

QWERTY

Digital Tools to Empower Youth Work



TOOLKIT OF THE TRAINING COURSE

23 - 29 SEPTEMBER 2022

LA BUONA TERRA - PASSIGNANO

SUL TRASIMENO (PG)



Key Action 1
Mobility project for young people and youth workers
Mobility of youth workers

QWERTY

Digital Tools to Empower Youth Work

23 – 29 September 2022

La Buona Terra - Passignano sul Trasimeno (PG),
ITALY

INDEX

PROJECT DESCRIPTION

5

MAIN TOPICS

7

METHODOLOGIES USED

8

LEARNING

9

HOW TO USE THE TOOLKIT

11

TRAINING AGENDA

12

ACTIVITIES INDEX

14

TOOLKIT of the TRAINING COURSE

16

BIBLIOGRAPHY

69

PROJECT DESCRIPTION

QWERTY aims to provide youth workers, trainers, and educators, with innovative tools and working methods, to further empower the impact of their daily work with young people, applying **digital and smart tools** and methods.

More specifically the project foresees the development of new tools and approaches using smart tools, to be applied, both in online and offline actions, with young people and youth coming from fewer opportunities' backgrounds.

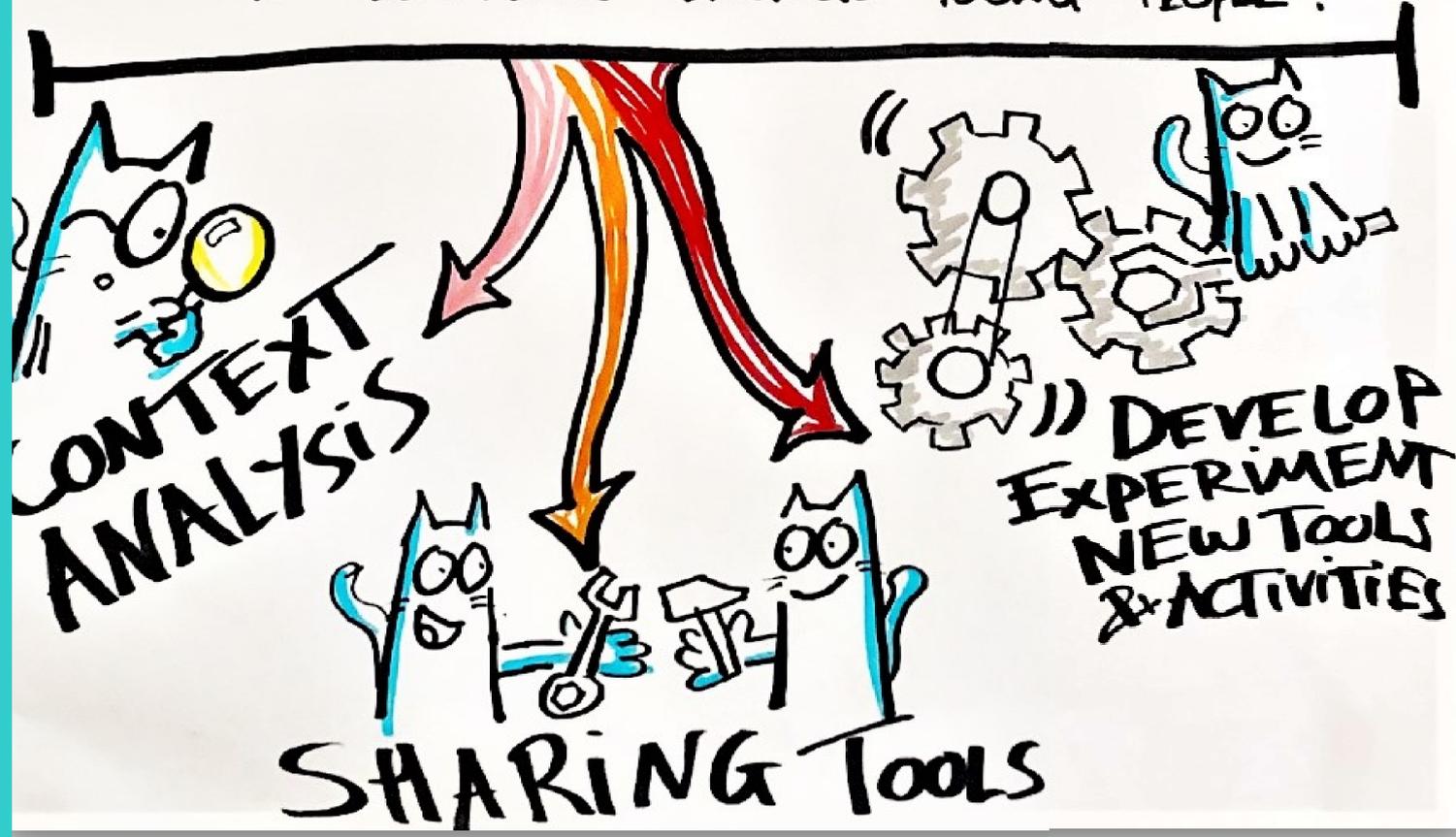
QWERTY is a project realized within the Erasmus+ programs, including a

TRAINING COURSE

QWEREY



To EXPERIMENT TOOLS
AND WORKING METHODS (WITHIN NON FORMAL
EDUCATION AND DIGITAL / SMART WITH WORK)
TO BETTER ENGAGE YOUNG PEOPLE.



MAIN TOPICS

TRAINING COURSE

Non-Formal Education

Digital and Smart Youth Work Methods

Active Participation

DIGITAL AND SMART YOUTH WORK - DSYW

new knowledge and skills on Digital and Smart youth work, by experimenting and developing concrete methods and actions to better engage of young people in non-formal education initiatives, including digital means and activities in presence

INCLUSION

reflection strengthening about the nowadays digital divide and its links with youth social exclusion, therefore searching for common strategies to provide accessible activities online and offline using smart tools

METHODOLOGIES USED

The activities implemented during the training course were set within the non-formal education framework.

NON-FORMAL EDUCATION – NFE was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal system (schools-university). Thus, NFE is the macro-umbrella including any organized educational activities both outside the formal educational system and outside the formal educational curriculum.

According to the **Council of Europe**, “*Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places ... where young people meet, for example, to undertake projects together ... Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing.*”

From: <https://www.coe.int/en/web/european-youth-foundation/definitions>

**Non-formal
education
should be also:**

voluntary based
open and accessible to everyone
participatory
learner-oriented
based on active participation and exchange
based on experience and action
holistic and process-oriented
focused on skills and competences development
connected to active citizenship

In the NFE, the learning process grounds on specific educational objectives, previously identified, then monitored during the process and eventually, modified according to the learners 'needs

LEARNING

In the Non-Formal Education activities proposed during the training, Learning is articulated accordingly to a set of specific pillars:

Learning by doing approach: specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process

Learner centred: the pedagogical approach is centred on the person who is learning and based on the promotion of participatory processes

Life-long-learning-LLL approach: human beings never stop learning and we all learn and acquire different competences and skills in different moments and spheres of our life

Shared learning path: among the learners and within the group, with the aim to encourage the horizontal exchange of knowledge within and among the learners/experts

Flexibility: methods have to be re-adapted all along the process, taking into account the learning needs of participants and of all the involved actors

Horizontal interaction:
among trainees
and facilitators and
trainers

Personal empowerment:
enhancement of
the self-esteem and
of the self-
confidence

**Soft skills and key
competences:**
constant analysis
and recognition

KEY WORDS

**Participative
methods:**
permanent testing,
development and
upgrading

**Constant
exchange:**
of feelings,
feedbacks,
experiences and
knowledge

**Learning
assessment:**
of individuals and
groups all along the
experience

Transmission:
of knowledge and
methods to other
beneficiaries (not
initially involved)

HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in July 2022.

ACTORS

QWERTY Toolkit is addressed to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions within youth work framework, to promote understanding, intercultural learning and peace education.

FORMAT

QWERTY project and the Toolkit as part of it, are conceived as an “open format” that can be used with different shapes and duration and could be replicated in the involved partner countries and in new ones, not directly participating in the project. Moreover, the Toolkit, thanks to its participative methodologies, can be used in different setting and backgrounds.

FLEXIBILITY

QWERTY Toolkit is conceived as a flexible tool, by this we mean that the activities presented can be used and readapted according to the needs of the different target groups and local backgrounds.

It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an event or a project. For this reason, in case you will decide to pick some of the activities to work with youth workers and/or young people coming from different backgrounds and experiences, we recommend you to have a clear picture of the target group needs and profiles to be able to bring adaptations, when and where needed.

TRAINING AGENDA

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
MORNING	<p>NAME GAMES Name ball The Blanket</p> <p>GETTING TO KNOW Speed-dating Portrait</p> <p>THEMATICS Rondo</p> <p>METHODS Key words in Kahoot</p>	<p>MORE STEPS 1 Arpentage</p> <p>IDENTITY Mandala</p>	<p>ICL Abigail</p> <p>GAPS Different types</p>	<p>TOOLS What a tool is?</p>	<p>FACILITATION Blind Snake Moving debate Group division</p>	<p>TiA IMPLEMENTATION Workshop 1 Feedbacks</p> <p>Workshop 2 Feedbacks</p>	<p>LEARNING Toolkit finalization</p>
AFTERNOON	<p>TEAM BUILDING Four steps Mission impossible</p> <p>SDYW Snowball</p>	<p>MORE STEPS 2 Cafeteria</p> <p>SOCIETY Digital story-telling</p>	<p>SHARING METHODS Open Space</p>	<p>SOCIAL INCLUSION Performing Inclusion</p>	<p>TiA PREPARATION Work in groups and Sandwich model</p>	<p>TiA IMPLEMENTATION Workshop 3 Feedbacks</p> <p>Workshop 4 Feedbacks</p>	<p>FINAL EVALUATION Stations Circle of words</p>

ACTIVITIES

INDEX

The Index of Activities is conceived to present the activities not in a chronological order, as in the Agenda at page 12, but in alphabetic order, accordingly to the topic addressed, including the reference page number.

TOPIC ADDRESSED:

Group Dynamic - indicated with: GD

Digital and Smart Youth Work - indicated with: DSYW

Methodologies Testing and Upgrading - indicated with: TiA

Final Evaluation - indicated with: FE

ACTIVITY	TOPIC ADDRESSED				PAGE
	GD	DSYW	TiA	FE	
Abigail	X	X			39
Arpentage		X			32
Blind Snake	X		X		56
Cafeteria		X			37
Circle of words	X			X	67
Different types		X			45
Digital story-telling		X			38
Four steps	X				25
Group division		X	X		61
Key words in Kahoot	X	X			24
Mandala	X				34
Mission impossible	X				26
Moving debate			X		58
Name ball	X				17
Open Space		X	X		48
Performing Inclusion		X			54
Portrait	X				21
Rondo		X			22
Snowball		X			28
Speed-dating	X				19
Stations	X	X	X	X	66
The Blanket	X				17
Toolkit finalization	X	X	X		65
What a tool is?		X	X		50
Work in groups and Sandwich model		X	X		62
Workshops		X	X		61



TOOLKIT

of the

TRAINING

COURSE

NAME GAMES

TITLE	Name ball
TOPIC/S	Getting to know each other and group creation
AIM	To activate and facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game
DURATION	15 minutes
MATERIAL	Different balls in different colors
DESCRIPTION	<p>The group is asked to stand in circle and 4 different colored, and plushy balls or toys are introduced by one of the facilitators.</p> <p>The first person starts, passing one plushy ball/toy to the right side of the circle, saying the name of the person to their right. Then, the second person starts, passing one plushy ball/toy he left side of the circle, saying the name of the person to their left. The third ball/toy, goes in a star shape anti-clockwise, being passed to the person in front of who is throwing it (and then to the left of the previous person who threw it). The fourth ball/toy, does the same but clockwise (to the person to the right of the person in front who threw it). Starting shapes go one by one and then are added until all the four balls/toys are passing at the same time.</p>

TITLE	The Blanket
TOPIC/S	Getting to know each other and group creation
AIM	To activate and facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game
DURATION	20 minutes
MATERIAL	One big blanket
DESCRIPTION	<p>Participants are divided in 2 sub-groups: the participants of each group receive a number. The two groups are divided by a blanket kept by trainers.</p> <p>When trainers call a number the persons of the two groups corresponding to this number have to get closer to the blanket. At this stage, the person crouching in front of the blanket cannot see what stands behind the blanket.</p>

When the blanket falls down, the participants crouching in front of the blanket, have to guess the name of the person/s standing in front. The fastest win.

TIPS: facilitators can add an extra element in the activity. When someone is losing should pass to the opposite team and play with other them. At the end of the activity, the team remaining with more participants, win. Still we suggest of not emphasizing the concept of “winner VS loser” but, on the contrary to incentivize the funny and interactive aspect of the activity!

GETTING TO KNOW

TITLE	Speed-dating
TOPIC/S	Group interaction
AIM	To ease the participants interaction and exchange
TOOL TYPE	Getting to know each other activity
DURATION	45 minutes – the duration depends on the n. of appointments fixed
MATERIAL	Questions for the discussion, A4 papers and pens/markers
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Appointments Participants receive an A4 paper and a pen. They are asked to draw on the paper a clock with 12 hours, corresponding to the 12 questions of the Handout below (but it's possible to include how many questions as preferred). Participants are asked to take, for each hour, one appointment with a different person (no more people in the same meeting are allowed).</p> <p>NOTE: in this case the facilitator can include as many hours as the number of appointments they would like to have, according to the time at disposal.</p> <p>Step 2. Meetings When the facilitator says, for example: "it's 1", all the participants should search for the partner in the appointment scheduled for 1 o'clock. During the appointment with the person, it's possible to take key words or small notes on the clock, corresponding to the question asked. Each appointment has a maximum time of 3 minutes. After the time it's over another appointment is called. The activity follows in that way till the end of all the appointments.</p> <p>See Handout below.</p>

HANDOUT: SPEED-DATING

1	IF YOU HAD TO DELETE ALL YOUR APPS EXCEPT FOR ONE, WHAT WOULD YOU KEEP?
2	IF YOU COULD BE THE ADMINISTRATOR OF A CELEBRITY'S ONLINE PAGE WHO WOULD YOU CHOOSE?
3	WHAT IS YOUR COMPUTER'S WALLPAPER? WHAT DOES IT SAY ABOUT YOU?
4	WHO IS YOUR FAVOURITE INFLUENCER?
5	WHAT WOULD YOU DO IF YOU WIN THE LOTTERY?
6	IF YOU COULD TRAVEL ANYWHERE,WHAT WOULD THE DESTINATION BE?
7	WHAT WAS THE MOST USEFUL THING YOU BOUGHT THIS YEAR?
8	IF YOU COULD BECOME AN EXPERT ON ANYTHING, ON WHAT WOULD THAT BE?
9	IF YOU COULD MAKE A FILM WHAT WOULD IT BE ABOUT?
10	WHAT WOULD YOU COOK TO SEDUCE SOMEONE?
11	WHAT IS YOUR RELATIONSHIP WITH CATS?
12	WHAT IS YOUR SECRET TALENT?

TITLE	Portrait
TOPIC/S	Group interaction
AIM	To ease the participants interaction and exchange
TOOL TYPE	Getting to know each other activity
DURATION	20 minutes
MATERIAL	A4 paper, pens, markers
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Forehead Participants stand in the circle and receive an A4 paper and a pen. They have to write on their paper their name and put the paper in the middle of the circle. When the facilitator says “go!” they have to go to the center, pick up a paper with the name of another person, fold it and draw the forehead of this person. Then they have to put, once again, the paper in the middle of the circle.</p> <p>Step 2. Eyes When the facilitator says “go!” participants have to go in the middle and pick up a paper with the name of another person, fold it and draw the eyes and nose of this person. Once they have finished, they have to put the paper in the middle of the circle.</p> <p>Step 3. Mouth and chin When the facilitator says “go!” they have to go in the middle and pick up a paper with the name of another person, fold it and draw the mouth and chin of this person. Once they have finished, they have to put the paper in the middle of the circle.</p> <p>Step 4. Me, myself When the facilitator says “go!” they have to go to in the middle and find the paper with their name and with the collective drawing realized by the other participants. At the end of the activity all the drawings are put on the wall.</p>

TITLE	Rondo
TOPIC/S	Subjects participants dare deepening during the training course
AIM	To reflect and share the subjects participants are interested to explore and deepen during the training
TOOL TYPE	Individual and work in group
DURATION	40 minutes
MATERIAL	A4 papers, pens, flipchart, markers
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Proposals Participants are asked to write in capital letters one or two specific topics/s or subject/s they would like to discuss during the training. The proposals should come from each person without a discussion with the others and they are asked to leave space under each proposal.</p> <p>Step 2. Sharing and commenting Then, the paper has to be passed to the person on the right side. The person receiving the paper, has to read the proposals and choose if to agree (adding 1 tick to the proposal) or disagree (without adding a tick to the proposal). The paper pass then to the next person and so on, till it's back to the person who wrote the proposals.</p> <p>Step 3. Summary The proposals are then read, specifying the score they received. The proposal receiving the highest score, will be used as “discussion subjects” for the upcoming steps of the training (or will become the subject of thematic workshops).</p> <p>See Handout below.</p>

THE TOPICS/S OR SUBJECT/S PART OF THIS HANDOUT ARE THE RESULTS OF THE RONDO'S ACTIVITY

RISKS & THREATS VS BENEFITS

COMMUNICATION

MEDIA MANIPULATION

SOCIAL MEDIA

INTERCULTURALITY (INTERGENERATIONAL, ROLE OF CULTURE...)

INCLUSION (ACCESSIBILITY, GROUPS AT RISK...)

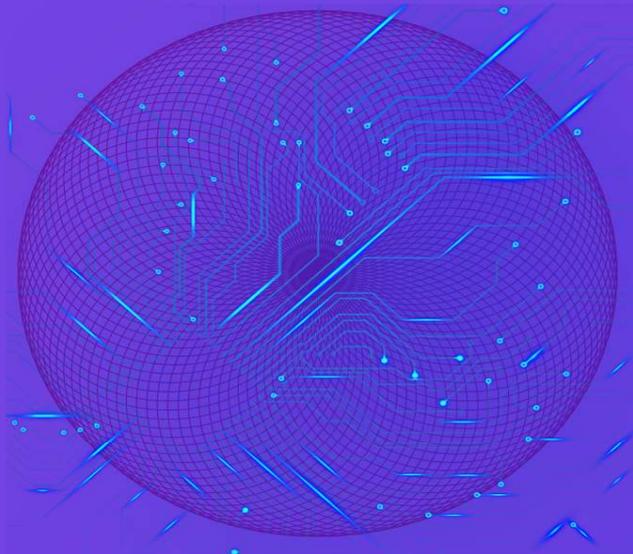
MENTAL HEALTH

**PARTICIPATION
ACTIVISM**

FORMAL EDUCATION

FACILITATION

TOOLS & METHODS

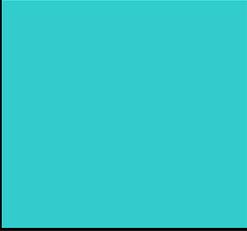


TITLE	Key words in Kahoot
TOPIC/S	Methodology within non-formal education
AIM	To reflect upon relevant key-words, part of the training course's methodology, considered as the main pillar during the course
TOOL TYPE	Work in groups and plenary
DURATION	30 minutes
MATERIAL	Internet connections, Smartphones, computer, projector
DESCRIPTION	<p>Participants gather in the workshop room and one facilitator run a short introduction on Kahoots (how to use it).</p> <p>Participants are then asked to enter Kahoots and to get registered. After that steps they are divided in smaller groups (approximately 3/4 people each).</p> <p>Different questions have been prepared in advance. After each question, participants are asked to express their opinion in Kahoot. After that point, extra time (approximately 5/7 minutes) are left for extra feedbacks and comments from the group.</p> <p>Below the list of the key-words related to the training methodology and to the different questions proposed:</p> <ul style="list-style-type: none"> • ACTIVE PARTICIPATION • RESPONSIBILITY • MISTAKES • COMFORT ZONE • HORIZONTALITY

TITLE	Four steps
TOPIC/S	Team building and group interaction
AIM	<ul style="list-style-type: none"> • To make participants interact in a funny and stimulating way • To encourage the group dynamics analysis • To reflect about the different roles in the group and the importance of communication and cooperation
TOOL TYPE	Team building
DURATION	45 minutes
MATERIAL	Chopsticks, stones, cups, baskets with water, elastics, benches, one indoor and one outdoor space
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Chopsticks Smaller groups are created and each participant in the group receives two chopsticks. The participants of each group, are standing in line, equally spread all along the path. The first person in the line receives a stone and the following task: the stone has to be kept in equilibrium using only the chopsticks (no touch with the fingers or hands is allowed), it has to be brought to the next person using the chopsticks and so on till the last person, who has to bring it to the “arrival point”. In case the stone falls down, the group has to restart since the beginning. As soon as a group has fulfilled the task, they can follow the other groups and support/encourage them.</p> <p>Step 2. Cups The same smaller groups of the first activity are kept. Now each group receives a cup and some elastics (one bigger in the center, while the other knotted around the one in the center and blocked to create smaller circles where it’s possible to insert a finger). The task for all the groups is to move the cup from a point A to the point B. They cannot touch the cup with their fingers and to move it they should use only the elastic connected with their fingers. Moreover, in the point A there is a basket filled with water and participants have to fill the cup (using only elastics to touch it) and then move the filled cup to the point B. If the cup falls on the ground, or if participants are touching it directly with their fingers, they have to restart from the point A. The group arriving first, wins.</p> <p>Step 3. Benches Two bigger groups are created, they are accompanied to the workshop room and each participants receives a small piece of paper with a mission to be performed. They cannot show to the others their mission. The two missions in the papers are:</p>

	<ul style="list-style-type: none"> • you have to bring outside all the chairs and leave them in a specific point in the garden, creating a circle • you have to bring inside the workshop room all the chairs you will find in the garden and create with them a circle. <p>Participants have 10 minutes to finalize their task, remaining in silence.</p> <p>NOTE: this activity is not closed with a debriefing because it is forecasted one collective debriefing at the end of the “Mission impossible”.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

TITLE	Mission impossible
TOPIC/S	Team building and group interaction
AIM	<ul style="list-style-type: none"> • To make participants interact in a funny and stimulating way • To encourage the group dynamics analysis • To reflect about the different roles in the group and the importance of communication and cooperation
TOOL TYPE	Team building
DURATION	60 minutes
MATERIAL	Flipchart and markers
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Mission Impossible The facilitator explains to the group (now is the whole group participating), that a Mission Impossible as to be fulfilled. Below the 8 steps to run in order to fulfill the mission:</p> <ol style="list-style-type: none"> 1. take a photo of the whole group together, including the facilitators 2. take selfies with: a green ball, some sage of rosemary, a member of the local association, a person from the country furthest away from yours 3. be the whole group for 1 minute in complete silence 4. find or create a song to represent the training course 5. make a human pyramid of at last 5 people 6. find out the collect high in meters of the participants (if you were to stand on the top of another) 7. collect 25 items 8. touch the sky as a whole group <p>Step 2. Accomplishment The group is left 20 minutes to finalize the mission. In case the mission is accomplished before they can call back the facilitators.</p> <p>Step 3. Debriefing Once the group is back in plenary, it starts the debriefing with the following questions:</p>

- 
- Did you achieve the tasks? Are you satisfied with the outcome?
 - How did you make decisions as a group?
 - Are you satisfied with the group process? (Results vs. Process/inclusion)
 - What changes did you observe in your own/the group's behavior/attitudes over the course of the team-building activities?

TITLE	Snowball
TOPIC/S	Digital and Smart Youth Work
AIM	<ul style="list-style-type: none"> • To reflect upon the two “definitions” of Smart and Digital Youth Work • To analyze similarities and differences • To exchange point of views and ideas according to the different field experiences
TOOL TYPE	Work in groups and presentation in plenary
DURATION	80 minutes
MATERIAL	Papers, pens, flipcharts, markers in different colors, post-it
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Definition - individually The group is divided in two sub-groups, one sitting on the right and the other on the left side of the workshop room. Then each participant receives a piece of paper and a pen and has to write alone, a definition (participants on the right side “Digital Youth Work” and participants on the left side “Smart Youth Work”). The participants from the right side don’t know the definition assigned to the left side, and so the others. There are 7 minutes at disposal.</p> <p>Step 2. Definition - couples Groups of two participants are created from the side of each definition. Once they are grouped, they have to present their two definitions and discuss them, finding common aspects, therefore creating one new definition. They have 10 minutes at disposal.</p> <p>Step 3. Definition – groups of six (3 couples) Three couples are created from the side of each definition. Once they are grouped, they have to present their two definitions and discuss them, finding common aspects, therefore creating one new definition. They have 15 minutes at disposal.</p> <p>Step 4. Definition – groups of twelve (3 couples + 3 couples) The two sub-groups from each side of the room are then joined and, once they are grouped, they have to present their two definitions and discuss them, finding common aspects, therefore creating one new definition. They have 25 minutes at disposal.</p> <p>Step 5. Plenary presentation and questions</p>

In plenary the two definitions of “Digital Youth Work” and of “Smart Youth Work” are presented and the following questions asked:

- Do you see any similarity among the two definition? If yes, what?
- Do you see any difference among the two definitions? If yes, what?

Step 6. Open discussion

At the end it follows an open discussion where participants have the chance to reflect upon the two “definitions” of Smart and Digital Youth Work, and to exchange point of views and ideas according to the different field experiences.

[See Handout below.](#)

DIGITAL YOUTH WORK

HOW

DIGITAL YOUTH WORK ♥

YOUTH WORK

Using digital technology and tools:

- phones
- internet
- computer
- social media platforms

to achieve the goals of youthwork.

Young people can collaborate with:

- organisations
- companies
- other people

Focusing on opportunities and problems young people have.

DIGITAL YOUTH WORK

YOUNG PEOPLE

IT'S THE WAY YOUNG PEOPLE CAN LEARN AND REFLECT EVEN FROM DISTANCE WHILE USING TECHNOLOGICAL DEVICES WITH INTERNET CONNECTION. (ALSO CREATING CONTENTS LIKE INFOGRAPHICS, POSTERS, VIDEOS FOR SOCIAL **A**MPAIGNS RELEVANT TO THE WORKS FOR DISSEMINATING THE OUTCOMES

WHAT

LEARNING

SMART YOUTH WORK

Smart CONCEPTION - 'USER-FRIENDLY'
NO MATTER THEIR SKILL LEVELS WILL BE ABLE TO USE IT

SMART USE - 'EFFICIENT AND EFFECTIVE' IS
ALSO WITH SUCCESSFUL COMMUNICATION AMONG PEOPLE
WHO WORK IN A TEAM - AROUND A PROJECT AND ACHIEVE
THEIR GOAL / OBJECTIVE OF THEIR TASK

SMART USER - 'RESPONSIBLE USER'
RESPECTS PEOPLE'S PRIVACY AND RIGHTS / INTERESTS
AND ABILITY TO USE

SMART TOOL - TO BE EASILY UNDERSTOOD /
KEEP THE PACE WITH THE CHANGES IN
TECHNOLOGY

S - SPECIFIC
M - MEASURABLE / MEANINGFUL
A - ACCURATE
R - RESPONSIBLE
T - TIMELY
RELIABLE

TECHNOLOGIES

EASY, PRACTICAL &
ACCESSIBLE WAY TO
ACHIEVE A COMMON
GROUND WHILE
PRESERVING THE
UNIQUENESS OF DIVERSE GROUP
TARGET

MORE STEPS 1

TITLE	Arpentage
TOPIC/S	Digital and Smart Youth Work
AIM	To go more in depth of the subjects and discover some, among the current researches/literature, on the argument
TOOL TYPE	Work in group and plenary
DURATION	90 minutes
MATERIAL	Handout with different articles, papers, pens, flipcharts and markers
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Introduction Facilitators run a brief introduction on the technique of the Arpentage, explaining its historical roots, the purpose and then, it's left some extra space for questions or requests of clarification from the group. Then participants are divided in smaller groups.</p> <p>Step 2. Work in groups Each group member (approximately no more than 5 people per group), receives a different article to read in silence. They have 15 minutes at disposal for the reading. Then, a discussion starts within each group: here, the main elements of the articles are shared (they should not be "literally shared", quoting some parts but re-interpreted by the readers). During the sharing, it has to be left space for questions and interactions among the readers.</p> <p>Step 3. Debriefing - plenary Once the groups are back in plenary, it starts the debriefing with the following questions:</p> <ul style="list-style-type: none"> • What did you have discussed in each group? • Can you highlight the most relevant elements? • How was to read a printed piece of paper in an over-digitalized era? • Can you share the last time you took some time to read something printed? • What is was about? <p>See Handout below.</p>

INFORMATION ON THE TECHNIQUE

The "Arpentage" is a method of discovering a book together, in the perspective of a critical appropriation of the text, to deepening the connections between practice and theory.

This technique can be used in different contexts, such as in an educational and/or social setting, to foster collaboration, active participation and critical reflection. Furthermore, this technique promotes empathy, active listening and building a sense of community among the participants involved in the reading.

The goals are:

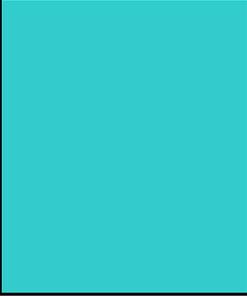
- to make the book accessible to everyone , promoting a "popular reading"
- to experience cooperative and critical work
- to create a common culture around a topic and a theoretical knowledge
- to understand that no knowledge is neutral, that every point of view is grounded

The "Arpentage" process generally involves the following stages:

- Text selection: the group chooses the text to analyze, which can be a book, an article, a poem, or any other type of text
- Text division into sections: the text is divided into sections of equal size, so that each participant can read one
- Individual reading and notes: each participant reads their own section of the text and takes notes on their own reflections, questions or curiosities
- Sharing and comparison: participants get together to share their annotations and the discussion on the text starts. During this phase, the participants can discuss with each other, clarify their doubts or deepen their reflections
- Summary and conclusion: at the end of the discussion, the group can summarize the main ideas that emerged and draw conclusions on the topic covered by the text.

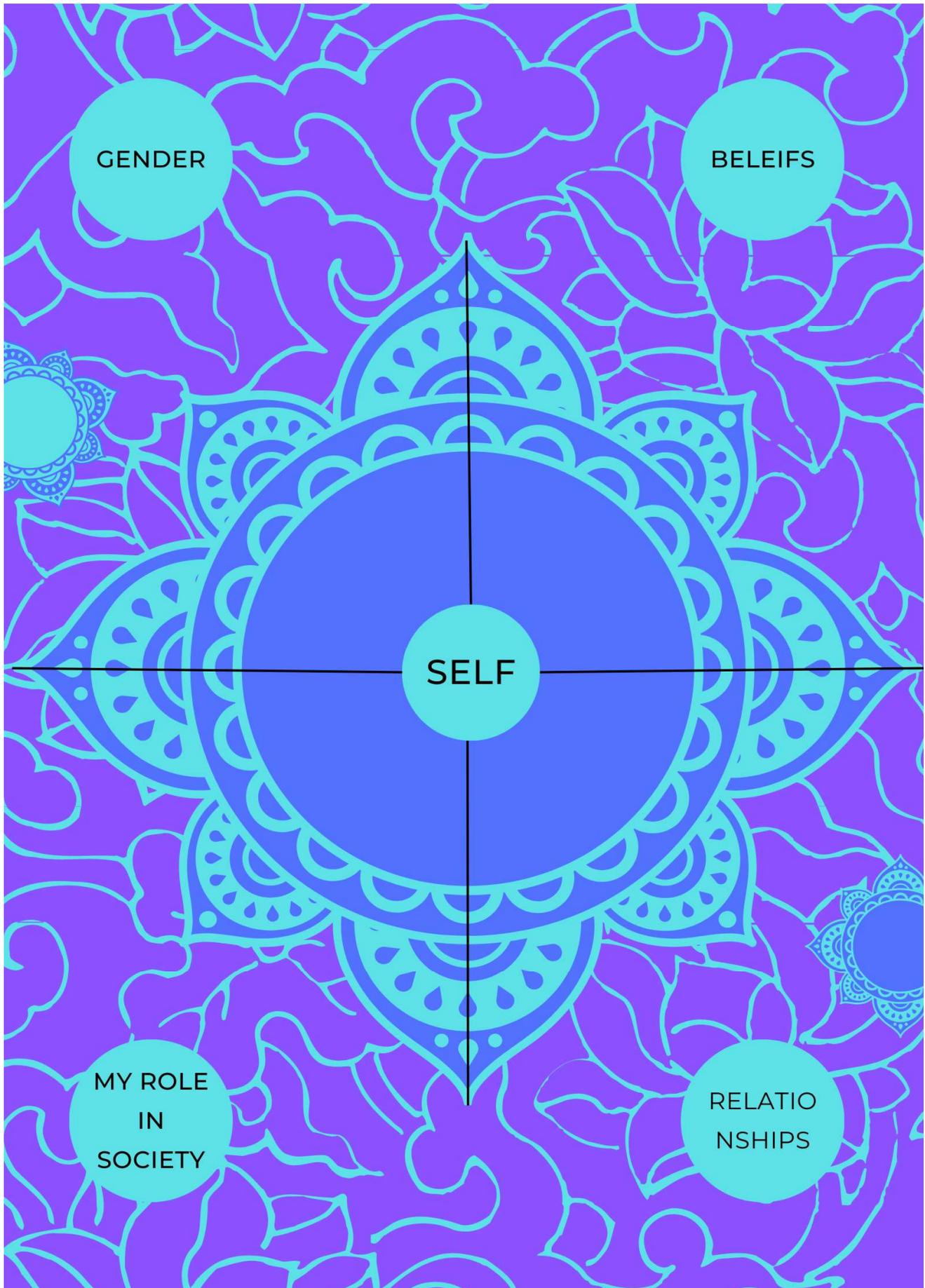
Origin of the technique: the "Arpentage" is method of collective reading coming from the working-class culture (workers' circle) then reused by practitioners of mental training and resistance fighters during the Second World War (around Dumazedier). It was then disseminated more widely by the "Peuple et Culture, a popular education movement, from the 1950s. More recently, Jean Claude LUCIEN (Peuple et Culture Normandy) continued to develop this method. More recently, Christophe CHIGOT (Crefad-Lyon) and Anthony DUROY (Agora Peuple et Culture) took it up in a slightly different form and content.

TITLE	Mandala
TOPIC/S	Identity
AIM	<ul style="list-style-type: none"> • To encourage the self-reflection about the individual and multiple identities • To reflect on how, our personal identity has been developed through the life's experiences and how the online and the offline experiences have contributed/impacted
TOOL TYPE	Individual exercise
DURATION	90 minutes
MATERIAL	All the possible materials needed to decorate the four spots (depending on the type of spots, the materials at disposal and the personal creativity!)
DESCRIPTION	<p>Introduction: the word “Mandala” comes from Sanskrit language and means circle. A Mandala can be described as any form of circular geometric design that contains symbols of a person’s inner self, guiding principles and values and ideas about the world.</p> <p>Preparation - Mandala Facilitators have to draw a simple and uncolored Mandala model (as the one below on the Handout) on a big piece of paper (one for each participant). The Mandala has to be divided in 4 quadrant: Gender, Beliefs, My role in society, Relationships. The 4 quadrants have a common core inside the centre, which is the Mandala, representing the Self.</p> <p>Preparation - Spots Facilitators need to create in advance the 4 spots, where the participants should pass through and that represent: Myself offline, Myself online, Conflicts, My dreams. Each spot needs a proper setting and has to be decorated to better describe what is about. It has to be created a different atmosphere (different types of music, of materials and decorations).</p> <p>The activity includes the following steps:</p> <p>Step 1. Mandala Participants are explained that the first part of the activity has to be plaid individually and in silence. They can mingle from one spot to another (without a specific order and spending there the time they chose), filling in the quadrants of their Mandala with reflections, thoughts, feelings and comments.</p> <p>Step 2. Sharing</p>



When all the participants passed thought the spots and filled in their own Mandala, small groups (maximum 4 people) are created. In each group participants are free to share what they prefer/feel about their experience. If someone prefers not to share, it's completely fine but should keep an active listening approach towards the others.
No extra collective debriefing is forecast at the end of the session.

See Handout below.



MORE STEPS 2

TITLE	Cafeteria
TOPIC/S	Country situation - Diagnostic
AIM	To share what is happening in the different countries, for what concerns the online sphere and ICT, related to: target/context, opportunities/benefits, threats/risks
TOOL TYPE	Work in small groups
DURATION	90 minutes (10 minutes for the presentation + 20 minutes for each table * 3 tables, for a total of 60 minutes + 20 minutes for the final restitution)
MATERIAL	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evoke a cafeteria
DESCRIPTION	<p>Setting: the room is organized as a cafeteria, there are 3 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. All the details, being a simulation, are important!!!</p> <p>The activity includes the following steps:</p> <p>Step 1. Presentation – first round The activity is presented and participants are asked to be equally divided in 3 groups (in order to encourage the active participation and variety of experiences, it's important to have groups of equal size per each table and with participants coming from different countries/realities). Once all the participants are sitting on their table, the table-host (one of the trainers) presents the activity: in each table there is a relevant topic to discuss. The topics are: Target/context - Opportunities/benefits - Threats/risks.</p> <p>The topics are not presented before in plenary, but the group members discover the new topic when they join the new table. While participants are discussing, there is a table host in each table, who is keeping track of the main points in the discussions.</p> <p>Step 2. Different rounds After the first time slot it's over, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table. It can be also kept the same group for the rotation to the next table.</p> <p>Step 3. Plenary restitution At the end of the activity participants are back in plenary and the table-hosts run a small recap of the main elements appeared in the discussion, maximum 5 minutes each. If extra time is still available, it can be forecasted an extra round of questions/answers from participants.</p>

TITLE	Digital story-telling
TOPIC/S	Online influences and identities
AIM	To reflect upon the multiple ways an online personality can be created and according to what criteria/purposes
TOOL TYPE	Work in group and plenary
DURATION	90 minutes
MATERIAL	4 potatoes, 4 working tables, pieces of different cloths, colored papers, scissors, glue and any other creative material to create the Pippin the Potatoes
DESCRIPTION	<p>Introduction: the Digital story-telling/Pippin the Potato technique is based on “Brian the Onion activity”, designed by Michele di Paola for the “Dig-It Up!” training course. For more information, please refer to: https://issuu.com/micheledipaola/docs/ang_dig_itup_2017_page_23</p> <p>The activity includes the following steps:</p> <p>Step 1. Group and getting connected Participants are divided in smaller groups: 4 groups of 5 people with minimum 1 person having an Instagram app installed and internet connection. This person receives passwords and username of pippinthe potato 1, 2, 3 and 4.</p> <p>Step 2. Hashtags The facilitator gives variety of hashtags from which each group chooses 2 or 3 to work with. Here the hashtags list: # youthwork, foodporn, livingmybestlife, photooftheday, relationshipgoals, friendsforever, nofilter, partyallnight, fomo, yolo. The task of each group is then to create the personality of their own Pippin the Potato, composing scenes and uploading minimum 1 publication or story per hashtag.</p> <p>Step 3. Debriefing Once the groups are back in plenary, it starts the debriefing with the following questions:</p> <ul style="list-style-type: none"> • Who do you understand is Pippin from their profile? What is their lifestyle like?...) → about online identity • What we understand about use of social media for young people? → about the tool use • What can be the impact/s? → about the impact and consequences • As youth workers: how we are using these tools? • As youth workers: do we manage to take into account addictions or risks to self-image, peer pressure...?

TITLE	Abigail
TOPIC/S	Intercultural Learning
AIM	To reflect about cultural differences and Intercultural Learning process
TOOL TYPE	Work in group and open discussion in plenary
DURATION	120 minutes
MATERIAL	Handout with the Abigail story, markers, paper, pens
DESCRIPTION	<p>Context: Abigail's story is a tale that shows how people view the world from different perspectives, have different values and reach different conclusions out of the same information.</p> <p>The activity includes the following steps:</p> <p>Step 1. Reading and individual ranking Each participant receives a printed version of Abigail story, they have to read the story and make a list of characters, from the best to the worst.</p> <p>Step 2. Groups and common ranking Four smaller groups are created, within each group the lists have to be shared and discussed. The group, using the consensus, should arrive to a common list of characters, from the best to the worst.</p> <p>Step 3. Debriefing Back in plenary, each group should read the character list and the facilitator keeps note on a flipchart. It follows in plenary the debriefing, analyzing the different lists' rankings and sharing the reasons that moved each group to create the order. Below there is the list of key questions that can be asked:</p> <ul style="list-style-type: none"> • Why your group did the ranking in such a way? • According to what criteria was the ranking done? • Did you face any challenges in finding a consensus on the common list? • If yes, what and why? • According to what criteria did you picture your characters and imagine their lives? Please describe in detail how you imagine your character • What do you think this activity is about? <p>Step 4. Iceberg Model The final conclusion it's run in plenary presenting the Iceberg Model. Extra space is left for comments, questions and answers from participants.</p> <p>See Handouts below.</p>

ABIGAIL STORY

ONCE UPON A TIME THERE WAS A VERY BEAUTIFUL GIRL CALLED ABIGAIL, WHO WAS LIVING WITH HER MOTHER IN A SMALL VILLAGE.

ABIGAIL LOVED TOM, WHO WAS LIVING ON THE OTHER SIDE OF A RIVER, AND SHE WAS USING THE ONLY BRIDGE THAT WAS CROSSING THE WATER STREAM TO MEET HIM.

ONE NIGHT, A HUGE STORM FLOODED AND DESTROYED THE BRIDGE. ABIGAIL WAS REALLY SAD BECAUSE IT WOULD HAVE TAKEN MONTHS TO BUILD THE BRIDGE AGAIN.

ONE DAY ABIGAIL SAW A LITTLE BOAT TIED ON A LAP IN THE RIVER, SO SHE WENT TO SPEAK TO THE OWNER OF THE BOAT, SIMBAD, ASKING IF HE COULD BRING HER TO THE OTHER SHORE OF THE RIVER.

SIMBAD SAID TO HER THAT HE WOULD HAVE BROUGHT HER, IF SHE WOULD HAVE SLEPT WITH HIM.

ABIGAIL RUN AWAY CRYING. SHE WENT TO HER MOTHER TO ASK FOR ADVICE, BUT SHE DIDN'T GIVE ANY AND JUST TOLD HER TO DO WHAT SHE WAS THINKING WAS CORRECT.

SO, SHE DECIDED TO FIND SIMBAD AND ACCEPTED HIS PROPOSAL. AFTER SHE SLEPT WITH HIM, HE BROUGHT HER TO THE OTHER SHORE.

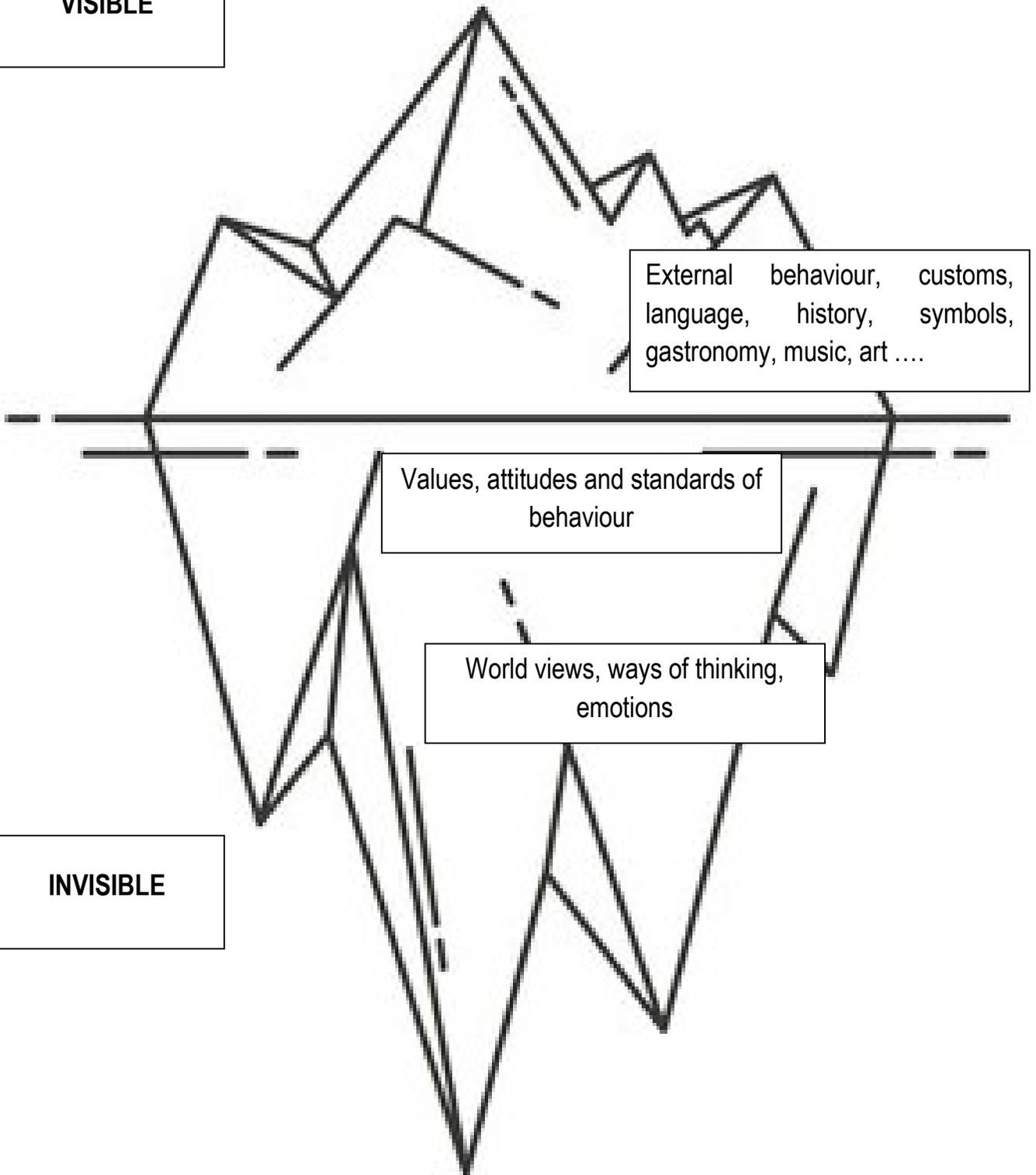
WHEN SHE MET TOM SHE TOLD HIM EVERYTHING SHE DID IN ORDER TO MEET HIM, BUT HE BECOME VERY ANGRY AND SCREAMED TO HER. THEN KICKED HER OUT OF HIS HOUSE.

ABGAIL RUN AWAY, WHEN SHE MET THE BEST FRIEND OF TOM, BOB, TO WHOM SHE EXPLAINED EVERYTHING SHE HAS PASSED THROUGH.

BOB GOT REALLY ANGRY BY THE BEHAVIOUR OF TOM AND PUNCHED HIM IN THE FACE. THEN, HE WENT TO LOOK FOR ABIGAIL.

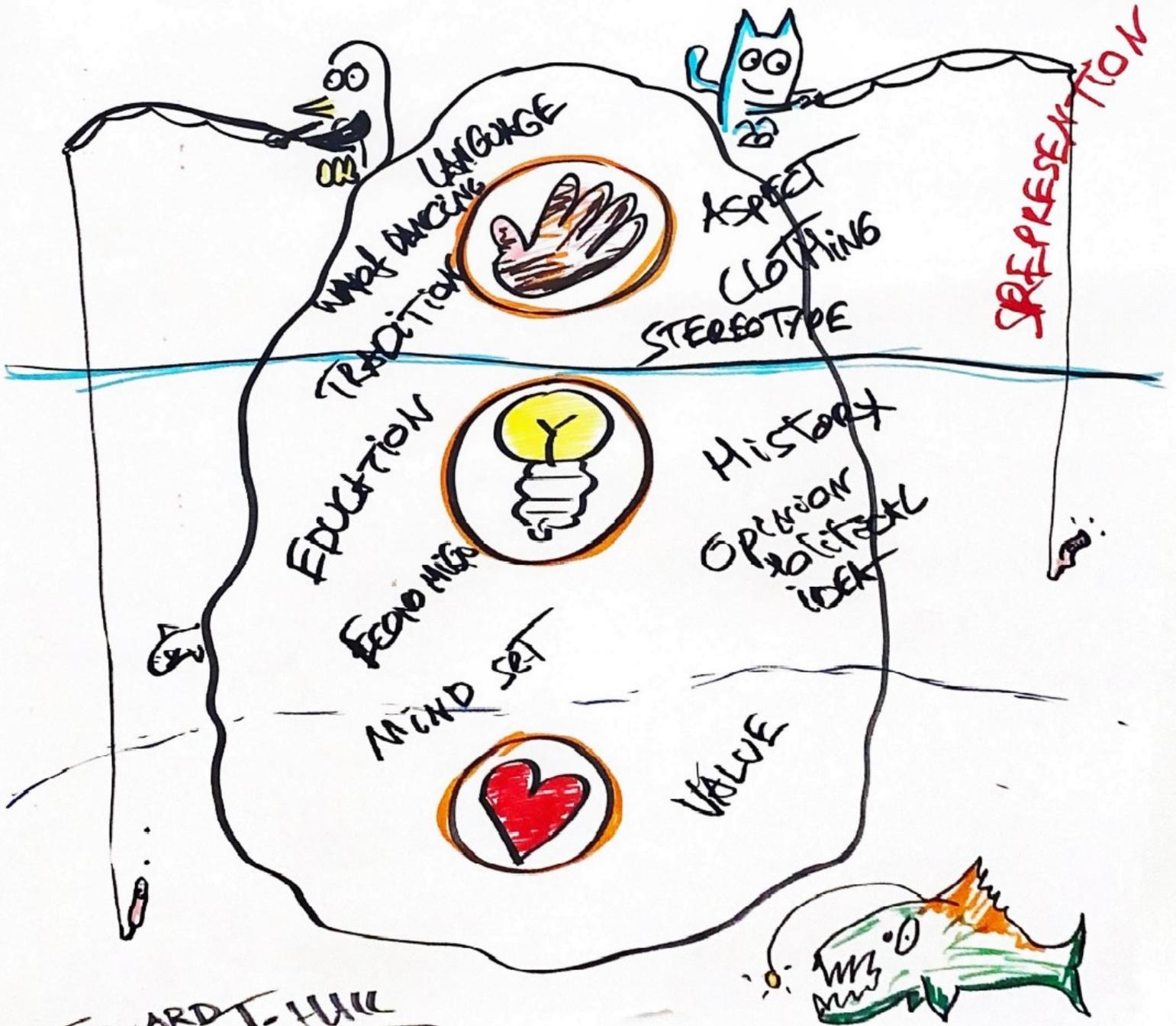
HANDOUT: ICEBERG MODEL

VISIBLE



INVISIBLE

ICEBERG OF CULTURE



EDWARD T. HILL

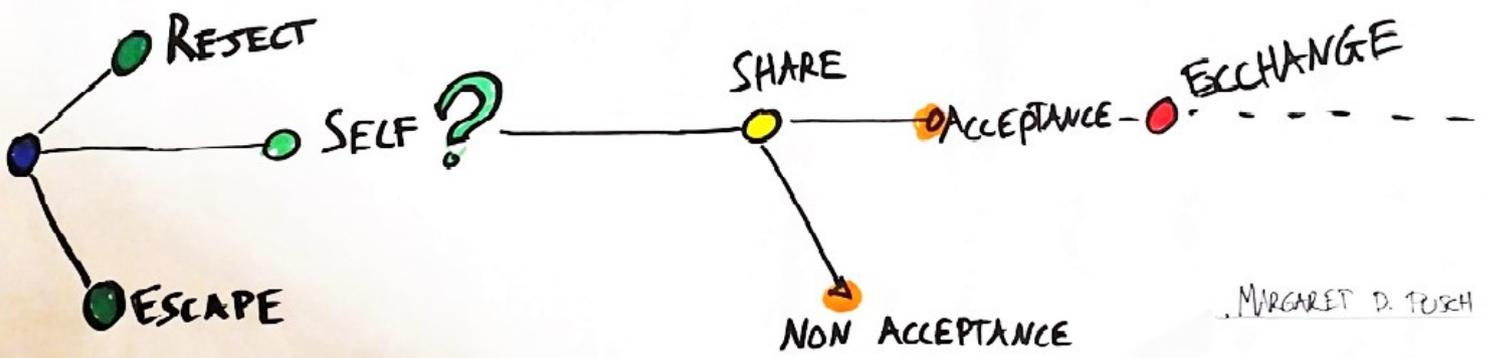
INTERCULTURAL LEARNING



MULTICULTURAL

INTERCULTURAL

TRANSCULTURAL?



MARGARET D. FURCH

ICEBERG MODEL

One of the most well-known models of culture is the Iceberg Model. This model, focuses mainly on the elements that make up culture, and clearly shows that some of these elements are very visible, whereas others are hard to discover. This model, can be used as a starting point for a more in-depth look at culture, reflecting on the reasons why, sometimes it is so difficult to understand and “see” culture.

The idea behind this model is that culture can be represented as an iceberg: only a very small portion of the iceberg is visible above the water line. But the whole iceberg is composed also by a larger part underneath the water line and therefore is not visible. Nevertheless, this lower part of the iceberg is very structured and it's not possible to understand the upper part without having understood the bottom one.

The iceberg model implies that the visible parts of culture are just expressions of its invisible parts. This is a clear metaphor of culture: also in culture, there are some visible parts, but the powerful foundations of culture are more difficult to be seen and understood at a first glance.

Consequentially, it also points out, how difficult it is sometimes to understand people with different cultural backgrounds than ours. This because we may see and understand only the visible parts of “their iceberg”, but we cannot immediately see what are the foundations of these parts.

The T-KIT 4 on Intercultural learning of the Council of Europe - CoE provides the following food for thought regarding "culture": *"Working in the field of intercultural learning requires an understanding of the role of culture in shaping individuals and communities. Culture is a very complex concept that can be misused or misinterpreted (consciously or unconsciously). Culture is not an abstract concept; it is embedded in everyday life's realities. In fact, culture cannot be separated from the social realities in which it is developing or from the people who are both influenced by it and are influencing it. Taking into account social realities, and political, geographical and economic aspects, leads to a more nuanced understanding of culture, genuine interactions and avoidance of simplistic interpretations."*
(T-KIT 4 Intercultural learning - Council of Europe, 2018, p.15)

Culture has been seen for a long time, as something predefined and static, with fixed characteristics. This interpretation changed in the last decades, being considered too simplistic and inadequate, not taking into account many essential elements and not being suitable to describe something much more complex. Therefore, the current view of culture is that it is something in continuous evolution, multifaceted and coming from the different interactions and exchanges among human beings. Culture is shaped through interactions among people, it is fluid in its expression and continuously evolving and adapting to the realities experienced by its members. Culture is influenced by the interaction of its members with members of other cultures and with their surroundings, and it evolves and reshapes itself throughout the years and the decades.

TITLE	Different types
TOPIC/S	Different typologies of gaps
AIM	To reflect upon different types of gaps, as for example: age, gender, socio-economic, geographic
TOOL TYPE	Group discussion and interactive presentation
DURATION	120 minutes
MATERIAL	Flipcharts, markers, paper, pens, post-it
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Group discussion Participants are divided in four groups corresponding to the different gap to be analyzed: age, gender, socio-economic, geographic. Each group has to discuss the following elements:</p> <ul style="list-style-type: none"> • Discuss/explore the gap/topic received • Reflect about the different ways of learning of the people following inside this gap • Reflect upon the communication strategies to be used to reduce this gap <p>Each group member, using the technique of the “automatic writing” has to brainstorm on the type of gap received. The technique of the “automatic writing” consists in fixing on a piece of paper the first ideas popping up in our brain when thinking about a specific subject. For this reason, it can have similarities with an individual brainstorming, gathering as many ideas and concepts are appearing.</p> <p>Then, within their own group, participants have to share the main outcomes of the “automatic writing”, presenting some examples of exclusion they know, they experimented (directly or indirectly) or that they have thought about concerning this specific type of gap.</p> <p>It’s then left extra space for the group discussion, highlighting similarities and differences among the different examples shared.</p> <p>Step 2. Presentations preparation The groups receive extra 15 minutes to prepare a short presentation to share the similarities found out during the previous group discussion. They can choose to represent some of these similarities or to invent a new story based on the common elements appeared. For the presentations each group receives a different technique to use:</p> <ul style="list-style-type: none"> • Youtube video • Poacast • Flier on Canva

- On-line theatre play

Step 3. Presentation and discussion

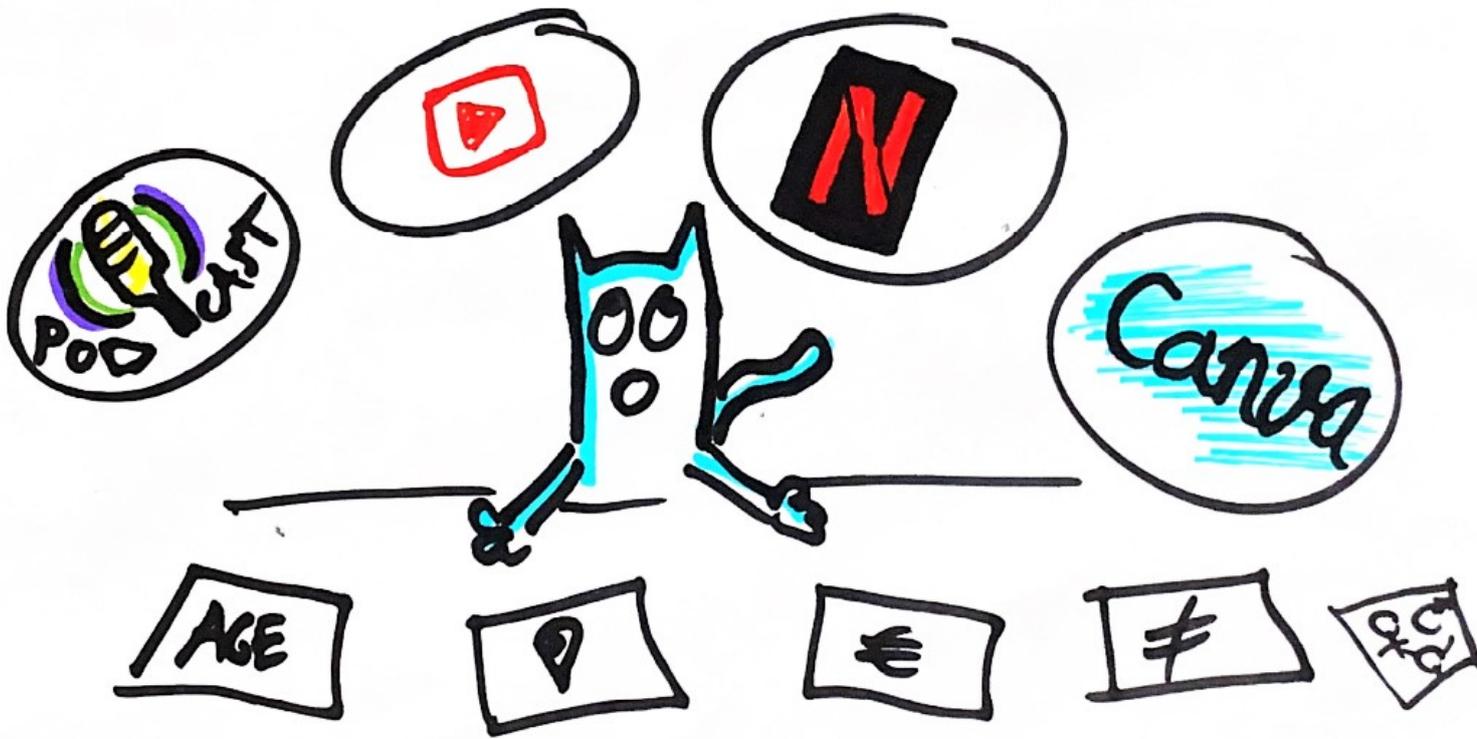
It follows the presentation in plenary. Each group has a total amount of ten minutes: a maximum of three minutes for the presentation and the remaining seven minutes to share the major elements of the group discussion. Once all the groups finished, it's left extra space in plenary to discuss the type of gap, the common similarities and challenges found out and the potential strategies to overcome the gap.

Below there is the list of key questions that can be asked:

- **CONTENT:** what are the links you found in the four representation?
- **LEARNING STYLES:** what are the senses activated through the different styles of presentation?
- **CHANNELS:** what are the channels you consider more effective to share the message?

[See Handout below.](#)

GAPS



SHARING METHODS

TITLE	Open Space																
TOPIC/S	Learning and exchange																
AIM	To encourage participants in sharing workshops, activities, tools and actions they know and related to the subject of the training																
TOOL TYPE	Work in smaller groups																
DURATION	180 minutes																
MATERIAL	A4 paper, pens, flipcharts, paper, markers, post-it																
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Preparation Since the day before, participants are asked to share, if they want, some workshops, activities, tools and actions they know and related to the subject of the training. Facilitators leave on the wall a big flipchart with different time slot, where participants can include their proposals. To include a proposal, the following information should be specified:</p> <ul style="list-style-type: none"> • Workshop title • Workshop aim • Synthetic description (in couple of lines) • Name of the facilitator <p>Step 2. Proposals and organization Then, when the activity is finally launched, facilitators read back the different proposals and different time slots of 60 minutes each and run in parallel, are created. During the same time slot it's possible to run different workshops simultaneously. Participants can choose, positioning their name on the flipchart, the workshop/s they are interested to join. The person proposing the workshop has to remain all the time in the workshop to present/facilitate.</p> <p>Below an example of time slots:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">TIMING</th> <th colspan="3">WORKSHOPS TITLES</th> </tr> </thead> <tbody> <tr> <td>15.00 – 16.00</td> <td></td> <td></td> <td></td> </tr> <tr> <td>16.15 – 17.15</td> <td></td> <td></td> <td></td> </tr> <tr> <td>17.30 – 18.30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>GENERAL REMARK ON THE TECHNIQUE: the Open Space, is a technique allowing participants to discuss sensitive topics, to share ideas and proposals about future possible actions and projects. During the</p>	TIMING	WORKSHOPS TITLES			15.00 – 16.00				16.15 – 17.15				17.30 – 18.30			
TIMING	WORKSHOPS TITLES																
15.00 – 16.00																	
16.15 – 17.15																	
17.30 – 18.30																	

Open Space different thematic tables are organized. Participants, following the principles of this technique, are free to move from one to another table accordingly to their interest to work on one or more thematic areas. Where participants should remain in a workshop for the entire 60 minutes (according to the specificity) it has to be initially specified in the synthetic description.

In the Open Space Technique, the main pillars are:

- workshops have to be proposed by participants - bottom up approach
- workshops are “self-organized” - participants themselves are the workshops’ facilitators
- time it’s time – it’s important to keep attention to the time at disposal for the workshop and respect it
- butterflies and bees - in a group we can be in silent and listen, as we can also speak and share our opinions.

TITLE	What a tool is?
TOPIC/S	Tools (that we use during a training, a youth project ...) and the approach we have, as facilitators, toward the tools
AIM	<ul style="list-style-type: none"> To question the relationship, we have in our practices to/with tools, and specifically: questioning the concept of “tool” and how we learn it - thinking about the different uses/functions/status/effects of each tool - discussing the importance we give to tools To practice active listening during the activity
TOOL TYPE	Individual work, work in couples and group discussion
DURATION	75 minutes
MATERIAL	One large sheet of paper, pens, A4 papers, a big workshop room
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Introduction In plenary it's launched a short brainstorming to share what a tool is, facilitators bring some simple examples of what we mean with the word “tool” in this specific workshop and the steps of the activity are presented.</p> <p>Step 2. Individual work Participants are asked to select two tools they know or they have experimented (at home or also during the training): one tool for the online and one tool for the offline. They have to write both of them on a piece of paper, describing them as much as they can.</p> <p>Step 3. Couples Couples are created with the purpose to share the “what/objectives” and the “how/outcomes” of the tools selected. Different rounds follows as below:</p> <ul style="list-style-type: none"> First round: “what/objectives”: the first person in the couple has four minutes to present the “what/objectives” of the two tools selected. The other person should listen in silence. Then the other person in the couple has four minutes to present the “what/objectives” of the two tools selected. The other person should listen in silence. Second round: “how/outcomes”: the first person in the couple has four minutes to present the “how/outcomes” of the two tools selected. The other person should listen but could add questions to better understand the explanation (no comments are allowed). Then the other person in the couple has four minutes to present the “how/outcomes” of the two tools selected. The other person should listen but could add questions to better understand the explanation (no comments are allowed).

Step 4. Debriefing

Back in plenary, it follows the debriefing. Below there is the list of key questions that can be asked:

- How was the activity?
- Did you find any challenge?
- If yes, what?
- Why do you think we have done this activity?
- What should I take into account when I use a tool/propose an activity, both for the online and the offline?

[See Handout below.](#)

HANDOUT: EVALUATION GRID

<p style="text-align: center;">STATUS (WHAT)</p> <ul style="list-style-type: none">• What is the link I have with it?• How I have meet it?• What is its own story?	<p style="text-align: center;">USES (HOW)</p> <ul style="list-style-type: none">• In which context I use the tool?• With who I use the tool?• For who I use the tool?• How I use the tool?
<p style="text-align: center;">FUNCTIONS (AIMS)</p> <ul style="list-style-type: none">• For what purpose is the tool useful?• Target, aims and goals	<p style="text-align: center;">EFFECTS (OUTCOMES)</p> <ul style="list-style-type: none">• What does the tool produce? (on me and on people)• Some warnings to take into account while using the tool?

TOOL

I AND THE TOOLS TOOLS AND I

STATUS (WHAT)

- What is the link I have with it?
- How I have meet it?
- What is its DWN STORY?

FUNCTIONS (OBJECTIVES)

- For what purpose is the tool useful?
- TARGET, AIMS AND GOALS.

USES (How)

- In which context I use the tool?
- With who I use the tool?
- For who I use the tool?
- How I use the tool?

EFFECTS (OUTCOMES)

- What does the tool produce?
↳ ON ME AND ON PEOPLE
- Some warnings to take into account while using the tool?

TITLE	Performing Inclusion
TOPIC/S	Social inclusion
AIM	To reflect about social inclusion, linked to the previous work on the different types of gaps
TOOL TYPE	Work in group and artistic presentations
DURATION	180 minutes
MATERIAL	Flipcharts, colored markers, paper, pens, post-it
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Introduction The facilitator introduces the activity, explaining that it is linked to the previous one “Work in groups” and that now the purpose is to tackle different types of gaps. The different types of gaps are then presented: age, cultural/geographical, socio-economic, gender/sexuality.</p> <p>Step 2. Individual work Smaller groups of equal size are created and each group receives a different type of gap: each group member should take 10 minutes, individually, to express, using the technique of the “Automatic writing”, what comes to their mind when thinking about this gap.</p> <p>Step 3. Group open discussion It’s starting an open discussion within each group, answering the following questions “What do I know/observe about this from my reality?”, “What are the similarities/differences between our realities?”, “What conclusions do we take as a group?”, “What is the connection to online/digital sphere?”.</p> <p>Step 4. Preparation and presentation Each group is then receiving a different tool to be used for presenting/sharing the main elements of their reflections/discussions. Thirty minutes are allocated for the preparation. The tools to be used are: Youtube video, online theatre production, podcast, Canva flyer. It follows the presentation in plenary. Each group has a total amount of five minutes</p> <p>Step 5. Debriefing Back in plenary, it follows the debriefing. Below there is the list of key questions that can be asked:</p> <ul style="list-style-type: none"> • What are the main elements appeared when we talk about inequality? • Can communication impact on inequality? If yes, how?

- | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• How the different channels used can contribute to strengthen/overcome inequalities?• How can we strengthen, as youth workers, social justice? |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

TITLE	Blind Snake
TOPIC/S	Team work, group dynamics and cooperation
AIM	<ul style="list-style-type: none"> • To encourage the group dynamics analysis • To reflect about the different roles in the group and the importance of cooperation
TOOL TYPE	Team building
DURATION	90 minutes
MATERIAL	Blindfolds (one for each participant)
DESCRIPTION	<p>Setting: for this activity is needed big spaces outside, e.g. gardens or fields. Facilitators should have prepared in advance the path with some obstacles and materials in between (e.g. a chair ...).</p> <p>The activity includes the following steps:</p> <p>Step 1. Instruction and group meeting Participants are divided in four groups, each one is assigned to a facilitator who explains the task. They have five minutes to find their way to communicate and to pass the instruction to the person in front of them (the activity will be then performed in silence).</p> <p>Step 2. Snakes Participants of each group have to create a line (each person should have in front the shoulders of the other person and with their harms should touch them). Then, all the group members are blindfolded, apart from the last in the line that is following the mute instructions of the facilitator who explains which is the path to follow. The activity starts.</p> <p>NOTE: for all the steps of the activity, being participants blindfolded, it's extremely important to transmit the feeling we are working in a safe space and to keep a great care on the personal emotions of each person. For this reason, facilitators leading the activity should take a great care on the way they use their voice, they transmit the tasks and have a strong attention on the participants feelings and reactions. Moreover it should be underlined that it's important to push our limits, but if in one moment during the activity we do not feel comfortable, we can take a small break and step out.</p> <p>Step 3. Changes After some minutes the last person in the line changes (and is then blindfolded). Thus the first person in the line that was previously blindfolded, passes at the end, without blindfold and will be the one guiding the group and following the mute instructions of the trainer</p>

showing the path.

The activity has a limited time at disposal (approximately 30 minutes), thus facilitators should check the timing, so that all the group members can guide and be guided.

Step 4. Debriefing

At the end of the activity is foreseen a debriefing with a specific focus on group dynamics, cooperation and leadership. Below the list of key questions that can be asked:

- How do you feel?
- How was to follow someone, being blindfolded?
- How it was to lead someone blindfolded?
- Did you notice something remarkable during the activity?
- How was the team work?
- What were the dynamics within your group?
- Did someone took the leadership?
- How was the cooperation within your group?

TITLE	Moving debate
TOPIC/S	Formal, Non Formal and Informal
AIM	To reflect on some key elements in Formal, Non Formal and Informal
TOOL TYPE	Moving Debate technique
DURATION	60 minutes
MATERIAL	Scotch tape, rope, paper, marker
DESCRIPTION	<p>Setting: the facilitator has to draw on the floor, with the rope, a big triangle, divided in three corners. In each one there is an A4 paper with written: Formal, Non Formal and Informal.</p> <p>The activity includes the following steps:</p> <p>Step 1. Moving Debate The activity starts with participants standing in the middle of the triangle. The facilitator starts reading the first statement and asks participants to take position in one of the three points of the triangle. Then, the facilitator asks to the people placed in different positions to comment and to explain, if they want, why they took this position in the space.</p> <p>IMPORTANT RULES FOR THE TECHNIQUE:</p> <ul style="list-style-type: none"> • The facilitator should read the statements as much clearly and loudly as possible. Before asking the group to take a position, the facilitator has to be sure that everybody has understood the statement • The facilitator can choose also to write each statement on a big piece of paper so that participants, apart from listening at that, can also read, facilitating a better comprehension of the statement • After participants have taken a position, they can choose to move and to change idea, if they are convinced by the comments of the others. <p>Step 2. Conclusion At the end of the activity is allocated extra time to make a better focus on the differences between Formal, Non Formal and Informal and specifically in relation with:</p> <ul style="list-style-type: none"> • Setting/place • Methodologies/tools • Evaluation • Intention/learning objectives <p>See Handouts below.</p>

STATEMENTS

I MEET A FRIEND AT THE SWIMMING POOL AND THEY TEACH ME HOW TO SWIM

I ATTEND A FOCUS GROUP IN THE UNIVERSITY

A WORKSHOP IS RUN IN THE LOCAL COMMUNITY AND THE FACILITATOR IS PRESENTING A POWER POINT

A SCHOOL TEACHER IS RUNNING AN HISTORY LESSON USING THE KNOWLEDGE AND THE EXPERIENCE OF THE STUDENTS



SETTING

SCHOOL/UNIVERSITY

COMMUNITY/ORGANISATIONS

ANYWHERE



TOOLS

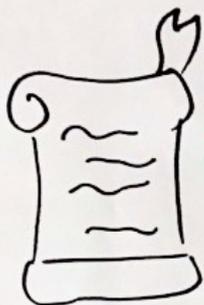
TOP-DOWN/FRONTAL

BOTTOM-UP/
PARTICIPATIVE

CONVERSATIONAL/
MUTUAL



EVALUATION



EXTERNAL ASSESSMENT
KNOWLEDGE

SELF-ASSESSMENT
COMPETENCES

ACKNOWLEDGEMENT
PROGRESS



LEARNING OBJECTIVES

OBLIGATORY/
HIERARCHICAL

HORIZONTAL & ORGANISED
CAN BE INTENDED
OR NOT

TITLE	Group division
TOPIC/S	Interactive methods within non-formal education to run a workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely important, because it's allowing participants to create, implement and asses the workshops proposed
TOOL TYPE	Plenary and work in groups
DURATION	60 minutes
MATERIAL	Flipcharts, markers, pen, paper A4
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Group division Four groups are created and participants receive in plenary a short presentation about the logic behind the groups' composition:</p> <ul style="list-style-type: none"> • need to mix different countries to provide an intercultural perspective in the group work • need to give value to the different experiences and knowledge • need to insure the heterogeneity in terms of topic coverage • need to insure the heterogeneity in terms of tools and methods proposed <p>Than all the groups receive the following task: they have to create a workshop 90 minutes long.</p> <p>Step 2. Workshops subjects Different subjects are presented and the groups have some minutes to discuss and pick up the one they are interested to work on. Once a topic is chosen, it cannot be picked up again, so it's important to discuss and agree also within the whole group, to find a consensus and an agreement.</p> <p>Below the list of the proposed topics:</p> <ul style="list-style-type: none"> • Media • Privacy/Rights • Mental health • Activism <p>Step 3. Toolkit outline The Toolkit outline is presented in plenary and it's left space for questions and clarifications.</p>

TiA PREPARATION

TITLE	Work in groups and Sandwich model
TOPIC/S	Interactive methods within non-formal education to run a workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely important, because it's allowing participants to create, implement and asses the workshops proposed
TOOL TYPE	Work in groups
DURATION	180 minutes
MATERIAL	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Preparation Participants, divided in groups, work on the preparation of a workshop of 90 minutes, using non-formal education working methods. To each group will be assigned a facilitator, that joins the group sharing the following tasks to be run in chronological order, during the workshop preparation:</p> <ul style="list-style-type: none"> • Internal sharing 1: who we are, our strengths and weaknesses • Internal sharing 2: how we feel comfortable to work in team • Role and responsibilities: appointment of different group members that will be more focused on specific tasks as: time management, learning objectives, group dynamics/atmosphere • Group discussion: how to cover the subject • Objectives: definition of the workshop specific learning objectives • Workshop preparation: definition of tools and methods, space, tasks and responsibilities, materials and logistics, rehearsal • Fill in the toolkit: including the detailed description of the workshop <p>Step 2. Feedbacks At the end of the preparation it's run a session about feedbacks: this part is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 30 minutes are going to be allocated to give feedbacks about the activity organized. The Sandwich Model is presented in plenary and participants can ask questions and clarifications. The main elements that have to be analysed are:</p> <ul style="list-style-type: none"> • your feelings • something to improve • something good. <p>See Handouts below.</p>

HANDOUT: SANDWICH MODEL



BE
CLEAR
#SHORT

SAY
"I"

COLLECTIVE
WORK

1
PER
SLOT

NO
REPETITION



TITLE	Workshops
TOPIC/S	Interactive methods within non-formal education to run a workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely important, because it's allowing participants to create, implement and asses the workshops proposed
TOOL TYPE	Work in groups
DURATION	180 minutes
MATERIAL	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Workshop 1 The first workshop of 90 minutes is delivered. It follows the feedbacks section, lasting extra 30 minutes.</p> <p>Step 2. Workshop 2 The second workshop of 90 minutes is delivered. It follows the feedbacks section, lasting extra 30 minutes.</p> <p>Step 3. Workshop 3 The third workshop of 90 minutes is delivered. It follows the feedbacks section, lasting extra 30 minutes.</p> <p>Step 4. Workshop 4 The fourth workshop of 90 minutes is delivered. It follows the feedbacks section, lasting extra 30 minutes.</p>

TITLE	Toolkit finalization
TOPIC/S	Learning outcomes from the Training in Action
AIM	To reflect on the learning acquired during the training, both as individuals and as group
TOOL TYPE	Work in group
DURATION	120 minutes
MATERIAL	Flipchart, colors, markers, post-it and pens
DESCRIPTION	<p>The activity includes the following steps:</p> <p>Step 1. Read the feedbacks The participants are gathered in the same groups of the Training in Action. They take back the post-it with the feedbacks (your feelings - something to improve - something good) given by the participants of their workshop and they have to carefully read all the elements.</p> <p>Step 2. Internal evaluation Each group receive a flipchart including different elements to evaluate:</p> <ul style="list-style-type: none"> • Logistic • Team work • Learning • Recommendations (in case they will use again the tool, how would they adjust it/what would be changed) <p>Step 3. Toolkit filling Taking in to account all the elements of the internal evaluation and the feedbacks read from the participants of their workshops, now the final fine tuning and adjustments are brought to the workshop, which is finally included in its last version in the Toolkit.</p>

FINAL EVALUATION

TITLE	Stations
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, running the analysis of the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
TOOL TYPE	Artistic and interactive session, individual work
DURATION	90 minutes
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to our fantasy ☺)
DESCRIPTION	<p>Setting: we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather). In case we are going outside, we need to take care that the spaces are well separated but not too much distant. Soft music and good decorations are welcomed to create the atmosphere.</p> <p>The activity includes the following steps:</p> <p>Step 1. Orchestra One of the facilitator accompanies the group in a more silently, cosy and isolated place. Participants are asked to sit in a comfortable place, in different parts of the space, and to close their eyes. When a facilitator passes and softly touch their head they can start to produce the sound they chose and repeat it. They have to keep attention to their sound but also to the sounds of the others. Thus there will be a moment where all the sounds will compose a collective sound-track as in an orchestra. Then, when a facilitator is passing back, softly touching the head of someone, the person should stop with the sound, till the silence will be back.</p> <p>Step 2. Storytelling and introduction A facilitator makes a short re-cup of what happened during the week, using the story telling technique. Then it follows a short introduction on the activity' tasks. After that, participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back, if they want, to a space previously visited, to add something.</p> <p>Step 3. Stations Space 1 – food and lodgement Instruction: comment with post-it and messages how the accommodation</p>

	<p>and food was</p> <p><u>Methodology</u>: drawings representing food and accommodation and post-it to leave comments and feedbacks</p> <p>Space 2 – topics/contents</p> <p><u>Instruction</u>: click the cloth-pegs on the ropes (each rope corresponding to a different topic covered during the training): more you are satisfied and more the cloth-pegs are closer to the top. Less you are satisfied and more the cloth-pegs are closer to the bottom part of the rope. In order to comment you can just place the cloth-peg on the rope or also fill in a post-it and attach it to the cloth-peg you are hanging up</p> <p><u>Methodology</u>: different ropes hanging from the rooftop, each one with a piece of paper with the title of the subject tackled during the training. On the floor a box with many cloth-pegs inside, pens and post-it to comment</p> <p>Space 3 – tools and methods</p> <p><u>Instruction</u>: leave comment, using the pieces of paper, on what you have learnt and you would like to bring back home</p> <p><u>Methodology</u>: in a wall, in a side of the workshop room are gathered the weekly agenda and all the flipcharts produced during the training. Here it's possible using post-it, to add comments concerning the tools and methods used in the different sessions</p> <p>Space 4 – pool of trainers</p> <p><u>Instruction</u>: write a feedback, comment, suggestion you would like to leave to the pool of trainers and leave it to the envelopes</p> <p><u>Methodology</u>: post boxes (represented with envelopes) on the ground with pieces of paper and pens to write down the comments/feedbacks</p> <p>Space 5 – group dynamic</p> <p><u>Instruction</u>: use drawings, symbols and key words to comment the group dynamics. Try to use fantasy and to be as much creative as possible!</p> <p><u>Methodology</u>: a big flipchart on a table with coloured pens and pencils</p> <p>Space 6 – personal learning</p> <p><u>Instruction</u>: write a letter to yourself, to share the learning achieved all along the training course</p> <p><u>Methodology</u>: laundry (represented with ropes tied and pieces of paper handed there with cloth-pegs), on the ground pens and pieces of paper to write down the letters.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

TITLE	Circle of words
TOPIC/S	Final, collective evaluation
AIM	To run the final, collective evaluation in plenary
TOOL TYPE	Evaluation tool
DURATION	/ minutes (the time necessary for each person to share, freely, their feelings, impressions, comments and ideas)
MATERIAL	/

DESCRIPTION

Setting: participants are sitting in circle in the workshop room and the facilitator is presenting the activity.

Participants have to take the floor, one by one, and they have to say “something to themselves” and “something to the group”.

NOTE: when the turn to speak arrives, if the participant does not feel ready to express, can skip the first round, but then it should be forecast a second round to leave everyone the chance to express themselves.

BIBLIOGRAPHY

<p>THE EUROPEAN UNION YOUTH STRATEGY 2019–2027 The European Youth Goals and Values <i>European Union</i></p>	<p>https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:42018Y1218(01)&qid=1578414694481&from=EN</p>
<p>EUROPEAN YOUTH WORK AGENDA Growing Youth Work across Europe: Inspirational Paper for Making the European Youth Work Agenda Happen <i>European Union</i></p>	<p>https://www.bonn-process.net/downloads/publications/19/f22401a4658a48b8ba242159e403ad73/201106_EYWC2020_Inspirational_Paper_YWA.pdf</p>
<p>EUROPEAN YOUTH WORK AGENDA Factsheet <i>European Union</i></p>	<p>https://drive.google.com/drive/folders/1QvgjSK7j5S2L644Qxw0FSMXuFJqaLjMR</p>
<p>YOUTH SECTOR STRATEGY 2030 Engaging young people with the Council of Europe’s values <i>Council of Europe</i></p>	<p>https://www.coe.int/en/web/youth/youth-strategy-2030</p>
<p>COUNCIL CONCLUSIONS ON SMART YOUTH WORK (2017/C 418/02) <i>European Union</i></p>	<p>https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017XG1207(01)</p>
<p>RECOMMENDATION CM/Rec(2017)4 of the Committee of Ministers to member States on youth work <i>Council of Europe</i></p>	<p>https://rm.coe.int/1680717e78</p>
<p>QUALITY YOUTH WORK A common framework for the further development of youth work <i>European Commission</i></p>	<p>https://ec.europa.eu/assets/eac/youth/library/reports/quality-youth-work_en.pdf</p>
<p>DEVELOPING DIGITAL YOUTH WORK Policy recommendations, training needs and good practice examples <i>European Commission</i></p>	<p>https://op.europa.eu/en/publication-detail/-/publication/fbc18822-07cb-11e8-b8f5-01aa75ed71a1</p>
<p>COYOTE MAGAZINE Issue 26: The road to smart youth work <i>Council of Europe</i></p>	<p>https://pjp-eu.coe.int/en/web/coyote-magazine/issue-26</p>
<p>THE CONCEPT OF SMART YOUTH WORK <i>Ministry of Education and Research, Republic of Estonia</i></p>	<p>https://harno.ee/sites/default/files/documents/2021-03/Nutika%20noorsoot%C3%B6%C3%B6%20kontseptioon%20ENG.pdf</p>



Diversity
IS
STRENGTH

GUCCI
Ⓜ





Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, non-religious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non-formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

The project was Co-funded by the Erasmus+ programme of the European Union

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



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



lunaria

