> *Enhance participants' insight of personal needs *Enhance participants' understanding of their priorities. *Increase participants' understanding of the concept and terms of goal setting *Familiarize participants with process of goal clarification and prioritizing.
Target group(s)	Young people (14-25 yrs.) from different ethnicities and cultures.

Description of the activity step by step

1. "My Journey»

Set up

2 maps
One ball of string
Scotch tape or pins

Instructions

Trainer hangs on the wall two maps.
One map of the World on the top and one map of UK below.

Trainer holds a ball of string and gives to the first participant the tip of the string in order for the participant to stick it to the world map to the place he/she is coming from. Then, using the rest of the string, participant sticks it on the place on UK map where he/she currently lives. Each participant gives the string to the next participant, following the exact same process. At the end, a web of journeys has been created. All participants have the opportunity to visually acquire an image of their journeys.

Debrief with questions like:

- How do you feel now that you have a picture of your travel?
- Which similarities do you detect (if there are any) in your journey with the journey of someone else from the group?
- What did you find interesting with regard to the journey of other participants?

2. "Roaming"

Set up

Large paper (A3)
Markers
Newspapers, magazines etc.
Glues
Scissors
Toothpicks
Scotch tape.

Instructions

Split large group in couples. Provide participants with material of A3 papers (large paper), newspapers, magazines, scissors, glue etc.

Invite everyone to make a boat. Then ask everyone to create a flag where instead of colours like every typical flag has, they will put elements found in magazines, expressing their Needs, Problems and Priorities they have in life.

Participants they will actually create a collage and use it as a flag of their boat.

When participants have finished with their boats, invite them to come back to their couple and share their boat and thoughts around their needs, problems and priorities.

Bring large group together.

Ask from volunteers to share some findings from their discussions.

Invite participants to place their boats in a large basin filled with water.

Keep the basin the entire time of the training workshop in a spot in the room, visible to everyone.

3. "Target"

Set up

Flipchart or a blackboard
1 marker
A small ball

Instructions

Draw a black dot in the centre of a clean piece of flip chart paper and ask the group what it is. Answers may include a spot, a black dot, and an eye. Then draw a large circle around the black dot. Now ask the group what they think it is. Many of them will now say it's a target, or a bull's eye. Tell them that is correct.

Now ask for a volunteer. Have them come to the front and give them a small ball or a crumpled piece of paper. Ask them to turn around with their back to the target and try to hit it by throwing the paper or ball over his/her shoulder. When the student misses, as they most surely will, ask them and the group why they missed. They will probably say it's because the person couldn't see the target.

Debrief:

Most of us can't hit a target if we can't see it. Before you can develop plans, you have to know what you want to accomplish (your goals or targets); how you want to accomplish those goals or targets; what resources of time, money, and materials you have; and who will carry out the implementation. So set some targets for yourself, targets that you can see, and we'll start the journey to reaching them.

4. "My Pyramid, My goals"

Set up

Stripes of 10 sentences (depend on the number of the subgroups created).

Pens

Pyramid's copies (depend on the number of participants)

A4 papers for notes.

Instructions

Split large group in 4 subgroups.
Use separate pieces of paper to write each one of the following steps. Mix the sentences. Distribute the same package of 10 sentences to the 4 groups.

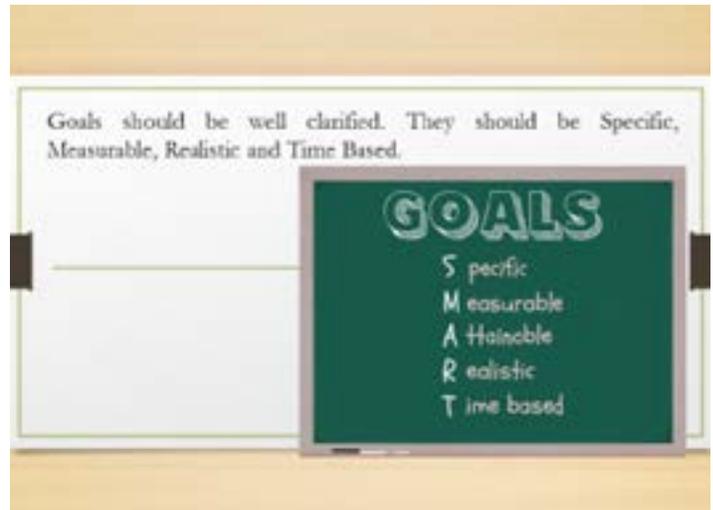
Have subgroups to agree and decide on the order in which the sentences belong and why.

1. Desire
2. Believe in yourself
3. Analyse where you are now
4. Define and write down realistic goals
5. Identify obstacles

6. Identify knowledge you will need
7. Make an action plan
8. Develop a time schedule
9. Monitor your progress
10. Never give up

Debrief by bringing back the whole group together and inviting each subgroup to present their suggested steps.

Trainer continues with short S.M.A.R.T Theory/*PowerPoint slides.



Change From...	Change to...
To be fit	To lower body weight by 3kg and be able to swim 50 lengths of the swimming pool at the local gym by 4 th December.
To update courseware	To have revised and updated to course for two programmes the end of Q3.
To communicate better with my team	To schedule and run monthly team briefings and quarterly one-to-one feedback meetings.
To learn to speak Spanish	To understand what is being said and to speak in Spanish at the education conference in Madrid on November 16 th .
To learn about computers	To complete a Computer Basics Programme by December 15 th .

Next, Trainer distributes to everyone, papers of the following pyramid and ask from participants to write in the boxes some of the goals they have, according to the colour of each box and the level of the boxes (boxes on the first row-high priority).

Green boxes represent goals participant thinks easy to reach.

Blue boxes represent goals participant thinks medium to reach.

Red boxes represent goals participant thinks hard to reach.

Then trainer invites participants to choose one of their goals and contemplate the following questions in order to make the plan and achieve their goal.

- What I might need to learn or find out
- Actions to Take
- Who can help me?

Encourage participants to write down the answers and take notes of their thinking process. Trainer invites two-three volunteers to share their action plan.

Debrief discussing about prioritizing and planning.

5. "My brand"

Set up

Post its
Pens
Background relaxation music

Instructions

Have participants to sit silently in a circle. Put some relaxing music on. Ask them-if they are comfortable to close their eyes. If they are not comfortable they can keep their eyes open. Ask them to think about 5 adjectives that are describing them. Only five adjectives that are representative of their personality and their strong points. Their brand.

Allow them to take some minutes there. Then ask them to open their eyes and keep notes if they wish on their post it. Debrief on our personal strength and the ways we can use them in order to achieve our goal.

6. WRAP UP/EVALUATION

Ask from participants to remain seated in circle. Ask them to share one word they want, describing their experience from today's workshop. That one word can be a thought, a feelings etc.

<p>Expected results</p>	<p>Main idea for this Training Day, is to boost participants' motivation for integration, by preserving their own identity and uniqueness. The session aims to enhance participants' sense of belonging through realizing not only similarities but also differences between themselves and others. This Session invites participants to articulate their own needs, problems and priorities in order to get the motivation they need in order to achieve the goals they have in life.</p>
<p>Evaluation</p>	<p>Ask from participants to remain seated in circle. Ask them to share one word they want, describing their experience from today's workshop. That one word can be a thought, a feelings etc.</p>
<p>Lessons learned 'tips for Youth workers'</p>	<ul style="list-style-type: none"> • Make clear that confidentiality is really important and everyone should commit to respect it when leaving the group. • Encourage everyone to participate however keep in mind that not everyone wishes to share their stories. • Prompt questions during debriefing. • Keep in mind that time management and consistency on behalf of both sides (both participants and trainer) is really crucial for Training's success.

SAFE

'HOME FROM HOME' PARTICIPATORY ARTS ACTIVITY – MAKING A HUMAN 'DOODLE' MOSAIC

Main areas for action	<ul style="list-style-type: none"> √ Communication √ Creativity & Problem solving √ Identity Issues √ Raising awareness about diversity √ Working in a Team √ Raising confidence/self-esteem √ Mental Health Promotion √ Engagement & enjoyment √ Decreasing social isolation
Length of time	2 h per session
Human Resources needed	2-3 youth workers.
Material Resources needed	<ul style="list-style-type: none"> • Mosaic Tiles, • PVA Adhesive, • Tile Cutters, • Backing Board, • Design images • Paper design templates • Card • Paint/Pencils/Pens/Wax Crayons • Sponges/Brushes • Safety Goggles • Drone • ROOM ORGANISATION: • Tables/Chairs for all beneficiaries • Easy central access to materials • Good lighting • Background music • Wifi • Laptop • Screen/Projector • Flipchart
Learning objectives	<ul style="list-style-type: none"> √ Create a unique piece of artwork using 'doodle art', communicating experiences of social integration – both positive and negative √ Strengthen communication and team working skills √ Develop a sense of initiative & entrepreneurship – displaying creativity, innovation & risk taking √ Enhance social & civic competencies – both personal, interpersonal and intercultural, encouraging participation in social and working life. √ Improve cultural awareness and an appreciation of creativity.
Target group(s)	Young people (14-25 yrs.) from different ethnicities and cultures.

Description of the activity step by step

1. Introduce the Activity & practitioners – what we are doing and who we are. Show examples of 'doodle art' in order youngsters can understand what is it about.
2. Risk Assessment
3. Ice Breaker – 'Ball of Wool' – one person to start holding a ball of wool, stating their name & favourite animal, then holding the end of the wool and throwing the ball to someone else who does the same, until all are 'connected'
4. Establish Success Criteria – what do we want to achieve?
5. Establish appropriate group sizes – depending on number of beneficiaries.
6. Demonstrate use of creative materials.
7. Brainstorming – Encourage groups to talk about their previous homes/lives and their experiences as a migrant/refugee including



- challenges/barriers they have faced in their new homes.
8. Practitioners to support beneficiaries to transfer their stories into 'doodle' form on the templates provided.
9. Plenary – practitioners to encourage both self and group reflection during and after the session, linking progress to success criteria.

<p>Expected results</p>	<p>The beneficiaries will be engaged in an enjoyable activity which empowers them to share their negative experiences in a positive and creative way. Shared experiences will enhance their communication skills and provide a supportive environment, encouraging candid exchanges regarding identity issues. Creative participation will raise self-esteem and confidence amongst participants, helping them to overcome challenges and manage conflict in their daily lives. Creative practice has a tangible effect on anxiety and stress levels, which promotes improved mental health in all who take part. Participatory arts contribution gives beneficiaries a sense of purpose and a sense of place within their communities, thus decreasing social isolation.</p>
<p>Evaluation</p>	<p>JOINT - Practitioners to reflect with beneficiaries & establish: what works? What doesn't? Why? By using a simple 'thumbs up/middle/down' approach throughout the session and at the end.</p> <p>PRACTITIONERS to practice ongoing formative assessment using the SILO methodology:</p> <ul style="list-style-type: none"> • Speaking/facilitating discussion, observing, sharing ideas, knowledge & understanding. • Offer good & poor examples where appropriate in reference to the success criteria. • Linking individual beneficiary progress to the success criteria throughout and after the session • Identifying assessment evidence opportunities: written/photos/artwork/video/audio. • Devise different strategies based on reflective practice, to be fed forward & inform future sessions. • Record additional outcomes not identified. <p>By using the CORRECT grid questions.</p>
<p>Lessons learned 'tips for Youth workers'</p>	<p>Encourage speaking by facilitating discussion amongst the beneficiaries and support peer evaluation of the finished artwork. Pay attention to timing - remind the group when they are half way through the session, and ten minutes from the end, to allow them to complete their artwork</p>

SAFE

GREEN DREAM' Urban Growing & Development – Learning Through Nature

Main areas for action	<ul style="list-style-type: none"> √ Health promotion – Physical & Mental √ Communication √ Identity Issues √ Raising awareness about diversity √ Working in a Team √ Raising confidence/self-esteem √ Creativity & Problem solving √ Engagement & enjoyment √ Leisure activity √ Decreasing social isolation
Length of time	4 h per session
Human Resources needed	2-3 youth workers.
Material Resources needed	<p>RESOURCES:</p> <ul style="list-style-type: none"> • Seeds/Seedlings • Pots • Soil • Water/watering cans • Trowels • Kneeling pads/cushions • Mobile phones/cameras • Laptops • Notebooks/Pens/Pencils • <p>LEARNING SPACE ORGANISATION:</p> <ul style="list-style-type: none"> • Easy central access to materials • Contingency working area for bad weather • Good Lighting • Access to washroom facilities • Area set up for laptops
Learning objectives	<ul style="list-style-type: none"> √ Demonstrate basic techniques for planting seeds. √ Explore the plant life cycle and discover what plants need to grow. √ Compare plant food needs to human food needs - understanding how our health and well-being are linked to our relationship with the natural world. √ Describing some ways in which the health and well-being of the natural world is affected by human actions and choices. √ Apply lessons from nature about sustainability to our own lives and communities and devising a personal or collective plan for living in greater harmony with nature, strengthening communication and team working skills. √ Improved confident and critical use of information society technology (IST) and basic skills in information and communication technology (ICT)
Target group(s)	Young people (14-25 yrs.) from different ethnicities and cultures.

Description of the activity step by step

1. Introduce the Activity & practitioners – what we are doing and who we are.
2. Risk Assessment
3. Ice Breaker – ‘Ball of Wool’ – one person to start holding a ball of wool, stating their name & favourite fruit, then holding the end of the wool and throwing the ball to someone else who does the same, until all are ‘connected’
4. Establish Success Criteria – what do we want to achieve? Link to LOs.
5. Establish appropriate group sizes – depending on number of beneficiaries.
6. Demonstrate use of tools/growing equipment/ICT digital equipment
7. Brainstorming – Encourage groups to discuss their previous homes/lives through the subject of food/growing. Facilitate comparisons with their experiences as migrant/refugees and any challenges/barriers they have faced in their new lives.
8. Discuss with beneficiaries what plants need to live (sun, water, soil), how plants make food through photosynthesis and get nutrients from the soil and fertiliser. What do people need to grow healthfully? (water, food, shelter, love a. etc). How are we different/same?
9. Demonstrate to beneficiaries how to plant seeds (how many, how much space between) and/or transplant seedlings, either outdoors or in a covered growing area, depending on the season.
10. Support beneficiaries to create a garden journal using narrative, sketches and/or digital media. Encourage (where appropriate) beneficiaries to use social media to record and promote their project, giving them ownership of the activity.
11. Give beneficiaries some new fruit or vegetables to taste (ideally from the garden/in season) while reviewing the activity collectively asking (e.g.) “What are you most excited for in these workshops? Why is it important to thin our plants? What season is it now?”

Expected results

The beneficiaries will be engaged in an enjoyable activity which empowers them to celebrate their diversities in a positive and familiar way. Shared experiences will enhance their communication skills and provide a supportive environment, encouraging candid exchanges regarding identity issues. Creative participation will raise self-esteem and confidence amongst participants, helping them to overcome challenges and manage conflict in their daily lives. Working with nature has a tangible effect on anxiety and stress levels, which promotes improved physical and mental health in all who take part. Community growing gives beneficiaries a sense of purpose and a sense of place within their communities, thus decreasing social isolation.

Evaluation

JOINT - Practitioners to reflect with beneficiaries & establish: what works? What doesn't? Why? By using a simple ‘thumbs up/middle/down’ approach throughout the session and at the end. PRACTITIONERS to practice ongoing formative assessment using the SILO methodology:

- Speaking/facilitating discussion, observing, sharing ideas, knowledge & understanding.
- Offer good & poor examples where appropriate in reference to the success criteria.
- Linking individual beneficiary progress to the success criteria throughout and after the session
- Identifying assessment evidence opportunities: written/photos/artwork/video/audio.
- Devise different strategies based on reflective practice, to be fed forward & inform future sessions.
- Record additional outcomes not identified.

By using the CORRECT grid questions.

Lessons learned ‘tips for Youth workers’

Encourage speaking by facilitating discussion amongst the beneficiaries and support peer/group evaluation of the planting and diaries. Pay attention to timing - remind the group when they are half way through the session, and ten minutes from the end, to allow them to complete their planting, work on their diaries and have time to clean up.

SIS DIGITAL STORYTELLING ABOUT THE EXPERIENCE OF POSITIVE AND NEGATIVE INTEGRATION

Main areas for action	<ul style="list-style-type: none"> √ Breaking stereotypes √ Team Building √ Self-esteem √ Digital Skills √ Conflict transformation √ Media education 	
Length of time	2- hours per session	
Human Resources needed	2-3 youth workers, basic digital skills are required.	
Material Resources needed	<ul style="list-style-type: none"> • Smartphone • Stop Motion free mobile app* • WIFI or personal internet access by the mobile phone. • Big paper sheets, pencils, scissor, old magazine and newspapers, glow, and additional artistic material according to the availability (water colours, brush, tempera etc.) • Small miniatures and toys if it possible. • Laptop and projector in you want to show the stories on a bigger video than the mobile one. 	
Learning objectives	<ul style="list-style-type: none"> √ Creation of a common story on positive and negative experience of social integration. √ Strengthen interpersonal communication and critical thinking's skills. √ Foster the use of art as a universal communication tool. √ Improve digital skill using mobile phone. 	
Target group(s)	Young people (14-25 yrs.) from different ethnicities and cultures.	

Description of the activity step by step

1st STEP. SMALL GROUPS - youth will be divided into groups of 3 or 4, depending on the number of participants.

2ND STEP. STOPMOTION APP educators will explain the activity and will help youth to download the stop-motion app on their personal smartphone (15 minutes).

3RD STEP. BRAINSTORMING each group will discuss about some personal story about positive and negative experience they lived in face social inclusion in their daily life: schools, neighbourhoods, peer-group, access to the basic services etc. educators will facilitate the discussion. At the end of the discussion each group must choose a story to be represented in the stop-motion activi-

ties (25 minutes).

4TH STEP. STORYBOARD an empty storyboard will be distributed that the kids will need to complete by writing or drawing, identifying the scenes that best describe the experience they choose. (40 minutes)

5TH STEP. CHARACTERS The kids will be given billboards, empty templates for the characters and other artistic material to create the background and characters, following the compiled storyboard. (30 minutes).

6TH STEP. STOP MOTION VIDEO Each group will film with the technique of the stop motion, a video of the selected story of up to 2 minutes' video. (30 minutes)

7th STEP. SHOW AND DEBATE Plenary viewing of the videos made (20 minutes)(Time will be picked up by educators)

Expected results	<p>Youth will be able to transform their negative experience of social exclusion in an artistic product, using their mobile phone. This will help them to generate a resilient attitude toward the obstacles they face every day, by adopting a transformative approach in the communication their disadvantage or in the management of the conflicts.</p>
Evaluation	<p>YOUTH- the educator will put in the centre of the room a "+" symbol and the extremity of the room a "-" symbol. Using the music, the educator will ask to move around the room and at the end of the music he/she will ask to youth to take place near "+" symbol if they liked the workshop and near the "-" if they didn't like it the workshop. PROFESSIONALS – using the CORRECT grid questions.</p>
Lessons learned 'tips for Youth workers'	<p>Its needed to put attention to the timing, giving youth very precise indications. It's important to prepare the storyboard scheme in order to facilitate the process of creation of the characters, newspapers and magazine can be very useful as well as miniatures and small toys. In case you don't have these kind of materials you can use create the video using hand writing, as this example.</p>

SIS

BODY STORYTELLING ABOUT THE EXPERIENCE OF POSITIVE AND NEGATIVE INTEGRATION USING SOCIAL COMMUNITY THEATER (SCT)

Main areas for action	<ul style="list-style-type: none"> ✓ Gender Equality ✓ Breaking stereotypes ✓ Raising awareness ✓ Leisure activities: sport, theatre, etc. ✓ Team Building 	
Length of time	1 single session up to 10 session.	
Human Resources needed	1-2 youth worker, one experienced in SCT	
Material Resources needed	<ul style="list-style-type: none"> • Musical Instruments, Amplifier, Comfortable clothes, short video or books or images that represents positive of negative example of integration. 	
Learning objectives	<p>LEARNING OBJECTIVES FOR COMMUNITY</p> <ul style="list-style-type: none"> ✓ Promotion of intercultural dialogue and gender equality through non-verbal communication. ✓ Contribute to the development of inclusive societies based on the values of respect, acceptance and solidarity. ✓ Foster the access to culture for all, including disadvantaged youth. <p>LEARNING OBJECTIVES FOR INDIVIDUALS</p> <ul style="list-style-type: none"> ✓ Encourage self-esteem through the discovery of the body as a communicative tool. ✓ Facilitate conflict management and interpersonal communication skills. ✓ Promote wellbeing 	
Target group(s)	Youth (14-25 yrs.) with different ethnic and cultural background, group can be heterogeneous or homogenous according to learning objective.	
Contents <p>The method uses many languages and tools, verbal languages but above all non-verbal, emotions and body represent the subjects and tools privileged for active participation.</p> <p>The setting type is experiential-laboratory and conduction has a guiding role within the processes and mechanisms of the path.</p>		

Description of the activity step by step

1st STEP-WARM'UP - Valorisation of theatrical expression and group dynamics: plays, exercises and theatrical techniques are used to bring people to consciousness of their own body, voice and space; Presentation game: each one says its name and proposes a gesture and the whole group repeats imitating the gesture.

Body / Voice Activation Training: walking in the space: walking through all the space - walking through a delimited space - walking by meeting others - walking avoiding others - walking in the eyes I meet - walk by saying its name to the person I meet ...- movement in space I stop at the stop of music.

2nd STEP-THEME – Introduction the session's theme: theatrical paths are guided by external

and internal input to the group - they use music, written texts (stories, poems, participants' writings ...), drawings, images ... - to work on an argument (The subject can be chosen internally or decided externally). In this case we suggest to use the theme of positive and negative experience of integration using media or book stories.

3rd STEP-PERFORMANCE - the group decides what output to build the work together: you can build a performance with features that will decide the group (representation, reading, storytelling ...) that will convey the communicative message that the group itself has decided to give 'external'. In this case the groups will create the scene in 10 minutes - recited, only of movement, static, mimicry, musical, etc.) - starting with the theme chosen.

4th SCENE SHOWING Sharing in circle (in relation to the scenes and in relation to the whole encounter)- express an assessment or a thought on

experience - through a word or an icon (drawing that is given to them by choice) Final: - The final greeting is chosen as a group at the end of the meeting and becomes ritual.

Every single session will be structured as follows:

- Psychophysical and vocal training: to promote the knowledge of one's body / voice and movement as expressive and communicative tools
- Choral training: to facilitate the formation of a group through verbal and non-verbal communication channels (meeting between participants with guided exercises)
- Guided Improvisation
- Dramaturgy exploration and scenic creation: theatrical workshops seeking for representations based on themes and situations emerging from the group and proposed by the conductor.

Expected results	YOUTH will acquire self-confidence with their body and easily will able to create relations with the others.
Evaluation	YOUTH- the educator will put in the centre of the room a "+" symbol and the extremity of the room a "-" symbol. Using the music, the educator will ask to move around the room and at the end of the music he/she will ask to youth to take place near "+" symbol if they liked the workshop and near the "-" if they didn't like it the workshop. PROFESSIONALS – using the CORRECT grid questions.
Lessons learned 'tips for Youth workers'	The theme of the session can be introduced also collecting input from the participant, this usually takes more times. You can reducing this time by asking to the group to write a sentence on a piece of paper and then shaker all the sentences in a box and the small group perform one or more sentences pick up from the book.

SSF Solidaridad Sin Fronteras

Drama therapy. Personal Development based on cultural identity through creative processes

Main areas for action	<ul style="list-style-type: none"> √ Leisure activities: theatre √ Health promotion √ Trust building √ Cultural Identity
Length of time	2 h 30
Human Resources needed	A youth worker (Social educator, art therapist...)
Material Resources needed	Spacious room, quotidian objects (one per person)
Learning objectives	<ul style="list-style-type: none"> • To create an open space of freedom of expression and emotional transformation. • To reflect about the cultural identity and the feelings associated to it. • To stimulate the multiple intelligences' learning processes, especially verbal-linguistic, visual-spatial and bodily-kinaesthetic • To promote cognitive skills
Target group(s)	Young people from 14 years old

Description of the activity step by step

Before the activity

This activity is part of a set of activities within the Art therapy. Art therapy is a form of expressive therapy that uses the creative process of making art to improve a person's physical, mental, and emotional well-being.

Before carrying out the session it's very important to know the characteristics of participants, their interests and any possible problematic issue, in order to avoid problematic situations and to enhance the objectives we want to achieve.

It is recommended to suggest youngsters to come with comfortable clothes to develop this activity.

It is also suggested to carry out this activity with a group between 5 and 7 people.

Preparatory phase

There will be a preparatory phase for ice breaking and warming up. It will take 40 minutes approximately, depending of the size of the group.

Youngsters are invited to take off their shoes and to sit in circle.

The youth worker asks each person about his/her weekend and/or the previous days before the session. They have about 3-5 minutes each and they are encouraged to tell what they want to share with the rest of people.

If the participants' don't know each other, they can include in their speeches a brief presentation or it's also recommended to start the preparatory phase with other dynamics of presentation.

Once every youngster has talked, they are invited to walk around the room, trying to transit the whole space. They will be said to walk in the way they want, in any direction and each time they meet other person they have to greet each other

exchanging their sight and a facial gesture. Progressively the greeting will include onomatopoeias, words and finally, physic contact. They can start with their feet, fingers...

The youth worker will participate in the activity to serve as a model.

During the exercise music is playing. It's recommended music without lyrics.

When the youth worker indicates, each person will stop in the place where he/she is and will warm his/her body up through patting, using sounds, words...

Following, the youth worker will indicate to participants to place in a circle and he/she will provide with a quotidian object (for example, a strainer) Each person will try to establish a different relationship with the object not based in a conventional use. The strainer could be used also as a hat, a mask, a butterfly net, an animate object, etc.

It is also recommended to play music during the exercise to set the pace and encourage the creativity to improvise and create.

Development phase

In this phase each participant is encouraged to prepare a story during 10 minutes and then he/she has from 5 to 10 minutes to perform it.

When working with people with culturally different background, participants are encouraged to build their stories around their cultural identity/cultural background.

To have a support to build their stories, the youth worker will provide with different words (they can be stucked on a wall). Some examples: values, pride, traditions, symbols, beliefs, behaviours, interests, codes, rituals, rules, sense of belonging, competences, stereotypes, etc.

They can assume different roles and characters and during the performance, they can improvise and use other participants to take part of it. Creativity is enhanced.

All scenic space can be used in order to achieve a control of the space regarding to other youngsters and with possible objects.

Techniques of expression of voice as pronunciation, intonation, vocal expressivity, tone of voice, etc. are promoted, as well.

Depending on the number of participants, the activity shouldn't take more than 1 hour to have time enough for the closing phase and evaluation.

Closing phase and evaluation

In this phase, youngsters are invited to sit again in a circle to share the feelings they have experienced during the session.

It is very important that the youth worker offers the opportunity and can guarantee to every young to express him/herself without prejudices.

The youth worker can address some questions to promote the recognition of feelings of every person and to evaluate the session.

For example:

- What did you want to transmit about your culture?
- Are you more aware about your feelings?
- How did you feel before, while performing and at the end of your performance?
- What are the characteristics of the roles that you have performed? Do you feel identify with some of them?
- How your cultural identity influences the roles you have performed?
- How did you feel while watching or participating in others' performances?
- What it is the most important you take with you from this session?
- Is there something else you want to express?

The session can close with an exercise of breathing, reading a poem or a tale...

» Proposal of a Relaxing Breath exercise:

The 4-7-8 (or Relaxing Breath) Exercise

The 4-7-8 breathing exercise is utterly simple, takes almost no time, requires no equipment and can be done anywhere. Although you can do the exercise in any position, sit with your back

straight while learning the exercise. Place the tip of your tongue against the ridge of tissue just behind your upper front teeth, and keep it there through the entire exercise. You will be exhaling through your mouth around your tongue; try pursing your lips slightly if this seems awkward.

Exhale completely through your mouth, making a whoosh sound.

Close your mouth and inhale quietly through your nose to a mental count of four.

Hold your breath for a count of seven.

Exhale completely through your mouth, making a whoosh sound to a count of eight.

This is one breath. Now inhale again and repeat the cycle three more times for a total of four breaths.

Note that with this breathing technique, you always inhale quietly through your nose and exhale audibly through your mouth. The tip of your tongue stays in position the whole time. Exhalation takes twice as long as inhalation. The absolute time you spend on each phase is not important; the ratio of 4:7:8 is important. If you have trouble holding your breath, speed the exercise up but keep to the ratio of 4:7:8 for the three phases. With practice you can slow it all down and get used to inhaling and exhaling more and more deeply.

This breathing exercise is a natural tranquilizer for the nervous system.

<p>Expected results</p>	<ul style="list-style-type: none"> • To create an atmosphere of mutual respect, trust and constructive understanding, where youngsters feel free to express their feelings and emotions. • To develop a friendly activity. • To enjoy the artistic creations. • Youngsters are more aware about their feelings about their cultural identity. • The organization where the activity is carried out benefits from it by working with youngsters with a culturally diverse background in a creative way.
<p>Evaluation</p>	<p>The activity will be evaluated both by the youth worker and the participants. The youth worker will evaluate the whole activity by direct observation of the participation of youngsters, their attitudes, behaviours and by registering their answers to the specific questions made in the closing and evaluation phase. Participants will have the opportunity to evaluate the activity by answering the specific questions related to it addressed by the youth worker. It is also suggested to have a suggestion box where people can place their comments anonymously. In some organization this already exists.</p>
<p>Lessons learned 'tips for Youth workers'</p>	<p>Since there are some requirements to become an art therapist, the role of the youth worker in this activity is not carrying out a therapeutic intervention. The youth worker has to promote an atmosphere of mutual respect, trust and constructive understanding, where youngsters feel free to express their feelings and emotions. The youth worker will have an empathetic attitude; he/she will apply active listening and will avoid any judgments.</p>

SSF Solidaridad Sin Fronteras

Empowerment of young leaders by the analysis of intercultural conflicts

Main areas for action	<ul style="list-style-type: none"> √ Raising awareness √ Trust building √ Cultural Identity √ Conflict management
Length of time	2 h
Human Resources needed	A youth worker (Social educator, intercultural mediator, social worker...)
Material Resources needed	Papers, pens, flip chart and markers (or blackboard and chalks), sheet log
Learning objectives	<ul style="list-style-type: none"> √ To raise-awareness about the need of intercultural mediation. √ To be aware about the skills that youngsters already have as intercultural mediators and to empower youngsters. √ To develop other skills needed for the mediation process. √ To analyse a conflict based on intercultural issues as previous step to intercultural mediation. √ To improve integration and inclusion process
Target group(s)	Young people from 14 years old

Description of the activity step by step

The youth worker proposes and explains to the group the technique and clarifies the doubts about it. (Any time needed)

1. The participants divide up into working sub-groups with a maximum of 4 participants. Depending of the expectations needs of the participants or objectives of the session, the sub-groups can be composed randomly or through a dynamic.

2. Each participant of the sub-group has to remember and tell to the group any intercultural conflict that has witnessed. It would take around 20 minutes.

Once the chosen conflicts have been exposed, the sub-group has to select one of them. There is no a specific criteria for that.

The selected conflict has to be written in a paper and it will be specify in the description the following data:

- People who experienced the conflict: sex, age,

cultural background, country of origin and other relevant data.

- Where the conflict has taken place.
- The context: what was happening while the conflict was occurring?
- Who witnessed it?
- The cause/s of the conflict.
- Words and expressions that people in conflict say.
- Explicit emotions - feelings.
- Resolution: how does the conflict ends?
- Consequences

This step will take around 20 minutes.

3. While writing the conflict, the sub-group can make any questions. Someone will also write down those questions, reflections, doubts, etc. of any participant of the subgroup.

At this point we can propose a ten minutes break.

4. Once the sub-group has finished the description of the conflict, participants will reflect about

the following aspects that will help to evaluate if it's possible to mediate in the conflict, depending on the attitude of the parties involved and the skills of the mediator.

4.1. Analysis of the conflict (15').

- Is this a conflict with possibilities of mediation? What is the attitude of the involved parties?
- Which are the objectives of the mediation? Is it necessary to make an agreement?
- What are our characteristics as communicators? Could be a weakness in this situation?
- What would be the role of the mediator in this situation? We evaluate our impartiality about the conflict.
- Can I carry out this mediation? (individual reflections)

The conclusions of the subgroup regarding the previous questions are listed in a paper.

4.2. Preparation phase

a) Analysis of the conflict and get to know each parties (15')

What are the roots ("the history") of the conflict? Does it have a projection to the past or to the future?

- Who are the parties? Which are their perspectives of the conflict? What is their history? Participants will evaluate the existed differences.
- What is the dimension of the conflict? (Number of affected people, groups, etc.)
- What is the intensity of the conflict? Is it impossible or possible to negotiate?

b) Development of strategies of mediation (15')

- Identification of the connections/commonalities between the parties in the conflict.
- Identification of the individual needs and the common needs for the involved parties, emphasizing the first ones.
- What will the words, sentences, corporal language and other communicative ele-

ments that we use to create a favourable atmosphere and to enhance the connections between the parties?

- It could be suggested to write a log of each mediation experience for a continuous learning process, even as a support for next experiences.

The youth worker has to be mindful to the dynamic that is developed in each subgroup and to guide in the reflection process and analysis of the conflict. He/she will help to move forward when needed (for example in a prolonged silence)

5. Once all the sub-groups has finalized, there will be an exposition of the analysis and it would be shared any concern, impressions, doubts, emotions, ideas, etc. (30').

6. Evaluation.

At the same time of the exposition of the analysis, participants can make an evaluation of the activity.

Expected results	<ul style="list-style-type: none"> • Empowerment of youth leaders • Development of social skills and conflict management skills. Self-cognition. • Awareness about diversity as a value. • To reduce the number of the intercultural conflicts among young population
Evaluation	<p>The activity will be evaluated both by the youth worker and the participants. The youth worker will evaluate the whole activity by direct observation of the participation of youngsters, their attitudes, their concerns and by registering their answers to the specific questions made in the last phase.</p> <p>Participants will have the opportunity to evaluate the activity by answering the specific questions related to it addressed by the youth worker at the end of the activity. They can express their feelings and suggest other topics to go deeper.</p> <p>Depending of the objectives of the session, participants can make the evaluation with a questionnaire with specific questions made by the youth worker.</p> <p>It is also suggested to have a suggestion box where people can place their comments anonymously. In some organization this already exists.</p>
Lessons learned 'tips for Youth workers'	<p>Depending of the characteristics of participants, the youth worker can adapt the technique and the questions in any phase.</p> <p>The youth worker will clarify the doubts and in the cases where it is not possible to do it at the moment, he/she can carry out another session to go deeper in relevant aspects of this technique.</p>

BDSL RG Sports dossiers	
Main areas for action	<ul style="list-style-type: none"> √ Discipline √ Team work √ Voluntary activities as a way for social involvement √ Communication √ Cross-cultural awareness
Length of time	4- hours
Human Resources needed	4 youth workers for a group of 10 -15 people.
Material Resources needed	Sport playground at school/or community sport playground Sport facilities – for grass root sports/balls for different kind of sports
Learning objectives	<ul style="list-style-type: none"> √ Increase participants' self-reflection and awareness: the benefits from practicing more sports and involve with local sport clubs; the benefits from grassroots sports – discipline, teamwork √ Boost participants' self-esteem and motivation to practice sports and to involve in local communities life √ Increase participants' awareness about diversity and the fact that sport crosses all borders
Target group(s)	Young people (14-25 yrs.) from different ethnicities and cultures.

Description of the activity step by step

1. "SPORT VOLUNTEERS"

Aim

To enable youngsters to be involved in local community life through designing/supporting amateur sport events. These events may be voluntary sport tournaments on football for youth or any other sport. In case no local sport clubs exist – they may support local community sport events or any other event connected with physical activity.

Setup

- 3 sets different coloured 'post it' sticky notes-yellow, orange, green.
- Paper A4
- Markers
- Glue
- Pens
- Flipchart's papers
- Stickers to indicate the sport volunteers

Instructions

(60 mins) Part 1:

Train the youth on the variety for sport volunteering – diversity of sports offered in the city/town/ neighbourhood. After this explain them with an example of a recent well-known sport event, the steps to follow when designing a sport event in general terms. Later let the youngsters choose which sport they prefer to practice and organize a short 'match', 'game' that is related. After that while they are stretching, explain them how to be volunteers with different responsibilities related to the organization and implementation of local sport events.

(60 mins) Part 2:

Design the sport event. All together have to come up with an idea of sport event. The sport volunteering as we mentioned may take different forms. After having a concrete idea, the group

will be divided in maximum, groups of four. Each group will have different responsibilities:

- event promoters: who help with the sport event promotion- write articles/conduct info sessions/meet with local radios to speak about the event.
- ethic code of the sport event: fair play principles.
- green team: responsible for environment conservation during the event.

The roles will be defined in accordance with the interests of the kids and will motivate them to reflect on which their competencies are, how to

improve them and how to contribute for event organization and improving the local community life.

(30 mins) Part 3:

SELF and GROUP reflection and evaluation on the sport volunteering event created. Youngsters will be stimulated to Analyse the key competencies developed/improved though the participation in each part and to define their volunteer path and to debate on how sport volunteering can help local communities.

<p>Expected results</p>	<ul style="list-style-type: none"> • Improved personal and professional qualities transferable to different spheres such as discipline and Team work • Improved capacity to practice Voluntary activities as a way for social involvement • Improved Communication skills though more sports or sport volunteering • Improved Cross-cultural awareness • Increased awareness on the local sport clubs and the options for practicing more sports or being sport volunteers • Improved prevention of violence, intolerance, aggression as well as of obesity/diabetes and etc.
<p>Evaluation</p>	<p>“Gallery” Evaluation Set up: Flipchart’s papers, Markers, Instructions: Put flipchart papers on the four corners of the room. On each paper write the following questions: -Write at least one thing you learned in the training that surprised you. -One new thing you have learned -Draw a picture that sums up the experience from your point of you -Provide feedback: What you liked? What would you change? Any questions you have. Provide the participants with markers and let them wander around the “gallery” and offer their input and evaluation. Encourage the use of pictures or collages in order the language barrier to be overcome. Next, bring group together walk around gallery discussing the main points. In case there are comments on the “feedback” section about aspects that people did not find helpful or did not understand, make sure that all questions are answered.</p>
<p>Lessons learned ‘tips for Youth workers’</p>	<ul style="list-style-type: none"> • Engage local sport clubs but (if possible) also look for stakeholders such as professional ex-athletes who will motivate kids and traditionally are open to engaging in social causes. • Consider the physical obstacle/or hidden disabilities and involve mechanism for identifying the streamlined needs of each youth • Make sure fair play rules are public and accessible to all as a way to stimulate intercultural tolerance/and prevent violence and aggression

BDSL RG DIY volunteer	
Main areas for action	<ul style="list-style-type: none"> √ self-expression √ arts and crafts √ creativity √ tolerance √ intercultural skills √ Cross-cultural awareness √ Communication √ Sense of belonging √ Raising awareness about diversity – tolerance, compassion and the capacity of everyone to help the others √
Length of time	4- hours
Human Resources needed	1 youth worker for a group of 10-15 people.
Material Resources needed	Pens/pencils/ paper A3- A4/ crayons
Learning objectives	<ul style="list-style-type: none"> √ To involve migrant youth into local community life through creative volunteering √ To engage migrant youth into creative activity which inspires them to learn more about local people culture, habits and emotional needs √ To engage youth into low budget but effective creative activities which also teach them to communicate with the others and express themselves through arts √ To motivate young people to help and support local communities √ The youth will be trained into variety of practices so as to realize the therapeutic and healing effect of the DIY book they will invent which is not an ordinary colouring book for adults and kids - it is a unique tool that brings its users into their gentle inner world and reminds them that we are powerful beyond their wildest dreams.
Target group(s)	Young people (14-25 yrs.) from different ethnicities and cultures.

Description of the activity step by step

“COLOUR MY WORLD»

Set up

Instructions for the DIY book design:

PART 1. DESIGN YOUR OWN DRAW BOOK:

CHOOSE SIZE AND ALIGNMENT - First, make a decision about what size you'd like to make your colouring book. It's your project, and you can make it any size you want. But there's a strong case for choosing an 8.5 x 11 inch final size. For one, it's easy: You can print out pages on your own home printer. For another, it's an accessible size for colouring with a variety of media. Look at

colouring books in toy stores or in the toy aisle of grocery stores: they're usually around this size. Next, decide what your alignment will be. While not a breaking point, it can be distracting to turn the pages of a book and find that some images are aligned horizontally and others vertically, so consider making a decision one way or the other and sticking with it.

CHOOSE A THEME

Do you want a theme for your colouring book? Deciding before you start creating art can be helpful, and help inspire subject matter. For instance, the above series was the inspiration for the colouring book made for an example for this post. With the digital colours removed, the black and white outlines make a great colouring

book pages, and there is a definite theme. Some fun themes could include drawing foods, art with landscapes or trees, illustrations of flowers or fun cartoon characters engaging in conversation.

INTENDED MEDIUM

Are you making a colouring book for kids to colour with crayons? Or is it something for youngsters to paint in watercolour or colour with coloured pencils? This can affect how large you decide to make your lines and images. Knowing what the intended medium is from the get-go can help you make a colouring book that is more enjoyable for your intended audience.

PAGE NUMBER

It can be helpful to decide how many pages you'd like before you start. If there is a theme to the colouring book, that might dictate a page number. For instance, the example shown in this post is for colouring pages with the colours of the rainbow, so the page number would sensibly be as many pages as the rainbow has colours.

COMPOSITION SIZE

You don't have to work at the exact size that your finished pages will be, but work to scale. This will make formatting the pages easier later. Do consider your scanner size — even if you like working big, consider the effect of this later. Will you easily be able to scan these pages for reproduction?

PART 2. GET DRAWING :

Now for the fun part: get drawing! Now that you've decided the size and alignment, you can start working.

CHOOSE YOUR MEDIA

Typically, colouring books feature bold, black-and-white pages. For this reason, if you're working by hand, a large tip pen or a black marker are ideal media for creating your colouring book images. The pages can also be drawn digitally.

BEGIN DRAWING

If you're confident, you can begin to draw free-hand. But many of us will prefer to start with a pencil sketch, to help cement the composition and layout in our mind before making it permanent. Once satisfied with a pencil sketch, you can add ink on top of your pencil guide. If needed, erase any pencil lines from sketches.

SCAN YOUR ART

Scan your colouring book images. Remember how we talked about that suggested 8.5 x 11 size? If you went with that size, bet you're relieved right about now, since the size is easy to format and print on a printer page. Clean up the image if the scanner has picked up any dust or debris.

Didn't use 8.5 x 11 paper? Either trim the paper to fit your scanner or scan it in multiple parts and stitch the images together with a photo-editing software.

PRINT OUT YOUR PAGES

Print out your pages, making sure that they are printing the same size. If needed, trim the pages if your printer leaves a lot of excess white space around the sides. Assemble the pages in order.

MAKE COVER /Bind pages – optional

Colouring – optional

Expected results	<p>DIY projects has variety of learning impacts and benefits to the kids:</p> <ul style="list-style-type: none"> • Some DIY books can be distributed to refugees institutions or institutions for vulnerable youth. In this respect the trained youth will be engaged to learn more about the other vulnerable youth specific needs, culture, explore images suitable for solving certain health or emotional issues. Training the youth on the positive emotional and therapeutic effects of books they develop will empower them to take care and be tolerant and supportive for other vulnerable people which increases the self-esteem and confidence in the trained youth. • Some DIY books can be made particularly for adults in institutions and engage the trained youth into volunteering. Making the books to support lonely adult people will motivate the trained youth to create and learn about the adults needs, learn about local culture and habits and feel empowered to help local communities. • Special part and training sessions can be developed focused around certain images which can solve particular issues. In example the kids are stimulated to think over issues – such as street violence and aggression/home violence/ intolerance and etc. Each kid will be stimulated to define certain issue he/she wants to solve. Based on the defined issues groups will be formed and specific imagery healing exactly this issue will be the motives of the DIY book. In example – images of fruits can help people who colour to think about sunshine and summer and become more positive. Thus DIY book with such images can make the drawing person happier and can help them overcome violence and aggression/or depression. The kids will be trained on developing the images and making DIY books which they will be free to give to those who they want to help – this may be sad parent without job, or an aggressive neighbour and etc.
Evaluation	<p>The evaluation will include – self-reflection – which creative skills were improved/what did I learn about the images/ how can I help local youth or adults Group reflection – discussions about the feedback and the effects of DIY books on the youths and adults/discussions on the benefits of volunteering for local communities and etc.</p>
Lessons learned 'tips for Youth workers'	<ul style="list-style-type: none"> • Make clear that confidentiality is really important and everyone should commit to respect it when leaving the group. • Explore very well the cultural background of the people who will colour the book – consider religious aspects and cultural aspects • Be gentle when stimulating the kids to provide solutions for local communities and also very informed on the potential reactions which colouring/ drawing books may provoke in both the drawing person and the colouring one • Encourage everyone to participate however keep in mind that not everyone wishes to share their stories. • Prompt questions during debriefing.

7. Conclusions

We hope you enjoyed the Handbook and that it has been and will be an efficient tool which can guide youth worker's intervention when working in the field of youngsters and migration processes around Europe. Before the final conclusions, we would like to present a selection of **key elements to take into consideration when performing an intervention** with the techniques proposed in this Handbook, as an outcome of the technique's evaluation:

- Treat all youngsters equally, with dignity and respect and support their autonomy. Professionals should consult and make decisions with them, identify their needs and capabilities.
- Promote the creation of intercultural professional teams, trained on minorities, gender, immigration and social awareness.
- Apply at all times a fundamental rights' approach which requires the prevalence of the status of a young person in a situation of risk, above their immigrant status. Thus, the minor's best interests should be established as the cornerstone of any action that is formulated.
- Provide information about services, supports, rights and legal obligations to reduce one of the main sources of stress, lack of information.
- Work from an approach focused on the individualized socio-educational relationship that takes into account the needs of each person in their personal context.
- Offer psycho-education and use appropriate language: as professionals try to help young people understand how to manage overwhelming feelings, to develop skills and tools such as resilience.
- Work from an intercultural approach that favours social interaction and communication.
- Apply a transversal gender approach that advocates gender equality and that specifically explores how migratory processes differentially affect boys and girls, gender relations in their context of origin and destination.

Our goal is that the work done in this Handbook will be further developed with the creation and enrichment of other innovative techniques and that the network we have already created between ABD, SAFE, IASIS, Consorzio SIS, SSF and BdsIrg will be expanded with other's organizations expertise and youth workers.

Finally we would like to thank all the organizations in Spain, Italy, United Kingdom, Greece and Bulgaria that has collaborated with the project trusting us. From leaving us a space to work, answering our questions, helping us disseminating the project and trusting us with training the youngsters they work with, etc. This Handbook would not be possible without your collaboration.

