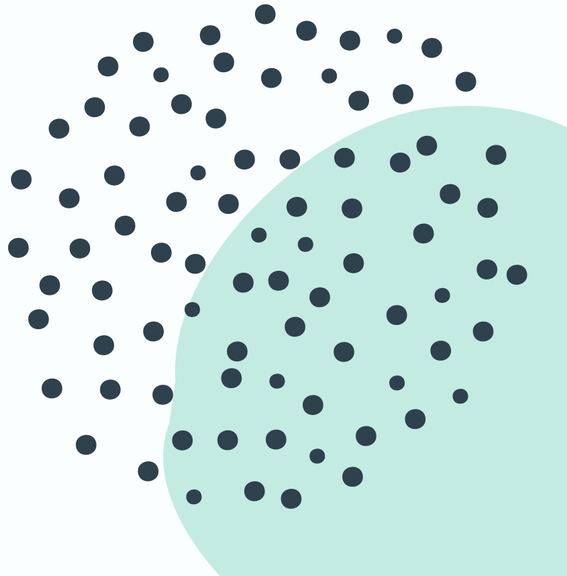
WHY YOUTH WORK IS GOOD

AN ERASMUS + KA2 PROJECT IN FIELD OF COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE SHARED BETWEEN EUROPEAN PARTNERS FROM 6 COUNTRIES



This booklet is part of outputs made through Erasmus+ KA2 project **“Why Youth Work is Good”**. The aim was to put in useful structure some of the examples of good practice in Youth Work. Additional aim was to shape partners work examples into same form so everybody can follow it and replicate it. This booklet is intended to be used freely by anyone who is working with youth or would like to prepare some activities for young people.

Content of this booklet was collected and produced by:

CROATIA – Association for promotion of IT, culture and coexistence;
BULGARIA – Know and Can Association;
GREECE – ALTER EGO NGO;
POLAND – Fundacja Centrum Aktywności Twórczej;
SLOVENIA – Socialna Akademija;
SPAIN – Cazalla Intercultural

Title: Give Easter/ Christmas lunch/dinner and a warm hug to an elderly person in need

Total time: Few hours

Target group: elderly people in need or living alone

Group size: N/A

Team / staff needed: 1- No limit

Environment: A place can be different – from a home to a place rented for more people

Purpose: To be with elderly people who live alone or are in need during the Holy holidays

Resources: food

Preparation phase: In Bulgaria, youth work is supported by various non-governmental organizations. One of the most working organizations in the field of volunteering is TimesHeroes. They support volunteering and motivate youth workers to become actively involved by creating missions through which they can be of value to the community.
What is TimeHeroes?
TimeHeroes is a platform for volunteering and doing good deeds. For the better. The message is: Here you will find ideas on how to turn your time and skills into a super positive force. Because you're a hero. Even if you don't know it yet.

Implementation phase: One of the best youth practices that is currently in its fifth year is: Give Easter/Christmas lunch/dinner and a warm hug to an elderly person in need
What is the practice?
For a consecutive year a volunteer group in Pravets (small city in Bulgaria) takes initiative during Easter/Christmas to bring joy, warmth and food to the most deprived elderly in the whole municipality. Long before the big holidays the distribution of tasks takes place and the decisions are made. There are several groups of TimeHeroes who are doing different tasks – a group for listing the people in need and visiting them, a group of logistics (who is doing what and when), a group of people who buy or deliver the products, a group who prepares the meals and a group who organizes the extra activities (helping in the homes of people in need)

Feedback / Evaluation: Non formal way of performing. No limits in the way or time of doing. Communication skills and empathy

Expected outcomes: There are about 130 names on the list of the Times Heroes organization, most notably people with disabilities in rural areas who live day in and day out and have no support from loved ones and relatives either because they do not have any or because they live far away. Volunteers help them with whatever they can throughout the year - firewood for the winter, cleaning, hugging, a good word and an open heart for everyone's history and needs. The plan for Easter/Christmas involves cooking a warm dinner and preparing packages of essentials to be handed out individually to people's homes on the eve of the holiday.

Impact on youth and / or community and / or organization: The recruitment of volunteers takes place in different ways but the most popular are from mouth to mouth and by personal example. Youth workers can participate alone or train volunteers by setting a personal example. Youth workers disseminate information about this campaign in schools to motivate and provoke students to develop civic standing and empathy.

Challenges / obstacles faced: The challenge is to bridge the gap between the generations. On the one hand, young people should be motivated and paid attention to the elderly, on the other hand, the elderly should receive help from the young. It is not easy to reach young people and motivate them to participate but once they see the good example and the results and gratitude from elderly people they do not need an urge to participate.

Title: Be a mentor to refugees, newcomers and migrants seeking work

Total time: No time limit

Target group: Refugees / migrants / newcomers

Group size: N/A

Team / staff needed: 1- No limit

Environment: N/A

Purpose: The practice aims to assist refugees and migrants in their adaptation in the country

Resources: Time and motivation from the side of youth workers to devote time and efferts to this practice

Preparation phase: What?
Since 2016, Caritas Sofia has successfully developed the Mentor Friends program, which supports the adaptation of third-country nationals, including refugees who have been granted asylum and who live in Sofia. The initiative continues with new entrants from different countries of origin, and Caritas Sofia is looking for the next mentors to join in this mission.
What does it mean to be a mentor?
In a completely new and unfamiliar environment away from home, refugees need someone to help them navigate the situation. And the shortest paths to successful integration are the Bulgarian language and employment.

Implementation phase: Since 2018, the focus of the mentoring program has been on helping to integrate through the development of skills in the labor market. Therefore, the mentoring group focuses on professional mentoring as well as support for the development of job search skills and competencies, interviewing, preparing documents and more. Within a month, the mentor can actively help a person on the other side to become more professional in their career and to explore new opportunities for development, such as:

- talk about topics related to his profession and / or interests;
- share experience in interviewing and preparing documents;
- discuss refugee issues related to finding work and the job market in our country;
- learn from each other and through his own experience;
- the mentor share his knowledge in different fields.

Feedback / Evaluation: Non formal method, Communication skills

Expected outcomes:

- meet with your partner at least once a week for some hours, at convenient times and places for both sides;
- commit within 1-2 months or even more
- work together on a situation
- participate together in activities connected to skills development
- helping in documentation, applications, services.

Impact on youth and / or community and / or organization: Why the youth workers want to participate?
They will gain valuable experience in an intercultural environment and a great opportunity to develop communication and organizational skills. And also for a new lasting friendship. The young people gain soft and civic skills directly and in a convenient and easy way In order to participate in the practice you need a desire to share the life and culture of the migrant/refugee partner; to be able to count on you and be a good friend. Cultural awareness and listening skills are also important.
Age restrictions? 18+
All the volunteers-mentors get a volunteer certificate.

Challenges / obstacles faced: The challenge is to overcome the fears of refugee and migrant groups and find motivation to work with these people.

Title: Gather interesting stories about the past in your locality

Total time: N/A

Target group: Youth

Group size: N/A

Team / staff needed: 1- No limit

Environment: N/A

Purpose: To be aware of the heritage and history, to know your background and roots

Resources: Internet, motivation, face to face meetings

Preparation phase: My Bulgarian History is an interactive map of Bulgaria, created with the idea of all of us writing and sharing our story together. The one that more often goes unacknowledged - little known facts about our common past and important public figures, as well as our personal history - of our kind, our house or our street. Through the project site, anyone can share a memory, event, fact or photo from the distant and recent past.
The topics are:

- exploring the historical past of your locality;
- meetings with people in your place who carry the memory of the past;
- introduction of the collected stories on the map of My Bulgarian History.

Implementation phase: Every story is valuable as long as it carries information about its time. The more varied the type and content of the stories, the better.
These may be:

- personal memories and family history;
- a story about a historical person or a historical event;
- information about a site of historical importance - a monument, a house of a significant person or a place where an event occurred;
- a photo or other type of historical document.

There is no limit to the volume of stories - they may contain literally several sentences of information, and may be long and narrative texts.

Feedback / Evaluation: Communication, no time limit, research

Expected outcomes: When and where?
You can get involved anytime, anywhere in the world. Terms of employment will be negotiated individually to the best of our ability.
Organizer? My Bulgarian History is a youth initiative and practice of MOVE.BG.
Why to participate?
My Bulgarian History was born out of unknown and little known stories. Because every story is important, every story is interesting, contains a lesson and is worth sharing. Because every story besides personal is our common. Because in order to move forward in our common future, we must first tell and know our common past together.
*The practice can be followed by the example set in each country.

Impact on youth and / or community and / or organization: In order to take part in the practice you need skills for researching and gathering information, listening and telling stories. The purpose is through non-professionally written text to raise awareness. The idea is that everyone can tell a story and thus inspire other people to do it. There is no age limits for participation that is why this practice is very popular and is performed in a form of a game – who will find the most intrigue story, the scariest, the most mystique and so on.

Challenges / obstacles faced: The challenge is to motivate young people to look for interesting stories and to be interested in the place where they live, in family history and in the lives of people who had contributed to the development of the country.

KNOW & CAN ASSOCIATION

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Know & Can Association is a non-governmental organization established in March 2007 in Sofia. It works mainly in the field of non-formal education and on European projects and programmes in the fields of education, rights, justice, citizenship and mobility. It has partners in 20 EU countries, Turkey, Albania, and Macedonia.

Main objectives:

- Development, delivering and implementation of educational programmes to acquire new knowledge and skills
- Encouraging participation in national and international events and programmes
- Applying modern methods and techniques for the development of non-formal education in Bulgaria
- Training staff in the non-formal education
- Providing support for all creative people

Basic activities:

- Development and management of projects and programmes
- Participation in national and international projects, events and programmes
- Investing in human capitalInternational cooperation
- Providing logistical support to conduct regional, national and international events to exchange experiences and good practices
- Cooperation with organizations and institutions working in the field of education and educational services.

Title: Ecological footprint - Bikes in Action

Total time: Half day

Target group: Youth / any citizen

Group size: Min 2

Team / staff needed: 3

Environment: Office of Alter Ego where we keep the bikes- Any open space like campus or sea side or squares where bikes can be transfered and where we have the permision if that is needed.

Purpose: To raise awareness on the topic of ressources consumption and climate change, that is also a personal responsibility and not only or mostly global result.

Resources: https://www.footprintcalculator.org/Computers / smartphones / tabletsBikesString / colorful papers / pens / clothespins

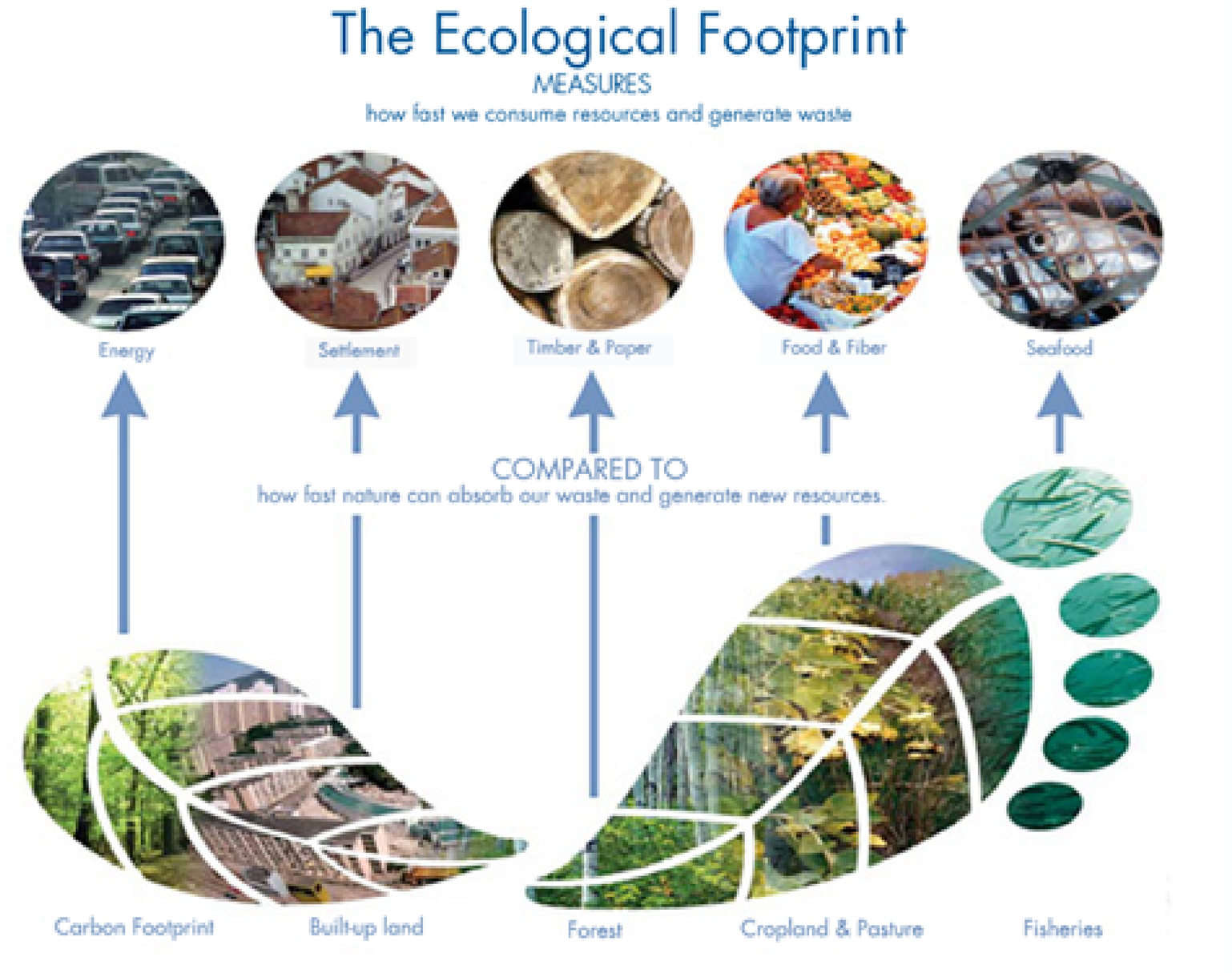
Preparation phase All facilitators of the activity (volunteers, youth workers) need to assess their own ecological footprint on http://www.footprintcalculator.org/(Global Footprint Network) to understand how the tool is working. This calculator is well illustrated and easy to use and to understand. There are a lot of resources and explanations on their website to get familiar with the ecological footprint.

Together we compare our results and watch some videos:
-Ecological footprint: Do we fit on our planet? : https://www.youtube.com/watch?v=g_aguo7V0Q4&t=137s
-Earth Overshoot Day 2018 : https://www.youtube.com/watch?v=jgbY79Opn34

We give common definitions: Ecological footprint: is the biologically productive area (built-up land, carbon footprint, cropland, grazing land, forest land, fishing ground) needed to
provide all the resources we consume and to absorb
human wastes and the carbon emissions resulting
from our activities. It is measured in hectares or number of Earth.
The carbon footprint is part of the ecological footprint and measures the CO2 emissions (linked to climate change).



The footprint is divided in 5 consumption categories: food, shelter, mobility, goods and services.



Earth Overshoot Day: marks the date when humanity's demand for ecological resources and services in a given year exceeds what Earth can regenerate in that year. We maintain this deficit by liquidating stocks of ecological resources and accumulating waste, primarily carbon dioxide in the atmosphere.

We will prepare tools and pictures, to help us to share about the ecological footprint and climate change.

We prepare tables, chairs, tent, and banners to create a cosy and attractive space in the public space. We bring string, colorful papers, pens and clothespins to create our “web of expression”.

We choose to deal with the footprint associated with mobility. But the calculation of the ecological footprint can be a good starting point of many other activities dealing for example with food production and consumption, energy and water saving, waste reduction, ...

Our program „Bikes in action“ : We organized a Bike Workshop next to our office where volunteers gather in order to learn or to teach the others how to make the basic maintenance and to fix bicycles. We also customize and decorate them with our logo. Then the idea is to propose free bikes to citizens and visitors of Thessaloniki for short time and to encourage them to think about their mobility footprint and to use their bikes or the bike as a greener way of transportation into Thessaloniki.

We prepare paper and online questionnairesto understand the mobility habits of people: basic information on them: age, gender, city of residence, which is the mean of transport they use the most, how do they go to work, how often do they use their bike, do they wear a helmet, do they use lights, do they feel safe on a bike, do they know how make the basic maintenance of a bike, ...

Implementation phase: The activity is divided in several ones: people do not have to participate to all of them but it is important to follow the steps in the right order:

- Ecological footprint : Volunteers meet the passers-by and ask them about ecological footprint and invite them to calculate their own on their smartphone or lap tops of our organization. Volunteers help people to understand their results and give them key facts and key numbers to compare the averages and the ifferences between the countries.
- The „Web of expression“: people are invited to let an opinion, a tip, a though about a question or sentence written on a big paper. A basic could be: How can I reduce my ecological footprint? The question can be more specific to a topic or to the local reality or be more provocative to create more debate. People discuss about the sentence with one of the volunteer or among them and can write down on a colorful paper their opinion. The paper is hanged up to a string with a clothespin. Like this all opinions are shared and it creates something attractive for the people walking around. They can come to read, ask us question and participate to the activities. The web of expression is a good tool of citizen participation and expression
- Ride a bike! : Youngsters, citizens and visitors have the possibility to ride one of our colorful bikes for 20 or 30 minutes for free. Then they fill our questionnaire

We inform participants about the ecological footprint. We use the bikes to motivate them to change their habits of transportation and use more eco-friendly types of transportation. Moreover, we propose them our questionnaire as we need to gather data that we will elaborate later and according to these we will publish an article and propose few actions to the municipality to have a greener city of Thessaloniki in the future.

Methods : using digital tool, peer to peer presentation of ecological footprint, citizen participation, sharing our bikes with citizens, transmit them and share about eco behaviors

Feedback / Evaluation: We try to involve as many youngsters and citizens in our activity, to inform them as much as we can, to motivate them, to get feedbacks from them about our actions, to gather data and see the % of citizens that use eco friendly means of transport, check what % can change habits and put new targets for the future and our target groups.

Expected outcomes: Raise awareness on the topicsof ecological footprint, of bike riding, alternative ways of transport, of climate change, of eco-citizenship

Impact on youth and / or community and / or organization: The ecological footprint is a basic concept that every citizen has to be familiar with. Thanks to the calculator tool people can understand how the way they consume and act in their everyday life impacts the limited resources of the planet. It is also related with climate change that is a topic for the next years to deal and take actions. The community should welcome the alternative ways of transportation, realize the use of the tool of the ecological footprint and with few changes in the daily life of the community we can contribute to tackle the climatechange. More actions should be taken in our communities. Thinking global, acting local and for the next generations too. As an organization it is a tool that we use with our volunteers in their first days to set a base of knowledge for their tasks related to environmental awareness. Also we discuss together how they can reduce their footprint in their daily life in their new environment and inside the organization.

Challenges / obstacles faced: Sometimes participants face language obstacle as the Footprint calculator is in English and few others languages only. Also many people are not so friendly with digital era. Bikes are not new or so modern to attract more the interest of the citizens and pedestrians in the sea side.

Title: Communication – Promote Inclusion

Total time: 1 hour

Target group: Youngsters that are deaf, hard of hearing, communication barries

Group size: Mini 6

Team / staff needed: 1 coordinator

Environment: Youth Centers, youth project, training courses, inclusion workshops

Purpose: This workshop promote the no verbal communication, make clear the topics of message, receiver, feedback (is quite unknown word), celar message, language barries, sign language, inclusion of deaf and hard of hearing people

Resources: Communication workshops and games

Preparation phase: You split the group in smaller groups of 2 persons. Ifthe group is quite big and also international it is good one “couple” of the workshop to be from the same nationality. Each group of 2 people, get an A4 with a design. Only one can see that and try to transmit to his/her partner the design. All of them have the same draw but since the beginning the participants they do not know it.

Implementation phase: The group participants can sit in chairs of 2 and their backs should be pegged. First phase: Only one can speak and the other can draw. Each phase has duration from 2 to 5 minutes depends on the group dynamic and on the time that they need to draw what we give them in the A4 paper. Second phase: both can speak and communicate but not look each other. This depends on the time that we have and the design that they have to draw. Methods of frontal presentation, working in groups, team building.

Feedback / Evaluation: In the end of the workshop we collect all draws and stick it together, the phase one up and phase two down of each team and compare with other participants. From the final draws of the teams we can see how well or not was the communication was between the groups of two, how clear was the message and how good were the messages to the receiver. We compare the draws in front of the group and share comments and goods practices among all of us. Methods: frontal presentations, sharing and learning by doing.

Expected outcomes: Every participant should understand his/her role in the communication process since the first message, the clear information, the time table, the role of sender of the message, the feedback especially in the second phase and the collaboration between the groups of 2.

Impact on youth and / or community and / or organization: This activity show that all of us that we “want” to communicate but also there are so “many” ways of communication and how flexible we should be especially with people that have language barriers , even disabilities as deaf and hard of hearing, and maybe other obstacles to express themselves. Main words are the clear message, the sender, the receiver, the feedback of the receiver and the sender too, also among youngsters, the community and the organization too.

Challenges / obstacles faced: If the group it is international, we face many obstacles with the language barriers as common language is the English. In big international groups also we have a team group of 2 participants from the same nationality, where also many times we face the difficulties to communicate too under this workshop and that give us more effort o continue our workshop, as the communication is important for the active and productive participation. In local communities many of us we face issues how to transmit a clear message to our partner and face frustration and anxiety even in a simple workshop like that. With the deaf, the hard of hearing and the hearing participants that speak sign language, we face challenges as many of them they do not have the same “sign” for the same word and there is a lot of miscommunication too.

Title: Pandomimes

Total time: 1 hour

Target group: Youngsters , deaf and hard of hearing younsgters

Group size: Min 4

Team / staff needed: 1 leader

Environment: Youth projects, training course, youth centers

Purpose: To promote creativity and inclusion via a game that everybody can participate and share knowledge of many different topics, as films, movies, documentraies, title of books and many other common topics

Resources: Gamification

Preparation phase: All participants share their experience on this game and with the coordinator or leader of the workshop we try to ensure the common rules of the game, different version that might exist and the topics that we will focus during the game. All this happen in an open conversation and dialogue among all participants and hear their ideas and their question too. This will take us minimum 20 minutes for a group of 4 to 10 participants. If the group is bigger maybe we will need more time to share among us. Methods are sharing, frontal presentation and equal participation, debating.

Implementation phase: According to the size of the group we can split in minimum 2 groups but can be also more than. That depends how big the group is. We try to keep a balance in gender and in number of participants. The Leader set up the timetable of the game, coordinates the transparency of the game and try to keep the motivation of each one of the participant. Everybody will express themselves in front of the rest of the groups and will represent their group too. With expression of the face, body language and also sign language each team try to discover the “unknown” word or sentence that the other teams give to the leader. This should be happen in a period of 3 or 5 minutes that the group set up as time rule and the leader is counting. Methods of learning via a game, sharing and creativity, alternative ways of communication, theatre skills, frontal presentation and group building.

Feedback / Evaluation: Via this workshop we can see how creative participants can be, how easy or not is to communicate via pantomimes (expression with no verbal communication-can use hands or body language), include participants as deaf and hard of hearing, sharing knowledge from common movies or books and other topics, bring participants closer if they read one book or watched one movie or documentary. Team building and equal participation for all also for the deaf or hard of hearing participants.

Expected outcomes: Creativity, inclusion, equal participation, group building

Impact on youth and / or community and / or organization: Positive comments on how a game can be so inclusive especially for participants with disability, games promote inclusion and equal participation. Here we would like to gather at least one impact but if possible give impact on all three levels mentioned.

Challenges / obstacles faced: Participants should respect the rules that we set up for the pantomimes (expression with no verbal communication-can use hands or body language), international groups many times they do not know titles of movies of book as in their local language many times the translation is different. We should respect the language barriers and the timetable. This game it is not a competition game, even if we have a system of counting the score among the teams and the groups. But mostly it is about sharing in a team spirit and with creativity and humor too.

ALTER EGO NGO

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Alter Ego Ngo is a volunteer organization based in Northern Greece, Thessaloniki. It specializes in fields such as art, culture, environmental issues, social inclusion, promoting and supporting human rights, ... Many projects are conducted on both a formal and informal basis and through these educational projects and activities, the organization hopes to motivate young people and encourage them to be more active, be better informed and participate in European programs. Thanks to the nature of our work, we are able to engage with a diverse group of young people, all of whom have different characteristics and ideals; there is often a challenge when attempting to integrate those from outside Europe, but the benefits outweigh any discrepancies that may occur. The differences in culture among those who participate make the program unique and offers an eye-opening challenge. Over time, we feel that we have collected many distinctive methods and as a partner organization, we would like to elaborate upon and exchange our methods and practices with other organizations, both those from Europe and further afield.

FOCUSED ON

- Art
- Democracy/Active citizenship
- Disability
- Entrepreneurship
- Environment
- Integration
- Intercultural dialogue
- Non-formal learning
- Sustainable development
- Volunteering

Title: Language CAFE

Total time: 1h per week

Target group: Adults

Group size: 4-8 people

Team / staff needed: Project coordinator; ESC volunteers

Environment: Restaurants, Cafes

Purpose: The strategic goal of the project is to improve linguistic and cultural competences among the local community of the Leszno subregion, with particular emphasis on people with fewer opportunities (at geographical, economic and social level). The project also aims to prevent racist and xenophobic attitudes in the region by promoting cultural diversity and multilingualism. In addition, the project aims to increase the comfort and confidence in the use of a foreign language among the participants - to overcome the fear of grammatical and vocabulary deficits. The promotion of non-formal education methods as effective for language learning is also an important aspect of the project. Teachers participating as participants learn new methods and receive coaching support to implement them in their institutions. The project promotes the use of ICT, innovative tools and games or language learning.

Resources: https://www.facebook.com/Kafejka-J%C4%99zykowa-164356120398543/
http://fundacja-cat.pl/kafejka

Preparation phase The project is based on the assumption that the language of a country is its culture and it is also taught in this way. The project through learning languages, participants' contact with foreigners (trainers) presents the culture of different countries, sensitising to diversity and promoting multilingualism as a current reality at national and European level. Linguistic and cultural competences are supported through the organisation of cyclical events such as cultural evenings with the use of ICT, culinary, cinematographic and social actions for the local community, taking place in a foreign language. Thanks to the presence of the teaching staff of the Leszno region, it is possible to transfer the methodology of non-formal education to schools, the trainers are also invited to the institutions where they teach. The CAT Foundation runs Language Cafés and language classes, whose teachers are foreign volunteers, staying in Leszno within the implementation of Erasmus + projects.

Coaching workshops for foreign volunteers - at the beginning of each project there are coaching workshops for foreign volunteers, that are supposed to prepare foreign volunteers for the role of trainer. It passes on the knowledge of the methodology teaching of languages, materials and ICT tools to be familiarised with by the trainer and with the work of the group participants, the documentation that needs to be kept in relation to the group's management, the framework is used for evaluation of ex ante, running and ex post.

Coordinator's tasks: meetings with volunteers, conducting a methodological workshop for volunteers, promotion of the café in the media, periodic evaluation of the participants' activities, annual recruitment of participants, creation and settlement of the café's budget, regular contact with the café's participants, monthly meeting with the management, evaluation with volunteers at the end of their project, creation and conduct of a survey for participants, creation of a recruitment form and keeping a list of participants, contact with partners, organization of 2 integration events during the year (Christmas and before holidays).

Volunteers' tasks: to become acquainted with the functioning of the Language Cafe, to participate in the methodological workshop, meetings and evaluation with the coordinator; preparation of classes and materials/games to be conducted, conducting the classes, completing the attendance list and the class log, reporting any problems and absences to the coordinator.

Implementation phase: The project is cyclical, implemented on an annual basis from 2014. Each time new groups are established with the possibility of continuation, a new methodology is chosen, trainers and the languages taught are also changed. Each of the appointed groups takes classes once a week.

Conducting a series of language classes: the classes are conducted once a week for each language group. The groups are created on the basis of recruitment, which takes place at the beginning of the project. The division into groups is made on the basis of language preferences, methodology and level of advancement of participants in the project. During classes, innovative methods of non-formal education are used (adapted educational tools, games, mobile applications, modern technologies). The classes take the form of meetings in local restaurants and cafés, which strengthens the atmosphere of informal learning and encourages participants to engage in conversation and interaction. Each group holds between 35 and 45 meetings per year and has up to 12 participants. Classes are held in the City of Leszno and smaller towns/villages.

Feedback / Evaluation: The evaluation takes place in three stages, analyzed for the purpose of improving the language learning process at the organizational level. When creating groups, an ex-ante evaluation is carried out which determines the expectations of the participants, while pointing out their current language level. During the course, an ongoing evaluation of the methodology is carried out and the participants are achieved - the activity program is modified and adapted to current needs. At the end of the course, an ex-post evaluation is carried out which indicates whether the expectations have been met and the current level language of participants (free interviews, competence tests, reports of trainers, coordinator). Information resulting from the evaluation is relevant to organizations in the areas of: application of non-formal education methods, selection and diversity, raising the level of adequacy of the timetable for meeting the real needs of the participants, implementation of new methodological solutions, selection of program intensity to cognitive and temporal capabilities

Dissemination activities - increasing the external visibility of the project, encouraging language learning, promoting cultural diversity, multilingualism and strengthening the sense of European community at the local level (cultural and culinary evenings, thematic walks, social actions, creating dissemination materials, participation in city festivals, conducting cultural and language classes in schools and kindergartens).

Expected outcomes: The results of the language training of the participants are divided into the following areas:

1.Communication in a foreign language - participants gain the ability to communicate more effectively in the language they are learning thanks to a large number of conversation sessions, informal learning atmosphere and methods based on CLIL postulates.

2. Intercultural competences - participants learn and work in an international environment, which increases their sensitivity to cultural differences while strengthening their understanding of different cultures.

3.Pragmatic language competence - participants use their skills in a variety of ways during the classes - arrange for trainers thematic walks around the city in a foreign language, the Spanish group goes to a Spanish restaurant with Spanish staff where they place orders in a foreign language, participants choose board games and translate the rules, watch films together in a foreign language, talk to each other about familiar issues and events typical of work, school, leisure time, family; describe experiences, events, hopes, dreams and intentions, briefly justifying or explaining their opinions and plans.

4. Sociolinguistic linguistic competence - the participants are encouraged to interact with each other, to deepen their knowledge, and at the same time, the issues of fluency, consistency and purpose of the message are taken into account in language learning.

5. Filling in competence gaps and meeting needs - during the ex-ante evaluation, participants fill in questionnaires, in which they specify their expectations, including those relating to language competence gaps and their current needs Language - the timetable and methodology takes into account the requirements of the group's participants in these the scope of.

Impact on youth and / or community and / or organization:

- increasing the number of people learning a foreign language
- increasing the possibility of contact with a live language, in particular in relation to persons who previously did not have any conversational opportunities with foreigners ´
- raising the level of cultural sensitivity due to the presence of trainers from the international environment (trainers ´ there are foreign volunteers who change in each edition of the project)
- increasing independence in the field of search, learning and using a foreign language on a daily basis
- change in the perspective of foreign language knowledge - participants overcome their fear of using the language despite deficits grammar
- promotion of multilingualism ´ will pass the edition of the project assumes
- introducing language groups in different EU languages, at the same time, the groups are often run by trainers who speak a language that is not their native language
- increasing intercultural competence through work and study in an international environment ´

Title: Bilingual integration and training eurocamps

Total time: 180 minutes

Target group: High School Students

Group size: 20-30 people

Team / staff needed: Animator, EVS/ESC volunteers

Environment: Indoor

Purpose: - get acquainted with the possibilities offered by the European Union, will find out what European volunteering is and meet foreign volunteers, develop language competencies, classes will be co-run by volunteers from Spain, Portugal, Ukraine, Turkey or France in English, he'll learn about other cultures, - will stimulate creative thinking, will take part in integration classes conducted using non-formal education methods.

Resources:https://www.salto-youth.net/tools/toolbox/tool/the-marshmallow-challenge.1498/

https://lifehacks.io/this-or-that-questions/

https://www.nyy.org.uk/

Epstein R., Creativity games for trainers. A handbook of group activities for jumpstarting workplace creativity.,1996, p. 49-56.

Preparation phase Training of volunteers: Developing a scenario for the activities and carrying it out during training with volunteers.

Letter to the Directorate, the Classroom Teachers and the School Teacher: Invitation to free workshops The Foundation Centre for Creative Activity Centre from Leszno would like to invite secondary schools, youth community centres, OHP Centres and universities from Wielkopolska to participate in the project "Europe of the Young - my Europe, my home".

As part of the project, bilingual EUROCAMPY bilingual integration and training courses will be conducted free of charge, during which young people will be able to participate:
- get acquainted with the possibilities offered by the European Union,
- will find out what European volunteering is and meet foreign volunteers,
- develop language competencies
-classes will be co-run by volunteers from Spain, Portugal, Ukraine, Turkey or France in English,
- he'll learn about other cultures,
- will stimulate creative thinking,
- will take part in integration classes conducted using non-formal education methods.

The duration of EUROCAMP is 180 minutes.

Youth worker with EVS volunteers delivers integration and training eurocamps. During the eurocamps the students have an opportunity to get to know their class members better, take part in team-building tasks, think out of the box, raise your creativity, strengthen language competences, learn about the opportunities offered to them by European Union programs. Workshops are conducted in English and, if necessary, translated into Polish.

Implementation phase:

PART I

Act Out Your Name - Time: 10 minutes - Materials: no equipment needed - Objective: finding out a bit more about the group
Procedure: Get the group in the circle. One person will start. They have to think of an animal or action that begins with the first letter of their name. Then you have to perform the action or animal and then say the action you have done and your name. E.g. Swimming Sam so Sam would act out that she was swimming them says swimming Sam. Then it would be the next persons turn so they would have to do Sams action first. Then do their own. Keep going until everyone has been.

Either Or Game - Time: 10 minutes - Materials: no equipment needed, you do need 2 facilitators - Objective: finding out a bit more about the group
Procedure: You need two facilitators for this exercise. The facilitators take it, in turn, to give the group a choice of topics and people must choose whose choice they prefer. Participants then need to move to the facilitator. After each question, the facilitator needs to move their position to make the participants move and not stay in 1 area. The facilitator can then ask for feedback, depending on what topics they are working on e.g. Cat or dog? - Netflix or cinema? - Pop music or Rock music? - Stuff animals or dolls? - Pizza or pasta? - Morning or evening? - Day or night? - Text message or call? - Library or museums? - French or Spanish? - Summer or winter?

Draw what you see - Time: 10 minutes - Materials: templates (candy, cornets, cupcakes), coloured pencils - Objective: to stimulate creativity - Supplies: “The thought” is much more than colouring books. These are exercises that help people develop the ability to think and use their imagination in play. They are created to stimulate creativity and encourage problem-solving and critical thinking. They are to give people of all ages the joy of independent action and discovery, and the parents the opportunity to participate in developing children's thinking.

Selling a Zork - Time: 15 minutes - Materials: 9 objects - Objective: to convince people that they are creative, not just as passive observers of a daydream, but as speakers, performers, and persuaders. - Supplies: The sky is the limit. The "Zork" can be almost anything, as long as it's unusual. It should not be an object that normally appears in the work setting, and it must not be a product that's normally manufactured or sold by the organization. It can be of almost any size, and it may be advantageous to use an object that's so small that the audience can barely see it; that puts even more pressure on the salesperson to be inventive. The best place to find suitable objects? Your basement or attic or garage. You will be amazed at the number of items in these obscure locations which (a) couldn't possibly be yours, and (b) you cannot identify. You should have at least three objects ready for each of the volunteer salespeople in the exercise. The objects or drawings should be placed out of sight in front of the room before the exercise begins.

Procedure: "The weird and random thoughts and images that run through our heads sometimes certainly seem creative, but does that mean that we can also act creatively? In this next exercise, called "Selling a Zork", we'll find out. First, we'll need three volunteers. All of the volunteers may stay in the room during this exercise, but we'll need them to come to the front of the room one at the time. Will our first volunteer come to the front of the room and face the audience? Now we're going to show you three objects, one at a time, by holding them up behind our volunteer's back, so that our volunteer can't see them... Here is object 1 (show it), here is object 2 (show it), and here is object 3 (sow it). In just a moment, I'm going to ask our volunteer to sell you one of the objects. You the members of the audience, get to choose which one it will be. All those for object 1, please raise your hand. Object 2? For Object 3? Okay. Volunteer, this is a "Zork" (show the object). You have three minutes in which to sell it to this audience. The asking price is 250 000 EURO. The Animator should repeat this procedure with each volunteer, asking for even more money for each new Zork. With a suitable selection of objects, everyone should have great fun.

Discussion: how was it for you volunteer? What was the most challenging part? is there anyone here today who believes they could not sell a Zork to the group? if so, please explain. could we change some way to make it easier for you to sell a Zork? how this exercise might be relevant to your life?

PART II

Marshmallow Challenge - Time: 45 minutes - Materials: raw spaghetti pasta (20 pcs / group) - string (1 m / group) - masking tape (1 m / group) - Objective: - to experience simple but profound lessons in collaboration, innovation and creativity, - to introduce and experience teamwork, advantages of effective teamwork, to think about what it takes to dramatically increase innovation.
Procedure: The task is simple: in eighteen minutes, teams must build the tallest free-standing structure out of 20 sticks of spaghetti, one meter of tape, one meter of string, and one marshmallow. The marshmallow needs to be on top.

- Build the Tallest Freestanding Structure: The winning team is the one that has the tallest structure measured from the tabletop surface to the top of the marshmallow. That means the structure cannot be suspended from a higher structure, like a chair, ceiling or chandelier.
- The Entire Marshmallow Must be on Top: The entire marshmallow needs to be on the top of the structure. Cutting or eating part of the marshmallow disqualifies the team.
- Use as Much or as Little of the Kit: The team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape. The team cannot use the paper bag as part of their structure.
- Break up the Spaghetti, String or Tape: Teams are free to break the spaghetti, cut up the tape and string to create new structures.
- The Challenge Lasts 18 minutes: Teams cannot hold on to the structure when the time runs out. Those touching or supporting the structure at the end of the exercise will be disqualified.
- Ensure Everyone Understands the Rules: Don’t worry about repeating the rules too many times. Repeat them at least three times. Ask if anyone has any questions before starting.

Start the Challenge: Start the countdown clock and the music with the start of the challenge.

- Walk around the Room: It’s amazing to see the development of the structures as well as notice the patterns of innovation most teams follow.
- Remind the Teams of the Time: Countdown the time. Usually, I call 12 minutes, 9 minutes (half-way through), 7 minutes, 5 minutes, 3 minutes, 2 minutes, 1 minute, 30 seconds and a ten-second count down.
- Call Out How the Teams are doing: Let the entire group know how teams are progressing. Call out each time a team builds a standing structure. Build a friendly rivalry. Encourage people to look around. Don’t be afraid to raise the energy and the stakes.
- Remind the Teams that Holders will be Disqualified: Several teams will have the powerful desire to hold on to their structure at the end. Usually, because the marshmallow, which they just placed onto their structure moments before, causing the structure to buckle. The winning structure needs to be stable.

Finish the Challenge: after the clock runs out, ask everyone in the room to sit down so everyone can see the structures. Likely, just over half the teams will have standing structures.
Summary: - how was it? how did you share the tasks in the team? what was the most challenging part for you? what would you change next time? what have you learnt during this exercise?

Feedback / Evaluation: Evaluation with the students after each eurocamp; Evaluation with the animator/youth work and EVS/ESC volunteers weekly.

Expected outcomes:

http://fundacja-cat.pl/news/c-77/europa-m%C5%82odych

https://www.youtube.com/watch?v=vdxOE2B4ju8&t=4s

Impact on youth and/or community and/or organization:

- stimulation of creativity,
- developing language skills,
- building attitudes of openness and tolerance,
- raising young people's awareness of European Union programmes

Challenges / obstacles faced: Remember to provide language support for students.

Title: International Summer camp for kids “Train to Coolture”

Total time: 5 days

Target group: Kids in age 6-12

Group size: 15 kids per group

Team / staff needed: According to your country law (In Poland we have a 1 manager of the camp and 1 guardian per group; 2-3 international volunteers per group, 1 local volunteer, 1 translator

Environment: Any safe place will work - indoor or outdoor

Purpose: stimulation of creativity, language learning, developing attitudes of openness and tolerance, familiarisation with the culture, tradition and language of international volunteers, developing physical activity

Resources: https://www.facebook.com/warsztatymiedzynarodowe/

https://www.youtube.com/watch?v=tbzEdouoXpU

Preparation phase: Project management: depending on national regulations (in Poland, we must report the camps to the Education Departure, 2 weeks before the start of the activity; Polish staff must have completed courses,professional experience and a clean criminal record); recruitment of Polish volunteers (young people who are responsible for translation during the semi-colony) promotion of the camps: information is published on our website, facebook and local media. In addition, posters are hung in kindergartens and primary schools.
Training courses: - organizational and training meeting for the staff (guardians and camp manager); training for foreign and local volunteers/translators: presentation of non-formal and experimental education methods; introduction to energizers, team games, cultural presentations; the basics of developmental psychology and pedagogy.

Implementation phase: All activities are delivered in English by EVS/ESC volunteers and translate to Polish by Polish local volunteers. All the workshops are prepared by EVS/ESC volunteers using as much as possible recycle materials, non-formal education and outdoor methods.
Each day is a different topic:

1. creative handcraft
2. sports
3. scientific experiments
4. games with English
5. city game

Feedback / Evaluation: Evaluation: each day evaluation with the kids and separately with EVS/ESC volunteers, polish local volunteers and polish team staff Final evaluation: final evaluation - with the EVS/ESC volunteers, polish local volunteers and polish team staff (what they learned, what was the most challenged, what they would like to change etc.)

Expected outcomes:

- stimulation of creativity,
- language learning,
- developing attitudes of openness and tolerance,
- familiarisation with the culture, tradition and language of international volunteers,
- developing physical activity

Challenges / obstacles faced: Remember, it is very important that local volunteers know exactly what foreign volunteers will do, that they know all the fun. Also important is the level of energy of the local volunteer, who explains - if it is slow, speaks without emotion and energy you lose children's attention.

FUNDACJA CENTRUM AKTYWNOŚCI TWÓRCZEJ

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Fundacja Centrum Aktywności Twórczej is a fully legal non government organisation, existing since 30th December 2008 in Leszno. Foundation CAT was established from the initiative of young, local activists, engaged in cultural and educational development of the local community of Leszno.Energy, creativity, mission and especially a necessity of making a change in local environment gathered already dozens of people between the age of 13 and 30. It is because of the accumulation of the following ideas Foundation CAT was called to existence, aim to stimulate the local community and promoting the idea of voluntary service.We're not afraid of new challenges, we do believe that there are no things impossible to make. Our motto is: Voluntary service changes the world. Voluntary service changes us.We have a wealth of experience in terms of cooperation with business sector, public sector, non-government organizations and polish and international organization networks. We're a member of euro-Mediterranean Foundation of Anna Lindh.Also we're cooperating with Youth for Exchange and Understanding Network. Since 2009 we're one of the two Eurodesk Centres in Greater Poland.

- **Our main targets are concentrated around following areas**:
- Foreign culture knowledge development: We organize events such as the Festival Cooltur, the International Youth Day, Volunteer Day, International Dinner.
- Educating and leisure time planning for youngsters and kids: We conduct language cafes, we organize international youth exchanges, we're taking part in scholarship programs, we organize semi colonies and daily room classes and conferences.
- Stimulation, animation and entertainment: We organize soap making workshops, hand craft workshops, photographic workshops, board games meetings, flashmobs.

Also we're hosting and sending organisation in European Voluntary Service. We're conducting projects not only in Europe but also in Africa. We had a pleasure to host volunteers from Ghana, Georgia, Portugal, Spain, Moldova, Macedonia, Ukraine, Serbia, France, Egypt, Tunis, Turkey, Jordan and many more countries.

Title: Backpack Journalism – Documentary training

Total time: 2-10 days

Target group: Young people and young adults

Group size: 5-15

Team / staff needed: Youth worker/s, mentorsr

Environment: Working on a project in small groups.

Purpose: Young people learn about social topics through film production and become socially active.

Resources: Being a backpack journalist:

https://issuu.com/socialnaakademija/docs/beinga_a_backpack_journalist

BPJ: How to survive as a mentor:

https://issuu.com/socialnaakademija/docs/howtosurviveasamentor

Preparation phase:

- Youth worker should have knowledge of the BPJ concepts (2 books under Resources) .
- Youth worker should have some basic knowledge how to use multimedia (how to make and edit videos on cell phones etc.). For more complex topic, you can also invite a guest lecturer.
- ·Depending how in-depth you go, the workshop can be few hours to few days long. Longer workshops offer time to work with equipment that is more serious or to develop better final product and to discover the chosen topic more in depth.
- Preparation of the material and equipment – storyboards, examples, …

Implementation phase: If the group is bigger, the participants should form a few different smaller groups when working on their projects. In this case, each group should have its wn mentor. It can be prepared also as a summer/winter camp or a youth exchange. We often have a few topics prepared, but we let the open space for the participants to create a documentary about their own topic. We did many trainings – some were shorter (2 days) and some were longer (1 month), but they all have similar structures. When making shorter workshop (2-4 hours) it is usually just to learn a certain multimedia skill (filming, editing) and the training is lacking its social activation dimension. However, those workshops are good way for starting multimedia projects or to promote longer trainings.

Feedback / Evaluation: At the end of the workshop/training, the group organises a premiere screening. They invite their friends and people involved in filming. If the workshop is smaller, the screening is just for participants and their mentors/trainers. The mentors evaluate the final product and they give the participants the option to improve some parts and correct some mistakes. Group makes an evaluation of their skills at the end of the workshop/training.

Expected outcomes: Short documentaries or short videos, learning multimedia skills, teamwork and leadership skills, deepening the knowledge on a certain topic or becoming more aware of it.

Impact on youth and / or community and / or organization: The participants come because of multimedia, but our goal si for them to work on content and to become socially active. The product is something tangible, so participants can see the result and they can evaluate it. You get some nice products to share on a social media.

Challenges / obstacles faced: It can be challenging to finish a product. For longer workshops you can always collect a fee – if the product is finish, you return the fee to the whole group. Video equipment – If you do not own it, you should plan the workshop so the participants can use their smart phones as a camera. In that case, remind them to free some space, download the app for editing (example: FilmoraGo) and to bring some batteries and chargers just in case. Multimedia skills – it is hard to get a person that is a good trainer and good at multimedia. If you gave a problem finding it, you should combine multimedia "expert" with non-multimedia trainer.

Title: Young Dragons – City Incubator
Total time: long-term
Target group: Young people and young adults
Group size: any
Team / staff needed: Youth workers, project managers
Environment: Long-term process of supporting yout initatives and projects
Purpose: Young Dragons (Mladi zmaji) is a public instzitute that woeks in City Municipality of Ljubljana. They turn young people's ideas into projects and help them to come to fruition. The program City Incubator (Mestni inkubator) consists of workshops, mentoring and financial support for selected projects of young people aged 18-29 in Ljubljana. The program is designed to help young people chart the path to life and professional experience, work or service and ontribute to a better quality of life in the city.
Resources:
https://www.mladizmaji.si/mestni-inkubator/
https://www.mladizmaji.si/en/

Preparation phase: The organization once or twice a year prepares a tender where young people can sign up their ideas and they help them to prepare a plan of action for their ideas. In their program“What is good and what can be better?” they work on educationg young people how to turn their ideas into a project. Currently their finished the season 4 of this program. More (in Slovenian): Young people have a support from the organization to develop their idea to a project and if the project is accepted, they have support from start to finish (final report). If the project is accepted, it gets 200 - 1000 EUR grant money.

Implementation phase: The program cycle is consisted of: IDEA APPLICATION (deadline 4.11. 2019 at midnight)
WORKSHOPS(November 11, 2019 / November 16, 2019 / November 23, 2019)

- 3-hours workshops about

APPLICATION OF THE PROJECT PLAN (3rd of December 2019)

- Project plans are reviewed by a panel of experts and selects a maximum of 15 projects that receive financial support from € 200 to € 1000 for each project.
- The conditions for applying the project plan are 100% participation in all workshops and the selected support organization through which young people apply for the project.
- 12 projects were supported in 2019/2020 (link: https://www.mladizmaji.si/2019/12/20/vse-to-je-dobro-in-dobrega-je-lahko-se-vec/)

PROJECT EXECUTION (December 2019 - June 2020)

- Each project receives professional mentoring in the amount of 5 individual hours

FINAL MEETING (April 2019)

- Reviewing implemented projects and informing participants about further opportunities for youth projects.

REPORT(deadline 30th of June 2020)

- The report is substantive and financial and is reviewed and approved by the Young Dragons Public Institute.

Feedback / Evaluation: Feedback and evaluation are provided to young people during all the process: Idea application – young people get a feedback about their idea and they can work to improve it. Application: supporting organization reviews the application before it is sent to Young dragons. Project execution: mentorship by Young dragons and by supporting organization. Final meeting: review of the project and feedback. Report: supporting organization reviews the report before it is sent to Young dragons.

Expected outcomes: 12 successfully finished project and programs realized. Teams of young people get real experience of project and financial planning, project realization … all that I safe environment. Young people successfully participate and co-create program in Ljubljana for themselves that addresses their interests and their
needs.

Impact on youth and / or community and / or organization: Voices of young people are heard – they get a chance to apply, even if they do not know how to write a project. It is a good starting point for future youth workers, trainers and project managers to start their career path. Creating a community of young people – peer-to-peer support.

Challenges / obstacles faced: You need money to do this – you need stable funding to give the initiatives their grants, and to be effective, you need to do it long-term (for a few years at least). It is a learning experience for young people and sometimes they do not finish it, even if the money is incentive or the project is executed poorly. You also need a lot of personnel and appropriate space.

Title: Educational Escape Room: Depression

Total time: 1-3 months

Target group: Young people and young adults

Group size: 3-8

Team / staff needed: Youth worker

Environment: Small group/study group project

Purpose: To discover in deapth a cetain theme and to make a young people more sensitive for certian topics/problems in local environment

Resources:

http://educationaltoolsportal.eu/en/tools-for-learning/escape-room-educational-tool

https://archive.dmll.org.uk/resources/tools/teaching-and-learning/educational-escape-room/

Preparation phase: Buy some gadgets – cool locks/boxes (optional) – they are hard to get and they are usually expensive. If you order them from China, they usually need a 1-2 months to arrive. Gather a group of 5-8 people interested in creating their own escape room. Research: what topic can you choose -> We used a web questionnaire that gave us the info which issues are present in society, but are not discussed enough. One of the top three was mental illness/depression. Research the chosen topic, invite the people that are experts in the topic, read articles. 2 goals in this phase: choosing a setting (in our case: a room of a student that is delaing with depression) and a story (we get to know her story and struggles through her possesions and a journal). Search for different puzzles and think how to use them. Make a storyboard (in what order people should find clues and where to hide them). Gather all the equipement and materials for setting a room. Prepare questions and content for debriefing. Make sure everyone in the team can conduct it.

Implementation phase: Prepare a room. Usually first preparation can take a whole day, so take time. Test a room on a group of people (pro tip: you can monitor the group with skype call on 2 phones – 1 in the room and one at your place. You can also give the group additional clues this way). If there are mistakes, repair them and re-test the room. Open the room for public. If the room is mobile, arrange some tours around.
Each group visit should consist:

1. Preparation of the room (10-15 minutes to put the room in order from previous group).
2. Preparation of the group (some rules and instructions for unusual locks/equipment)
3. Visit to the room and solving the puzzles – someone should always monitor a group in the room and help them if they get stuck (visit in the room should be around 1 h long)
4. Debriefing of the group (20 -30 min) - especially if the topic is tough

Feedback / Evaluation: Evaluation of the preparation group: Evaluation of the project after the test visits of the escape room, evaluation at the end of project (what did they learn, what could be better)
Evaluation of the visitor groups: debriefing at the end

Expected outcomes: Group of young people: They learn how to design an escape room, they discover a tough topic that is usually harder to discuss, they become more sensitive about the topic, they gather practical skills of storytelling, ambientation, group work (preparation) and work with people (visits) skills,
Visitor groups: Discovering that the Escape room can be educational, becoming more sensitive about an issue or a topic, reflection on the gathered knowledge.

Impact on youth and / or community and / or organization: Young people in our group learned a lot about depression, so it is a method that can be used on difficult topics to make them easier to digest or more interesting.
The outcomes are tangible and group can get a good sense of achievement. It is also good promotion of your organization, especially if you make the room that can be mobile or pop-up. This way you can travel on different locations or you can present it on events. You can get some new people to visit your organization this way that usually don't come to your events/workshops.

Challenges / obstacles faced: Room – You need a space to set the room in that is big enough anad avaliable for the time you want to set up escape room. Mobility: If you want a pop-up room, you need a light equipment or a big car/van. Deadlines: set them early when planning the project, otherwise you can get stuck during the planning and then you never reach realization of the Escape room. Lack of specific knowledge – get some specialists. Special equipment, such as locks, boxes and hiding places can be quite pricey. You can do a lot with normal padlock with numbers or with a key, but few special locks can give a room some extra sparkle and excitement.

SOCIAL ACADEMY - INSTITUTE FOR EDUCATION, RESEARCH AND CULTURE

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A group of people of all generations who don't care where this world is going. That is why we feel called to help him to change for the best. By giving opportunities to young people to express themselves. By opening up a space of dialogue between the different. By trying to hold on to the values that are enshrined in our mission, even in our personal lives. By trying to make what is good, more visible.

Mission of the Social Academy:
We help individuals acquire civic competencies and network. We empower groups to develop innovative social initiatives and to respond to society's needs.We are building a society based on human dignity.

Way of working:
We are an educational center where individuals can acquire civic competences. We are an incubator where groups and organizations can gain space, equipment, consulting, mentoring, funding and useful connections. We are also a think tank, creating articles with more human dignity through articles, publications, advocacy and participation in professional groups.

Title: Open Badges for Youth Work
Total time: N/A
Target group: EVS/ETC volunteers, Young people
Group size: N/A
Team / staff needed: Mentor/ ESC coordinator
Environment: Recognition of the learning, any place where you have wifi or mobile data, any organised learning process with clear learning objectives
Purpose: Open digital badge is a digital certificate that encrypts information related to the learning process, achievements or competences of the badge owner. It is an innovative digitaltool to recognise learning and skills that are often too difficultto measure within the programme/process of non-formaleducation (soft skills, acquired attitudes, participation,personal hobbies, etc.). Each badgehas important informationbuilt in on the achievement: name, description, criteria, the issuing body, evidence, the date of issuing and otheradditional information. European voluntary service (EVS) badges were createdto support and recognize learning of EVS volunteers through the whole volunteering process abroad, which can last up to 12 months. It can be used as a learningsupport tool for mentoring. An EVS mentor can use thesystem as a supporting tool for planning, documenting,reflecting and recognizing the learning achievements ofa EVS volunteer, while volunteers can use this system ontheir own to plan, monitor and recognize their learningand share achievements with others. Badges also supportthe Youth pass process and can be used as part of a CV
Resources: www.badgecraft.eu

Preparation phase: It takes around 1 hour to register your organization on the Badgecraft platform: www.badgecraft.eu. Once you registered, you go to the library and download EVS badges system. This is only an example to explore how badges can be used, you can create your proper badges for your activities. If you want create your own badges, the same steps :

1. Register your organization on the platform BADGECRAFT
2. Push create a new project and follow the steps platform suggest you
3. Push + on the upper right corner to start to create your badges
4. Create your badges and create a clame code for the the onboarding badge
5. Ask volunteer/participants to download Badge wallet app and claim a first badge

Feedback / Evaluation: It depends a lot on the experience of volunteer with digital tools, if they used to it, than feedback is always positive, if not it can be resisting behavior towards the badges, so you can look for other learning support. I we talk about short term projects than usualy badges gives an added value, as they are based on gamification and gives additional motivation for participation in activity and completing the tasks.
Useful links www.badgecraft.eu
APP for badges: Badge wallet

Implementation phase: When volunteers start their EVS, they work on implementingon-boarding missions and claiming one on-boarding badgethat help volunteers to get familiar with the system and startexploring and earning badges. These badgeis easy to earnand help volunteers get to know what badges they can earnthroughout their volunteering experience.The key set of badges is aligned to eight key competences for lifelong learning as part of the European CompetenceFramework. There are three levels, where volunteers canchoose what competences to work on and which badgesto earn. To earn a next-level badge, volunteers must have a previous-level badge of the same competence.

EXPLORER BADGE LEVEL By the end of the first months of the EVS project, a volunteer will:

- have factual knowledge on volunteering and livingabroad;
- apply basic skills required to carry out volunteering tasksand manage a life abroad;
- be able to solve routine problems using simple rules andtools;
- carry out volunteering tasks under limited supervision with some autonomy;
- acquire and apply basic key competences at this level.

VOYAGER BADGE LEVEL By the mid-term of the EVS project, a volunteer will:

- have knowledge on the facts, principles, processes andgeneral concepts of volunteering and living abroad;
- apply a range of skills required to accomplish volunteeringtasks and manage a life abroad;
- be able to solve routine problems by selecting andapplying basic methods, tools, materials and information;
- take responsibility for the completion of volunteering tasks;
- adapt own behavior to circumstances in solvingproblems;
- acquire and apply basic key competences at this level.

SUCCESS BADGE LEVEL By the end of the EVS project, a volunteer will:

- have broad knowledge on volunteering and living abroad;
- apply a range of skills required to generate solutions tospecific problems in a field of volunteering and livingabroad;
- exercise self-management within the guidelines ofvolunteering contexts;
- supervise the routine work of others, while implementingpersonal projects;
- take some responsibility for the evaluation andimprovement of volunteering activities.

Expected outcomes: Young people improved their understanding of what are the competences. At least 10 badges had been earned by volunteer. If it is badges for short activity than expected result would be: From 1 to 5 badges created in order to support learning of participants during the workshop.

Impact on youth and / or community and / or organization: Young people- start to see a learning as an opportunity for development of life important competences. They also start to recognize own learning and competences they gained in the process. Organization – way to restructure activities into gamified learning experience

Challenges / obstacles faced: Organizations might be not be used to technology. Also you should be assured that young people have enough space in their mobile phones for app and assure that there is a wifi in the place or they download the app before they come to activity.

Title: Cinema discussion club (CINEMAFORUM)

Total time: Film duration + 60 min apox.

Target group: Young people, any age

Group size: N/A

Team / staff needed: 1 facilitator

Environment: Youth centers, schools etc.

Purpose: Encourage for public expression, reflexion on the subject matter of the film

Resources: Film from the legal source with permission for the show

Preparation phase: At the very beginning an important element of preparing film workshops is to find a suitable film. This should be understood as an appropriate choice in terms of the age of the recipient, cultural and social background, etc. It is also worth noting the length of the film (in order to fit into the planned duration of the workshops). Before choosing a film, an important element is to see the film and point out all the potential risks resulting from watching the film - for example, the scene of violence or ambiguous message, which may be missed. Awareness of these elements helps significantly during the discussion. One of the most important points of preparation is as well to make sure that we have the rights to the public screening of the film. It is recommended to find information about the director. Sometimes it is worth to outline the background - the experience or style of the director, cinematographer, etc. (depending on what we want to draw the attention of the audience). An introductory lecture before the film may facilitate a later discussion, we may suggest that the audience pay attention to specific points in the film (it should also be remembered that this entails the risk of limiting the reception and freedom of speech later on). It is also a good habit to write down potential questions that you can ask during the initial viewing of the film. Among the most popular questions, you will find questions about the theme of the film, what the director meant, how the main character and/or antagonist is presented, his character and behavior, and the effects of his behavior. Finally, the aim of the workshops is to draw the viewers' opinions and reflections on the watched film. We want to achieve an extended statement from their side, wider than "this film was cool”.

Implementation phase: During the projection of the film itself, having the previous preparation mentioned above, an important point is observation of the audience, their reaction to the individual scenes of the film. It is worth noting down these moments, they may be an important point to start the discussion. During the debate itself, it is important to ensure that the discussion does not take place between just a few people. If possible, try to involve the whole group. The most important element is to listen to the discussion and to react to the issues raised. You have to be prepared for the possibility that the audience will approach the analysis of the film in a completely different way than we do. At the same time, you have to be prepared for the audience to be encouraged to speak, managing silence is very difficult and necessary.

Feedback / Evaluation: An important point of the whole debate created during the reflexion about the watched film is to draw conclusions. Closing the panel of discussion, summarizing the topics raised and asking about the conclusions drawn by the participants. Their final reception of the film before and after the discussion, their opinions on the discussed topics etc. After the debate, it is worthwhile to analyze by the organization himself/herself whether the discussed topics were the same as the vision that the facilitator had when preparing the film and the questions. Taking a lesson from the mistakes made, etc.

Expected outcomes: The expected result of the whole idea of the discussion film club is to encourage young people (and not only) to express their opinions freely, to stimulate reflection, discussion and listening. An important element of the whole discussion club is not only the ability to express opinions about the film, but also to listen to the opinions of others. This gives a great opportunity to understand that the same topic can be perceived in a completely different way by different people for different reasons. Among the expected results should also be the fact that through the film club young people are familiar with culture and art itself. Film as a visual medium is a good introduction to communion with culture and art. The last expected result is the influence of the subject discussed in the film.

Impact on youth and / or community and / or organization: As mentioned earlier, through the film club we have the opportunity to present a range of different topics to young people: historical, social, cultural, religious, political, etc. Through discussion, young people have the opportunity to express their opinions and to listen to the opinions of others, to discuss and reflect.

Challenges / obstacles faced: The difficulties that can be encountered in running a film club are relatively many, but being prepared for them, they are easy to deal with:
- the problem with film distribution, copyright, etc.
- the problem with the space for film projection
- the problem with silent audiences
- the omission of a thread touched upon in a film that can be captured by the viewer
- poor selection of the film theme to the audience (due to the viewer's life experience or simply their age)

Above all, keep in mind when choosing a movie that we can not choose a movie because it is generally considered a good movie, the movie within the discussion club has apparently encouraged discussion and/or / and have an educational value.

CYBERBULLYING WORKSHOPS – ONLIVE PROJECT

INTRODUCTION A systemic approach

The phenomena of cyberbullying it is often or almost exclusively dealt with from the point of view of information on the forms it can take or starting from the consequences it has had on the lives of the very young victims, of which we come to know through the media, when it is too late. Among the forms of bullying, what passes through the cybernetic space is more latent and fleeting to the possibilities of intervention and support that society can activate. A physical sign of violence can be visible and readable from the areas of society closer to the victim: family, friends and school. It unleashes reactions and active alerts, meanwhile the network action most of the times can not get to been noticed, and if it is, it is not considerate it that serious (just because usually it has no physical repercussions) for activating a protection system and collective support, leaving sometimes that this fact affects gradually in a permanently way on the life of those who suffer. The motivation for a non-intervention in the school environment, if not through the tool of sensitization with information, it is often an obligatory choice for the awareness of the fragility of any approach that is not systemic and therefore structured and engaging for a whole series of actors like family, group, class, friends and peers frequented outside the school environment, as well as of the legislative instruments proposed. Instruments that are used to hold the role of referent person for cyberbullying does not always are available and that often goes beyond the boundaries of the proper mandate and the possibility of real intervention. However there are synergies and methods of intervention that often see external educators and facilitators (in Europe youth worker) build with schools and teachers pathways and functional synergies also to prevent and combat the phenomenon, which have highlighted like cyberbullying, while using global collective communication tools, it takes interventions that have to be locally constructed and implemented to be effective. The same concept of viralityis reviewed in the case of cyberbullying, because the social reference world for adolescents is reduced so the impact, also with low numbers, can be totalizing on the victims life.

If then the vision is widened and the only search for the cyberbully is abandoned to get to the reconstruction of the conditions and the reasons that have moved it, it may not be so strange to discover that it has itself been the victim of bullying. The choice of schools in which to intervene with this method of intervention will therefore be based on the existence of these conditions and the availability of its internal resources (teachers) to interface with the proposed activities, so that the emergence of cases and the emergence of critical situations among the students can have a safety net to be entrusted for a treatment that goes beyond the limits of the intervention proposed in this guide and of the European project from which it originates

CYBERBULLYING WORKSHOPS – ONLIVE PROJECT

INTRODUCTION The educative approach involved in the implementation of the activities in school

The intervention method proposed by the ON LIVE project focuses on tackling the problem of cyberbullying going directly to the source, or among the young people who are most involved, proposing non-formal education activities that can pass information content, stimulating the analysis of the their reference context and increasing their awareness, in order to increase their tools for proactive adoption of behaviours that limit their spread or even contribute to countering it.

The educational approach adopted for structuring the interventions is that of non-formal education. Quoting from the definition of UNESCO in 1997 Non Formal Education can be defined as any organized and sustained educational activities that do not correspond to the definition of formal education. Non-formal education can take place both within and outside of educational institutions. Based on country contexts, it may cover educational programs for adult literacy, basic education, out-of-school children, life-skills, work-skills, and general culture. Non-formal education programs do not necessarily follow the "ladder" system and may have differing durations, and may or may not be certification of the learning achieved.

The methodological context from which derive the activities studied for the workshops at schools and for the traning pathway for peer educators is that from active methodology. The active methodology is based on learning by doing, experimenting situations or activities meant to encourage individual and group reflection, and of the individual in/within the group. In a process of human growth towards the increasing self-awareness, the active methodology allows the participants to learn about them. A process based on the interaction with the group through a continuous input and feedback exchange. The participant is thus not “an empty box” using the training to get full of contents; but s/he assumes an active role for him/herself and for the other people involved. Every proposed activity (simulations, games, knowledge games, sharing in small groups...) mainly aims at building, together with the participants, an experience that can become an idea, a metaphorical bridge towards new activities and future experiences, keeping on growing and exploring. The active methodology refers to the development of the human being, as a process without a specific age span but as a continue evolution, based on lifelong learning.

CYBERBULLYING WORKSHOPS – ONLIVE PROJECT

INTRODUCTION Facilitation and the value of co-leading

Within an active methodology process, the facilitator has at his disposal a wide range of more or less structured teaching tools; we can cite the work in small groups or the discussion and comparison with personal experiences, the frontal lesson and the orientation and specific information moments as well as for the management of moments of plenary meeting, the study of cases for the deepening of specific situations on the basis of experiences actually experienced by other young people, role-play and simulations to provoke identification processes in different situations and by analogy, can increase awareness of personal resources and limitations in different contexts, exercises of movement and activation (energizer) and creative activities that stimulate the use of other communication codes in addition to the words and enrich the quality of the information available to the group.

The common experience of the group of participantsis represented by the activities that are proposed and which act as a stimulus to the participant for a reflection on their reactions,on their way of relating to others and the topic addressed, collecting, through sharing, even the reflections of the other participants. In
this case the circulation of the cues for reflection is then facilitated, possibly supporting their arrangement and abstraction in terms of analysis. In this way, the abstraction allows the participants to grasp those elements useful for their learning,the deepening of the theme and the greater awareness that comes with it. The action in this case goes beyond the confines of the intervention and represents the conscious choice that the participant will decide to do with what he has learned during the proposed intervention, when certain dynamics must be repeated. The proposed training environment aims to create atmospheres and conditions of trust, where non-violent, non-competitive attitudes are applied, where one is not judged and where everyone is asked, even in different roles, to become aware of what is without feelings of guilt or fear. The activities will therefore take place in this way in the absence of judgment, starting from the trust that is given to each person and the respect for every opinion or emotion; the resulting reactions and responses, individual or group, do not generate judgments, but become the object of careful evaluation, of listening, of respect, of self-evaluation.

A methodological choice of the ON LIVE project, both for the delicacy of the topic and for the extremely structured environment in which it is to be inserted, is that of co-conduction, an aspect that is the object of international mobility that has been composed 3 international teams dedicated to carrying out the activities. The advice of this guide is therefore to follow up on this methodological and operational approach in the occasions in which we are preparing to implement the ON LIVE intervention method.

Choosing the co-leading is undoubtedly more expensive in terms of energy and time dedicated to preparation, but we believe that, together with the need to build a condition for systemic intervention that can accommodate its effects and follow up support, it can lead to multiple benefits such as: Sharing a single common goal, but dividing roles and responsibilities; play a role of group observation in parallel with the conduct of the activity.; concentrate energy on the adaptation of activities simultaneously with the emergence of new needs and interests of in-depth analysis by the group.; stimulate the attention of the participants through an alternation of voices in the conduction.; provide individual support in case of crisis, while maintaining the focus on the group; enhance gender diversity in the management team; value the diversity of skills and styles within the management team; attention must therefore be given to the construction of the management team, enhancing, where possible, the characteristics of individuals beyond the educational or training background of individuals, but by highlighting the areas of competence such as: Communication, creativity, organization, motivation, proactivity, conflict management, feedback skills, positivity, reliability, reflexivity

CYBERBULLYING WORKSHOPS – ONLIVE PROJECT

INTERVENTION STRUCTURE FOR WORKSHOPS

The facilitation team will work with class groups of students between the ages of 14 and 15. In this guide we have identified and suggested activities, organized and described so as to be effectively applied, adapted and customized according to the characteristics of the participants with whom we are interacting and based on the situation that the ON LIVE questionnaire on cyberbullying will return to the facilitators / conductors of this process, also through the reading of the analysis matrix and to a whole series of evaluations carried out on the class group coming from the teachers involved in the process. This chapter will consider different elements useful to the team to prepare, bringing their reflection on the aspect of the choice and development of the activities to be proposed on the basis of considerations related to:

Critical elements reported or not by the ON LIVE questionnaire on the possibility of cyberbullying activities in the social environment of the people involved in the class group, if not even persistent within the class group itself.

Elements related to the analysis of the prior knowledge of the class group and its members by the reference teachers.

Elements related to the skills of the group of facilitators such as professional and experiential background and complementarity between them, as well as the familiarity and personal propensity to use a particular technique or dynamic suggested by the intervention module.

Among the initial considerations that should guide the creation of the workshop is that the students have not requested these interventions and that will take place within the scholastic framework, dimensions that need attention in their structuring.

It will therefore be indications for the development of a laboratory with the aim of sensitize (awareness) and combating (consciousnessin the choice of their behaviour) cyberbullying. Intervention carried out in a space deliberately unequipped and focused on peer learning, where reflective experience will be promoted, an intentional attempt to grasp the modalities of connection between actions and consequences, to discover the link that connects them. An environment that of the proposed laboratory will be based on a balanced pedagogical attention between the components of learning through doing and critical thinking, thus creating the conditions for "acting and interacting". A listening context in which the students are protagonists of what Dewey would define a reflective experience, focused and guided by a common purpose in the group, reaching out to a conclusion and that goes in the direction of the investigation of himself and his behaviours (dictated by mental attitudes), in which we actively seek to understand and link the contentwith our own experience and knowledge, thus contributing to the dynamic expansion of the object of confrontation in the group, cyberbullying.

CYBERBULLYING WORKSHOPS – ONLIVE PROJECT

INTERVENTION STRUCTURE FOR WORKSHOPS

A method across the whole laboratory will appeal to the visual matrix of the comics. The humanoid characterization of the subjects who will visually represent the roles and attitudes of the identified cyberbullying will gradually be replaced by the cyber mechanical evocative trait in those who are more involved, involuntarily or voluntarily, up to the cyberbully (orcyberbullies). Comic characters will not only facilitate students the process of recognizing possible roles in cyberbullying, but will also allow a comparison of possible interactions, especially using "non-verbal" expressions coded by the comic world and therefore internationally understandable and close to the target group of reference.

The activities suggested and studied specifically for these workshops will thus be able to take a cue, start and / or end with what in the jargon are called "strips" in the field of comics, condensing and making transmissions to the outside of the participants' conclusions.

Each workshop includes 3 different moments of activity on the same class group and the introduction and use of the comics and the ON LIVE questionnaire already in the first meeting. For the following 2 interventions you can choose to apply, adapt and complete the activities, being able to change the number and combination of those to be proposed, thus being able to follow the inclinations and characteristics of the group, as well as its reflection times.

Therefore, the common structure that the workshop will follow, and which will be repeated as the implementation protocol for each of the workshops realized is the following:

Preparation Construction with the schools of the conditions for the proposition of the workshops, including the verification and possible activation, if not already present, of a systemic network of support for the interventions according to what was already discussed in the first chapters of this guide. Collection of reports by teachers responsible for the class of relevant information for the purpose of the actual construction of the workshop(s).

Investigation Phase of administration in the reference class of the ON LIVE questionnaire with the use of the facilitating tool for comics. Elaboration of the data emerged and identification of the possible activities with an appropriate weighting between results emerged from the application of the analysis matrix and from the indications / information from the teaching staff.

Implemantation 5 workshops lasting 3 meetings each (1 hour, 2 hours, 2 hours) for awareness and the fight against cyberbullying. The laboratories will involve in each country 5 classes of students between 14 and 15 years in secondary schools. The class group is estimated to be between 20 and 25 participants. The workshop will be organized on several interventions at school on the same class, in order to facilitate its integration with teaching for a total duration of minimum 5 hours. A team of 2 members will lead them; contents and activities will be chosen and adapted on the basis of the IO.2 intervention module.

CYBERBULLYING WORKSHOPS – ONLIVE PROJECT

INTERVENTION STRUCTURE FOR WORKSHOPS Before to start the workshops

Before proposing the submitting of the questionnaire, ask for an appointment with the School Manager/Director and explain the purpose of the project and the purpose of the questionnaire. Clarify that it is intended to inform the youngsters about the characteristics of cyberbullying, to investigate their role in relation to some specific types of cyberbullying, as well as the frequency in which the phenomenon is occurring during the school year. Reassure the School Manager/Director on the purpose of using this tool to better understand how the guys are feeling in the school, their relationship with the adults of reference (parents, teachers, other school staff) and the strategies they consider appropriate to oppose Cyberbullying. Highlight the fact that the questionnaire is anonymous and will be submitted by external experts, not employed by the school. Suggest that it would be good to inform the families about the fact that the school will be involved in the ON-LIVE project and that the questionnaire is the first tool needed to help the youngsters understand the features of cyberbullying. It should be clarified that the questionnaires will be elaborated separately for each class and it will be possible to provide teachers with general data based on the outcomes.

Ask the School Manager/Director to nominate a professor/teacher as the responsible for the project in order to facilitate the communication and organize the submission of the questionnaire to all the classes involved. The name of this person could be indicated in the final part of the questionnaire, so the students who might need to deepen the subject can ask for help.

After receiving the authorization from the school manager/director, set up an interview with the responsible teacher to illustrate the project and agree on a timeline for the questionnaire submitting.

In order to facilitate a homogeneous data collection, an operative form is proposed aimed at highlighting and organizing information that can effectively contribute to the preparation of the workshops. The teacher responsible for each class in which the planned interventions will take place must complete it.

CYBERBULLYING WORKSHOPS – ONLIVE PROJECT

INTERVENTION STRUCTURE FOR WORKSHOPS Before to start the workshops

Information form

Name of the school							
Class grade							
Age of the students							
Name and surname of the teacher							
Number of students	Total		Male		Female		
Number of students with special learning needs		Among them how many may have difficulties in following the activities?					
Number of students with physical limitations		Among them how many have a support person?					
Which are the main characteristics of the interaction in the class group? How would you define it?							
Which are the main characteristics of the interaction with adults in the class group? How would you define it?							
During the school year, did you notice any particular tension in the class group?							
Do you have any perception that bullism or cyberbullism happens in your school?							
Do you think that this class group can be at risk of cyberbullism?							

Below you can find some guidelines for finding the most appropriate moment for submitting the questionnaire in all the classes involved

- Submit the questionnaire avoiding to replace the subjects that the students are more likely to prefer (Physical Education and Sports, Arts, Music...)
- Avoid to submit it just before the breaks or before the end of the hour, in order to avoid that the students might get distracted and/or stop filling the questionnaire.
- Submit the questionnaire at the same time if more class have been selected in the same school. It is not possible to submit the questionnaire for the people who were absent, because their answers might be influenced by the fact that they will be talking with their classmate beforehand.
- Prefer to use the hours offered by teachers who are willing to host the questionnaire, otherwise they might be trying to speed up by urging the students to finish quickly, in order to keep on running their lesson.
- Be careful that the students do not voluntarily prolong the times of submitting just to avoid their classes.

CYBERBULLYING WORKSHOPS – ONLIVE PROJECT

First intervention (1h)

The ON LIVE questionnaire is a survey tool, ad hoc questionnaire, aimed not only at detecting situations of latent cyberbullying, but also to accompany 14-15 years students in increasing their awareness of often involuntary roles assumed in the propagation and implementation of cyberbullying actions. Instrument accompanied by guidelines for its administration that support a careful and thoughtful use, as well as the treatment of eventual emergence of cases already in this phase, complemented by a matrix of analysis of the results emerged in the micro (group) and macro (school), on which to calibrate the possible interventions.

It is very important to read the questionnaire carefully before to submit it and follow the instructions given in this section:
Prepare enough copies (including two or three more copies, in case of errors while filling the questionnaire) and distribute it to the students while inviting them not to write anything until they are told they can begin compiling.
Introduce the tool by saying: "This questionnaire is administrate in several schools in some EU countries (more information about the countries involved can be given if requested) and we need it in order to know your experience when it comes to cyberbullying. Soon we will read together a series of definitions that will help you better understand the characteristics of this phenomenon."
Read aloud the initial instructions, reassuring students about the anonymity and the respect for their privacy.
Clarify that if there are any questions that they do not want to answer, they can leave them blank but it would be helpful if they would answer as many questions as possible. Highlight that it is important for each of them to respond with the maximum sincerity, without talking to other classmates. Remind them to refer to the period from the beginning of the school year until today.
If anyone asks if it’s possible to talk about cyberbullying occurring outside the school, tell them they can talk to an adult of reference (as stated at the end of the questionnaire) but that, within this questionnaire, they have to refer only to experiences linked to the school world. It is important to motivate them by explaining that this is the only way in which will be possible to eventually set up support interventions within the school.

CYBERBULLYING WORKSHOPS – ONLIVE PROJECT

First intervention (1h)

If anyone needs clarification, they can ask questions, but you need to answer in a simple and clear way; when everyone is ready, tell them to write the date, school name, class, sex, and age in the appropriate section and, walking around the classroom, make sure everyone has done so. Read aloud the definition of cyberbullying and the eight typologies, if there are words or phrases that the students cannot understand, you can make examples to better explain the meaning.

If everyone understands the explanations, you can proceed with filling the second page where only one answer for each question is needed. Explain to the students that they can put a mark or a cross on the square beside the chosen answer. If they have any doubt on which answer to give, clarify that there are no right or wrong answers but they must indicate what they feel closest to their experience. Specify that each person has to complete the questionnaire alone and avoid conversations about it with classmates while doing it. If necessary, it would be advisable to walk around the classroom to make sure that students do not talk to each other during administration. When the second page is filled, you should invite the students to read the instructions carefully before filling in the following pages.

Clarify that in the tables (A, B, C, D and E) you can give more answers, according to what they have done while facing cyberbullying and how many times this has happened since the beginning of the school year. It is important to remind from time to time to refer to this timeframe to be sure that the students consider the whole period of time.

The final part (fourth page, F section) is about collecting information on what the students think that should be done to help a victim of cyberbullying. This section is very important to understand their point of view regarding the possibilities of preventing and combat the phenomenon; it is important to motivate them to give all the answers they consider appropriate and useful for this purpose. There is no limit to the answers they can give but if some student finds the choice too hard, explain them that it is favourable to select the ones that they consider most important and effective in their situation.
At the end of the administration, proceed with filling the data collection form that follows.

CYBERBULLYING WORKSHOPS – ONLIVE PROJECT

First intervention (1h)

DATA COLLECTION MODULE
(to be filled in at the end of questionnaire submission)

DATE _____

SCHOOL _____

CLASS _____

NUMBER OF STUDENTS PER CLASS: _____

NUMBER OF STUDENTS THAT WERE PRESENT DURING THE SUBMITTING OF THE QUESTIONNAIRE_____

DO YOU THINK THAT SOME STUDENTS HAVE NOT ANSWERED SERIOUSLY TO THE QUESTIONNAIRE? YES NO

IF YES, HOW MANY? _____

ARE THERE SPECIAL SITUATIONS THAT YOU BELIEVE SHOULD BE REPORTED, SUCH AS STUDENTS THAT TALKED EACH OTHER FOR A LONG TIME, STUDENTS WHO HAVE HAD DIFFICULTIES IN ANSWERING THE DIFFERENT QUESTIONS, INTERVENTIONS AND/OR COMMENTS BY THE CLASS TEACHER, OTHER (PLEASE SPECIFY)?
_____
_____

Filling the questionnaire should engage the class group for about 30 minutes but it is good not to ask the students in any way to conclude because everyone needs to take their time, especially because the content of the questionnaire directly concerns their personal experience. It is up to the team to decide if to use the comics in this phase, making them appearing and sticking them on the wall while you explaining the questionnaire. It depends a lot if you consider that it might help or not increase the efficacy of the submission by visualizing the roles tackled in the questionnaire or to use them to lead an introduction to the next 2 sessions.

CYBERBULLYING WORKSHOPS – ONLIVE PROJECT

Second intervention (2h)

The second objective of the ON LIVE workshop is to analyse together with the participants the dynamics and the effects that the various actions of cyberbullying can cause. Through the proposed activities the students will be able to analyse: the profiles of the characters, the modalities of action, the effects they produce and how to recognize them.

The activities that have a more "practical" development, such as activities n. 2, 3 and 4 are recommended for class groups in which there is not an evident harmony, there is a feeling of shyness, the boys are not very inclined to dialogue and the exchange of ideas and group reflection. Less practical activities, such as activities 5 and 6, are recommended for those class groups in which it is easy to build a debate and a common reflection led by the youth worker.

Source for activities: A guide to preventing and combating cyberbullying

CYBERBULLYING WORKSHOPS – ONLIVE PROJECT

Third intervention (2h)

The proposed activities aim to work on a level of in-depth study, which allows each participant to arouse greater awareness of this phenomenon. During this intervention the observation and analysis by the youth worker will be very
important with respect to the activities carried out in the intervention 2. Activity 7 is recommended in a class group that does not show clear references to the phenomenon, so the dramatization of an act of cyberbullying does not risk endangering a possible victim or "exalting" the potential bully, but "putting yourself in the shoes of" allows a deeper reflection that questions each boy about his emotional reaction in a similar situation and at the same time it sensitizes it. Activity 8 is recommended for a close-knit class group with a good level of debate and analysis of the situation being proposed. Activity 9 is recommended in a class group that does not present particular references to the phenomenon, but which shows interest in the role of the defender or which is particularly suitable for the work of awareness and help in prevention.

Source for activities: A guide to preventing and combating cyberbullying

ASOCIACIÓN CAZALLA INTERCULTURAL

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Cazalla-Intercultural Initiative is a cooperative of social workers in the educational and social awareness at European and local, in the areas of immigration and multiculturalism, Youth and Human Rights.It is integrated by a group of people from different ethnic and cultural in a multidisciplinary way they operate in different areas of work we cover.Our team consists of social workers, educators, lawyers and immigration specialists and volunteers (both European and local) with experience and expertise in diverse areas (graffiti, graphic design, computer, caving and martial arts).We in-Intercultural Cazalla share the same vision and different approaches on how to reach it, which gives us the motivation to act and work for what you believe. We assume that to change the social reality in which we live, we should promote other types of education with the aim of transforming our society into one a little more open, sensitive to the diversity of people from other cultures and understand the role of every person in this process of change and coexistence

Mission and Objectives: With the goal of educational change to achieve social changeFrom Cazalla-Intercultural're primarily interested in serving as a reference, information and support to those most in need, in terms of education and teaching in the first place and advice and guidance on issues of immigration.Thus between our activities are all those which can serve these purposes, the socio-educational change and support those in need in this regard. Some examples of activities that have developed since our organization is the organization of seminars, training courses and workshops to address issues such as prevention of Islamophobia, the development of intercultural skills or knowledge and implementation of intercultural projects and activities where social theater became a working tool and intercultural awareness.We also want to build a volunteer network in the municipality of Lorca's response to the desire of many people to help and lend a hand to those in need and to enable those who require such support know where to go to find volunteers / as to support them.

Main Projects / Activities: The activities that Cazalla delivers in the field of immigration:- To report discriminatory situations and to strengthen the creation of associations of immigrants and to promote solidarity within this sector.- Organising events for immigration that explore and clarify the present situation of immigration in Lorca and in the Region.- To promote the positive attitudes, habits of behavior and values, by supporting the COEXISTENCE and organizing the days of " open doors" for the Moroccan and Ecuadorian ethnic group. To offer to youth immigrants training courses that could be of their interest.Together with the work made in the field of youth immigration, the Association Cazalla as well provides activities for the young people from Lorca and gives the necessary information to facilitate and to promote international experiences that can contribute to youth's enrichment and personal development

Title: Socijala festival

Total time: 3 days

Target group: Youth

Group size: N/A

Team / staff needed: 3 organizers & employes and 15 volunteers

Environment: Riverside

Purpose: Importance of young people's lifes in the city

Resources: People, materials for workshops, musical equipment, etc.



Preparation phase Fifteen volunteers are divided in three teams, creative team, logistic team and promo team. Every team have their tasks and are responsible for creating content depending on their team. The preparation starts 3 to 4 months before festival. Volunteers are creating decorations, content of activities... Main organizers/employes are responsible for administration, donations, venue, police licenses, artistis, etc. Organizer is keeping track of the whole process of preparation and has meetings with volunteers on weekly bases to see the progress.











Implementation phase Now that everything is ready, a week before festival every volunteer gets their role and job that they're going to do at the festival. For example, some of them are responsible for delivering planned activities (yoga, capture the flag, making bracelets,etc...), food and drinks, promotion (uploading pictures and videos on social media, inviting people...). Since the festival is for 3 days and program is planned from morning until late night, we are working in shifts, which is as well planned and scheduled.

Feedback / Evaluation After festival all volunteer teams have a meeting with IKS team, we discuss how everything went, pros and cons and plans for next year. Local radio stations and portals are always following festival so we have feedback from our local community as well.

Expected outcomes: The aim of the festival is to encourage young people to develop their positive ideas and to actively participate in community development. This program is interesting because of its dual character, in one way it is a volunteer program, and at the same time a structured, program work with young people. During the 3 days of the festival, young people are offered a variety of activities available in one place.

Impact on youth and / or community and / or organization Socijala is a summer festival designed as an event that brings together and motivates young people, especially those with fewer opportunities who in their spare time want to actively participate in creating quality content that is accessible and free to everyone, which is a major feature of the festival. We want to introduce young people to topics such as ecology, nature protection, a sense of responsibility towards the plant and animal world, their own body and mental health, equality and discrimination, alternative forms of art and culture, different lifestyles, opportunities for active participation in the community. Erasmus + program, etc.

Challenges / obstacles faced The main obstacle that we are facing for years now is lack of staff and that we never get financial support for organizing the festival.

Title: Peer learning

Total time: 120 min.

Target group: Elementary or high school students

Group size: 10

Team / staff needed: 5

Environment: Youth / volunteer club or similar indor space

Purpose: Help youngsters who have difficulties in learning / acquiring school content through peer learning and socialising

Resources: Calculators, papers, pens, books for aimed subject, tables, chairs

Preparation phase: Selecting / finding at least 5 young people / volunteers who are good in some topic like mathematics, chemistry or English language and preparing them for work with their peers. This considers guidance by Youth worker on how to prepare and deliver the learning process, how long should be the learning session and what after session, how often should be the sessions (for example 2 times in a week). We have add that after learning session and after finishing a daily learning agenda youngsters stay in our center for further socialization with their peers and youth workers. This could consider different games (for all ages) as a whole group or in smaller groups. With this concept, we achieve better inclusion of young people in need, raising their competences
and getting them closer to active participation in community.

Implementation phase: Implementation happensin our civic center where we have all the resources needed. We set that the session last for 2 hours of which first hour is for concrete subject learning and second hour is for socialization or gamification of learning process.

Feedback / Evaluation: We ask a feedback for parents or learners is there any improvement in school. In rare cases or harder cases we also ask / receive feedback from school and in that manner we ask from professor on which we should pay more attention or practice more.

Expected outcomes: Improved knowledge of learners and better grades in school; Motivation of target group to take active participation in society;.

Impact on youth and / or community and / or organization: Raised capacities of youngsters; Both local community and organization have support program for youngsters who need additional help in reaching school subject desired goals / grades.

Challenges / obstacles faced: Centralized activity (not so accessible to youngsters in rural areas), not enough peer / volunteers to deliver tutoring.

Title: Muppet-Puppet theater of Youth Work

Total time: 30min.

Target group: Elementary school students

Group size: 30

Team / staff needed: 4

Environment: School gym or bigger classroom

Purpose: Familiarise target group with mobility and promote intercultural learning and mobility

Resources: Mobile stage, 4 selected puppets, 4 volunteers /staff

Preparation phase: Youth workers work with small group of young people with aim that young people develop a scenery for puppet theater play that later will be delivered to final beneficiaries by the same young people. Topic of the scenery can be whatever chosen by youngsters and Youth workers are there to help them to shape it and to support learning process through guidance of youngsters. Furthermore to lead youngsters towards learning and developing their competences. Based on the topic of play competences, which youngsters will develop may vary but at least they should develop personal, social and learning to learn as well as cultural awareness and expression competences. Topic should be connected to the target group for which you want to deliver the play. Target group can be children in kindergarten, in elementary school, young people or even elderly people or for example mentally ill people. Based on our practice time needed to develop and prepare one theater play is between 2 – 4 weeks (depends how many role it is, how complicated and long is the scenery etc.). Regarding the logistic. We have made or better say improvise a small mobile stage that is easy to transport and assemble. We made our from frame (that is from plastic pipes) on which we pull over a 1.8m x 2.2m textile. How that looks like you can see in pictures bellow

Implementation phase: Implementation can happen outside, like in park or during some other event (like festival, fair etc.) or inside, like in classroom, youth center, theater etc. Time of theater play can vary and based on our experience we had plays from 5 to 30 minutes. Best way to explain this activity is through example and then everybody can construct his or her own topic, time, people included, background, place etc.
EXAMPLE of activity: Our volunteers / young people have been created a puppet play based on European mobility projects. How that could look through eye of young person? What need to be done in order to be included in mobility activity? What is happening during travel from home to one or more foreign destinations? Collision with cultural differences, prejudices met or broken? New friendship / social encounters made and on the end, point out what have we learned / gained through this mobility.

Feedback / Evaluation: We use different evaluations for different size of target groups. For example when we have a play in elementary school then we use evalutation form on paper and elementary school students evaluate the play as well as what the seen, learn or experience from the play. When we having a play in elderly home then we after play talk with them as it is easier for them to express themselves vocally. When we are in mentally ill home then after the play we have a discussion with the medical and support staff.

Expected outcomes: Familiarizing target group with some important topic; Motivation of target group to take active participation in society or mobility; Raised capacities of youngsters.

Impact on youth and / or community and / or organization: Young people have participated in learning and experiencing process through creation and delivery of theater play. Because of that are more sensitive / informed towards topic that was processed, they learned new things and learn to work in team which led to their personal development, they are now more willing and motivated to be active citizens in their local community. Both local community and organization have now more community programs that are providing better quality of life in the community.

Challenges / obstacles faced: Transport issues; Constant availability on youngsters to prepare and deliver the play

ASSOCIATION FOR PROMOTION OF IT, CULTURE AND COEXISTENCE (IKS)

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Association IKS was founded by a group of young enthusiasts who wanted to bring positive change in the post-war community. Association is registered 12. 03. 2003 with headquarters in Petrinja.

- **Vision:** A more humane, democratic environment in which IKS acts as a generator of change and a stronghold of positive ideas.
- **Mission:** To empower citizens by developing a sense of responsibility and taking the initiative to advance the entire community.

- **Principles of action**
- Tolerance, respect for diversity, opinions and attitudes
- Enabling environment
- Respect for human rights
- Nonviolence
- Transparency of work
- Professional communication
- Collaboration of all stakeholders in the community
- Awareness
- Networking
- Partnership and cross-sector cooperation

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