

ILTA FOR YOUTH

METHODOLOGY

“Bank of ideas by ILTA for Youth”

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FEW WORDS ABOUT THE PROJECT

The project Innovation of Leisure Time Activities for youth (ILTA for Youth) was established as a response to the needs of organizations that works with children and youth. The project have brought innovations, improvement and development into the field of leisure activities for children and youth. In most cases are leisure activities the right tools for work with youth. They are not just funny games, but different forms of learning and could be beneficiary for further personal development of youth. Also as an addiction prevention or could be used for promotion of European democratic values.

We shared our commitment with partners from four European countries: Romania, France, Macedonia and Turkey. Together, we have created a cooperation on multiple levels of youth work. The cooperation was a great benefit for each participating organization.

The project carried out during two years (March 2015 – February 2017) with clear objective - to create a database and shared space of leisure activities for youth which was named „bank of ideas“. Outcomes and overall information about project are available via website: www.iltaforyouth.com. The project had, among the main goal, other specific targets such as sharing of practice with youth work, experiences with crisis situations and its possible solutions. These observations can be found in the methodology you hold in your hands right now.

What was the project like? It was built as a joint cooperation between all partners. Each partner worked hard on specific goals which aimed to further development of the project. Every 3-4 months was held a short educational mobility that was led by hosting organization which shared experience and good practice with partners. Mutual sharing of leisure time activities was just one part of our experience. Among others we have learned leadership and management methods in non-profit sector and disseminated youth work practices from the European perspective. The above mentioned clearly contributed to the further development in our organization.

The ILTA for Youth was a great chance for development and innovation in each participating organization. The project brought much more than we expected. It was new methods, shared experiences, inspiration, motivation for further development and examples of good practice. But above all, it showed that cooperation, hand by hand with tolerance and openness is the only way to overcome current European problems. Together we stand, divided we fall.



Hana TONCROVÁ

European project coordinator in the organization
Kamarád - Nenuda z.s. - CZECH REPUBLIC.

„The project helped us to gain insight,
inspiration and above all taste for further
development of our services and ourselves.“



Fabrice LE FLOCH

European project coordinator in the organization Intercultura - FRANCE.

„After more than 20 years in the field of European projects is incredible not to be blasé. I try to always keep discovering, learning, wondering and improving our practices, bravo ILTA!“



Mustafa JAKUPOV

European project coordinator in the organization
Regional Roma Educational Youth Association
- MACEDONIA.

„ILTA is a project that focuses on the essential of leisure time and its impact on youth, but also what impact the youth have on their surroundings. A very challenging and dynamic project with so many innovative ideas and opinions in between.“



Marius BERESCU

European project coordinator in the organization
Support 4 Youth Development - ROMANIA.

„I had in mind also before the idea of a bank of ideas, of how to spend the leisure time, but I never till this project did perceive leisure time as a tremendous resource for learning. It is an excellent tool for youth workers to plan their learning processes in the manner of pleasant leisure time.“



Recep AKAY

European project coordinator in the organization
Kocaeli University Community of Project - TURKEY.

„ILTA was one of the greatest experiences in my life. I have been involved in the project since the birth till the maturity and for me, it was like raising a child and developing myself during its adolescence. The people I met here are one of the most equipped people both socially and mentally. I am so glad that I had a chance to contribute in this great work by all means.“

KAMARÁD - NENUDA z.s.

The Organization Kamarád-Nenuda is a non-profit organization focused on support and protection of families. It deals with prevention of social pathology, helps with multigenerational living and provides various services for families. It also helps to harmonize work and family life. The organization work closely with youth and children, particularly within the Erasmus+ framework. For instance, two volunteers are hosted every year, nevertheless other various projects are implemented. Most common are training courses, but we have also experienced international youth exchange, structured dialogue and strategic partnership.

Most innovative service that our organization provides and constantly improves is the use of multisensory room Snoezelen. This room is specially designed to deliver stimuli to various senses, using lighting effects, colour, sounds, music and scents. The room is usually used in combination with another techniques such as musical therapy, drama therapy or art therapy. The positive effects of the therapy are relaxation, communication improvement, building of relationships etc.



KAMARÁD - NENUDA z.s.

DISSEMINATION OF THE PROJECT

In the framework of strategic partnership ILTA for Youth the organization focused on improvement and innovation of activities for youth and children. As the coordinator of the project we have also focused on creating a place for these innovative leisure activities in the form of shared space called "bank of ideas", which is available via website www.iltaforyouth.com. Participation on the project allowed our organization establish a long term international cooperation with other non-profit organizations. Expansion of activities and services was another benefit of the cooperation. The organization now provides new techniques such as EBRU art technique, stencils and stamps usage on textiles, juggling, ping-pong techniques and wide range of new games and leisure activities. Lots of new experiences connected to youth work were gained during the project. Primarily proper use of marketing techniques to attracting young people, widening of the services for youth and last but not least opportunity for further cooperation on new projects.

However, the implementation of the project is directly connected with the employees. The partnership bring to the organization's workforce many valuable experiences such as deepening of the knowledge in youth work, implementation of leisure activities, creativity expansion and overall motivation to work. Individual competences was also developed, many employees improved their level of English language, expanded the types of experiences in youth work and other associated competencies such as marketing, leadership or volunteer guidance. Self-fulfilment and motivation for working with youth increased after the project.

The project was focused on the development of the organizations and creation of place for experiences and innovative leisure activities sharing called "Bank of Ideas". The secondary aim of the project was work with main target group of participating organizations - youth and children. Within the project the organizations expanded their target group by university students and young people with communication impairments and problematic relations building. We also managed to increase our existing target subgroups - unemployed youth and youth from orphanages. Target groups were attracted mainly by innovative leisure activities. Organizations began with new approaches such as - workshops, happenings and many more. The project helped organizations buy the necessary equipment for implementation of innovative activities, and thus offer the target group activities that they inquire most. The target group massively increased their initiative and participation and some young participants even want to venture into the implementation of small projects, both within the organization and outside.

Our organization formed new valuable relationships with foreign partners during the project. It also managed to deepen and improve relationships with local Tomas Bata University in Zlín and established cooperation with Eurodesk network within which become a regional partner.

In the future will our organization work on development of „bank of ideas“ by adding new interesting activities. Thanks to our partnership, cooperation and close contact with other organizations we already plan to implement another projects and strengthen our cooperation on the basis of common interest - to provide the highest quality services for young people.

INTERCULTURA

Intercultura is a non-profit organization established in 2000. Intercultura create and organize youth projects within the Erasmus+ plus program. Since April 2015 Intercultura is coordinating, hosting and sending organization of EVS. The aims of the organization are following: to promote intercultural dialogue, human rights education and also to promote the understanding between young people from different countries and thus between the countries. We use the informal education tools, we are engaged in the approach of popular education and also a member of the international solidarity movement.

Intercultura is involved in various fields such as: active participation of youth, learning and intercultural education, citizenship and human rights education. Intercultura organizes following events: trainings, meeting, seminars and supports local actor's projects (local associations, youth, municipality) using intervention methods traditionally based on cooperation.

Based in Dinan, Brittany, Intercultura has 1 full-time and 2 part-time employees. Each member of the team has long experience in the field of European project management; several members are also involved in training tools networks, such as Salto-Youth and the Council of Europe.

Intercultura is a part of the CRI (Centre of International Resources, which is a union of 3 organizations brought together on the topic of international mobility) which employ one young volunteer. Intercultura develops and publishes educational material, games about human rights and intercultural dialogue.



Currently, Intercultura is involved in youth exchange, training courses and strategic partnership. Some of our recent projects include:

« ILTA » - strategic partnership (Action K2 - Erasmus plus) - years 2015-2017

« Sharing » - (Action K1 - Erasmus plus) training course for youth workers and youth exchange - years 2014-2015

« Les Ambassadeurs » - (Action K1 - Erasmus plus) training course for youth workers

Many participants are involved in the projects of Intercultura. The role of the organization is to increase awareness of young people about intercultural communication, human rights and increase their curiosity.

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The most enriching part of this project were the visits to each partner' home country. It allowed us to see the reality and working environment of each partner. We have also seen the possibilities of future projects. We implemented most of the activities from the project in our local community. This project allowed us to establish a long term partnership with other participating organizations.



REGIONAL ROMA EDUCATIONAL YOUTH ASSOCIATION

RROMA-Regional Roma Educational Youth Association is an independent youth NGO working in the North-eastern region of the Republic of Macedonia. Formed as a network on the 15th of December 2007, RROMA concentrates on youth empowerment and mobilization through creativity, trainings and campaigning. Our vision for our youth is for them to become promoters of positive values and active agents in social happenings. Our mission is focused on affirmation and promotion of the opportunities for personal development and integration, as well as promoting active citizenship and self-inclusion in the creation of youth policies of young Roma. In the past, the organization became the first Roma NGO to be appointed of the MK National Agency as a National contact point for promoting the Youth in Action programme among Roma youngsters in Macedonia. As well, the organization received the MTV Staying Alive Award in 2010 for its creative action to raise awareness among youngsters regarding HIV/AIDS, thus making it the first Roma and Macedonian organization in the world to receive such award.

Our youth organize and conduct trainings, campaign in their respective communities and are extremely dedicated to encouraging positive values within both Roma and non-Roma communities. We invest in our youth through capacity building trainings and then expect them to transfer this knowledge to the youth in their own communities. They have proven themselves motivated and reliable with the responsibilities handed to them. Our NGO is truly supported by grassroots efforts and we are very proud of this.



REGIONAL ROMA EDUCATIONAL YOUTH ASSOCIATION

DISSEMINATION OF THE PROJECT

Within ILTA we managed to strengthen and reinforce our ways of working with our target group. Focusing on innovative and fun leisure time activities for the youth helped us a lot to understand how important it is to devote time to understand leisure time as an essential part in youth development. As a partner-organization in this project, we manage to understand that leisure depends also on the participants' perception, such as freedom or the ability to choose the activity or experience in that the individual is free from other obligations as well as has the freedom to act without control from others. Moreover, leisure is a state of mind that moves the person from within to participate. The person is not influenced by external factors and the experience results in personal satisfaction, enjoyment and gratitude.

We managed to realize that leisure time relieves boredom and stress and also improves the physical and emotional health. Quality leisure time is important because it has the ability to improve communication skills and self-esteem. By engaging in group leisure activities that were based on shared interests, our participants broaden their circle of friends. Group activities can also benefit shy or introverted people. Promoting leisure activities, also helps to teach about valuable life skills, such as socially acceptable behavior, communication and relationships with other people.

SUPPORT FOR YOUTH DEVELOPMENT ASSOCIATION

Support for Youth Development Association (S4YD) was founded 17 December 2009 in Cluj-Napoca, being a NGO entirely dedicated to the youth development.

The goal of our association is to stimulate and support the active, civic and responsible participation of the young generation within the social, educational, cultural and economic aspects of the communities they live in.

The set of activities developed by our association point to concrete objectives such as the development and support granted to the counseling and training processes for the young people. By this, we aim to have a positive impact upon the personal and professional formation of the youth, as well as upon the sustainable development of the communities where these young people activate.

In respect to its internal standards, as of October 2012 Support for Youth Development adhered to the principles and sustainable development indicators of SOCIETAL (<http://www.societal.ro/ro/comunitate/profil/youthdevelopment>).

Regarding its organization and functioning, Support for Youth Development Association relies on the principles of responsible volunteering, self-motivation and self-determination, civic participation, involvement and cooperation, initiative, adaptability, follow-up, competence and competitiveness, respect and mutual support, democracy, transparency, equity, legality, sustainability, tolerance, multiculturalism, social dialog, non-discrimination and political non-affiliation.

Currently, our association accounts for 16 full members, 24 active volunteers and over 30 back up people. Their expertise and experience in the fields of project management and programs involving youth, non-formal learning methods, coordination and leadership, communication and youth work ensure a quality management and high professional standards within the NGO environment. The principles of subsidiarity and mutual support between the board members and the active volunteers lay as foundations for the well-functioning of our association.

During the 6 years of its activity Support for Youth Development managed to:

- implement 21 big projects, all financed by the Youth in Action and Erasmus+ programs of the European Commission, with a total budget of over 430.000 Euro;
- coordinate 24 other projects, entirely funded from the association's own resources;
- involve over 650 young beneficiaries in its projects and programs;
- enable over 2.600 young people to take part in an international experience based on non-formal learning (youth exchanges, conferences, training courses, seminars etc.) on the basis of the over 430 international partnerships that the organization concluded with NGOs all over Europe, EFTA and MEDA countries.

We are simply supporting youth to develop the future!

SUPPORT FOR YOUTH DEVELOPMENT ASSOCIATION

S4YD as a partner in ILTA for Youth project

We are very excited to be part of this partnership and take part to be built up the largest database for leisure time activities un Europe. Not only that this partnership make us feel valuable and useful by participating and contributing, but made us understand how important learning dimension is when organizing leisure time for young people.

Participation in this project, and the work side by side with the other partners helped us to organize our local youth activities better. In particular the social activities we organize for our local community. We learned to put more focus on the effective results that young people can get by spending their free time, by inserting some reflection and feedback elements, which helps young people understand learning opportunities even while having fun, or spending free time with other young people.

The project helped us to train our human resource, thanks to participation in the international meetings scheduled by the project. But even more, while organizing the meeting in Romania. On this occasion we discovered how much creativity this area is providing, and how free you can be coloring an educational space associated with leisure activities.

Structural height but not least, this project made us realize that we can generate a lot of outdoor and socializing activities in which we can insert educational elements, all without changing the dynamic or the activities, but making it even more attractive.

We are increasingly considering starting to organize more leisure time activities in Cluj-Napoca, especially now that we have a bank of ideas, in which all the partner countries contributed.



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SUPPORT FOR YOUTH DEVELOPMENT ASSOCIATION

DISSEMINATION OF THE PROJECT

During the dissemination of project results we found out an extremely large target audience (NGOs, institutions working directly with youth, camps and organizers of leisure activities for young people etc.), interested more and more into new methods of learning and Leisure time "profitability".

We started to find on local level a growing interest for leisure time activities based on interaction with other young people, but also the desire to learn something new and to grow while taking part in these activities.

We already sense the need to organize always something new and attractive for young people to take part in. And what is even more surprising is that young people begin to perceive the need for education and personal development more important than simply relaxing, even when talking about leisure time.

Moreover, more and more local stakeholders (actors) have contacted us and encouraged us in our approach. Thus why, we want to involve as many of them in the final conference, which will be held in Zlin, Czech Republic. So we want to open the door and cooperation at local level; our intention is to involve in the near future as many associations and entities working with young people to put into practice as many ideas of leisure in an educational way.

KOCAELI UNIVERSITY COMMUNITY OF PROJECT

Kocaeli University Project Community is a non-profit organization, founded by students of Kocaeli University, one of the most reputable universities in Turkey. Aim of the Organization is to provide possibilities to the members of Community to be able to improve themselves, boost individual and interpersonal skills, contribute to poor population of nearby cities and uplift their own living conditions. The reason why we named our organization "Project Community", lies beyond the fact that each and every member of the organization are dedicates themselves to the society and its profits, via events and activities we have organized. The other aspect for the name is, that all members are devoted to creation of projects for a happier and better life of the society. All members are well qualified individuals with strong social skills. We, Kocaeli University Project Community, also arrange some internal activities to improve our members' self-sufficiency in various fields. Wide range of activities we've done includes organizing language and instrument teaching lectures for different target groups, domestic trips around our beautiful country - to build cultural awareness, personal development seminars, sport activities, cultural events and so on.

KOCAELI UNIVERSITY COMMUNITY OF PROJECT

DISSEMINATION OF THE PROJECT

With its highly qualified personnel and great potential, Kocaeli University has already started the dissemination of the project and its outcomes within the town. People ranged from 18-30 that have participated in international mobilities provided by ILTA and also attended different activities such as Latin Dances, Ebru, Theatre and etc. Since Kocaeli is a very artistic city, in terms of people living there, these activities have dragged people's interest and they enjoy them most of the time. Kocaeli University of Project will continue to share the experiences learned in different mobilities in places like Czech Republic, Macedonia, and France. As well as we did in the past.



KAMARÁD - NENUDA z.s.

SPECIFICS OF YOUTH WORK

Work with foster children and youth (from state-certified group homes)

Foster children and youth are minors who were displaced from their families to institutionalized group homes, because the families are no longer able to fulfil the basic functions. Institutional care in Czech Republic is dynamically changing with focus to reduce the risk of harm to the personalities of children/youth. Nevertheless institutional care could have long term effects on the behaviour of children/ youth in following areas: absence of social background, social isolation, emotional immaturity, social dependence and many more. Social isolation and emotional immaturity are causes to further behavioural impairments such as absence of the perspective, opinion differences and overall motivation to make clear and reasoned judgements.

Within the activities that take place in our organization Kamarád-Nenuda we have organized a few innovative projects focused on children and youth from group homes. Based on the experiences of our organization, we set up a project focused on self-development and formation of opinions on specific social issues. The project Across the Way was divided into four weekend sessions, during which were implemented several activities. Most popular activity for our target group was graffiti. Each participant had chance to creatively raise the issue during the activity. Nevertheless biggest development was observed during activities that involved several interconnected phases: introducing discussion, group brainstorming, search for information on the discussed topic, summarization of new information and dissemination in groups and final group presentation. The activity "video spot" (detailed below in section Activity database) could be incorporated among these activities.

Another project which we had planned for a long time with doubts, was youth Exchange named Go ahead! As well as the previous project this project were focused on self-development and formation of opinions on specific social issues. But this time was the numbers of participants extended by a group of young people from Turkey. An encounter with the people from completely different cultural background created a unique experience with multicultural environment. Joint group work allowed the participants to gain personal experience with this culture. Sometimes they discovered completely different opinions on a theme, but in many more cases were the opinions similar.

KAMARÁD - NENUDA z.s.

SPECIFICS OF YOUTH WORK

Work with foster children and youth (from state-certified group homes)

One of the most successful activities was again connected with art. The activity was performed as a combination of Encaustics (hot wax painting technique) and emotion focused therapy. Participant's objective was to transform their emotions into a piece of art. Afterwards they processed their emotions into a „before“ and „after“ form. This type of art technique allowed participants to gain perspective on the topic and search for the circumstances, but also consider the consequences. Thanks to those projects and applied activities have participants gained greater perspective, deepened their opinions diversity and strengthened their communication and presentation abilities. But above all, they gained positive motivation and motivation to fulfil their dreams in the future.

These experiences, among others were shared with our partners during the project ILTA for Youth. While working on the project we have deepened our cooperation with specific target group - European youth. We have created a wide spectrum of services for them. From information services about work opportunities in the EU to map of personal development in the Erasmus+ programme. We have also started a cooperation within the Eurodesk Czech Republic.

INTERCULTURA

SPECIFICS OF YOUTH WORK

How work with disadvantaged youth

Disadvantaged youth means socially and economically disadvantaged European young people. Today, 19% of young Europeans (the under thirty) live below the poverty line, and 15.3% of them leave school without a diploma. Their unemployment rate is double that of other age groups. Among young people, suicide is the second cause of death, after accidents.

The social insertion of young people is one of the priority of Erasmus plus program. This program supports the initiatives and projects to improve the lives of socially disadvantaged young people and includes activities for youth workers who work with them.

First of all you need to create proper conditions to empower youth development by strengthening resources and expertise of the civic and professional community. The most important thing is to give the disadvantaged youth a confidence. Young people who drop out of school or who feel excluded in school need to build trust on other kind of education. Working with disadvantaged youth means that you have to spend a lot of time with them, help them discover their skills and thus build confidence. We try to make them more independent. Education form used in schools is the formal way of learning, which does not fit to everyone. The European project works especially with the informal learning methods and permits to introduce these methods to disadvantaged youth. These tools might be much more suitable to them. Work with disadvantaged youth means also that the youth worker should have enough power to empower them. The priority is to train the youth workers to that point to be able to care for the disadvantaged youth. We are working hard to train the youth workers in order to acquire specific competences, skills and tools that can be used with the young people.

We know that European experience, even if short, is always beneficiary for young people, especially if they are vulnerable. Go out of their comfort zones could be pretty difficult, but we try to reassure them. Yes, it is possible to go abroad without money and language knowledge. Money and language shouldn't be the limitations. We work on it with our clients. We try to dismantle apprehensions and anxieties. We are slowly trying to put them into situations they aren't used to and make an informal game out of living. But youth workers must be barred with great patience, because most of the disadvantaged young people need time to be ready to experience something completely new.

REGIONAL ROMA EDUCATIONAL YOUTH ASSOCIATION

SPECIFICS OF YOUTH WORK

Working with Roma youth: The Challenge model as a tool

Vilfredo Pareto explained that 80 percent of your outcomes come from 20 percent of your inputs. Modifying it a bit to our needs, we would say:

100% Success made of 80% planning and 20% work

While working with the Roma youth some of the things we are always trying to explain is how can we achieve much more with much less effort, time, and resources, simply by identifying and focusing our efforts on the 20 percent that really counts.

One of the models we offer is the so called Challenge model. This model offers the opportunity to go through all stages of planning in order to identify and focus on the priority areas of work. Although, this model is used in health care, we would recommend its use, while working with youth groups that are in the very beginning of creative process.

The Challenge Model is a simple learning tool for teams to use in order to address real challenges and achieve results. It begins with creation of shared vision and the Challenge Model creates motivation and commitment within teams enabling them to face their challenges and achieve results.

The Challenge Model helps you to create the path by the results by focusing on one challenge at a time: if this is our organization's mission and therefore our vision, then this one result will get us closer to the vision. Next, given the current reality, these are the obstacles we need to overcome, and here is what we plan to do about it. Your success in facing each challenge inspires your team to apply the process repeatedly with new challenges to keep moving toward the vision.

REGIONAL ROMA EDUCATIONAL YOUTH ASSOCIATION

SPECIFICS OF YOUTH WORK

Knowing your target group and its needs

Knowing your target group and what is around you is also very important, especially if you are trying to mobilize your community to participate in the activities you are planning to execute.

If we want to address the needs of our target group through various project or activity, it is important for us to keep in mind:

Why is this needed? Are the groups needs reflected in it?

What are the opportunities in it?

Does the group want it?

Is someone else doing it?

What is innovative in it?

What is going to be the change?

Does it involve the broader public and key persons?

In order to have active young Roma, we must understand that they are here among us and are part of today! Not tomorrow! It is wrong to plan and put hopes and dreams about the young people of tomorrow, when we have them right here among us. Young people must be a part and participate in the plans we are making. Today!

SUPPORT FOR YOUTH DEVELOPMENT ASSOCIATION

SPECIFICS OF YOUTH WORK

Crisis in Youth Work

I have spent my last 10 years in youth field, and I think I had the chance to face a lot of situations and contexts that helped me to learn, to experience and to become more aware of youth sector. And all this contexts helped me to shape myself, to improve my skills, and to adequate my attitude, so in the end to become a youth worker. Even if the definition of the youth worker is still very wide and complex, I am resuming myself in saying that a youth worker is someone that has to become a person that can be a role model for youth and has the will to shape the others in a positive manner, that they can also have a chance to become the people they want and wish.

There are a lot of competences that make a perfect youth worker profile; A lot of indicated knowledge, powerful abilities and positive attitudes. And there are tones of articles on each of the topics. But what I want to put on discussion in this article is what I consider more relevant on the way of "becoming" a youth worker. Naturally it is a return to the foundations.

I do not claim to provide you with an article that put on the tray absolute truth, nor to be all encompassing, but an article that will arouse attention, and will move the focus to a series of basic skills that, in my opinion, a youth worker must develop. Basically, there are certain things that I have discovered during my work with young people and they extracted as a result of crises in youth work that I have identified. I consider them fundamental and I will present them as such.

Lack of leadership skills

A youth worker is primarily a leader. Not only through life experience and skills related with youth work, but also by how they manage and perform their actions. Lack of adequate leadership behavior can lead to a lot of negative situations and a distrust of young people in youth worker. And when I say suitable, I mean the contextualization of leadership action. You cannot for instance be very rigorous and technical in your actions while working with teenagers (11-13 years old), and in the same time you cannot just be jovial and always silly when working with young people (25-35 years old). Being a leader in youth work should be a mix of aspects to be adapted to the working context: homogeneity or diversity of the group, the working frame, age and experience of the group (background), the objective pursued in the educational process and working methods. I'm not saying a youth worker must be very strict; after all it is an art to be an adaptable and flexible leader, ready to respond to any challenges. But the lack of these skills can create a distrust of youth not only in youth worker but especially in educational act. This creates the preconditions of their revulsion on the process itself and on the untapped benefits.

SUPPORT FOR YOUTH DEVELOPMENT ASSOCIATION

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Inadequate communication skills

Communication is the key to any process of exchange of information, transfer of skills and knowledge. It is basically the main tool of youth development. It is, let's say, a carving or a modeling tool for the raw material, meaning the young people. When you own a well polished tool and you know how to use it at optimum capacity, you get very good results. So it is in communication processes, that the youth worker generates or takes part in it. As optimizes communication better to the work context, to the target group, according to the educational objectives, the proposed results will get easier.

There are a lot of mistakes made in youth work when it comes to communication, and I will give you just a few examples: too technical language being used with teenagers, or too uncertain and probed with young people, a tone of voice exaggerated or inappropriate in playing contexts, lack of motivation and constructively feedback in the reflection processes, communication unequal and bias with one or more individuals from the same group, expression of prejudice and construction of stereotypes, outlining an exaggerated framework for competition and conflict between members of the same group, inappropriate slang which may affect some members of a group, and the list can continue with many other examples.

What is important to put of foundation when it comes to communication in the youth work are the following: the communication must first be honest, open, and as much as possible direct and clear, regardless of the working group. Later on, the youth worker must own a safety communication, have to be documented and updated to the educational objectives he supports. Is needed an unbiased communication, inclusive and equitable, in which personal appreciation on some aspects that could lead to discrimination, stereotypes and judgments have no place. And not least, is needed for an authority in the act of communication, that have to be able to guide the group, yet not make it feel that is subordinate and limited.

Lack of fundamental knowledge of youth environment

Although it may sound really stupid, a youth worker should know very well the youth environment. Especially the particularities of this framework. We cannot expect results when you do not know first the learning needs of young people, the way they receive and internalize new knowledge and skills, and the way they communicate and open themselves to communication (with all its aspects described above).

I was always the youth worker who faced with new and inhomogeneous groups, working contexts contrary to expectations, with young people with different learning needs. From all this I learned that just a basic knowledge of the new group, of their expectations and their mechanisms of learning always saves the frame and makes things work. Of course there are more other skills that the youth workers should have, and which can help him to extract from the context the level of the group preparedness, type of transfer / learning methods necessary, level of interest of the group and the way of determination and internalization of the common learning objectives.

SUPPORT FOR YOUTH DEVELOPMENT ASSOCIATION

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Lack of Empathy and emphases

The ability to "go down to the group level", to "put yourself in their shoes" and to reflect as much as possible in their way of reflecting makes the way of working to become more natural for the youth worker. Is required not only the strong knowledge of the working environment, of the characteristics of the group and their learning needs, but especially the emphasis, the harmonization of the interaction between youth worker and group.

In youth work you cannot be just a robot that transmits knowledge and skills. It takes a lot of frame work construction and a lot of empathy. It's like the interaction between the clay and the potter. These two must interact in the most creative and harmonious way, so in the end to come out of clay with exceptional items. I want you to understand that this symbiosis is fundamental. And in the most idealistic way possible I want you to understand that youth worker job is actually the creation of that intimate space, with emotion and emphasis, which makes the transfer of skills natural, pleasant, custom even in the group work.

KOCAELI UNIVERSITY COMMUNITY OF PROJECT

SPECIFICS OF YOUTH WORK

Taking benefits of being unemployed

The youth is a group of people aged from 15 to 30. Especially when turn 18 and start their professional lives or university studies, they are thrown into the real life, which requires them to work and try hard to gain their long term plans. If they can not find an occupation and earn for living and build up their own life, unemployment awaits soon despite their young age.

Especially those who graduated and stayed unemployed after graduation for a longer period has a major reason to be dragged into depression and loss of self-confidence. To be able to courage this unemployed youth and make them feel more confident, there are several things to follow. Based on the type of individual personality, people should be treated in a different way. It is not reasonable to treat everyone the same way. No matter which experiences they had, there are some recommendations which were given by high-level professionals to unemployed youngsters to ease their struggles to find a job as soon as possible.

First of all unemployed youth should break all the barriers and prejudices in their minds about the fact that being unemployed for a long time, means being unable to find a job forever. There's a sense that such a long gap on a résumé negatively affects a candidate's chances, but the surveys shows that this isn't true. That's very positive news for this group of job seekers. If you fill the gaps with activities and experiences that illustrate how you are still developing your skills. Therefore, overwhelming majority of employers will dismiss your period of unemployment and focus on what you can bring to their team.

The other recommendation for unemployed youth to follow is to start taking some classes on different topics. It is like a simulation of professional life when you are unemployed. You never stop learning in your work life, thus the more technical competence you have, the better. When you take a class in your field of interest, you are showing that you are serious and initiative about your specialization. Another advantage of taking class: It's a great networking opportunity.

Being unemployed means that you can do something for the community as a favour. This is called a volunteering in our present times. Volunteering tells something important about you as a person to your potential employers. It shows that you are passionate about something and care about helping others and also demonstrates that money isn't the most important thing to you. When companies are hiring, they are not looking exclusively for people who can get the job done, but also for people with character and integrity.

KOCAELI UNIVERSITY COMMUNITY OF PROJECT

SPECIFICS OF YOUTH WORK

Taking benefits of being unemployed

An important thing to mention: When companies employ you, they do not consider only your professional background, but also your personality, your previous endeavours etc. There are various ways to show professionals that you are worth being considered as a future contribution for the company.

Also companies should encourage unemployed youth to realize that the more they invest in themselves, the higher the chance of success in their future career. In addition, governments could do a measurer to reduce unemployment. As governments creates pro youth legislature, unemployed youngsters will also feel greater power to lean on and could take bigger leaps. Erasmus programs are one way to enable young people to get employed. Therefore should be taken into much bigger consideration by future employers.

KAMARÁD - NENUDA z.s.

ACTIVITY: JUMP OVER ONE

For who: 6+

Duration: 10 min

Number of players: 6+

Place: outside/inside

Type of game: Rhythm concentration game.

Educational interest: Rhythm concentration, finding limits.

Materials: Nothing.

Goal: GET SILENCE - rhythm concentration game "jump over one" using hand-leg coordination. Game more focused on the individual persons. Finding their own limits. Reflection.

Method:

1. Participants stand in a circle. Each has 2 feet (Left, Right).
2. The game consists in sending a signal around the circle - the effect - stamp ground. This signal goes in the beginning slowly and easy - when sending right: L1 - P1 - L2 - P2 - L3...
3. Then change the scheme. Always one leg "is jumped over" and then we return back to it. Thus - over one, one back, one over, one back: L1 - L2 - P1 - P2 - L2 - L3 - P2 - P3...
4. In the next level are added between the legs also hands - on the ground, various variations, crossover, skipping etc.



KAMARÁD - NENUDA z.s.

ACTIVITY: PROBLEM SOLVING - SEQUENCE OF NUMBERS

For who: 10+

Duration: 20 min

Number of players: 5+

Place: outside/inside

Type of game: Problem solving.

Educational interest: Problem solving, team building.

Materials: Cards with numbers, rope.

Goal: Problem solving, team building.

Method:

1. Prepare a circle using ropes and deploy it to numbers (we recommend using a combination of Arabic and Roman).
2. Its mission is to touch all the numbers sequentially ie. 1, 2, III, IV, 5... as quickly as possible. Attention! In a circle with the numbers may be one time only one person.
3. Group tries constantly change their procedures so as to be faster.



KAMARÁD - NENUDA z.s.

ACTIVITY: PLAYING ROLES IN SNOEZELEN

For who: 15+

Duration: 40 - 90 min

Number of players: 10+

Place: inside

Type of game: Theatre.

Educational interest: Talking about social problems, trying to find the solution.

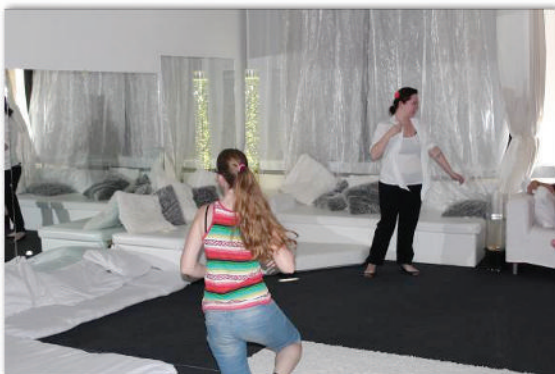
Materials: Light instruments, music, papers, pencils.

Goal: Finding a solution of social pathological phenomena occurring in young people.

Method:

For this activity is good to have even number of participants. Firstly, participants should divide themselves into two groups with equal number of persons. One group will choose one social pathological phenomenon occurring in youth (e.g. drug abusing, alcoholism, bullying, etc.) and will prepare performance (duration around 5 minutes). Second group will represent the audience whose task is to see the whole performance of the first group. After, the first group will do the performance again. But, from this moment, the audience may interfere the performance to resolve the problem. It is enough when somebody from the audience claps or says STOP. After he/she can change anybody's character from the performance except the main character. The goal is to find the solution of the problem performed by actors (without changing the main character) as in the real life we can't always solve the problem with those who are the cause of that problem. If we want, we can change the groups (as it is always better for each participants to try both sides of activity).

For this activity we will turn on the column lights and light fibers. If we want, we may turn on the music but this is not necessary - depends on the situation and on the type of performance. We highly recommend to turn on relaxive music but not noisily.



KAMARÁD - NENUDA z.s.

ACTIVITY: VIDEO SHOT

For who: 13+

Duration: 60 - 90 min

Number of players: 6+

Place: inside

Type of game: Social problems.

Educational interest: Formation of opinions on social problems, development of argumentation, support of initiative.

Materials: Papers and pens for brainstorming, pc or laptops for information search, video camera.

Goal: Formation of opinions of social problems, development of argumentation.

Method:

1. We will start the activity with group brainstorming. The question for brainstorming is: What social problems we have? Participants think about ideas and lectors type them down on blackboard or flipchart.
2. Than we split the group into smaller groups (3-5 participants). You can use special game or just numbers - one, two, three.
3. Each small group should choose one of the social problems from the board. Each group have one specific social problem.
4. Now the small group start to work on the topic (specific social problem). The first step is - brainstorming about the topic - it could be answer for question - What do we know about this kind topic? Participants can discuss in their groups, they can try to find a way into core of the topic. The second step is - try to find further information about the topic. They can use pc or laptops for information finding. The third step is - try to make a video shot about the topic. They should try to make video shot like promotion of the topic. The spot should call topic. Leader can show them video spots from UNICEF (or different). Length of the spot should not be longer than 3 minutes.
5. The presentation of the video spots should start right after the recording. Each group show us their video spot. These spots we can shoot.
6. The activity ends with group discussion and overall evaluation.

KAMARÁD - NENUDA z.s.

ACTIVITY: ENCAUSTIC WITH ACTION

For who: 15+

Duration: 40 - 60 min

Number of players: 1+

Place: inside

Type of game: Social problems.

Educational interest: Formation of opinions on social issues, emotion and opinion expression.

Materials: Encaustic tools (paper, iron, pen, colours), cards with topics of social problems.

Goal: Formation of opinions on specific social issues.

Method:

1. Prepare encaustic tools: place for work place irons, pens, colours.
2. Prepare cards with topics of social problems. We used following social issues: racism, drugs, migration, terrorism, environment, criminality, poverty.
3. Intermezzo – short brainstorming about specific social problems written on the cards.
4. Each participant chooses one card and then participant can start drawing. The art forms of the social issues depends completely on participants. The drawing is about artistic expression and emotional experience – it is abstract form of art.
5. When they finish, they can describe their picture. As a leader you can use indicative questions: Why did you choose these colours? What do you feel from your picture?
6. After the description of first work, participants will draw two more pictures. One picture before this picture and one picture after this picture. It's really up to them; it can be absolutely abstract or concrete. It's about participant's development – somebody needs abstract form, other needs concrete.
7. In the end everybody describe their pictures and others can tell what they think about it.



ILTA FOR YOUTH

METHODOLOGY

CZECH REPUBLIC

INTERCULTURA

ACTIVITY: LIVING LIBRARY

For who: Everybody who would like to share some life experience or events, especially these related with prejudice and marginalization.

Duration: Between 15 to 30 min each round.

Number of players: N.I

Place: outside/inside

Type of game: Quality tool and informal education activity to challenge prejudice and discrimination.

Educational interest: Development of curiosity and critical thinking.

Intercultural Dialogue.

Discovering of different cultures and identities.

Teaching in informal way the importance of democratic participation in the civil society.

Learning how to understand and respect diversities.

Materials: People, stories, desire to share and describe itself. Papers and pens.

Goal: The Living Library gives people an opportunity to speak in a private and personal way to a 'stranger' in a structured, protected, yet practically unconstrained environment. This framework is probably one of the main reasons for the popularity and success of the Living Library: the readers can predict the 'risk' they are taking by meeting the 'other'.

The Living Library provides a unique venue for intercultural experience and interaction. There are precious few other occasions where one would have the opportunity to ask a complete stranger to describe important and personal experiences and life events he lived through and, even more importantly, it is hard to think of another situation where one would be encouraged to ask a stranger delicate questions in such a direct way.

The goal of this activity is to promote intercultural dialogue, human rights, pluralism, and democratic participation in a 'new' and inventive way, that could attracts widespread attention and makes genuine impact.

INTERCULTURA

ACTIVITY: LIVING LIBRARY

Introduction to purpose: The Living Library is an equalities tool that seeks to challenge prejudice and discrimination. The Living Library attempts to challenge prejudice by facilitating a conversation between two people: "Books" and "Readers". Books are volunteers who have been subjected either to discrimination themselves or represent groups or individuals within society that are at risk of suffering from stereotype, stigma, prejudice or discrimination. Living Books often have personal experiences of discrimination or social exclusion that they are willing to share with Readers.

It works just like a normal library: visitors can browse the catalogue for the available titles, choose the Book they want to read, and borrow it for a limited period.

After reading, they return the Book to the library and, if they want, they can borrow another. The only difference is that in the Living Library, Books are people, and reading consists of a conversation. Most importantly, "Books" give "Readers" permission to enter into dialogue with them, in the hope that their perspectives and experiences will challenge commonly held perceptions, stereotypes, and therefore, affect the attitudes and behaviours of wider society.

INTERCULTURA

ACTIVITY: ABIGALE

For who: Anyone 15+ years.

Duration: 1h15 - 2h15

Number of players: 5 - 30

Place: Anywhere but enough space for participants to work individually, in small groups of 4 - 5, and in plenary.

Characteristic: Cheap, transportable.

Type of game: Story telling.

Educational interest: Awareness about values, judgment, culture.

Materials: One copy of the following story per participant.

Method: All the participants should read or hear the story:

Abigale loves Tom who lives on the other side of the river. A flood has destroyed all bridges across the river, and has left only one boat afloat. Abigale asks Sinbad, the owner of the boat, to bring her to the other side. Sinbad agrees, but insists that Abigale has to sleep with him in return.

Abigale does not know what to do and runs to her mother and asks her what she should do. Her mother tells Abigale that she does not want to interfere with Abigale's own business. In her desperation Abigale sleeps with Sinbad who, afterwards, brings her across the river. Abigale runs to Tom to happily embrace him and tell him everything that has happened. Tom pushes her away bluntly and Abigale runs away.

Not far from Tom's house, Abigale meets John, Tom's best friend. She tells everything that has happened to him as well. John hits Tom for what he has done to Abigale and walks away with her.

Step-by-step: Introduce the exercise to the participants as a creative informal way of learning about different values. Ask everybody to read the story by him/herself and to rank each character (Abigale, Tom, Sinbad, Abigale's mother, and John) according to their behaviour: Who acted worst? Who second worst? Etc. After most of the people have done their ranking, ask them to get together in a small groups (3 to 6), to discuss about how they perceive the behaviour of the characters. The task of the small groups is to come up with a common list - a list that everybody in the small group can agree on. Ask them to avoid using mathematical methods in order to establish the list, but rather to build that list on the basis of a shared understanding of what is good and what is bad.

After the small groups have come up with their lists, you can optionally repeat this phase by bringing two small groups together to form medium- size groups (if you do that, don't make the initial small groups larger than 4). Evaluate the exercise in plenary by bringing together the results and discussing the similarities and differences between them. Slowly move on to ask on which grounds people made their ranking. How could they decide what was good and what was bad behaviour?

ILTA FOR YOUTH

METHODOLOGY

FRANCE

INTERCULTURA

ACTIVITY: ABIGALE

Reflection and evaluation: One focus on the evaluation is the relevance of values have for us to determine what we think is good and what is bad. After having established that insight, the next step is to look at how easy or difficult it is to negotiate about values when having to establish a common list. You can ask people how they managed to come up with a common list – which arguments worked to convince them, and why, and where there was a border of being able to understand and follow the other.

A possible follow up is to look at where gave we learned what is good and what is bad – and what that tells us about what we have in common and what makes us different.

This method alive: Abigale has very often been used to prepare participants of an intercultural exchange for their experience. It is useful when introducing the otherwise abstract concept of values to people, since it very clearly puts participants in a situation where they have to apply values in order to make a ranking. A variation to the exercise is to play it the way we did here, and then to repeat it with a swapped roles, where all the women become men, and vice-versa. Does the same ranking still apply? Why do things change?

More variations are possible: Include the age of the characters in the story and play around with it, make them all have the same gender, include ethnic or national background. And then look at how the changes in the story make a difference to your ranking and why.

In order to get the best results from the exercise is essential to establish an open atmosphere in which every ranking of the story is okay and where you do not start “blaming” people for arguments you might consider strange or bad yourself.



INTERCULTURA

ACTIVITY: PARACHUTE

For who: 6+

Duration: 15 min

Number of players: 10+

Place: outside

Type of game: Cooperative.

Educational interest: Learn how to cooperate.

Materials: Big parachute.

Goal: Learn how to cooperate.

Method: 1. Young evenly spread out in a circle – while holding the edge.
2. Pull the parachute taut and then lower it between knee level and the ground.
3. On a signal - all raise the chute upwards, it will fill with air and rise up like a giant mushroom (In the winter - call it an "IGLOO").

Tip #1: To get it as high as possible, all participants take a couple steps towards the center as the chute rises.

Tip #2: Practice together so the young can learn cooperation and working together as a group.

Variation of mushroom: Once the basic play is mastered, experiment!

1. Mushroom and then all young runs to the center while still holding the chute.
2. Mushroom and then have all young let go of the chute at exactly the same time.

If there isn't any wind, the chute will retain its perfect puff shape and rise straight up into the air. This is especially fun outdoors on a windy day. Indoors it may go up to the ceiling.



INTERCULTURA

ACTIVITY: FREEDOM DEFENDER AGAINST DICTATORSHIP

For who: 15+

Duration: 30 min

Number of players: 10

Place: inside

Type of game: Card game.

Educational interest: Awareness about human right.

Materials: 15 cards in a game, 4 dictators, 10 defenders and 1 Human Rights Institution.

Goal: The party is going on in our world, terrorised by dictators. Every night, dictators kill a defender of human rights. The day the dictator and a defender to meet a life sentence of their members, they suspect to be part of the dictators. The goal of each player is to survive the carnage...

Method:

The night : The playmaker announces the dark and asks all players to close their eyes, laying their cards face down before them.

He then asked the Dictators to wake up. Players who have a dictator's card open his eyes and silently choose a victim. When they agree, they indicate the victim to the playmaker and they close their eyes.

The playmaker then asks the institution (or detective) to wake up. The person opens eyes and refers to a player. Jury indicates a nod (yes or no) if the designated player is a dictator. When this is done, he asks the institution (or detective) to ignore.

On the day : Everyone opens his eyes. Runaway Jury tells who was killed the night, the player concerned returns his card on the table: it is eliminated from the game, can keep their eyes open and should not communicate with other players.

Once the player has been eliminated, the survivors can discuss freely to try to guess who is one of the Dictators. It is possible to publicly announce its role but it is also possible to lie. Any player is allowed to initiate a prosecution, it must explain why he accuses another player to be a member of the dictators. The playmaker then runs the debate so that each player can get a conviction on that charge. When he believes that the debate has gone on long enough, the playmaker has a last time to the accused to defend himself, then he launched a show on hands in which all players participate. If the majority vote of the players guilty, the player is serving a life sentence: he must return his card and is eliminated. Or he is acquitted and can not be charged a second time during the day. When there is no charge or if a player has been sentenced to life imprisonment, the day ends and the leader announces a new night. The game ends when one side is totally eliminated (the map «institutions» is part of the camp defenders of human rights).

ILTA FOR YOUTH

METHODOLOGY

FRANCE

INTERCULTURA

ACTIVITY: FREEDOM DEFENDER AGAINST DICTATORSHIP

Tips playmaker: We still have to raise the modd for this feel free to ask to quiet their opinions during the discussion phase. Conversely, if it drags on a launch phase to vote or enter the night fell. Care must be taken not to give any indication to players who have their eyes closed: get away from the table to talk, do not comment, do not give any indication of sex...

There are an infinite number of variations and additional character...



INTERCULTURA

ACTIVITY: ONE STEP FORWARD

For who: 12+

Duration: 60 min

Number of players: 10 - 30

Place: outside/inside

Type of game: Card game.

Educational interest: Awareness about discrimination, xenophobia, poverty, human rights.

Materials: Roles cards.

Goal: To promote empathy with others who are different.

To raise awareness about the inequality of opportunities in society.

To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.

Method:

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and read their role card.
4. Now ask them to begin to get into their roles. To help, read out some of the following questions, do a quick pause after each one to give people time to reflect and build up a picture of themselves and their lives:
 - What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
 - What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
 - What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your free time? What you do in your holidays?
 - What excites you and what are you afraid of?
5. Now ask people to remain absolutely silent and tell them to line up beside each other (like on a starting line)
6. Tell the participants that you are going to read out a list of situations or events. Every time they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
7. Read out all the situations one by one. Make a short pause between each statement to give people time to step forward and look around to take note of their relative positions to each other.
8. At the end tell everyone to notice their final positions. Then give them a couple of minutes to come out of role before discussion in a plenary.

ILTA FOR YOUTH

METHODOLOGY

FRANCE

INTERCULTURA

ACTIVITY: ONE STEP FORWARD

Debriefing and evaluation: Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

1. How did people feel stepping forward - or not?
2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
3. Did anyone feel that there were moments when their basic human rights were being ignored?
4. Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
5. How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
6. Does the exercise mirror society in some way? How?
7. Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
8. What first steps could be taken to address the inequalities in society?

Variations: One way to get more ideas on the table and to deepen participants' understanding is to work first in small groups and then to get them to share their ideas in plenary. Having co-facilitators is almost essential if you do this. Try this method by taking the second part of the debriefing - after each role has been revealed - in smaller groups. Ask people to explore who in their society has fewer, and who has more, chances or opportunities, and what first steps can and should be taken to address the inequalities. Alternatively, ask people to take one of the characters and ask what could be done, i.e. what duties and responsibilities they themselves, the community and the government have towards this person.

Ideas for action: Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone line and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters, and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.

INTERCULTURA

ACTIVITY: ONE STEP FORWARD

- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.



REGIONAL ROMA EDUCATIONAL YOUTH ASSOCIATION

ACTIVITY: BRAND YOURSELF!

For who: 18+

Duration: 180 min

Number of players: 5+

Place: outside

Type of game: Self-discovery and Stencils.

Educational interest: Awareness about personal traits, develop selfreflection traits, be creative.

Materials: Pencils, rulers, paper-cutter, A4 paper, board paper, acryl spray, tape, t-shirts, gloves, masks.

Goal: To reflect about yourself and your surroundings. To be creative.

Method:

1. Explain to participants what is a brand. Use examples from daily life, such as Coca-Cola, BMW, M&M's, Superman logo etc.
2. Ask participants to explain what comes into their mind when looking at those brand logos.
3. Ask participants to develop their own logo, by thinking about their traits and what would represent them in single drawing.
4. Explain about stencils method and that participants need to develop the stencil and spray it on their t-shirt.
5. Give participants enough time to work on their stencils.
6. Cut out stencils with paper-cutters.
7. Go outside and apply stencils to t-shirts by spraying them with spray.
8. Take time to reflect and conclude the activity by taking a picture with all participants wearing their nice DIY t-shirts.



ILTA FOR YOUTH

METHODOLOGY

MACEDONIA

REGIONAL ROMA EDUCATIONAL YOUTH ASSOCIATION

ACTIVITY: TONTI TONTI

For who: 15+

Duration: 10 min+

Number of players: 15+

Place: outside/inside

Type of game: Warm-up.

Educational interest: Can be used as a warmer or energizer, enables concentration by using rhythm, voice, and body.

Materials: N/A.

Goal: To concentrate by using simultaneously body, voice and creating a rhythm.

Method:

1. There is always one Tonti Tonti, who takes the lead. This person can be the leader/faciliator.
2. Assign the group to form a circle and appoint numbers to each one by starting with tonti tonti, one one, two two, three three etc.
3. Demonstrate the rhythm, which is a 1,2, 3. 1 both palms on the knees, 2 clap your hands, 3 snap your fingers.
4. Explain that each participants needs to remember its number and the rhythm.
5. Tonti Tonti starts the rhythm and shouts a number, for example: Tonti tonti; three three. Nr. three must repeat its number and add another number from the circle and keep the 1,2,3 rhythm.
6. A mistake means you are out of the circle. In case tonti is out, the person that shouted his/her name becomes the new tonti.
7. The game/rhythm continues until two person are left or after 5 rounds no clear winner in sight.



ILTA FOR YOUTH

METHODOLOGY

MACEDONIA

REGIONAL ROMA EDUCATIONAL YOUTH ASSOCIATION

ACTIVITY: SIMON SAYS

For who: 8+

Duration: 10 min+

Number of players: 2+

Place: outside/inside (open space)

Type of game: Energizer, concentration.

Educational interest: Concentration and coordination.

Materials: Large open space.

Goal: The player acting as Simon is to get all the other players out as quickly as possible.

Method:

1. Face the players Designate yourself to be Simon and stand about ten feet in front of the other players, facing them.
2. Give the players a command, starting with the phrase "Simon Says."
3. Check that the others have performed your command Check the players to make sure they are doing whatever command you gave. Those who didn't follow instructions are out of the game and have to sit down.
4. Give another command Give another command, but don't start with the phrase "Simon Says." Try to fool the players into following you.
5. Check to see if anyone did the command Call out any players who performed the command even though you didn't say "Simon Says." Anyone who did is out of the game and has to sit down.
6. Keep playing until only one player is left Keep playing until only one person is left. This person is the winner, and gets to be Simon in the next round.



ILTA FOR YOUTH

METHODOLOGY

MACEDONIA

REGIONAL ROMA EDUCATIONAL YOUTH ASSOCIATION

ACTIVITY: CREATE YOUR OWN COMICS!

For who: 8+

Duration: 45 min

Number of players: 2+

Place: inside

Type of game: Creativity.

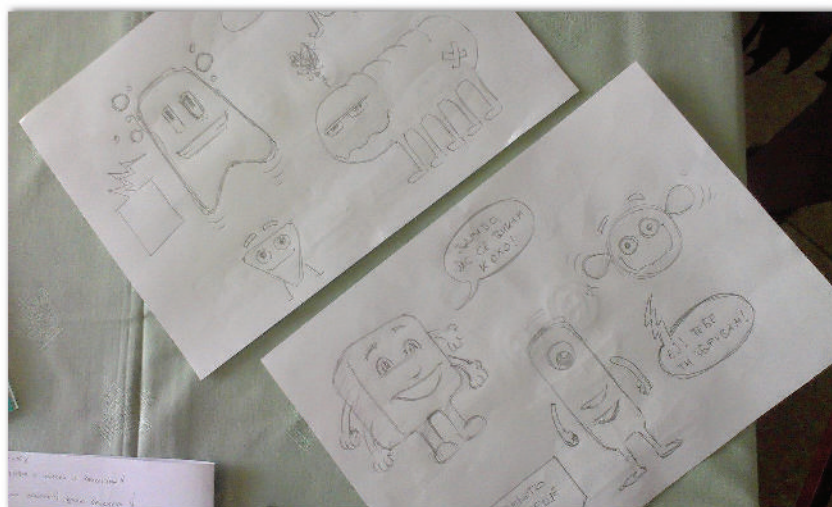
Educational interest: Learn to brainstorm, send a message, have fun and be creative.

Materials: Paper, pencils, erasers, pencil sharpeners, black ink, rulers.

Goal: To create your own comics and connect it to various issues by sending out message.

Method:

1. Invite participants to brainstorm about their story and characters.
2. What kind of message would you like to be send by your characters.
3. Start practicing by drawing your characters.
4. Divide your paper into smaller columns for drawings.
5. Start drawings.
6. Use black ink over the pencil drawing. Let it dry! Erase the pencil line with an eraser!
7. Your comics is ready!



REGIONAL ROMA EDUCATIONAL YOUTH ASSOCIATION

ACTIVITY: THE DUCT TAPE PRINTER

For who: 15+

Duration: 25 min

Number of players: 8+

Place: inside

Type of game: Communication.

Educational interest: Communication and collaboration.

Materials: Duct tape, markers, flip chart paper.

Goal: To promote communication and collaboration.

Method:

1. Set up: Take some of the duct tape and draw a circle about ten feet in diameter. Place a poster board or flip chart in the middle of the circle (one setup per team playing). Give each team a roll of duct tape and a marker.
2. Objective: To get the group to work together and draw a picture or a word on the poster board using only a marker and duct tape.
3. Draw a picture of a smiley face within ten minutes on the poster board using the marker.
4. The face, eyes and mouth are the basics that must be drawn within the ten minutes.
5. Any additional features on the face like hair, nose, ears, hats or jewelry are bonus points. 25 points awarded for each additional feature.
6. No one is allowed inside the duct tape circle. Fingers and hands are not allowed to cross the barrier of the circle.
7. No one can move the poster board from the middle of the circle. You may not remove the circle from the floor. No creative cheating, please.
8. Using the roll of duct tape and the marker, fashion a device that will allow you to suspend the marker into the circle, MacGyver style, and draw your smiley face.
9. Everyone must participate in the drawing and building.



ILTA FOR YOUTH

METHODOLOGY

MACEDONIA

SUPPORT FOR YOUTH DEVELOPMENT ASSOCIATION

ACTIVITY: ADRENALINE PARK

For who: 6+, depends of park

Duration: 2h+

Number of players: 2+

Place: outside

Type of game: Climbing, recreational activities.

Educational interest: Self challenging, physical activity, pushing the boundaries and getting out from comfort zone.

Materials: A bottle of water, optional - gloves.

Goal: An adrenalin park is a place with a set of flying fox and rope courses in trees which have different levels of difficulty, both for adults and kids. The purpose of this activity is to get out of your comfort zone, to experiment new things and to get out of city routine.

Method:

1. First thing you have to do is to find out if in your region is such a place, or if you plan a trip in other region, city or country you can search if there is such a park.
2. In some places, if you are with a large group of friends you need to make a reservation. Also if you are a minor, it is possible that you will need an adult with you or just to sign a declaration, it depends of park rules and your age.
3. All you will need in there is to have some water or you can buy it from there, and if the equipment is not included, to have some gloves.
4. So take your friends and go to take your dose of adrenalin!



ILTA FOR YOUTH

METHODOLOGY

ROMANIA

SUPPORT FOR YOUTH DEVELOPMENT ASSOCIATION

ACTIVITY: PARAGLIDING IN TANDEM

For who: 16+

Duration: 30 min

Number of players: 1+

Place: outside

Type of game: Fly, recreational activities.

Educational interest: Self challenging, pushing the boundaries and getting out from comfort zone.

Materials: None.

Goal: Paragliding is an agreement and adventure sport that uses a paraglide – a non-motorized, foot-launched inflatable wing. The tandem flight is made with a special designed glide for two persons, in which the instructor pilots the paraglide and the passenger is enjoying the flight. It does not require a special training or course, a short training before the flight is enough.

Note: The flight may last between 2 to 10 minutes, depending on wind. Also if you know that you have acrophobia (the extreme fear of heights) is better not to try this.

Method:

1. First thing you have to do is to search for an organization, a company or an instructor that is offering paragliding in tandem services.
2. Make a reservation.
3. Listen carefully the instruction of the pilot and enjoy your flight!

Wish you good wind and have fun!



SUPPORT FOR YOUTH DEVELOPMENT ASSOCIATION

ACTIVITY: ESCAPE ROOM

For who: 12+

Duration: 60 min or more

Number of players: 3+

Place: inside

Type of game: Mystery and challenge.

Educational interest: Learn to work in team, pay attention to details, creativity, team building.

Materials: Internet connection and a device for it, maybe a phone and enthusiasm.

Goal: Final goal of which is the escape from the space specially built for this game, usually one room or a set of rooms.

Method:

1. Search on internet or ask friends if in your city or near is such a place that has escape games.
2. Usually the rooms have a specific theme and stories, so you can choose.
3. The mission is to escape in 60 minutes, but if you didn't make it, don't worry, you will have some more time to solve the puzzle.
4. After you decided call your friends and convince them to play.
5. Make a reservation for the chosen room.
6. And take your friends, your enthusiasm and abilities of Sherlock Holmes and go there at the time you planned.
7. To be more interesting and if you are 6 or more persons, you can divide in two groups and compete with each other for the best escape time.

Have fun!



ILTA FOR YOUTH

METHODOLOGY

ROMANIA

SUPPORT FOR YOUTH DEVELOPMENT ASSOCIATION

ACTIVITY: RAFTING

For who: 16+

Duration: depends of river and chosen route

Number of players: 4-10/boat

Place: outside

Type of game: Adventure.

Educational interest: It is a great activity for team building and physical exercise.

Materials: Swimming suit, towel, drinking water.

What is about: Rafting is recreational outdoor activity which uses an inflatable raft to navigate a river. It is considered an adventure/extreme sport, as it may be dangerous, but with an instructor and the adequate equipment it is safe and you can have fun and enjoy the ride!

Goal: To work in team, have fun, feel the adventure and make some physical exercise.

Method:

1. Find out an organisation or company that is organising rafting trips in your region, tell your friends about it and organize a day to go to rafting.
2. Check the transport options, as usually the rafting is in the rural area, a bit far from cities. You can also check if the organisers can offer transportation.
3. Make a reservation.
4. In the day you have reservation take with you a swimming suit and a towel and don't forget the water, it can be a tiring and you don't want to be dehydrated. You can take your bottle of water in the boat.
5. As you reach the starting point you will have to change in the swimming suit and equip with the neoprene suit that the instructors give to you. You will also have to wear a protection helmet and a life vest. After that, the instructor will explain what you have to do and what you are not allowed to.
6. Now is the time to go with the flow and paddle!
7. And as I told you to take a towel, now is the part that you use it, because the ride is finish and you are all wet and you have to take your clothes on.



ILTA FOR YOUTH

METHODOLOGY

ROMANIA

SUPPORT FOR YOUTH DEVELOPMENT ASSOCIATION

ACTIVITY: CAMP FIRE AND BARBEQUE NIGHT

For who: 14+

Duration: 2h+

Number of players: 3+

Place: outside

Type of game: Social activity, recreational activity.

Educational interest: Socializing, recreational activity.

Materials: Wood, a lighter, a grill and food for barbeque, a guitar and a friend whom is playing guitar.

Goal: If you want a relaxing night with friends in nature, then a barbeque and a camp fire might sound well. The purpose is to socialize and to connect with nature.

Method:

1. You can organize with your friends a barbeque evening with songs at the light of the fire camp.
2. All you have to do is to search for a place where you can make a barbeque and which is allowed to make a fire camp.
3. Ask a friend who plays guitar to come.
4. Buy what you need for barbeque and fire camp.
5. Take your friends and have a good time.



ILTA FOR YOUTH

METHODOLOGY

ROMANIA

KOCAELI UNIVERSITY COMMUNITY OF PROJECT

ACTIVITY: EBRU

For who: 5+

Duration: 30 min+

Number of players: 8+

Place: open - closed space

Type of game: Visual.

Educational interest: Thinking in a creative way, using visual talents.

Materials: A set of oil paints, turpentine, sheets, containers, rubber gloves, utensils.

Goal: To improve visual talents and create paintings.

Method:

1. Prepare the container: Pour about an inch of water into the tray. Then choose the colors you want to use, and squeeze the paint into small, separate containers (I used the lids of the paint jars). Add some white paint if you want to get pastel shades.
2. Prepare the paints and colors: Add some turpentine to the paint and mix. It is suggest doing this in a well-ventilated space and wearing rubber gloves (even though I didn't), because you don't want to breathe in the fumes or irritate your skin. The proportion varies depending on how much paint you are using – I use about a teaspoon of turpentine for every $\frac{1}{2}$ teaspoon of paint. You want the mixture to become liquid and smooth, but not too watery.
3. Create your own Design: Create your design by pouring your paint into the water. You can just dump it all in, or selectively distribute the colors where you want them. You can add more turpentine if you want to thin the mixture out in places.
4. Lay a Sheet of Paper on Water : Carefully lay a sheet of paper on the water. To avoid submerging it, start at one end and move slowly down the length of the paper—don't just plop the whole thing down at once. (It's OK if the face-up side gets a little wet, but keep it as dry as you can.) Get ready to pick it up right away.
5. Remove the paper: Remove the paper as soon as it's flat! Starting at a corner, gently lift it out of the water. Again, you might want to use rubber gloves.
6. Dry the Sheet: Lay the sheet out flat on a clean, protected surface. Once it's been drying for a while, you can lay a heavy book on top of it to keep the edges from curling (slide a piece of paper in between to protect your book).



KOCAELI UNIVERSITY COMMUNITY OF PROJECT

ACTIVITY: LATIN DANCES

For who: 10+

Duration: optional

Number of players: 2+

Place: open - closed space

Type of game: Partner activities.

Educational interest: No special interest required.

Materials: A pair of comfortable shoes and comfortable clothes.

Goal: To learn dancing abilities, synchronize the body with the music, be one with your partner.

Method:

There is no step by step method to learn dancing. It is an expression of the feelings. People from the young to the old may learn dancing easily as long as they are willing to do it.

In Turkey, we had hired an instructor. This is the easiest way to learn dancing. With the support of a professional, you can make progress in a short while.

The instructor taught us salsa and bachata for 2 hours for each. In the end, everyone was able to dance at least 1 song without repeating the moves.

In so many dances, there are some basic steps which will make you dance in case you perform repeatedly. You can access courses in so many countries and various cities. It is one of the best leisure time activities you can do in your free time, which also lets you to socialize with people.



KOCAELI UNIVERSITY COMMUNITY OF PROJECT

ACTIVITY: PANTOMIME

For who: 10+

Duration: 10 min+

Number of players: 8+

Place: open - closed space

Type of game: Creativity.

Educational interest: Thinking in a creative way.

Materials: A stage, white make up accesories.

Goal: To improve creativity and single-acting skills.

Method:

1. Make Up: First step of Pantomime is wearing white make up on the face. This is why, get dressed accordingly at least till you professionalize, not to ruin your nice clothes.
2. Set a Topic and Build Concepts on It: In contrast to theatre, you should act mostly single on the stage. Even If you need someone else to improve your performance, create a virtual character and act as If you have a real one. You can position him/her as you want It to be.
3. Start acting: Pay attention to make your moves big. If you are söiling, smile big. If you are falling down, fall big. This is an indispensable point of Pantomime.
4. Conclusion: You have to end up with a conclusion. Try to make this conclusion as big as possible as well. Make people feel something, sad or happy, good or bad, It doesnt matter. However the wa you play and finish should make people feel something.



KOCAELI UNIVERSITY COMMUNITY OF PROJECT

ACTIVITY: SONG COMPOSING

For who: 10+

Duration: 10 min+

Number of players: 8+

Place: open - closed space

Type of game: Musical.

Educational interest: Thinking in a creative way. Using musical talents.

Materials: A stage, music instruments, cables, chairs.

Goal: To improve music skills and compose a song.

Method:

1. Band Up: Music Compositions require a huge attention and collaboration between each members of a band. This is why you should pay attention to ideas of each band members.
2. Feeling Path: Feelings are things which mostly set the path of a song. If you feel sad, then song would be emotional. If you feel happy, song would be cheerful and joyful. Try to understand what majority of the band feels.
3. Start playing randomly: There is no certain way to follow while composing a song. It should represent your feelings. And your feelings determine the notes. As you play something randomy, It will start being more meaningful.
4. Determine the Scale: After you put something forward, you should determine the scale of the song, so that you can move forward wih concrete steps.
5. Improvement: As the first step completed, the rest will follow. After trying a bit harder, you will have been composed a song. Congrats!!



KOCAELI UNIVERSITY COMMUNITY OF PROJECT

ACTIVITY: IMPROVISATIONAL THEATRE

For who: 10+

Duration: 10 min+

Number of players: 8+

Place: open - closed space

Type of game: Creativity.

Educational interest: Thinking in a creative way.

Materials: A stage, different clothes, helpful objects.

Goal: To have fun while using and improving the creativity.

Method:

1. Team Up: Theatre might be carried out single, however to be able to improve team spirit, It should be performed in a group
2. Set a Topic and Build Concepts on It: You have to have a topic to create to story around. It might be something really serious or funny such as traitional jokes.
3. Start acting - try to pretend like It is a part of your real life: Naturality is the essence of the theatre. While acting, try to pretend like It is a real part of your daily life. Interact with your partners as you won't get out of the concept.
4. Conclusion: You have to end up with a conclusion. For the beginning, It doesn't have to be perfect. In time, as yu get used to it, It will be flawless per se.



EVALUATION OF METHODOLOGY

Dear readers, you hold in your hands the methodology of the project ILTA for Youth. We would like to kindly ask you, to complete following survey.

1) How did you hear about the methodology?

- from partner´s organization
- from the conference ILTA for Youth
- Elsewhere (tell us more).....

2) Do you actively work with youth?

- No
- Yes... and you are
 - employee
 - trainer
 - volunteer
 - student
 - other.....

3) How do you evaluate each chapter of the methodology? (1 is the best, 5 is the worst)

Chapter	What do you think about the content?					How will you use the information in practice?				
	1	2	3	4	5	1	2	3	4	5
Basic information and information about partners of the project.										
Specifics of youth work.										
Activities.										

4) Which chapter or activity was most interesting for you?

.....

.....

.....

EVALUATION OF METHODOLOGY

5) Which chapter or activity was least interesting for you?

.....
.....
.....
.....

6) Will you apply any information from methodology in practice? If so, tell us which.

.....
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.....
.....

7) And other comments and overall evaluation

.....
.....
.....
.....

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