

Making Movies Matter

**Competency Framework for
Professionals from other fields
involved in Youth Work**

KA2 Strategic Partnership project
Making Movies Matter

Competency Framework for Professionals from other fields involved in Youth Work

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About the Project

"Making Movies Matter - Competence Based Approach to Applying Filmmaking in Youth Work" is a project that is aimed at supporting youth work in Europe in incorporating film as a methodology through establishing a comprehensive competence framework that can be used in educating both youth workers and filmmakers, and through creating a set of tools and resources in the area of filmmaking that can be applied in supporting young people's development and participation in a non-formal setting.

Furthermore, the project aims to support the cross-sectorial cooperation in the youth field and the quality of youth activities implemented by professionals from other fields, through the development of a simplified youth work competence framework. By engaging professionals experienced in working with marginalized young people and young people with disabilities.

Project produced three main results, published as intellectual outputs: a competence framework for using filmmaking as a method in youth work, a handbook with tools and educational resources in the area of filmmaking that can be applied in supporting young people's development and participation in a non-formal setting, and a general simplified youth work competency framework.

This document is part of the third intellectual output of this strategic partnership. The third intellectual output is a general simplified youth work competence framework, which is listing the basic competences that professionals from other fields need to gain to be able to successfully do youth work activities. This third output has immediate application potential with the other professionals that the involved organizations work with regularly: visual artists, technicians, teachers and others. Thanks to the experience of developing training based on the filmmaking competence framework, the organizations were able to design a youth work competency-based training for those other professionals as well, which in turn will also support other organizations from Europe in incorporating cross-sectorial cooperation in their youth work activities.

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About this publication

Alongside the increased efforts professionalisation of youth work and strengthening training and education for youth workers, there is also an increased awareness for the need and potential of cross-sectorial cooperation in the field youth work. The variety and complexity of topics that youth work tackles require knowledge and understanding in different fields, which cannot be expected from a single person or from a small team of youth workers. The lack of technical and thematic knowledge in other areas can be bridged by involving professionals from other fields in planning and implementing non-formal education activities with young people. More and more youth organisations partner with those from other sectors and invite artists, athletes, technicians and other professionals to deliver sessions in youth centres, youth clubs and in various youth learning activities. With that, the question that arises is what do those professionals need to know and be able to do, so that they successfully implement activities with young people.

Without the intention to minimize the value and complexity of youth work training and education, the organisations that are part of this project embarked on a journey to agree on the minimum

competences that are required by someone who is not a youth worker, but who occasionally works with young people in a youth work setting. Realising that it is not feasible to ask professionals from other sectors to attend lengthy training and educational programs in the field of youth work and non-formal education, we decided to look at alternative ways to ensure that the person has at least the basic understanding of what youth work is and how it is conducted. Our work was based on the premise that nobody should start working with young people without having a basic introduction on how to do it. At the same time, we developed our concept of minimum competences firmly believing that nobody should work with young people independently and without the presence of youth workers, even if they meet all competences. Hence, this publication provides a proposal for basic preparation of professionals from other fields who do not have previous youth work training and experience, so that they are able to deliver non-formal education activities with young people in partnership with youth workers.

The development of this intellectual output started with analysing existing training and education curriculums in the four partner countries, with the intention to identify a set of common youth work competences that appear in different contexts. The outcome of this exercise was then compared with organisations' own experience of working with professionals from other fields, such as filmmakers, visual artists and technicians (builders, carpenters etc.). To come to the core of what those individuals need to know, we did an additional task of filtering, summarising, and simplifying the knowledge, skills, attitudes and behaviours expected from youth workers. It was far from an easy task, as everything seemed (and certainly is!) very important. Many compromises had to be made to come up with something that can be covered in the significantly short period of time that organisations usually have for preparing professionals from other fields. When deciding what to include and what not, we were constantly reflecting on the competences that youth workers would be expected to possess, and on how they complement with the basic competences that we would need to develop in the other professionals.

The result is far from being perfect and complete. This output represents a shared view by four organisations that have experience in partnering with individuals from other sectors. Based on our cooperation with those professionals, and on the more extensive experience of partnering with filmmakers within this project, we are sharing this proposal and we are inviting other organisations with similar experiences to reflect on it. Our intention is not to provide a definitive answer, but rather to open the question and initiate a discussion. We believe that more and more professionals from other fields will become engaged in youth work in the future, and with that the need for their onboarding will grow. The question of how to do that and to what extent demands answers.

How to use this publication

The intellectual output is consisted of two separate sections: a framework of minimum youth work competencies and a proposal of activities that can be used to address those competences.

The contents are not meant to be used necessarily in a package. Not all competences and proposed activities may be relevant for your organisation, local context, or your youth work approach. Feel free to go through our proposal and use what makes sense to you. You may notice that competences you find important are missing, or that some that we included are redundant. Some of the proposed activities may not be suitable for you or you may need others or different ones to support the members of your team. Consider our proposal from the point of view of your organisation, and having on mind the types of youth work activities that you are delivering.

The context in which the competency framework and the proposed activities are meant to be used are when you are involving professionals from other fields in planning and delivering non-formal education activities with young people in the context of youth work. The assumption is that those

professionals do not have any prior training, education or experience in the field of youth work. If you are working with someone who has received some training or who has already worked with young people, this might not be very relevant for you. Also, if the individual you are partnering with has the time and possibilities to attend a more comprehensive youth work training, then this basic level might not be needed as well. However, if you are bringing in a professional photographer on a one-off or occasional basis, and if you have just a few days or even a few hours to prepare them for working with young people, you may want to consider using this as a basis.

You will recognise that the competence framework uses language that is much simpler and more basic compared to the language used in youth work curriculums. This is done on purpose, because we aimed to develop a framework that would be understandable for anyone, and not just for youth workers. We believe that this framework can be shared with the professionals from other fields, and that it would give them at least a rough idea of what is expected from them. To make it even more understandable, the key concepts from it can be turned into simple infographics. Feel free to experiment!

The activities proposed in the second section are examples of how you could support the professionals from other fields to acquire the competences listed in the framework. Most of them are based on existing tools and methods, adapted for this context. Please note that the default description refers to conducting the activity with a group of participants. In reality, you may often need to do onboarding with one or a couple of professionals from other fields. If that is the case, feel free to adapt and revise the exercises to the circumstances. For some of them, there are already tips on how you could use them with an individual participant.

Depending on the time you have available, you will need to select the exercises that you will use. If you consider some of them as “core” then we recommend them to be covered even if you have only a one-day onboarding. Those that you find important, but don’t have enough time to cover in a session, can be replaced by reading materials and other resources that tackle the same subject. Some of the exercises that we are proposing are based solely on this individual learning approach, while many others offer links to additional resources that can be studied in addition, or instead of the activity. There are many other resources that you could use, and we invite you to check existing databases such as the SALTO Toolbox for Trainers and the Youth Partnership Library. For sure there are also many that are available in your own language and based on your context.

We cannot overstate the importance of the context in which the professionals from other fields will do non-formal education activities. So, when deciding what to do and how, start by reflecting on the reality of your work and the needs of your target group. Make sure to adapt the exercises by incorporating elements that come from your own youth work reality. Only then you will be able to adequately prepare the participants in your onboarding for the work that is expected from them.

A Framework of minimum youth work competencies

A Framework of minimum youth work competencies: knowledge, skills and behaviours that everyone that is involved in conducting activities with young people as part of youth work should know and be able to do.

YOUTH WORK BASIS (DESIGN, IMPLEMENTATION, MONITORING v EVALUATION)		
KNOWLEDGE <i>Identifies:</i>	SKILLS <i>Ability of:</i>	BEHAVIORS
group processes, mechanisms (including leadership and power relations)	to develop methods that motivate and interest young people	monitors the goals of the activity and the needs of young people, adapting if needed
boundaries and youth work legislation	leading the work of individuals and groups	respects ethical boundaries while working with youth
the purpose, the basic principles, and ethical standards of youth work	to identify the needs, challenges and interests of different audiences	puts the youngsters at the centre of the activities related to them
characteristics and needs of young people	acknowledging that making mistakes is part of learning	creates safe and trust based relationships
crisis solving	to be creative and flexible	non-violent communication
non-formal education and informal learning	knowing how to ask reflective questions	willingness to listen young people and consult them
elements of monitoring, evaluation and reporting of youth work activities	planning and facilitating individual and group learning experience of young people	readiness to trust the capability of young people to direct their learning
that the process is more important than the result	knowing how to encourage participation and active citizenship	maximum focus on environmentally friendly activities and sustainability
how to design a session	explaining participation and related concepts in a simple, youth-friendly way	strengthens the feeling of personal and social responsibility of young people
youth access to human rights	setting learning aims and objectives specific to the characteristics of the group engaged in learning	being open to give and receive feedback
different learning styles	getting familiar with and prepare the learning space and materials	stimulates the creativity and imagination of the participants to be able to make ideas into reality

		openness to unexpected learning (for self and others) motivates and encourages young people builds positive relationships with the youth group motivates young people to participate in society by showing them they have the power to make a change uses own knowledge and experience for the purpose of supporting the personal and social development of young people
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COMMUNICATION & INCLUSION FOR EVERYONE		
KNOWLEDGE <i>Identifies:</i>	SKILLS <i>Ability of:</i>	BEHAVIORS
different ways of communication general principles of democracy, human rights, diversity, equity and inclusion the challenges faced by young people with fewer opportunities principles of intercultural communication how to communicate and work with people with fewer opportunities and with special needs critical thinking youth engagement basics of conflict management	integrating people in the society clearly and effectively transmitting on opinions and ideas adapting one's communication style to different audiences and situations delegating tasks and sharing responsibilities in a group challenging young people to get out of the comfort zone (and learn new things) relating with less judgment and more openness managing own emotions effectively	demonstrates active listening, without judgment & interruption makes a connection with the people in order to create a safe, comfortable space adapts the pace of the program to ensure everyone can participate not labelling young person as "right" or "wrong" gives young people the possibility to reflect, share opinions and feelings in a safe atmosphere willingness to see each young person as a whole and plans the activities in a way that nobody is left out

	taking into account the competences of the participants supporting cooperation between the group members showing empathy	
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MEDIA		
KNOWLEDGE <i>Identifies:</i>	SKILLS <i>Ability of:</i>	BEHAVIORS
fake news and their impact on wider audience cyber security and safety of personal data (social) media threats on different age groups new social media trends	distinguishing and accessing reliable sources of information using media data in responsible ways noticing different dangers young people face in (social) media	is willing to adopt new methods and information Is critical about different media outlets and sources that will be used in their work

Proposal of activities to address the competences

1. YOUTH WORK BASIS (DESIGN, IMPLEMENTATION, MONITORING AND EVALUATION)

Sessions of activities					
	Title	Description of the activity (Basic principles, steps)	Pedagogical objectives, Expected outcomes	Means required	Duration
1	Theoretical Framework of Youth work	Mind map and setting up of collective definitions By groups, create a collective mind map on a Flipchart to get a complete view of what Youth work is. Steps : - Identify a drawing or title of the main theme of the mind map (Youth work) and place it in the centre. - Add the ideas or sub-themes associated with the central image in the form of branches. Each branch is represented by a word, picture or drawing representing the idea or sub-theme. - Indicate related ideas with sub-branches associated with the corresponding branch. - Add new ideas as branches or sub-branches of a pre-existing idea. The whole visual is a tree with nodes linked to each other. - Different colours are used to group information or show links. Images or symbols are sometimes more memorable than words. - Then present the flip chart to the other groups and discuss the different perspectives. Before conducting this activity, you need to familiarize yourself with different ways of defining youth work, as well as with terms, keywords and concepts related to it. When doing so, please focus particularly on the way youth work is understood and delivered in your context. Don't forget to include the main functions, levels, roles and values of youth work. That way, the participants will gain understanding of how they should approach working with young people within your activities. The activity can be done as described above if you are delivering a training with a larger group of participants. If working with a small number of participants, you can do the activity with everyone at once. The activity could also be adapted for working with only one person, and then the process of creating a mind-map can help you guide the discussion about what youth work is.	- Familiarizing participants with the Theoretical Framework and the key elements. - Building a common framework of thinking about Youth work. - Reflecting on the purpose, basic principles and ethical standards of youth work.	Flipcharts, Post-Its, Markers	30 min – 1.5 hours (you can adapt the length according to the number of participants, available time and the depth you can go to.)

		Additional resources: Check how youth work is defined and described by different international organisations, such as the Council of Europe, as well as in policy documents and by institutions responsible for youth work on a national, regional and local levels. If there is an official definition of youth work that is adopted in youth country, then base your work on it, but also check how youth work is understood elsewhere.			
2	Key Characteristics of Youth	World Café A World Café is a cooperative facilitation technique designed to facilitate constructive dialogue and the sharing of knowledge and ideas. Steps: - The participants can be divided into three small groups, each of which has to think about the specificities and needs of the young audience (a different age group per group). Participants fill in a flip chart with their ideas. - After about 20 minutes, the groups rotate to add to the ideas of another table (by completing another flip chart). - Collective debriefing. Maslow's pyramid of needs can be a complementary support for exchange. Before conducting the activity, brainstorm by yourself the main characteristics and the most important needs of young people, especially those living in your community and the target group you are working with. You can use your own experience from working with young people, but you can also consult your colleagues or young people from your target group. You can also consult existing studies and papers that explore young people's needs. To understand more about the needs of different groups of young people, you can consult Erikson's Stages of Psychosocial Development. If you are conducting the activity with a small number of participants, you can work with everyone at once and instead of moving on different tables, you can go through the different questions. You can do the same with one person as well.	- Reflecting on the needs and specificities of young people according to different age groups. - Understanding that there are various needs to be addressed: physiological/emotional/cognitive / socialization/autonomy...	Flipcharts already titled with each discussion topic (age groups), Markers. A document presenting Maslow's pyramid of needs	30 min – 1.5 hours (you can adapt the length according to the number of participants, available time and the depth you can go to)
		Additional resources : https://involve.org.uk/resources/methods/world-cafe https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs https://positivepsychology.com/erikson-stages/			

3	Role of the Youth worker	Case Study To propose to the participants to work in groups on fictional problematic situations encountered by a youth worker in relation to a group of young people. The proposed cases must present: the situations to be studied, the problems they raise, the actors in the situation, the events that caused the problem (if applicable). Steps : - Distribute the case(s) to each group of participants (3-5 per group) so that everyone can read them. - Each group will have an analysis of the situation: the facts (argued statements), the actors (positions, roles, interactions...), the problem (behind the symptomatic type problems, the deeper, more permanent problems); the decision making: possible solutions, their consequences, the solutions chosen among all those stated. - Optional further study: Each group can make an action plan; which one and how to implement it. - Sharing between the groups. The case studies should represent typical situations that can happen in your work with young people, best if based on your own experience. Examples include: young people approaches the youth worker with a personal issue they have at home and asks for mediation with the parents; two groups of young people are having a conflict about something that has happened outside of the organisation/youth club etc. The purpose of the activity is for the educators to know how to behave if a similar situation occurs to them. The activity can be adapted to working with a single group or with one participant, in which case you would need to analyse the situations one by one.	- Identifying the important elements of the Youth worker's role in difficult situations. - Reflecting on the role and posture of the Youth Worker.	Flipcharts, Markers	Up to 2h
4	Group dynamic	The Orange Game Role play on the actors of a group and their roles. A square is marked in the space. In the center there is a white paper which cannot be moved, and all the materials given. Nobody can enter this square. The aim of the game is for the group to write a word or to draw with the materials provided. The time given to the group is 30 min. Facilitators observe what's happening in the group during the game, taking some notes with sentences said by people for the debriefing.	- Understanding by playing how a group can work. - Reflecting on roles, behaviors, responsibilities, interactions, decision-making processes within a group. - Reflecting on the importance of fostering cohesion within a group by taking into account the unconscious dynamics.	1 orange, 1 pen , 1 rope, 1 scissor, scotch tape, Flipchart for debriefing	1h

		Debriefing time: ask questions such as: - What happened during the game in the order? Which roles into the group did you see? - What did you feel during this activity? (add a paper with many feelings written on to allow everyone to have a support to define how they felt). - Did you all agree with the decisions taken? Did you all participate? In a group, all people have different skills, personalities, leadership, and all specificities are important and participate in the group's dynamic and the group's achievement. All participants can have roles and responsibilities at some moment. In a cooperative process, everyone is responsible for the group's dynamic and the cooperation. We can adapt our postures. With this exercise, the participants can learn about the different roles that young people can take as part of a group during the learning process. In the debriefing part you need to connect the experience with the group dynamic during youth work activities and roles and behaviours that can be expected from young people. You can also discuss about the ways in which the facilitator can support young people with different abilities. If you are working with a small group of with individuals, instead of going through the exercise you can also brainstorm and analyse different roles that appear when working with a group of young people. Make sure that you rely on the actual experience of working with young people in your context and refer to the needs and challenges of your target group.			
		Additional resources: For more understanding of group dynamics, check the Tuckman's model on the stages of group development. https://www.wcupa.edu/coral/tuckmanStagesGroupDevelopment.aspx#:~:text=These%20stages%20are%20commonly%20known,more%20collaborative%20or%20shared%20leadership.			
5	Formal and Non-formal Education	Photo language Using a set of photos, lead a discussion on what non-formal education is. Steps: - Present a photo and at the same time give participants time to reflect (2-3 min per photo) - Give the space to participants to share their point of view about the vision of education it gives them (2-7 min per photo) - Repeat the same exercise for each photo. Approximately (20 - 30 min for 10 photos on average)	- Understanding the specificities of non-formal education - Understanding what the different learning styles are	Pre-prepared photos/images	45 min

		- Debrief (10 min). It is interesting to come back to the relevant points shared by the participants to recall the principles of non-formal education as discussed by the group. It is the best if you use photos that come from actual non-formal education activities. If you don't have such photos on your disposal, choose other photos that depict different approaches and types of activities. The photos should provide associations to various characteristics of non-formal education, such as learner centred, voluntary participation, inclusion etc. When preparing the activity, make sure that you also reflect about your own approach to non-formal education and the ways in which you expect that the team will work.			
		Additional resources: There are many resources available that explain what non-formal education is and how it is done. The Council of Europe has worked a lot on this, and here you can read more about how they understand non formal education: https://www.coe.int/en/web/european-youth-foundation/non-formal-education. Check also any materials and policies on non-formal education in your own local context.			
6	The Project Cycle	Chronological classification Working collectively to better understand the stages of the project cycle. Steps: - Prepare small papers for each participant to put in order with the steps of the project cycle. - Suggest that they share/pool their work in pairs. - The pairs can then present their proposal to the others and agree collectively on a final choice for the project cycle. When conducting this activity, it is particularly important to focus on the phases of the cycle in which you expect that the participants will be involved. If their involvement is within one particular phase, it is important for them to understand how their engagement fits with the rest of the project.	Understanding how the project cycle works and the key steps to be taken	Small papers for each participant with the steps of the project cycle written	30 min

7	Methods for creating an animation	Setting the scene - Simulation of animation creation - Ask participants in groups to create their own animation. Certain criteria can be set: target audience (disability, minors, adults, etc.); theme to be addressed (equality, environment, etc.); medium to be used (audiovisual, etc.); time given (1 hour, etc.) and other criteria. - Each group will have 1 hour to imagine, design and present the main stages of an animation for a young audience according to the targeted criteria. - During the collective reflection, the other groups will be able to give their feedback on what they thought of the proposed activity and its relevance to the target audience, and suggest improvements. It will allow participants to experience an evaluation method. With this exercise, the participants will practice planning and applying different methods in working with young people. They will also learn how to plan methods that will respond to the learning needs and interests of their target group, as well as how to choose methods that adequately address the topic. When providing themes and other instructions for the group work, make sure that you choose ones that are relevant for your context of working with young people.	- Using teamwork, collective intelligence. - Knowledge of how to stimulate and organize activities based on the needs and wishes of young people. - Knowledge of how to evaluate the achievement of an activity (successes, difficulties).	Flipcharts, Markers (or other presentation leaflet)	1h30
8	Legislation	Rules and regulations for working with youth - Ask the participants to create a list of the most important rules and regulations that need to be followed when conducting non-formal education activities with young people. To make the task more challenging, you can also ask them to prioritize the rules, placing them in order according to their importance. - When the group presents the list, facilitate a discussion about the rules, their significance and the ways in which they can be put into practice. Discuss any challenges with following the rules that the participants can expect. - If your organisation has a list of rules and regulations that should be followed, present it at the end and explain your approach to their implementation. The activity can also be used to jointly create a set of rules and regulations to be used in your work with young people. In the process of preparation, make sure that you consider any regulations that already exist on a local or national level, and any specific rules that need to be applied by your organisation.	- Providing theoretical contribution on youth work legislation. - Reflecting on the boundaries	Flipchart, markers, pens	30 min

2. COMMUNICATION

Sessions of activities					
	Title	Description of the activity (Basic principles, steps)	Pedagogical objectives, Expected outcomes	Means required	Duration
1	Cooperation's causes and effects	Steps: - Ask each participant to think of one personal experience of cooperation in an organization and one of non-cooperation according to their understanding. Then, ask them to identify what could be the causes and effects for each experience. - Then split the participants into groups of 3 people, and ask them to share their experiences. In the group, 1 tells his/her story, 1 writes causes and effects perceived by the storyteller, 1 is time-keeper, and each person should have the time to experience all roles. - Then make a reflection with the whole group. In turns, each group gives one cause that can lead to cooperation and/or non-cooperation. With this activity, the participants will be able to reflect about the various circumstances that can have an effect on the level of cooperation within a team. By connecting the personal experiences with the reality of the work in your context, you can discuss about the important preconditions that should be in place so that you can build and sustain a good cooperation within your team. You can also reflect on the needs of everyone in your team for having a healthy and effective cooperation with the others, and talk about how those needs could be met.	- Using personal experiences to analyze causes and effects of cooperation and non-cooperation - Understanding how cooperation is influenced by the environment, culture, personal experiences and social skills	2 flipcharts, markers	1h
		Additional resources : To move this activity forward, the Problem's Tree can be an interesting tool.			

2	Working on communication	Steps: - Present the Criteria of active listening: When you actively listen to another person, looking him/her in the eyes and with the non-verbal communication to make him/her feel that you are really present. It's not a time for dialog: you are focused on the other. For example, using a formulation "When you said you mean ...?" is a way to paraphrase, a technique that makes you and the person sure that you understand what the person said. Also, active listening means that the person talking can take his/her time to speak. It's really a time for this person. - In an individual time, the participants think about one personal experience of interpersonal conflict they had. - In pairs, the participants tell their story to each other, respecting as much active listening's criteria as they can. - Collective debriefing : How did you feel as transmitter/ receiver? What was the easier role for you? What active listening does in comparison with classic communication? - Presentation of the OFNA tool which is used in the non-violent communication process to manage interpersonal conflicts. 1) <u>Observation</u>: Speaking about facts: what happened? Facts are neutral, observable, so they make you and the others observing the situation with things that can't be discussed. 2) <u>Feelings</u>: Explaining how this situation made you feel. Using the subject "I feel" to express personal feelings and not to involve the others. (feelings inventory). 3) <u>Needs</u>: Feelings come from unsatisfied needs, so to facilitate greater understanding with people, using them to explain makes it clearer what happens to you. (needs inventory). 4) <u>Asking</u>: Asking something to the others to change the conflict's situation, without forgetting that a question can be either accepted or refused. - Ask the participants to return in pairs and use the OFNA's tool to manage the conflict. The first aim now is to look at the story of each person to find which needs were unsatisfied and the second one is to formulate and write the OFNA as if it was the time to manage the conflict. - Collective debriefing. Need clarifications about OFNA? Did you succeed in using it? How was it?	- Reflecting on active listening - Understanding how to manage conflicts in a non-violent communication process	Papers, pens	1h30
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		This activity tackles both communication and conflict management and equips the participants with skills needed to be able to function effectively as part of a team. You can use the exercise to start a discussion of how you expect the collaboration to work, and what need to happen to that needs are expressed clearly, and conflicts are resolved timely. The exercise is also relevant for communication with young people, as well as for supporting active listening and other tools for effective communication between young people themselves. In the debriefing, you can reflect on the role of youth workers in supporting young people to be able to communicate and cooperate effectively with each other.			
		Additional resources : Tools from The Center for Nonviolent Communication : https://www.cnvc.org/			

3. INCLUSION

Sessions of activities					
	Title	Description of the activity (Basic principles, steps)	Pedagogical objectives, Expected outcomes	Means required	Duration
1	Background information	When working on diversity, inclusion and with NEET-youngsters, it is important to have some background. The best way to prepare the team to be able to adequately support young people with fewer opportunities is by providing them with materials that can introduce them to the topic. At the very minimum, provide a list of resources and ask the participants to explore them on their own. Then you can conduct a discussion with them to reflect together on the most important aspects that have to be considered when working with different target groups. If time allows it, you can also explore some of the resources together during a session, such as watch a video or jointly analyse a text. Some materials that you can provide: · “Embracing Diversity – A guide to diversity management for organisations active in intercultural youth work”: https://www.salto-youth.net/downloads/4-17-4124/EmbracingDiversity.pdf This document can help organisations in youthwork to integrate diversity management on all levels in order to make an organization more inclusive. There are many more relevant resources on the SALTO YOUTH web page, invite the participants to discover them. · What does NEET mean : https://www.youtube.com/watch?v=V6r07XL15_I · Different youth work approaches for different NEET situations : https://www.salto-youth.net/downloads/4-17-3266/OnTrack.pdf - Website about working with people with autism (NL) : https://nl.participate-autisme.be It is very difficult to find a kind of “summary” about how to work with people with a disability. There are an infinite number of aids and ways of supporting, but on the other hand the way of working with the target group depends on the type of disability (autism, down syndrome, fragile X, attachment disorders,...) and on how mild or severe the disability is. Once you know more about the specifics of the target group, we recommend the youth workers and the professionals from other fields to contact relevant	- Providing theoretical contributions on the topics: diversity, inclusion and NEET	Wifi/internet connection smartphone/computer	/

		individuals and institutions that can provide them with guidance and support them in the process.			
2	Communication and interaction with people with learning disabilities	Communication is key, and especially when working with people with (learning) disabilities. An effective way for the participants to better understand this aspect of the work is to show them short films and other materials that cover the subject. If you have enough time, you can do that altogether, otherwise you can send them the links and ask them to watch them individually. If you have a possibility, then you can organise a group reflection about their thoughts and impressions. - In the next movie and pdf you can find the basics on how to communicate: https://youtu.be/lyV1v-nib38 https://www.mencap.org.uk/sites/default/files/2016-12/Communicating%20with%20people_updated%20%281%29.pdf - In order to be inclusive, it is also important to know how people with a disability want to be treated. In the next VICE-video people with disabilities explain: https://www.youtube.com/watch?v=W6c6JLbczC8 There are many more videos available on youtube and vimeo that provide great examples to get inspiration. Make a research and find the ones that are relevant for your work, or ask the participants to find something that they think is important and then reflect about it together.	To learn about the principles of how to communicate with people with disabilities	Wifi/internet connection smartphone/computer	/
3	Communication with newcomers	For working with newcomers there is a little booklet that you can provide to your participants to read. Not all of the elements are relevant for workshops, but the annexes from page 28 are useful to check (NL): https://usercontent.one/wp/www.fmdo.be/wp-content/uploads/2023/03/inspiratiegids-FMDO-werken-met-anderstalige-vrijwilligers-1.pdf?media=1670316196	To learn about the principles of how to communicate with newcomers	wifi / Internet connection smartphone/computer	/
4	Working with newcomers in youth work	In case your work involves young migrants, refugees and asylum seekers, there are various resources that can be used to learn about methods, tools and approaches that can be used with those target groups. Find suitable materials that are relevant for your target group, and ask the participants to study them, before you have a joint conversation about the topic. Below is one example. In "Global", a toolkit for youth workers working with young migrants, refugees and asylum seekers, methods and activities can be found on how to work with this target group: https://www.wereldspelers.be/sites/default/files/wysiwyg/global_interactief-spreads_hr-compressed.pdf	To learn effective methods for supporting young migrants, refugees and asylum seekers	wifi / Internet connection smartphone/computer	/

4. MEDIA

Sessions of activities					
	Title	Description of the activity (Basic principles, steps)	Pedagogical objectives, Expected outcomes	Means required	Duration
1	Social Media Accounts Pros and Cons	Ask the participants to: - Find social media accounts of similar organizations/ field. - Note down two positive sides of a profile and two negative sides. - Analyze the summary of positive and negative sides of at least 3 different accounts. - Create guidelines for perfect social media account (what to follow and what to avoid) - Present their guidelines and have an open discussion. Could it be possible to put it into practice? In the debriefing of the activity, connect the exercise with your work with young people. For example, you can discuss about the ways in which your work with young people is communicated on social media, or you can talk about how young people use social media and its potential implications on the learning process.	- Familiarizing with the situation of current social media trends - Become able to analyze what is popular content (collects likes and views) and which is not - Gain theoretical knowledge to build your own successful social media channel	Device with Internet access, paper & pen (notes can be made also electronically)	1 hour
2	Social Media Threats	With this exercise you will be able to introduce the participants with the threats posed by social media. - Start by doing an overview of social media threats with participants. Define what social media threats are for them. - Write down their ideas on a presentation or use Mentimeter for automatic answer generation. - Then present an overview of common social media threats, including: cyberbullying and online harassment, identity theft and phishing attempts, privacy breaches and data leaks, fake profiles and catfishing, malware and viruses. - Share examples and statistics to emphasize the prevalence and impact of these threats. Some more in-depth information to prepare for your input: 1. Cyberbullying and Online Harassment Discuss cyberbullying and online harassment, defining their characteristics and forms. Provide guidance on how to identify and respond to cyberbullying: recognizing warning signs, documenting incidents, seeking support from trusted	- Understanding the potential threats and risks associated with social media use - Raise awareness of cyberbullying - Equip youth leaders with the knowledge and skills to learn about common social media threats - Understand the importance of online safety - Acquire strategies to mitigate risks and protect themselves and their personal information.	Projector or screen, computer, Internet access, pens/pencils, paper and handouts (optional)	3 hour

		individuals or organizations, reporting and blocking abusive users, share resources and helpline numbers for additional support. 2. Recognizing and avoiding phishing attempts Define phishing and explain how it can compromise personal information. Educate participants on how to recognize and avoid phishing attempts: suspicious emails or messages, unfamiliar links or attachments, requests for personal or financial information, share tips for verifying the legitimacy of messages and avoiding scams. 3. Online reputation management Discuss the importance of managing one's online reputation and the potential impact of social media content on personal and professional life. Provide guidelines for maintaining a positive online presence: think before posting or sharing content, regularly review and update privacy settings, monitor tagged posts and comments, respond appropriately to negative or harmful content, share examples and case studies to emphasize the importance of online reputation management. - Conclusion Encourage participants to practice online safety and share the knowledge gained with their peers and networks. Provide additional resources or references for further learning. In the conclusion part, make a link with the youth work activities that the participants will be involved in. Discuss the needs of young people related to online safety and brainstorm situations in which youth workers may need to act and provide support and advice to young people. List potential red flags in young people's behaviour and practice different ways to responding.			
3	Fake News	Ask the participants to: - Search some information how to identify fake news (website url, articles without sources etc) - Write down guiding aspects of how to distinguish fake and real news. - Find fake news in a group of 2-5 people and illustrate it with visuals using Canva for example. Examples of fake news - Ask the participants to present their poster to other groups.	- Create guiding material for understanding of fake news - Learn about media criticism	Paper, pens, pencils, flipchart, device with Internet connection	1h 30 mins

		- Ask the participants to take another team's fake news poster and prepare a research and fact-check to prove it is wrong. - Have a discussion between two teams, where one needs to be pro-fake news and other contra-fake news. - In the end sum up the session and encourage participants to be critical because not everything published online is pure truth! The session includes a lot of different activities that can be done in a sequence but could also be implemented independently. What you decide to do at the end depends on the group size and the time you have available. What is important is that by the end the participants understand how to support young people in distinguishing fake news and checking sources. In the debriefing, you can also discuss about how to react if a young person refers to fake or unverified information during a session.			
	Additional resources	https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/lesson-plans/intermediate-b1/fake-news https://talmil.org https://veryverified.eu			
4	The Big Brother	In this session you will tackle the topic of protecting personal information. Start by explaining the importance of safeguarding personal information on social media platforms. Ask the participants if they can answer “yes” to all following questions: Are you: - Changing strong and unique passwords every 3 months? - Enabling two-factor authentication? - Adjusting privacy settings? - Being cautious with sharing personal details online? If one or more questions got negative results then demonstrate step-by-step instructions for implementing these strategies on popular social media platforms. Even if it seems we have done everything to protect our data and privacy there are aspects that are not thought of. There are a few more activities you can do to dive deeper in the topic.	- get to know threats that we are all facing in everyday life - cyber security and safety of personal data	smartphone with internet connection	45 minutes

		- Create an experiment of following one's action in his/ her device. Experiment is based on trust. Do not force anyone to participate or share parts that he/ she does not want to. Before the rules should be explained 1. Use your phone actively for 1-minute while someone else is standing next to you and watching what you are doing 2. Ask questions to the phone user as well as the watcher how they feel and what would they do differently in the situation? 3. If you have permission, you can move further by asking participants to download a screen recorder and use their phone for 1-minute by chatting with someone. Ask the person to watch the recorded video. How does it make him/ her feel about it? But what if someone else is looking for that video, how does this make him/ her feel? After the experiment a person can delete all the recorded material. - There are several situations where we accidentally share our own data with strangers. Ask the participants to imagine a situation in a crowded metro or bus where they have access to seeing tens of screens and their content. They can become a spectator of other's tiktok favourites or read even some private messages. Or someone can become part of your content. Some reflection questions: - What can you do to keep your data protected? - In a crowded area maybe sometimes it is wise to postpone usage of a device? - There are options for laptops to use "privacy filters" for example while using it in a public space. For a phone it is smart to turn the brightness down if you are using it in a public space. By reflecting on their own approach to personal privacy, the participants can understand how the topic is relevant to young people and how they can use the educational activities to point out to aspects that are important for keeping one's data private and secure. When debriefing, talk also about the types of tips and advises that can be given to young people in this regard.			
5	Allow or Deny?	Prepare a round with chairs (matching the number of participants) - Ask all participants to take a seat. - Start reading out questions:	- Shows how limited our options become when we allow all the terms and conditions of apps	chairs	30 minutes

Do you agree to be part of the meeting?
Do you allow that our meeting will be photographed?
Do you allow our meeting to be recorded (with sound)?
Do you allow our meeting to be published as an open source?
Do you allow our meeting data to be sold to other facilitators?

- Each time someone answers yes to the question they need to raise a hand.
- With each “yes” you remove some amount of chairs (depending on a group size). But in the beginning of each question round all participants need to sit (so they need to sit on each other's lap if there are less and less chairs left).
- After all the questions have the discussion why we are so eager to give our rights away and make the freedom circle around us smaller and smaller.

If you are working with a small group or an individual, you can go through the set of questions without doing the exercise of removing chairs. The point is to go through the same topic of discussion and to reach a great understanding of the potential dangers or giving up personal rights and freedoms. Once they understand the concept, the participants should be able to support young people to go through a similar reflection. They should also understand the implications of limiting young people's rights and freedoms by entering in their private sphere as educators.